A–F System Refresh Update Call Dec 1, 2022

Today's Update

TEA published an **updated preliminary *A–F* system framework** and related resources on Nov 9, 2022.

This webinar is intended to highlight the key components of that framework.

Stakeholders are encouraged to provide feedback here through February 1, 2023 to help inform the proposed rule.

Expectations Matter

We believe that all students can learn and achieve at high levels.

College, Career & Military Readiness

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Expectations Matter, At All Grade Levels

The State Board of Education has defined what all students should know and be able to do at each grade level if they are to be well prepared for success in life. These are called the Texas Essential Knowledge and Skills (TEKS).

& Military Readiness

ON TRACK

What does this look like in practice?

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

Monitoring Progress Helps Support Students

TEKS 3.5A: Represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations

Actual STAAR Question:

An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

A)   736 - 197 - 150 = _____

B)   736 - 197 + 150 = _____

C)   736 + 197 + 150 = _____

D)   736 + 197 - 150 = _____

Clear Performance Information Helps Students

You can't improve what you can't see. To serve all students well, educators, parents, businesses leaders, and community members need easy access to information regarding how schools and districts are doing.
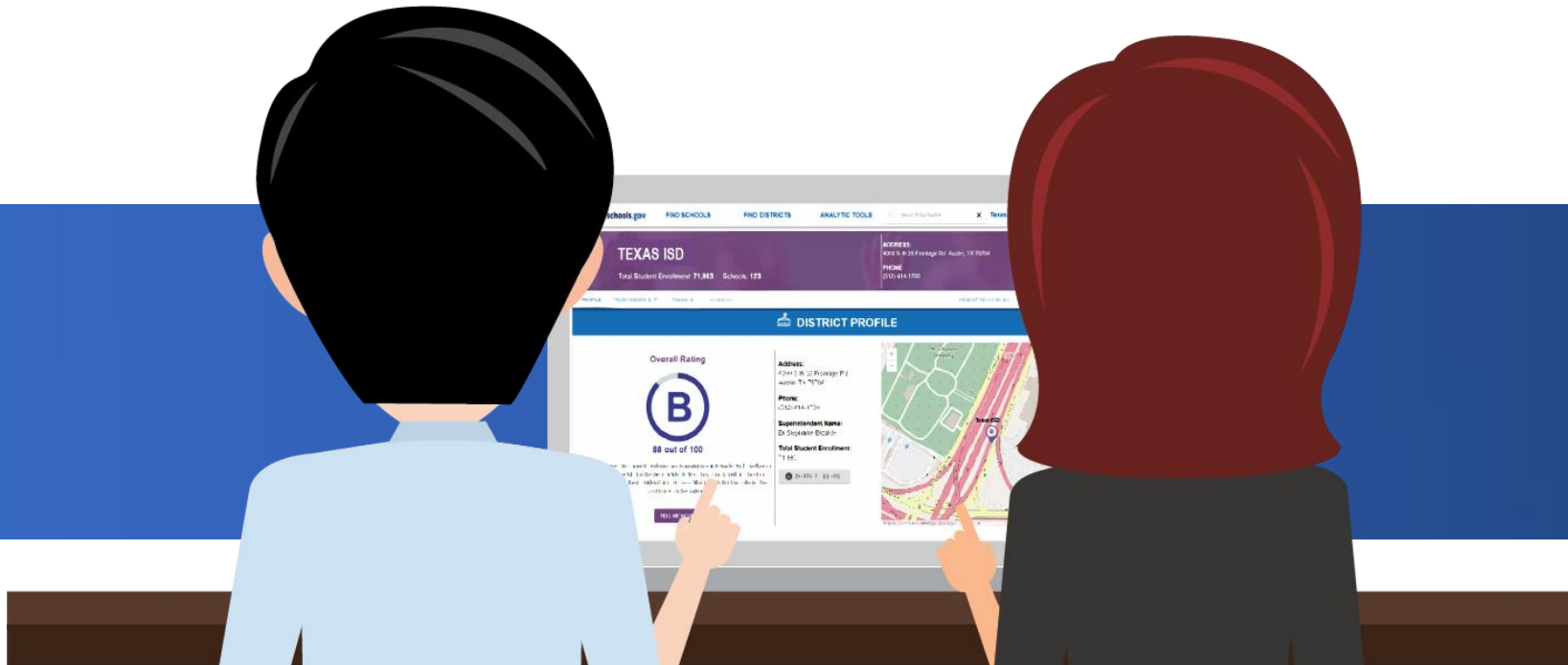
Students Are Helped In School & In Life

Monitoring performance with school ratings has been shown to have long term benefits for students:

"Our analysis reveals that pressure on schools to avoid a low performance rating led low-scoring students to score significantly higher on a high-stakes math exam in 10th grade. These students were also more likely to accumulate significantly more math credits and to graduate from high school on time. **Later in life, they were more likely to attend and graduate from a four-year college, and they had higher earnings at age 25.**"

Source: *https://www.educationnext.org/when-does-accountability-work-texas-system/*

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A–F is a tool to help us meet continuously improved goals for children

39.053(f) … In consultation with educators, parents, and business and industry representatives, as necessary, the commissioner shall establish and modify standards to **continuously improve student performance** to achieve the goals of **eliminating achievement gaps** based on race, ethnicity, and socioeconomic status and to ensure this state is a national leader in **preparing 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**.
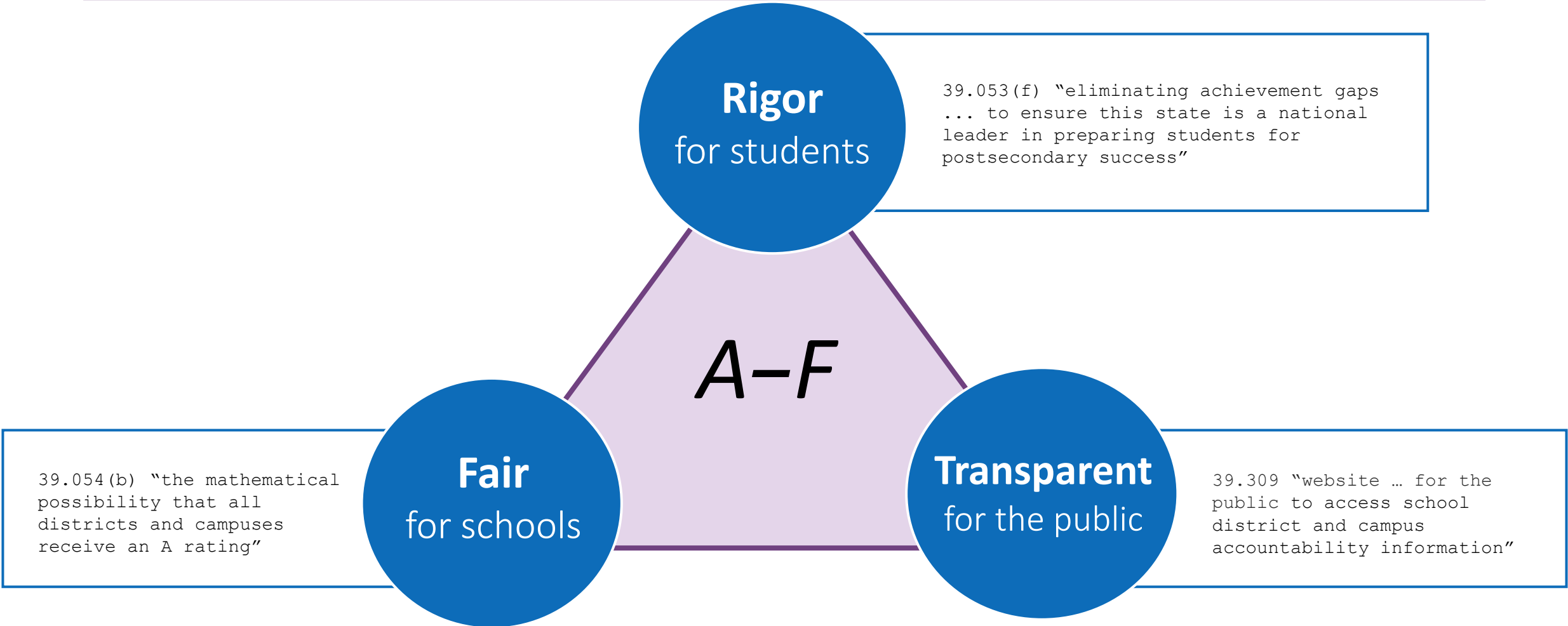
A–F is a tool to help us meet continuously improved goals for children

There are several key design commitments built into *A–F* to help ensure it works as an effective continuous improvement tool while accurately recognizing performance:

1. Ratings reflect better of achievement or progress

2. Use multiple measures to evaluate campus performance
   A. Students can show postsecondary readiness in multiple valid ways
   B. Progress evaluates growth in multiple ways

3. Ratings are based on defined criteria, not a fixed distribution
   A. "A" reflects performance consistent with reaching long term student goals
   B. "C" reflects average performance for the baseline year

4. The system design & cut points remain static in most years

These commitments remain unchanged for the refresh.

A–F Must Balance Competing Objectives

Rigor for students

39.053(f) "eliminating achievement gaps ... to ensure this state is a national leader in preparing students for postsecondary success"

A–F

39.054(b) "the mathematical possibility that all districts and campuses receive an A rating"

Fair for schools

Transparent for the public

39.309 "website … for the public to access school district and campus accountability information"

Meeting Statutory Requirements

- 39.053(a) "The commissioner <u>periodically</u> shall review the indicators for the consideration of appropriate revisions."

- 39.053(b) "Performance on the achievement indicators ... shall be compared to <u>state-established standards</u>."

- 39.053(f) "<u>Annually</u>, the commissioner shall define the <u>state standard</u> for the current school year for each achievement indicator....

  ... the commissioner shall establish and <u>modify standards</u> to <u>continuously improve student performance</u> to achieve the goals of eliminating <u>achievement</u> gaps based on race, ethnicity, and socioeconomic status and <u>to ensure this state is a national leader in preparing students for postsecondary success</u>."

- Before *A–F*, statute required cut points & targets to be re-projected every two years and set high enough to ensure Texas student performance was in the top 10 nationally by 2020.

- With *A–F*, statute requires cut points & targets to be reviewed periodically. In every year, the standards must ensure Texas is a national leader in preparing students for postsecondary success based on a statewide analysis of current school performance.

Implications of HB22's Periodic Review

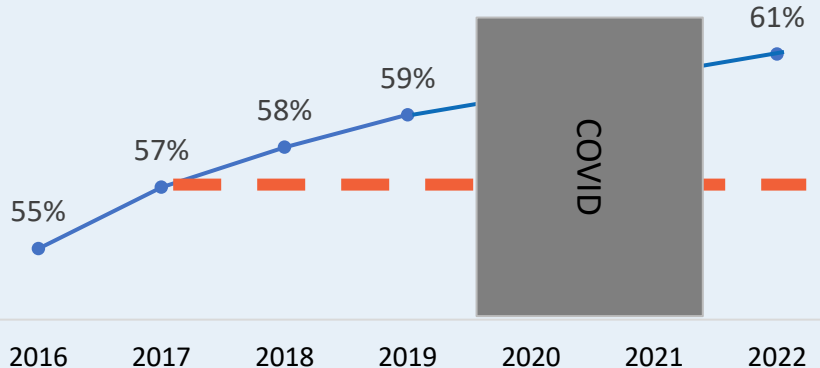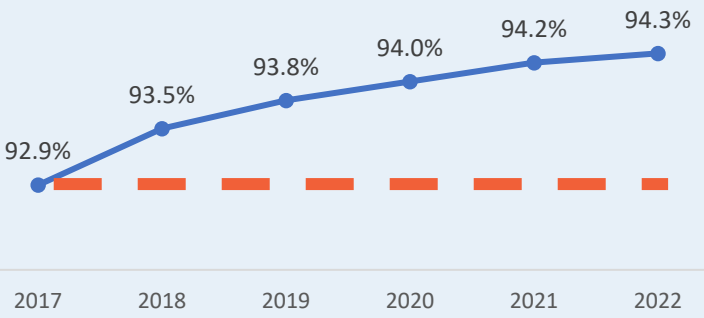|	Annual Review (pre HB22)	Periodic Review (HB22)
Description	Rating methodology is changed every year, typically with small increases in cut scores.	Rating methodology remains unchanged in most years, but in a year where indicators must be changed, methodologies and cut points change at a level generally equivalent to the accumulation of a series of small annual changes.
Pro	There are not dramatic changes in how schools are rated in any given year.	In most years, this allows for an apples-to-apples year-over-year comparison of performance.
Con	It is harder to do year-over-year performance comparisons, and a sense of "continually moving goal posts".	In a year when indicators are changed, there is a more dramatic change in school ratings. Statewide efforts must be made to communicate this to ensure appropriate performance comparisons are made in those years.
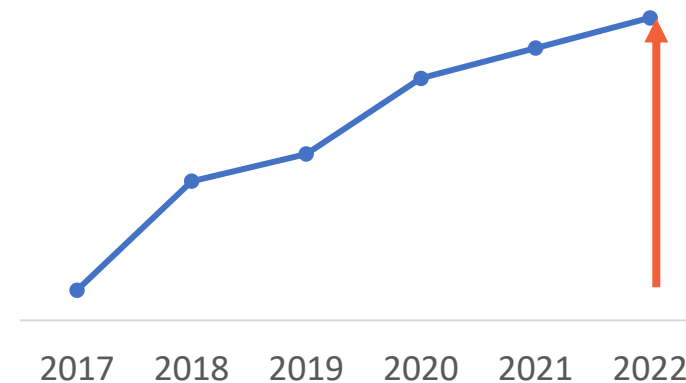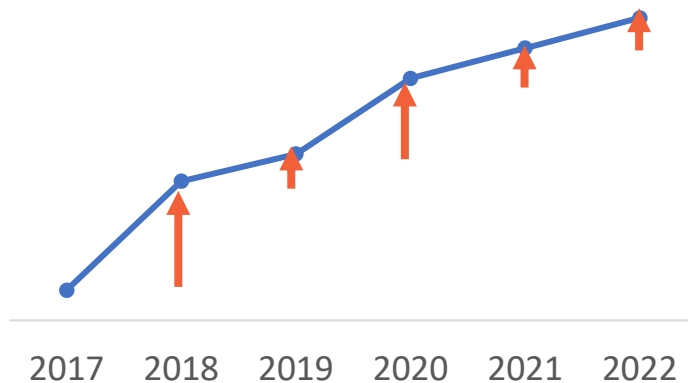
Reviewing State-Established Standards

Percentage of All Students that Met Grade Level or Above in all STAAR Subjects/Grades by Accountability Year
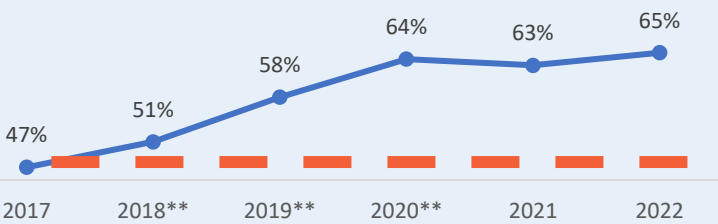
- 2016: 42%
- 2017: 45%
- 2018: 48%
- 2019: 50%
- 2020: COVID
- 2021: 41%
- 2022: 48%
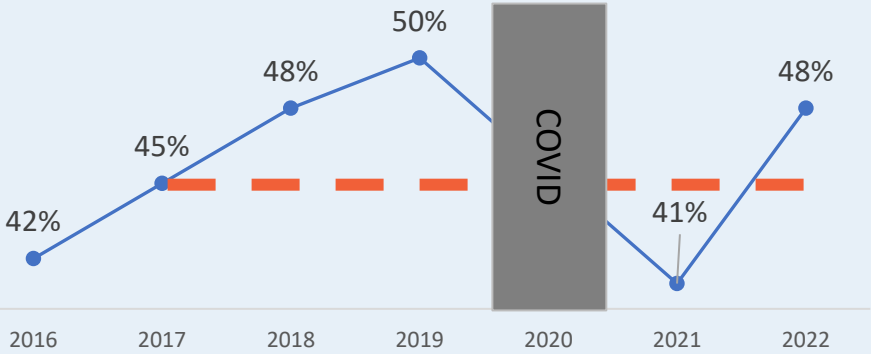
Percentage of All Students with a Year or More of Growth by Accountability Year
(Expected or Accelerated Progress from Prior Year)

- 2016: 55%
- 2017: 57%
- 2018: 58%
- 2019: 59%
- 2020: COVID
- 2021: COVID
- 2022: 61%

> Five years ago, we anchored goalsetting for a mid *C* to average performance in the baseline year 2017.
>
> CCMR, Graduation Rates, and Growth Rates have improved since then. STAAR proficiency has been impacted by COVID.

Average Campus Graduation Rate* by Accountability Year

- 2017: 92.9%
- 2018: 93.5%
- 2019: 93.8%
- 2020: 94.0%
- 2021: 94.2%
- 2022: 94.3%

Percentage of All Grads that Met CCMR*** by Accountability Year

- 2017: 47%
- 2018**: 51%
- 2019**: 58%
- 2020**: 64%
- 2021: 63%
- 2022: 65%

*Calculated as the highest of the four-year, five-year, or six-year longitudinal graduation rate from the prior year – e.g., 2022 is highest of class of 2021 4-year, class of 2020 5-year, and class of 2019 6-year rates

**2018, 2019 and 2020 rates are adjusted to exclude graduates who only earned CCMR from a CTE coherent sequence credit that was phrased out in 2021. This allows for better comparison across years based on current criteria. Adjusted rates for earlier years are currently unavailable.
***Calculated as the percentage of students who met CCMR criteria in the prior year – e.g., 2022 is the class of 2021's CCMR rate
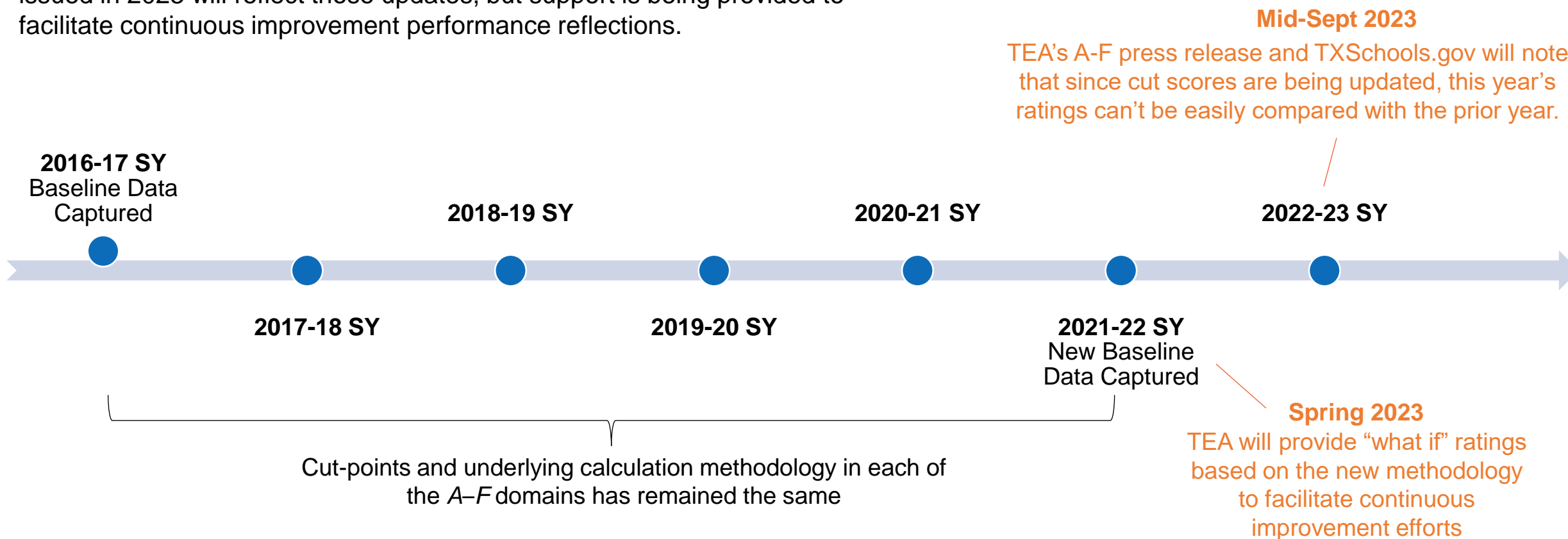
Continuously Improve Student Performance

"A" represents performance today that is at a level consistent with our long-term goals for students.

"C" represents performance today that is the same as what average was in the baseline year. Feedback so far suggests using a mix of pre- and post-COVID years as a baseline.

	Approach to setting cut points for *A* (i.e., 90)
STAAR Proficiency	Five years ago, cut scores were anchored to 60%. Given the disruption of COVID, this will remain unchanged.
STAAR Growth	Feedback five years ago recommended a 90% growth rate for an *A*, but cut scores were set lower than that because of the limited number of campuses performing in that range. Given improvement in growth, the refresh may come closer to that original recommendation, pending final modeling by campus type.
Graduation Rate	Graduation rates have improved in Texas, rising 1-2 percentage points higher than the original *A–F* baseline. Cut scores are likely to increase by a similar amount pending final modeling.
CCMR	Feedback five years ago recommended 90% as the percentage of CCMR graduates that should generate an *A*. Very few campuses performed at that level at that time (average performance in the baseline year was 47%), so the cut point was set at 60% which was nominally consistent with the state's 60x30 goals. CCMR performance has skyrocketed, with average performance now at 65%. Given these improvements and the statutory objective of *A–F* to make Texas a national leader in preparing students for postsecondary success, cut scores will be anchored to 88% pending final modeling, with analysis suggesting that would ensure 60% of graduates achieve initial postsecondary success.

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Proposed cut points are still being calculated by campus type and will be communicated by early January.

Supporting Continuous Improvement

Cut points remain fixed in most years, allowing year-over-year comparison. But they must be updated to comply with statutory requirements. Ratings issued in 2023 will reflect those updates, but support is being provided to facilitate continuous improvement performance reflections.

Mid-Sept 2023

TEA's A-F press release and TXSchools.gov will note that since cut scores are being updated, this year's ratings can't be easily compared with the prior year.

2016-17 SY
Baseline Data
Captured

2018-19 SY

2020-21 SY

2022-23 SY

2017-18 SY

2019-20 SY

2021-22 SY
New Baseline
Data Captured

Cut-points and underlying calculation methodology in each of the *A–F* domains has remained the same

Spring 2023

TEA will provide "what if" ratings based on the new methodology to facilitate continuous improvement efforts

2023 *A–F* Refresh: Considerations Thus Far

Original 10 considerations from June framework

1. Ensure cut points and targets reflect appropriate goals for students post-COVID.

2. Improve ability to recognize growth.

3. Update CCMR indicators.

4. Narrow focus within Closing the Gaps.

5. Recognize successful learning acceleration. *(now included in consideration #2)*

6. Increase alignment of district outcomes with campus outcomes.

7. Create a unique alternative education accountability system for dropout recovery schools.

8. Improve alignment between *A–F* accountability and special populations goal setting (Results Driven Accountability [RDA]).

9. Refine Distinction Designations and develop Badges to recognize district efforts.

10. If feasible, incorporate extracurricular leadership.

Additional considerations from feedback since June

11. Give high schools credit for Algebra I accelerated testers.

12. Create an incentive for early graduation.

13. Update overall rating to better align with SB 1365.

Multiple components of this proposal have been adjusted based on feedback

2. Growth: School Progress, Part A: Academic Growth

Measuring Annual Growth **PLUS** Measuring Accelerated Learning

Prior Year	Current Year					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

Prior Year	Current Year			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

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2. D2B, Relative Performance: Adjusted Proficiency
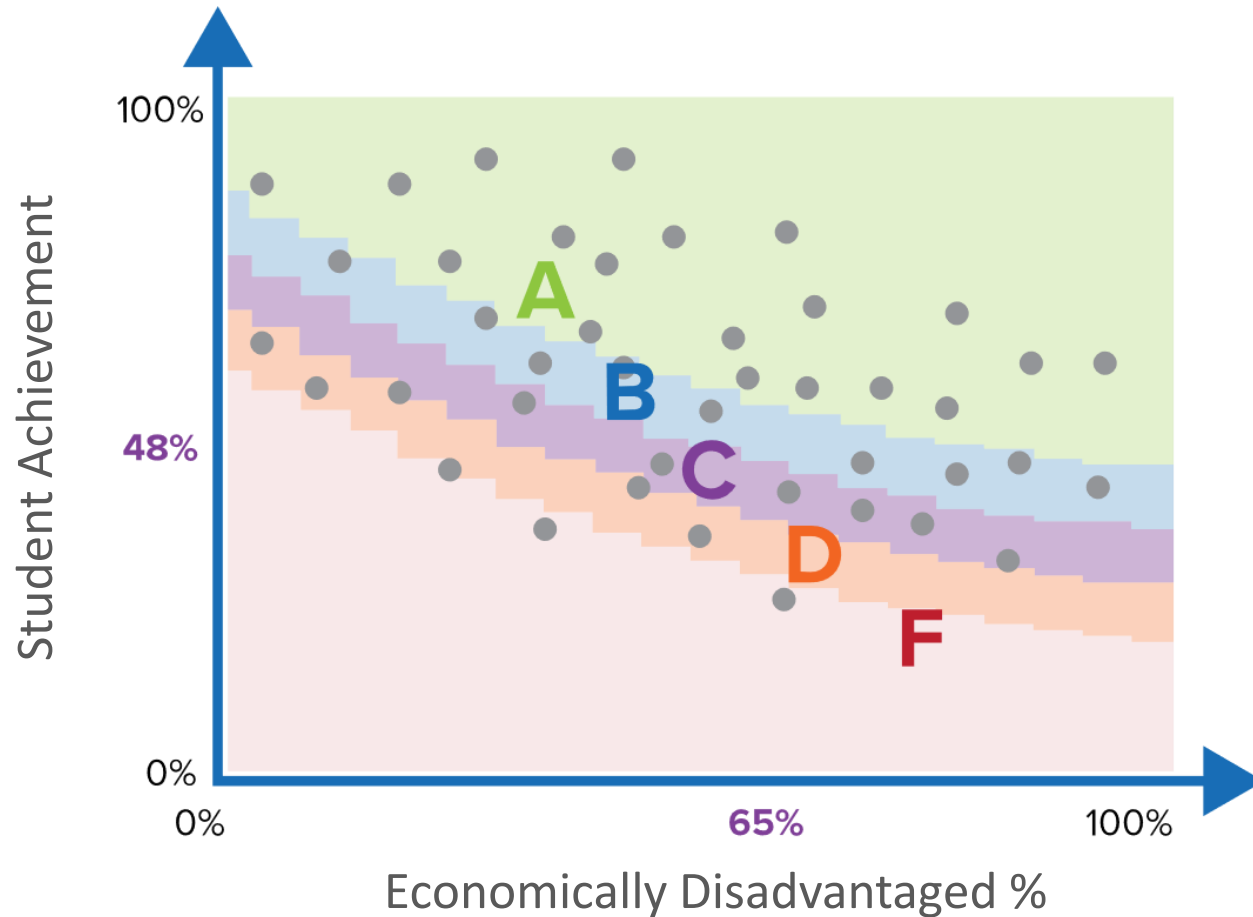
The current approach uses whole school proficiency rates relative to baseline year averages calculated for schools of similar poverty levels.

Based on feedback, TEA is analyzing whether other factors besides EcoDis should be considered

2. Growth: Improve Recognition of Growth

Domain 2, Part A: Academic Growth

- Stakeholders largely support moving to a transition table model to determine growth rather than vertical scale score growth to include more students in the growth calculation

- As USDE has stated adding an accelerated learning component in Closing the Gaps would not meet federal requirements, the accelerated learning component will be embedded within Academic Growth to recognize success for accelerated learners.

Domain 2, Part B: Relative Performance

- There are currently no proposed changes to Relative Performance at this time. However, the agency will conduct further modeling to determine whether additional demographic factors besides the percentage of students who are economically disadvantaged should be used in the model.

Domain 2 Overall

- Based on stakeholder feedback, there are no changes to the calculation of the School Progress domain. TEA will not average Parts A and B, will not incorporate a max spread between the two parts and will not include another growth model like Student Growth Percentiles (SGP).

3. CCMR: Update Components

A. Incorporate programs of study as required by statute, in alignment with industry-based certification updates.

- Refreshed IBC list is now available.

- A phase-in for aligned programs of study course completion requirements and IBCs was published in September. A phase-in is necessary to give schools time to adjust.

B. Bring back military enlistment (both US and TX National Guard) with a reliable data collection

C. Evaluate evidence of college readiness indicators on college enrollment & persistence and make any adjustments needed to ensure consistency of the college-readiness standard, including possible differential weighting of CCMR indicators.

3. Reviewing Statewide Performance: CCMR
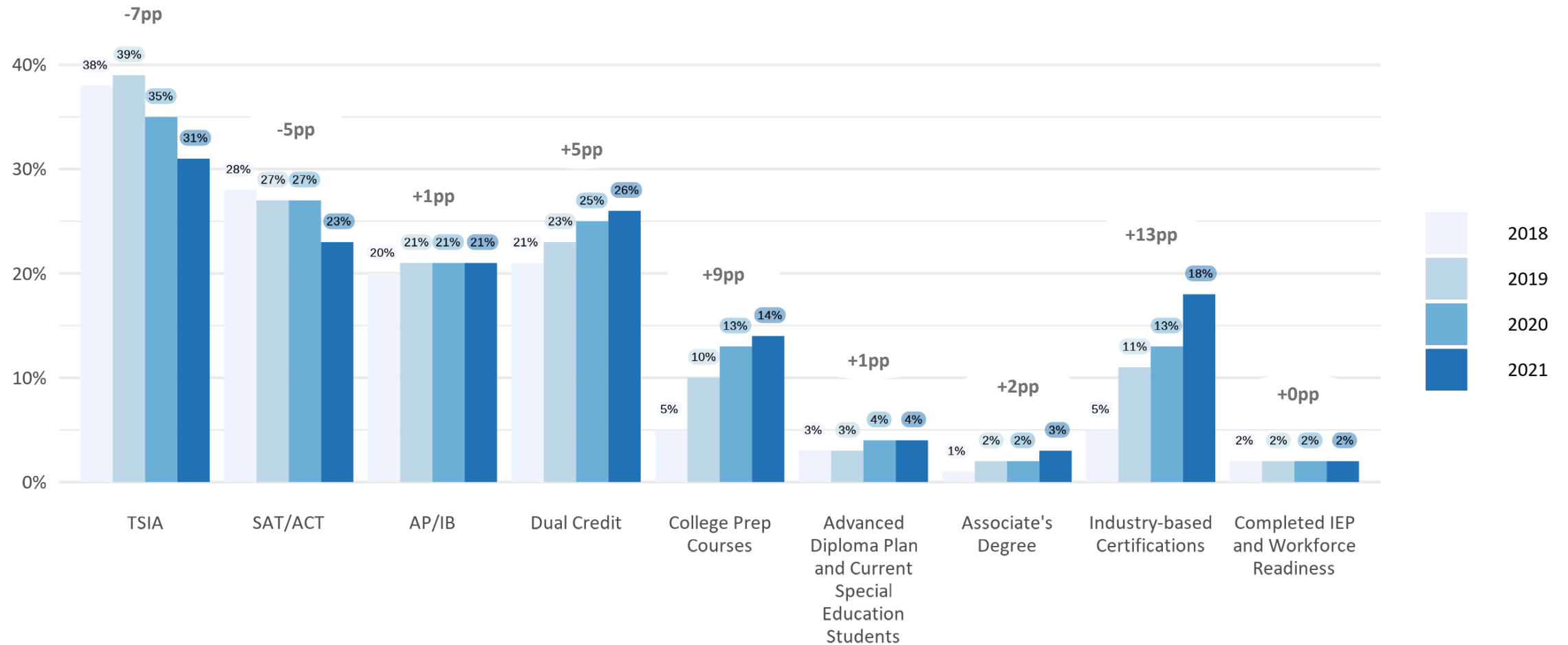
3A. IBC List Revision Cycle

Given the constantly evolving economy, TEA communicated plans to revise the list every 2 years, but delayed List Version 3 due to COVID.

IBC Rule Updated

List Version 1

2017-2018
2018-2019
74 IBCs

List Version 2

2019-2020
2020-2021
2021-2022
244 IBCs*

COVID

List Version 3

2022-2023
2023-2024
256 IBCs*
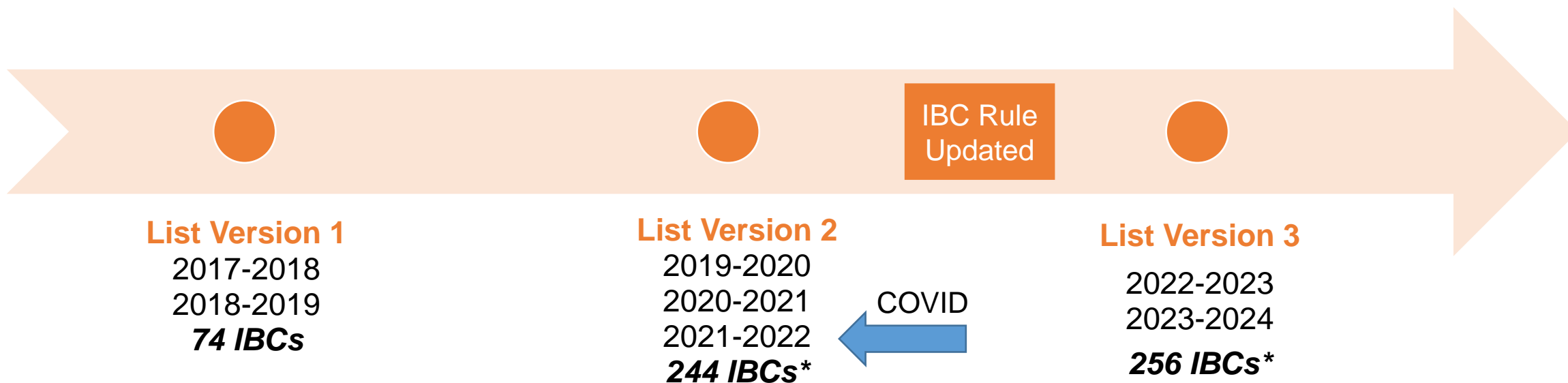
*A transition plan allows for both lists to be used for *A-F* accountability purposes to allow school systems time to update their CTE programs of study offerings

3A. IBCs & Programs of Study Work Together to Ensure Strong Career Preparation
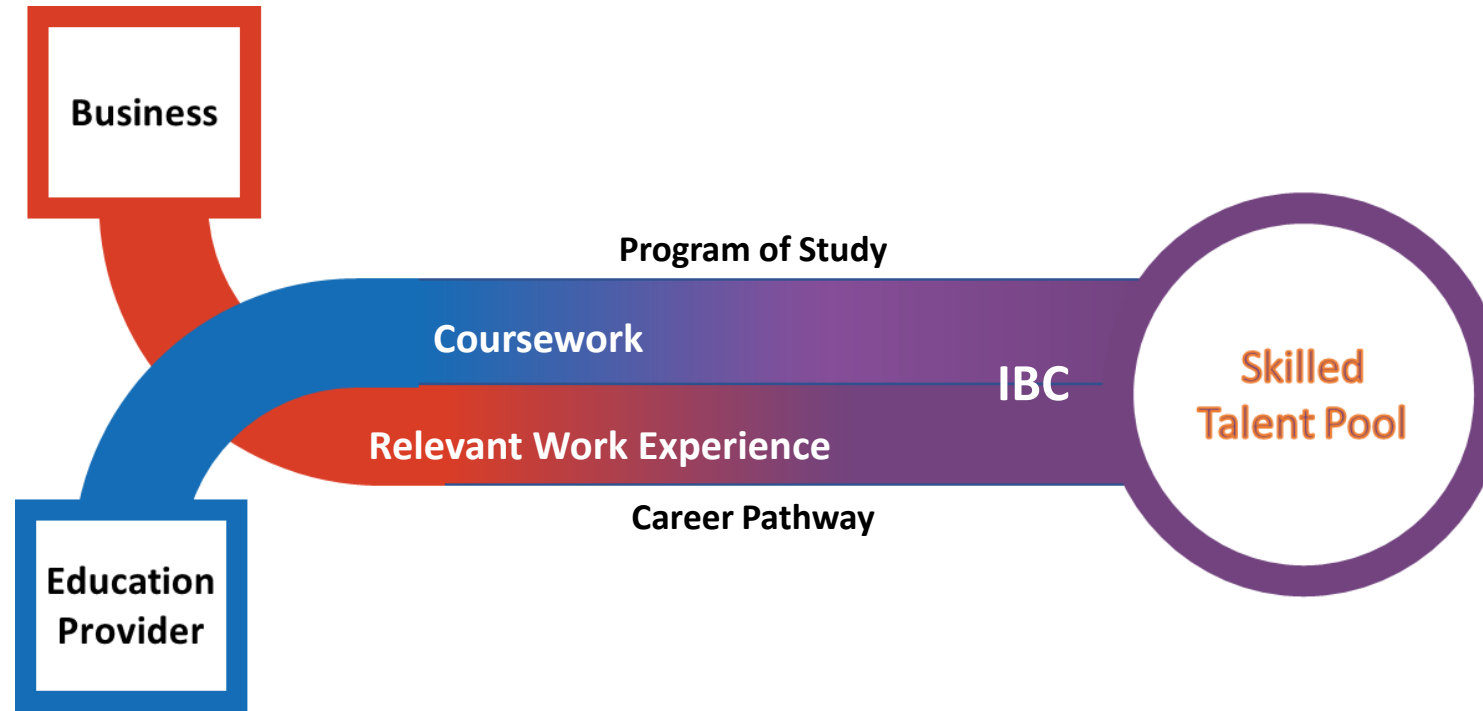
- ✓ Alignment of programs and credentials to labor market needs
- ✓ Classroom integration of both academic and technical skills
- ✓ Reinforcement and application of skills through quality work-based learning experiences
- ✓ Assessment and validation of skills with a credential of immediate value
- ✓ Ability to stack credentials along a career and education pathway

3A. Programs of Study

A **Program of Study** is series of progressively advanced TEKS-based courses that lead to preparation in a specific career. They end in an **IBC**.

Concentrator - Student completing and passing 2+ CTE courses for a total of 2 or more credits in the same Program of Study (and not a Completer)

Completer - Student completing and passing 3+ CTE courses for a total of 4+ credits in the same Program of Study, including one level 3 or level 4 course within the same Program of Study

Aligned IBCs to Programs of Study Crosswalk and new Programs of Study Framework documents will be posted in September:

https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/approved-statewide-cte-programs-of-study
https://tea.texas.gov/sites/default/files/aligned-ibcs-to-programs-of-study-crosswalk.pdf

Information Technology Career Cluster

The Information Technology (IT) Career Cluster focuses on building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support, and management of hardware, software, multimedia, and systems integration services.

Networking Systems
Statewide Program of Study

The Networking Systems program of study explores the occupations and educational opportunities associated with designing and implementing computer and information networks, such as local area networks (LAN), wide area networks (WAN), intranets, extranets, and other data communications networks. This program of study may also include exploration into analyzing science, engineering, and other data processing problems to implement and improve computer systems.

Secondary Courses for High School Credit

Level 1
- Computer Science I
- Principles of Information Technology

Level 2
- Internetworking Technologies I
- Computer Maintenance/Lab
- AP Computer Science Principles

Level 3
- Internetworking Technologies II
- Networking/Lab
- Advanced Cloud Computing

Level 4
- Practicum in Information Technology
- Practicum in Entrepreneurship
- Independent Study in Technology Applications
- Independent Study in Evolving/Emerging Technologies
- Project Based Research
- Career Preparation I

Postsecondary Opportunities

Associates Degrees
- Computer and Information Sciences, General
- Computer Systems Networking And Telecommunications
- Information Technology
- Network and System Administration/ Administrator

Bachelor's Degrees
- Computer and Information Sciences, General
- Computer Systems Networking And Telecommunications
- Computer and Information Systems Security/ Information Assurance
- Computer Engineering, General

Master's, Doctoral, and Professional Degrees
- Computer and Information Sciences, General
- Information Technology

Work-Based Learning and Expanded Learning Opportunities

Exploration Activities	Work-Based Learning Activities
• Join TSA • Job shadow a computer network architect or support specialist	• Earn an industry-based certification.

Industry-Based Certifications

- Cisco 100-490 RSTECH Supporting Cisco Routing and Switching Network Devices
- Cisco CCNA (200-301) Implementing and Administering Cisco Solutions
- CompTIA A+ Certification
- CompTIA Network+
- CompTIA Server+
- Computer Networking Fundamentals - Job Ready
- Google Cloud Certified Professional - Cloud Architect

- Associate of (ISC)*

*IBC sunsetting 8/31/24

3A. IBC & Programs of Study Accountability Transition

Sunset IBCs (v2) will <u>continue to generate *A-F* credit</u> for two more upcoming graduating classes, and program-of-study requirements are phased in over three years, to allow school systems to transition their career preparation programs

Graduating Class of 2024
Aug 2025 Ratings
Use updated IBC list (v3) or
Use existing IBC list (v2)
+
Concentrator in aligned
Program-Of-Study

Graduating Class of 2022
Aug 2023 Ratings
Use existing IBC list (v2)

Graduating Class of 2023
Aug 2024 Ratings
Use updated IBC list (v3) or
Use existing IBC list (v2)
+
1 course Level 2+ in aligned
Program-Of-Study

Graduating Class of 2025
Aug 2026 Ratings
Use updated IBC list (v3) or
*Use newly updated IBC list (v4)
assuming 2-year update cycle*
+
Completer in aligned
Program-Of-Study

Given feedback, we will fully examine Concentrator vs. Completer

3B. CCMR: Military Enlistment Data Collection

Beginning with *2023 annual graduates*, TEA will award CCMR credit to graduates for whom the district uploads the required military enlistment documentation.

1. Districts must obtain a **completed DD Form 4** *Enlistment/ Reenlistment Document-Armed Forces of the United States* from a student who has enlisted.

2. The DD Form 4 must include **all required signatures** by the student and the enlistment officer.

3. Districts must **submit** the completed DD Form 4 **via a secure upload** process in the spring of 2024 for 2023 graduates.

4. Graduates for whom a completed DD Form 4 is submitted will receive **CCMR credit** for military enlistment in both the academic **accountability** system and in **CCMR Outcomes Bonus** calculations.
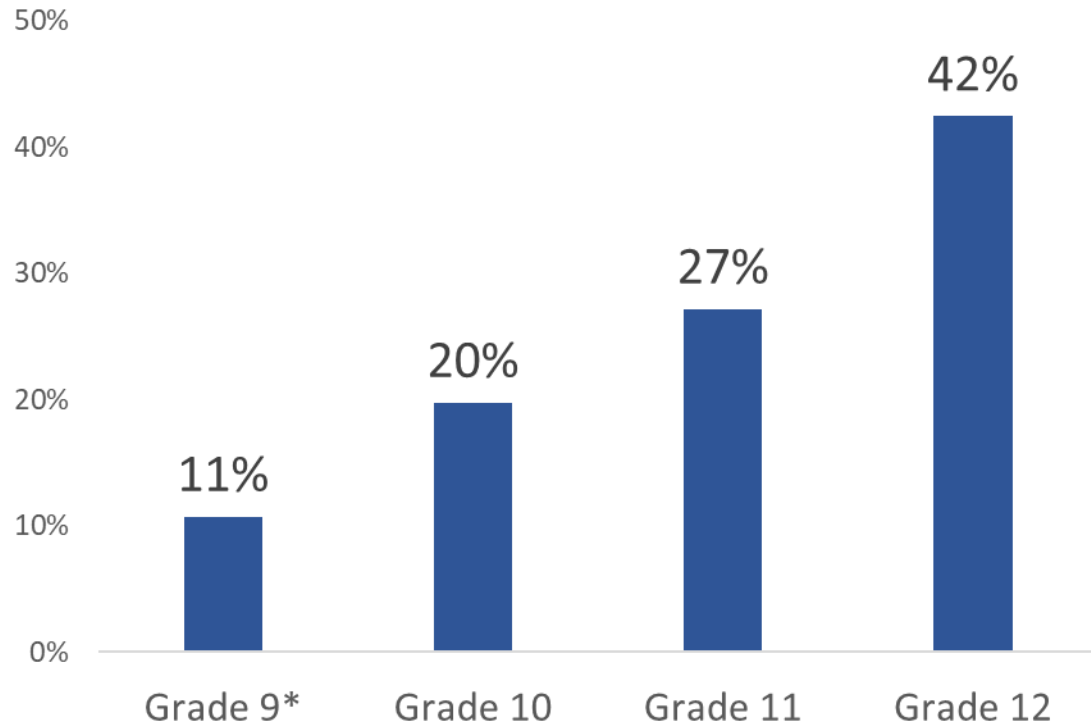
3C. CCMR: College Readiness Indicators Persistence Evidence

CCMR Indicator	Percentage of 2019 annual HS graduates who demonstrated CCMR via one indicator and not in any other way	Percentage of those 2019 HS graduates that enrolled in IHE fall 2019	Percentage of those 2019 HS graduates that not enrolled in IHE 2019 but in 2020	Total of those 2019 HS graduates who enrolled in IHE within 2 years	Percentage of the 2019 annual HS graduates that enrolled in IHE in fall 2019 and persisted through fall 2020
College Prep	1.80%	32.00%	3.70%	35.70%	15.40%
SAT	3.30%	53.80%	6.10%	59.90%	42.10%
ACT	0.40%	41.40%	6.80%	48.20%	30.30%
TSIA	4.30%	63.50%	4.40%	67.80%	43.20%
AP/IB	2.60%	33.80%	4.30%	38.10%	22.60%
Dual Credit	3.90%	53.20%	5.30%	58.50%	38.10%
OnRamps	0.10%	43.60%	7.20%	50.80%	32.90%

- TEA explored validity concerns for both AP/IB and College Prep. Further research has ruled out the need for changes to AP/IB, but validity concerns remain for college prep courses.
- TEA is collaborating with the Texas Higher Education Coordinating Board to better define college prep course requirements statewide.
- Additional information will be shared as it becomes available, and the new requirements would be implemented for **future graduating classes** to allow districts time to update and align local programming.

3C. CCMR: IBC earned by grade

School Year 2020-2021

Top IBCs Earned by Grade 9 Students	Earned
MICROSOFT OFFICE SPECIALIST WORD*	3718
NCCER CORE LEVEL ONE	1661
TEXAS STATE FLORAL ASSOCIATION FLORAL SKILLS KNOWLEDGE BASED	1292
MICROSOFT OFFICE SPECIALIST EXCEL*	733
GOOGLE ANALYTICS INDIVIDUAL QUALIFICATION*	677

* - Sunsetting IBC

N = 98,228 Students earning at least 1 IBC from Sept. 1, 2020 – August 31, 2021
Note: 40 8th graders were re-classified to Grade 9, since IBC was taken in summer.

3C. Most 2021 grads had IBC + Level 2 course.
Below is the list of the biggest outliers by IBC.

Difference in Points Earned from IBC alone and IBC + Aligned Level 2 Course or Higher, Graduates 2021

Certification	IBC + Aligned Level 2 Course	IBC Only
*MICROSOFT OFFICE SPECIALIST WORD	6,536	12,824
*GOOGLE ANALYTICS INDIVIDUAL QUALIFICATION	1,629	4,543
NCCER CORE LEVEL ONE	2,720	4,431
*OSHA 30 HOUR GENERAL	2,213	3,824
NON-COMMISSIONED SECURITY OFFICER LEVEL II	2,955	3,461
*MICROSOFT OFFICE SPECIALIST EXCEL	2,535	3,342
ADOBE CERTIFIED ASSOCIATE PHOTOSHOP	2,445	2,966
MICROSOFT OFFICE EXPERT - WORD	1,524	2,585
SERVSAFE MANAGER	1,704	2,050
IAED EMERGENCY TELECOMMUNICATOR	736	985
OSHA 30 HOUR CONSTRUCTION	274	554

■ IBC Only   ■ IBC + Aligned Level 2 Course

*Sunsetting IBCs

3C. CCMR: Students using sunsetting IBCs to meet CCMR

Number of campuses with X% of graduating students ONLY using a sunsetting IBC to meet CCMR
Only includes students who met CCMR via IBC attainment and did not meet any other CCMR indicators
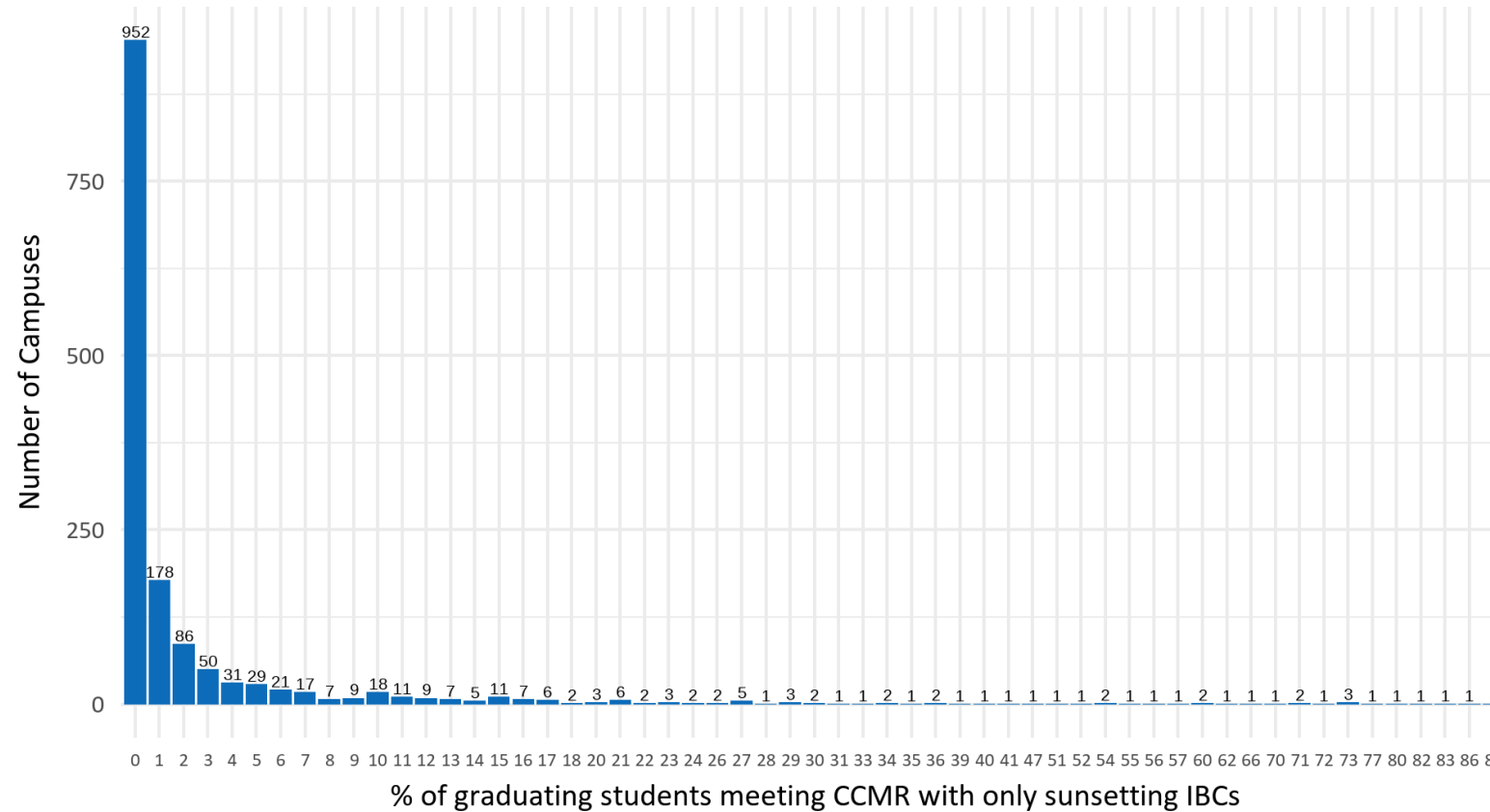
Source: Accountability year 2022 / School year 2021 IBC attainment and CCMR data. Students are included if they only met CCMR via a single sunsetting IBC. There are, in total, 26 sunsetting IBCs associated with IBC-only CCMR.

3C. CCMR: Career Readiness Indicators and Market Data

$ Median salaries

Category	Median salary
Nursing Science	$64.9
Healthcare Therapeutic/Diagnostics	$59.3
Health Informatics	$50.7
Medical Therapy	$76.7
Exercise Science and Wellness	$42.5

- Nursing Science: 3,611 (IBCs), 4,609 (CTE Completers)
- Healthcare Therapeutic/Diagnostics: 3,460 (IBCs), 21,629 (CTE Completers)
- Health Informatics: 801 (CTE Completers)
- Medical Therapy: 12,976 (CTE Completers)
- Exercise Science and Wellness: 258 (CTE Completers)

□ Total Annual Openings (Demand)   ■ Total IBCs Earned (Supply)   ■ 2018 CTE Completers (Supply)

3. CCMR: Update Components

Based on stakeholder feedback and analysis:

- Continuing analysis on validity differences for IBCs. Any adjustments for non-sunsetting IBCs would be pursued for future graduating classes.

- Conducting research into subset of high-usage sunsetting IBCs to determine potential adjustment.

- No weighting of CCMR indicators and no adjustment based on college readiness.

- No changes to the existing methodology for AP/IB

- No immediate changes to the existing methodology for college prep. TEA is collaborating with THECB to better define college prep course requirements for future graduating classes.

- Proposed cut points will be updated to reflect the impact of any differences in the CCMR indicators. E.g., cut points could be lower if college prep completion rates are projected to decline.

4. Closing the Gaps: Increase Focus

A. **Student Groups**

B. **Gradation of Targets**

- Domain 3 must be approved by USDE.

- The system used the last 5 years can evaluate a campus with up to 71 different indicators, and each one has been pass/fail.

- USDE has indicated additional flexibility is available, allowing us to narrow the focus on the students most at risk, while also providing partial credit as campuses improve

4A. Closing the Gaps: Super Groups

Will still report out data on all student groups.

☒ Reminder: previously, there were 14 different student groups:

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)^	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Highly Mobile

☑ Update: replace 14 student groups with 6 student groups

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			

4B. Closing the Gaps: Gradated Points

- Long-term (10 year) target setting is aligned with significantly reducing achievement gaps.

- Interim (5 year) target setting is based on getting roughly 1/3rd of the way toward the long-term target over the next 5 years.

Closing the Gaps: Proposed 0–4 Methodology	
4	Met Long Term Target
3	Met Interim Target
2	Did Not Meet Interim Target but Showed Expected Growth*
1	Did Not Meet Interim Target but Showed Minimal Growth**
0	Did Not Meet Interim Target and Did Not Show Growth

4. Closing the Gaps: Refresh Methodology

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)	Special Education (Former)	Continuously Enrolled
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races			
Academic Achievement (RLA & Mathematics)										
0-4			0-4	0-4				0-4		
0-4			0-4	0-4				0-4		
Growth or Graduation: Academic Growth in RLA & Mathematics (EL/MS) or Federal Graduation Status (HS/K-12)										
0-4			0-4	0-4				0-4		
0-4			0-4	0-4				0-4		
SQSS: STAAR ONLY (EL/MS) or CCMR (HS/K-12)										
0-4			0-4	0-4				0-4	0-4	0-4
English Language Proficiency[1]										
								0-4		

The max group count declines:

71 to 23

4. Closing the Gaps: Increase Focus

A. **Student Groups:** Previously, in Closing the Gaps, there were up to 14 distinct student groups, and any given student could count in between 2 and 6 of them, creating tremendous variability between how campuses are rated based on small enrollment differences.

- TEA is adjusting how **groups** are categorized, to improve focus on more at-risk students whose performance is potentially not otherwise reflected in Domains 1 & 2.

- Baselines rates will be established by school type: elementary, middle, and high school/K-12.

- Based on feedback, TEA will continue to report outcomes for all 14 original groups and is reducing the minimum size to 10.

B. **Gradation of Targets:** Additionally, the approach to scoring within any given component of Closing the Gaps is pass/fail, which can inadequately recognize significant performance improvements that remain below or above the pass/fail targets, and which ignores any distinction between reaching interim and long-term goals.

- TEA is creating a **gradated** scoring methodology to better reflect performance difference.

6. District Ratings: Improve Alignment with Campus Ratings

School Type	Grades Served	Total Students	Alt Ed	Eco Dis	Overall Rating	Score
District		2,859	No	73.6%	B	80
Elementary	01 - 02	389	No	80.7%	D	68
Elementary	03 - 04	400	No	77.0%	D	68
Elementary	EE - KG	352	No	85.5%	D	68
Middle School	06 - 08	468	No	72.9%	C	75
Middle School	05 - 06	429	No	76.9%	C	74
High School	09 - 12	821	No	62.1%	C	78

School Type	Grades Served	Total Students	Alt Ed	Eco Dis	Overall Rating	Score
District		298	No	66.1%	A	90
Elementary	PK - 06	169	No	69.2%	C	76
High School	07 - 12	129	No	62.0%	B	86

- Currently there is a disconnect between approximately 30 percent of district ratings and their campuses' ratings.

- Existing methodology for districts looks at all students in the district and evaluates it as a single K–12 campus.

- TEA is proposing that we use weighted average of campus ratings.

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7. Unique AEA System: Evaluate DRS Differently

Dropout Recovery Schools (DRS) serve a distinct role, requiring distinct goals

- Focus achievement and progress outcomes on re-testers

- Include previous dropouts in CCMR and graduation indicators as a hold-harmless (i.e., they can increase the numerator when success is achieved, but aren't included in the denominator)

Based on stakeholder feedback, TEA is moving forward with the proposal to create a unique AEA system for dropout recovery schools

8. *A–F* and RDA: Improve Alignment

- RDA has functioned as a separate special education & special populations accountability system.

- When *A–F* was launched initially, the state also had separate and misaligned federal & state accountability systems. The launch of *A–F* solved that problem.

- TEA is exploring how to unify the two systems, similar to the unification 5 years ago of federal & state accountability requirements.

- This will be REPORT ONLY for the next 5 years:

  - Current thinking is to develop a "REPORT ONLY" version of Closing the Gaps that includes Part A and Part B, where Part B reflects much of what is currently in RDA. This would not impact *A–F* ratings during this 5-year cycle but would be finalized to do so in the next 5-year *A–F* cycle (starting in 2028).

9. Distinction Designations: Possible Additions

- The Badges and Distinction Designations committee was charged with developing recommendations for refining distinction designations and implementing badges.

- The agency will continue to work with stakeholders through early spring to establish additional reporting opportunities through TXschools.gov to highlight district efforts and to update indicators within Distinction Designations.

- Based on this feedback, additional distinction designations may be available for the 2023 ratings. New distinction designations would be published in the proposed 2023 Accountability Manual for further stakeholder feedback before being finalized.

- These could evolve over time, even within the 5-year accountability cycle.

10. Extracurriculars: Still Under Consideration

- TEA will continue to collect data and conduct analyses to incorporate extracurriculars to the A–F system

- The extra- and co-curricular (ECC) report is due to the legislature in December 2022.

- An extra/cocurricular student activity accountability indicator could be adopted in a future accountability cycle pending legislative actions authorizing and funding the collection of these data.

- If adopted, the indicator would be report-only for several years to allow time to build reliable data collections on extra/cocurricular and run modeling before full implementation.

11. Accelerated Testers: Give high schools credit for Algebra I EOC middle school scores

- TEA receive feedback that high schools should also receive credit for STAAR Algebra I end-of-course (EOC) assessments taken in middle schools by accelerated testers.

  - For students who take Algebra I EOC before high school, their score would be included in the middle school calculations for the year tested and then included again at the high school they attend the following year.

  - The federal requirement for accelerated testers to be administered a mathematics SAT/ACT before graduation for inclusion in Closing the Gaps would remain in place to meet ESSA requirements.

- TEA will run data and gather stakeholder feedback on this new proposal before finalizing.

12. Early Graduation: Add an early graduation incentive

- Stakeholder feedback expressed concern that schools may be discouraging students who would benefit from graduating early given other requirements.

- The agency is examining creating an early graduation incentive to award additional state graduation rate points for early graduates to encourage schools to allow students to graduate early.

- This proposal would not impact federal graduation rates used in Closing the Gaps and will require data modeling and stakeholder consultation.

13. Overall Rating: Update to align with SB 1365

Update the 3 out of 4 *F*s rule to include *D*s.

- This aligns with the changes made to *D*s under SB 1365.

- If 3 out of 4 domains are a *D* (or mixture of *D*s/*F*s), overall rating cannot be higher than 69.

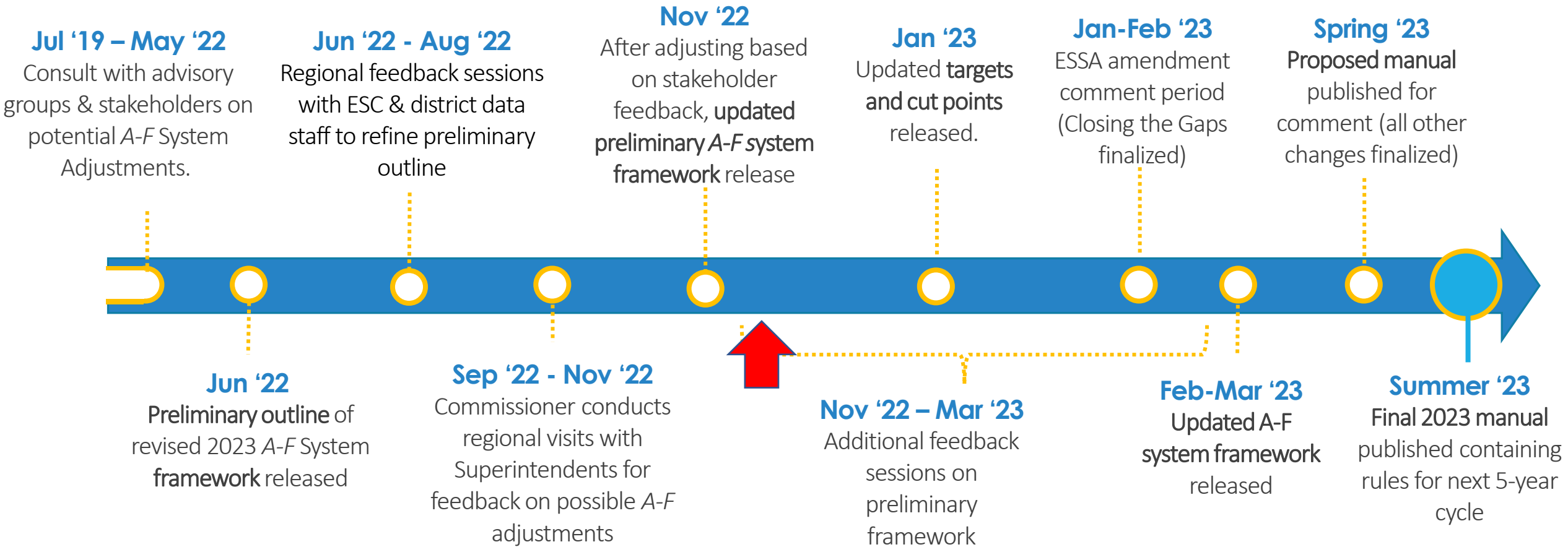- This is the same approach as is used with the current 3 of 4 *F*s rule.

D — If a campus or district earns 3 or more *D*s (or *D*s & *F*s), they cannot earn above 69.

F — If a campus or district earns 3 or more *F*s, they cannot earn above 59.

TEA

2023 *A–F* Refresh: Feedback Timeline

Jul '19 – May '22
Consult with advisory groups & stakeholders on potential *A-F* System Adjustments.

Jun '22 - Aug '22
Regional feedback sessions with ESC & district data staff to refine preliminary outline

Nov '22
After adjusting based on stakeholder feedback, **updated preliminary *A-F* system framework** release

Jan '23
Updated **targets and cut points** released.

Jan-Feb '23
ESSA amendment comment period (Closing the Gaps finalized)

Spring '23
Proposed manual published for comment (all other changes finalized)

Jun '22
Preliminary outline of revised 2023 *A-F* System **framework** released

Sep '22 - Nov '22
Commissioner conducts regional visits with Superintendents for feedback on possible *A-F* adjustments

Nov '22 – Mar '23
Additional feedback sessions on preliminary framework

Feb-Mar '23
Updated A-F system framework released

Summer '23
Final 2023 manual published containing rules for next 5-year cycle

Dates for proposed and finalized rules

	Proposed Rule Published	Final Accountability Manual	Ratings Applied
2017	4/14	6/9	August 2017
2018	5/17	7/20	August 2018
2019	5/1	7/19	August 2019
2020	5/4	7/17	August 2020
2021	4/16	7/12	August 2021
2022	5/13	8/5	August 2022
Goal for 2023	May	August	September 2023

Stakeholders are encouraged to provide feedback here through February 1, 2023 to help inform the proposed rule.