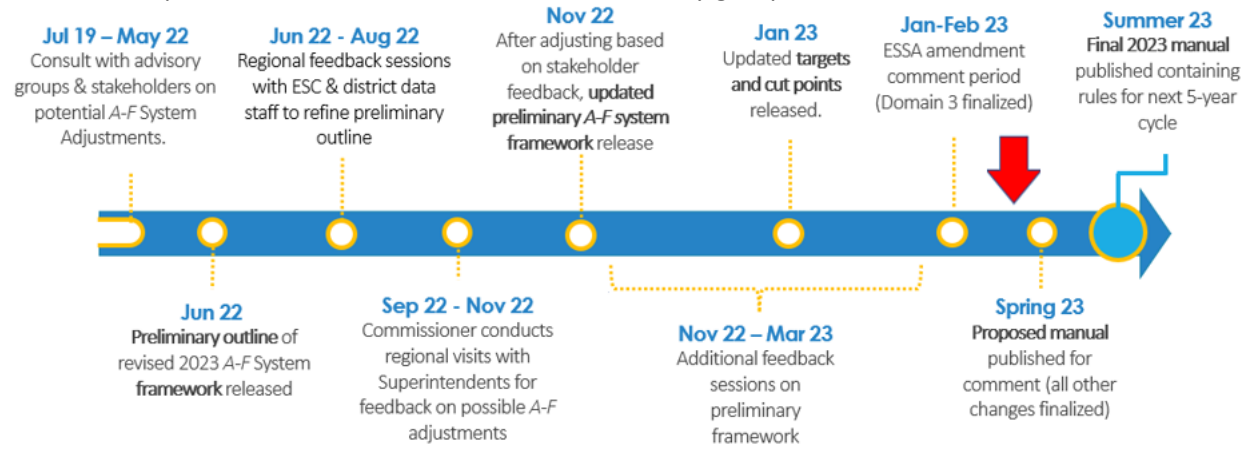


# 2023 A–F Refresh Summary of Stakeholder Feedback and Adjustments to Framework

Updated: March 2023

The 2023 A–F System Framework has evolved based on stakeholder feedback since its release in June and November 2022 and January 2023. TEA sought feedback from many sources, including regional forums with superintendents, regional education service center (ESC) presentations, and countless emails and one-on-one conversations conducted by multiple agency staff with superintendents, school board members, principals, teachers, parents, business leaders, professional associations, and other advocacy groups.



As is expected given the complexity of the topic and the size of Texas, stakeholders brought a range of perspectives. The feedback TEA solicited did not give us one consistent direction, and at times stakeholders proposed radically different or even directly conflicting directions for our A–F refresh. To help us weigh competing recommendations, the Texas Accountability Advisory Group (TAAG) and ESC Accountability Group (EAG) reviewed feedback and provided additional recommendations.

This feedback has been immensely helpful and guided each of our updates to the [Preliminary 2023 Frameworks](#). The following chart highlights the impact of stakeholder feedback between November and March. This framework reflects the updates to the original 10 considerations, to the proposals in the November and January frameworks, and reflects the contents of the proposed rule. The proposed rule, the *2023 Accountability Manual*, will be published in mid-spring.

The following chart:

- is organized around TEA’s original recommendations published in the June – and November preliminary frameworks,
- notes stakeholder feedback, and
- provides the resulting changes and rationales to the framework.

# 2023 A–F Refresh Summary of Stakeholder Feedback and Adjustments to Framework

November Preliminary Framework and January Updates	Stakeholder Feedback	Framework Updates & Rationales
<b>Considerations</b>		
<p><b>1. Establish new baseline data to ensure cut points and targets reflect appropriate goals for students given the educational disruption of COVID-19</b></p> <p><b>Overall Scaling Methodology:</b> 2023 ratings use the same scaling methodology as used in 2017 – setting cut points for A (90) in alignment with statewide goals and setting cut points for C by calculating the averages from the baseline year. These cut points are then scaled to set all cut points from A–F. These cut points remain fixed for roughly five years, so all districts and schools in the state have the mathematical opportunity to earn an A.</p> <p>This cut point methodology is used for each of the four key indicators in the A–F system: <b>STAAR Proficiency; STAAR Growth; College, Career, and Military Readiness (CCMR); and Graduation Rates.</b></p> <p>Cut points and scaling tables are available in <i>Preliminary 2023 A–F Refresh Cut Scores and Scaling</i></p>	<p><b>STAAR</b></p> <ul style="list-style-type: none"> <li>Some stakeholders proposed TEA utilize a phase-in approach and "hold harmless" and not make changes this year due to the STAAR redesign.</li> </ul> <p><b>School Progress</b></p> <ul style="list-style-type: none"> <li>Concern was expressed that the cut point for an A in Academic Growth was too high.</li> </ul> <p><b>CCMR</b></p> <ul style="list-style-type: none"> <li>The CCMR cut points are a significant change and are applied to 2022 graduates who are outside of districts’ control. The cut point changes should be delayed, phased-in, or TEA should run 2023 ratings as a hold harmless.</li> <li>Some commented that the new cut scores would penalize certain campus types disproportionately and that almost all high school domain and overall ratings would drop one to two letter grades due to the CCMR cut score change.</li> <li>Some commented that cut scores should not be based on “college enrollment and persistence” from pre-pandemic performance; both of which are out of districts’ control/circle of influence.</li> </ul>	<p><b>STAAR</b></p> <ul style="list-style-type: none"> <li>Unlike previous changes to the state summative assessment, which historically have increased the rigor of the assessment, the STAAR redesign does not increase the rigor of the test. Instead, the STAAR was redesigned to make the test more tightly aligned to the classroom experience. The redesign does not mean the test will be harder. The same rigorous statistical processes used to ensure that the test is measuring the same thing each year will be applied during the redesign of STAAR. However, the redesign does mean that in many grades, the reading/language arts (RLA) test will include writing for the first time. Based on the addition of writing and the impact of COVID-19, TEA has proposed keeping the same baseline used when setting 2017 cut points for STAAR proficiency.</li> </ul> <p><b>School Progress</b></p> <ul style="list-style-type: none"> <li>Given improvement in growth and the new methodology for calculating growth, cut scores for A will be 85 percent.</li> </ul> <p><b>CCMR</b></p> <ul style="list-style-type: none"> <li>In 2017, cut points for CCMR were set for the first time under A–F. District and stakeholder feedback five years ago recommended a cut point of over 90 percent as the percentage of</li> </ul>

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<p>Resources on the <a href="#">2023 Accountability Development webpage</a>.</p>		<p>CCMR graduates that represented excellence and should generate an A. However, very few campuses performed at that level in 2017 (average performance was 47 percent), so the cut point was set at 60 percent. CCMR performance has skyrocketed, with average performance now at 65 percent. Given these improvements, and the statutory objective of A–F to make Texas a national leader in preparing students for postsecondary success, the cut point for an A has been right-sized to 88 percent. This raises the bar to begin to meet Texas’ definition of excellence for CCMR.</p> <ul style="list-style-type: none"> <li>• Cut point modeling included the impact of any differences in the CCMR indicators (e.g., the sunseting IBC limit).</li> <li>• A–F uses multiple measures to evaluate campus performance. Even if a campus’ CCMR score decreases by 10 points, its overall rating might not be affected at all and could decrease at most by 3.5 points.</li> </ul>
<p>2. <b>Improve our ability to recognize growth.</b></p> <p><b>Part A: Academic Growth:</b> 2023 ratings use a transition table model to determine growth rather than vertical scale score growth to include more students in the growth calculation. When tabulating totals, differentiate given variable levels of growth with 0,</p>	<p><b>Part A: Academic Growth</b></p> <ul style="list-style-type: none"> <li>• Concerns were expressed about including Grade 8 RLA to English I end-of-course (EOC) transition within transition table growth.</li> <li>• Some proposed excluding results for language transitions from this domain, evaluating these assessments as a hold harmless, or adjusting points when moving from Spanish to English.</li> </ul>	<ul style="list-style-type: none"> <li>• One of the main benefits of moving to a transition table model is the inclusion of more students in the growth calculation. This includes students moving from Grade 8 RLA to English I EOC and students moving from Spanish to English versions of the tests.</li> <li>• There are no proposed changes to Academic Growth or Relative Performance from the November/January releases.</li> </ul>

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<p>½, or 1 point depending upon how much academic growth occurred for the student in the year.</p> <p><b>Accelerated Learning as part of Academic Growth:</b> The accelerated learning component counts each successful accelerated assessment as 0.25 points in the numerator of the annual growth calculation. The 0.25 point value was determined based on modeling, historical data on learning acceleration, and the commitment to set cut scores to ensure that even if a campus has no students with prior year Did Not Meet Grade Level tests, it can still achieve an A. Campuses can earn a maximum score of 100.</p>	<p><b>Accelerated Learning as part of Academic Growth</b></p> <ul style="list-style-type: none"> <li>• Some supported including accelerated learning as a way to encourage leaders at the local level to accelerate learning.</li> <li>• Some voiced concerns about including accelerated learning in the accountability system and in the growth domain.</li> <li>• There was positive feedback on the new proposal that did not include accelerated learning in the denominator.</li> <li>• There were requests for materials to educate parents around standard testing and testing measurements which may increase parent and student support for House Bill 4545 tutorials.</li> </ul>	<ul style="list-style-type: none"> <li>• There are no changes to the calculation of the School Progress domain; the domain continues to be calculated as the best of Part A and Part B.</li> </ul>
<p><b>3. Update College, Career, and Military (CCMR) indicators.</b></p> <p><b>IBCs:</b> Incorporate programs of study as required by statute in alignment with industry-based certification updates and examine validity data of IBCs. TEA extended the transition an additional year, so the requirement to earn an IBC plus an aligned Level 2+ course would apply for the Class of 2024, the concentrator requirement would apply</p>	<p><b>Military Readiness</b></p> <ul style="list-style-type: none"> <li>• By generating a workaround of establishing a data sharing agreement between TEA and the Armed Forces, commenters were concerned the proposed process might expose our former students’ personally identifiable information. Additionally, the data located on this form is not data public school districts should maintain for adults who are no longer students. This is a</li> </ul>	<p><b>Military Readiness</b></p> <ul style="list-style-type: none"> <li>• The proposed <a href="#">military enlistment collection</a> allows districts to receive credit for military enlistment while TEA continues to pursue source enlistment data from the Department of Defense.</li> <li>• As a state agency, TEA’s data storage procedures of personally identifiable information must meet stringent security protocols.</li> </ul>

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<p>for the Class of 2025, and the completer requirement would apply for the Class of 2026. Based on data analysis and statutory requirements, the transition plan maintains the completer requirement when fully implemented. Analysis shows the concentrator requirement has a minimal impact on wages compared to the completer requirement, which has a positive impact on wages. In addition, completer status is currently required in statute.</p> <p><b>IBCs:</b> For cut point modeling, and beginning with 2023 ratings, limit the percentage of graduates who only meet CCMR criteria via a sunseting IBC to five graduates, or 20 percent of graduates, whichever is higher. This limit is applied within Student Achievement and School Progress, Part B: Relative Performance and is not applied within Closing the Gaps.</p>	<p>violation of the adult’s privacy to benefit an accountability requirement.</p> <ul style="list-style-type: none"> <li>Continue to pursue a legal data sharing agreement with the Armed Forces and include JROTC participation as a military ready indicator as units are sanctioned and approved by the branches of the Armed Services.</li> </ul> <p><b>IBCs</b></p> <ul style="list-style-type: none"> <li>Some proposed to delay the implementation of CCMR changes to the current ninth grade cohort as the timing of CCMR changes do not allow for programming/staffing changes.</li> <li>Commenters suggested not linking IBCs and programs of study. If they are linked, commenters requested a better alignment between them and to include more stakeholders in the process.</li> <li>Some commented that allowing students to earn an IBC while being a concentrator would allow greater equity for smaller campuses.</li> </ul>	<p><b>IBCs</b></p> <ul style="list-style-type: none"> <li>The <a href="#">Refreshed IBC list</a> was published August 18.</li> <li>Based on stakeholder feedback, the <a href="#">phase-in</a> for IBCs and aligned programs of study was updated to extend full implementation an additional year. IBCs &amp; programs of study work together to ensure strong career preparation and reinforces an alignment of programs and credentials to labor market needs.</li> </ul> <p><b>CCMR Weighting</b></p> <ul style="list-style-type: none"> <li>Except as noted for IBCs above, the approach to calculating CCMR will remain unchanged – a student who demonstrates readiness in any area will count toward CCMR, equally. No weighting is being pursued, and there will not be a CCMR adjustment based on college readiness levels.</li> </ul>
<p><b>4. Narrow the focus within Closing the Gaps.</b></p> <p><b>Student Group Targets:</b> Revising federal interim and long-term student group targets and setting them by</p>	<p><b>Student Group Targets</b></p> <ul style="list-style-type: none"> <li>Stakeholders provided mixed feedback on the one-year English Language Proficiency (ELP) adjustment and targets.</li> </ul>	<p><b>Student Group Targets</b></p> <ul style="list-style-type: none"> <li>ELP targets had to be evaluated and reset to align with the adjusted 2023 methodology. TELPAS data were modeled, by school type, using the proposed methodology. The 2023</li> </ul>

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<p>school type. Baseline rates have been established for each student group based on statewide averages using STAAR, TELPAS outcomes, and Class of 2021 CCMR and graduation rate data.</p> <p><b>Gradated Points:</b> Awarding gradated outcomes for performance and growth toward these targets. Current methodology evaluates group performance on a yes/no basis; using a 0–4 points methodology would provide further differentiation for groups demonstrating growth but not yet achieving target performance.</p> <p><b>Student Groups:</b> Creating a super group for Closing the Gaps that consists of an unduplicated count of students from the state’s traditionally underperforming student groups. If a student meets one or more of the following criteria, s/he will be included in the new super group: students identified as emergent bilingual/English learner, economically disadvantaged, highly mobile, and/or served by special education programs.</p> <p>The submitted ESSA Amendment and summary of comments can be found on the TEA <a href="#">ESSA webpage</a>.</p>	<ul style="list-style-type: none"> <li>Some commenters feared racial disparities were being emphasized through the varying targets by student group.</li> </ul> <p><b>Gradated Points</b></p> <ul style="list-style-type: none"> <li>Some proposed the denominator should be scaled back to 3 points allowing a campus to earn extra points for 4 points.</li> <li>Change the definition of the proposed 2 and 1 points to award outcomes for performance as well as growth.</li> <li>Emergent bilingual students should be given weighted credit for growth when moving up the proficiency ladder.</li> </ul> <p><b>Student Groups</b></p> <ul style="list-style-type: none"> <li>Stakeholders strongly supported transitioning n size to 10 to align best with national best practices as a small n size allows for less masking of data in regard to achievement gaps.</li> <li>Some concerns were expressed about potential negative effective of smaller populations or campuses.</li> <li>Some believed there was a potential to increase the likelihood that an A rated campus could be identified for targeted support and improvement (TSI) or additional targeted support (ATS).</li> <li>There were suggestions to eliminate the use of super groups as there was concern</li> </ul>	<p>interim targets are based on the 2022 statewide average for each school type.</p> <ul style="list-style-type: none"> <li>TEA’s goal is to have all students increase 50 percent in the Meets Grade Level standard by 2037–38, thereby closing the gap for all student groups. In setting this benchmark, TEA is maintaining the expectation that we should hold all student groups to the same expectations of proficiency growth over the course of this plan. The interim benchmarks, based on 2017 statewide performance, by each student group, creates achievable yet aggressive progress checks for all student groups to achieve to ensure that they are making meaningful improvements towards the long-term goals.</li> </ul> <p><b>Gradated Points</b></p> <ul style="list-style-type: none"> <li>As the focus of the Every Student Succeeds Act (ESSA) is on ambitious state-designed long-term goals, with interim measures toward the goals, TEA is in alignment with USDE guidance that growth toward targets is a requirement. Meeting the target or showing growth is a requirement under ESSA. If a group remains stagnant below the interim target, or their performance slides backwards to below the interim target, they are flagged as not meeting expectations as they are not progressing toward the long-term goal.</li> </ul>



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	<p>that schools would not focus on the outcomes for all students or that this type of reporting would mask gaps.</p> <p><b><i>Closing the Gaps General Feedback</i></b></p> <ul style="list-style-type: none"> <li>• TEA should explore the use of non-test based indicators that provide a holistic view of school quality and effectiveness.</li> <li>• Recommendations to utilize a “hold harmless” in Closing the Gaps.</li> </ul>	<ul style="list-style-type: none"> <li>• In Texas the ambitious state-designed long-term goal is to reduce achievement gaps by 50 percent. The first set of interim targets is 2017 baseline data which grants campuses five years to demonstrate growth toward long-term targets before the targets increase. TEA disagrees with a methodology that would award a campus an A while none of its student groups have closed existing achievement gaps.</li> </ul> <p><b><i>Student Groups</i></b></p> <ul style="list-style-type: none"> <li>• TEA acknowledges the use of super groups within Closing the Gaps is a paradigm shift on what it means to “hold districts accountable” for every student group. TEA seeks to narrow the focus of Closing the Gaps to the lowest performing student groups in Texas.</li> <li>• Texas data trends reveal campuses’ lowest performing racial/ethnic groups rarely fluctuate. During refresh data analysis, TEA analyzed 2018, 2019, and 2021 STAAR performance data which demonstrated more than 94 percent of campuses had the same lowest performing racial/ethnic groups over all three years. Over 54 percent of these campuses had the same two groups and 40 percent had the same single group that remained stable (some campuses only met minimum size in the one group over the three years). The remaining six percent of campuses had racial/ethnic groups remain stable two of the three years analyzed. These data spotlight</li> </ul>

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		<p>alarming and persistent performance gaps across Texas.</p> <ul style="list-style-type: none"> <li>• The Closing the Gaps domain methodology holds districts accountable for a subset of the groups through the Closing the Gaps domain where super groups will be used to generate points toward a rating which is also used to make CSI determinations. Districts are held accountable for all disaggregated student groups through TSI and ATS determinations where each group’s performance is evaluated, assigned 0–4 points, and reported publicly. Campuses with student groups who are consistently underperforming are identified for school improvement.</li> <li>• With the reduced minimum size of 10 and use of super groups, disparities in student group outcomes will be amplified, not obscured. The focus shifts to these groups without the previous 14 groups distracting from gaps. Larger student groups are reflected proportionally in and have a direct impact on the Student Achievement and School Progress domains; the goal of Closing the Gaps is to focus on the lowest performing groups in order to drive improvements to close these gaps.</li> <li>• Disaggregated data for each of the student groups will be reported and evaluated within Closing the Gaps.</li> </ul>



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		<ul style="list-style-type: none"> <li>As TSI/ATS determinations must be based on individual student group performance within Closing the Gaps, a campus' overall grade is not a factor within federal school improvement identifications.</li> </ul> <p><b>Closing the Gaps General Feedback</b></p> <ul style="list-style-type: none"> <li>TEA will continue to explore non-test based indicators (see consideration #10).</li> </ul>
<p><b>5. Recognize successful learning acceleration. (See #2)</b></p>	<p>See #2</p>	<p>See #2</p>
<p><b>6. Increase alignment of district outcomes with campus outcomes.</b></p> <p><b>Proportional district ratings</b> To align district ratings more closely with the campuses they serve, 2023 district domain ratings are calculated using a proportionality method.</p> <p>The methodology only considers enrollment counts for grades 3–12, excludes <i>Not Rated</i> and paired campuses, is applied to each domain, and includes campuses evaluated under AEA.</p>	<ul style="list-style-type: none"> <li>The proportional methodology ensures every student in the same grade level in a district represents an equal portion in the district's total score.</li> <li>The proposed methodology does not include a district accountability subset and a high population of mobile students may be unaccounted for.</li> <li>Recommend creating a tool or report to capture students who only meet the district accountability subset.</li> </ul>	<ul style="list-style-type: none"> <li>Based on feedback and analysis, there are no changes to the proposed proportional methodology.</li> <li>Data analysis found approximately one percent of tests statewide would be excluded due to only meeting district subset.</li> <li>District Closing the Gaps disaggregated student group data reports will include the results for students who did not meet the campus accountability subset but did meet the district accountability subset to aid district planning efforts.</li> </ul>
<p><b>7. Create a unique AEA system for dropout recovery schools (DRS).</b></p> <p>The January resources included updates to the Student Achievement domain</p>	<ul style="list-style-type: none"> <li>The IBC/program of study requirement may not be a valid indicator for AEA campuses.</li> <li>The time required to complete a program of study typically requires three to four</li> </ul>	<ul style="list-style-type: none"> <li>The STAAR component methodology remains unchanged from 2018. Data modeling found the proposed methodological change from the AEA Task Force recommendation resulted in</li> </ul>

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<p>CCMR and completion rate methodologies to include previous dropouts as a hold harmless.</p> <p>Unique scaling for DRS will continue.</p> <p>A unique School Progress, Part B: Retest Growth domain evaluates the outcomes of EOC retesters.</p>	<p>years and AEA campuses experience very high rates of mobility which limit the ability to accomplish these goals within the time the students are on their campuses.</p>	<p>the same cut points but required scaling down of raw score outcomes.</p> <ul style="list-style-type: none"> <li>TEA will monitor how the proposed phase-in for IBCs and Programs of Study may impact DRS and may make adjustments to the proposal before 2027 accountability.</li> </ul>
<p><b>8. Improve alignment between the A–F system and special populations goal setting (Results Driven Accountability [RDA]).</b></p> <p>TEA proposes phasing in an additional subdomain within Closing the Gaps at the district level (but not at the campus level)—Closing the Gaps, Part B: RDA. This subdomain would report indicators and data previously reported in <a href="#">Results Driven Accountability</a>.</p>	<ul style="list-style-type: none"> <li>Provide further details of how RDA would be included that would be aligned with reducing duplication and coexist with the known system.</li> <li>Offer support for this aligned system for districts.</li> </ul>	<ul style="list-style-type: none"> <li>The incorporation of the RDA system into A–F will align federal reporting requirements, reduce duplication of data reporting, and create consistent focus across the state on special population performance improvements.</li> <li>As a first step during the transition, the <i>2023 Accountability Manual</i> will include RDA as a Chapter 12. Additionally, RDA reports will be available on TEAL in the same location as accountability.</li> <li>TEA is creating a task force to align data sources and methodologies where possible.</li> <li>Required RDA determinations and interventions will continue during this report-only period.</li> </ul>
<p><b>9. Refine and develop new distinction designations and/or badges that recognize district efforts.</b></p>	<p><b>Badges</b></p> <ul style="list-style-type: none"> <li>TEA should recognize schools’ efforts beyond core academics, and distinctions and recognize schools that demonstrate excellence in each component of the A–F formula. Aligned incentives are paramount</li> </ul>	<p><b>Badges</b></p> <ul style="list-style-type: none"> <li>Based on feedback, rather than adding specific “badges”, TEA will expand the performance information available on TXschools.gov and</li> </ul>

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	<p>to drive positive results, and should be in lock step with statewide strategic priorities to recruit, support and retain teachers and principals; build a foundation of reading and math; connect high school to career and college; and improve low-performing schools</p> <ul style="list-style-type: none"> <li>Schools value Distinction Designations and don't want to dilute by adding specific "badges". However, it would be valuable to highlight specific school offerings and data that contribute to information parents can access about a campus beyond accountability.</li> </ul> <p><b>Distinction Designations</b></p> <ul style="list-style-type: none"> <li>Rather than creating a new Distinction Designation, incorporate an accelerated learning indicator into existing Distinction Designations.</li> <li>Include an indicator on retester growth.</li> <li>Include a Distinction Designation specifically around Postsecondary Outcomes to highlight schools who are outperforming expectations when it comes to student success after graduation</li> </ul>	<p>the Texas Performance Reporting System (TPRS).</p> <p><b>Distinction Designations</b></p> <ul style="list-style-type: none"> <li>Distinction designations are updated to include indicators that evaluate the results of accelerated learners in RLA and mathematics.</li> <li>An EOC retest growth indicator is included across all subject areas.</li> <li>TEA will continue to explore adding a Postsecondary Outcomes distinction once data are more readily available.</li> </ul>
<p><b>10. If feasible, incorporate extracurricular (ECC) leadership.</b></p>	<ul style="list-style-type: none"> <li>TEA should explore the use of non-test based indicators.</li> <li>Including ECC may be inequitable as it would be fundamentally unfair to include indicators in the accountability system that</li> </ul>	<ul style="list-style-type: none"> <li>TEA collected data and conducted analyses on the potential incorporation of extracurriculars to the A–F system. The Extra and Cocurricular Advisory Group reported</li> </ul>

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	<p>are tied to non-equalized funding and could lead to an overall tax increase.</p> <p>Concerns were expressed around how would such an indicator be monitored and tracked.</p>	<p>their <a href="#">findings</a> to the Texas Legislature in December 2022.</p>
<p><b>11. Give high schools credit for Algebra I accelerated testers.</b></p> <p>The November framework included a new proposal to give high schools credit for STAAR Algebra I EOC assessments taken in middle schools by accelerated testers.</p>	<ul style="list-style-type: none"> <li>• Keep Algebra I results in middle school evaluations as these results reflect the efforts of middle school instruction, not of the high school.</li> <li>• Accountability should measure the outcomes of the school that provided the instruction, not act as an incentive for adult behaviors.</li> <li>• This proposal may have unintended consequences and does not address the problem of improving student access to advanced math pathways. TEA should continue to explore other options.</li> </ul>	<ul style="list-style-type: none"> <li>• Based on stakeholder feedback, the agency is not proceeding with the proposed methodology for giving high schools credit for Algebra I accelerated testers. Instead, TEA will add additional data about advanced math pathways to TXschools.gov and the Texas Performance Reporting System (TPRS). TEA will continue to research and analyze alternatives, such as bonus points, for future updates to the accountability system.</li> </ul>
<p><b>12. Create an incentive for early graduation.</b></p> <p>The November framework included a new proposal to create an early graduation incentive because schools may be discouraging students who would benefit from graduating early given other requirements.</p>	<ul style="list-style-type: none"> <li>• An incentive for high schools to graduate students early is problematic. It devalues the rigor of a high school education and focuses on graduation, not postsecondary attainment, as the final goal. By graduating early, students miss out on opportunities like the distinguished diploma, AP/IB courses, etc.</li> <li>• Students should not be graduating early if they have not met CCMR.</li> <li>• Incentivizing early graduation seems like an easy win for districts from an accountability standpoint, but they would be doing so at</li> </ul>	<ul style="list-style-type: none"> <li>• Based on stakeholder feedback, the agency is not proceeding with the early graduation incentive proposal for the 2023 A–F Refresh.</li> </ul>

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	<p>the expense of students' quality of education.</p>	
<p><b>13. Update overall rating methodology to better align with Senate Bill (SB) 1365.</b></p>	<ul style="list-style-type: none"> <li>• SB 1365 does not directly translate to the 3 of 4 <i>F</i>s or <i>D</i>s rule.</li> <li>• Instead of the 3 of 4 <i>F</i>s or <i>D</i>s rule, TEA should ensure the base system is strong.</li> </ul>	<ul style="list-style-type: none"> <li>• SB 1365 requires ratings of <i>D</i> to impact the count of consecutive years of unacceptable performance. To better align with SB 1365, 2023 ratings update the 3 of 4 <i>F</i>s rule to include 3 of 4 <i>D</i>s and/or <i>F</i>s.</li> <li>• For future updates to the accountability system, TEA will continue to explore methodological changes to the base system to obviate the need for this rule.</li> </ul>