



A–F Refresh: TASA Midwinter 2023

Today's Update

TEA released additional resources regarding the **updated preliminary A-F system framework** on January 2, 2023.

This session is intended to highlight the key updates to the framework that were released in January.

Stakeholders are encouraged to continue providing 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.



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

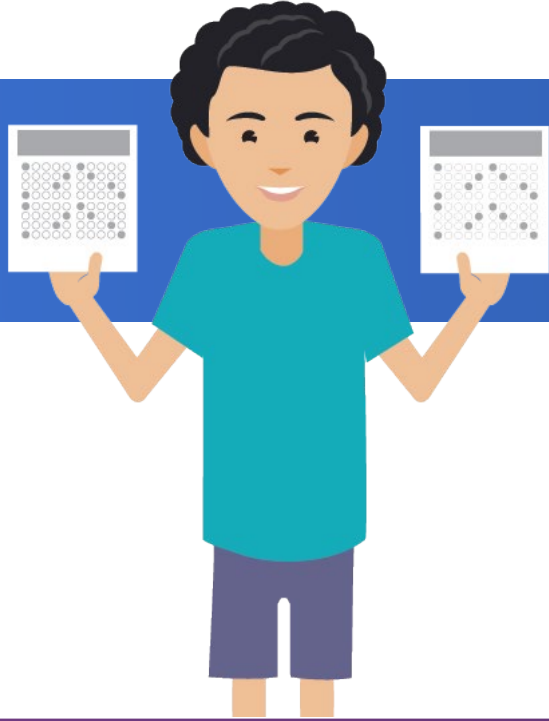
ON TRACK

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) $736 - 197 - 150 = \underline{\quad}$
- B) $736 - 197 + 150 = \underline{\quad}$
- C) $736 + 197 + 150 = \underline{\quad}$
- D) $736 + 197 - 150 = \underline{\quad}$

Clear Performance Information Helps Students

You can't improve what you can't see. To serve all students well, educators, parents, business 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/>

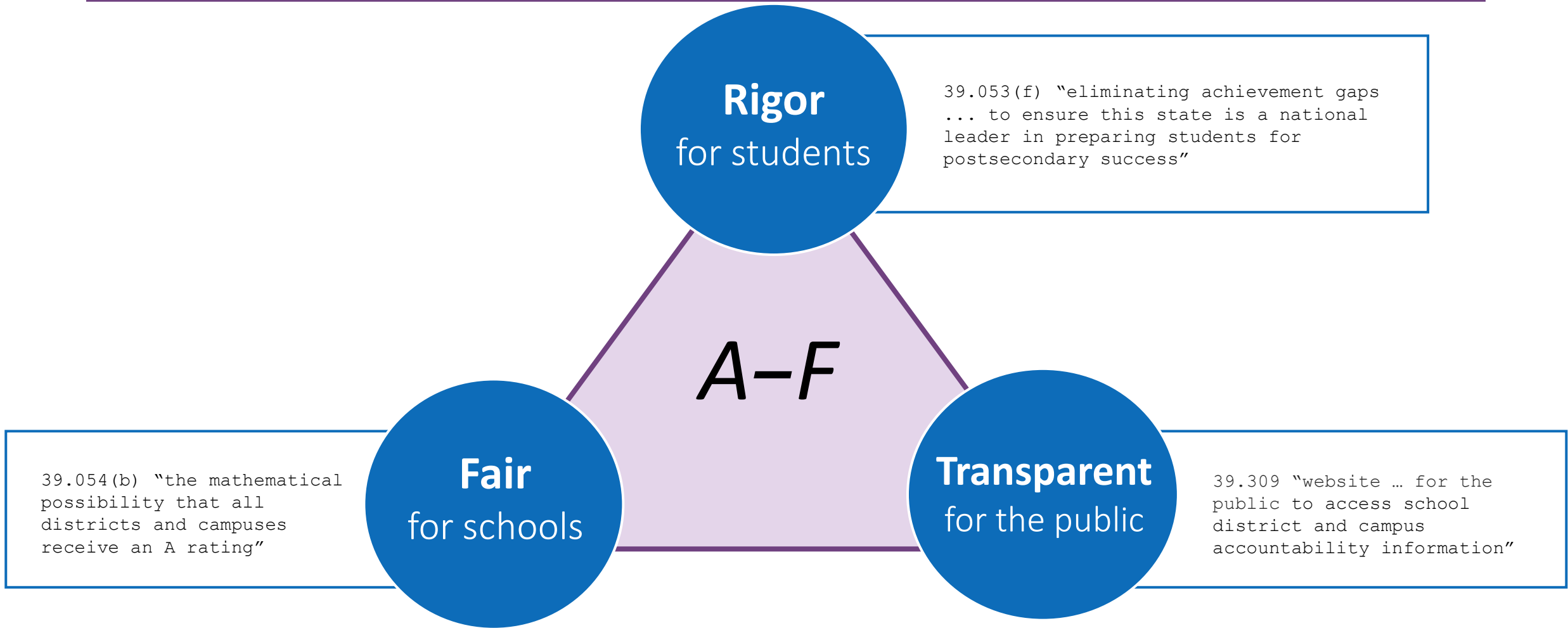


A–F is a tool to help us meet continuously improved goals for children

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 Must Balance Competing Objectives



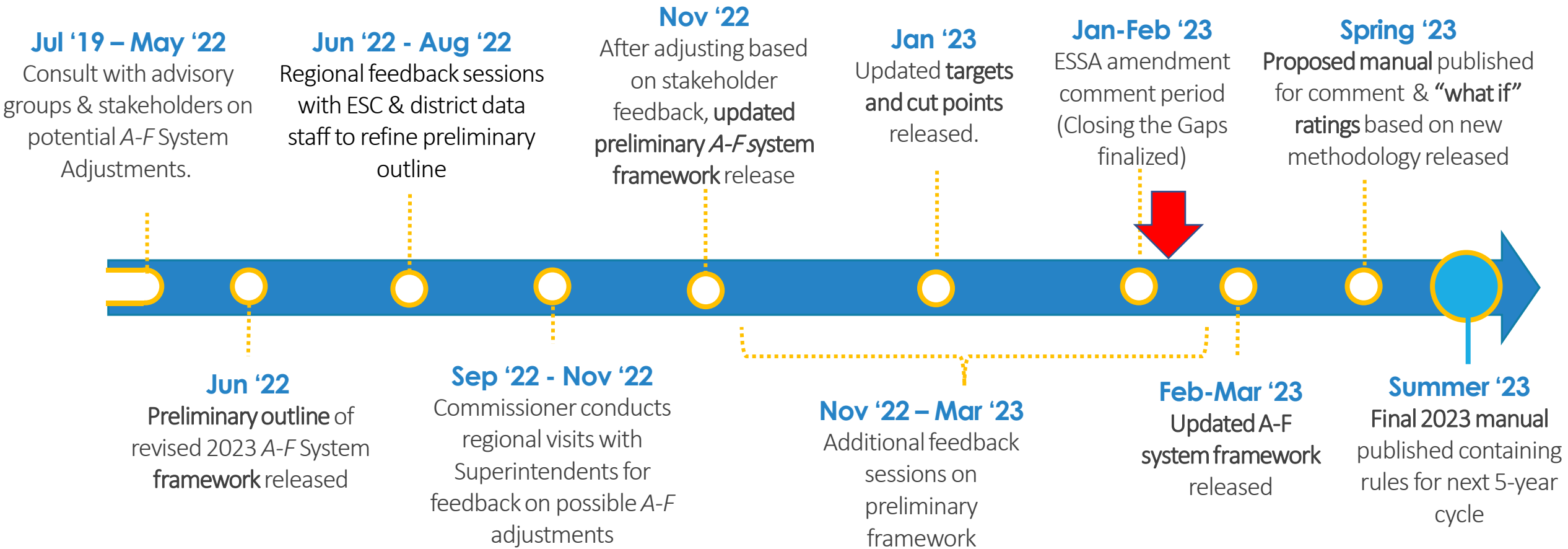
A–F is a tool to help us meet continuously improved goals for children

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.

2023 A-F Refresh: Feedback Timeline



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
added in
November

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.

TEA has continued to collect feedback on the preliminary A–F Refresh framework released in November



- A [2023 A–F Refresh Summary of Stakeholder Feedback and Adjustments to Framework](#) was released in November 2022 that provides a summary of how stakeholder feedback has informed updates to the framework since the June release.
- Since November 2022, stakeholders have been able to submit feedback via [this form](#).

Over 300 comments have been received on the framework published in November

A total of
318
comments
have been
submitted.

- About 20% related to concerns about STAAR redesign and cut points
- About 25% related to Academic Growth calculation, e.g., concerns about including accelerated learning in the denominator
- About 10% related to IBCs and Programs of Study, e.g., concerns around implementing for 2022 graduates

Based on feedback and continued data analyses, TEA released an update to the framework in January

On January 2, 2023 **additional resources** were released to the public regarding the **Updated Preliminary 2023 Academic Accountability System** on the [2023 Accountability Development Materials](#) page.

Updated Preliminary 2023 Academic Accountability System Resources (Published January 2023)

- [January Updates to Preliminary 2023 A-F Framework](#) (January 2023) describes updates made to the November 2022 framework based on stakeholder feedback and detailed modeling. These updates have been incorporated into the resources below.
- [Preliminary 2023 A-F Refresh Cut Scores and Scaling Resources](#) (January 2023) provides baseline data sources as well as 2023 scaled score lookup tables for domain and domain component scores
- **Preliminary 2023 A-F Refresh Scaled Score Conversion Tool** (coming soon) can be used to determine the scaled score associated with a domain or domain component score
- A detailed summary of the proposed Closing the Gaps changes, a full draft of the ESSA amendment, and a form to submit comments are available [here](#). Please submit comments on the proposed ESSA amendment by Wednesday, February 1, 2023.
- [1/2/2023 TAA: 2023 A-F Refresh: Release of Cut Scores and Scaling Resources and Amendment to the State's Every Student Succeeds Act \(ESSA\) State Plan](#) (January 2023)

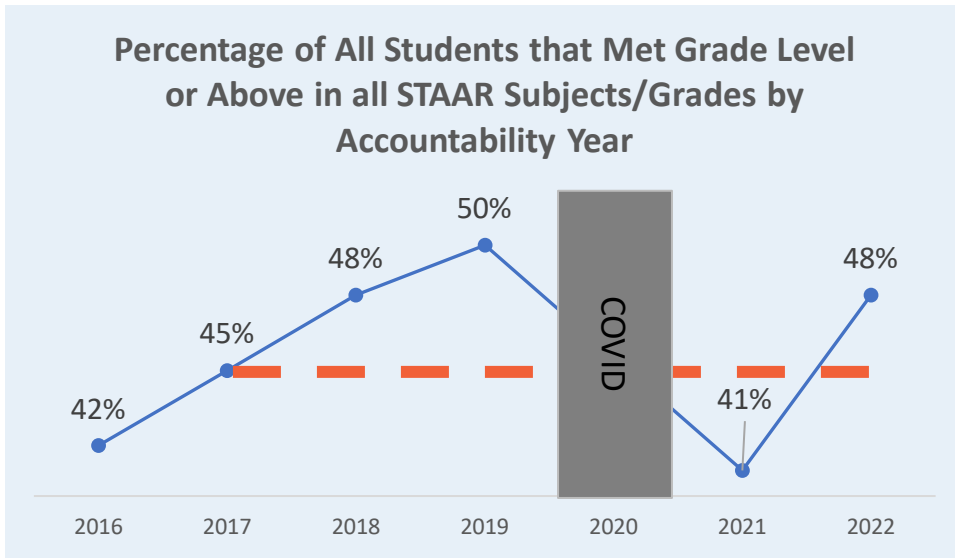
Four main updates to the framework based on feedback and data analyses

1. **STAAR proficiency cut scores remain unchanged from those set in 2017** to account for COVID-19 and the STAAR redesign.
2. STAAR growth measured in School Progress, Part A: Academic Growth updated to evaluate outcomes for **accelerated learning as bonus points**
3. The **transition plan to integrate Program of Study requirements with industry-based certifications** (IBCs) has been **deferred one year**; the transition plan **maintains the Completer requirement** when fully implemented.
4. Sunsetting IBCs will continue to generate CCMR credit, but **a per campus limit will be applied based on students who only qualify for CCMR credit via a sunsetting IBC**. The limit ensures that districts offer their students multiple paths for postsecondary success and ensures that cut scores are not unfairly driven up by high CCMR scores that rely heavily on sunsetting IBCs alone.
 - *This has no impact on the CCMR Outcomes Bonus*

Update 1 focused on scaling, cut points and targets for STAAR proficiency

STAAR proficiency has increased since 2017

To account for COVID-19 and the STAAR redesign, cut points are not changing



STAAR Cut Points set in 2017

Scaled Score	STAAR		
	Elementary	Middle	HS/K-12
90-100	60	60	60
80-89	53	49	53
70-79	41	38	41
60-69	35	32	35

Proposed A-F Refresh
STAAR Cut Points

Rating	STAAR		
	Elementary	Middle	HS/K-12
A	60	60	60
B	53	49	53
C	41	38	41
D	35	32	35

Update 2 made adjustments to the proposed Academic Growth calculation

- TEA received feedback from TAAG and other stakeholders to explore how the proposed Academic Growth calculation may impact differing types of campuses, particularly high poverty campuses.
- TEA also received feedback that students at Did Not Meet Grade Level in the previous year should not be “double-counted” in the denominator.
- Based on this feedback, continued modeling, and data analysis, TEA adjusted the proposed calculation to shift Accelerated Learning to a bonus points methodology

Update 2 adjusted the proposed Academic Growth calculation to a bonus point methodology for accelerated learning

Annual Growth

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

Accelerated Learning

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

Based on stakeholder feedback and data analyses, accelerated learning will count as “bonus points” towards academic growth calculation.

Update 2 adjusted the proposed Academic Growth calculation to a bonus point methodology for accelerated learning

Continue to report separate raw scores for Annual Growth and Accelerated Learning to facilitate meaningful interpretation

<p>Annual Growth</p> <p>(roughly % students that grew a year)</p>	$\frac{\text{Sum of RLA \& Math Points Earned for Annual Growth}}{\text{Sum of Maximum RLA \& Math Points for Annual Growth}}$
<p>Accelerated Learning</p> <p>(roughly % students that accelerated from DNM to approaches)</p>	$\frac{\text{Sum of RLA \& Math Points Earned for Accelerated Learning}}{\text{Sum of Maximum RLA \& Math Points for Accelerated learning}}$

To calculate an Academic Growth score, Accelerated Learning added as “bonus points” to calculation

$$\frac{\text{Sum of RLA \& Mathematics Points Earned for Annual Growth} + 0.25 \times \text{Sum of RLA \& Mathematics Points Earned for Accelerated Instruction}}{\text{Sum of Maximum RLA \& Mathematics Points for Annual Growth}}$$

Sum of Maximum RLA & Mathematics Points for Annual Growth

Any raw score over 100 will be scaled to a 100.

For each test that Did Not Meet previously and was accelerated to Approaches or above, a campus will get ¼ or 0.25 bonus points added to the numerator of their Academic Growth calculation.

Update 2 adjusted the proposed Academic Growth calculation to a bonus point methodology for accelerated learning

Why 0.25 bonus points per accelerated student?

- Ensure a calculation that 1) didn't require scaling down, 2) ensured that if a campus had no students that did not meet in the previous year, they could still get an A, and 3) resulted in a lower correlation with poverty.
- Roughly follows a guiding principle that accelerated learning could comprise a ~10% bonus (about one letter grade).
 - Rate of accelerated learning historically has been 40%.
 - 0.25 bonus points per accelerated student (40% * 0.25) would lead to 10% bonus

To calculate an Academic Growth score, Accelerated Learning added as “bonus points” to calculation

$$\begin{array}{l} \text{Sum of RLA \& Mathematics} \\ \text{Points Earned} \\ \text{for Annual} \\ \text{Growth} \end{array} + 0.25 \times \begin{array}{l} \text{Sum of RLA \& Mathematics} \\ \text{Points Earned} \\ \text{for Accelerated} \\ \text{Instruction} \end{array}$$

Sum of Maximum RLA & Mathematics Points for Annual Growth

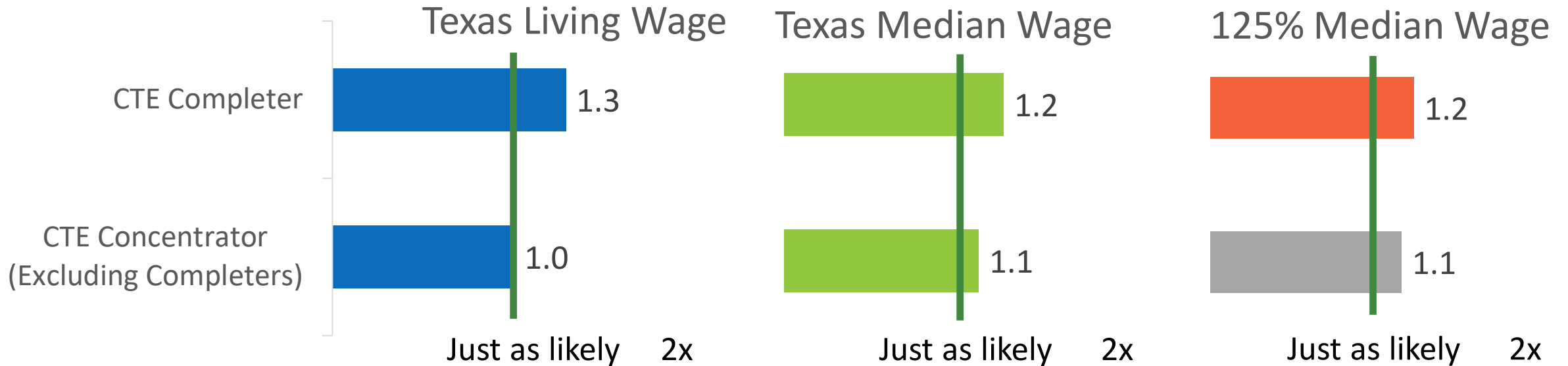
Any raw score over 100 will be scaled to a 100.

For each test that Did Not Meet previously and was accelerated to Approaches or above, a campus will get ¼ or 0.25 bonus points added to the numerator of their Academic Growth calculation.

Update 3 defers the transition plan to integrate Program of Study requirements with IBCs by one year

- Based on feedback that it may take districts and campuses time to implement aligned Programs of Study, the transition plan to integrate Program of Study requirements with industry-based certifications (IBCs) has been deferred one year.
- The transition plan maintains the Completer requirement when fully implemented due to:
 - Statutory requirements:
 - (xiii) students who successfully **completed** a program of study in career and technical education
 - Analysis that shows Completer requirement has a larger impact on future wages (see next slide)

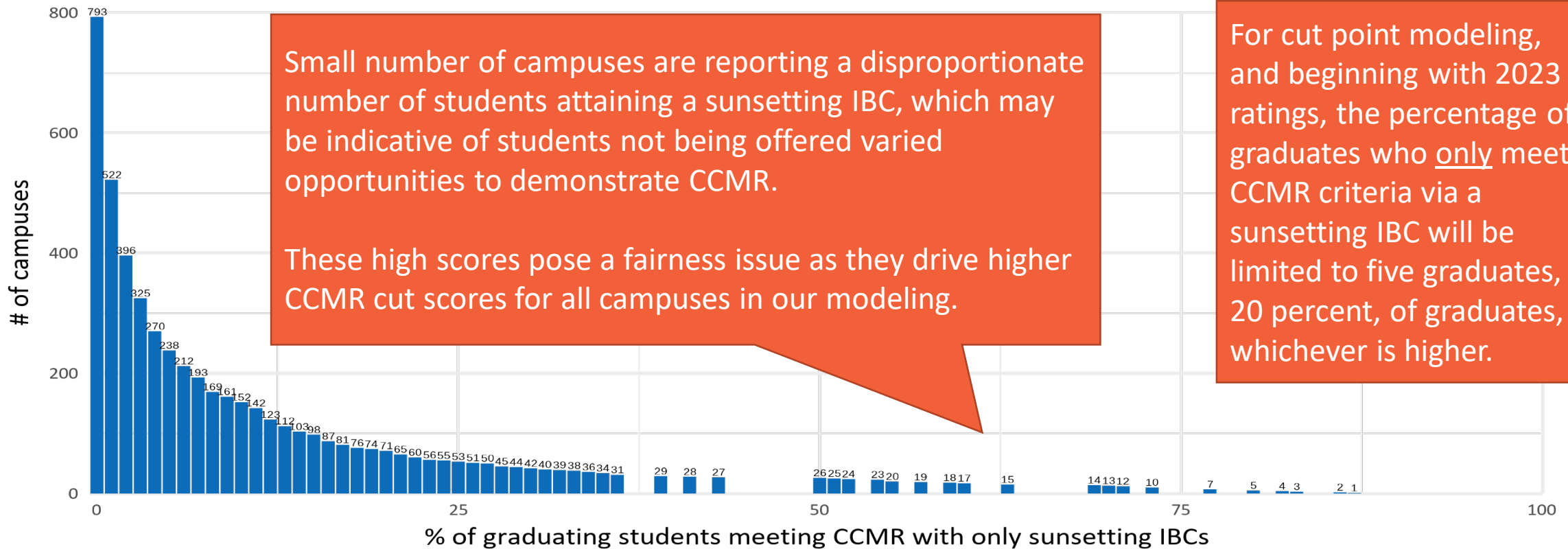
Update 3: The transition plan maintains the Completer requirement when fully implemented



Concentrators excluding completers have marginal effect in job market. To gain positive relationship, completer status is really needed.

Update 4 addressed the phase-out of sunseting IBCs

Cumulative # of campuses with at least X% of graduating students using a sunseting IBC to meet CCMR
 Only includes students who met CCMR via IBC attainment and did not meet any other CCMR indicators



Small number of campuses are reporting a disproportionate number of students attaining a sunseting IBC, which may be indicative of students not being offered varied opportunities to demonstrate CCMR.

These high scores pose a fairness issue as they drive higher CCMR cut scores for all campuses in our modeling.

For cut point modeling, and beginning with 2023 ratings, the percentage of graduates who only meet CCMR criteria via a sunseting IBC will be limited to five graduates, or 20 percent, of graduates, whichever is higher.

This has no impact on CCMR Outcomes Bonus



Source: Accountability year 2022 / School year 2021 IBC attainment and CCMR data. Students are included if they only met CCMR via IBC. There are, in total, 26 sunseting IBCs associated with IBC-only CCMR.

Update 3 and 4 addressed the phase-in for IBCs and Programs of Study and the phase-out of Sunsetting IBCs

Based on stakeholder feedback, the Level 2+ course requirement has been pushed back a year.

Graduating Class of 2024
Aug 2025 Ratings
Use updated IBC list (v3) or existing IBC list (v2)
+
1 course Level 2+ in aligned Program-Of-Study
Cap on sunsetting IBCs

For future graduating classes, additional validity requirements based on supply & demand and wage data may be applied.

Graduating Class of 2026
Aug 2027 Ratings
Use updated IBC list (v3) or newly updated IBC list (v4)
+
Completer in aligned Program-Of-Study

Graduating Class of 2022
Aug 2023 Ratings
Use existing IBC list (v2)
Cap on sunsetting IBCs

Graduating Class of 2023
Aug 2024 Ratings
Use updated IBC list (v3)
or
Use existing IBC list (v2)
Cap on sunsetting IBCs

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

The concentrator and completer requirements have been pushed a year later as well.

To balance between statutory rigor requirements and fairness for districts, sunsetting IBCs will be capped until they are phased out.

Reminder: TEA is continuing to collect feedback on the framework and the ESSA amendment



Preliminary A-F Refresh Framework

- Please submit feedback using [this form](#) before February 1, 2023.
- Please submit a separate form response for each comment. You may submit as many forms as needed.
- A summary of comments will be posted publicly in spring 2023.

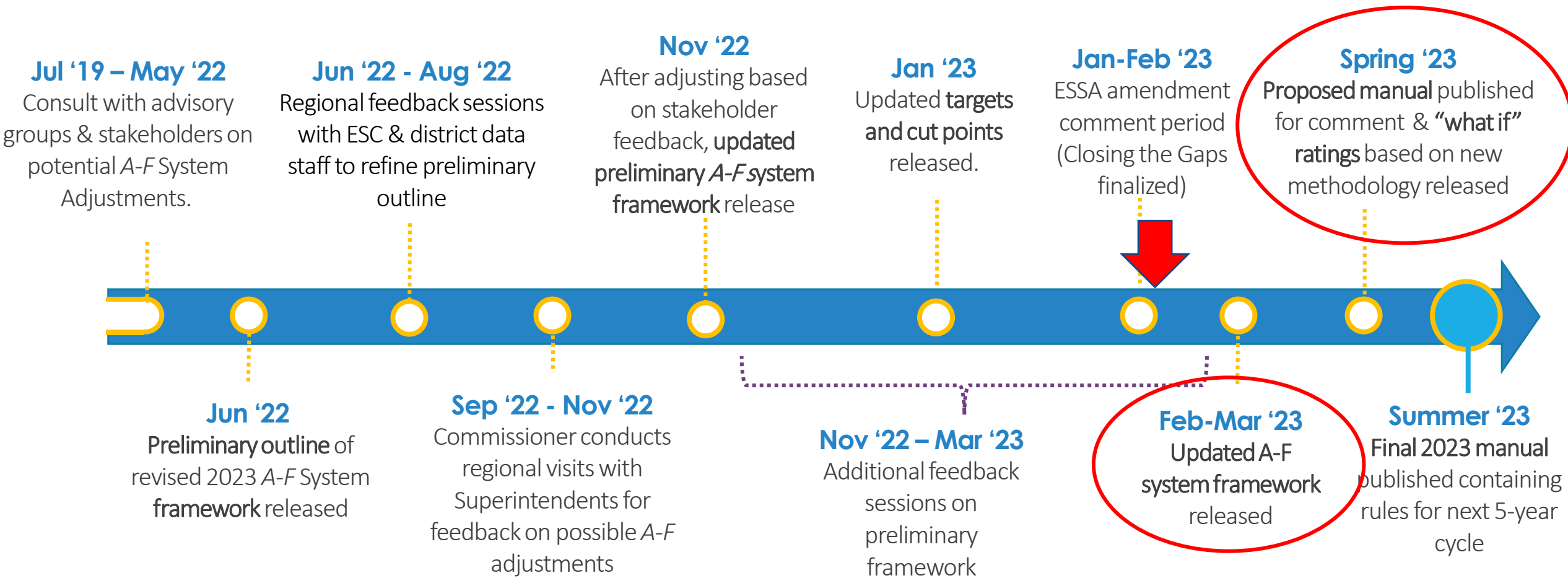


ESSA Amendment

- Please submit feedback using [this form](#) before February 1, 2023.
- Please submit a separate form response for each comment. You may submit as many forms as needed.



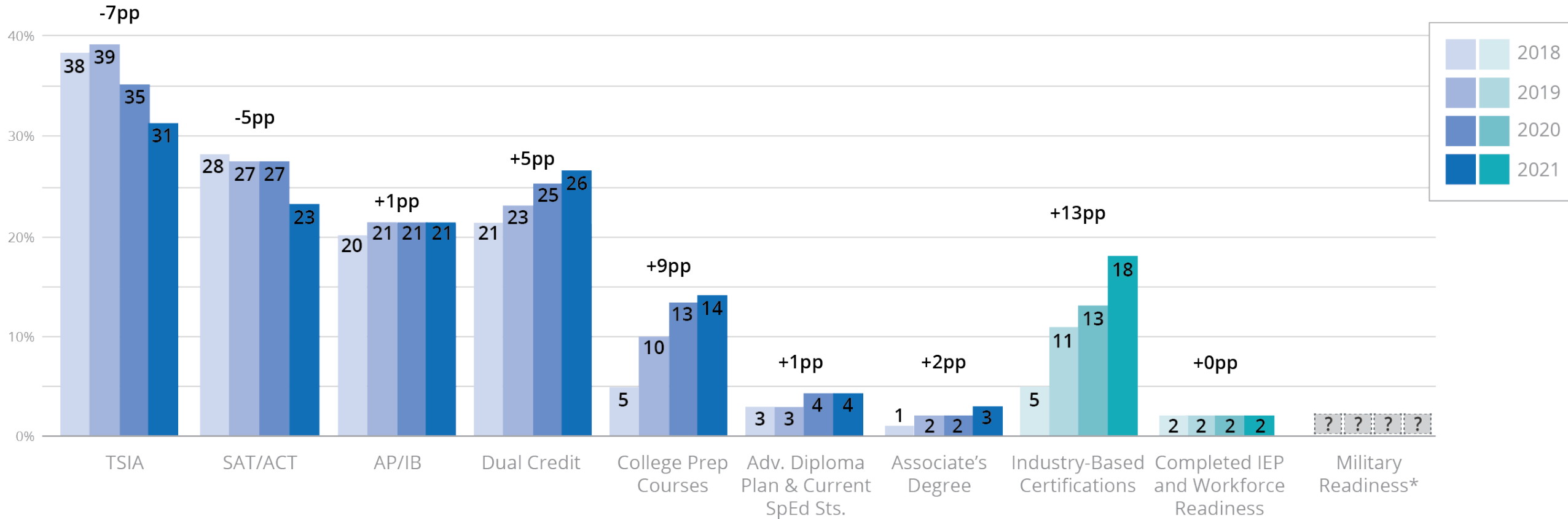
2023 A-F Refresh: Feedback Timeline





Questions?

Students Graduating College, Career, Military Ready



Number of Graduates by IBC

