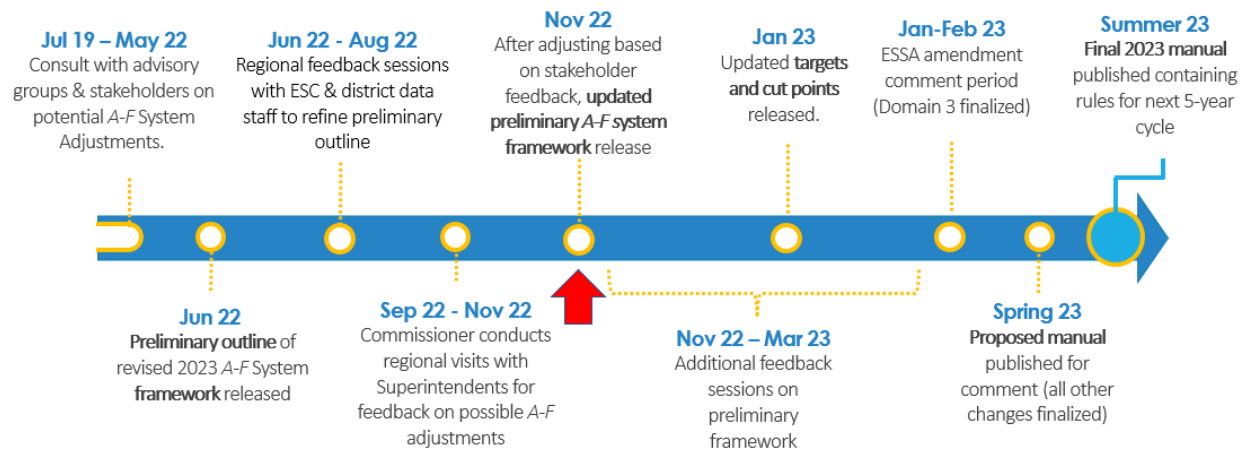


2023 A–F Refresh Summary of Stakeholder Feedback and Adjustments to Framework

Updated: November 2022

The Preliminary 2023 A–F System Framework has evolved based on stakeholder feedback since it was originally released in June 2022. TEA sought feedback from many sources, including regional forums with superintendents, 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 our revisions to the Preliminary 2023 Framework. The following chart highlights the impact of stakeholder feedback on the updated framework. The updated framework includes some components that are near final and others that are still pending additional stakeholder feedback and modeling. Any item noted in the document below as pending will be discussed with TAAG and EAG, and TEA will continue gathering feedback through spring 2023 to develop 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 preliminary framework or reviewed during roadshow or advisory group discussions,
- notes stakeholder feedback, and
- provides the resulting changes and rationales to the updated framework.

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June Preliminary Framework & Roadshow Discussions	Stakeholder Feedback	Framework Updates & Rationales
Original 10 Considerations		
<p>1. Establish new baseline data to ensure cut points and targets reflect appropriate goals for students given the educational disruption of COVID-19</p> <p>Overall Scaling Methodology: TEA proposes using 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 (78) by calculating the averages from the baseline year. These will then be scaled to set all cut points from A–F. These cut points will remain fixed for roughly 5 years, so all districts and schools in the state have the mathematical opportunity to earn an A.</p> <p>This cut point methodology will be used for each of the four key indicators in the A–F system: STAAR Proficiency, STAAR Growth, CCMR, and Graduation Rates. Baseline rates would be established using 2022 for STAAR and Class of 2021 for CCMR and graduation rate data.</p>	<p>Overall Scaling Methodology</p> <ul style="list-style-type: none"> • Continue to scale average to a 78 and continue to set A based on statewide goals. • Consider scaling average to a 70. • If cut scores are set higher, A–F scores will go down, and schools will then look worse even if they are performing the same or better. <p>STAAR Proficiency</p> <ul style="list-style-type: none"> • Baseline for STAAR should be set based on pre- and post-COVID data • Concerns that students may not perform as well on the redesigned assessment. • There should be an accountability pause for the first year with the redesigned STAAR. <p>STAAR Growth</p> <ul style="list-style-type: none"> • Concerns around using 2022 growth data to set baselines due to significant growth trends seen this year due to lower passing rates in 2021 due COVID impacts. • Concern that growth cut scores set in 2017 were too low. <p>CCMR</p> <ul style="list-style-type: none"> • Given improvements in CCMR rates, cut points for A can be raised but should not be based on an arbitrary distribution of campus ratings. • K–12 schools cannot be held responsible for attainment – a lot of that falls to higher education. • Need to keep program of study course availability in mind when modeling baseline data. • Scaling around average to a C mid-point recognized that CCMR cut points will increase significantly over those established in 2017. 	<p>Overall Scaling Methodology</p> <ul style="list-style-type: none"> • TEA will use the same scaling methodology as used in 2017. These defined criteria do not change, and are not a fixed distribution, so all districts and schools in the state have the opportunity to earn an A. • Cut points for A will align to statewide goals, and the average will scale to around a mid-to-high C, subject to final modeling. (Scaling to a 70 would result in many campuses below average receiving a D or F, which is too high a standard). • TEA will release in TEAL a “what if” version of ratings using 2022 data and applying the new A–F cut scores to help school systems have accurate year over year comparisons and will communicate publicly that comparing ratings for 2023 with 2022 comes with caveats. • The following notes specific cut point methodology decisions to date. More modeling and analysis with TAAG and EAG will be conducted moving forward, with specific cut points to be published by January. <p>STAAR Proficiency</p> <ul style="list-style-type: none"> • The STAAR proficiency A cut point will remain at a raw 60. • Using pre- and post-COVID data as suggested by feedback could mean analyzing STAAR proficiency in 2022 and 2019, and rates were higher in both of those years than the original A–F baseline year. The agency is conducting additional modeling to determine whether incorporating 2021 into the baseline calculation would be more appropriate.

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	<ul style="list-style-type: none"> Concern that new CCMR indicators and data collections led to lower baseline data in 2017, resulting in CCMR cut points that were too low after CCMR additions over five years. 	<ul style="list-style-type: none"> Unlike previous changes to the state assessment, the STAAR redesign is not based on increasing the rigor of the test. It is based on improving alignment to the classroom experience. As part of typical development processes, the test is equated so that, as a whole, it is neither easier nor harder than before. Because the STAAR redesign is newly assessing writing, TEA will engage in standard setting to ensure the STAAR reflects accurate definitions of what it means to be on grade level. TEA is statutorily required to give A–F ratings each year. TEA does not have the authority to provide an accountability pause. <p>STAAR Growth</p> <ul style="list-style-type: none"> Based on stakeholder feedback, baseline data for STAAR growth will be established using pre- and post-COVID data. <p>CCMR</p> <ul style="list-style-type: none"> The statewide average for the Class of 2021 is already at 65%, which could be used to anchor a mid-C scaling. Given the success of schools in increasing CCMR to date and significantly increasing the baseline average, the agency is proposing a preliminary cut score for A in CCMR of 88%, which based on evidence would ensure at least 60% of Texas students would be prepared for post-secondary success consistent with college or career persistence at least one year after graduation. <p>Graduation Rate</p> <ul style="list-style-type: none"> Graduation rates, which use the best of 4- 5- and 6-year rates by campus, have increased by roughly 2 percentage points. Cut scores are likely to

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June Preliminary Framework & Roadshow Discussions	Stakeholder Feedback	Framework Updates & Rationales
		increase by a similar amount pending final modeling.
<p>2. Improve our ability to recognize growth.</p> <p>Part A: Academic Growth: TEA proposes using 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, ½, 1, 2, or 3 points depending upon how much academic growth occurred for the student in the year.</p> <p>School Progress Calculation Methodology: To improve the accuracy of the school progress domain, we should consider (a) averaging Parts A & B of School Progress, (b) creating some limit to the amount of difference between part A & B (e.g., a max 20-point spread between Parts A & B would become the School Progress domain score), or (c) average in another growth model like Student Growth Percentiles (SGP).</p>	<p>Part A: Academic Growth</p> <ul style="list-style-type: none"> Feedback was mixed as to whether equal points (1 point maximum) should be earned for all levels of academic growth or whether more points should be awarded for more growth. Those favoring the variable point approach preferred scaling based on raw scores that could be higher than 100 (i.e., bonus points). Some expressed a perspective that the methodology should remain unchanged just for the purpose of simplicity. A student who goes from Meets Grade Level to Meets Grade Level should receive full points since they are on grade level. <p>Accelerated Learning as part of Academic Growth: The U.S. Department of Education (USDE) has stated adding an accelerated learning component into D3 as an SQSS indicator would not meet ESSA (federal) requirements. Propose adding accelerated learning as a second part of Academic Growth.</p> <ul style="list-style-type: none"> Ensure the focus of growth does not shift completely away from higher performers. Calculate two raw scores, combine, then scale to ensure Does Not Meets tests are included proportionately. <p>Part B: Relative Performance</p> <ul style="list-style-type: none"> Consider replacing Relative Performance with Relative Growth using Student Growth Percentiles (SGPs). 	<p>Part A: Academic Growth</p> <ul style="list-style-type: none"> Based on feedback, points will be awarded for 0, ½, or 1-point for academic growth using the transition table model. The table was updated to reflect 1-point for maintaining Meets Grade Level performance. <p>Accelerated Learning as part of Academic Growth</p> <ul style="list-style-type: none"> The accelerated learning component originally proposed for Closing the Gaps will be embedded within Academic Growth. Calculation will follow the stakeholder preference of calculating two raw scores, combining, then scaling to ensure Does Not Meets tests are included proportionately. <p>Part B: Relative Performance</p> <ul style="list-style-type: none"> There are currently no proposed changes to Relative Performance. 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. <p>School Progress Calculation Methodology</p> <ul style="list-style-type: none"> There are no changes to the calculation of the School Progress domain; the domain will continue to be calculated as the best of Part A and Part B. Based on stakeholder feedback, 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 SGP.

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	<ul style="list-style-type: none"> • Those expressing interest in SGPs as being more accurate were offset by more who expressed concern that it required a yearly forced distribution. • Some indicated that Relative Performance should not contain CCMR data for high schools/K–12s. • Relative Performance should include additional factors beyond economically disadvantaged percentages. <p>School Progress Calculation Methodology</p> <ul style="list-style-type: none"> • Concerns were expressed regarding the ability of School Progress to evaluate schools with a desire to increase the accuracy of the domain. • Relative Performance is more about performance than growth so the two parts should not be averaged so the system maintains the commitment to allow for the “better of” progress or achievement. 	
<p>3. Update College, Career, and Military (CCMR) indicators.</p> <p>AP/IB: Revisit AP/IB to ensure completion is predictive of college enrollment and persistence consistent with other TSI components and college-ready indicators.</p> <p>College Prep: College prep course requirements may be refined to ensure completion is predictive of college enrollment and persistence consistent with other TSI components and college-ready indicators.</p> <p>Military Readiness: The agency will explore data collection options to</p>	<p>AP/IB</p> <ul style="list-style-type: none"> • Evidence indicates significant long-term gain for students from successful AP/IB performance, and it should continue to be recognized as highly as other college readiness indicators. <p>College Prep</p> <ul style="list-style-type: none"> • Consider various calculation adjustments, including capping the percentage of graduates that can receive credit for college prep or giving only partial credit • Should address the root cause of the issue rather than considering a cap • Changes should be phased-in over time to allow districts to implement programmatic changes <p>Military Readiness</p> <ul style="list-style-type: none"> • Securing copies of DD Form 4 presents challenges since graduates are less likely to maintain communication with districts and may be unwilling to provide copies of enlistment paperwork. 	<p>AP/IB</p> <ul style="list-style-type: none"> • Based on recommendation from stakeholders, data analysis, and review of research, there will be no changes to the existing methodology for AP/IB. <p>College Prep</p> <ul style="list-style-type: none"> • Based on feedback from stakeholders, there will be no immediate changes to the existing methodology for college prep. Given significant evidence for validity concerns in 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. <p>Military Readiness</p>

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<p>ensure military readiness can be embedded in CCMR calculations.</p> <p>IBCs: Incorporate Programs of Study as required by statute in alignment with industry-based certification updates and examine validity data of IBCs.</p> <p>CCMR Weighting: Consider aligning CCMR A–F calculations with the CCMR Outcomes Bonus. Should a different approach to calculating CCMR be used than equal weighting no matter which and/or how many readiness pathways were earned by students?</p>	<p>IBCs</p> <ul style="list-style-type: none"> Requiring more rigor in the IBC certification elements of CCMR through the Programs of Study courses could increase the number of students earning IBCs in high demand fields across the state. Requiring students to complete both a program of study and earn an IBC is restrictive and does not allow for flexibility. Rural districts may not have sufficient resources to provide several Programs of Study to students. Consider using the Concentrator level as opposed to the Completer level to encourage a broader base of career preparation. To allow districts time to effectively plan for and implement changes in CTE courses and programs, changes to the methodology should begin with students enrolled as 9th graders in SY 2022–23. Some IBCs may lack accommodations or language supports for students who receive special education services, 504 services, or language supports. <p>CCMR Weighting</p> <ul style="list-style-type: none"> Stakeholder feedback was mixed on whether or not CCMR indicators should be weighted. There were questions around how the weights would be determined. Stakeholder feedback emphasized maintaining the focus on both college and career readiness. Stakeholder feedback was mixed on perceived validity of various IBCs/Programs of Study, and whether calculation adjustments including caps or partial credit were or were not appropriate to address validity concerns. Stakeholders were opposed to anything that could result in any one pathway being forced on students. 	<ul style="list-style-type: none"> Allow districts to provide documentation to support enlistment in the United States Armed Forces or Texas National Guard. The inclusion of this data collection allows districts to receive credit for military enlistment while TEA continues its work to obtain source enlistment data from the Department of Defense. <p>IBCs</p> <ul style="list-style-type: none"> The Refreshed IBC list was published August 18. Based on stakeholder feedback, there will be a phase-in for IBC and aligned Programs of Study. IBCs & Programs of Study work together to ensure strong career preparation and reinforces an alignment of programs and credentials to labor market needs. The agency is continuing to gather feedback and analyze data on the Concentrator versus Completer requirement and will provide more information when it becomes available; if the Concentrator standard is used, the phase-in plan would be final for the graduating class of 2024. Based on differences in feedback, the agency is continuing analyses on the validity differences among IBCs. Any adjustments for non-sunsetting IBCs would be pursued for future graduating classes. There is also a subset of sunsetting IBCs with very high usage for which the agency is conducting additional research and analysis to determine if this subset of IBCs should face an adjustment. <p>CCMR Weighting</p> <ul style="list-style-type: none"> Except as noted for IBCs above, the approach to calculating CCMR will remain unchanged – a student who demonstrates readiness in any area

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		<p>will count toward CCMR, equally. No weighting is being pursued, and there will not be a CCMR adjustment based on college readiness levels.</p>
<p>4. Narrow the focus within Closing the Gaps. Student Group Targets: Revising federal interim and long-term student group targets and setting them by school type. Baseline rates would be established for each student group based on statewide averages using 2022 STAAR, TELPAS outcomes, and Class of 2021 CCMR and graduation rate data. Graded Points: Awarding graded 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. Student Groups: Creating a super group for Closing the Gaps that consists of an unduplicated count of students from</p>	<p>Student Group Targets</p> <ul style="list-style-type: none"> • The proposed change to set baseline rates for student group targets by school type provides a much more accurate way to evaluate school success, since there is variability by school type across student groups that is not accounted for within the existing system. • Concerns about using 2022 as a baseline for growth since student growth will probably never be as high as in 2022 and for TELPAS because of the changes in TELPAS writing. • By revising student group targets based on current statewide averages by school type, the accountability system will better reward progress toward goals while maintaining the state’s emphasis on high expectations for all students, particularly historically disadvantaged student groups. <p>Graded Points</p> <ul style="list-style-type: none"> • A graded system provides enhancements to the evaluation of student performance and helps to identify campuses that are most in need of school improvement assistance. <p>Student Groups</p> <ul style="list-style-type: none"> • The proposed high focus group methodology results in many campuses/districts having nearly all their 	<p>Student Group Targets</p> <ul style="list-style-type: none"> • TEA will set targets by school type: elementary, middle and high school/K-12. The USDE has stated TEA cannot set separate targets for DRS. • Baseline rates will be established for each campus type and student group for proficiency and growth based on pre- and post-COVID data (see consideration #1). <p>Graded Points</p> <ul style="list-style-type: none"> • Based on feedback, TEA will keep the proposed 0-4 points methodology. <p>Student Groups</p> <ul style="list-style-type: none"> • TEA will continue to annually report outcomes for fourteen student groups against interim and long-term targets. • TEA is reducing the current 25 student group minimum size to 10. • The High Focus student group will consist of an unduplicated grouping of students identified as emergent bilingual/English learner, economically disadvantaged, highly mobile, and/or served by special education programs

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<p>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>students identified for the high focus group and those students continuing to be evaluated multiple times. This may contradict the intent of the Closing the Gaps domain of incentivizing campuses to focus on all student groups regardless of size.</p> <ul style="list-style-type: none"> • Including the two lowest performing race/ethnicities from the prior year may be confusing and may negatively incentivize campuses to engage in accountability-based prioritization of student groups instead of a student centric approach to improving student outcomes. • Identification of the lowest performing race/ ethnicity groups after the accountability ratings release impacts planning for upcoming school years. • Consider adding a student group for Highly Mobile: Foster, Homeless, Migrant. • Agree this is a good change with concerns about how cut scores be set for the super group. • Agree this will reduce redundancy and eliminate duplication of students’ achievement across the 14 different groups. <p><i>Closing the Gaps General Feedback</i></p> <ul style="list-style-type: none"> • TEA should explore the use of non-test based indicators that provide a holistic view of school quality and effectiveness. 	<ul style="list-style-type: none"> • The Highly Mobile student group will consist of an unduplicated grouping of students identified as homeless, migrant, and/or foster (replaces the current non-continuously enrolled student group) • Using super groups includes thousands of vulnerable students in accountability calculations who have previously been excluded, as the group did not meet minimum size requirements. The creation of this group will provide valuable information for school leaders to improve outcomes for all vulnerable students. <p><i>Closing the Gaps General Feedback</i></p> <ul style="list-style-type: none"> • TEA will continue to explore non-test based indicators (see consideration #10).

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<p>5. Recognize successful learning acceleration. TEA proposed replacing the Student Achievement Domain STAAR Component for elementary and middle schools in the Closing the Gaps domain with an Accelerated Learning component, which would award credit for students who accelerated from Did Not Meet Grade Level in the prior year to Approaches Grade Level or above in the current year.</p>	<ul style="list-style-type: none"> • The USDE noted that any indicators within the Closing the Gaps domain must include all students of the given student group in order to comply with federal statute, and as such, this proposal cannot proceed within Closing the Gaps. • Some noted that this proposal is duplicative with the current evaluation of academic growth in the School Progress domain, but others noted that the academic growth shows all students who are growing, not just those below grade level, and so the current approach could be improved. • Small campuses are unlikely to meet the minimum size for meaningful evaluation. 	<ul style="list-style-type: none"> • The accelerated learning component is incorporated into a modification of the School Progress, Part A: Academic Growth domain.
<p>6. Increase alignment of district outcomes with campus outcomes. Proportional district ratings To align district ratings more closely with the campuses they serve, TEA proposes calculating district domain ratings using a proportionality method. The proposed methodology would only consider enrollment counts for grades 3–12, exclude <i>Not Rated</i> and paired campuses, be applied to each domain, and include campuses evaluated under alternative education accountability (AEA).</p>	<ul style="list-style-type: none"> • The proposed methodology does not include a district accountability subset and a high population of mobile students may be unaccounted for. • Calculating district ratings proportionately using the outcomes of the campuses they serve increases the alignment of district and campus ratings. • Some stakeholders supported the proportional methodology, which ensures every student in the same grade level in a district represents an equal portion in the district’s total score. Others expressed concern that campuses with larger student enrollments would take priority over smaller campuses which could create unintended consequences. • Some stakeholders proposed a calculation based on the total number of tests administered, such as K–2 students that take TELPAS. 	<ul style="list-style-type: none"> • Based on feedback and analysis, TEA will keep the proposed June proportional methodology. • Data analysis found approximately 1 percent of tests statewide would be excluded due to only meeting district subset. • To ensure that all students are represented equally regardless of the size of their campus, there are no changes to proportionality calculation as proposed in June. • For consistency across varying grade spans and to increase the ease in which campuses can calculate ratings on their own, the preliminary framework does not change the June proposed methodology of using enrollment counts.

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<p>7. Create a unique AEA system for dropout recovery schools (DRS). The June framework provided proposed updates to each of the three domains specific to DRS.</p>	<ul style="list-style-type: none"> • Many stakeholders including TAAG and EAG members, believed the proposed change to include previous dropouts in the numerator but not the denominator when calculating the Completion Rate and CCMR Component rightly incentivizes schools to recover previous dropouts and push them not only across the graduation finish line, but also as CCMR graduates. • Others believed that we should acknowledge superior work and movement through scaling instead of omission from the denominator and include dropout students in the numerator and denominator when they complete or demonstrate CCMR. • Given the proposal to award additional points for students who reach Meets or Masters Grade Level in the AEA Achievement Domain, the Retest Growth indicator should also use those same points (1 for Approaches, 2 for Meets, and 3 for Masters). Because re-testers are significantly less likely to reach these higher achievement levels, we recommend that TEA make this change to the Retest Growth indicator to properly credit schools who successfully accelerate learning for re-testers. 	<ul style="list-style-type: none"> • The AEA changes for Student Achievement and School Progress, Parts A and B remain unchanged from those proposed in June. • The USDE has stated the agency cannot make updates to the Every Student Succeeds Act (ESSA) indicators or targets in Closing the Gaps specially for AEA. The Closing the Gaps domain for DRS will follow the same 0–4 methodology, super grouping, and rating calculation as is proposed for traditional campuses. • Unique scaling for DRS will continue. • In order to keep retester growth as closely aligned with the accelerated learning outcomes measured for elementary and middle schools, the Retest Growth indicator will award 1 point for earned Approaches or above.
<p>8. Improve alignment between the A–F system and special populations goal setting (Results Driven Accountability [RDA]). 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 Results Driven Accountability.</p>	<ul style="list-style-type: none"> • Stakeholders appreciate the attempt to better align these two systems and strongly agree with the Agency’s stated commitment that “This will be REPORT ONLY for the next 5 years.” 	<ul style="list-style-type: none"> • 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. • TEA will work with stakeholders and create an advisory committee to align data sources and methodologies where possible. • Required RDA determinations and interventions will continue during this report-only period.

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<p>9. Refine and develop new distinction designations and/or badges that recognize district efforts.</p>	<ul style="list-style-type: none"> • TEA should use badges to recognize schools’ efforts beyond core academics, and distinctions to recognize schools that demonstrate excellence in each component of the A–F formula. Aligned incentives are paramount to drive positive results, and Badges 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 • Include a Distinction Designation specifically around Postsecondary Outcomes. This would be a fantastic way to highlight schools who are outperforming expectations when it comes to student success after graduation 	<ul style="list-style-type: none"> • TEA will continue to work with stakeholders through early spring to establish additional reporting opportunities on TXschools.gov and to update indicators within Distinction Designations. Based on feedback, additional distinctions may be available for the 2023 ratings.
<p>10. If feasible, incorporate extracurricular leadership.</p>	<ul style="list-style-type: none"> • TEA should explore the use of non-test based indicators. • Districts would have to raise their Tier Two tax rate to pay for these extracurriculars, if they are not already at their cap. • The district’s ability to achieve the “acceptable or higher” rating, as laid out in TEC 48.002(b)(1(A), could be fundamentally limited. • An intervention in a school district could be triggered because a discretionary educational opportunity was not provided. 	<ul style="list-style-type: none"> • TEA will continue to collect data and conduct analyses to incorporate extracurriculars to the A–F system. The Extra and Cocurricular Advisory Group will report their findings in December 2022, and 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. The potential implementation of a new indicator would take five years while data reporting systems were implemented.

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Additional Feedback Topics	Stakeholder Feedback	Framework Updates & Rationales
<p>11. Give high schools credit for Algebra I accelerated testers</p>	<ul style="list-style-type: none"> High schools should also receive credit for STAAR Algebra I end-of-course (EOC) assessments taken in middle schools by accelerated testers. 	<ul style="list-style-type: none"> The agency will run data and gather stakeholder feedback on the impact of including the Algebra I EOC in the middle school calculations for the year tested and then including the Algebra I EOC result again at the high school the accelerated tester attends the following year. This Algebra I EOC STAAR component adjustment could only be made in the Student Achievement and School Progress, Part B domains. 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.
<p>12. Create an incentive for early graduation</p>	<ul style="list-style-type: none"> Schools may be discouraging students who would benefit from graduating early given other requirements. 	<ul style="list-style-type: none"> 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 rates used in Closing the Gaps and will require data modeling and stakeholder consultation.
<p>13. Update overall rating to better align with SB 1365</p>	<ul style="list-style-type: none"> Some surfaced questions about the 3 of 4 <i>F</i>s rule. Some expressed concerns about the precision of overall ratings in 2022. 	<ul style="list-style-type: none"> To better align with Senate Bill 1365, the agency will 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.