

2023 A-F

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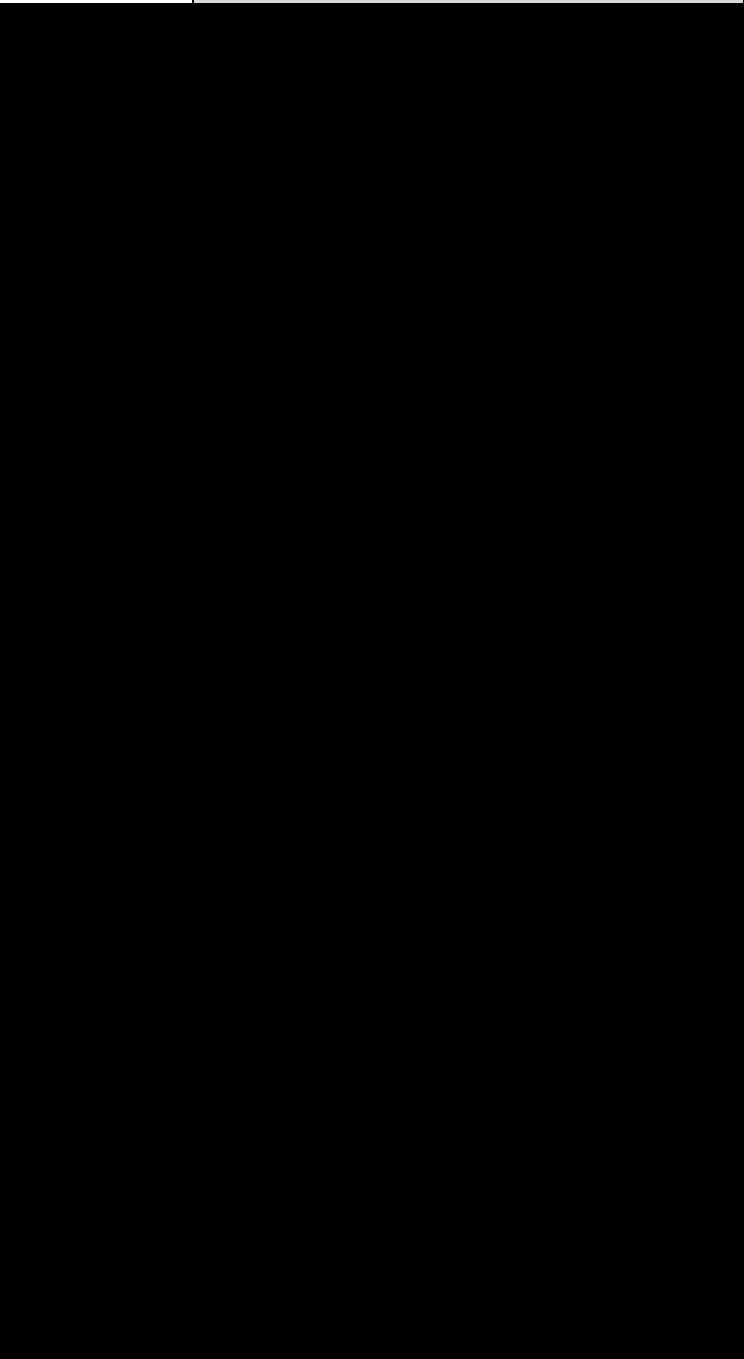
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<p>for the Class of 2025, and the completer requirement would apply for the Class of 2026. Based on data analysis and statutory requirements, the transition plan maintains the completer requirement when fully implemented. Analysis shows the concentrator 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>IBCs 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"> 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. <p>IBCs</p> <ul style="list-style-type: none"> 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. 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. Some commented that allowing students to earn an IBC while being a concentrator would allow greater equity for smaller campuses. 	<p>IBCs</p> <ul style="list-style-type: none"> The Refreshed IBC list was published August 18. Based on stakeholder feedback, the phase-in for IBCs and aligned programs of study was updated to extend full implementation an additional year. IBCs & programs of study work together to ensure strong career preparation and reinforces an alignment of programs and credentials to labor market needs. <p>CCMR Weighting</p> <ul style="list-style-type: none"> Except as noted for IBCs above, the approach to ca s2()JJ0.01 Tc 0.002 TTc 0.0 (t)4.975.2 Tm@078Bn

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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"> 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.
<p>8. Improve alignment between the A–F system and special populations goal setting (Results Driven Accountability [RDA]).</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 Results Driven Accountability.</p>	<ul style="list-style-type: none"> Provide further details of how RDA would be included that would be aligned with reducing duplication and coexist with the known system. Offer support for this aligned system for districts. 	<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. As a first step during the transition, the <i>2023 Accountability Manual</i> will include 7237(m)-2at2f ()D.3 (ss-12(

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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"> 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. <p>Distinction Designations</p> <ul style="list-style-type: none"> Rather than creating a new Distinction Designation, incorporate an accelerated learning indicator into existing Distinction Designations. Include an indicator on retester growth. Include a Distinction Designation specifically around Postsecondary Outcomes to highlight schools who are outperforming expectations when it comes to student success after graduation 	<p>the Texas Performance Reporting System (TPRS).</p> <p>Distinction Designations</p> <ul style="list-style-type: none"> Distinction designations are updated to include indicators that evaluate the results of accelerated learners in RLA and mathematics. An EOC retest growth indicator is included across all subject areas. TEA will continue to explore adding a Postsecondary Outcomes distinction once data are more readily available.

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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 findings to the Texas Legislature in December 2022.</p>

11. Give high schools credit for Algebra

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	the expense of students' quality of education.	
<p>13. Update overall rating methodology to better align with Senate Bill (SB) 1365.</p>	<ul style="list-style-type: none"> • SB 1365 does not directly translate to the 3 of 4 <i>F</i>s or <i>D</i>s rule. • Instead of the 3 of 4 <i>F</i>s or <i>D</i>s rule, TEA should ensure the base system is strong. 	<ul style="list-style-type: none"> • 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. • 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.