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A F s

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*Stakeholders are encouraged to provide feedback [here](#) through February 1, 2023 to help inform the proposed rule.*



# Expectations Matter, At All Grade Levels

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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).

**What does this look like in practice?**

**TEKS 3.5A:** Represent one- and two-

# 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:

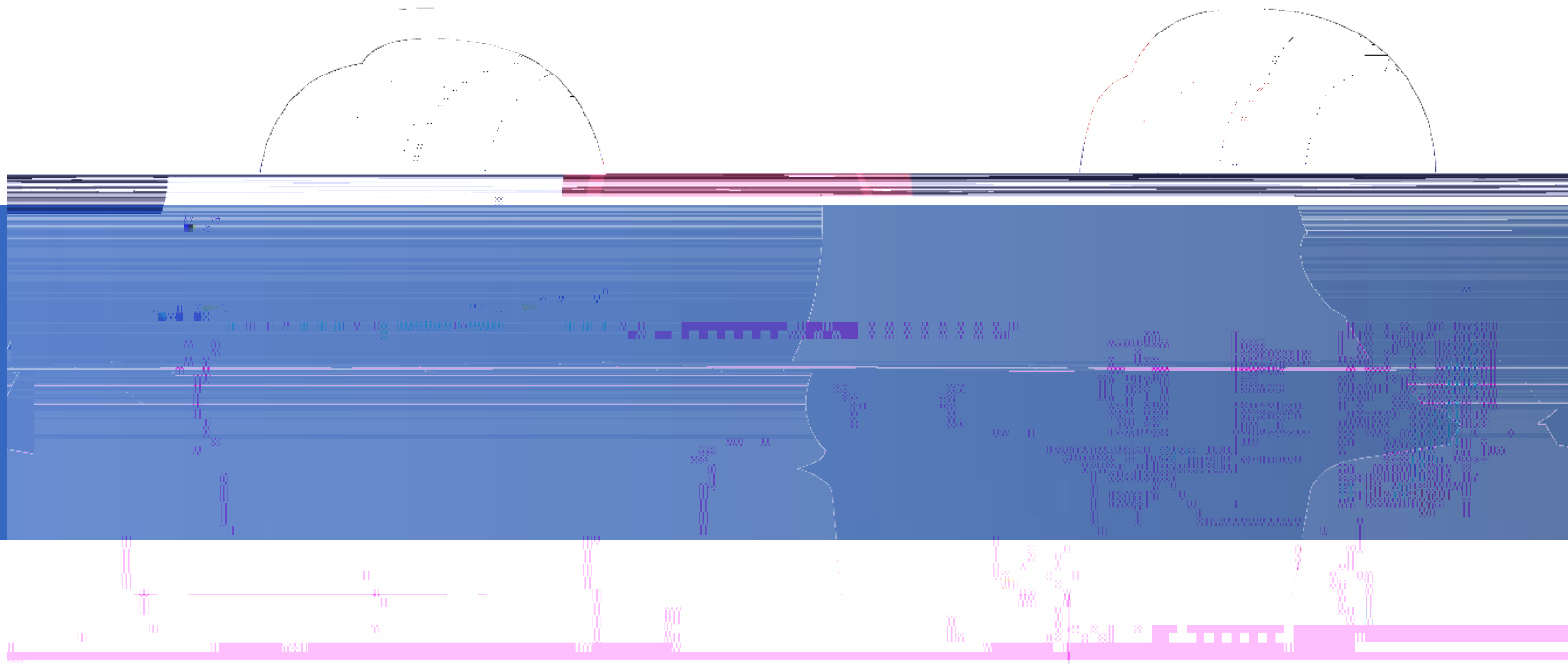
An art teacher had 736 crayons. She threw away 197 broken crayons. Then she bought 150 more crayons. Which equation shows how to find the number of crayons the art teacher has now?

- 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

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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

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

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

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performance

continuously improve student  
eliminating achievement gaps

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

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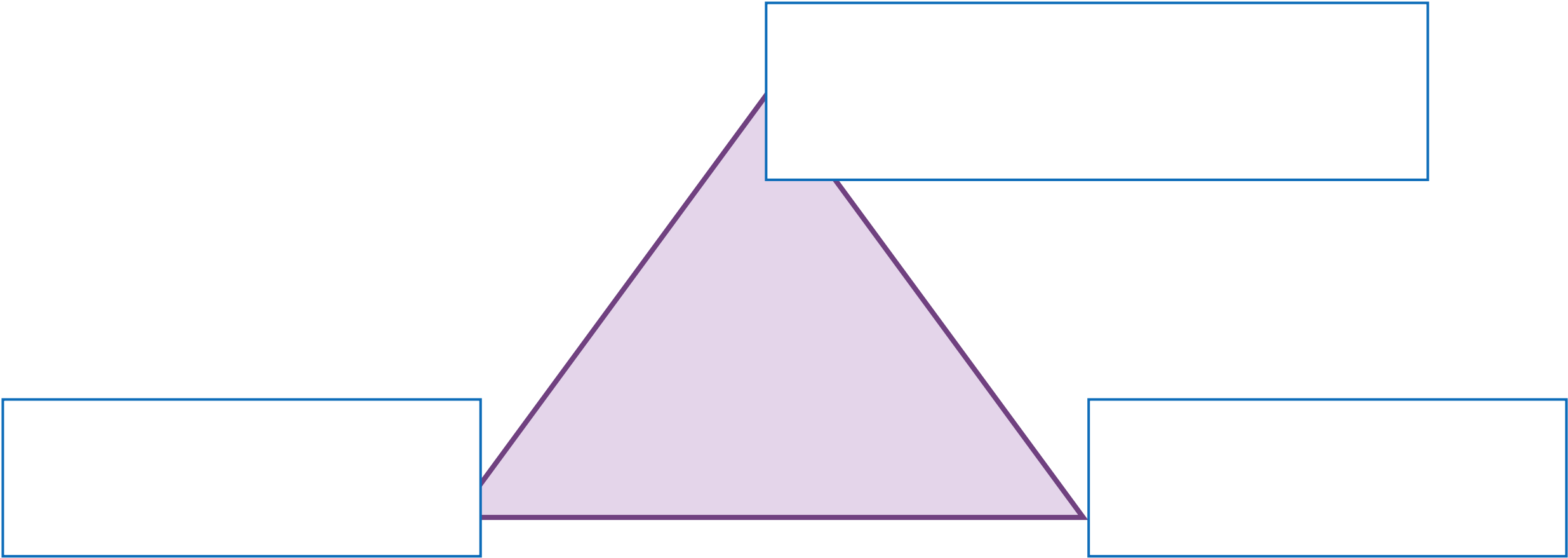
**There are several key design commitments built into A F to help ensure it works as an effective continuous improvement tool while accurately recognizing performance:**

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



A F

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# Meeting Statutory Requirements

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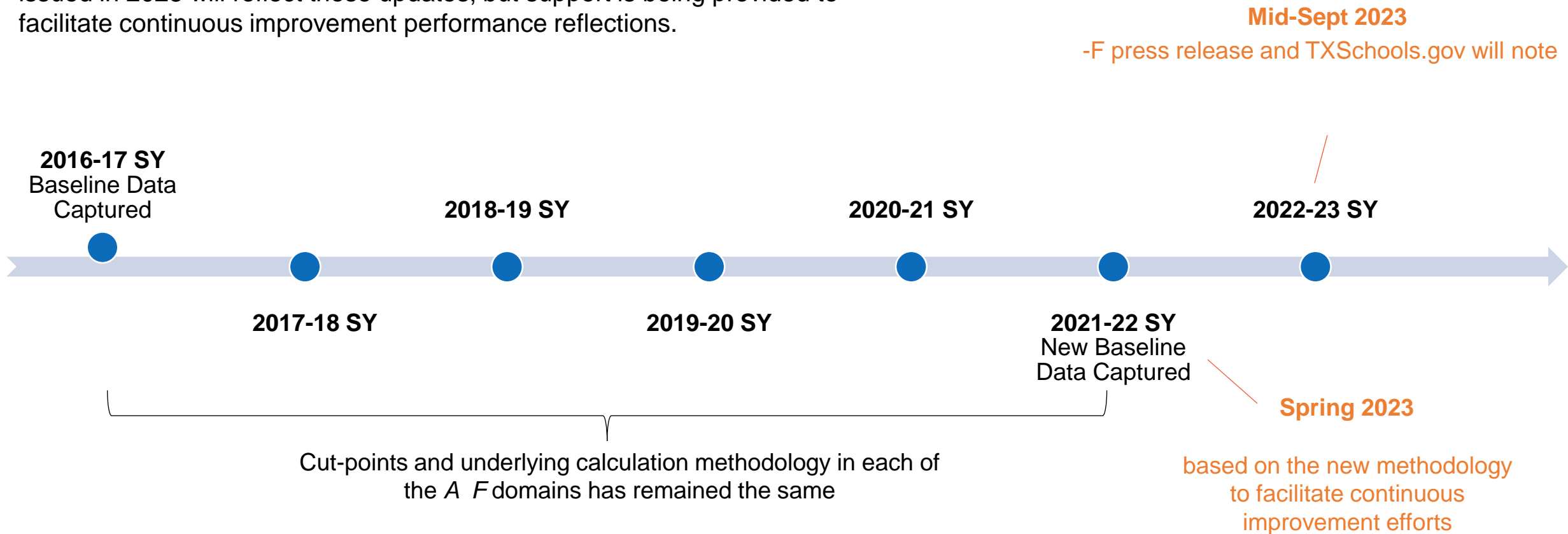
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# Supporting Continuous Improvement

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.







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





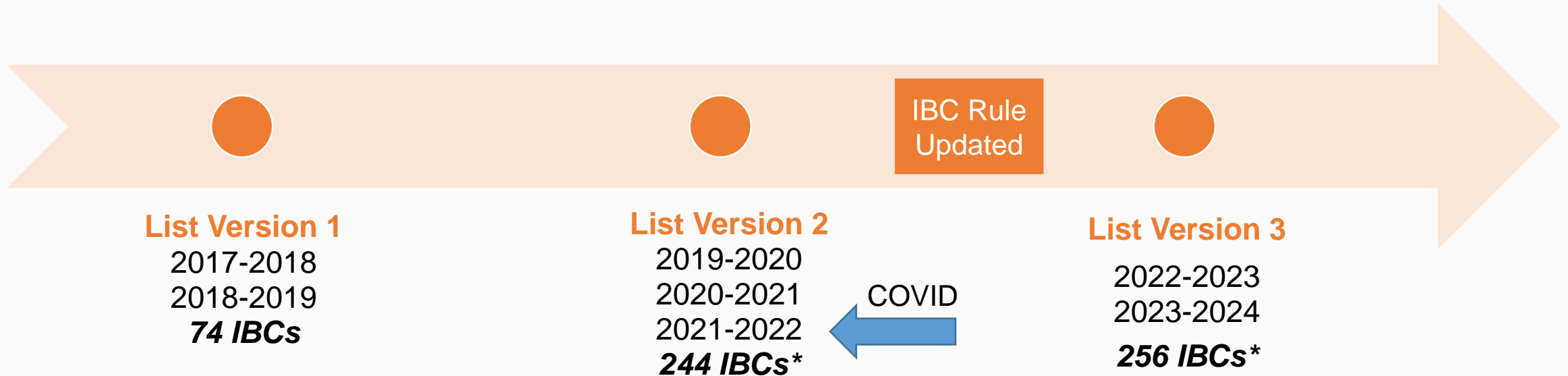






# 3A. IBC List Revision Cycle

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



\*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



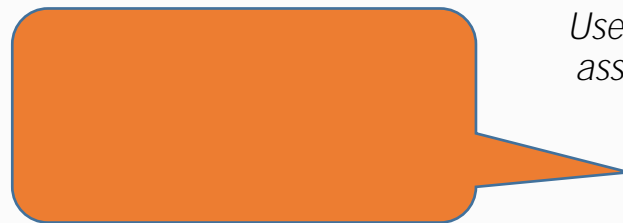
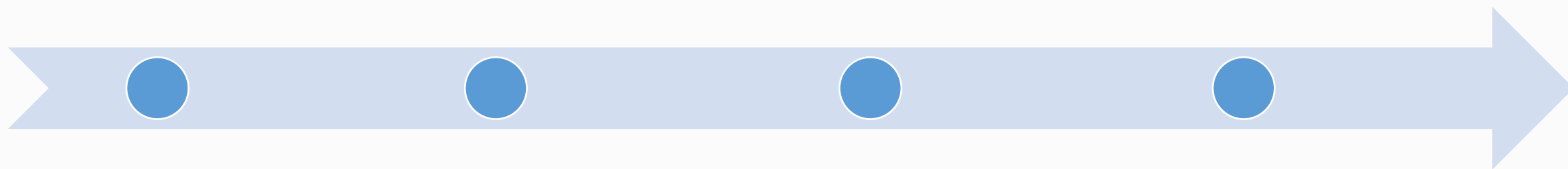






# 3A. IBC & Programs of Study Accountability Transition

A-F



*Use newly updated IBC list (v4)  
assuming 2-year update cycle*

## 3B. CCMR: Military Enlistment Data Collection

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

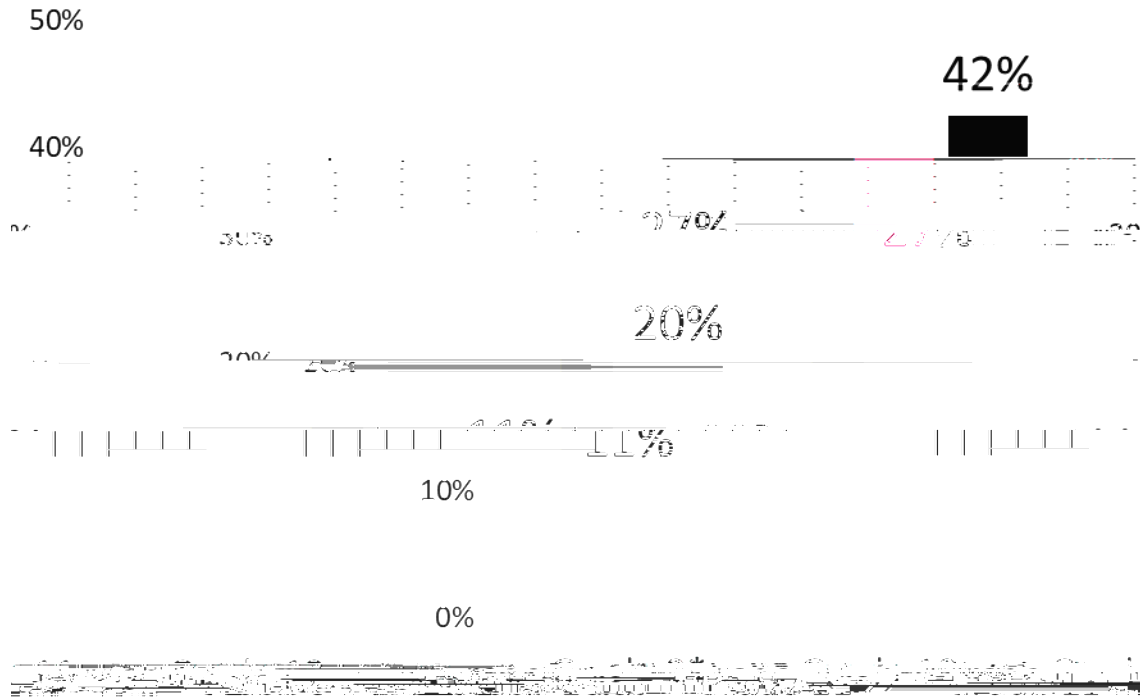
1. Districts must obtain a **completed DD Form 4 Enlistment/ Reenlistment Document-Armed Forces of the United States** from a student who has enlisted.
2. The DD Form 4 must include **all required signatures** by the student and the enlistment officer.
3. Districts must **submit** the completed DD Form 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

<b>CCMR Indicator</b>	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
<b>College Prep</b>	1.80%	32.00%	3.70%	35.70%	15.40%
<b>SAT</b>	3.30%	53.80%	6.10%	59.90%	42.10%
<b>ACT</b>	0.40%	41.40%	6.80%	48.20%	30.30%
<b>TSIA</b>	4.30%	63.50%	4.40%	67.80%	43.20%
<b>AP/IB</b>	2.60%	33.80%	4.30%	38.10%	22.60%
<b>Dual Credit</b>	3.90%	53.20%	5.30%	58.50%	38.10%
<b>OnRamps</b>	0.10%	43.60%	7.20%	50.80%	32.90%

# 3C. CCMR: IBC earned by grade

School Year 2020-2021




N

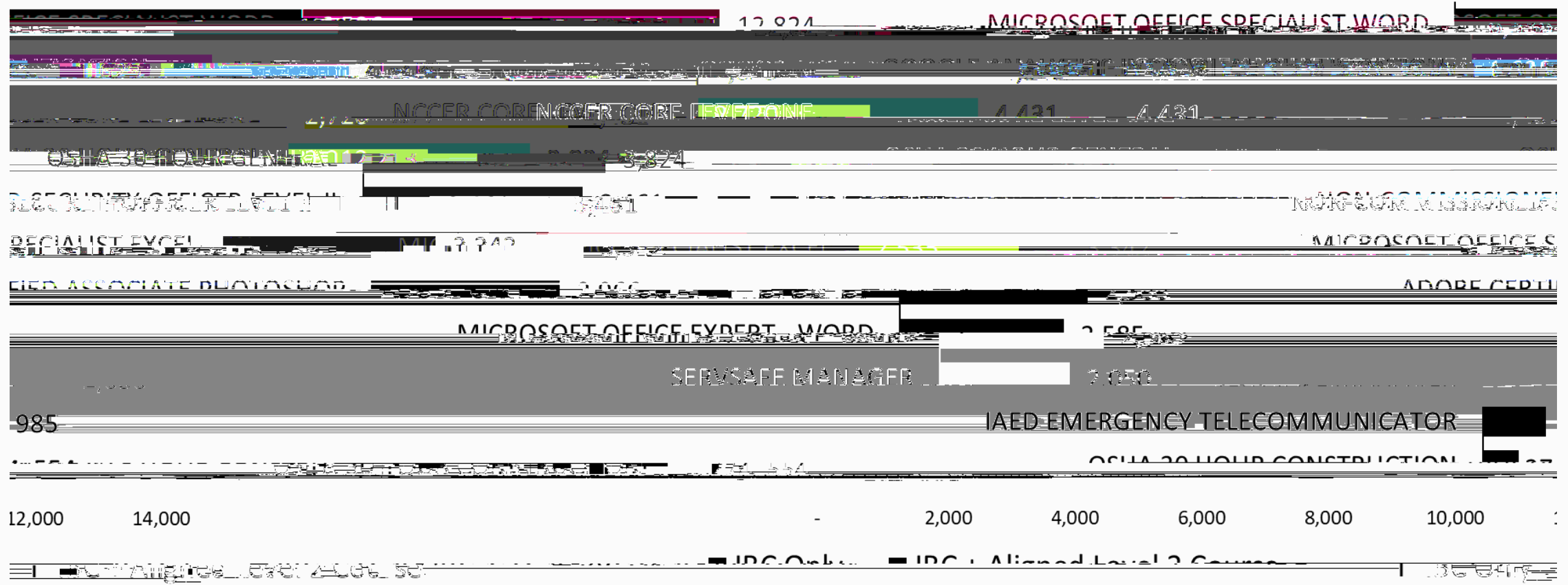


# 3C. Most 2021 grads had IBC + Level 2 course. Below is the list of the biggest outliers by IBC.

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

Grades 2021

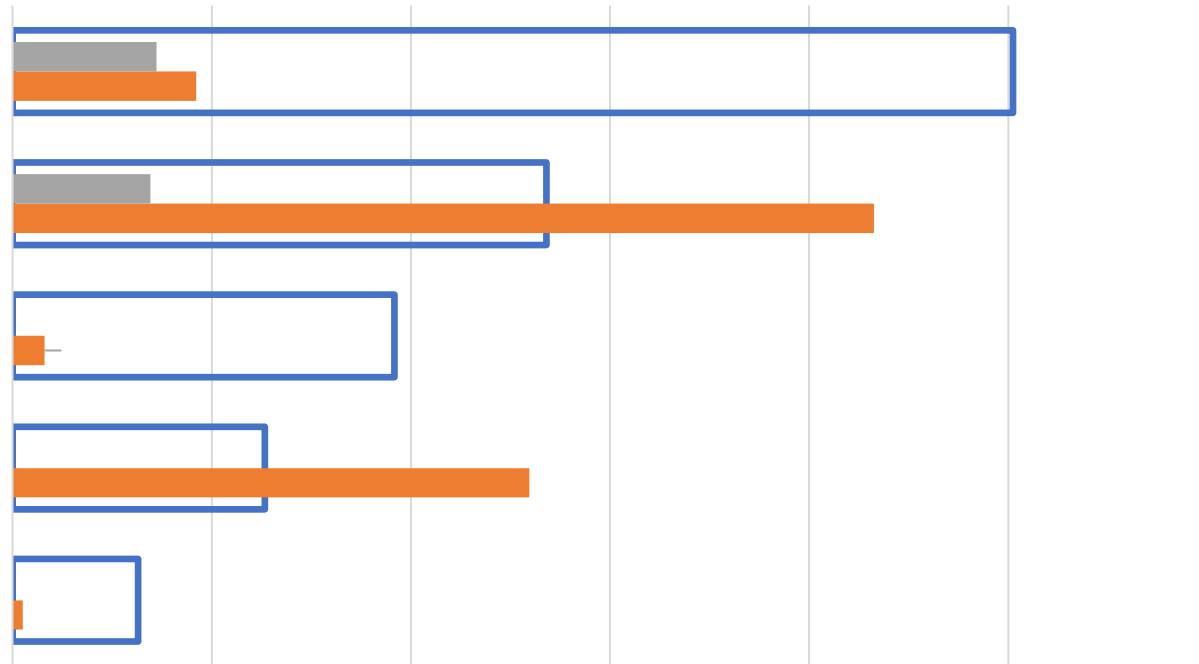
Grade





# 3C. CCMR: Career Readiness Indicators and Market Data

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

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# 6. District Ratings: Improve Alignment with Campus Ratings

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Currently there is a disconnect between approximately 30 percent of district ratings and

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.





## 8. *A F* and RDA: Improve Alignment

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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:**

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).

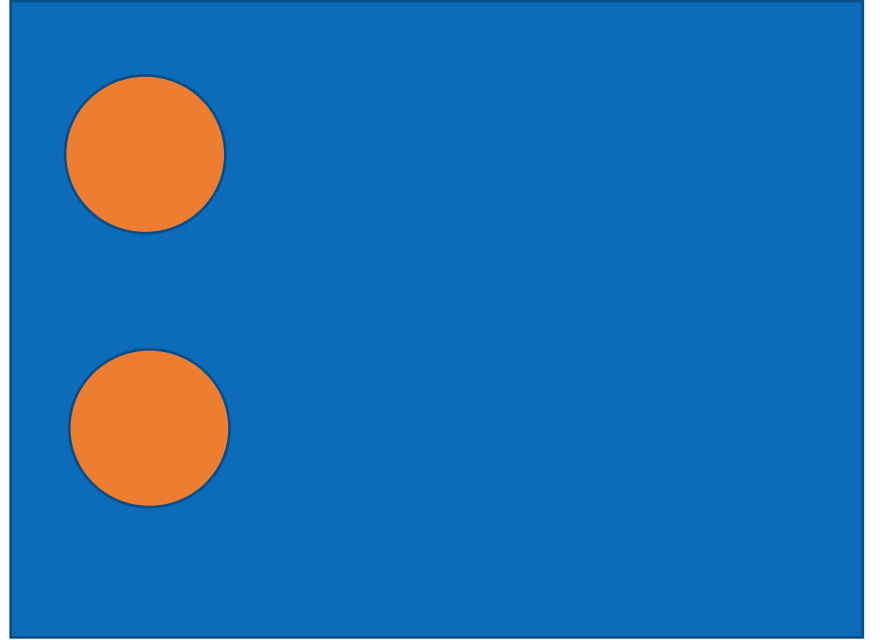












Jul '19 – May '22  
Consult with advisory groups & stakeholders on potential System Adjustments.

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

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

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

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

# Dates for proposed and finalized rules

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