TEA published an <u>AFs</u> and related resources on Nov 9, 2022.

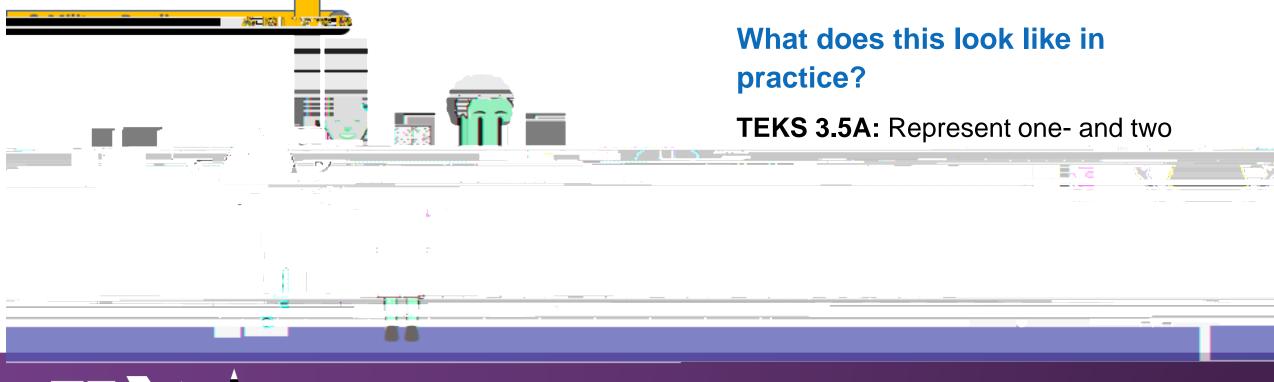
This webinar is intended to highlight the key components of that framework.

Stakeholders are encouraged to provide feedback <u>here</u> through February 1, 2023 to help inform the proposed rule.



## **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).





## 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

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#### **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?

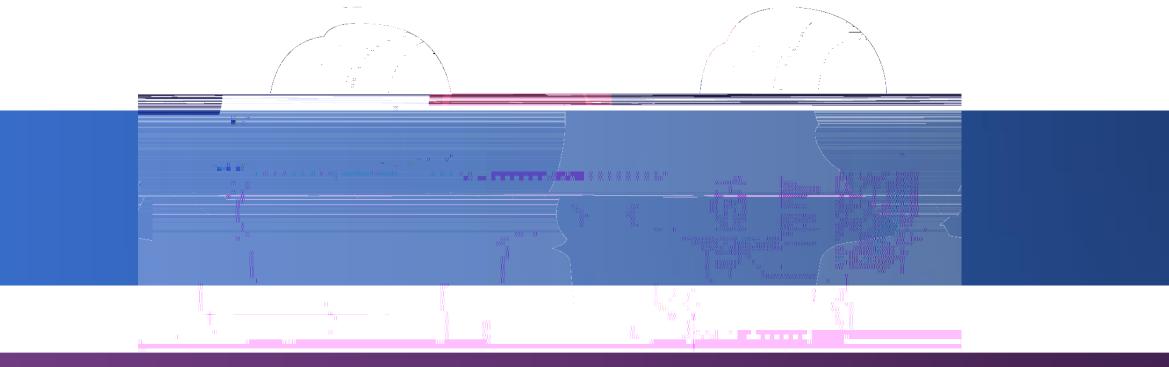


## **Clear Performance Information Helps Students**

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

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

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

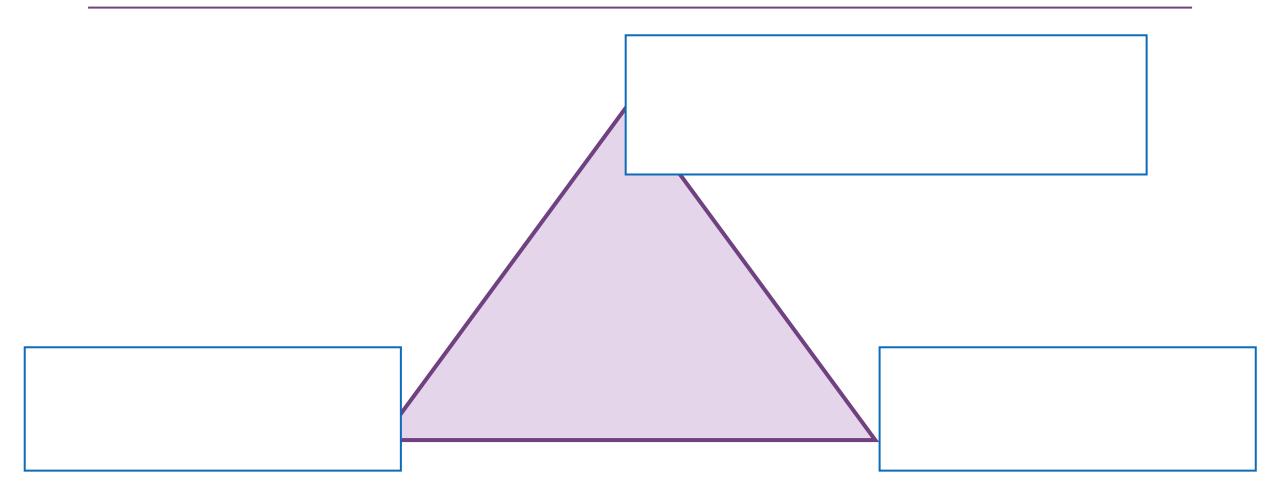
## There are several key design commitments built into A F to help ensure it works as an effective continuous improvement tool while accurately recognizing performance:

- 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
- Ratings are based on defined criteria, not a fixed distribution
  A.
  - B.
- 4. The system design & cut points remain static in most years

These commitments remain



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## **Meeting Statutory Requirements**

The commissioner <u>periodically</u> shall review the indicators for the consideration of appropriate revisions.



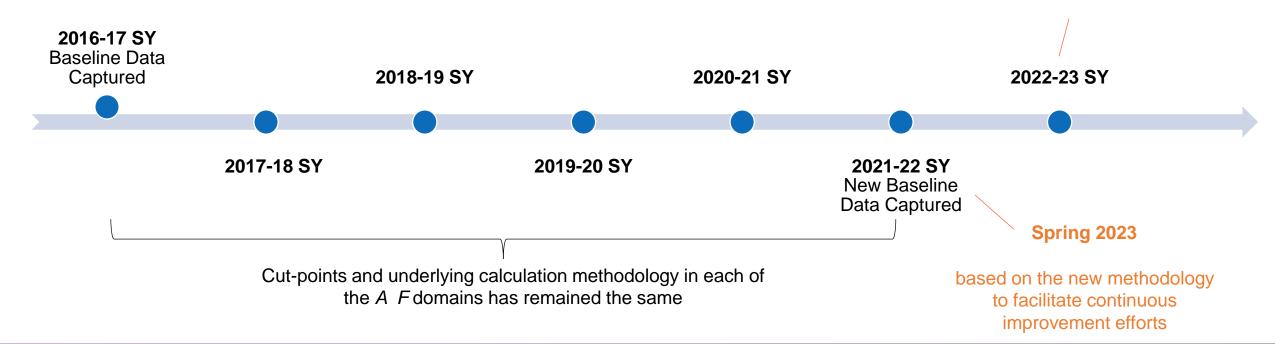




## **Supporting Continuous Improvement**

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.







			Currer	nt Year		
Prior Year	Low Did Not Meet 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

	Current Year						
Prior Year	Did Not Meet	Approaches	Meets Grade	Masters			
	Grade Level	Grade Level	Level	Grade Level			
Did Not Meet Grade Level	0	1	1	1			











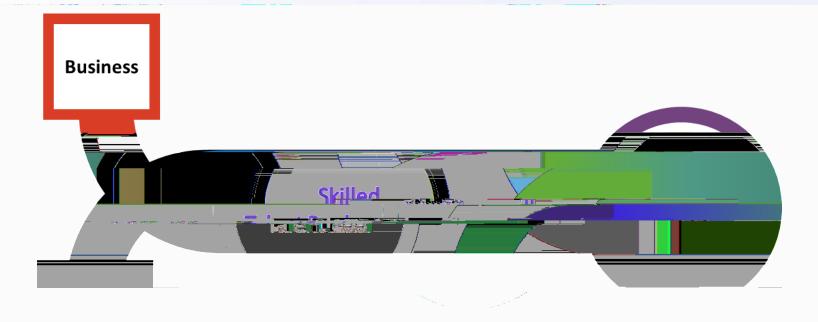
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Given the constantly evolving economy, TEA communicated plans to revise the list every 2 years, but delayed List Version 3 due to COVID.



\*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

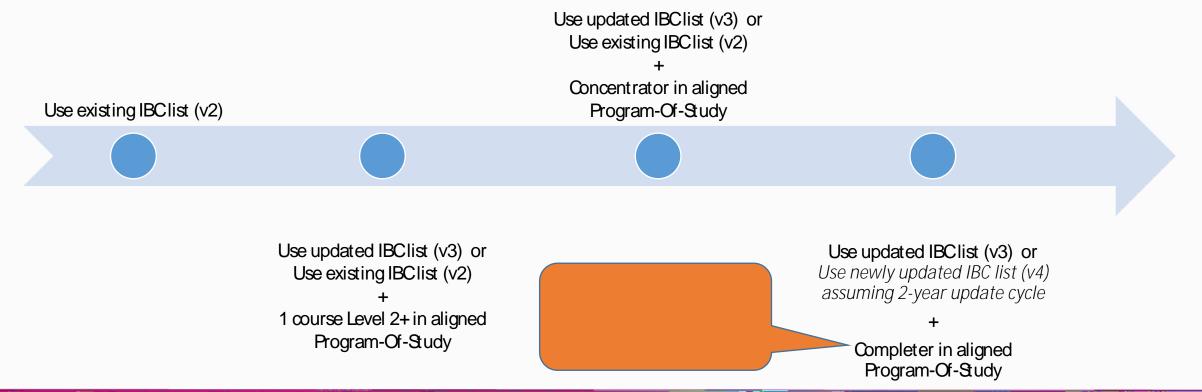


Alignment of programs and credentials to labor market needs Classroom integration of both academic and technical skills Reinforcement and application of skills through quality work-based learning experiences Assessment and validation of skills with a credential of immediate value Ability to stack credentials along a career and education pathway



### 3A. IBC & Programs of Study Accountability Transition

Sunset IBCs (v2) will <u>continue to generate A-F credit</u> for two more upcoming graduating classes, and program-of-study requirements are phased in over three years, to allow school systems to transition their career preparation programs



## **3B. CCMR:** Military Enlistment Data Collection



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

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

TEA explored validity concerns for both AP/IB and College Prep. Further research has ruled out the need for changes to AP/IB, but validity concerns remain for 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 to allow

districts time to update and align local programming.



## 3C. CCMR: IBC earned by grade

50% 42% 30% 20% 20%

School Year 2020-2021

MICROSOFT OFFICE SPECIALIST WORD*	3718
NCCER CORE LEVEL ONE	1661
TEXAS STATE FLORAL ASSOCIATION FLORAL	1292
SKILLS KNOWLEDGE BASED	1292
MICROSOFT OFFICE SPECIALIST EXCEL*	733
GOOGLE ANALYTICS INDIVIDUAL	677
QUALIFICATION*	077

\* - Sunsetting IBC

N = 98,228 Students earning at least 1 IBC from Sept. 1, 2020 August 31, 2021 Note: 40 8th graders were re-classified to Grade 9, since IBC was taken in summer.



## Below is the list of the biggest outliers by IBC.

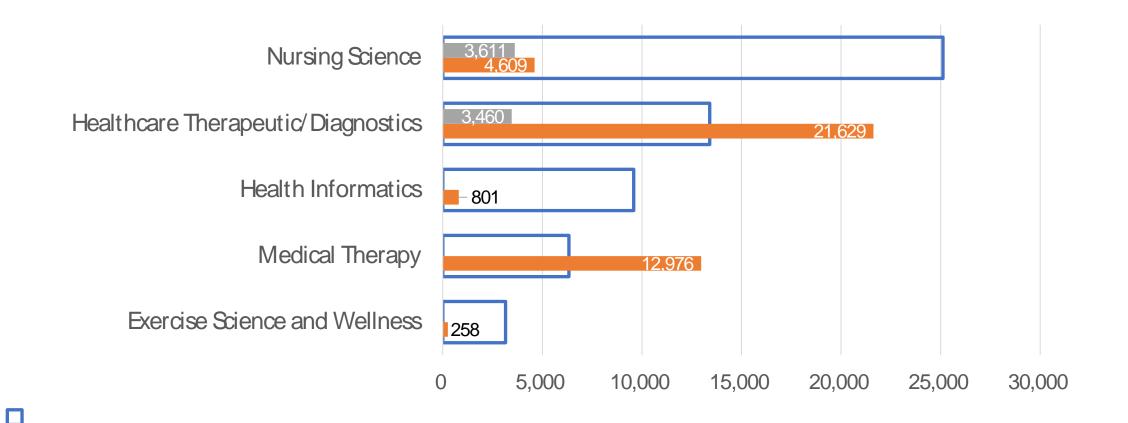
Difference in Points Earned from IBC alone and IBC + Aligned Level 2 Course or Higher

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











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









## 6. District Ratings: Improve Alignment with Campus Ratings





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

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).

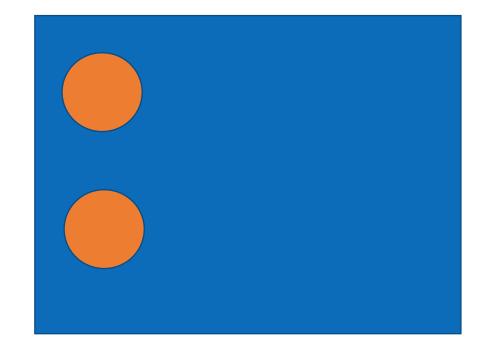




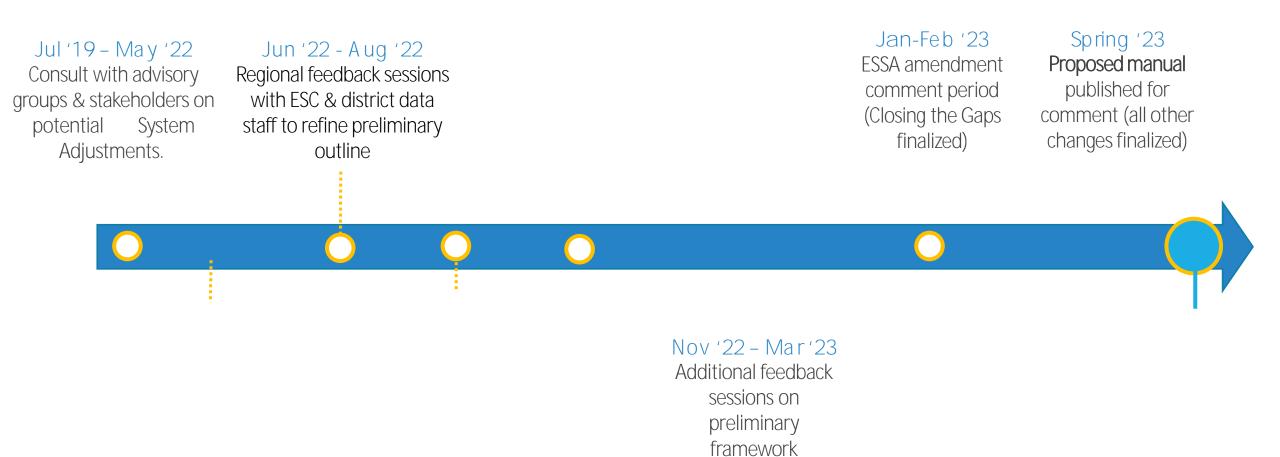














## Dates for proposed and finalized rules

