January Updates to Preliminary 2023 A–F Refresh Framework

The Preliminary 2023 A–F System Framework has continued to develop based on stakeholder feedback since the updated version was released in November 2022.

The updates detailed in this document are based on stakeholder feedback and extensive data modeling. The Texas Education Agency (TEA) will continue to provide feedback opportunities to capture any additional refinements before issuing a proposed rule. Please submit additional feedback using [this form](#) before February 1, 2023. The proposed 2023 Accountability Manual will be available in spring 2023, and additional feedback will be gathered during the public comment period for the proposed manual.
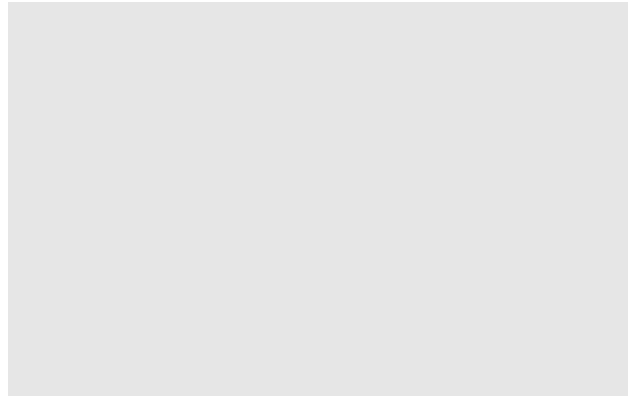
The A–F cut points and scaling resources and ESSA amendment released in January are based on the [framework released in November](#) and the updates detailed below.
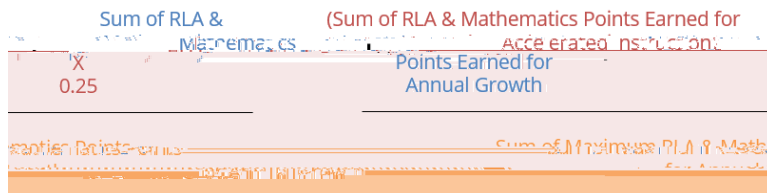
Update:

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Updated proposal:

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

To calculate the Academic Growth score, each successfully accelerated test would count as "0.25 bonus points" in the numerator of the annual growth calculation. The 0.25 bonus point value was determined based on modeling, historical data on learning acceleration, and the commitment to set cut scores to ensure that even if a campus has no students with prior year Did Not Meet Grade Level tests, it can still achieve an A. Campuses would be able to earn a maximum score of 100. Please see page 4 for an example calculation.

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

Update: Industry-Based Certifications (IBC) and Programs of Study Requirements

TEA explored several ways to phase-in requirements to align IBCs and Programs of Study and phase-out sunsetting IBCs. Feedback centered around the balance between rigor (ensuring that Texas is a leader in postsecondary success) and fairness (ensuring districts have time to adjust to changes in the system).

Based on feedback and additional data analyses, TEA proposes two updates.

1. Problem: TEA conducted additional analyses on high-usage sunsetting IBCs and found that the list (Audiology Assistant, Clinical Laboratory, Massage Therapist)

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