TEA
Texas Education Agency®

Academic Accountability Update
February 11, 2021

TETN #963

Performance Reporting | Texas Education Agency

Agenda

- 2021 Accountability Development

- Alternative Education Accountability (AEA) Registration

- Campus Pairing

- College, Career, and Military Readiness (CCMR) Updates

- Final Accelerated Testers Student Listing

- *2021 Accountability Manual* Updates

2021 Accountability Development

2021 Accountability System Update

- The 2021 Academic Accountability Framework and FAQs are scheduled for release today.

- Accountability development materials that are reviewed and discussed at each advisory group meeting are available online at the 2021 Accountability Development webpage.

- As communicated in the December 10, 2020 To The Administrator Addressed, TEA will process and report all available data from the 2020–21 school year.

2021 Accountability System Update

- No overall or domain scaled scores or *A–F* ratings.

- All districts and campuses will be labeled *Not Rated: Declared State of Disaster*.

  - All data will be report only.

  - Raw domain scores will *not* be displayed.

  - Raw component scores will be displayed.

2021 Accountability System Update

Texas Education Agency
2021 Accountability Ratings Overall Summary
TEXAS H S (123456001) - TEXAS ISD

Accountability Rating Summary

	Component Score
Student Achievement	
STAAR Performance	55
College, Career and Military Readiness	63
Graduation Rate	99.5
School Progress	
Academic Growth	N/A
Relative Performance (Eco Dis: 46.7%)	59

	% Met of Indicators
Closing the Gaps	
Academic Achievement Status	50
Growth Status	N/A
Graduation Rate Status	50
English Language Proficiency Status	0
Student Success Status	90
School Quality Status	80
% Participation (All Tests)	
2019	100
2021	74

Distinction Designations

Distinction designations were not awarded in 2021.

2021 Accountability System Update

- The scaled score online conversion tool, as well as the *A–F* accountability estimator will not receive updates. While previous estimators will remain online, <u>Performance Reporting would caution against their use in an attempt to apply a "what if" rating to 2021 outcomes</u>. Additionally, the scaling set in 2019 may not appropriately account for variations in 2021 outcomes.

- Data tables will be released both publicly on TXschools.gov and on Performance Reporting's webpages.

- Distinction designations will not be awarded in 2021.

2021 Student Achievement Domain Update

- The Student Achievement domain may include SAT/ACT results for accelerated testers (depending on USDE response). Additional information on accelerated testers will be covered later in this presentation.

- Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data will be <u>excluded</u> from accountability calculations until such data can be obtained directly from the United States Armed Forces.

2021 Student Achievement Domain Update

- TEA is working with leadership and PEIMS to determine the appropriate time to remove the Military Indicator from PEIMS. Until then, districts must continue to report either 0 or 1 for this indicator PEIMS.

- The one-half point awarded to graduates completing and receiving credit for at least one CTE course aligned with an industry-based certification has been phased out.

2021 Student Achievement Domain Update

- Reports will show raw STAAR; College, Career, and Military Readiness (CCMR); and graduation rate component scores.

- Reports will *not* show scaled component or domain scores.

2021 School Progress Domain Update

- School Progress: Part A: Academic Growth will not be calculated.

- Reports will show raw STAAR and CCMR component scores, as well as the economically disadvantaged percentage.

- Reports will *not* show domain scaled scores.

2021 Closing the Gaps Domain Update

- The Academic Achievement component may include SAT/ACT results for accelerated testers.

- The Academic Growth Status component for elementary and middle schools will not be calculated.

- As the completion of TELPAS was optional in spring 2020 due to the impact of COVID-19, the English Language Proficiency component will use 2020 or 2019 as prior year results.*

*If the composite rating from 2019 is not available, the 2018 composite rating is compared to the 2021 composite rating.

2021 Closing the Gaps Domain Update

- Indicators for each student group will continue to have a Y/N in relation to meeting targets.

- Reports will show component raw scores (percentage of indicators met).

- Reports will *not* show weights or component scaled scores.

- Reports will *not* show raw or scaled domain scores.

Graduation Rate Methodology Update

- The January 7, 2021 To The Administrator Addressed announced the approval of the January 2020 amendment to the State's ESSA State Plan adjusted Closing the Gaps graduation rate methodology.

- TEA and the USDE negotiated the following methodology for the graduation rate component of the Closing the Gaps domain:

Graduation Rate Methodology Update

1. Did the student group meet the four-year long-term graduation rate target of 94.0% and demonstrate improvement of at least 0.1% over the group's statewide baseline (Class of 2015) rate?

2. Did the student group meet the four-year interim graduation rate target of 90.0% and demonstrate improvement of at least 0.1% over the prior year rate?

3. Did the student group meet or exceed its four-year graduation rate growth target?

Graduation Rate Example Calculations

- A campus's economically disadvantaged graduation rate fell from 98.1% in 2019 to 97.8% in 2020.

- This student group meets the updated criteria as its graduation rate is still above the four-year long-term goal of 94.0% and shows an improvement over the economically disadvantaged Class of 2015 statewide baseline rate of 86.0%.

Long-Term and Interim Goals for ESSA Federal Accountability 2017-18 through 2031-32

	Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL
Participation Rates: Reading	2018 – 2032	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Participation Rates: Mathematics	2018 - 2032	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Grad. Rates: 4-year longitudinal rate*	Baseline: Class of 2015	89%	85%	87%	93%	86%	95%	89%	92%	78%	86%	72%
	Class of 2017 through Class of 2021	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	Class of 2022 through Class of 2026	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	Class of 2027 through Class of 2032	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Graduation Rate Example Calculations

- The Asian graduation rate fell from 96.4% in 2019 to 94.8% in 2020.

- This student group does not meet the updated criteria. While its graduation rate is above the four-year long-term goal of 94.0%, it did not show an improvement over the Asian Class of 2015 statewide baseline rate of 95.0%.

Long-Term and Interim Goals for ESSA Federal Accountability
2017-18 through 2031-32

	Year	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Educ.	Econ. Disadv.	ELL
Participation Rates: Reading	2018 – 2032	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Participation Rates: Mathematics	2018 - 2032	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Federal Grad. Rates: 4-year longitudinal rate*	Baseline: Class of 2015	89%	85%	87%	93%	86%	95%	89%	92%	78%	86%	72%
	Class of 2017 through Class of 2021	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	Class of 2022 through Class of 2026	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	Class of 2027 through Class of 2032	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

Graduation Rate Example Calculations

To calculate if the student group exceeded its four-year graduation rate growth target:

$$\text{current year four-year graduation rate} - \text{prior year four-year graduation rate} \geq \frac{94.0 \text{ (long term target)} - \text{prior year four-year graduation rate}}{10}$$

For example, if a special education student group had a 2019 four-year federal graduation rate of 66.7% and 2020 four-year graduation rate of 70.0%:

$$70.0 - 66.7 = \textbf{3.3} \quad \geq \quad \frac{94.0 - 66.7}{10} = \textbf{2.73}$$

Because 3.3 > 2.73, this student group met the growth target for the Closing the Gaps graduation rate component.

Updated Graduation Rate for CSI

TEA will use the six-year federal graduation rate to identify any Title I or non-Title I campus that does not attain at least a 67 percent graduation rate for comprehensive support and improvement.

2021 Additional Accountability Updates

- Unmasked accountability reports and confidential student listings will be released in TEAL to districts in August.

- Masked accountability reports will be released on TXschools.gov and on TEA's 2021 accountability page.

- Accountability data will be submitted via EdFacts to the USDE.

- Performance Reporting will have access to attendance data in fall 2021. Additional COVID impact on student-level outcomes will be analyzed and shared during winter 2021.

Proposed 2021 ESSA Changes

TEA has requested the following one-year adjustments for 2021 accountability determinations:

- To delay the implementation of the [accelerated testers requirement](#) by one year.

- To report only reading and mathematics STAAR participation rates for districts and campuses.

- To process the Closing the Gaps domain without the Academic Growth component due to the lack of sufficient growth data.

Proposed 2021 ESSA Changes (continued)

TEA has requested the following one-year adjustments for 2021 accountability determinations:

- To delay the identification of the next cohort of comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) campuses by one year. This request would also postpone the escalation of three-year ATS campuses to comprehensive status until August 2023.

Proposed 2021 ESSA Changes (continued)

TEA has requested the following one-year adjustments for 2021 accountability determinations:

- To retain existing CSI, TSI, and ATS labels for 2021–22. In order to receive funding for 2021–22, CSI campuses must opt-in for continued interventions. Campuses that opt-out of continued interventions would continue to be identified and would also be opting-out of funding. Current CSI campuses identified solely by the graduation rate criteria would have an opportunity to exit if the campus met the graduation rate exit criteria.

- To not calculate or assign scaled scores or A–F rating labels to the Closing the Gaps domain.

Proposed 2021 ESSA Changes (continued)

TEA has requested to amend the following sections of the ESSA consolidated state plan:

- The language in the school interventions section to reflect current interventions.

- The language in the Title I, Part C section to reflect current needs and procedures.

- The language in the accountability section to align with the addendum request. For example, the definition of "three consecutive years" of data for TSI identification will be updated to exclude data from SY 2020–21 due to the lack 2021 Academic Growth.

AEA Registration

AEA Campus Registration Process

- The AEA campus registration process will be conducted online using the TEAL Accountability application. AECs designated for 2020 AEA provisions are re-registered automatically in 2021, provided the campus continues to meet enrollment and at-risk criteria as determined by TSDS PEIMS October snapshot data.

- If a campus was registered in 2020 using the at-risk safeguard and does not meet the at-risk enrollment criterion in 2021, the campus is not eligible for AEA and is not re-registered for AEA in 2021.

AEA Campus Registration Process

- Campuses that were not registered in 2020 but meet eligibility in 2021 are automatically registered for AEA by the agency.

- Districts may choose to remove a campus from evaluation under AEA procedures by submitting an AEA rescission form. The 2021 registration process will be available March 29–April 9, 2021.

Campus Pairing

Campus Pairing

- The 2020–21 campus pairing registration window will be available April 26 through May 7, 2021.

- Campuses that do not serve any grade level for which STAAR assessments are administered are paired with another campus in the same district for accountability purposes. Campuses that are paired should have a "feeder" relationship and should serve students in contiguous grades.

- Districts may use the prior-year pairing relationship or select a new relationship. If a district does not indicate a pairing preference, pairing decisions will be made by TEA.

Campus Pairing

- If a district fails to inform TEA of its pairing preference, pairing decisions are made by TEA. For campuses that have been paired in the past, <u>staff assumes that 2019 pairing relationships still apply</u>.

- For campuses in need of pairing for the first time, pairing selections are based on the guidelines given in Chapter 7 of the *2021 Accountability Manual*.

CCMR Updates

CCMR OB Student Listings and Funding Timeline Updates

- Performance Reporting released 2018 Annual Graduates CCMR OB Student Listings in the TEAL Accountability on November 30, 2020. This listing is considered final and was used by the State Funding Division to settle up fiscal year 2019–20 CCMR OB funding.

- Preliminary 2019 Annual Graduates CCMR OB Student Listings were released in TEAL Accountability on December 18, 2020. The State Funding Division used this listing to generate preliminary 2020–21 CCMR OB funding.

CCMR OB Student Listings and Funding Timeline Updates

- As data for enrollment in institutions of higher education (IHE) for 2019 annual graduates are not available to the agency until later this month and the preliminary CCMR OB student listings <u>do not include IHE</u> enrollment.

- For 2019 annual graduates, TEA used a two-year IHE enrollment average, using IHE data for 2017 and 2018 annual graduates, for each district to generate IHE enrollment estimates.

CCMR OB Student Listings and Funding Timeline Updates

- Upon receipt of IHE enrollment data, TEA will reconcile the Preliminary 2019 Annual Graduates CCMR OB Student Listings with actual enrollment data and publish Final 2019 Annual Graduates CCMR OB student listings. Upon reconciliation, State Funding will update the fiscal year 2020–21 CCMR OB funding.

- Additional information on CCMR OB criteria, as well as the use of military enlistment data is available on the Performance Reporting Resources page. An October 29, 2020 To the Administrator Addressed letter provides further details on the proposed thresholds and timeline.

2021 CCMR Verifier and Tracker

- The 2021 CCMR Verifier will open to districts in late spring through the TEAL Accountability application .

- Corrections can be submitted for 2019–20 annual graduates plus non-graduating 12th graders.

- Districts must submit electronic documentation in order to update student records. The verifier is only used to correct non-PEIMS indicators.

- Additional information regarding the CCMR Verifier and updates to the CCMR Tracker will be available during the April 29th TETN.

Preliminary Accelerated Testers

- Accelerated testers are included on the Preliminary 2021 Accelerated Student Listing if they were reported as enrolled in grade 11 during the 2019–20 4th six weeks attendance reporting period.

- Students are attributed to the campus at which they were reported in attendance during this same six weeks.

- The Preliminary 2021 Accelerated Student Listings reflect which subject area the student is considered accelerated and if the student has a corresponding SAT or ACT on record.

Final Accelerated Testers

- The Final 2021 Accelerated Student Listing will be released in March and will be updated to reflect accelerated testers reported by each district as enrolled in grade 12 for the 2020–21 PEIMS snapshot. The students included on the final listing will be evaluated as accelerated testers for 2021 accountability reports.

- Additional SAT/ACT results (beyond May 2020) will not be included during this release.

- As part of the ESSA Plan 2021 Addendum, TEA has requested to delay the implementation of this requirement until August 2022. If that request is granted, TEA will begin the inclusion of accelerated testers' SAT/ACT results with 2022 accountability.

Accelerated Testers Resources

- Additional information on the inclusion methodology for accelerated testers is available on the Performance Reporting Resources page.

- A July 30, 2020 To the Administrator Addressed letter provides further details on the approved ESSA accelerated testers waiver.

2021 Accountability Manual

- Chapters 1–11 will be posted to the Performance Reporting and the *Texas Register* websites on April 9th.

- There will be a 30-day public comment period before these chapters are finalized, and the agency will provide responses to comments gathered during the public comment period.

- Manual appendices will be released throughout the spring and summer.

- The finalized manual PDF with all chapters and appendices will be published late summer.

Questions

Thank you!