

Performance Reporting Updates

The Performance Reporting Division has provided limited communication to ESCs and LEAs to allow their time, attention, and efforts to be focused on instructional continuity and more pressing pandemic responses. A brief update regarding Performance Reporting products is provided below. Please contact the Performance Reporting Division with questions at Performance.Reporting@tea.texas.gov.



2020 Ratings

- ★ All districts and campuses will be assigned a label of *Not Rated: Declared State of Disaster* for 2020 accountability as was shared in the [April 2 To the Administrator Addressed \(TAA\)](#).
- ★ Due to the 2020 *Not Rated: Declared State of Disaster* label, campuses identified for the Public Education Grant (PEG) list based on 2019 accountability ratings will remain on the 2021–22 PEG List. The list of 2021–22 PEG campuses will be released on August 14.



2021 Ratings

- ★ The agency is working with stakeholders, advisory committees, the U.S. Department of Education (USDE), and other states to gather feedback, identify issues, and develop solutions for the impact of COVID-19 on 2021 accountability.
- ★ Due to COVID-19, the USDE placed a hold on processing any amendments, waivers, or requests that were not COVID-19 related. The Every Student Succeeds Act (ESSA) accelerated testers waiver, which was open for public comment in March, is on-track for submission to the USDE this week. The submitted waiver request will be published on [TEA's ESSA page](#).



College, Career, & Military Readiness

- ★ A new College, Career, and Military Readiness (CCMR) Verifier for 2019 graduates and non-graduating 12th graders will be released August 15. The CCMR Verifier will be a TEAL version of last year's CCMR corrections system which occurred in April and May. Districts will have through October 1 to submit documentation for updates. Additional information and instructions will be forthcoming as they are available.
- ★ A new CCMR Tracker will be released August 15. The CCMR Tracker will provide data on students reported as enrolled in grades 9–12 on the TSDS PEIMS 2019 snapshot date. No corrections will be submitted to TEA; this report is for informational purposes only. If districts find errors, they are encouraged to work with testing vendors to make corrections prior to the student's graduation.
- ★ The agency is currently awaiting college enrollment and military enlistment data to determine CCMR Outcomes Bonuses. Additional information will be forthcoming as it is available.



Additional Updates

- ★ Campus comparison groups will **not** be assigned for 2020.
- ★ Performance Reporting will **not** conduct the campus pairing process for 2020.
- ★ Research and Analysis will publish 2019 graduation rate data and student listings in TEAL in early June. This data will be published in the Texas Academic Performance Reports (TAPR) HTML system after August 15.
- ★ The TAPR HTML system will be updated on a rolling basis as data becomes available. The layout for the TAPR PDF has yet to be determined due to the absence of 2020 STAAR data.
- ★ Performance Reporting will conduct the alternative education accountability (AEA) registration process internally; all campuses eligible for AEA will be registered. The 2020 AEA list will be published on May 15 and used for informational purposes by the AskTED, TSDS PEIMS, and Charter School teams at the agency. Instructions for campus removals will be provided to districts.
- ★ While all districts and campuses will be labeled *Not Rated: Declared State of Disaster* for 2020, the [2020 Accountability Manual](#) is open for public comment until June 1.

Annual Individual Graduation Committee Data, 2018-19

Workbook Overview

Background:

This workbook includes data on Individual Graduation Committees (IGCs) for the 2018-19 school year as required by Texas Education Code Section (TEC) §28.0259(c). In 2015, the 84th Texas Legislature signed into law Senate Bill 149, which revised the state's assessment graduation requirements for students enrolled in Grades 11 or 12 during the 2014-15 school year. The IGC requirements were extended by the Texas Legislature in 2017 and again in 2019 and are in effect through the 2022-23 school year. Under the requirements, a student who failed the end-of-course (EOC) assessment for no more than two of five required courses may receive a Texas high school diploma if the student was determined to be qualified to graduate by an IGC (Title 19 of the Texas Administrative Code Section [TAC] §101.3022). A student receiving special education services is not subject to IGC requirements (19 TAC, §74.1025(n)). A student's admission, review, and dismissal (ARD) committee determines whether a student is required to achieve satisfactory performance on an EOC assessment to graduate (19 TAC, §101.3022(f)). If the ARD committee determined a student was not required to achieve satisfactory performance on the EOC assessments, the student was considered to be in compliance with assessment requirements under TEC §39.025. In April 2016, the commissioner of education adopted rules related to IGC implementation, including timelines and related reporting requirements (19 TAC §74.1025; TEC §28.0258(k)).

Contents:

The datasets provided in this workbook include the number of students who were assigned an IGC (*IGC Assigned*); the number of IGC graduates (*IGC Graduates*); the number of all graduates (*All Graduates*); the percentage that IGC graduates represent of total graduates (*% of All Graduates*); and the percentage that IGC graduates represent of total students assigned to IGCs (*% of IGC Assigned*). Data are provided at the state, region, district, and campus levels by race/ethnicity, gender, economic status, and English learner (EL) status. End-of-course assessment data for IGC graduates who took STAAR exams are also provided at the state level. Additional data are provided at the state level by diploma program (only available for graduates). The four datasets can be accessed using the tabs at the bottom of the workbook.

Notes and Limitations:

Note that the data in the *IGC Graduate*, *IGC Assigned*, and *All Graduate* columns were reported by districts at the individual student level and represent students who were in attendance and/or who graduated during the 2018-19 school year (between September 1, 2018 and August 31, 2019); they do not show longitudinal graduation data.

The *IGC Graduate* numerator only includes students who were reported to have graduated by IGC determination. Students who had an IGC assignment but were reported as traditional graduates are not included in this count. These non-IGC graduates could have graduated by meeting traditional graduation requirements even though an IGC was convened; or these students could be data reporting errors.

The *IGC Assigned* denominator represents the number of students reported by districts in June 2019 as having an IGC formed during the school year as well as those who graduated by means of an IGC but for whom an IGC assignment was not reported. Some of the students who were not reported as having an IGC assignment could be students who had an IGC formed over the summer, for which there is no data reporting, and others may be data reporting errors. The counts of IGC Assigned students only include students for whom an IGC was established and who were eligible to graduate in 2018-19. Students who had an IGC formed in Grade 11 and were not eligible to graduate are not included in the denominator. In 2018-19, there were 221 students who were assigned an IGC in Grade 11 and were not eligible to graduate.

The *All Graduates* denominator is the sum of traditional graduates and IGC graduates.

Students who are included in the Foundation High School Program without Endorsement diploma program group include those who did not earn an endorsement as well as those who were not eligible for an endorsement under 19 TAC §89.1070(c).

Some IGC graduates could not be categorized as failing any STAAR EOC exams. Specifically, 776 IGC graduates passed all five EOC exams, completed STAAR Modified or STAAR Alternate 2 exams, did not have a scoreable exam(s), or were missing STAAR data. Additionally, some students were categorized as failing three or more STAR EOC exams: these students may have passed substitute

Texas Education Agency, Division of Research and Analysis
4/27/2020

**Annual Individual Graduation Committee (IGC) Data,
Texas Public Schools, 2018-19**

		IGC Graduates	IGC Assigned	% of IGC Assigned	All Graduates	% of All Graduates
All students		17,391	20,949	83.0%	355,605	4.9%
By race/ethnicity						
	African American	2,805	3,526	79.6%	43,953	6.4%
	American Indian	58	73	79.5%	1,299	4.5%
	Asian	399	497	80.3%	16,564	2.4%
	Hispanic	11,956	14,183	84.3%	180,680	6.6%
	Pacific Islander	28	36	77.8%	537	5.2%
	White	1,986	2,427	81.8%	105,549	1.9%
	Multiracial	159	207	76.8%	7,023	2.3%
By gender						
	Female	7,266	8,770	82.9%	178,191	4.1%
	Male	10,125	12,179	83.1%	177,414	5.7%
Economically Disadvantaged		13,420	16,025	83.7%	186,127	7.2%
English Learner (EL)		7,059	8,273	85.3%	25,326	27.9%
By graduation program						
	Minimum	110	n/a	n/a	2,246	4.9%
	Recommended	94	n/a	n/a	649	14.5%
	Advanced	14	n/a	n/a	441	3.2%
	Foundation without Endorsement	5,452	n/a	n/a	51,574	10.6%
	Foundation with Endorsement	1,452	n/a	n/a	15,160	9.6%
Foundation with Endorsement and Distinguished Level of Achievement		10,269	n/a	n/a	285,535	3.6%

STAAR End-Of-Course (EOC) Data for IGC Graduates

IGC Graduates who failed at least one EOC exam^a 16,555

	IGC Graduates	Percent
Failed 1 EOC exam	8,436	51.0
Failed 2 EOC exams	7,568	45.7
Failed 3 or more EOC exams	551	3.3
Failed English II only	6,517	39.4
Failed English I only	1,116	6.7
Failed US History only	379	2.3
Failed Algebra I only	340	2.1
Failed Biology only	84	0.5
Failed English I and English II	6,483	39.2
Failed English II and US History	521	3.1
Failed English II and Algebra I	236	1.4
Failed English I and US History	100	0.6
Failed Biology and English II	89	0.5
Failed English I and Algebra I	57	0.3
Failed Biology and English I	36	0.2
Failed Biology and US History	26	0.2
Failed Algebra I and US History	14	0.1
Failed Algebra I and Biology	6	< 0.1

^aSee Overview tab for more information on STAAR data.

Note. n/a indicates data are not available. See Overview tab for more information.

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4/27/2020

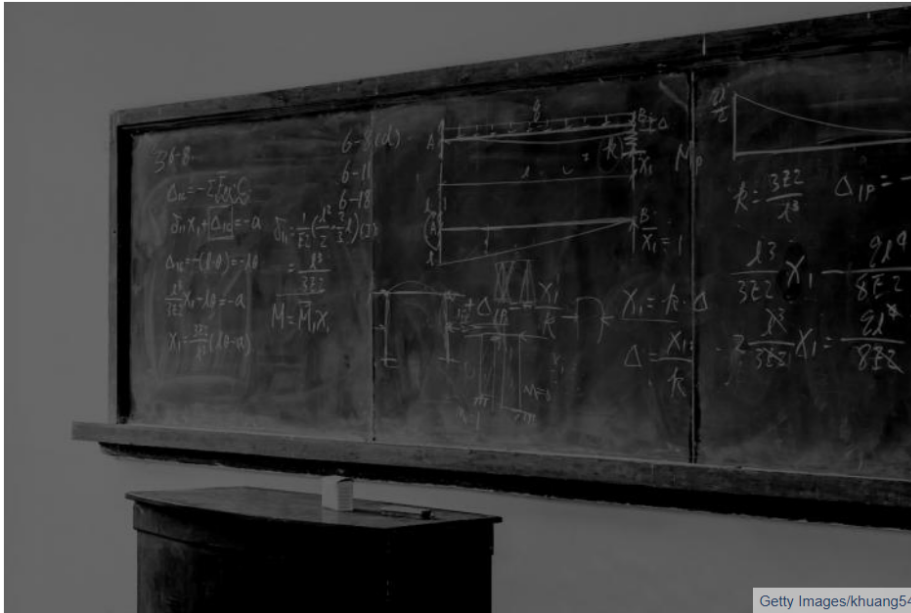
IGC Data, by Region, Texas Public Schools, 2015-19

Region	Region Name	14-15 IGCs % of All Graduates	15-16 IGCs % of All Graduates	16-17 IGCs % of All Graduates	17-18 IGCs % of All Graduates	School Year 2018-2019			
						IGC Assigned	IGC Graduates	All Graduates	18-19 IGCs % of All Graduates
01	Edinburg	4.3%	4.0%	6.5%	6.8%	2,400	2,313	29,290	7.9%
02	Corpus Christi	3.2%	4.6%	3.0%	3.1%	436	361	7,124	5.1%
03	Victoria	1.0%	1.6%	1.7%	2.9%	136	126	3,605	3.5%
04	Houston	1.7%	2.9%	3.7%	4.6%	4,789	4,459	77,976	5.7%
05	Beaumont	1.8%	2.2%	2.7%	2.4%	436	272	5,177	5.3%
06	Huntsville	1.7%	3.3%	3.0%	4.4%	904	782	13,278	5.9%
07	Kilgore	2.8%	1.4%	2.5%	3.7%	609	512	11,308	4.5%
08	Mt Pleasant	1.8%	2.3%	3.6%	4.9%	209	177	3,622	4.9%
09	Wichita Falls	2.4%	1.9%	2.6%	3.7%	130	83	2,436	3.4%
10	Richardson	1.6%	2.6%	2.5%	3.8%	3,071	2,214	57,159	3.9%
11	Fort Worth	1.7%	2.1%	2.4%	3.0%	2,083	1,419	41,232	3.4%
12	Waco	0.7%	2.9%	2.8%	3.7%	580	515	11,047	4.7%
13	Austin	1.1%	1.9%	3.2%	3.5%	1,084	891	25,975	3.4%
14	Abilene	1.1%	0.8%	3.2%	3.0%	109	59	3,042	1.9%
15	San Angelo	0.6%	3.6%	3.0%	2.8%	192	136	3,172	4.3%
16	Amarillo	2.6%	2.8%	4.0%	4.7%	358	340	5,308	6.4%
17	Lubbock	1.6%	2.4%	3.8%	5.1%	328	303	5,284	5.7%
18	Midland	2.9%	4.3%	4.2%	3.8%	550	388	5,120	7.6%
19	El Paso	3.1%	3.8%	4.9%	5.1%	984	787	12,831	6.1%
20	San Antonio	2.2%	3.2%	3.5%	3.4%	1,561	1,254	31,622	4.0%
	STATE	2.0%	2.8%	3.4%	4.1%	20,949	17,391	355,608	4.9%

Division of Research and Analysis, 4/27/2020

Reading, writing, 'rithmetic...and the coronavirus reckoning

Dale Chu 4.13.2020



Three separate analyses were published last week on how the coronavirus might affect children's learning. Echoing a piece I [recently wrote](#), they all conclude that the current school closures could have a devastating impact on student achievement. Specifically, we're going to see big declines in math, and modest ones in reading, unless schools and districts act swiftly and decisively.

The [first analysis](#) is by NWEA. Researchers Beth Tarasawa and Megan Kuhfeld used data from NWEA's MAP Growth assessments to project achievement trajectories of a national sample of over five million students in grades three through eight. The crux of their study was a comparison of a typical school year sans learning disruptions with a forecast based on student learning loss patterns during a typical summer. Notably, the researchers did not include the potential effects of distance learning as part of their modeling, but it's unlikely that would have made much of a difference in their gloomy projections.

To wit, NWEA estimates that students may return in the fall with *less than half* of typical learning gains in math and, in some grades, *nearly a full year behind* what would be expected during normal conditions. And this dour outlook doesn't take into account the impact of joblessness, food insecurity, and other life circumstances that disproportionately

afflict our most vulnerable families. Taken together, they paint an alarming picture of what could be in store.

The [second analysis](#) is by Paul von Hippel, writing for Education Next. An associate professor at the University of Texas at Austin, von Hippel also believes the prognosis for student achievement is dire. However, he thinks summer learning loss is a poor analogy for the present predicament facing schools because, [among other reasons](#), the research on how students spend their summers is limited, and results from recent studies on the topic run counter to the prevailing wisdom that the summer slide is a material drag on performance. Moreover, von Hippel notes that students now are not on vacation, further rendering the comparison to summer learning loss inaccurate.

Another inequity that will be laid bare is the digital divide. According to von Hippel, students will probably learn more, on average, during the coronavirus closures than they did in [previous school stoppages](#). From email and text messages to websites and videoconferencing software, online learning has never been easier to facilitate. However, students from low-income households are less likely to have reliable internet access, further [exacerbating the gap](#) between the haves and the have-nots.

The [third analysis](#) is by Josh Boots. The executive director of D.C. based EmpowerK12, Boots used NWEA MAP and PARCC data in grades three through eight to construct a predictive model, which included research of summer learning loss, natural disasters like Hurricanes Harvey and Katrina, and student growth by attendance rate. Comparing these outcomes with data specific to the nation's capital, Boots expects overall PARCC proficiency to decline one percentage point for every week of lost instruction—with economically disadvantaged students and [students with disabilities](#) facing even bleaker prospects. However, unlike NWEA's analysis, Boots's study suggests students will take a harder hit in reading, perhaps because PARCC includes writing as part of ELA. His analysis also includes a [calculator tool](#) to help policymakers delve into the academic impact of school closure upon PARCC proficiency rates.

The upshot from all of this is that schools and districts need to get cracking. NWEA CEO Chris Minnich [said](#), "The main message from this research is we're in a moment. This won't be back to school as normal. Figure out what you want school to look like in the fall now." My colleague Robert Pondiscio agrees, and believes that the current attention to online

learning, while understandable, has been a [distraction](#). Rather than putting all of our energy into standing up a new education delivery system overnight, Pondiscio makes a compelling argument that our students would be better served if we focus mostly on what will be required of teachers this fall, and then do everything we can to make their herculean job as easy as possible. This could include extending the school year into the summer, starting earlier in the fall, or [mandating summer school](#), though doing the latter in-person might not be feasible.

This presumes that the anticipated learning loss from COVID-19 turns out to be as bad as predicted because as unnerving as these analyses are, they are ultimately educated guesses. As it stands, schools won't know which students need retention or remediation because teachers [won't have spring testing](#) to inform their work, and they likely will not have seen students in person *for half a year* by the time we return to some semblance of normalcy. With state revenues heading into a tailspin, the appetite for administering standardized tests in the fall will be anemic, but it would make sense for states to direct the money originally earmarked for spring testing to some form of no- or low-stakes diagnostic assessment—perhaps administered virtually—in the fall.

In the meantime, schools and districts have an education recovery to prepare for. Policymakers need to [take a step back](#) to help prioritize what really matters, and educators would do well to continue focusing on their kids while steeling themselves for the unprecedented, large-scale remediation ahead. While many are [doing their darnedest](#) to keep student learning going, others are using the global pandemic to push their [self-interested agendas](#). Let's hope there isn't too much of the latter as the loss of learning brought on by months of missed schooling carry real consequences that we have only just begun to grasp.