

Accountability Update

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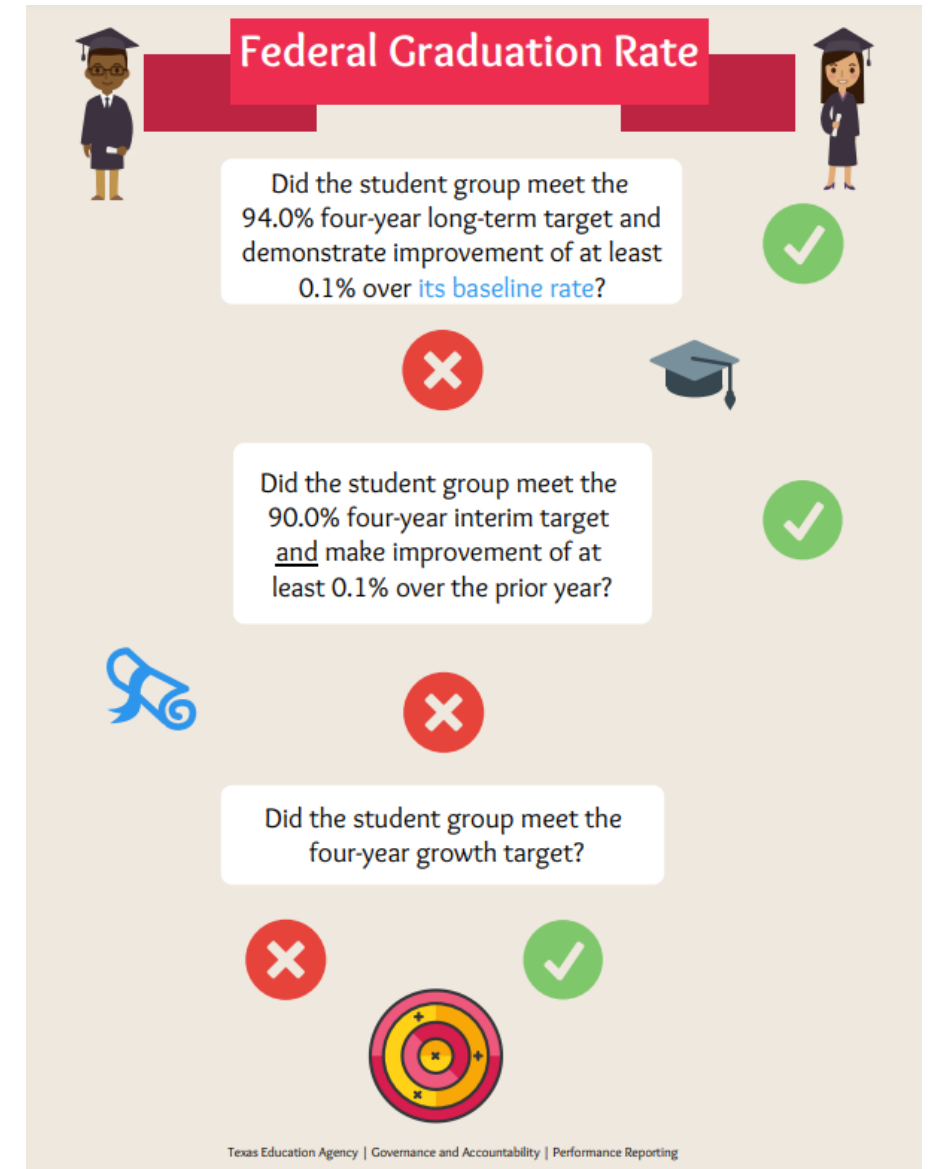
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- Military Enlistment Data
- Graduation Rate Update From ESSA 2020 Amendment
- 2021 ESSA Addendum/Amendment
- Accelerated Testers Update
- 2021 Reporting: What to Expect

- Due to discrepancies between enlistment counts released by the Department of Defense and TSDS PEIMS military enlistment data, TEA will exclude military enlistment data from both CCMR accountability calculations and CCMR OB student listings until data can be obtained directly from the U.S. Armed Forces.
- TEA is working with leadership and PEIMS to determine the appropriate time to remove the Military Indicator from PEIMS.
- In the meantime, districts must continue to report either 0 or 1 for this indicator PEIMS.

Graduation Rate Update From ESSA 2020 Amendment

- Per the Jan. 7, 2021 TAA, the approval of the January 2020 amendment to the State's ESSA State Plan adjusted the Closing the Gaps graduation rate methodology.
- A student group must meet one of the three criteria below:
 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?



- 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 baseline rate of 86.0%.
- A campus's 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 baseline rate of 95.0%.
- For more information, see the graduation rate methodology [flowchart](#) and federal four-year graduation rate baselines in Appendix A [here](#).

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 Growth Target Example

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

$$\begin{array}{ccc} \text{current year four-year} & & 94.0 \text{ (long term target) –} \\ \text{graduation rate –} & \geq & \text{prior year four-year} \\ \text{prior year four-year} & & \text{graduation rate} \\ \text{graduation rate} & & \hline & & 10 \end{array}$$

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%:

$$\begin{array}{ccc} 70.0 - 66.7 = 3.3 & \geq & \frac{94.0 - 66.7}{10} = 2.73 \end{array}$$

Because 3.3 is $\geq$ to 2.73, this student group met the criteria for the Closing the Gaps graduation rate component.

- TEA's addendum is requesting the following one-year adjustments for 2021 accountability:
 - Delay the implementation of the accelerated testers requirement by one year
 - Report only STAAR participation rates for districts and campuses
 - Process Closing the Gaps without Academic Growth due to the lack of data.

- TEA's addendum is requesting the following one-year adjustments for 2021 accountability:
 - Delay the identification of the next cohort of federal school improvement campuses by one year.
 - This request also postpones the escalation of three-year ATS campuses to comprehensive status until August 2023.
 - Retain existing federal school improvement labels for 2021–2022.
 - CSI campuses must opt-in for continued interventions and funding. Campuses that opt-out of interventions remain identified and opt-out of funding.
 - Current CSI campuses identified solely by the graduation rate criteria will have an opportunity to exit if they meet exit criteria.
- Refrain from calculating or assigning scaled scores or *A–F* rating labels to Closing the Gaps.

- TEA's amendment is requesting to amend the following sections of the state plan:
 - The language in the school interventions section to reflect current interventions.
 - The language in the Title I, Part C: Education of Migratory Children 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 the 2020–2021 school year due to the lack 2021 Academic Growth.

- TEA has requested to delay the implementation of the accelerated testers requirement by one year.
- If the request is denied, grade 12 accelerated testers who do not have an ACT/SAT test before graduation will be included as non-participants in participation calculations.
- The accelerated testers requirement *does not* impact a student's ability to graduate.
- The final list of 2021 accelerated testers will be released in March.
- The preliminary list of 2022 accelerated testers will be made available fall of 2021.

- No overall or domain scores or *A–F* ratings in 2021.
 - All districts and campuses will be labeled *Not Rated: Declared State of Disaster*.
- School Progress, Part A & Closing the Gaps: Academic Growth will not be calculated.
- CCMR indicators will be updated.
 - No CTE coherent sequence ½ point
 - No military enlistment
- Accelerated testers may be included in STAAR components pending USDE response.
- Federal graduation rate methodology in Closing the Gaps will evaluate growth toward target.

- Unmasked accountability reports and confidential student listings will be released in TEAL to districts.
- Masked accountability reports will be released on TXschools.gov and on TEA's 2021 accountability page.
- School Report Cards, Federal Report Cards, TAPR, etc. will be released on the usual schedule.
- 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 the winter.