

2020 Accountability Advisory Committees

Summary of Meeting on July 20, 2020

The objective of the July 20, 2020 Accountability Technical Advisory Committee (ATAC) and Accountability Policy Advisory Committee (APAC) meeting was to solicit possible solutions to address the unique challenges facing the 2021 accountability system and beyond, due to COVID-19. TEA responses to questions and concerns are provided in red. Some questions require staff research and are yet to be answered. The following is a summary of the discussion at the meeting.

- TEA welcomed the committee members to the virtual meeting.
- The committee reviewed ATAC/APAC survey results.
- The committee reviewed potential approaches to 2021 accountability.
- The committee reviewed U.S. Department of Education (USDE) guidance regarding 2021 accountability.
- The committee reviewed what actions other states are currently taking regarding 2021 accountability.
- The committee reviewed the commissioner’s input regarding 2021 accountability.
- The committee discussed using 2021 data to set targets. In this scenario, targets would be established relative to state performance after the data has been collected.
 - Questions
 - What data set are we focusing on when discussing targets? **STAAR assessment outcomes for 2021. We currently know STAAR outcomes for 2017 through 2019. Without 2020 STAAR data and given the current environment, it is unknown if districts and campuses will be able to meet the current targets. We will address College, Career, and Military (CCMR) targets when 2020 graduate data is available.**
 - Has there been continued consideration of “Met Standard” or “Not Met Standard” considering targets will be unknown until end of the 2021 school year? Many committee members strongly support this option for 2021. **In order to implement these labels, a proclamation from either the legislature or the governor would be required. It could then be adopted in the 2021 Accountability Manual. In addition, we would need 2021 data to justify this type of system along with rulemaking.**
- The committee discussed thoughts on increased student mobility and the potential impact on accountability measures.
 - Questions
 - Would it be possible to lessen the participation requirement? **We could request this change in the one-year accountability addendum to the USDE.**

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- Is there discussion of adding a Public Education Information Management System (PEIMS) indicator of virtual versus in-person instruction that could be used to track attendance? **Attendance will be reported in PEIMS by instructional method type during the 2020–21 school year. For more information see the [SY 20-21 Attendance and Enrollment FAQ](#) posted July 17, 2020.**
- Due to COVID-19, some districts are opting for a delayed start to the 2020–21 school year. Will mobility and attendance rate be adjusted for those that have chosen a delayed start? **This is currently unknown, but we can research this.**
- Concerns
 - Some parents may choose to homeschool their children for a short period and then return to public education mid-year. This could negatively impact STAAR assessment results along with mobility rates.
 - Mobility issues could arise from parents relocating students to smaller neighboring districts that are providing in-person instruction rather than large districts who are providing virtual instruction due to lack of childcare, inability to remotely educate, etc.
- Suggestions
 - Once school begins, analyze the data regarding mobility, including how many students are not enrolled in any public schools compared to 2020. This will provide a clearer picture of student mobility.
 - Districts will know more regarding student mobility after the start of the school year. This could inform how continuously enrolled and non-continuously enrolled student groups are affected.
- The committee discussed other factors to potentially account for that are outside of district control.
 - Concerns
 - Different counties and local ordinances will cause variations with on and off campus instruction statewide.
 - Connectivity and staffing issues in rural versus urban districts could cause variations in STAAR assessment results.
 - The number of instructional days districts may lose due to closures by state, local authorities, or positive COVID-19 cases will likely vary across the state and impact 2021 accountability.

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- COVID-19's impact on instruction and the number of hours needed to satisfy dual credit course requirements will influence CCMR and 2021 accountability.
- Parent and teacher district survey results reveal concerns that many students lack a suitable virtual home learning environment. Members are concerned about how this will affect data quality for beginning of year formative assessments and increase the learning gap.
 - Suggestions
 - Adjust the data submission calendar to account for districts who have chosen to open later due to COVID-19.
 - Extend the career and technical education (CTE) half-point credit through the accountability reset year.
 - Add a teacher PEIMS COVID-19 crisis code for staff affected by COVID-19.
- The committee reviewed data requests from the June 8–9, 2020 APAC/ATAC meeting.
 - Questions
 - Can you disaggregate the growth data by economically disadvantaged status? **We will run this data for Part A: Academic Growth and Closing the Gaps domains using economically disadvantaged bands.**
 - Can you model scores for Closing the Gaps with the removal of growth? **We currently show this data on slide 23 of the meeting deck, but we can also break this out by economically disadvantaged rate.**
 - What is the current guidance for reporting military readiness for 2020–21? **We are still working with the Department of Defense (DOD). Our current guidance is to only code students as military ready that have documentation of actual military enlistment.**
- The committee discussed future meeting length and dates.