

Invitation to Districts

2021-22 Extra and Co-Curricular (ECC) Data Collection



What is it?

In 2017, House Bill 22 authorized a study of student participation in extra and co-curricular activities to determine their feasibility as an addition to campus and district performance evaluation. A team of more than 30 district, community, and organizational representatives from across the state have developed an initial list of possible ECC indicators and gathered limited data from the 2019-20 and 2020-21 school years.

As schools are returning to more typical levels of operation this year, the ECC committee is seeking additional districts to participate in a voluntary collection of student participation data during the 2021-22 school year. *Gathering data from a variety of districts representing more district types and locations helps to ensure the data collected provides an accurate picture of student participation across the state.*



How does it work?

Throughout the 2021-22 school year, participating districts will collect data on student participation in the activities included on the current indicator list. The data is submitted to TEA at the end of the school year via Qualtrics and is confidential. All data will be used to better understand trends in student participation across the state and to inform the ECC Committee in preparing a report for the legislature about the feasibility of including an ECC indicator as part of the state accountability system. The ECC committee will also consider suggestions for additions and refinements to the ECC process based on district feedback.

Resources are available to assist districts with data collection or districts may use their own systems. For districts using the TEA resources, it is estimated that the process will require approximately 1–2 hours per month during the school year.



Why participate?

Educators see daily the benefits of student participation in extra and co-curricular activities – not only the direct impact they have on expanding student knowledge and skills in that field, but also the creative and collaborative problem-solving in real-world settings that is uniquely strengthened through ECC experiences. In many districts, the local goals include not only proficiency in academic areas but also ensuring that all students develop the critical skills provided through extra and co-curricular studies. *Studying ECC participation is a first step to better understanding the current statewide level of student access and involvement and bringing an expanded perspective to evaluating student growth and performance.*



Where can I learn more?

Contact Linda Johnson, ECC Project Coordinator linda.johnson@tea.texas.gov. Updates will also be shared in the TEA Performance Reporting Bulletin: <https://public.govdelivery.com/accounts/TXTEA/subscriber/new>