

2021 Texas Education Agency Academic Accountability System Framework

2021 Overall Accountability System

Due to the impact of COVID-19, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster* for 2021. Although raw and scaled overall and domain A–F ratings will not be assigned, all available accountability data will be published. The overall design of the accountability system will remain unchanged where feasible to allow for data reporting. In response to feedback from stakeholders, adjustments to certain indicators and methodologies are necessary for 2021. This document provides a summary of the substantive changes. The *2021 Accountability Manual* will be published in the *Texas Register* for public comment in early April and will incorporate these updates along with additional, less substantive revisions.

Accountability Rating Labels

Districts, open-enrollment charter schools, and campuses will receive a label of *Not Rated: Declared State of Disaster*.

Local Accountability Systems (LAS)

In 2021, districts and campuses will receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Therefore, the 2021 state and LAS ratings will not be combined.

Student Achievement Domain

The College, Career, and Military Readiness (CCMR) component will exclude two previously used indicators:

- Enlist in the U.S. Armed Forces
 - 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 is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.
- Complete CTE coherent sequence coursework and earn credit aligned with approved industry-based certifications
 - This indicator was scheduled to be phased out this year.

As part of the Every Student Succeeds Act (ESSA) Plan 2021 Addendum, TEA requested to delay the implementation of the accelerated testers requirement until August 2022. If that request is granted, TEA will not include the results for accelerated testers in 2021 data. TEA will begin the inclusion of grade 12 accelerated testers' SAT/ACT results with the 2022 accountability cycle. If the request is denied, the STAAR component of the Student Achievement domain will include SAT and/or ACT results for accelerated testers as described in the *2021 Accountability Manual*.

School Progress Domain

In spring 2020, the U.S. Department of Education (USDE) granted Texas a waiver under section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA) of assessment, accountability and school identification, and certain related reporting requirements for the 2019–20 school year. As a result of this waiver, Texas does not have the data necessary (i.e., the prior year STAAR scaled score) to calculate School Progress, Part A: Academic Growth.

For School Progress, Part B: Relative Performance, TEA will only display raw STAAR and CCMR component scores, as applicable.

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Closing the Gaps Domain

Academic Growth

The Academic Growth component will not be calculated as described above.

Participation Rate

As part of the ESSA Plan 2021 Addendum, TEA requested to report only reading and mathematics assessment participation rates for districts and campuses for 2021.

CCMR

The CCMR component will be updated as described above.

English Language Proficiency (ELP)

As the completion of TELPAS was optional in spring 2020 due to the impact of COVID-19, if a 2020 composite rating is not available, the composite rating from 2019 will be used as the prior year result. The ELP component will evaluate two years of TELPAS Alternate data in addition to TELPAS data. Current year TELPAS Alternate composite scores will be compared to the 2020 or 2019 (if 2020 is not available) TELPAS Alternate composite scores to determine if ELs made progress.

Federal Graduation Rate

The Texas Education Agency (TEA) received approval from the USDE on December 22, 2020, of its January 2020 amendment to adjust the Closing the Gaps domain graduation rate methodology. To determine if the student group met the graduation rate indicator, the group's four-year federal graduation rate will be evaluated using the following three steps:

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 Class of 2015 statewide baseline rate?
2. If #1 is no, 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. If #1 and #2 are no, did the student group meet its four-year graduation rate growth target?

Comprehensive, Targeted, and Additional Targeted Support Identification

The TEA received approval from the USDE on December 22, 2020, of its January 2020 amendment to adjust the Closing the Gaps domain graduation rate methodology used to identify schools for support and improvement. Campuses will now be evaluated for comprehensive support and improvement (CSI) identification and exit based off their six-year federal graduation rate. The methodology used to identify campuses for CSI was updated to identify any Title I or non-Title I campus that does not attain at least a 67 percent graduation rate using the six-year federal graduation rate rather than the four-year rate. The six-year federal graduation rate will also be used to evaluate campuses for CSI exit.

The amendment also updated the CSI methodology to escalate Title I additional targeted support (ATS) campuses to CSI after three consecutive years, rather than escalating Title I targeted support and improvement (TSI) campuses.

On January 27, TEA submitted to the USDE an addendum to the state's ESEA, as amended by the ESSA consolidated state plan requesting the following adjustments for 2021 accountability.

- To retain existing CSI, TSI, and ATS labels for school year 2021–22 and delay the identification of the next cohort of CSI, TSI, and ATS campuses by one year, until August 2022.

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- To postpone the escalation of three-year ATS campuses to comprehensive status until August 2023.
- To receive funding for 2021–22, CSI campuses must opt-in for continued interventions. Campuses that opt-out of continued interventions opt-out of funding and remain CSI identified.
- Current CSI campuses identified solely by the graduation rate criteria may exit if the campus meets the CSI graduation rate exit criteria.

If the addendum requests are denied, TEA will provide additional information to districts and campuses this spring.

Distinction Designations

Distinction designations will not be awarded for 2021. Campus comparison groups will be generated for informational purposes only.

Alternative Education Accountability (AEA) Campus Identification

To be eligible for AEA provisions, each campus must have at least 90 percent student enrollment in grades 6–12 based on total students enrolled (early education–grade 12) as verified through current-year TSDS PEIMS fall enrollment data. The update to the 50 percent 6–12 enrollment criterion is in response to the AEA Taskforce recommendation to restrict the use of AEA provisions to middle and high schools who offer alternative programs for at-risk students.