

2022 Accountability Advisory Committees

Summary of Meeting on September 28, 2021

The objective of the September 28, 2021, Accountability Technical and Policy Advisory Committee meeting was to discuss the 2022 accountability rating system and associated school improvement options. TEA responses to questions and concerns are provided in *italics*. Some questions require staff research and are yet to be answered. The following is a summary of the meeting.

Senate Bill (SB) 1365

- Questions
 - Will it be apparent what the rating would have been had it been issued for the *Ds* and *Fs*? *Yes. We will include scaled scores on our reports and TXschools.gov.*
 - Will there be additional school improvement requirements for what would have been *Ds* and *Fs*? *Yes. School Improvement will discuss this later today.*
 - What is the impact of the 2022 ratings on Closing the Gaps? *No impact for 2022. The USDE has clearly stated they expect accountability and identifications in 2022.*
 - *Not Rated (NR)* will mean school improvement requirements but the 2022 rating will not add to consecutive years counts, correct? *Correct. NR does not impact consecutive year counts.*
- Comments/Concerns
 - Please make it explicit that if you have a low performing school, the commissioner can still appoint a board of managers and close the school even though they are *Not Rated*. Schools think that this is a “no consequence” year. This is not a hold harmless year.

SB 15

- Questions
 - Is there a start date the virtual program has to have in order to receive ratings?
We do not believe so. The main consideration is attendance. In order to receive a separate rating, the program would have to start at least in the first semester. We will evaluate the percentage of eligible days in membership.
 - Isn't it odd to include students in a district's rating that aren't being funded by that district? *The bill requires the funding and the accountability rating go to the sending (enrolled) district.*
 - Is the data currently being collected in a way to be useful in this new accountability system? *The identifying data for the student will be based on attendance: synchronous, asynchronous, and in-person.*
 - Will virtual students count for the district only, or campuses too? *For August accountability ratings, both. Students will be attributed to the campus/district they were enrolled in on snapshot.*
 - Will the accountability subset apply to these students? *Yes. The key here is where are they enrolled. If they are enrolled in X ISD and has their kids do virtual education with Y ISD, those results will go back to X ISD that they were enrolled in.*

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- Has Performance Reporting analyzed virtual vs in person comparing bilingual? *Yes, and the virtual were lower performing.*
- Does the state consider non-testers failures in 2022? What is the implication for funding for these non-testers? *They are not considered failures, just “no information available”. They would need to take a beginning-of-year (BOY) if they did not test last year.*

Student Achievement, School Progress, and Closing the Gaps Domains

○ Questions

- Is the decision to make non-testers “forced failures” in Closing the Gaps a state or federal one? *Federal*
- Do we think TEA is ever going to get military source data? *We will keep working through various channels to try to obtain this data.*
- We may need to consider what the implications are for campuses struggling to still hit participation for testing this year. Do we still want to hold to the 95% testing for 2022 or make adjustments given the situation? *Keep in mind that 95% is based off all tests given and is a statutory requirement in ESSA. Performance Reporting had an initial meeting with U.S. Department of Education (USDE). Most states are concerned about growth and English Language Proficiency (ELP). Participation did not come up. We will have to see how this year goes. States encouraged the USDE to share plans ASAP.*
- If we go back to 2019 and a student was Beginner, do we expect them to be Advanced High for ELP in 2022 (jump two levels)? What would be the best measure of language acquisition instructional effectiveness. Can we get some data? *We would expect them to increase one level, not two, and yes, we can provide additional data.*
- Why would a district have not administered TELPAS in 2020? *Students never came to campus due to campus closures. It happened a lot and was even more common at secondary campuses.*
- Is there any data available for participation between small vs. mid vs. large ISDs and urban vs suburban vs rural because often decisions are made looking at the aggregate but the differences between ISD type matters? *We do not have urban vs. rural in our data sets. We can disaggregate by district size.*

○ Comments/Concerns

- We need to think about the message that we’re sending if we decide to include multiple years for ELP and only expect one year of growth. If we do end up including multiple years, we should delineate how many students made growth for the one-year measure, the two-year measure, and the three-year measure.
- We should only include those students who were not absent for all domains of the TELPAS to only include students who tested.
- When you have discussion with the feds about growth models, keep in mind the significant disruptions in two years. *This year we will have limited growth measures because they must have a 2021 and 2022 test.*
- The data is useless for driving decisions if it is not available until late fall.

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Distinction Designations

○ Questions

- Do we have an update for programs of study and IBCs? Will they be counted as a ½ point or 1 point? *We do not have an update. We have had a number of meetings with CCMP agency staff who have a lot of work underway. We are awaiting their guidance.*
- Will the attendance rate be based on both in-person and virtual students? *Yes, attendance will be for all three types combined (in person, asynchronous, synchronous).*
- Will the campus comparison group formula stay the same? *Yes.*
- Why is the Grade 8 Algebra I indicator expectation Meets rather than Masters? *This was a policy decision to not discourage advanced math coursework.*
- Will the accelerated testers' SAT/ACT outcomes be included in distinction designations? *Yes.*
- Can we replace the CTE indicator in the Postsecondary Readiness distinction with the CTE program of study? *Yes.*
- Can we revisit how we set the standard for the Postsecondary Readiness distinction for the reset? *Yes.*
- What ever happened to badges? *Covid interrupted badge discussions in the program areas.*
- How will Texas College Bridge (TCB) courses be reported? *Districts must align TCB with the College Prep requirements and report completion in PEIMS under a college prep course in order to be included in accountability.*
- Can we get a smaller group together to revisit distinction designation indicators? *Yes.*

School Improvement (School Improvement staff)

○ Questions

- Can the school improvement plans be combined so that we are not duplicating efforts? *We are working on it. The goal is to integrate all the plans, but this won't be ready for next year.*
- Would Option 1 include calls with TEA for the initial targeted improvement plan (TIP) submission? *We are looking at this.*
- If used, will the TIP template be revised for next year? Will there be any funding allocated for schools to carry out goals? *They would not receive funding but would be able to use the online TIP.*
- Would the Effective Schools Framework (ESF) Focused Award campuses continue to engage with TEA? *It is a two-year grant so it will continue next year.*
- What is the number of Fs from 2019? I understand there are far too many Ds and Fs, maybe narrowing the focus to just F would be an option? *There were 399 F campuses in 2019.*

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- What is the plan for targeted and additional targeted support? *Last year we bumped back escalation due to COVID. We will reevaluate with the reset.*
 - For 2023, would 2021 and 2022 be considered as consecutive years? For number of consecutive years of unacceptable ratings? *NR rating will not increase the unacceptable. They are considered pauses.*
 - Is the most recent TIP available to the public? *Yes.*
 - Is it possible to do Option 1 for NR: Would Have Been an F and Option 2 for NR: Would Have Been a D? *Yes, that is a good option. We will consider this.*
 - Will newly identified in 2022 comprehensive campuses receive funding for the 2022–23 school year? *The current ESF focus support grant covers 2021-22 and 2022-23. We are working on this. There are some stipulations around length of funding. We estimate it will be available for eligible campuses next year.*
- Comments/Concerns
 - Possibly consider looking at the scaled score and develop a cut for those plans that have to be reviewed by TEA and receive support.
 - Look at an escalation between Option 1 and 2 possibly based on scaled scores.
 - Committee filled out survey for SI division.
 - I worry that smaller districts may have less capacity/staff to apply for grant funding, when contrasted with larger suburban and urban districts. *When considering applications, we awarded points for size to mitigate for this challenge.*
 - For the redesign, please consider revising the exit requirements along with identification requirements.
 - In regard to pauses for *Not Rated*, the commissioner can still take action if warranted and I don't think that people realize this.

Miscellaneous Questions and Discussion

- Questions
 - Will we be getting more info on the assessment redesign? *We can ask Student Assessment to join our next meeting.*
 - Are we collecting asynchronous and synchronous this year for attendance? *Yes. School Finance is revising the attendance handbook due to SB 15.*