

Academic Accountability Update

August 20, 2020 TETN #815

Performance Reporting | Texas Education Agency

Performance-Based Monitoring Update

- Data Validation Overview
- Release Dates
- Indicators
 - Leaver
 - Discipline
 - Student Assessment

Accountability Rating System Update

- 2020 Accountability Update
- 2021 Accountability Development
- Accelerated Testers
- Additional Upcoming Releases
- Q&A Session

2020 Performance-Based Monitoring (PBM) Update

PBM Data Validation Overview

- The Performance-Based Monitoring (PBM) system, which was developed in response to state and federal statute, is a comprehensive system designed to improve student performance and program effectiveness.
- The PBM system is a data-driven system that relies on data submitted by Local Educational Agencies (LEAs); therefore, the integrity of LEAs' data is critical.
- To ensure data integrity, the PBM system includes annual data validation analyses that examine LEAs' leaver and dropout, student assessment, and discipline data.
- Additional data analyses, including random audits, are conducted as necessary to ensure the data submitted to the Texas Education Agency (TEA) are accurate and reliable.

2020 PBM Release Dates

PBM Product	Projected 2020 Release Date
Leaver Data Validation Indicators	District and student-level reports are posted in the TEAL Accountability application in November 2020.
Discipline Data Validation Indicators	District and student-level reports are posted in the TEAL Accountability application in December 2020.
Student Assessment Data Validation Indicators	<i>N/A for 2020 due to the impact of COVID-19</i>

2020 Leaver Data Validation

2020 Leaver Codes: Graduated or Received an Out of State GED

Category	Code*	Description
Graduated or Received an Out of State GED	01	Student graduated from a campus in this district or charter
Graduated or Received an Out of State GED	85	Student graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again
Graduated or Received an Out of State GED	86	Student completed the GED outside Texas
Graduated or Received an Out of State GED	90	Student graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children

*For a complete list of codes, see TSDS PEIMS Leaver Codes and Documentation Requirements, [Appendix 8.D](#)

2020 Leaver Codes: Moved to Other Educational Setting

Category	Code*	Description
Moved to Other Educational Setting	24	Student entered college and is working towards an Associate's or Bachelor's degree
Moved to Other Educational Setting	60	Student is home schooled
Moved to Other Educational Setting	66	Student was removed by Child Protective Services and the district has not been informed of the student's current status or enrollment
Moved to Other Educational Setting	81	Student enrolled in a private school in Texas
Moved to Other Educational Setting	82	Student enrolled in a public or private school outside of Texas
Moved to Other Educational Setting	87	Student withdrew from/left school to enroll in the Texas Tech University ISD High School Diploma Program or the University of Texas at Austin High School Diploma Program

*For a complete list of codes, see TSDS PEIMS Leaver Codes and Documentation Requirements, [Appendix 8.D](#)

2020 Leaver Codes: Withdrawn By School District

Category	Code*	Description
Withdrawn By School District	78	Student was expelled under the provisions of TEC §37.007 and cannot return to school
Withdrawn By School District	83	Student was attending and was withdrawn from school by the district when the district discovered that the student was not entitled to enrollment in the district because a) the student was not a resident of the district, b) was not entitled under other provisions of TEC §25.001 or as a transfer student, or c) was not entitled to public school enrollment under TEC §38.001 or a corresponding rule of the Texas Department of State Health Services because the student was not immunized.

*For a complete list of codes, see TSDS PEIMS Leaver Codes and Documentation Requirements, [Appendix 8.D](#)

2020 Leaver Codes: Other

Category	Code*	Description
Other	03	Student died while enrolled in school or during the summer break after completing the prior school year
Other	16	Student returned to family's home country
Other	88	Student was ordered by a court to attend a GED program and has not earned a GED certificate
Other	89	Student is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
Other	98	Other (reason unknown or not listed above)

*For a complete list of codes, see TSDS PEIMS Leaver Codes and Documentation Requirements, [Appendix 8.D](#)

2020 Leaver Indicators

Indicator*	Description
1	Leaver Data Analysis
2	Underreported Students
3	Use of Leaver Reason Codes by LEAs with No Dropouts
4	Use of One or More Leaver Reason Codes
5	Use of Certain Dropout Reason Codes
6	Missing UID Enrollment Tracking Submission (First day of school through September 11, 2020)
7	Missing UID Enrollment Tracking Submissions (2019-2020 Reporting Year)
8	Continuing Students' Dropout Rate (Class of 2018), as of Fall 2019

*For more information on each indicator, please see the Texas Education Agency's [Data Validation Manuals](#) webpage

2020 Discipline Data Validation

Discipline Indicators Overview

- **Reminder:** PBM contacts are available at each education service center (ESC) to provide technical assistance to districts concerning the PBM data validation indicators. ESCs are required to provide AskTED with current contacts.
- Additional resources include the annual *Texas Education Data Standards* (TEDS), which describe the TSDS PEIMS data reporting requirements and provide descriptions of data elements and the codes used to report them. Additionally, TSDS PEIMS reports present student rosters listed by both Reason and Action Codes.
- Districts should ensure that discipline program contacts have access to TSDS PEIMS reports, which may require additional access approval.
- For more information on Discipline Action Codes, please see [Appendix 8.E: Additional PEIMS Information Related to Discipline Data Reporting](#)

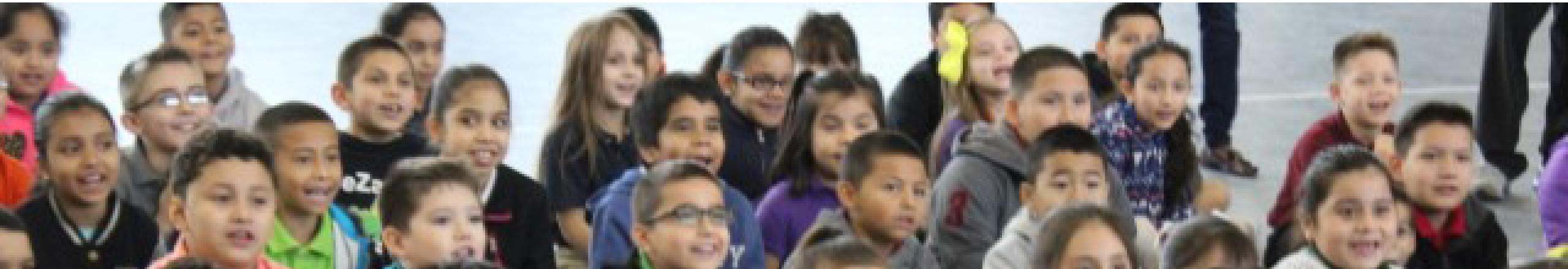
2020 Discipline Indicators

Indicator*	Description
1	Length of Out-of-School Suspension
2	Unauthorized Expulsion: Students Age 10 and Older
3	Unauthorized Expulsion: Students under Age 10
4	Unauthorized DAEP Placement: Students under Age 6
5	High Number of Discretionary DAEP Placements
6	Black or African American (Not Hispanic/Latino) Discretionary DAEP Placements
7	Hispanic Discretionary DAEP Placements

*For more information on each indicator, please see the Texas Education Agency's [Data Validation Manuals](#) webpage

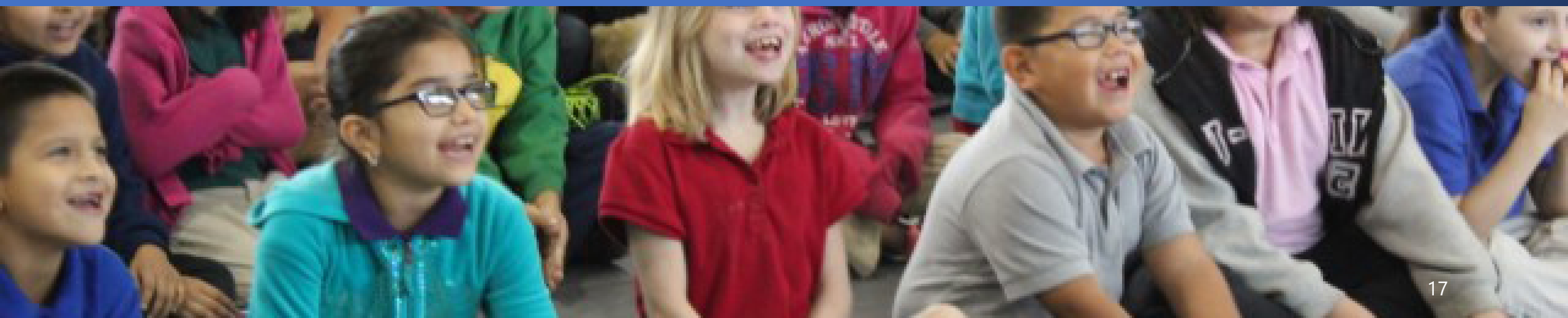
2020 Student Assessment Data Validation

- On March 16, 2020, Governor Greg Abbott waived the State of Texas Assessment of Academic Readiness (STAAR) testing requirements for the remainder of the 2019–2020 school year due to extensive school closures related to COVID-19.
- Indicators specific to STAAR testing proficiency, participation, or other reliance on lacking 2019–2020 STAAR data will not receive 2020 RDA performance levels.
- *PBM is continually monitoring the situation and will continue to provide stakeholders with updates.*



Questions?

(512) 463-9704 or pbm@tea.texas.gov



2020 Academic Accountability Update

Accountability Rating Labels

- Due to the disruptions caused by COVID-19, all districts, open-enrollment charter schools, and campuses received the label of *Not Rated: Declared State of Disaster* in 2020.
- This rating label indicates that due to extraordinary public health and safety circumstances, the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

Identification of Schools for Improvement

- While no ratings were issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered consecutive for the determination of multiple-year unacceptable status.
- Districts and campuses shall continue to implement previously ordered sanctions and interventions.

- The administrative rule adoption process for Chapters 1–11 of the *2020 Accountability Manual* is complete; the final versions are available at <http://tea.texas.gov/2020accountabilitymanual.aspx>.
- A Summary of Changes document explains the changes that were made from the proposed manual (posted in May) and the final, adopted manual.
- Appendices will not be posted as they are irrelevant.

- Performance Reporting recently released the following items:
 - Schools Identified for Improvement and Support
 - College, Career, and Military Readiness (CCMR) Verifier
 - CCMR Tracker
 - Postsecondary Outcomes Report

Identification of Schools for Improvement

- A campus may have had its 2020–21 label updated from Comprehensive Reidentified to Comprehensive Progress based on revised exit criteria.
- As adopted in Chapter 10 of the *2020 Accountability Manual*, campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from *F* to *D* or from *D* to *C*) on the Closing the Gaps domain by the end of the second year are considered as having successfully exited Comprehensive Support and Improvement status.

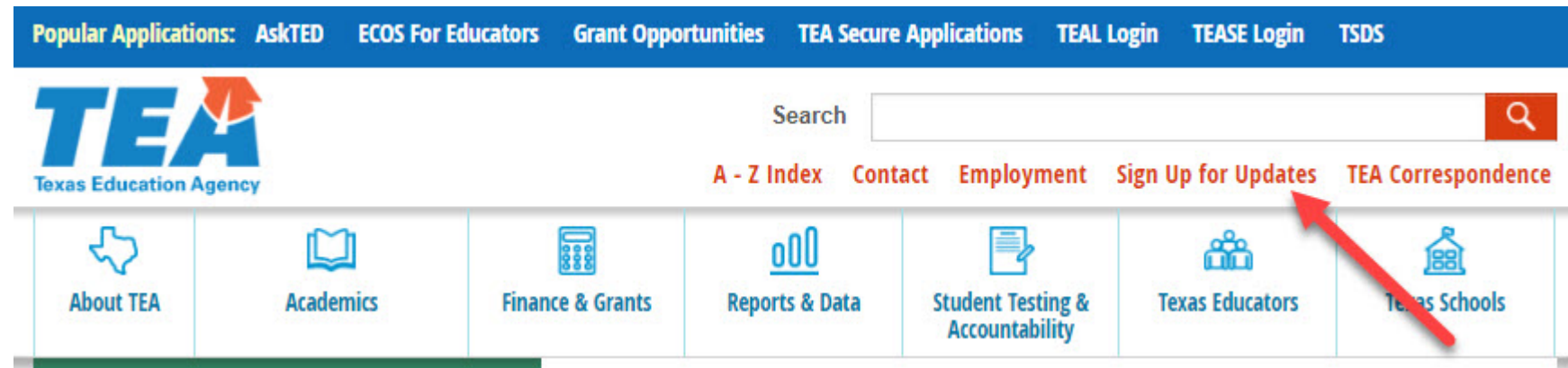
Identification of Schools for Improvement

- The methodology used to identify campuses for Targeted Support and Improvement or Additional Targeted Support was updated to exclude the all students group.
- Any campus that was identified as Targeted Support and Improvement or Additional Targeted Support in 2019 solely on the performance of its all students group was removed from the 2020–21 school improvement lists.

- The CCMR Verifier, which is a TEA Login (TEAL) version of last year's CCMR corrections system, is now available.
- Corrections can be submitted through the TEAL Accountability application for the list of 2018–19 annual graduates plus non-graduating 12th graders.
- Districts have until **October 1** to electronically submit documentation for updates to student records.
- The verifier can only be used to correct non-PEIMS indicators.
- A video demo of the tool is available on the Performance Reporting Resources [webpage](#).

- The CCMR tracker, which provides districts with the CCMR status for students who were in grades 9–12 during school year 2019–20, is now available.
- No corrections will be submitted to TEA; this report is for informational purposes only.
- If districts find errors, they are encouraged to work with testing vendors to make corrections prior to the student's graduation.

- Additional training materials will be available in late-August for the CCMR Tracker.
- Subscribe to the Performance Performing Weekly Bulletin to stay in the loop.



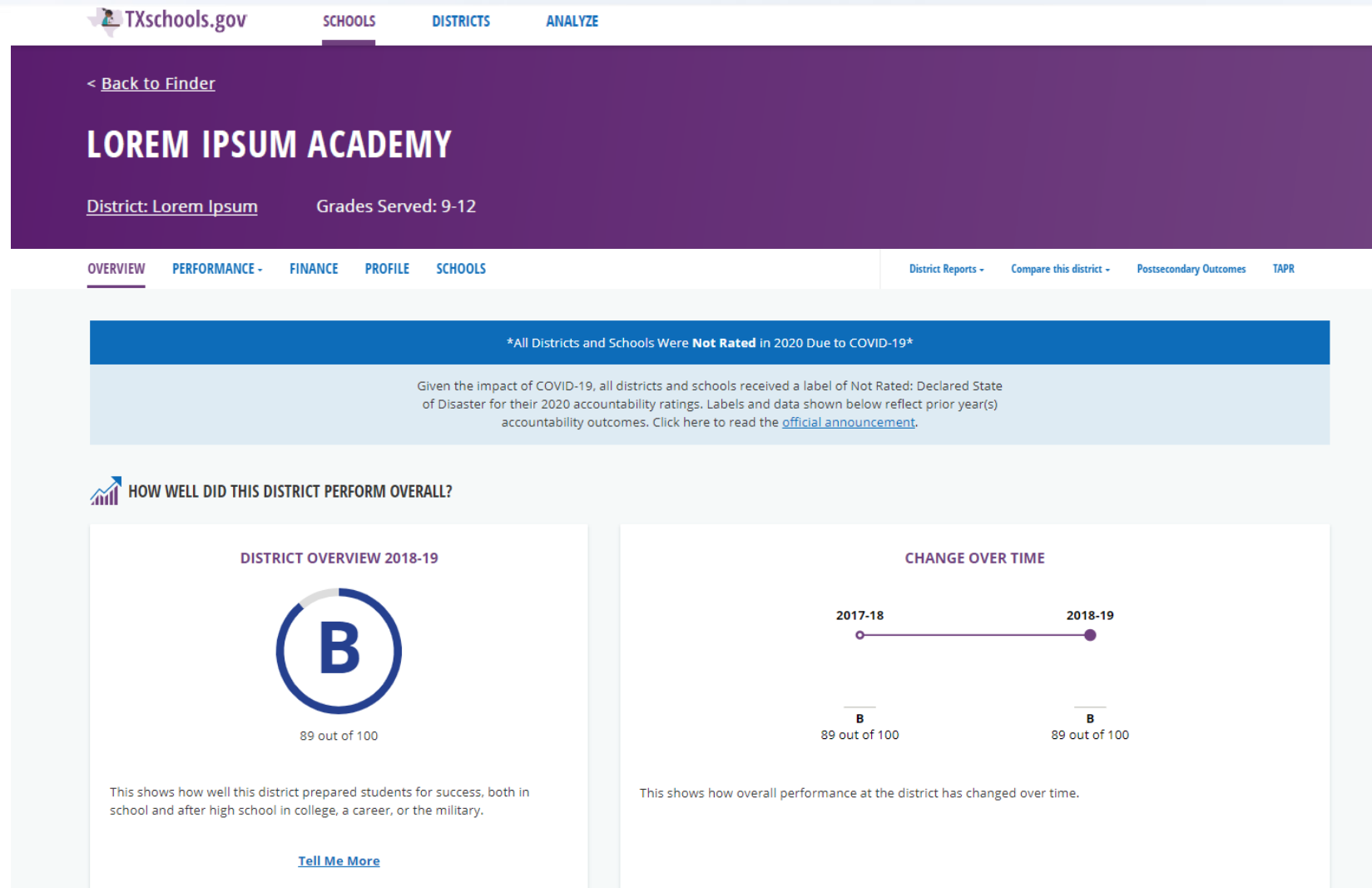
The screenshot shows the top navigation bar of the TEA website. At the top, a blue bar contains the text "Popular Applications:" followed by links for "AskTED", "ECOS For Educators", "Grant Opportunities", "TEA Secure Applications", "TEAL Login", "TEASE Login", and "TSDS". Below this is the TEA logo and a search bar. A secondary navigation bar contains links for "A - Z Index", "Contact", "Employment", "Sign Up for Updates", and "TEA Correspondence". A red arrow points to the "Sign Up for Updates" link. Below this is a row of seven menu items, each with an icon and a label: "About TEA" (Texas map icon), "Academics" (book icon), "Finance & Grants" (calculator icon), "Reports & Data" (bar chart icon), "Student Testing & Accountability" (document icon), "Texas Educators" (group of people icon), and "Texas Schools" (schoolhouse icon).

Postsecondary Outcomes Report

- A new report showing postsecondary outcomes, including the percentage of graduates who earned any two-year or four-year degree, a Level I or Level II certificate, or an industry-based certification is now available on TXschools.gov.
- This report is only available for districts and campuses with graduates (2011 graduates for this year's report).

- Accountability domain data tables (Student Achievement, School Progress, and Closing the Gaps) and distinction designation reports will not be published.
- The 2020 CCMR and Graduation Rate reports will be available in the fall with the Texas Academic Performance Report (TAPR).

- TXschools.gov was updated on August 14th with the 2020 *Not Rated: Declared State of Disaster* label along with various other exciting new features.



TXschools.gov SCHOOLS DISTRICTS ANALYZE

< Back to Finder

LOREM IPSUM ACADEMY

District: [Lorem Ipsum](#) Grades Served: 9-12

OVERVIEW PERFORMANCE - FINANCE PROFILE SCHOOLS


District Reports - Compare this district - Postsecondary Outcomes TAPR

*All Districts and Schools Were **Not Rated** in 2020 Due to COVID-19*

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings. Labels and data shown below reflect prior year(s) accountability outcomes. Click here to read the [official announcement](#).

HOW WELL DID THIS DISTRICT PERFORM OVERALL?

DISTRICT OVERVIEW 2018-19

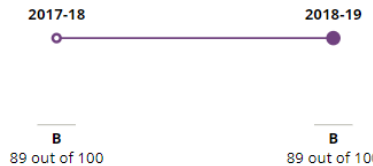


89 out of 100

This shows how well this district prepared students for success, both in school and after high school in college, a career, or the military.

[Tell Me More](#)

CHANGE OVER TIME



School Year	Rating	Score (out of 100)
2017-18	B	89 out of 100
2018-19	B	89 out of 100

This shows how overall performance at the district has changed over time.

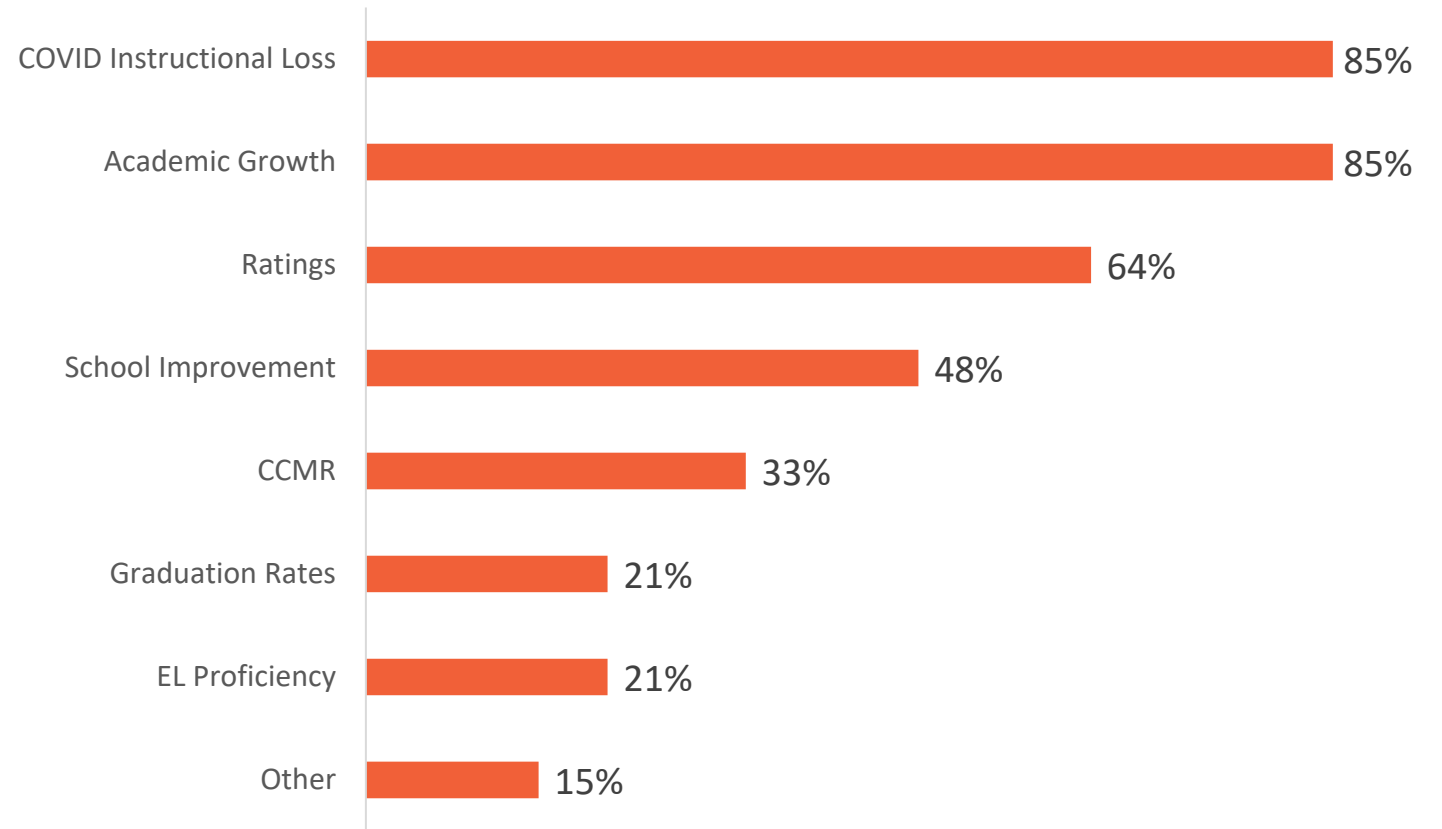
2021 Accountability System Development

Advisory Committees

- Performance Reporting staff met with the Accountability Technical Advisory Committee (ATAC) and the Accountability Policy Advisory Committee (APAC) on June 8th and 9th and on July 20th and 21st to discuss the impact of COVID-19 on 2021 accountability.
- Meeting materials are posted at <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2021-accountability-development-materials>.

- Eighty-five percent of APAC and ATAC members are concerned about instructional loss from COVID and Academic Growth for 2021.

APAC & ATAC 2021 Accountability Concerns



- Other 2021 accountability concerns:
 - Deemphasizing high stakes testing
 - Focusing on diagnostic testing and intervention
 - Resetting targets
 - Punishing schools for lack of performance

Potential Approaches to 2021 Accountability

Option 1—Maintain Status Quo

- System remains the same
- Maintain existing calculations and performance expectations
- Use closest data proxy for growth
- Identify/exit campuses for school improvement using existing methodology

Option 3—Adapted/Temporary System

- Revise and/or replace some elements due to missing/impacted data
- Revise weighting and/or scaling
- Return to 2019 system in 2022
- Evaluate identification/exit criteria for school improvement

Option 2—Modified System

- System remains the same
- Adjust calculations and/or performance expectations
- Use closest data proxy for growth
- Update identification/exit criteria for school improvement

Option 4—Transitional System

- Use minimally available indicators
- Use disruption as opportunity to phase in indicators of the updated system
- Use 2021 data to benchmark 2022 as a transitional year
- Fully implement the updated system in 2023

- It is too early to speculate on allowable waivers for 2021.
- At this point, federal accountability appears to be required.
- The Department is developing an addendum template for states to use outside of state plan that lists what all was impacted (e.g., weights, targets, and other one-year changes). This would be appropriate for modified or temporary systems.
 - Addendum requests are due in late 2020
 - Changes will apply for one year
 - Requires public comment
 - Includes a streamlined review process

What are other states doing?

- Some states plan to pursue a waiver or legally leverage the waiver from 2020 to refrain from issuing accountability ratings.
 - Michigan
 - South Carolina
 - Georgia
- Most states are modeling with available data to determine which metrics are feasible for inclusion. (Modified and temporary systems seem to be the most popular option at this point.)
- A few states are surveying stakeholders about potential implications of issuing/not issuing ratings.

Commissioner's Thoughts

- We should continue to monitor the situation, and in the meantime, analyze as much data as we can to determine the best path forward.
- Decisions will not be made until the end of the calendar year.
- Targets may need to be flexible due to the unpredictable impact of COVID-19 on outcomes, but we need additional information before making any decisions.

Accelerated Testers Update

Who are accelerated testers?

- Students who complete a STAAR end-of-course (EOC) assessment in Algebra I, English I, English II, and/or Biology I prior to grade 9.

- Section 1111(b)(2)(B)(v)(I) of ESSA requires math and English language arts assessments be administered annually in third through eighth grades and at least once in ninth through twelfth grades.
- Section 1111(b)(2)(B)(v)(II) of ESSA requires students to be assessed in science at least once from third through fifth grades, at least once from sixth through ninth grades, and at least once from tenth through twelfth grades.

- ESSA provides an assessment exception for middle school students enrolled in advanced mathematics courses.
- This exception allows grade 8 students enrolled in Algebra I who take the Algebra I EOC assessment to be exempted from the grade-level assessment.

- Texas requested the expansion of this exception beyond grade 8 mathematics to include all middle school students who are administered an EOC assessment for mathematics, English language arts, or science.
- This expansion eliminates the need for double testing for middle school students who are administered an EOC.

- Middle school students receiving the exception will be administered the subject area EOC (not the grade level STAAR).
- Students' performance on the EOC will be used in the year in which students take the assessment for accountability calculations and participation.
- While in high school, students will be assessed via an SAT or ACT in the corresponding subject area.
- Students' performance on the more advanced assessment (SAT/ACT) will be used for accountability calculations and participation.

Which accelerated testers will have SAT/ACT included for accountability during high school?

- Students who complete the EOC **prior to grade 9** for
 - Algebra I,
 - English II, and/or
 - Biology I EOC*.
- This inclusion will be by subject area.

*ACT Science will be used for testers accelerated in science.

Accelerated Testers Counts

How many students does this include by grade level and subject?

	Grade 6	Grade 7	Grade 8
Algebra I	~100	~7,500	~108,000
English II	<10	<10	<25
Biology I	<25	<25	~6,200

Accelerated Testers & SAT/ACT

SY 2017–18 Grade 12 accelerated testers* who took an SAT/ACT in SY 2014–15 through 2017–18

	Students*	Percent
Took SAT or ACT	79,775	92.7
Took SAT only	31,705	36.8
Took ACT only	9,453	11.0
Took SAT and ACT	38,617	44.9
Took neither SAT nor ACT	6,320	7.3
Total	86,095	100

*Students who completed the Algebra I EOC prior to grade 9.

- The inclusion methodology for accelerated testers has not been finalized. These slides reflect development discussions thus far and are subject to change.
- PR is still in consultation with the Research and Analysis Division (data availability timelines) and our psychometricians (concordance tables).
- As methodologies are finalized, we will post and share them widely with stakeholders.
- As a reminder, data show accelerated students generally perform very well on SAT/ACT and few do not take at least one SAT/ACT assessment prior to graduation.

SAT/ACT Matching Methodology

- The agency has been matching SAT/ACT results for CCMR for a number of years.
- The same matching methodology will be used for performance and participation.
- SAT/ACT results are matched to students using an algorithm which includes TSDS Unique ID, SSN, and a combination of first name, last name, and DOB.

- House Bill 3 provided funding for districts to cover the cost of an SAT or ACT for each student in the spring of their junior year or during their senior year.
- These results, by subject area, will be included in 2021 accountability for students who completed Biology, English II, and/or Algebra I EOCs prior to grade 9.
- TEA recognizes spring 2020 and spring 2021 are unusual years for SAT and ACT administrations.

- Approaches, Meets, and Masters cut points will be set for both SAT and ACT by subject area.
- Should we include SAT/ACT in a similar fashion as EOCs?
 - Accountability subset? Snapshot enrollment?
 - Growth measure for Academic Growth?

- This fall, districts will be provided a subject-area student listing of accelerated testers to be included prior to graduation.
- TBD: At which grade level are these results for accelerated testers to be included?
 - Junior year? With senior year “catch up”?
 - Grade 9–10 result if no junior or senior year result?
 - Senior year looking back 4 years to use best result?
 - When to include as non-participant?

Potential Accelerated Testers Examples*

Enrolled Grade	7	8	9	10	11	12
Instruction	Grade 7 Math	Alg I	Geo	Alg II	PreCal	Calc
Test	Grade 7 Math	Alg I EOC	n/a	n/a	SAT Math	n/a
Acct	Grade 7 Math	Alg I EOC	n/a	n/a	SAT Math	n/a

*Timing reflects SAT/ACT funded by HB 3 during spring of the junior year.

Potential Accelerated Testers Examples*

Enrolled Grade	4	5	6	7	8	9	10	11	12
Instruction	Grade 4 Math	Grade 6 Math	Alg I	Geo	Alg II	PreCal	Calc	Adv Math	Adv Math
Test	Grade 4 Math	Grade 6 Math	Alg I EOC	Grade 7 Math	Grade 8 Math	n/a	n/a	ACT Math	n/a
Acct	Grade 4 Math	Grade 6 Math	Alg I EOC	Grade 7 Math	Grade 8 Math	n/a	n/a	ACT Math	n/a

*Timing reflects SAT/ACT funded by HB 3 during spring of the junior year.

Potential Accelerated Testers Examples¹

Enrolled Grade	5	6	7	8	9	10	11	12
Instruction	Grade 6 Reading	Grade 7 Reading	Eng I	Eng II	Adv Eng	Adv Eng	Adv Eng	Adv Eng
Test	Grade 6 Reading	Grade 7 Reading	English I EOC	English II EOC	n/a	n/a	SAT EBRW ²	n/a
Acct	Grade 6 Reading	Grade 7 Reading	English I EOC	English II EOC	n/a	n/a	SAT EBRW ²	n/a

¹ Timing reflects SAT/ACT funded by HB 3 during spring of the junior year.

² EBRW=Evidence-Based Reading and Writing

Additional Upcoming Releases

- The PDF version of the TAPR is scheduled to be released in the TEAL Accountability application and on the TEA public website this fall. The comprehensive online TAPR System (HTML version), now in its third year, includes additional indicators that are not published in the PDF TAPR.
- Most data in the HTML system will be processed and released prior to the PDF, followed by additional updates throughout the fall and winter.
- TAPR data downloads and a comprehensive glossary will be released in late winter.

Public Education Grant (PEG) List

- The updated list of campuses identified for PEG will be released in the TEAL Accountability application and public website this fall.
- Since ratings were not issued in 2020, the campuses identified for PEG based on 2019 ratings remain on the 2021–22 PEG List.

Snapshot 2019: School District Profiles

- Snapshot provides an overview of public education in Texas, at both the state and district levels, and includes almost 100 separate data elements to either browse or download.
- Snapshot combines data into summary tables based on specific characteristics, and its peer-search function allows a user to group districts according to shared characteristics such as district size or type.
- Snapshot 2019: School District Profiles will be available in early September.

Date	Event
Early-September	Snapshot 2019: School District Profiles released (public web)
September	CCMR Outcomes Bonus update
October 1	CCMR Verifier corrections deadline (TEAL)
Fall	ATAC & APAC meetings
Fall	2019-20 TAPR Report released (TEAL and public web)
Fall	2021-22 PEG List released (TEAL and public web)
November 5	TETN #816 Academic Accountability Update (ESC only)
November-December	ESSA addendum public comment period





Thank you!