

**1. Why is there going to be an accountability manual if all districts and campuses are *Not Rated: Declared State of Disaster* for 2021? Will appendices be published this year?**

The *2021 Accountability Manual* will describe the methodology used to calculate the data shown on accountability reports. The manual appendices will be released in late spring.

**2. Which accountability system components will and will not be calculated for 2021?**

The [2021 Academic Accountability System Overview](#) briefly describes updates to the 2021 accountability system.

**3. What exactly will accountability reports show for 2021? Will districts and campuses receive domain and overall scaled scores?**

- Districts and campuses will *not* receive overall or domain scaled scores and ratings.
- The 2021 Student Achievement domain reports will show raw STAAR; College, Career, and Military Readiness (CCMR); and graduation rate component scores. They will *not* show scaled component or domain scores.
- School Progress, Part A: Academic Growth reports will be not be produced, as academic growth data is not available due to the cancellation of 2020 STAAR administrations.
- School Progress, Part B: Relative Performance reports will show raw STAAR and CCMR component scores, as well as the economically disadvantaged percentage. They will *not* show domain scaled scores.
- Closing the Gaps reports will show a Y/N for each student group in relation to meeting the targets. They will show component raw scores (percentage of indicators met). They will *not* show weights, component scaled scores, or domain scores.
- Campus comparison group reports will be produced for informational purposes only. Distinction designations will *not* be awarded, and all associated data and reports will *not* be produced.

**4. The framework notes that TEA requested to delay the implementation of the accelerated testers requirement by one year. What will happen if this request is denied?**

If denied, those students will be included in the report-only accountability data. If granted, those students will *not* be included in the report-only accountability data.

**5. The framework notes that if a 2020 TELPAS composite rating is not available for use in the English Language Proficiency (ELP) component of the Closing the Gaps domain, the composite rating from 2019 will be used as the prior year result. If the 2019 composite rating is used and compared to the 2021 composite rating, is the student expected to demonstrate an improvement across two levels (e.g., from Beginning to Advanced)?**

No, an English learner will be considered as having made progress if they improve by one proficiency level, regardless of whether the 2020 or 2019 composite rating is used.

6. **Will schools still be held to the 95% participation requirement on STAAR this year? With no accountability ratings this year, how will this be enforced?**

As part of our ESSA addendum, we are seeking to report-only participation for 2021. If approved, schools will not be held to a 95% participation rate and there will be no penalties if that rate is not met. If denied, the data will still be report-only but will include the denominator adjustment as described in Chapter 4 of the accountability manual. You can read more about the addendum request in the To the Administrator Addressed [here](#).

7. **The framework states that the agency requested to maintain existing school improvement labels. Will campuses be able to exit? What are the school improvement requirements this year?**

No, campuses will not be able to exit school improvement status this year. Comprehensive support and improvement (CSI) campuses will be allowed to opt-out of required submission interventions and engagement with the TEA. Current CSI campuses identified solely by the graduation rate criteria will have an opportunity to exit if the campus meets the graduation rate exit criteria. Targeted support and improvement (TSI) and additional targeted support (ATS) campuses will be allowed to opt-out of interventions processes as well, continue improvement efforts at the local level with oversight and control as in the past or opt-in to applying for grant funds, required intervention submissions and Division of School Improvement support.

Timelines and procedures for opt-out will be developed and shared in early 2021. For additional information, see [these FAQs](#).

8. **The framework notes that military enlistment data will be excluded until it can be obtained directly from the Department of Defense. Do we still need to report military enlistment data in PEIMS?**

Yes, the PEIMS element is still required during the submission. As it cannot be left blank, if districts want to report Yes, they should follow the guidance issued [here](#). Performance Reporting is working with the IT Division and TEA leadership to find the appropriate time to remove the PEIMS indicator.

9. **How will the Public Education Grant (PEG) list be determined this year?**

Because ratings were not issued in 2020 and will not be in 2021, the campuses identified for PEG based on 2019 ratings will remain on the 2022–23 PEG List.

10. **The framework references a change to the 50 percent enrollment criterion for alternative education accountability (AEA) registration. If all districts and campuses are *Not Rated: Declared State of Disaster*, what purpose will AEA registration serve?**

The 2021 AEA list will be used for informational purposes by the AskTED, PEIMS, and Charter School teams at the agency.

**11. What changes did TEA request via the amendment and addendum? What happens if these requests are denied?**

TEA requested the following one-year adjustments for 2021 accountability determinations through an addendum:

- To delay the implementation of the [accelerated testers requirement](#) by one year.
- To report only reading and mathematics STAAR participation rates for districts and campuses.
- To process the Closing the Gaps domain without the Academic Growth component due to the lack of sufficient growth data.
- To delay the identification of the next cohort of comprehensive support and improvement (CSI), targeted support and improvement (TSI), and additional targeted support (ATS) campuses by one year. This request would also postpone the escalation of three-year ATS campuses to comprehensive status until August 2023.
- To retain existing CSI, TSI, and ATS labels for 2021–2022. In order to receive funding for 2021–2022, CSI campuses must opt-in for continued interventions. Campuses that opt-out of continued interventions would continue to be identified and would also be opting-out of funding. Current CSI campuses identified solely by the graduation rate criteria would have an opportunity to exit if the campus met the graduation rate exit criteria.
- To not calculate or assign scaled scores or A–F rating labels to the Closing the Gaps domain.

TEA asked to amend the following sections of the state plan:

- The language in the school interventions section to reflect current interventions.
- The language in the Title I, Part C: Education of Migratory Children to reflect current needs and procedures.
- The language in the accountability section to align with the addendum request. For example, the definition of “three consecutive years” of data for TSI identification will be updated to exclude data from the 2020–2021 school year due to the lack 2021 Academic Growth.

If any requests are denied, additional information will be shared later this spring.