

2021 Accountability Advisory Committees Summary of Meeting on April 28, 2021

The objective of the April 28, 2021 Accountability Technical Advisory Committee (ATAC) and Accountability Policy Advisory Committee (APAC) meeting was to solicit feedback on solutions to address the unique challenges due to COVID-19 and discuss ideas for the 2023 accountability system reset. TEA responses to questions and concerns are provided in red. Some questions require staff research and are yet to be answered. The following is a summary of the discussion at the meeting.

- TEA welcomed the committee members to the virtual meeting.
- The committee reviewed the accountability reset timeline and the impact of COVID-19.
 - Timeline
 - The accountability system reset framework will be released in May 2022 for implementation in the 2022–23 school year.
 - Targets will likely be released fall 2022 after processing 2022 STAAR data.
 - COVID-19 Impact
 - Missing STAAR data may limit modeling to 2021 and 2022 results.
 - Low 2021 participation rates may limit our ability to model small student groups.
 - TEA will only have one year (2021 to 2022) of data to use for growth modeling, which may be impacted by low 2021 participation rates.
 - Class of 2020 and 2021 CCMR and graduation data may be impacted by COVID-19.
 - Questions
 - Will campuses and districts earn the same letter grade in 2022 as they did in 2019? **No. The goal is to maintain the current system with as few changes as possible for 2022.**
 - Can we calculate growth differently for 2022, until the reset occurs? **We will discuss 2022 accountability after we have processed 2021 accountability data.**
 - What is the plan for 2022 accountability? **We'll have to evaluate the data once it is available before making decisions about 2022.**
 - Concerns
 - The impact of COVID-19 on end-of-course (EOC) exemptions will need to be considered when targets are set.
 - Using current rules and targets to make high stakes decisions does not seem fair or helpful. We should do something significant to adjust for or modify the 2022 accountability system and how that impacts labels and interventions.
 - We need to think about the impact that COVID-19 has had on staff.
 - TEA flexibility should be a possibility as we continue to help students and teachers through the pandemic recovery.

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- 2019 targets should be used with the expectation that campuses and

