

# 2015

## State Accountability Update

TETN Videoconference #33840 | August 20, 2015

Texas Education Agency | Department of Assessment and Accountability |  
Division of Performance Reporting

## 2015 Statewide Results

# 2015 Statewide Results

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## Districts

- Of the 1,219 districts in Texas, 1,151 (94.4%) earned a rating of *Met Standard* or *Met Alternative Standard*, compared to 1,107 (90.2%) in 2014 and 1,140 (92.8%) in 2013.
- 57 (4.7%) districts were rated *Improvement Required*, compared to 110 (9.0%) in 2014 and 76 (6.2%) in 2013.
- 11 (0.9%) districts were labeled *Not Rated*, compared to 10 (0.8%) in 2014 and 11 (0.9%) in 2013.

# 2015 Statewide Results

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## Campuses

- Of the 8,646 campuses in Texas, 7,472 (86.4%) earned a rating of *Met Standard* or *Met Alternative Standard*, compared to 7,285 (85.0%) in 2014 and 7,207 (84.2%) in 2013.
- 610 (7.1%) campuses were rated *Improvement Required*, compared to 733 (8.5%) in 2014 and 768 (9.0%) in 2013.

# 2015 Statewide Results

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## Alternative Education Campuses (AECs)

- Of the 394 AECs evaluated under AEA provisions, 269 (68.3%) earned a rating of *Met Alternative Standard*, compared to 244 (61.0%) in 2014 and 220 (55.6%) in 2013.
- 10 (2.5%) AECs were rated *Improvement Required*, compared to 24 (6.0%) in 2014 and 34 (8.6%) in 2013.
- 115 (29.2%) AECs were labeled *Not Rated*, twelve of which are AECs of choice, 16 are dropout recovery schools, and 87 are residential treatment facilities. In 2014, 132 (33.0%) were labeled *Not Rated*. In 2013, 142 (35.9%) were labeled *Not Rated*.

# 2015 Statewide Results

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## Distinction Designations

- Of the 8,646 campuses, 4,388 (50.8%) received one or more distinction, compared to 4,424 (51.6%) in 2014.
- 462 (5.3%) campuses earned every distinction for which they were eligible in 2015, compared to 400 (4.7%) in 2014.
- Of the 1,219 districts evaluated, 24 (2.0%) districts earned the distinction for postsecondary readiness, compared to 26 (2.1%) districts in 2014.
- 10 districts earned the postsecondary readiness distinction in both 2014 and 2015.

# Public Notification Requirements for Districts

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**Texas Education Code (TEC) § 39.361 and § 39.362 require districts to do the following:**

- Publish whether each campus has been awarded a distinction designation or is currently rated *Improvement Required* and explain the significance of the information.
- By the 10th day of the new school year, post on its website the current accreditation status and accountability ratings, Texas Academic Performance Reports (TAPR), and School Report Cards (SRC).
- Define and explain each accreditation status under TEC § 39.051.

*More information is available at*

[http://ritter.tea.state.tx.us/perfreport/3297\\_faq.html](http://ritter.tea.state.tx.us/perfreport/3297_faq.html)

# 2015 Appeals Timeline

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August 7– September 8	<p>Districts must register their appeal via the TEASE Accountability website and submit the appeal with supporting documentation via mail.</p> <p>Appeals not signed by the superintendent will be denied. See “How to Appeal” in <i>Chapter 7</i> of the <i>2015 Accountability Manual</i> at <a href="http://ritter.tea.state.tx.us/perfreport/account/2015/manual/index.html">http://ritter.tea.state.tx.us/perfreport/account/2015/manual/index.html</a></p>
September 8	<p>Appeals must be postmarked or hand delivered no later than 5:00 p.m. September 8, 2015, in order to be considered.</p> <p>Appeals postmarked or hand delivered past this time and date will be denied.</p>
Early November	<p>The commissioner’s decisions will be mailed in the form of response letters to each superintendent from whom TEA received an appeal. Letters will also be posted on the TEASE Accountability site.</p>
Early November	<p>TEASE and public websites will be updated to reflect the outcome of all appeals.</p>



# 2015 Appeal Process

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- Districts may appeal for any reason. However, the basis for an appeal should be a data or calculation error attributable to the testing contractor or TEA.
- The compensatory nature of the index framework and other features—such as using multiple indicators to calculate an overall index score—minimize the possibility that district coding errors in PEIMS or the STAAR assessment program negatively impact the overall accountability rating.
- Use of online applications provided by the agency and testing contractor ensures that districts are aware of data correction opportunities. District responsibility for data quality is the cornerstone of a fair and uniform rating determination.

# 2015 Appeal Process: Special Circumstances

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- **District requests to rescore writing results.** Include a copy of the dated request to the test contractor and the outcome with the appeal.

If the rescored results impact the rating, copies are required because rescored results may not have been processed in time to be included in the assessment data that determined the accountability ratings by August 7th.

- **Other serious problems found.** Copies of correspondence with the testing contractor or an ESC should be provided with the appeal.

# 2015 Appeal Process

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## Distinction Designations

- Distinction Designations cannot be appealed. Indicators used for distinctions are reported for most schools regardless of eligibility.
- Since districts and campuses rated *Improvement Required* are not eligible for a distinction, a district and campus that appeals this rating will automatically receive any distinction designation earned if its appeal is granted and its rating is raised to *Met Standard*.

# 2015 Appeal Process

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## Relationship to the System Safeguards and PBMAS

- The accountability system safeguard measures, Performance-Based Monitoring Analysis System (PBMAS) indicators, and Program Monitoring and Interventions Division intervention staging requirements will be considered for appeal decisions.
- School district data submitted through PEIMS or to the state assessment contractor are also considered.
- Please note that certain appeal requests may lead to Program Monitoring and Interventions activities to address potential concerns related to data integrity.

# 2015 System Safeguards and Interventions

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## **Information for Districts, Campuses, and Charter schools with Areas of Need Identified Through the 2015 State Accountability System**

- See the *To The Administrator Addressed* correspondence dated, Wednesday, August 12, 2015, posted on the TEA website.
- Detailed information about state accountability intervention requirements and resources are available on the PMI website at [www.tea.state.tx.us/pmi/accountabilitymonitoring](http://www.tea.state.tx.us/pmi/accountabilitymonitoring) and the [Texas Center for District and School Support website](#).

# 2015 Performance Reports

# Accountability Ratings Index Data Overview Report

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## Accountability Ratings Index Data Overview Report

- Additional report posted the week of August 17 on the campus search page of the 2015 Accountability Ratings site.
- This report provides the index scores for each campus and its forty campus comparison group.
- Users can sort any index score to see how the campus performed in relation to the other campuses in its comparison group.
- Index scores in bold indicate the campus met the target for that index.

# Accountability Ratings Index Data Overview Report

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## Texas Education Agency 2015 Accountability Ratings Index Data Overview Report PFLUGERVILLE H S (227904001) - PFLUGERVILLE ISD

It allows the user to sort by any index score and see how a particular campus performed in relation to other campuses in the comparison group. Index scores in bold indicate that the

Campus Name	District Name	Index 1	Index 2	Index 3	Index 4
(all) ▼	(all) ▼	(all) ▼	(all) ▼	(all) ▼	(all) ▼
<b>PFLUGERVILLE H S (227904001)</b>	<b>PFLUGERVILLE ISD</b>	<b>81</b>	<b>25</b>	<b>48</b>	<b>84</b>
ALVIN H S (020901001)	ALVIN ISD	<b>77</b>	<b>18</b>	<b>42</b>	<b>76</b>
TASCOSA H S (188901005)	AMARILLO ISD	<b>81</b>	<b>26</b>	<b>45</b>	<b>70</b>
WEST BROOK SR H S (123910008)	BEAUMONT ISD	<b>78</b>	<b>24</b>	<b>45</b>	<b>78</b>
BIRDVILLE H S (220902010)	BIRDVILLE ISD	<b>85</b>	<b>20</b>	<b>49</b>	<b>77</b>
RICHLAND H S (220902002)	BIRDVILLE ISD	<b>85</b>	<b>26</b>	<b>48</b>	<b>80</b>
CREEKVIEW H S (057903006)	CARROLLTON-FARMERS BRANCH ISD	<b>87</b>	<b>28</b>	<b>50</b>	<b>83</b>
COPPERAS COVE H S (050910001)	COPPERAS COVE ISD	<b>83</b>	<b>24</b>	<b>45</b>	<b>80</b>
DENTON H S (061901003)	DENTON ISD	<b>77</b>	<b>20</b>	<b>42</b>	<b>77</b>
RYAN H S (061901002)	DENTON ISD	<b>78</b>	<b>20</b>	<b>40</b>	<b>81</b>
CHISHOLM TRAIL H S (220918006)	EAGLE MT-SAGINAW ISD	<b>82</b>	<b>21</b>	<b>47</b>	<b>59</b>
SAGINAW H S (220918004)	EAGLE MT-SAGINAW ISD	<b>86</b>	<b>29</b>	<b>50</b>	<b>79</b>
CHAPIN H S (071902012)	EL PASO ISD	<b>80</b>	<b>23</b>	<b>46</b>	<b>79</b>
CORONADO H S (071902005)	EL PASO ISD	<b>85</b>	<b>23</b>	<b>50</b>	<b>85</b>
HIGHTOWER H S (079907008)	FORT BEND ISD	<b>77</b>	<b>24</b>	<b>44</b>	<b>80</b>
KEMPNER H S (079907005)	FORT BEND ISD	<b>87</b>	<b>26</b>	<b>50</b>	<b>83</b>
ARLINGTON HEIGHTS H S (220905002)	FORT WORTH ISD	<b>74</b>	<b>14</b>	<b>40</b>	<b>68</b>
PASCHAL H S (220905010)	FORT WORTH ISD	<b>84</b>	<b>22</b>	<b>48</b>	<b>76</b>
NAAMAN FOREST H S (057909008)	GARLAND ISD	<b>78</b>	<b>21</b>	<b>42</b>	<b>73</b>
GOOSE CREEK MEMORIAL (101911015)	GOOSE CREEK CISD	<b>81</b>	<b>23</b>	<b>46</b>	<b>80</b>
SOUTH GRAND PRAIRIE H S (057910003)	GRAND PRAIRIE ISD	<b>75</b>	<b>26</b>	<b>36</b>	<b>79</b>



# Distinction Designation Data Overview Report

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## Distinction Designation Data Overview Report

- This additional report was also posted the week of August 17 and provides detailed comparison group data for every indicator evaluated for each distinction designation.
- Users can sort any distinction designation indicator and determine how a particular campus performed in relation to the other campuses in its comparison group.
- Indicator values in bold indicate that a campus was in the top quartile for that indicator.

# Distinction Designation Data Overview Report

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Texas Education Agency  
2015 Distinction Designation Data Overview Report  
PFLUGERVILLE H S (227904001) - PFLUGERVILLE ISD

Postsecondary Readiness Indicators  
2 out of 9 = 22% - **NO DISTINCTION EARNED**

Detailed comparison group data for every indicator evaluated for each distinction designation. It allows you to sort any distinction designation indicator and determine how a particular campus was measured against all other campuses in the comparison group. Indicator values displayed in bold indicate performance at or above the comparison group mean. For more information see [Using the Distinction Designation Data Overview Report Tool](#).

Campus Name	District Name	Index 4 STAAR Postsecondary Readiness Std Q1 (Min= 63)	Four-Year Longitudinal Grad Rate Q1 (Min= 95.5)	Four-Year Longitudinal RHSP/DAP Rate Q1 (Min= 90.2)	College Ready Graduates Q1 (Min= 61)	Adv/Dual Enroll Course Compl Rate Q1 (Min= 61.5)	AP/IB Exam Performance: Any Subj Q1 (Min= 62.25)	SAT/ACT Participation Q1 (Min= 70.7)	SAT/ACT Performance Q1 (Min= 30.6)	CTE-Coherent Sequence Graduates Q1 (Min= 49)
PFLUGERVILLE H S (227904001)	PFLUGERVILLE ISD	60	94.1	87.6	49.0	53.7	49.9	69	32	66
ALVIN H S (020901001)	ALVIN ISD	51	94.4	89.8	53.0	42.9	61.6	42	24	43
TASCOSA H S (188901005)	AMARILLO ISD	56	94.5	85.4	48.0	41.7	44.0	52	21	7
WEST BROOK SR H S (123910008)	BEAUMONT ISD	49	95.0	76.7	63.0	48.0	47.7	71	22	45
BIRDVILLE H S (220902010)	BIRDVILLE ISD	65	95.5	77.3	63.0	52.2	58.9	58	34	54
RICHLAND H S (220902002)	BIRDVILLE ISD	68	91.2	74.7	64.0	44.1	67.2	57	37	65
CREEKVIEW H S (057903006)	CARROLLTON-FARMERS BRANCH ISD	67	94.8	83.0	57.0	57.7	68.2	70	30	28
COPPERAS COVE H S (050910001)	COPPERAS COVE ISD	58	97.0	91.6	50.0	49.5	46.2	63	17	51
DENTON H S (061901003)	DENTON ISD	54	96.1	88.7	53.0	52.7	65.9	68	28	36
RYAN H S (061901002)	DENTON ISD	53	97.7	95.1	57.0	49.9	57.4	61	25	48
CHISHOLM TRAIL H S (220918006)	EAGLE MT-SAGINAW ISD	58				38.6	31.9			
SAGINAW H S (220918004)	EAGLE MT-SAGINAW ISD	61	96.8	87.3	45.0	61.1	50.9	63	21	30
CHAPIN H S (071902012)	EL PASO ISD	55	88.7	94.6	59.0	63.1	40.0	71	20	41
CORONADO H S (071902005)	EL PASO ISD	66	90.5	96.0	61.0	69.5	79.3	86	36	14
HIGHTOWER H S (079907008)	FORT BEND ISD	52	93.3	86.0	59.0	46.5	68.5	74	28	65
KEMPNER H S (079907005)	FORT BEND ISD	67	94.8	86.4	66.0	63.4	55.7	76	35	31
ARLINGTON HEIGHTS H S (220905002)	FORT WORTH ISD	45	90.7	70.0	55.0	60.0	46.2	100	16	8
PASCHAL H S (220905010)	FORT WORTH ISD	61	90.2	88.9	64.0	64.6	70.6	88	36	0
NAAMAN FOREST H S (057903008)	GARLAND ISD	53	91.3	82.7	48.0	42.2	42.8	50	22	35

# 2014–15 Texas Consolidated Ratings Report

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## **Texas Consolidated Ratings Report (TCSR)**

- On October 1, TEA will release the TCSR, which includes the 2015 state-assigned academic and financial ratings and the 2015 locally-assigned community and student engagement ratings.
- The reports will include the community and student engagement ratings reported in PEIMS Submission 3 to TEA.

Districts cannot alter the ratings submitted in PEIMS. Any discrepancies between the ratings posted on a district website and the October 1 report released by TEA may be noted by a district on its local website.

# 2014–15 Texas Academic Performance Report (TAPR) and School Report Card

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- The TAPR will be released on the TEA Secure Environment (TEASE) and the TEA public website in November 2015.
- The School Report Card (SRC), which reports a subset of data from TAPR, will be released on the TEA public website in December 2015 or early January 2016.
- TAPR and School Report Card updates will be discussed during the November 19, 2015, TETN session (#33841).

# 2014–15 Texas School Accountability Dashboard

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- The Texas School Accountability Dashboard will be updated to reflect the 2014–15 accountability results and ratings in December.
- TEA will provide an update on the dashboard at the November 19, 2015, TETN session (#33841).

## 2015–16 Accountability Development

# Accountability Advisory Committees

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- **Fall 2015**

Accountability advisory groups convene to develop recommendations for accountability ratings criteria and targets for 2016.

- **Early spring 2016**

The commissioner announces accountability ratings criteria and targets for 2016 and, if possible, preliminary 2017 targets.

# 2016 Distinction Designations

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- Significant changes are not anticipated for the seven distinctions for campuses and the postsecondary readiness distinction for districts.
- Indicators evaluated in 2015 for each distinction designation will continue to be evaluated in 2016, based on recommendations from accountability advisory groups.
- New indicators may be added to certain distinction designations in 2016, based on recommendations from accountability advisory groups.
- Methodology for determining campus comparison groups will likely remain unchanged.
- Methodology for determining postsecondary readiness distinction designation for districts will likely remain unchanged.



# Preparing to Implement HB 2804

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## Key Aspects

- Five domains evaluated beginning in 2017–18
- A–F accountability ratings beginning in 2017–18
- August 15 deadline for accountability ratings release beginning in August 2016
- Texas Commission on Next Generation Assessments and Accountability

# Preparing to Implement HB 2804

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## Five Domains of Indicators—High Schools

Domain One	Domain Two	Domain Three	Domain Four	Domain Five
<ul style="list-style-type: none"> <li>▪ STAAR               <ul style="list-style-type: none"> <li>• Phase-in Level II standard</li> <li>• College Readiness standard</li> </ul> </li> <li>▪ STAAR Alternate 2               <ul style="list-style-type: none"> <li>• Performance standard</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ STAAR               <ul style="list-style-type: none"> <li>• Phase-in Level II progress measure expectations</li> <li>• College Readiness progress measure expectations</li> </ul> </li> <li>▪ STAAR Alternate 2               <ul style="list-style-type: none"> <li>• progress measure expectations</li> </ul> </li> </ul>	Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds	<ul style="list-style-type: none"> <li>▪ Dropout rate</li> <li>▪ Graduation rate</li> <li>▪ % of students who               <ul style="list-style-type: none"> <li>• complete requirements for FHSP distinguished level of achievement,</li> <li>• complete the requirements for an endorsement,</li> <li>• complete CTE coherent sequence,</li> <li>• satisfy the TSI benchmark,</li> <li>• earn at least 12 hours of postsecondary credit,</li> <li>• complete an AP course,</li> <li>• enlist in armed forces, and</li> <li>• earn industry certification</li> </ul> </li> <li>▪ Any additional indicators of student achievement not related to performance on standardized assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Three indicators from Community and Student Engagement ratings</li> </ul>
55% of overall rating			Graduation Rate: 10% of overall rating All other indicators: 25% of overall rating	10% of overall rating

# Preparing to Implement HB 2804

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## Five Domains of Indicators—Middle Schools and Jr. High Schools

Domain One	Domain Two	Domain Three	Domain Four	Domain Five
<ul style="list-style-type: none"> <li>▪ STAAR               <ul style="list-style-type: none"> <li>• Phase-in Level II standard</li> <li>• College Readiness standard</li> </ul> </li> <li>▪ STAAR Alternate 2               <ul style="list-style-type: none"> <li>• Performance standard</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ STAAR               <ul style="list-style-type: none"> <li>• Phase-in Level II progress measure expectations</li> <li>• College Readiness progress measure expectations</li> </ul> </li> <li>▪ STAAR Alternate 2               <ul style="list-style-type: none"> <li>• progress measure expectations</li> </ul> </li> </ul>	Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds	<ul style="list-style-type: none"> <li>▪ Student attendance</li> <li>▪ Dropout rate</li> <li>▪ % of students who receive instruction in preparing for high school, college, and career (as mandated by HB 18)</li> <li>▪ Any additional indicators of student achievement not related to performance on standardized assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Three indicators from Community and Student Engagement ratings</li> </ul>
55% of overall rating			35% of overall rating	10% of overall rating

# Preparing to Implement HB 2804

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## Five Domains of Indicators—Elementary Schools

Domain One	Domain Two	Domain Three	Domain Four	Domain Five
<ul style="list-style-type: none"> <li>▪ STAAR               <ul style="list-style-type: none"> <li>• Phase-in Level II standard</li> <li>• College Readiness standard</li> </ul> </li> <li>▪ STAAR Alternate 2               <ul style="list-style-type: none"> <li>• Performance standard</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ STAAR               <ul style="list-style-type: none"> <li>• Phase-in Level II progress measure expectations</li> <li>• College Readiness progress measure expectations</li> </ul> </li> <li>▪ STAAR Alternate 2               <ul style="list-style-type: none"> <li>• progress measure expectations</li> </ul> </li> </ul>	Academic achievement differentials among students from different racial and ethnic groups and socioeconomic backgrounds	<ul style="list-style-type: none"> <li>▪ Student attendance</li> <li>▪ Any additional indicators of student achievement not related to performance on standardized assessments</li> </ul>	<ul style="list-style-type: none"> <li>▪ Three indicators from Community and Student Engagement ratings</li> </ul>
55% of overall rating			35% of overall rating	10% of overall rating

# Preparing to Implement HB 2804

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Accountability Rating Labels (Districts and Campuses)	Distinction Designations
<b>A, B, or C</b>  <b>(A reflects exemplary performance, B reflects recognized performance, and C reflects acceptable performance)</b>	<u><b>Districts and Campuses</b></u> <b>Postsecondary Readiness</b>
	<u><b>Campuses Only</b></u> <b>Student Progress</b> <b>and/or</b> <b>Closing Performance Gaps</b> <b>and/or</b> <b>Academic Achievement: ELA/Reading</b> <b>and/or</b> <b>Academic Achievement: Mathematics</b> <b>and/or</b> <b>Academic Achievement: Science</b> <b>and/or</b> <b>Academic Achievement: Social Studies</b>
<b>TBD: alternative criteria for A, B, or C ratings for charter operators and alternative education campuses (AECs) evaluated under alternative education provisions</b>	<b>N/A</b>
<b>D or F</b> <b>(D or F reflects unacceptable performance)</b>	<b>N/A</b>

# Preparing to Implement HB 2804

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## **Texas Commission on Next Generation Assessments and Accountability**

- Established to develop and make recommendations for new systems of student assessment and public school accountability
- Composed of fifteen members appointed by
  - the governor,
  - Senate leadership,
  - House of Representatives leadership, and
  - a State Board of Education member.

# Preparing to Implement HB 2804

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## **Texas Commission on Next Generation Assessments and Accountability**

- Members will include
  - a parent of a student enrolled in the public school system,
  - an educator in the public school system,
  - an educator in a school district that is a participant in the Texas High Performance Schools Consortium,
  - a member of the business community,
  - a member of the civic community,
  - a leader in student assessment development and use, and
  - a leader in research concerning student assessment and education outcome.

# Preparing to Implement HB 2804

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## **Texas Commission on Next Generation Assessments and Accountability**

- The commission will develop recommendations to address specific aspects of assessment and accountability:
  - The purpose of a state accountability system and the role of student assessment in that system
  - Opportunities to assess students that focus on specific outcomes
  - Policy changes to enable a student to progress on demonstration of content mastery
  - Policy changes necessary to establish a student assessment and public school accountability system that meets state goals, is community based, promotes parent and community involvement, and reflects the unique needs of each community



# Preparing to Implement HB 2804

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## **Texas Commission on Next Generation Assessments and Accountability**

- The commission will deliver its report to the governor and legislative leadership by September 1, 2016.
- In preparing the report, the commission will consider the recommendations of the Texas High Performance Schools Consortium, including those related to innovative, next-generation learning standards and assessment and accountability systems.
- The commission may hold public meetings if necessary.

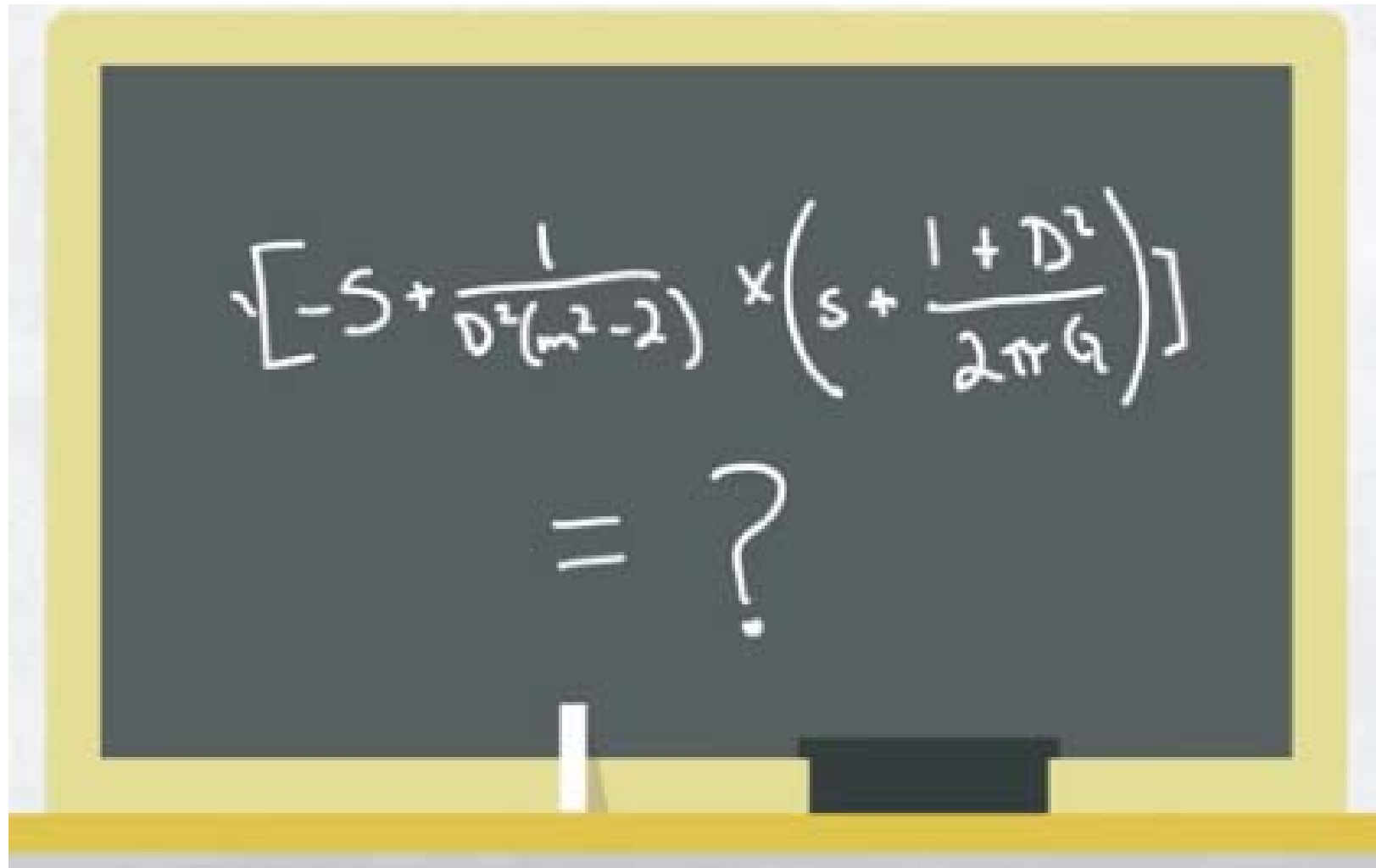
# 2015 Calendar

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Date	Activity
September 8	2015 Accountability Appeals Deadline
October 1	2015 Consolidated School Ratings Report (state assigned academic and financial ratings and locally-assigned community and student engagement ratings (TEA public web)
Early November	TEA notifies districts of accountability appeals decisions (mail & TEASE)
Early November	2015 final ratings release after resolution of appeals (TEASE & TEA public web)
November	Preliminary longitudinal cohorts updated (TEASE)
November	2014–15 Texas Academic Performance Reports (TAPR) (TEA public web)
Early December	Campuses identified under Public Education Grant (PEG) criteria for 2016–17 school year (TEASE)
Mid-December	Campuses identified under Public Education Grant (PEG) criteria for 2016–17 school year (TEA public web)
Mid- to late December	2015 Texas School Accountability Dashboard (TEA public web)
December-January	2014–15 School Report Card (SRC) and Federal Report Card (TEA public web)

# Questions

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$$\sqrt{\left[-s + \frac{1}{D^2(m^2-2)}\right] \times \left(s + \frac{1+D^2}{2\pi G}\right)}$$
$$= ?$$

# Resources

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- **2015 Accountability Rating System**  
<http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>
- **Performance Reporting Home Page**  
<http://tea.texas.gov/perfreport>
- **Performance Reporting Email**  
performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**  
(512) 463-9704