Spring 2019
TSDS PEIMS Accountability
Data Training
Accountability System Overview
Three Domains: Calculating an Overall Accountability Rating

- Better of Achievement or Progress: 70%
- School Progress
- Closing The Gaps: 30%

Student Achievement
Student Achievement Domain: Performance

Student Achievement

School Progress

Closing The Gaps
# Student Achievement Domain: Weighting

<table>
<thead>
<tr>
<th>Elementary/Middle Schools</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High Schools, K–12, and Districts</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAAR</td>
<td>40%</td>
</tr>
<tr>
<td>College, Career, and Military Readiness (CCMR)</td>
<td>40%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>20%</td>
</tr>
</tbody>
</table>
School Progress Domain

Student Achievement

School Progress

Closing The Gaps
School Progress Domain: Two Aspects to Progress

Part A: Academic Growth

Part B: Relative Performance
Closing the Gaps Domain: Ensuring Educational Equity

Student Achievement

School Progress

Closing The Gaps

Texas Education Agency | Performance Reporting
Closing the Gaps Domain: Ensuring Educational Equity

**Student Groups**

- All Students
- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races
- Economically Disadvantaged
- Current Special Education
- Former Special Education
- Current and Monitored English Learners
- Continuously Enrolled
- Non-Continuously Enrolled

**Components**

- Academic Achievement in Reading and Mathematics (At Meets Grade Level or Above)
- Growth in Reading and Mathematics (Elementary and Middle Schools)
- 4-year Federal Graduation Rate (High Schools, K–12, and Districts)
- College, Career, and Military Readiness (High Schools, K–12, and Districts)
- Student Achievement Domain Score: STAAR Component Only (Elementary and Middle Schools)
- English Language Proficiency Status
Accountability System Data
Data Sources: Appendix H of the 2019 Accountability Manual

- Provides data sources for all indicators broken out by category (i.e., data used in accountability, data used in distinction designations, etc.)
- Indicates the year(s) the data is from and which student groups are evaluated
- Often shows the exact numerators and denominators used in the methodology
Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes, including a corrections window.

Student demographic data is final once answer documents have been scored.
## Importance of Data Quality: STAAR

### STAAR Data Example

#### 2017 STAAR Performance

<table>
<thead>
<tr>
<th>All Subjects</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed</th>
<th>Econ Disadv</th>
<th>ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Approaches Grade Level Standard</td>
<td>97%</td>
<td>92%</td>
<td>95%</td>
<td>97%</td>
<td>100%</td>
<td>*</td>
<td>98%</td>
<td>*</td>
<td>97%</td>
<td>72%</td>
</tr>
<tr>
<td>Number of Tests</td>
<td>2,026</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Approaches Grade Level Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Tests</td>
<td>1,838</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Reading

<table>
<thead>
<tr>
<th>All Subjects</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Special Ed</th>
<th>Econ Disadv</th>
<th>ELL</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Approaches Grade Level Standard</td>
<td>95%</td>
<td>85%</td>
<td>95%</td>
<td>95%</td>
<td>*</td>
<td>96%</td>
<td>*</td>
<td>93%</td>
<td>51%</td>
</tr>
<tr>
<td>Number of Tests</td>
<td>1,161</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Approaches Grade Level Standard</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Tests</td>
<td>1,054</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 2018 STAAR Results

<table>
<thead>
<tr>
<th>All Subjects</th>
<th>African American</th>
<th>Hispanic</th>
<th>White</th>
<th>American Indian</th>
<th>Pacific Islander</th>
<th>Two or More Races</th>
<th>Econ Disadv</th>
<th>EL (Current &amp; Monitored)</th>
<th>Special Ed (Current)</th>
<th>Special Ed (Former)</th>
<th>Continuously Enrolled</th>
<th>Non-Continuously Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>% at Approaches GL Standard or Above</td>
<td>97%</td>
<td>93%</td>
<td>98%</td>
<td>97%</td>
<td>*</td>
<td>100%</td>
<td>-</td>
<td>97%</td>
<td>95%</td>
<td>*</td>
<td>71%</td>
<td>79%</td>
</tr>
<tr>
<td>% at Meets GL Standard or Above</td>
<td>96%</td>
<td>97%</td>
<td>99%</td>
<td>93%</td>
<td>*</td>
<td>92%</td>
<td>-</td>
<td>94%</td>
<td>98%</td>
<td>-</td>
<td>41%</td>
<td>51%</td>
</tr>
<tr>
<td>% at Masters GL Standard</td>
<td>95%</td>
<td>52%</td>
<td>53%</td>
<td>65%</td>
<td>-</td>
<td>88%</td>
<td>-</td>
<td>61%</td>
<td>52%</td>
<td>-</td>
<td>35%</td>
<td>22%</td>
</tr>
<tr>
<td>Number of Tests</td>
<td>1,186</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% at Approaches GL Standard or Above</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Tests</td>
<td>1,080</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELA/Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>% at Approaches GL Standard or Above</td>
</tr>
<tr>
<td>% at Meets GL Standard or Above</td>
</tr>
<tr>
<td>% at Masters GL Standard</td>
</tr>
<tr>
<td>Number of Tests</td>
</tr>
<tr>
<td>% at Approaches GL Standard or Above</td>
</tr>
<tr>
<td>Total Tests</td>
</tr>
</tbody>
</table>
Importance of Data Quality: STAAR

STAAR Data Example

- The county-district-campus number was not uploaded into the system that allows ETS to pre-code the answer documents.
- The district received multiple notifications of the irregularity but failed to resolve it.
- As a result, STAAR answer documents were not pre-coded with the county-district-campus number.
- The district did not hand-code the answer documents, so all 734 results were not correctly attributed to the district or campus.
- This has far-reaching implications in accountability.
The inclusion and exclusion of certain English learners is dependent upon correct TELPAS data.

Years in U.S. schools as well as asylee, refugee, and SIFE status is used for accountability. If it is not reported correctly, it will impact exclusions.
The Two Types of Economically Disadvantaged used in Accountability

- The district and campus economically disadvantaged rate, which is used in School Progress, Part B, is from the TSDS PEIMS October snapshot (as reported in the fall submission and resubmission).

- Whether a student is economically disadvantaged is also reported on STAAR answer documents. This information, however, is not used to calculate the percentage of economically disadvantaged students at a district or campus. It is used only to identify which students are included in the economically disadvantaged student group in the Closing the Gaps domain.
Importance of Data Quality: Economically Disadvantaged

- STAAR answer documents are pre-populated with demographic information from the TSDS PEIMS October snapshot (as reported in the fall submission and resubmission) or from the demographic file submitted by the district.

- If demographic data is changed on STAAR answer documents prior to scoring, the change overrides the TSDS PEIMS data or the data from the demographic file submitted by the district. The data from the STAAR answer documents is used to classify students by student group in Closing the Gaps.
The Community Eligibility Provision (CEP) under the National School Lunch Program relaxes some campus data collection requirements for the purposes of providing free and reduced lunches.

The accountability system relies on an accurate count of economically disadvantaged students. For accountability, the percentage of economically disadvantaged students at a campus or district is based on TSDS PEIMS October snapshot data (as reported in the fall submission and resubmission) or the demographic file submitted by the district, not on CEP participation.

Each student’s economically disadvantaged status must be reported in TSDS PEIMS (E0785).
• Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes, including a corrections window.

• Once the TSDS PEIMS resubmission window has closed, the data is frozen for accountability purposes.

• Data corrections made in the TSDS PEIMS working collection are not used in accountability.
The majority of CCMR data is sourced from TSDS PEIMS.

To reiterate, for accountability purposes, this data is frozen after the resubmission window closes.
2019 CCMR Indicators for HS, K–12, and Districts

**College Ready**
- Meet criteria of 3 on AP or 4 on IB examinations
- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in reading and mathematics
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in ELAR/mathematics)
- Earn an associate’s degree
- **Complete an OnRamps course and earn college credit**

**Military Ready**
Enlist in the United States Armed Forces

**Career Ready**
- Earn an industry-based certification
- CTE coherent sequence coursework completion and credit aligned with approved industry-based certifications (one-half point credit)
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- **Earn a Level I or Level II certificate**
- Graduate under an advanced degree plan and be identified as a current special education student
## College, Career, and Military Readiness Data Sources

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP</td>
<td>College Board &gt; Research &amp; Analysis &gt; Performance Reporting (PR)</td>
</tr>
<tr>
<td>IB</td>
<td>IB &gt; Research &amp; Analysis &gt; PR</td>
</tr>
<tr>
<td>SAT</td>
<td>College Board &gt; Research &amp; Analysis &gt; PR</td>
</tr>
<tr>
<td>ACT</td>
<td>ACT &gt; Research &amp; Analysis &gt; PR</td>
</tr>
<tr>
<td>TSIA (results from June 2011 to October 2018)</td>
<td>College Board &gt; THECB &gt; Research &amp; Analysis &gt; PR</td>
</tr>
</tbody>
</table>
AP, IB, SAT, ACT, and TSIA results are matched to the annual graduates file from TSDS PEIMS.

TSIA results are received from the Texas Higher Education Coordinating Board and matched to students on our annual graduates list using an algorithm which includes TSDS Unique ID, SSN, and a combination of first name, last name, and DOB.

The results are attributed to the districts and campuses at which the students are identified as annual graduates in TSDS PEIMS.
## College, Career, and Military Readiness Data Sources

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OnRamps</td>
<td>University of Texas &gt; Research &amp; Analysis &gt; PR</td>
</tr>
<tr>
<td>Level I or Level II Certificate</td>
<td>THECB &gt; Research &amp; Analysis &gt; PR</td>
</tr>
<tr>
<td>Dual Credit</td>
<td>TSDS PEIMS: E1011 (indicates dual credit course) E1081 (indicates number of hours earned)</td>
</tr>
<tr>
<td>U.S. Armed Forces</td>
<td>TSDS PEIMS: E1589</td>
</tr>
<tr>
<td>Industry Certification</td>
<td>TSDS PEIMS: E1586, E1592, E1593</td>
</tr>
<tr>
<td>Complete a CTE Coherent Sequence + Course</td>
<td>TSDS PEIMS: E0031 (summer submission, code 2 in final year of enrollment) + course completion code from list of 104 courses</td>
</tr>
</tbody>
</table>
## Importance of Data Quality: College, Career, and Military Readiness

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Data Source(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Prep Course</td>
<td>TSDS PEIMS: Course Completion Section, Code Table ID C022</td>
</tr>
<tr>
<td></td>
<td>ELA: Code CP110100</td>
</tr>
<tr>
<td></td>
<td>Math: Code CP111200</td>
</tr>
<tr>
<td></td>
<td>E0948 (course sequence codes of 0, 2, 5, or 9)</td>
</tr>
<tr>
<td></td>
<td>E0949 (indicates pass/fail)</td>
</tr>
<tr>
<td>IEP and Workforce Readiness Graduates</td>
<td>TSDS PEIMS: E0806</td>
</tr>
<tr>
<td></td>
<td>(type codes 04, 05, 54, or 55)</td>
</tr>
<tr>
<td>Associate’s Degree</td>
<td>TSDS PEIMS: E1596</td>
</tr>
<tr>
<td>Advanced Degree Plan &amp; Current Special Education</td>
<td>TSDS PEIMS: E0806 and E0794</td>
</tr>
</tbody>
</table>
Course Sequence Codes

- Course sequence codes are not used to calculate dual credit hours in CCMR.

- Course sequence codes are used for college prep courses completion.

0—One Semester Course
1—First Half Of A Two Semester Course
2—Second Half Of A Two Semester Course
3—First Third Of A Three Semester Course
4—Second Third Of A Three Semester Course
5—Last Third Of A Three Semester Course
6—First Fourth Of A Four Semester Course
7—Second Fourth Of A Four Semester Course
8—Third Fourth Of A Four Semester Course
9—Last Fourth Of A Four Semester Course
A—Non-High School Year Long Course

*Course sequence codes are also used in advanced coursework/dual credit course completion used in distinction designations.
Each student’s at-risk status must be reported in TSDS PEIMS (E0919).

The 13 at-risk criteria are defined in TEC §29.081.

In order to register to be evaluated by alternative education accountability provisions, the campus must have at least 50 percent of enrollment in grades 6–12 and at least 75 percent at-risk enrollment on the TSDS PEIMS October snapshot (as reported in the fall submission and resubmission).
As with all accountability data, distinction designation data cannot be changed once it’s received by Performance Reporting.

Decisions regarding distinction designations cannot be appealed.
- Districts and charter schools are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems.

- Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes during correction windows.

- **TSDS PEIMS submissions are certified as accurate by the superintendent.**
The appeals process is not a permissible method to correct data that were inaccurately reported by the district or charter school.

Appeals from districts and charter schools that missed data correction opportunities are denied.
Resources

- [http://tea.texas.gov/A-F](http://tea.texas.gov/A-F)
- [https://tea.texas.gov/perfreport/resources/index.html](https://tea.texas.gov/perfreport/resources/index.html)

Sign up for the Performance Reporting weekly bulletin:
Performance Reporting Resources and Contacts

- **Performance Reporting Home Page**
  [http://tea.texas.gov/accountability/](http://tea.texas.gov/accountability/)

- **TEA ESSA Page**
  [https://tea.texas.gov/ESSA/](https://tea.texas.gov/ESSA/)

- **Local Accountability Systems Email**
  [LAS@tea.texas.gov](mailto:LAS@tea.texas.gov)

- **Performance Reporting Email**
  [performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)

- **Performance Reporting Telephone**
  (512) 463-9704