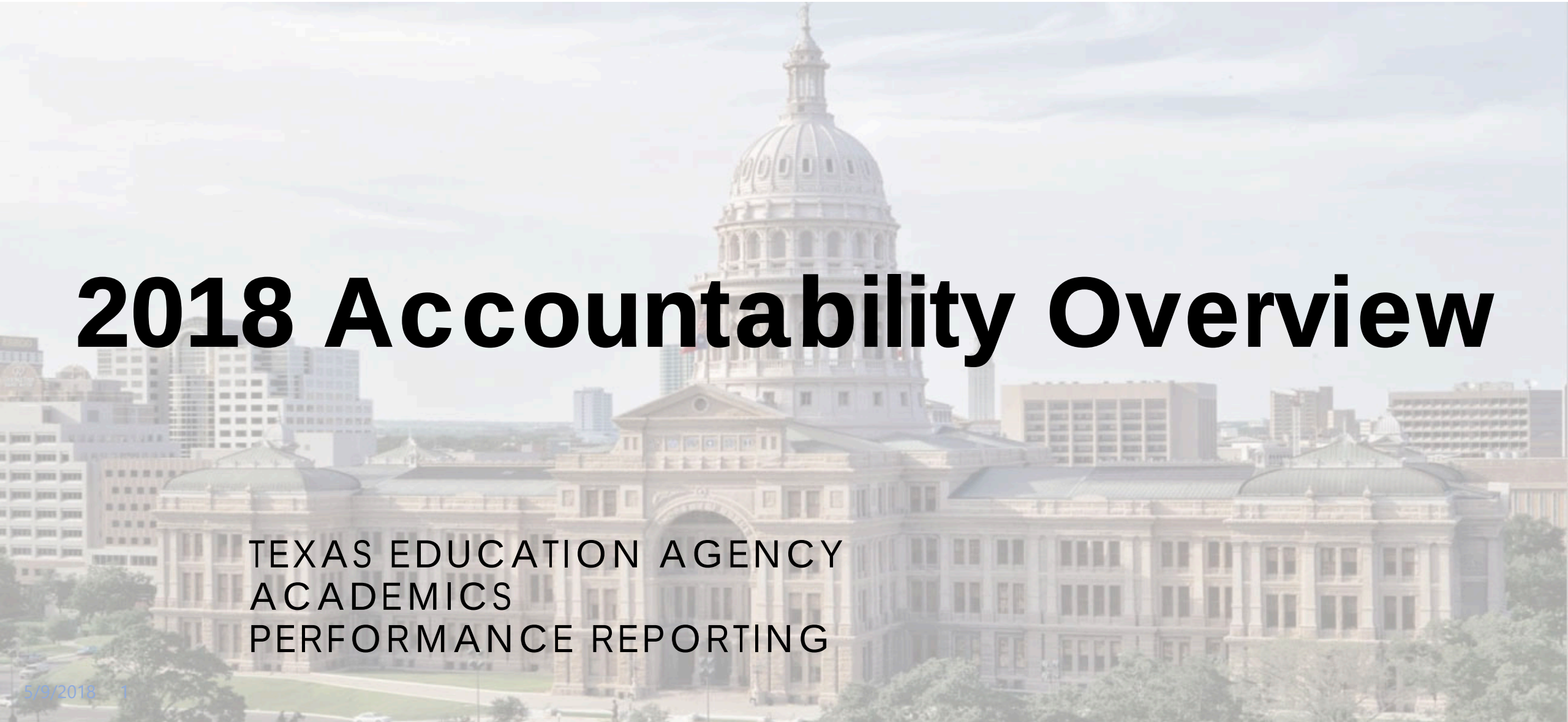


2018 Accountability Overview

TEXAS EDUCATION AGENCY
ACADEMICS
PERFORMANCE REPORTING

A–F Accountability: New Labels/Grades

A = Exemplary Performance

B = Recognized Performance

C = Acceptable Performance

D = In Need of Improvement

F = Unacceptable Performance

2018 Rating Labels

Districts

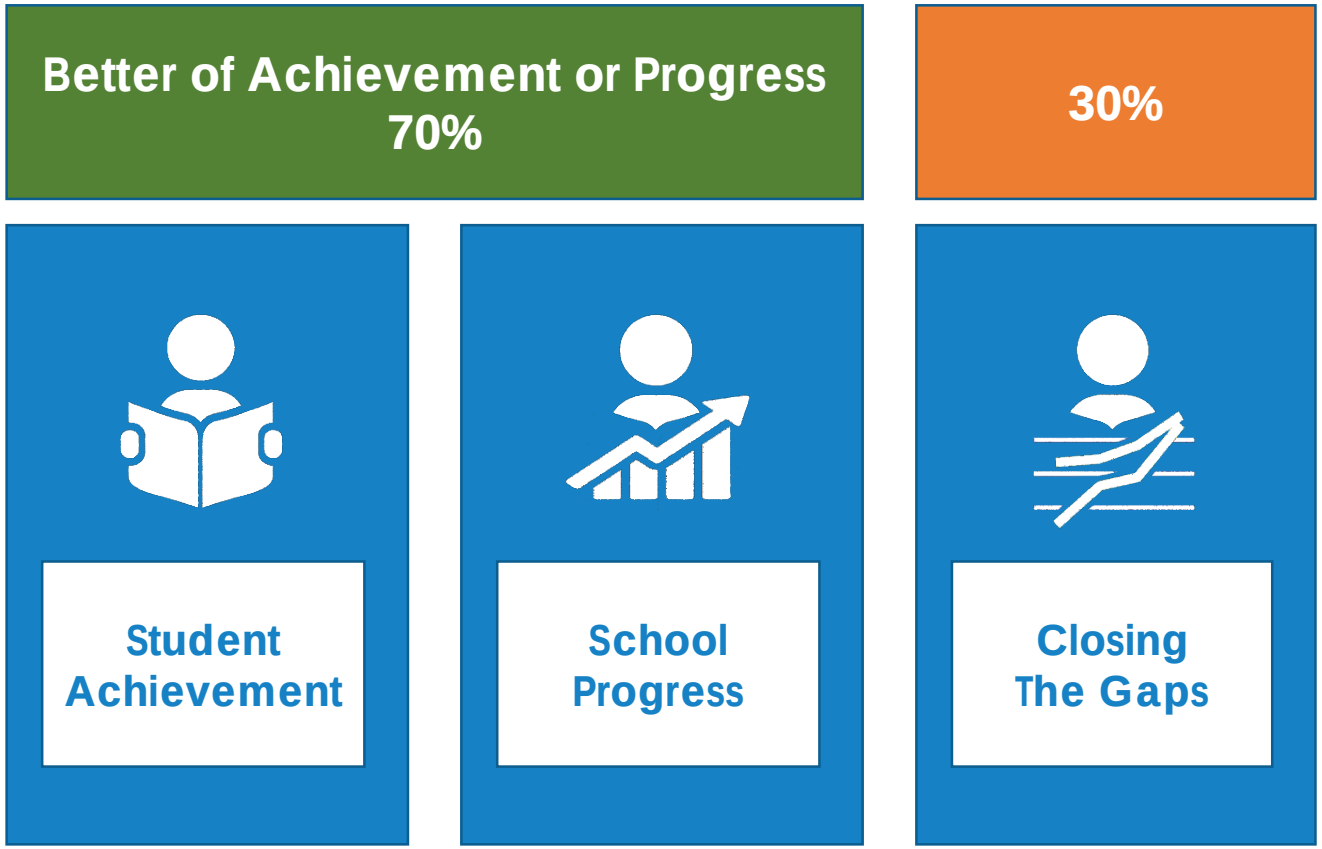
- *A*, *B*, *C*, or *D*: Assigned for overall performance and for performance in each domain to districts that meet the performance target for the letter grade
- *F*: Assigned for overall performance and for performance in each domain to districts (including AEAs) that do not meet the performance target to earn at least a *D*
- *Not Rated:* Assigned to districts that—under certain, specific circumstances—do not receive a rating

2018 Rating Labels

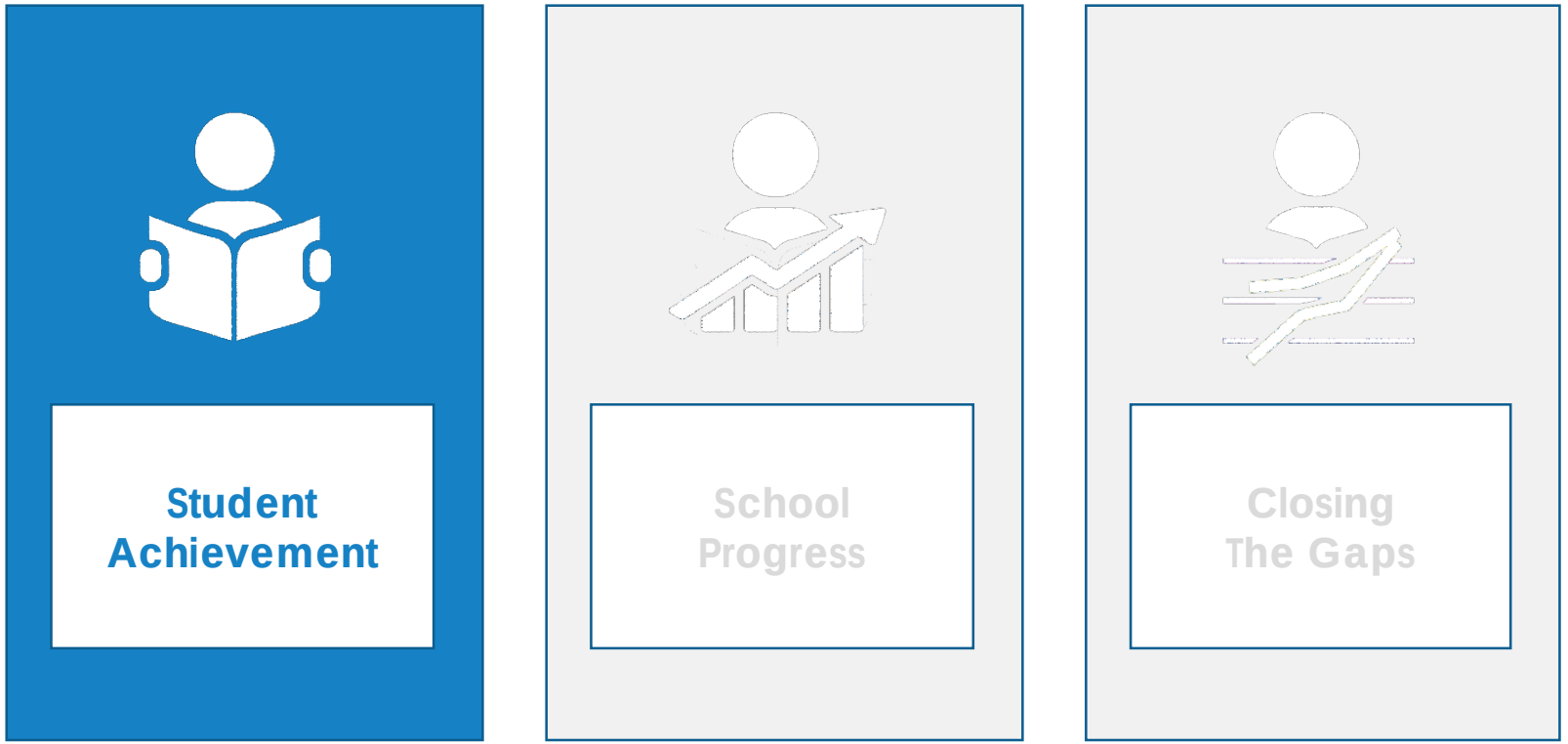
Campuses

- *Met Standard:* Assigned for overall performance and for performance in each domain to campuses that meet the performance targets
- *Improvement Required:* Assigned for overall performance and for performance in each domain to campuses (including AEAs) that do not meet the performance targets
- *Met Alternative Standard:* Assigned for overall performance and for performance in each domain to alternative education campuses evaluated under alternative education accountability (AEA) provisions that meet the performance targets
- *Not Rated:* Assigned to campuses that—under certain, specific circumstances—do not receive a rating

Three Domains: Combining to Calculate Overall Rating



Student Achievement Domain: Performance



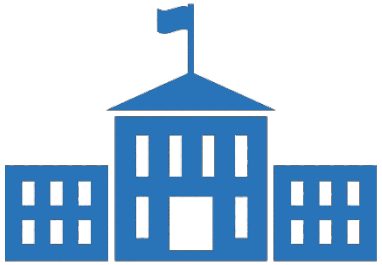
Student Achievement Domain: Calculating Score

Elementary School

STAAR State of Texas Assessments of Academic Readiness

Middle School

STAAR State of Texas Assessments of Academic Readiness



High School

- STAAR State of Texas Assessments of Academic Readiness
- College, Career, Military Ready (CCMR)
- Graduation Rates

Student Achievement Domain: Weighting

Elementary/Middle Schools	Weight
▪ STAAR	100%
High Schools, K–12, and Districts	
▪ STAAR	40%
▪ College, Career, and Military Readiness (CCMR)	40%
▪ Graduation Rate	20%

Student Achievement Domain: Calculating Score

60×30TX

Texas Higher Education Coordinating Board

By 2030, at least 60 percent of Texans ages 25–34 will have a certificate or degree.

	All Students
Total Tests	**3,212**
# Approaches Grade Level or Above*	2,977
# Meets Grade Level or Above*	1,945
# Masters Grade Level	878
% Approaches Grade Level or Above	**93%**
% Meets Grade Level or Above	**61%**
% Masters Grade Level	**27%**

Average of 3

93 + 61 + 27 / 3 = 60

Student Achievement Score

A

*Substitute assessments are included at the Meets Grade Level standard.

Student Achievement Domain: 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*
- Meet standards on a composite of indicators indicating college readiness*

Career Ready

- Earn 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 code of 04, 05, 54, or 55)
- Be admitted to postsecondary industry certification program*

Military Ready

Enlist in the United States Armed Forces

*Implementation in 2019 and beyond

Student Achievement Domain: CCMR Methodology

CCMR

- One point is given for each annual graduate who accomplishes any one of the CCMR indicators, except for CTE coherent sequence graduates.
- One-half point is given for each CTE coherent sequence graduate who completes coursework aligned to the approved list of industry-based certifications.*

$$\frac{\text{Number of Graduates Who Accomplish Any One of the CCMR Indicators}}{\text{Number of 2017 Annual Graduates}}$$

*This is for graduates who meet no other CCMR indicator.

Student Achievement Domain: CTE Coherent Sequence Transition Timeline

CTE Coherent Sequence to Industry-Based Certifications Transition Plan

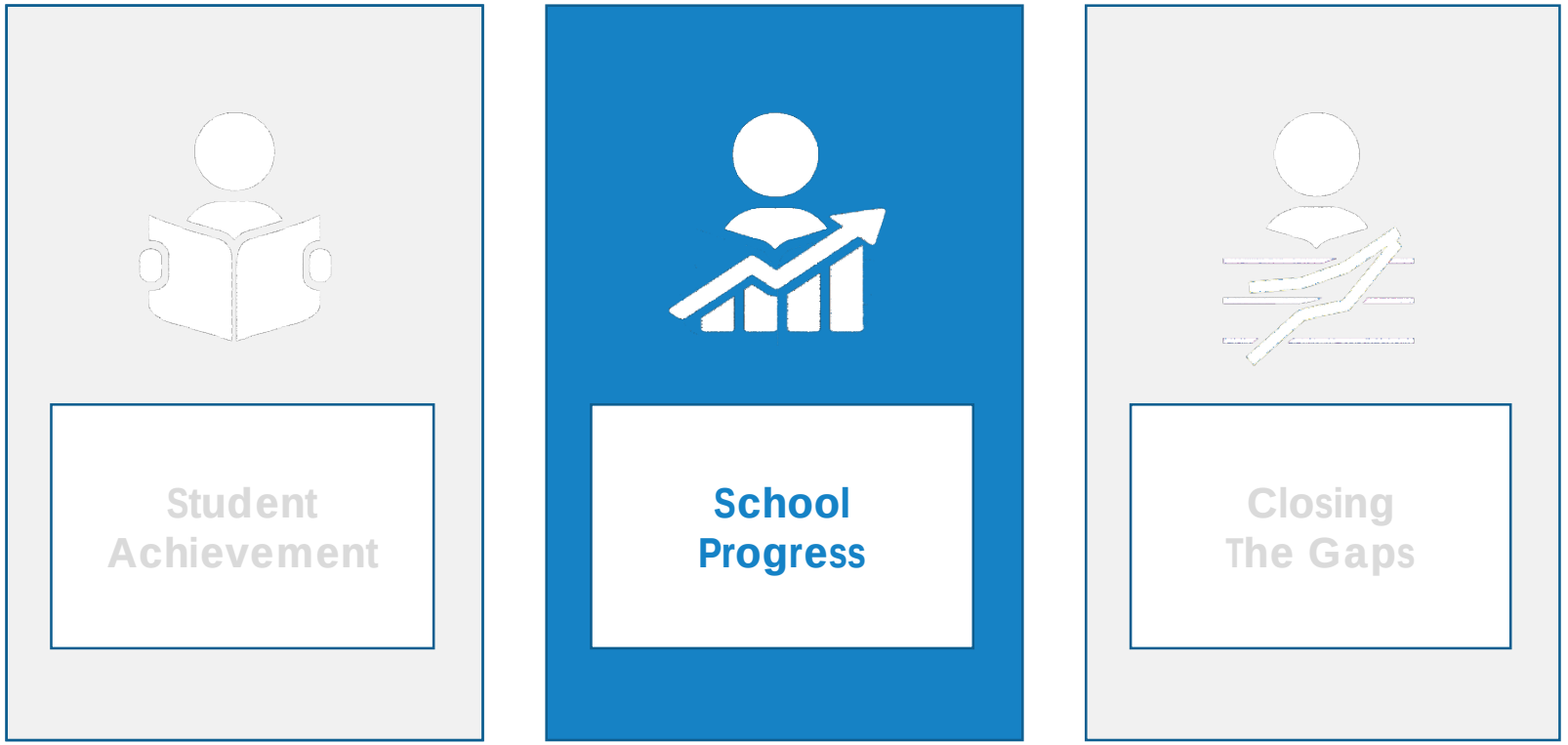
- For 2018 and 2019, CTE coherent sequence graduates who complete and receive credit for at least one course aligned with CTE industry-based certification earn one-half point.
- For 2020 and 2021, CTE coherent sequence graduates who complete and receive credit for a pathway of courses toward an industry-based certification earn one-half point.
- For 2022 and beyond, only graduates who earn an industry-based certification earn one point.

Student Achievement Domain: Graduation Rate

Graduation Rate

- High school graduation rates include the four-year, five-year, or six-year longitudinal graduation rate (with state exclusions) or annual dropout rate, if the graduation rate is not available.

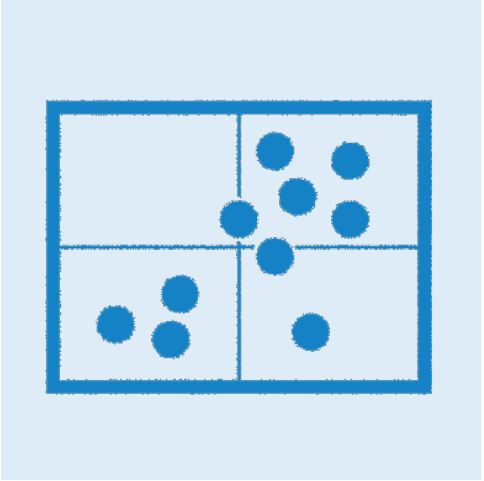
School Progress Domain



School Progress Domain: Two Aspects to Progress

Part A: Academic Growth

Part B: Relative Performance



School Progress Domain: Domain Rating

Elementary, Middle, High Schools, K–12, and Districts

- The higher scaled score of Part A: Academic Growth or Part B: Relative Performance is used for the School Progress domain rating.

School Progress Domain: Two Aspects to Progress

Part A: Academic Growth

Part B: Relative Performance

School Progress Domain, Part A: Academic Growth

Part A: Academic Growth

- School Progress, Part A: Academic Growth includes all assessments with a STAAR progress measure.* Districts and campuses (including high schools) earn credit for results that maintain proficiency or meet growth expectations on STAAR.

*Substitute assessments are not included.

Academic Growth: Percentage of Students Gaining

STAAR — **Current Year**

Previous Year	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Approaches Grade Level	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt	1 pt
Meets Grade Level	0 pts	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
Masters Grade Level	0 pts	0 pts	0 pts	1 pt

Academic Growth: Percentage of Students Gaining

STAAR Alternate 2

Current Year

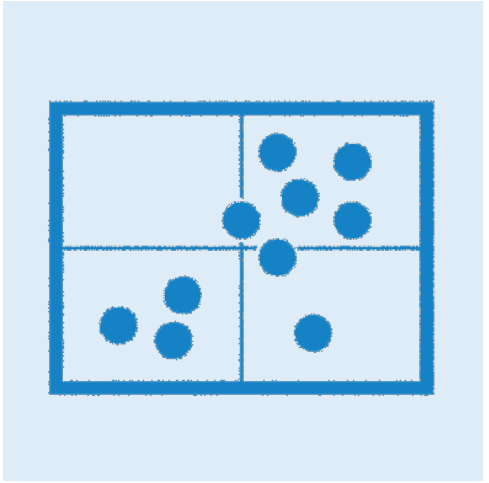
Previous Year

	Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Level I: Developing	Met/Exceeded Growth Measure = 1 pt Did not meet = 0 pts	1 pt	1 pt
Level II: Satisfactory	0 pts	Met/Exceeded Growth Measure = 1 pt Did not meet = .5 pts	1 pt
Level III: Accomplished	0 pts	0 pts	1 pt

School Progress Domain, Part B: Relative Performance

Part A: Academic Growth

Part B: Relative Performance

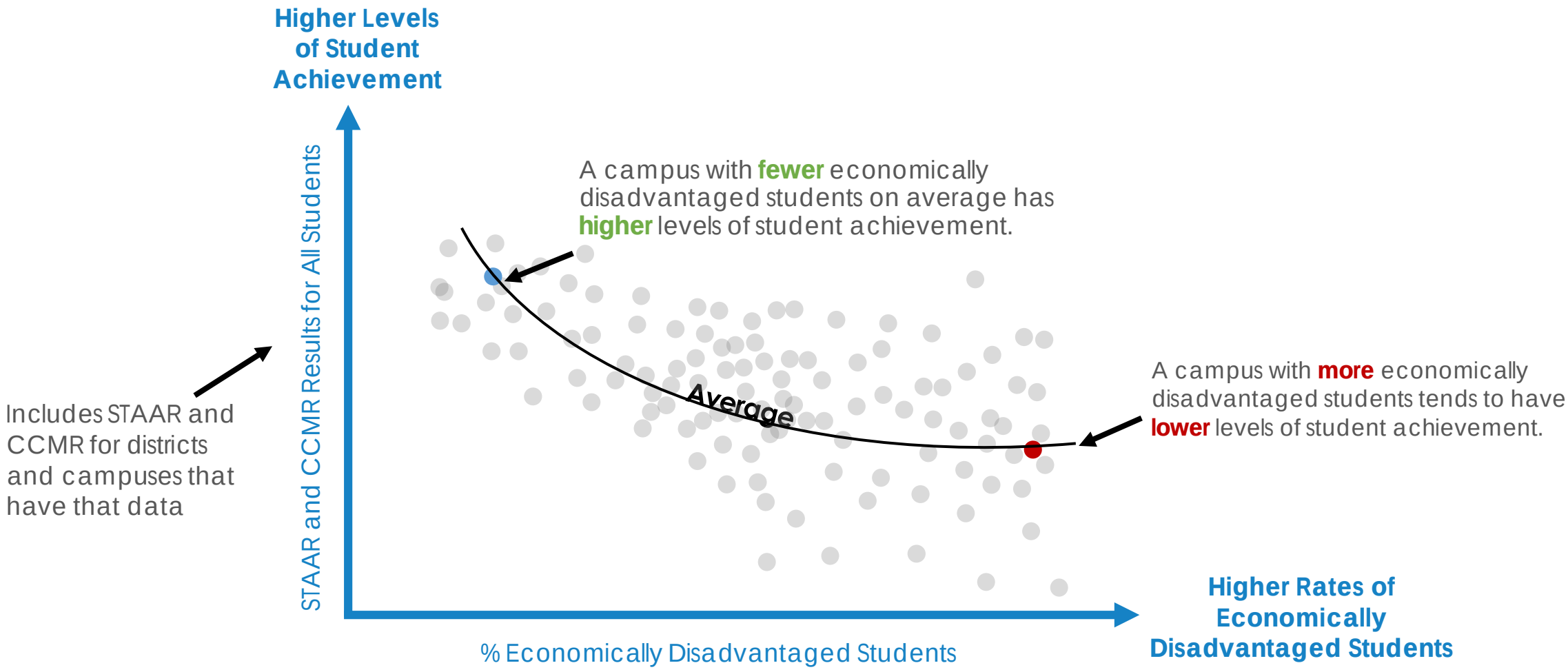


Relative Performance: Measuring School Progress

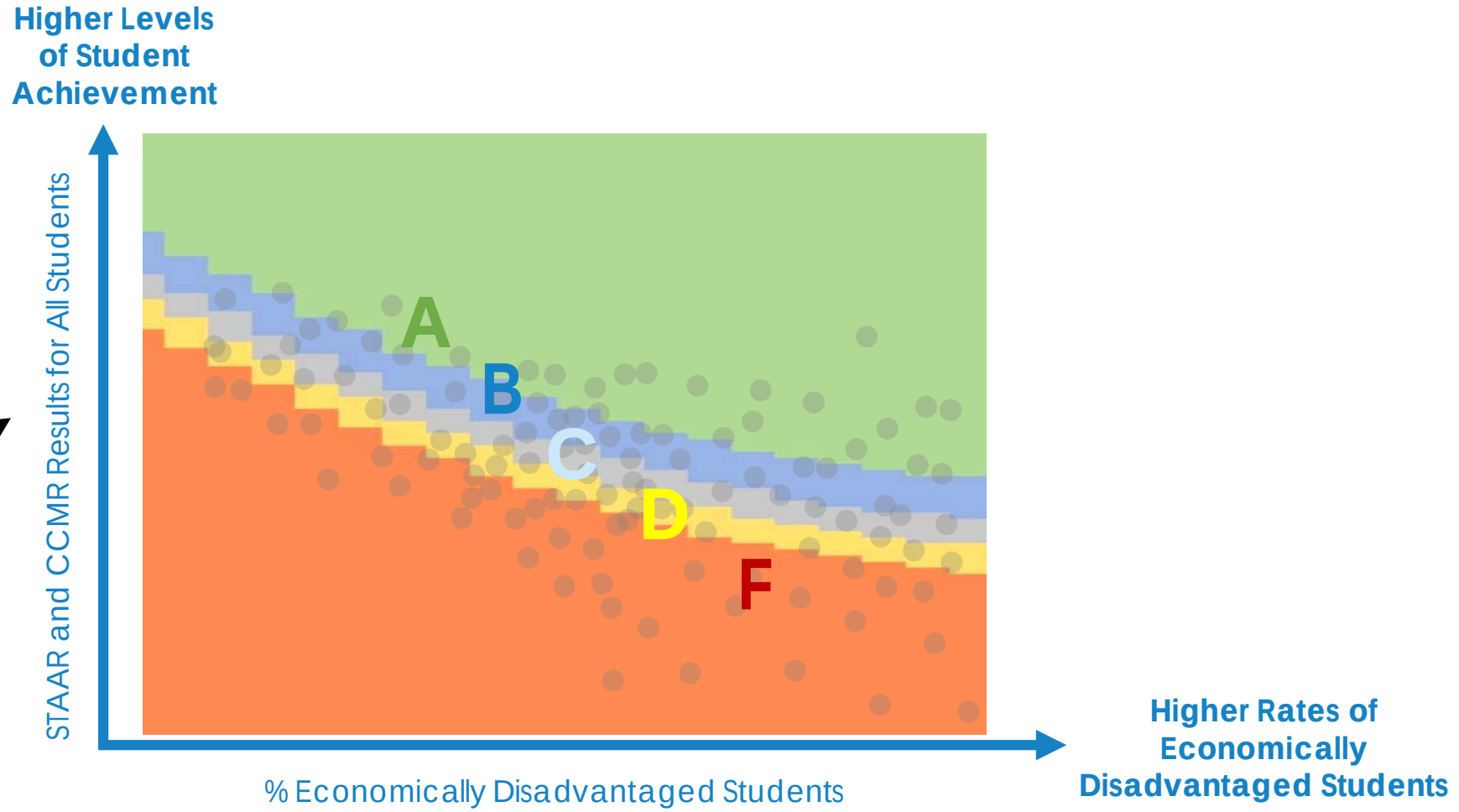
Part B: Relative Performance

- School Progress, Part B: Relative Performance evaluates the achievement of all students relative to districts or campuses with similar socioeconomic statuses.

Relative Performance: Measuring School Progress



Relative Performance: Measuring School Progress



Includes STAAR and CCMR for districts and campuses that have that data

Relative Performance: Measuring School Progress

Part B: Relative Performance—Elementary Schools

- Student Achievement STAAR component results compared to elementary schools with similar percentages of economically disadvantaged students

Part B: Relative Performance—Middle Schools

- Student Achievement STAAR component results* compared to middle schools with similar percentages of economically disadvantaged students

*Substitute assessments are included at the Meets Grade Level standard.

Relative Performance: Measuring School Progress

Part B: Relative Performance—High Schools, K–12, and Districts with CCMR Component

- Student Achievement STAAR component* and CCMR component results averaged compared to districts or campuses with similar percentages of economically disadvantaged students

Part B: Relative Performance—High Schools, K–12, and Districts without CCMR Component

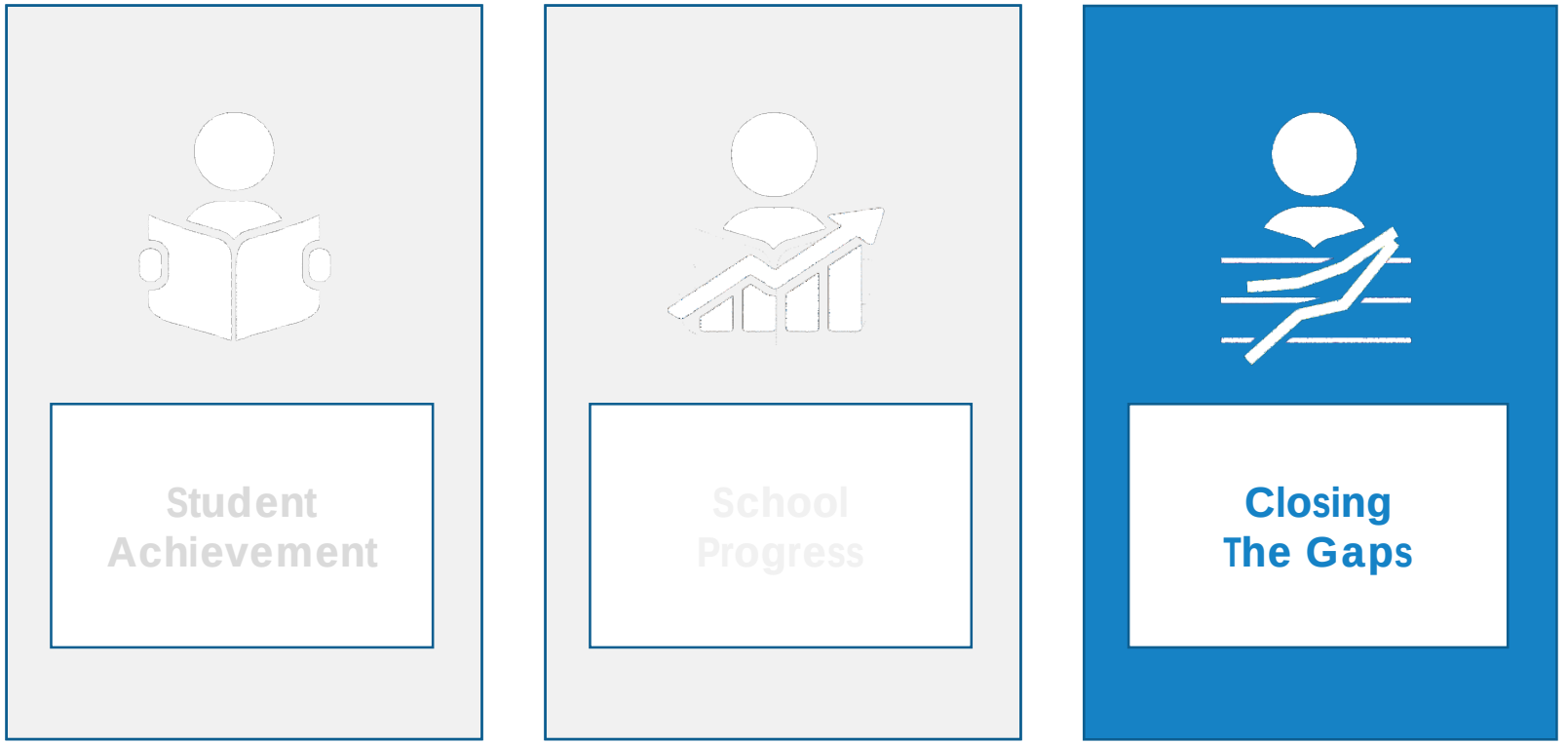
- Student Achievement STAAR component* results compared to districts or campuses with similar percentages of economically disadvantaged students

Part B: Relative Performance—AEA Charter Schools and Campuses

- Alternative education accountability (AEA) charter schools and campuses are **not** evaluated on School Progress, Part B due to the small number of districts and campuses used for comparison.

*Substitute assessments are included at the Meets Grade Level standard.

Closing the Gaps Domain: Ensuring Educational Equity



Closing the Gaps Domain: Student Groups

- Race/Ethnicity
- Special Education
- Continuously Enrolled and Mobile
- English Learners (ELs)
- Economically Disadvantaged

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 and 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 (Requested one-year waiver)

Closing the Gaps Domain: Components

Academic Achievement*

- STAAR performance (percentage at Meets Grade Level or above)
- ELA/Reading
- Mathematics

Targets

- By student group and subject area

*Substitute assessments are included at the Meets Grade Level standard.

Closing the Gaps Domain: Components

Growth

- Elementary and Middle Schools (School Progress domain)
  - ELA/Reading
  - Mathematics

Graduation Rate

- High Schools, K–12, Districts
  - 4-year Federal Graduation Rate (without exclusions)

Targets

- By student group
- For Growth, by subject area

Closing the Gaps Domain: Components

School Quality and Student Success

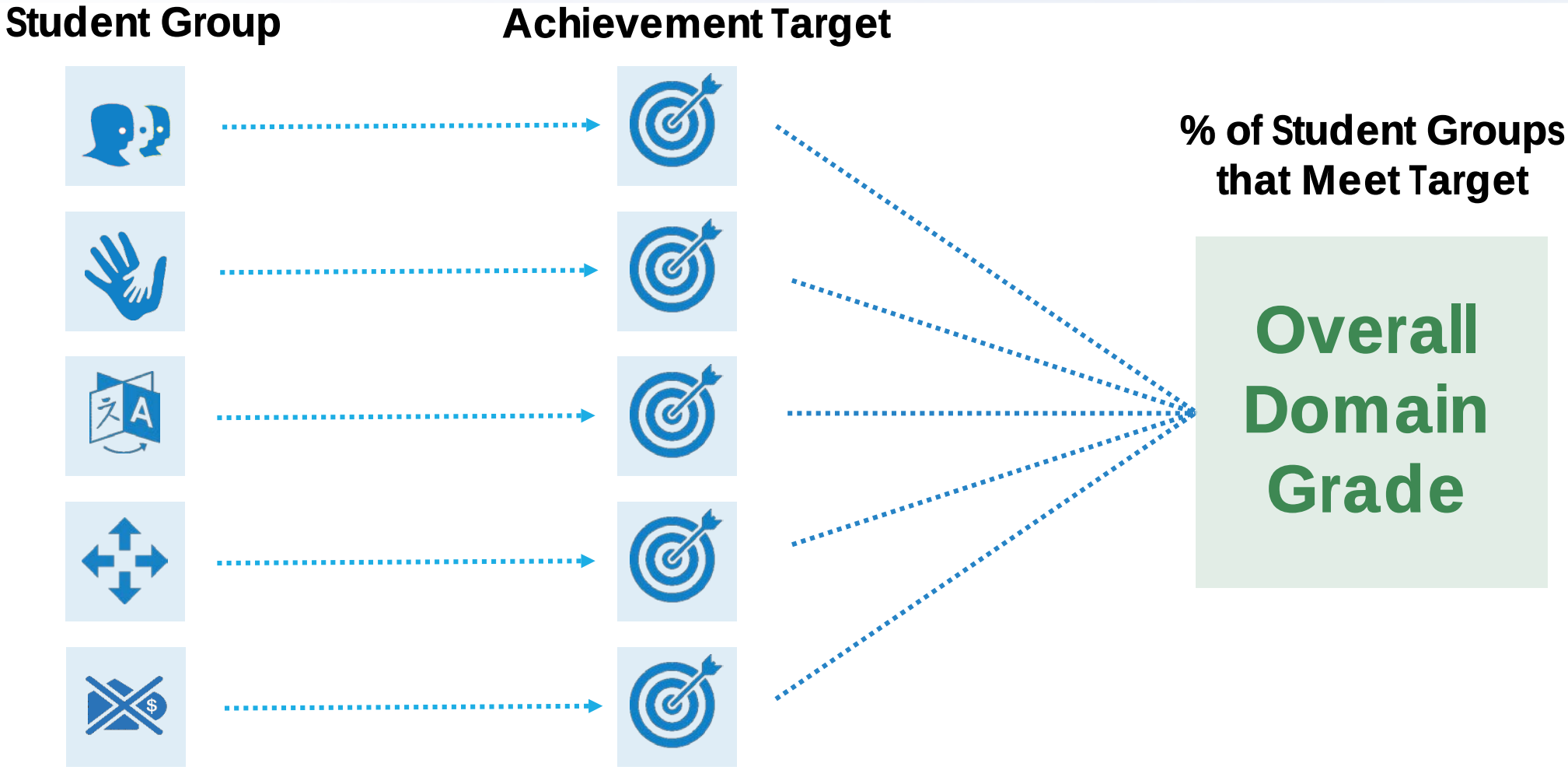
- High Schools, K–12, and Districts
  - College, Career, and Military Readiness*
- Elementary and Middle Schools
  - Student Achievement Domain Score: STAAR Only

Targets

- By student group

*Evaluates annual graduates plus students in grade 12 during school year 2016–17 as reported in TSDS PEIMS who did not graduate.

Closing the Gaps Domain: Calculating a Rating



Closing the Gaps Domain: Weighting

Elementary/Middle Schools	Weight
Academic Achievement	33.3%
STAAR Growth Status	55.6%
English Language Proficiency[1]	
Student Achievement Domain Score: STAAR Component Only	11.1%

[1] Due to changes to the TELPAS, Texas requested a waiver from the U.S. Department of Education to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component weight will be distributed proportionally as shown above.

Closing the Gaps Domain: Weighting

High Schools, K–12, AEAs, and Districts	Weight
Academic Achievement	55.6%
Federal Graduation Status (STAAR Growth Status if not available)	11.1%
English Language Proficiency[1]	
College, Career, and Military Readiness (Student Achievement Domain Score: STAAR Component Only if not available)	33.3%

[2] Due to changes to the TELPAS, Texas requested a waiver from the U.S. Department of Education to waive the English Language Proficiency component for 2018 accountability. If granted, the English Language Proficiency component weight will be distributed proportionally as shown above.

Closing the Gaps Domain: Calculating a Rating

Example of Elementary School Closing the Gaps Domain Calculation

The sample elementary campus has met the minimum number of evaluated indicators in all four components.			
Component	Percentage of Evaluated Indicators Met	Weight*	Total Points
Academic Achievement	69	33.3%	23.0
STAAR Growth Status	83	55.6%	46.1
Student Achievement Domain Score: STAAR Component Only	60	11.1%	6.7
		Closing the Gaps Domain Score	76

*This example reflects the proportional distribution of the English Language Proficiency component if the USDE grants the waiver.

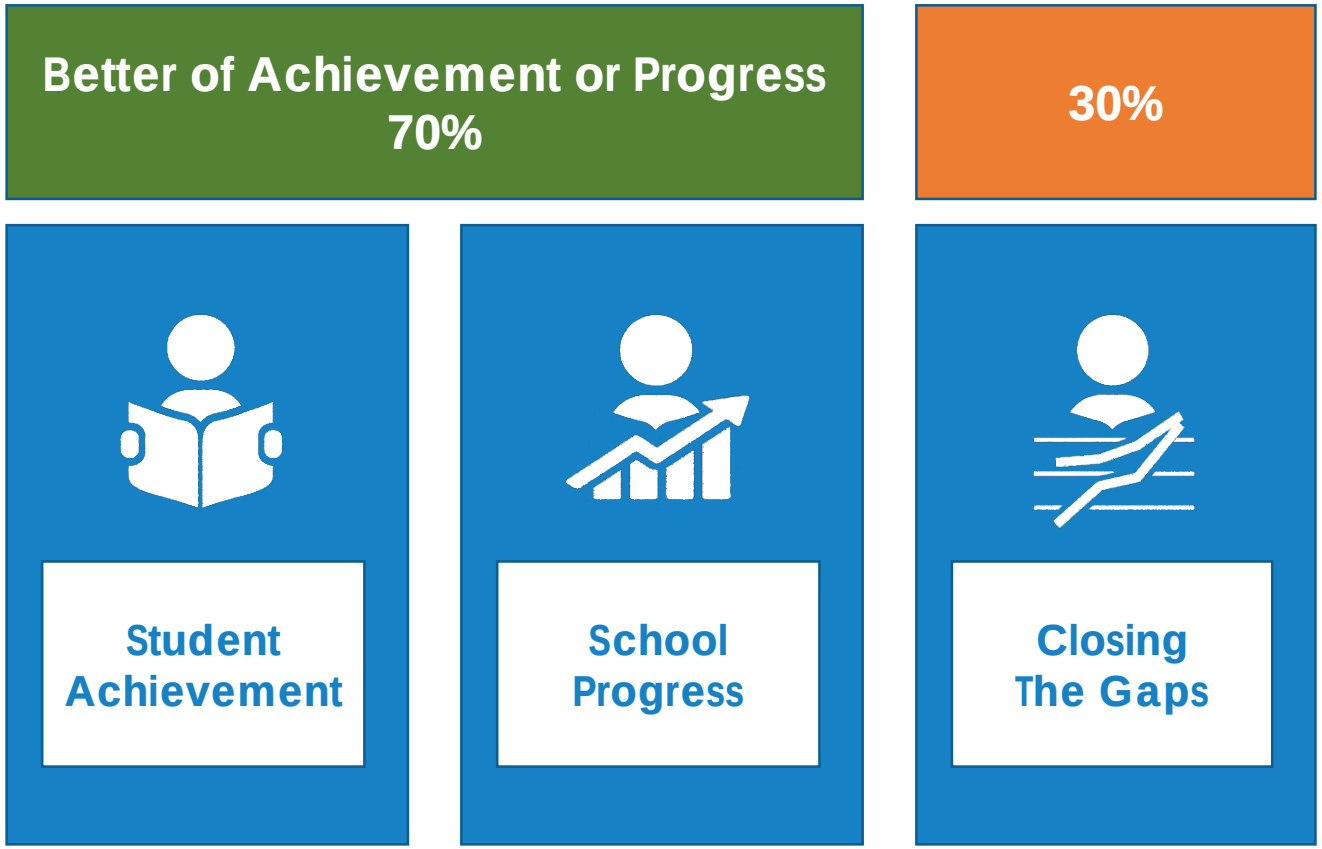
2018 Alternative Education Accountability

- Alternative education accountability (AEA) charter schools and campuses are evaluated in the domains, components, and indicators as explained in this presentation with the exception of School Progress, Part B.
- AEA charter schools and campuses are **not** evaluated on School Progress, Part B due to the small number of districts and campuses used for comparison.
- Alternative procedures applicable to the graduation rate and annual dropout rate calculations are provided for approved campuses and charter schools serving at-risk students in alternative education programs.
- Targets and cut points established by campus type have AEA-specific targets and cut points, as applicable.

Inclusion of English Learners in 2018 Accountability

- English learners (ELs) who are year one in U.S. schools are excluded from accountability performance calculations.
- Due to changes to the Texas English Language Proficiency Assessment System (TELPAS), Texas requested a waiver from the U.S. Department of Education to exclude EL students who are year two in U.S. schools from 2018 performance calculations. If granted, ELs who are in their second year in U.S. schools will be included in accountability for 2019 and beyond.
- STAAR Alternate 2 assessment results will be included regardless of an EL's years in U.S. schools.
- The STAAR progress measure is used for ELs and non-ELs in the School Progress, Part A domain.
- Unschooled asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are not included in state accountability until their sixth year of enrollment in U.S. schools.

Calculating an Overall Rating



Calculating an Overall Rating: Scaling

Districts

- Scaled scores were created to align letter grades and scores used in the A–F academic accountability system to the common conception of letter grades.

Campuses

- Scaled scores were established by campus type.

Calculating an Overall Rating: Weighting

- *Step 1:* Determine the better outcome of the Student Achievement and the School Progress domain scaled scores.
- *Step 2:* Weight the better outcome of the Student Achievement or the School Progress domain scaled score at 70 percent.
- *Step 3:* Weight the Closing the Gaps domain scaled score at 30 percent.
- *Step 4:* Total the weighted outcome of the two scaled scores to calculate the overall score.

Calculating an Overall Rating: Example

Domain	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Student Achievement	89		89	70%	62.3
School Progress, Part A	84	84			
School Progress, Part B	72				
Closing the Gaps	81			30%	24.3
				Overall Score	**87**
				2018 District Overall Rating	***B***

Distinction Designations Updates

2018 Distinction Designations Updates

Distinction Designation	Update(s)
All Subject Area Distinction Designations	Advanced/Dual-Credit Course Completion Rate indicator evaluates grades 9–12
Top 25 Percent: Comparative Academic Growth	Awarded if School Progress, Part A domain scaled score ranks in top 25 percent (Q1) of campuses in campus comparison group
Top 25 Percent: Comparative Closing the Gaps	Awarded if Closing the Gaps domain scaled score ranks in top 25 percent (Q1) of campuses in campus comparison group
Postsecondary Readiness	• Percentage of STAAR Results at Meets Grade Level Standard or Above (All Subjects) indicator replaces Index 4–Percentage at STAAR Meets Grade Level Standard • Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics indicator added • College, Career, and Military Ready Graduates indicator added • TSI Criteria Graduate indicator replaces College Ready Graduates indicator

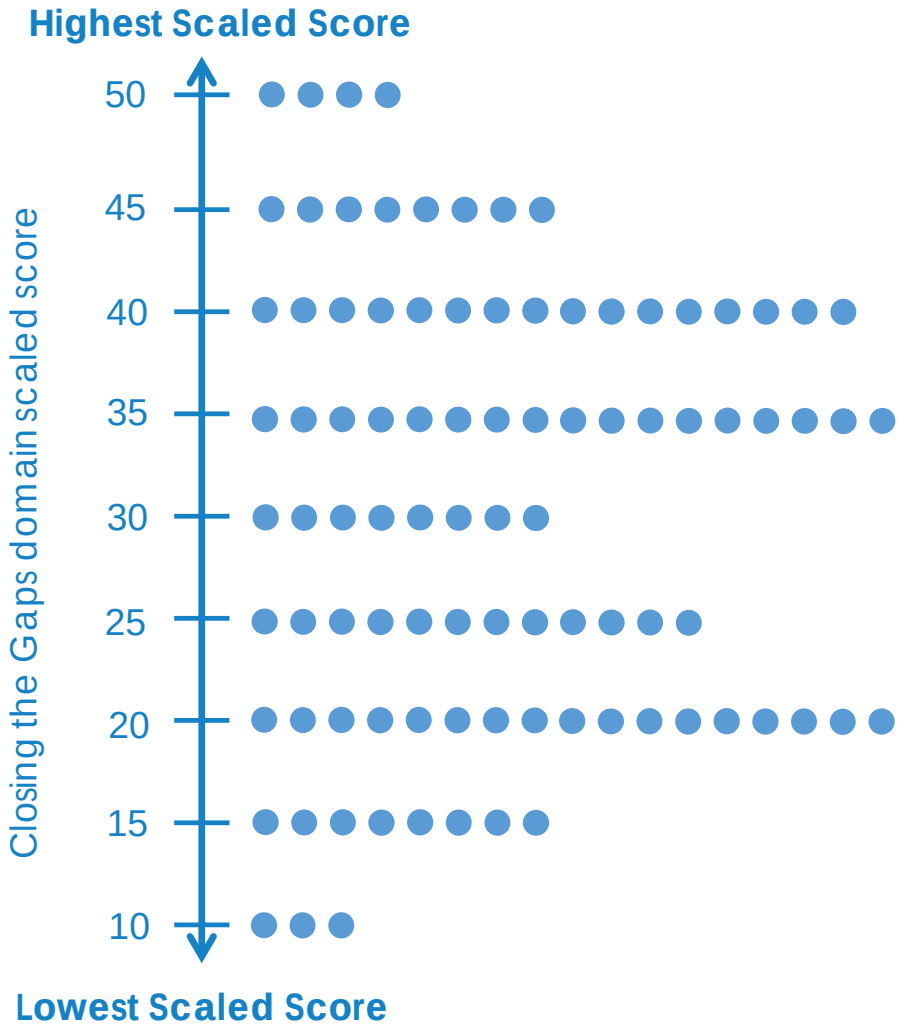
Comprehensive, Targeted, and Additional Targeted Support and Improvement

Comprehensive Support and Improvement

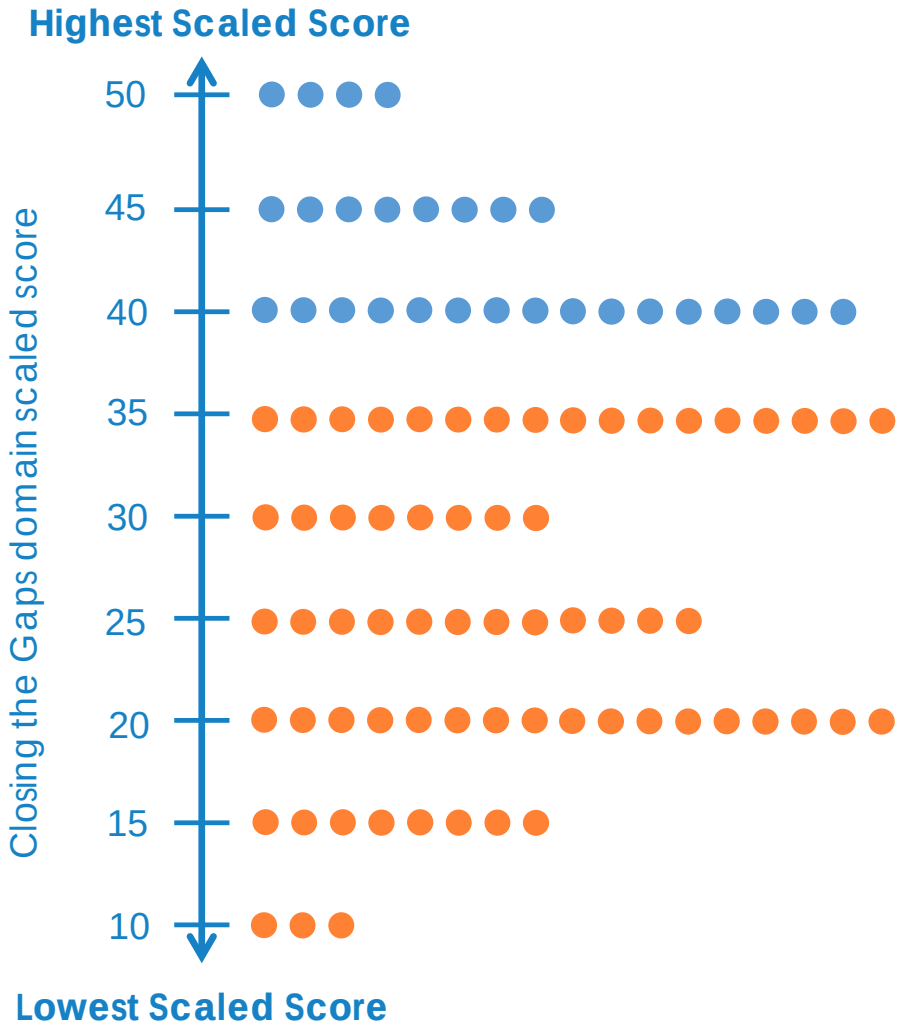
Comprehensive Support and Improvement Identification

- The Closing the Gaps domain scaled score is used to rank and identify schools for comprehensive support and improvement.
- The agency identifies at least the lowest five percent of Title I, Part A campuses, based on the scaled score, for comprehensive support and improvement.
- 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 will be considered as having successfully exited comprehensive support and improvement status.

Comprehensive Support and Improvement



Comprehensive Support and Improvement



At least the bottom five percent of Title I, Part A campuses are identified for comprehensive support and improvement.

Comprehensive Support and Improvement

Comprehensive Support and Improvement Identification (cont'd.)

- If a campus does not have at least a 67 percent four-year graduation rate for the all students group, the campus is automatically identified for comprehensive support and improvement.
- Any Title I campus identified for targeted support and improvement for three consecutive years will be identified for comprehensive support and improvement the following school year.
- TEA will annually identify campuses for comprehensive support and improvement beginning with the August 2018 accountability release, which is based on school year 2017–18 performance data.

Targeted Support and Improvement

Targeted Support and Improvement Identification*

- Student group achievement will be monitored annually through the Closing the Gaps domain.
- Any campus with one or more consistently underperforming student groups will be identified for targeted support and improvement.
- TEA defines "consistently underperforming" as a school having one or more student groups that do not meet interim benchmark goals for three consecutive years.
- Campuses will be identified annually for the first time in August 2019 based on 2017, 2018, and 2019 data.

*beginning with 2018–19 ratings

Additional Targeted Support

Additional Targeted Support Identification

- Any campus that is not identified for comprehensive or targeted support and improvement will be identified for additional targeted support if an individual student group's percentage of evaluated indicators met is at or below the percentage used to identify that campus type for comprehensive support.
- For example if 25 percent of evaluated indicators met is the cut point for elementary schools to be identified for comprehensive support, then any elementary campus with a student group that has met 25 percent or fewer of its evaluated indicators will be identified for additional targeted support.
- To exit, any consistently underperforming student group must meet at least 50 percent of the indicators evaluated and meet the targets for Academic Achievement component in both reading and mathematics.
- Identification will begin with the August 2018 school ratings and will occur on an annual basis.

Additional Targeted Support

TEXAS EDUCATION AGENCY
2018 Closing the Gaps Domain Status Report
High School Sample Report

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	ELL (Current & Former)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	**STAAR Performance Status (Percent at Meets Grade Level or Above)**																			
	Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	38%	46%	42%					
	Target Met	Y	N	N	Y	Y	N	Y	Y	N	N	N	N	Y	N	6	14			
	% Met Grade Level	47.3%	24.5%	33.8%	77.2%	46.0%	68.6%	53.8%	69.0%	27.2%	22.2%	10.8%	16.3%	50.0%	31.7%					
	# Met Grade Level	22754	894	9473	10160	29	1254	14	930	7253	3170	625	517	16847	2134					
	# Tests (Adjusted)	48135	3644	28058	13169	63	1827	26	1347	26705	14258	5768	3172	33694	6738					
	Mathematics Target	48%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%					
	Target Met	Y	N	N	Y	N	N	Y	Y	N	N	N	N	N	N	3	13			
	% Met Grade Level	46.6%	24.4%	35.6%	70.0%	33.3%	74.9%	50.0%	63.3%	30.4%	32.2%	12.6%	29.3%	44.8%	33.6%					
	# Met Grade Level	18183	703	8087	7589	19	1062	11	712	6696	3921	612	875	1459	1987					
	# Tests (Adjusted)	39038	2882	22693	10841	57	1417	22	1125	22026	12175	4860	2987	3259	5874					
	Total															**9**	**27**	**33%**	**66.60%**	**18.3**
Growth	**STAAR Academic Growth Status**																			
	Reading Target	68%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%					
	Target Met	N	N	N	Y	Y	N	N	N	N	N	N	N	N	N	2	13			
	Academic Progress Score	60.3%	52.5%	55.2%	70.5%	75.0%	70.1%	64.7%	65.9%	55.2%	53.1%	53.3%	53.3%	48.7%	33.6%					
	Growth Points	19307	1144	10173	6448	30	878	11	823	10173	4991	1968	1968	13584	1919					
	Total Tests	32018	2178	18441	9141	40	1252	17	948	18441	9405	3692	3692	27891	5713					
	Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%					
	Target Met	N	N	N	N	N	N		N	N	N	Y	N	N	N	1	13			
	Academic Progress Score	61.9%	56.6%	59.5%	68.7%	54.3%	76.2%	71.4%	65.2%	59.5%	55.1%	60.8%	60.8%	64.8%	37.5%					
	Growth Points	19389	1183	11233	5554	25	821	10	563	11233	2093	6392	6392	15647	1875					
	Total Tests	31313	2091	18889	8331	46	1078	14	863	18889	3797	10505	10505	24158	5003					
	Total															**3**	**26**	**12%**		
Graduation Rates	**Federal Graduation Status**																			
	Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	??	90%	n/a	n/a	n/a					
	Graduation Target Met	Y	Y	Y	Y		Y		Y	Y	Y	N				8	9			
	% Graduated	94%	91%	92%	96%	93%	96%	100%	92%	93%	84%	87%								
	# Graduated	4226	337	2261	1345	13	165	5	108	3329	368	289								
	Total in Class	4517	369	2451	1399	14	171	5	115	3589	438	334								
	Total															**8**	**9**	**89%**	**11.1**	**10**
ELP	**English Learner Language Proficiency Status (Waived for Year One)**																			
	TELPAS Progress Rate Target										42%									
	TELPAS Progress Rate										CDLEL17F									
	Total																			
Student Success	**Student Achievement Domain Score: STAAR Component Only**																			
	Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%					
	Target Met	Y	N	N	Y	Y	N	Y	N	Y	N	Y	N	N	N	6	14			
	STAAR Score	49.7%	32.3%	39.7%	70.3%	49.7%	70.0%	70.3%	24.0%	49.7%	33.0%	24.0%	24.0%	45.7%	31.3%					
	% at Approaches GL Standard	76	60	68	92	76	88	92	43	76	60	43	43	74	60					
	% at Meets GL Standard	49	28	37	75	49	73	75	22	49	28	22	22	42	27					
	% at Masters GL Standard	24	9	14	44	24	49	44	7	24	11	7	7	21	7					
	Total																			
School Quality	**College, Career, and Military Readiness Performance Status**																			
	Target	47%	31%	41%	58%	42%	78%	39%	53%	39%	30%	27%	43%	50%	31%					
	Target Met	Y	Y	Y	Y		Y		Y	Y	Y	Y	Y	Y	Y	12	12			
	% Students meeting CCMR	71%	52%	65%	86%	86%	88%	100%	77%	94%	94%	95%	46%	95%	86%					
	# Students meeting CCMR	3270	192	1613	1210	12	157	5	89	3456	413	321	890	4101	521					
	Total Annual Graduates and Non-graduating 12th Graders	4609	372	2499	1412	14	178	5	116	3658	440	338	1919	4303	609					
	Total															**12**	**12**	**100**	**33.3**	**33.3**
	Domain Summary																			**62**
Participation Status	**Participation Status**																			
	Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%					
	Reading	CDA00ARGT018R	CDB00ARGT018R	CDH00ARGT018R	CDW00ARGT018R	CDI00ARGT018R	CD300ARGT018R	CD400ARGT018R	CD200ARGT018R	CDE00ARGT018R	CD000ARGT018R	CDS00ARGT018R	CNS00ARGT018R	CNC00ARGT018R	CNM00ARGT018R					
	Mathematics	CDA00AMGT018R	CDB00AMGT018R	CDH00AMGT018R	CDW00AMGT018R	CDI00AMGT018R	CD300AMGT018R	CD400AMGT018R	CD200AMGT018R	CDE00AMGT018R	CD000AMGT018R	CDS00AMGT018R	CNS00AMGT018R	CNC00AMGT018R	CNM00AMGT018R					
Additional Targeted Support	**Additional Targeted Support**																			
	Target	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD					
	Target Met	Y	Y	N	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y					
	% Indicators Met	100	50	50	100	50	50	100	100	50	50	75	66	33	66					
	# Indicators Met	4	2	2	4	1	2	1	4	2	2	3	2	1	2					
	# Indicators Evaluated	4	4	4	4	2	4	1	4	4	4	4	3	3	3					

Additional Targeted Support

Additional Targeted Support

Additional Targeted Support															
Target	27	27	27	27	27	27	27	27	27	27	27	27	27	27	27
Target Met	Y	N	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
% Indicators Met	100	25	50	100	50	50	100	100	50	50	75	66	33	66	
# Indicators Met	4	1	2	4	1	2	1	4	2	2	3	2	1	2	
# Indicators Evaluated	4	4	4	4	2	4	1	4	4	4	4	3	3	3	

*Campus is now identified for additional targeted support.

Public Education Grant (PEG)

- Each year, TEA produces a list of campuses identified under the Public Education Grant (PEG) criteria.
- HB 22 changed the criteria for identifying PEG campuses: those that receive an *Improvement Required* rating in both the Student Achievement domain and the School Progress domain in August 2018 will be on the 2019–20 PEG List.
- The list of 2019–20 PEG campuses will be released on August 15, 2018.
- For more information about the PEG program, please see the PEG webpage on the TEA website at https://tea.texas.gov/PEG.aspx.

Questions

Resources

- http://tea.texas.gov/A-F
- 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/
- **TEA ESSA Page**
  https://tea.texas.gov/ESSA/
- **Local Accountability Systems Feedback Email**
  feedbackLAS@tea.texas.gov
- **Performance Reporting Email**
  performance.reporting@tea.texas.gov
- **Performance Reporting Telephone**
  (512) 463-9704