

# 2018 Accountability Update

TETN VIDEOCONFERENCE #387 | June 7, 2018

TEXAS EDUCATION AGENCY  
ACADEMICS  
PERFORMANCE REPORTING

# Closing the Gaps Domain



## 14 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



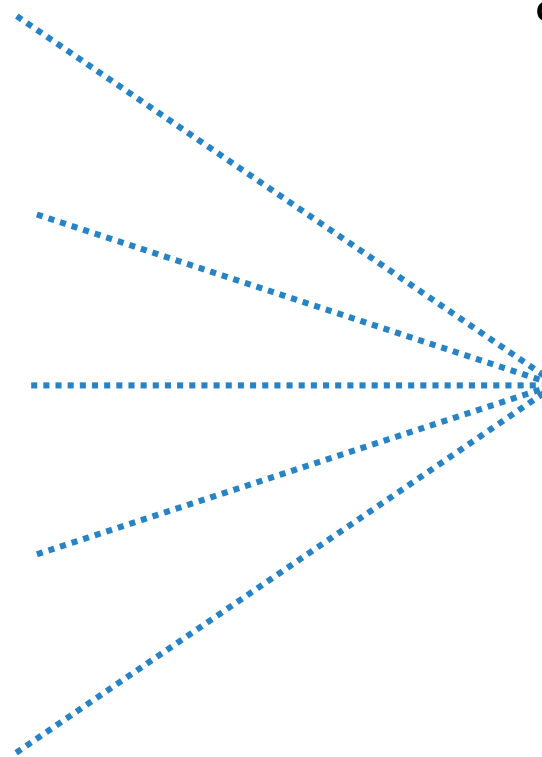
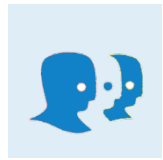
## Components

- Academic Achievement in Reading and Mathematics (At Meets Grade Level or Above)
- Academic Growth in Reading and Mathematics
- 4-year Federal Graduation Rate
- College, Career, and Military Readiness
- Student Achievement Domain Score: STAAR Component Only
- English Language Proficiency Status  
(Requested one-year waiver)

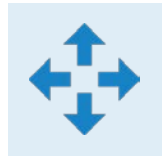
# Closing the Gaps Domain: Calculating a Rating

Student Group

Achievement Target



% of Student Groups  
that Meet Target



Overall  
Domain  
Grade

## High Schools, K–12, AEAs, and Districts

## Weight\*

- |   |       |
|---|-------|
| ■ Academic Achievement  | 55.6% |
| ■ Federal Graduation Status<br>(Academic Growth Status if not available)  | 11.1% |
| ■ College, Career, and Military Readiness<br>(Student Achievement Domain Score:<br>STAAR Component Only if not available) | 33.3% |

\* These weights reflect the requested ELP waiver and the amendment to the ESSA state plan.

## Elementary/Middle Schools

## Weight\*

■ Academic Achievement	33.3%
■ Academic Growth Status	55.6%
■ Student Achievement Domain Score: STAAR Component Only	11.1%

\* These weights reflect the requested ELP waiver and the amendment to the ESSA state plan.

## Academic Achievement\*

- STAAR performance (percentage at Meets Grade Level or Above)
- ELA/Reading
- Mathematics
- Targets by student group and subject area
- Districts/campuses must have 10 reading and 10 mathematics assessment results for all students in the Academic Achievement component to be evaluated on the Closing the Gaps domain.
- Must have a minimum of five indicators that meet minimum size to be evaluated on the Closing the Gaps domain.

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



# Academic Achievement: District Example

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	
Academic Achievement	STAAR Performance Status (Percent at Meets Grade Level or Above)									
	Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%
	Target Met	Y	N	N	Y	Y	N	Y	Y	N
	% Met Grade Level	47%	25%	34%	77%	46%	69%	54%	69%	27%
	# Met Grade Level	22754	894	9473	10160	29	1254	14	930	7253
	# Tests (Adjusted)	48134	3644	28058	13169	63	1827	26	1347	26705
	Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%
	Target Met	Y	N	N	Y	N	N		Y	N
	% Met Grade Level	47%	24%	36%	70%	33%	75%	50%	63%	30%
	# Met Grade Level	18183	703	8087	7589	19	1062	11	712	6696
	# Tests (Adjusted)	39038	2882	22693	10841	57	1417	22	1126	22026
Total										

EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non- Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score
29%	19%	36%	46%	42%					
N	N	N	Y	N	6	14			
22%	11%	34%	48%	41%					
3170	625	17	20000	2754					
14258	5768	50	41396	6738					
40%	23%	44%	47%	45%					
N	N	N	N	Y	4	13			
32%	13%	43%	46%	49%					
3921	612	23	15326	2857					
12175	4860	53	33164	5874					
					10	27	37	55.6%	20.6



# Academic Achievement: Elementary School Example

Academic Achievement

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Performance Status (Percent at Meets Grade Level or Above)</b>									
Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%
Target Met	Y	Y	Y	Y					N
% Met Grade Level	52%	53%	46%	64%		100%	100%	67%	32%
# Met Grade Level	222	20	117	76	0	3	2	4	90
# Tests (Adjusted)	423	38	256	118	0	3	2	6	279
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%
Target Met	Y	Y	Y	Y					Y
% Met Grade Level	68%	72%	63%	77%		100%	100%	100%	37%
# Met Grade Level	289	28	160	91	0	3	1	6	102
# Tests (Adjusted)	423	39	256	118	0	3	1	6	279
<b>Total</b>									

EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score
29%	19%	36%	46%	42%					
N	N	N	Y	N	5	10			
27%	17%	31%	63%	35%					
20	9	10	165	57					
75	54	32	260	163					
40%	23%	44%	47%	45%					
N	Y	N	Y	Y	8	10			
33%	46%	41%	74%	60%					
25	25	13	192	97					
75	54	32	260	163					
					13	20	65	33.3%	21.6

## Academic Growth Status

- Elementary and Middle Schools\* (School Progress domain)
  - ELA/Reading
  - Mathematics
  - Targets by student group and subject area
  - Must have a minimum of five indicators that meet minimum size

\* If Federal Graduation Status is not available for a high school, K-12, or district, Academic Growth Status will be used.

## Federal Graduation Status

- High Schools, K–12, Districts
  - 4-year Federal Graduation Rate (without exclusions)
  - Targets by student group
  - Must have at least one indicator that meets minimum size
  - If Federal Graduation Status is not available, Academic Growth Status will be used.

# Federal Graduation Status: District Example

Graduation Rates	Federal Graduation Status								
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
	Target	90%	90%	90%	90%	90%	90%	90%	90%
	Graduation Target Met	Y	Y	Y	Y	Y	Y	Y	Y
	% Graduated	94%	91%	92%	96%	93%	96%	100%	92%
	# Graduated	4232	337	2261	1345	13	165	5	3329
Total	Total in Class	4524	369	2451	1399	14	171	5	3589
	Total								

EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score
90%	90%	n/a	n/a	n/a					
Y	N				8	9			
91%	87%								
397	289								
438	334								
					8	9	89	11.1%	9.9

# Academic Growth Status: Elementary School Example

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Growth	STAAR Academic Growth Status									
	Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%
	Target Met	N	N	N	N					Y
	Academic Progress Score	60%	59%	58%	63%		100%	100%	50%	65%
	Growth Points	247	23	146	71	0	3	1	3	178
	Total Tests	415	39	253	113	0	3	1	6	275
	Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%
	Target Met	Y	Y	Y	Y					Y
	Academic Progress Score	74%	77%	74%	74%		100%	100%	33%	69%
	Growth Points	307	30	187	84	0	3	1	2	190
	Total Tests	415	39	253	113	0	3	1	6	275
Total										

EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score
64%	59%	65%	66%	67%					
N	N	N	Y	N	2	10			
51%	54%	64%	71%	42%					
49	28	18	180	67					
96	52	28	254	161					
68%	61%	70%	71%	70%					
Y	Y	Y	Y	N	9	10			
72%	73%	79%	77%	69%					
69	38	22	196	111					
96	52	28	254	161					
					11	20	55	55.6%	30.6

## School Quality

- High Schools, K–12, and Districts
  - College, Career, and Military Readiness\*
  - Targets by student group
  - Must have at least one indicator that meets minimum size
  - If CCMR is not available, Student Achievement Domain Score: STAAR Component Only will be used.

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

## Student Success

- Elementary and Middle Schools\*
  - Student Achievement Domain Score: STAAR Only
  - Targets by student group
  - Must have a minimum of five indicators that meet minimum size

\* If Federal Graduation Status is not available for a high school, K-12, or district Academic Growth Status will be used.



# School Quality: District Example

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
School Quality	College, Career, and Military Readiness Performance Status									
	Target	47%	31%	41%	58%	42%	76%	39%	53%	39%
	Target Met	Y	Y	Y	Y		Y		Y	Y
	% Students meeting CCMR	71%	52%	65%	86%	86%	88%	100%	77%	94%
	# Students meeting CCMR	3278	192	1613	1210	12	157	5	89	3456
	Total Annual Graduates and Non- graduating 12th Graders	4596	372	2499	1412	14	178	5	116	3658
	Total									

EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score
30%	27%	43%	50%	31%					
Y	Y	Y	Y	Y	12	12			
94%	95%	69%	69%	86%					
413	321	18	2757	521					
440	338	26	3987	609					
					12	12	100.0	33.3%	33.3

# Student Success: Elementary School Example

## Student Success

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Student Achievement Domain Score: STAAR Component Only</b>									
Target	47%	36%	41%	58%	46%	73%	48%	55%	38%
Target Met	Y	N	N	Y					Y
STAAR Score	50%	32%	40%	70%	na	45%	39%	28%	50%
% at Approaches GL Standard	76	60	68	92	0	60	58	56	76
% at Meets GL Standard	49	28	37	75	0	53	42	22	49
% at Masters GL Standard	24	9	14	44	0	21	18	7	24
Total									

EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score
37%	23%	43%	48%	45%					
N	Y	N	N	N	4	10			
33%	24%	24%	46%	31%					
60	43	43	74	60					
28	22	22	42	27					
11	7	7	21	7					
					4	10	40	11.1%	4.4
									57

# Closing the Gaps: District Example

		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					
	Target Met	8	14			
	% Met Grade Level					
	# Met Grade Level					
	# Tests (Adjusted)					
	Mathematics Target					
	Target Met	4	13			
	% Met Grade Level					
	# Met Grade Level					
	# Tests (Adjusted)					
	<b>Total</b>	<b>10</b>	<b>27</b>	<b>37</b>	<b>55.6%</b>	<b>20.6</b>
Graduation Rates	Federal Graduation Status					
	Target					
	Graduation Target Met	8	9			
	% Graduated					
	# Graduated					
	Total In Class					
	<b>Total</b>	<b>8</b>	<b>9</b>	<b>89</b>	<b>11.1%</b>	<b>9.9</b>
School Quality	College, Career, and Military Readiness Performance Status					
	Target					
	Target Met	12	12			
	% Students meeting CCMR					
	# Students meeting CCMR					
	Total Annual Graduates and Non-graduating 12th Graders					
	<b>Total</b>	<b>12</b>	<b>12</b>	<b>100.0</b>	<b>33.3%</b>	<b>33.3</b>
<b>Domain Score (District)</b>						<b>64</b>

Domain Score=64  
Scaled Score=81  
*B*

CTG Scaled Score	
CTG Domain Score	Non-AEA District
69	82
68	82
67	82
66	81
65	81
64	81
63	80
62	80
61	79
60	79

# Closing the Gaps: Small District Example

	Total Met	Total Eligible	Percent of Eligible Indicators Met	Weight	Score
Academic Achievement	<b>STAAR Performance Status (Percent at Meets Grade Level or Above)</b>				
	Reading Target				
	Target Met	0	6		
	% Met Grade Level				
	# Met Grade Level				
	# Tests (Adjusted)				
	Mathematics Target				
	Target Met	0	5		
	% Met Grade Level				
	# Tests (Adjusted)				
<b>Total</b>		0	11	0%	55.6%
					0
Graduation Rates	<b>Federal Graduation Status</b>				
	Target				
	Graduation Target Met	1	1		
	% Graduated				
	# Graduated				
	Total in Class				
<b>Total</b>		1	1	100%	11.1%
					11.1
School Quality	<b>College, Career, and Military Readiness Performance Status</b>				
	Target				
	Target Met	1	1		
	% Students meeting CCMR				
	# Students meeting CCMR				
	Total Annual Graduates and Non-graduating 12th Graders				
<b>Total</b>		1	1	100	33.3%
					33.3
<b>Domain Score</b>					44

Domain Score=44  
Scaled Score=74  
C

CTG Scaled Score	
CTG Domain Score	Non-AEA District
49	76
48	75
47	75
46	75
45	75
44	74
43	74
42	74
41	73
40	73

# Closing the Gaps: Elementary School Example

	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				
	Target Met	6	10		
	% Met Grade Level				
	# Met Grade Level				
	# Tests (Adjusted)				
	Mathematics Target				
	Target Met	8	10		
	% Met Grade Level				
	# Met Grade Level				
	# Tests (Adjusted)				
Total	13	20	65	33.3%	21.6

Growth	STAAR Academic Growth Status					
	Reading Target					
	Target Met	2	10			
	Academic Progress Score					
	Growth Points					
	Total Tests					
	Mathematics Target					
	Target Met	8	10			
	Academic Progress Score					
	Growth Points					
	Total Tests					
Total	11	20	55	55.6%	30.6	

Student Success	Student Achievement Domain Score: STAAR Component Only					
	Target					
	Target Met	4	10			
	STAAR Score					
	% at Approaches GL Standard					
	% at Meets GL Standard					
	% at Masters GL Standard					
	Total	4	10	40	11.1%	4.4

Domain Score (Elementary School) 57

Domain Score=57  
Scaled Score=72  
*Met Standard*

CTG Scaled Score	
CTG Domain Score	Elementary
59	73
58	73
57	72
56	72
55	72
54	72
53	71
52	71
51	71
50	71

Index System	Domain System <sup>1</sup>
97 campuses <sup>2</sup> <u>did not</u> meet minimum size for Index 1	103 campuses <sup>2</sup> <u>did not</u> meet minimum size for Student Achievement
24 campuses <sup>2</sup> <u>did</u> meet minimum size for Index 1 but <u>did not</u> for Index 4	37 campuses <sup>2</sup> <u>did</u> meet minimum size for Student Achievement but <u>did not</u> for Closing the Gaps

<sup>1</sup> The campus counts for the domain system are based on 2017 modeling data.

<sup>2</sup> DAEPs, JJAEPs, and paired campuses are not included in these counts.

# Comprehensive and Additional Targeted Support and Improvement



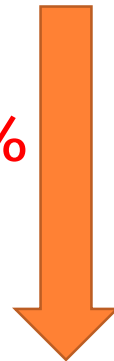
## Comprehensive Support and Improvement Identification

- The Closing the Gaps domain scaled score is used to rank and identify schools for comprehensive support and improvement.
- TEA identifies at least the lowest five percent of Title I, Part A campuses, based on the scaled score, for comprehensive support and improvement.
- Comprehensive Support will be identified for the first time with the August 2018 accountability release, based on school year 2017–18 performance data.

Example: There are 100 Title I campuses. These are the lowest 13 ranked by CTG scaled score.

Rank	Title I Campuses	CTG Scaled Score
88	Cruise HS	71
89	Tate MS	71
90	Elise EL	70
91	Rae HS	69
92	Elaine EL	65
93	Hess MS	65
94	Delgado EL	61
95	Brady EL	56
96	Crowe HS	42
97	Stahl MS	42
98	Smalley EL	42
99	Charles EL	38
100	Cranford HS	33

Lowest 5%



These campuses would be identified for Comprehensive Support and Improvement.

## 2018 Additional Targeted Support Identification

---

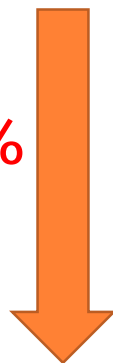
- Any\* campus that is not identified for comprehensive or targeted support and improvement will be identified for additional targeted support if an individual student group's percentage of evaluated indicators met is at or below the percentage used to identify that campus type for comprehensive support.
- Identification will begin with the August 2018 school ratings and will occur on an annual basis.

\*Additional Targeted Support is not limited to Title I campuses.

# Additional Targeted Support Identification

Using the Comprehensive Support Identification cut point, find the unscaled score by campus type.

Lowest 5%



Rank	Title I Campuses	CTG Scaled Score	HS CTG Domain Score	MS CTG Domain Score	EL CTG Domain Score
88	Cruise HS	71	34		
89	Tate MS	71		34	
90	Elise EL	70			49
91	Rae HS	69	27		
92	Elaine EL	65			37
93	Hess MS	65		20	
94	Delgado EL	61			26
95	Brady EL	56			20
96	Crowe HS	42	4		
97	Stahl MS	42		4	
98	Smalley EL	42			9
99	Charles EL	38			6
100	Cranford HS	33	1		

Using this example, any\* campus with a student group at or below the following percentage of indicators met would be identified for Additional Targeted Support.

- Elementary: 9%
- Middle: 4%
- High Schools: 4%

\*Additional Targeted Support is not limited to Title I campuses.

# Additional Targeted Support Identification Example (EL)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	
Academic Achievement	STAAR Performance Status (Percent at Meets Grade Level or Above)									
	Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%
	Target Met	Y	Y	Y	Y					N
	% Met Grade Level	52%	53%	46%	64%		100%	100%	67%	32%
	# Met Grade Level	222	20	117	76	0	3	2	4	90
	# Tests (Adjusted)	423	38	256	118	0	3	2	6	279
	Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%
	Target Met	Y	Y	Y	Y					Y
	% Met Grade Level	68%	72%	63%	77%		100%	100%	100%	37%
	# Met Grade Level	289	28	160	91	0	3	1	6	102
# Tests (Adjusted)	423	39	256	118	0	3	1	6	279	
Total										
Growth	STAAR Academic Growth Status									
	Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%
	Target Met	N	N	N	N					Y
	Academic Progress Score	60%	59%	58%	63%		100%	100%	50%	65%
	Growth Points	247	23	146	71	0	3	1	3	178
	Total Tests	415	39	253	113	0	3	1	6	275
	Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%
	Target Met	Y	Y	Y	Y					Y
	Academic Progress Score	74%	77%	74%	74%		100%	100%	33%	69%
	Growth Points	307	30	187	84	0	3	1	2	190
Total Tests	415	39	253	113	0	3	1	6	275	
Total										
Student Success	Student Achievement Domain Score: STAAR Component Only									
	Target	47%	36%	41%	58%	46%	73%	48%	55%	38%
	Target Met	Y	N	N	Y					Y
	STAAR Score	50%	32%	40%	70%	na	45%	39%	28%	50%
	% at Approaches GL Standard	76	60	68	92	0	60	58	56	76
	% at Meets GL Standard	49	28	37	75	0	53	42	22	49
	% at Masters GL Standard	24	9	14	44	0	21	18	7	24
	Total									
Additional Targeted Support	Additional Targeted Support									
	Target	9%	9%	9%	9%	9%	9%	9%	9%	9%
	% Indicators Met	80%	60%	60%	80%					80%
	# Indicators Met	4	3	3	4					4
	# Indicators Evaluated	5	5	5	5	0	0	0	0	5

# Additional Targeted Support Identification Example (EL)

	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non- Continuously Enrolled
Academic Achievement	STAAR Performance Status (Percent at Meets Grade Level or Above)				
	Reading Target	29%	19%	36%	46%
	Target Met	N	Y	N	Y
	% Met Grade Level	27%	22%	31%	63%
	# Met Grade Level	20	12	10	165
	# Tests (Adjusted)	75	54	32	260
	Mathematics Target	40%	23%	44%	47%
	Target Met	N	Y	Y	Y
	% Met Grade Level	33%	46%	44%	74%
	# Met Grade Level	25	25	14	192
	# Tests (Adjusted)	75	54	32	260
Total					
Growth	STAAR Academic Growth Status				
	Reading Target	64%	59%	65%	66%
	Target Met	N	N	N	Y
	Academic Progress Score	51%	54%	64%	71%
	Growth Points	49	28	18	180
	Total Tests	96	52	28	254
	Mathematics Target	68%	61%	70%	71%
	Target Met	N	Y	Y	Y
	Academic Progress Score	66%	73%	79%	77%
	Growth Points	63	38	22	196
	Total Tests	96	52	28	254
Total					
Student Success	Student Achievement Domain Score: STAAR Component Only				
	Target	37%	23%	43%	48%
	Target Met	N	Y	N	N
	STAAR Score	33%	24%	24%	46%
	% at Approaches GL Standard	60	43	43	74
	% at Meets GL Standard	28	22	22	42
	% at Masters GL Standard	11	7	7	21
Total					
Additional Targeted Support	Additional Targeted Support				
	Target	9%	9%	n/a	n/a
	% Indicators Met	0%	80%		
	# Indicators Met	0	4		
Total					
Additional Targeted Support					
Total					

This campus would be identified for Additional Targeted Support.





# Upcoming Dates

# A–F Accountability Rollout

Anticipated Timeline	Product
May–June	Key chapters of the <i>2018 Accountability Manual</i> available for public comment (public web)
June	Longitudinal graduation and annual dropout lists and rates posted (TEASE)
	2018 campus comparison groups posted (TEASE)
	Lists of college, career, and military ready graduates for 2018 state accountability posted (TEASE)
	<i>2018 Accountability Manual</i> , all chapters and appendices posted (public web)
By August 7	Confidential student lists by domain posted (TEASE)
August 7	2018 preliminary performance domain data tables without rating labels or scores posted (TEASE)

# A-F Accountability Rollout

Anticipated Timeline	Product
August 14	2018 preliminary accountability tables with rating labels and distinction designations posted (TEASE)
August 15	A-F Accountability Report Card posted (public web)
	2018 preliminary accountability tables with rating labels and distinction designations posted (public web)
September	Accountability scatterplot tool available (public web)
October	Accountability trend tool available (public web)

# A–F Accountability Rollout

Anticipated Timeline	Product
November	2017–18 Preliminary Texas Academic Performance Reports (TAPR) posted (public web)
	Preliminary longitudinal graduation cohort lists updated (TEASE)
December	TEA notifies districts of accountability appeal decisions (mail and TEASE)
	2018 final ratings released after resolution of appeals (TEASE and public web)
	Final list of campuses identified under PEG criteria for 2019–20 school year posted (TEASE)
	2018 Texas School Accountability Dashboard available (public web)
	2017–18 Final Texas Academic Performance Reports (TAPR) posted (public web)
	2017–18 School Report Card posted (public web)

## A-F Accountability Rollout

Anticipated Timeline	Product
December	2017–18 Federal Report Card posted (public web)
January	2017–18 Texas Performance Reporting System (TPRS) posted (public web)



## 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 Home Page**  
<http://tea.texas.gov/accountability/>
- **TEA ESSA Page**  
<https://tea.texas.gov/ESSA/>
- **Local Accountability Systems Feedback Email**  
[feedbackLAS@tea.texas.gov](mailto:feedbackLAS@tea.texas.gov)
- **Performance Reporting Email**  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- **Performance Reporting Telephone**  
(512) 463-9704