



Good afternoon, Performance Reporting bulletin members.

Welcome to this week's update.

Have a coworker who needs to sign up? Bulletin subscriptions can be managed on TEA's website at <https://public.govdelivery.com/accounts/TXTEA/subscriber/new>.

What's New in Performance Reporting

Academic Accountability

Performance Reporting has received multiple inquiries regarding the masking of public accountability data tables. Data is masked to conceal results to comply with the Federal Educational Rights and Privacy Act (FERPA) and is indicated by an asterisk (*) or a double asterisk (**). An asterisk is applied if the denominator is greater than zero and the numerator is less than five. A double asterisk is applied to the second smallest racial/ethnic group (regardless of size) when only one racial/ethnic group is masked.

The number one question we have received about masking relates to the Student Achievement: STAAR Performance Data Tables. If the number of assessments in a subject area at Approaches, Meets, or Masters for any student group is less than five, the percentages and counts for the entire subject area is masked for that group. For example, a campus that has 4 ELA/reading assessments at the Masters Grade Level for the all students group will have all percentages and assessment counts for the ELA/reading masked for all students.

Assessment Scoring and Reporting

New: The TELPAS Reading raw score to scale score conversion tables are now posted [here](#).

The [Student Portal](#) has been updated with all spring results, including the June retest administrations and the optional May 2018 Algebra II and English III administration. Parents can access their child's STAAR or STAAR Alternate 2 results using a unique access code, which can be found at the bottom of their child's STAAR Report Card. Additionally, parents can view their child's performance relative to the campus, district, and state.

For questions or help with accessing and interpreting assessment results, districts and parents can email assessment.reporting@tea.texas.gov or call (512) 463-9704.

Local Accountability Systems

Local Accountability System (LAS) pilot districts are currently submitting their LAS plans for the 2017–18 school year. TEA staff are in the process of reviewing these plans and providing feedback and suggestions for final submissions. After receiving feedback from TEA, pilot districts are required to submit a final 2017–18 LAS plan no later than the end of September.

2018. The final data, calculations, and grades will be submitted to TEA no later than the middle of October 2018.

Additionally, the LAS team will be reaching out to districts and ESCs to include districts for the developmental year of 2018–19. The districts selected will be in regions that are not currently represented in the first year pilot which are 2, 3, 5, 6, 8, 9, 17, and 20. Interested districts should read about the intent of the statute, LAS decisions, and examples which are available at <https://tea.texas.gov/las.aspx>. Districts that have goals, methodologies, and baseline indicators for their components will be preferred but discussed on a case by case basis with TEA. The districts chosen for the 2018–19 year will be required to attend a one-day training in Austin in late January 2019. The districts will be required to submit a final LAS plan in early spring 2019 and their data, calculations, and grades by mid-July 2019.

Questions and comments about the local accountability system pilot program should be sent to feedbackLAS@tea.texas.gov.

Direct questions about local accountability systems to can be directed to the Division of Performance Reporting at performance.reporting@tea.texas.gov or (512) 463-9704.

This Week's FAQ

Targeted support and improvement campuses will be identified for the first time in 2019 using 2017, 2018, and 2019 Closing the Gaps data. What if a student group missed the target for an indicator in 2017, didn't meet minimum size to be evaluated in 2018 but missed the target again in 2019? Will the consecutive years start over with 2019?

No, consecutive years do not start over. Each year that the student group meets minimum size is considered. For example, in the scenario described above, if the student group met minimum size for that indicator again in 2020 and did not meet the target, the campus would be identified for targeted support for 2020. Furthermore, if the student student group did not meet minimum size for that indicator again in 2020 but did in 2021 and did not meet the target, it would be identified for targeted support for 2021. In other words, it is three consecutive years for which the student group and indicator was evaluated.

The consecutive year considerations are similar to those described on page 83 in [Chapter 9](#) of the manual.

Additionally, the *2018 Accountability Administrator's Guide*, which is intended to provide relevant information about this year's accountability system to school district and open-enrollment charter school administrators, is now available at <https://tea.texas.gov/2018Accountability.aspx>.

Performance Reporting Calendar

Fall 2018—2017 Closing the Gaps Data Tables are released to assist districts/campuses with identification of consistently underperforming student groups (TEASE)

Fall 2018—2017–18 Texas Academic Performance data are released as they become available

November—Preliminary longitudinal graduation cohort lists are updated (TEASE)

December—TEA notifies districts of accountability appeal decisions (TEASE)

December—Final list of campuses identified under PEG criteria for 2019–20 school year are released (TEASE)

December—2017–18 Final TAPR, School Report Card, and Federal Report Card are released

Contact Information

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