



# 2019 Accountability Updates

TETN Videoconference #582 | August 22, 2019

# 2019 Data Validation

Performance-Based Monitoring (PBM)  
Performance Reporting

- The Performance-Based Monitoring (PBM) system, which was developed in response to state and federal statute, is a comprehensive system designed to improve student performance and program effectiveness.
- The PBM system is a data-driven system that relies on data submitted by local education agencies (LEAs); therefore, the integrity of LEAs' data is critical.
- To ensure data integrity, the PBM system includes annual data validation analyses that examine LEAs' leaver and dropout data, student assessment data, and discipline data.
- Additional data analyses, including random audits, are conducted as necessary to ensure the data submitted to the Texas Education Agency (TEA) are accurate and reliable.

- LEAs are reminded PBM contacts are available at each education service center (ESC) to provide LEAs with technical assistance concerning the PBM data validation indicators. AskTED requires each ESC to maintain current contacts.
- Additional resources available for LEAs are
  - the annual Texas Education Data Standards (TEDS), which describe the TSDS PEIMS data reporting requirements and provide descriptions of data elements and the codes used to report them, and
  - TSDS PEIMS reports that present student rosters listed by both Reason and Action Codes.
- LEAs should ensure PBM contacts have access to TSDS PEIMS reports, which may require additional approval to access.

- Leaver Data Validation district and student-level reports are posted on the TEAL Accountability application in early November.
- Discipline Data Validation district and student-level reports are posted on the TEAL Accountability application in early December.
- Student Assessment Data Validation district student-level reports are posted on the TEAL Accountability application in mid-January.

## **TSDS PEIMS Leaver Codes and Documentation Requirements, [Appendix 8.D](#)**

### *Moved to Other Educational Setting:*

- Student Entered college and is working toward an Associate's or Bachelor's degree program (24)
- Student is Homeschooled (60)
- Removed by Child Protective Services (66)
- Enrolled in a Private School (81)
- Enrolled in a Public or Private Out of State (82)

## **TSDS PEIMS Leaver Codes and Documentation Requirements, [Appendix 8.D](#)**

### *Withdrawn by School District:*

- Student was expelled under the provisions of TEC §37.007 and cannot return to school (78)
- Withdrawn by district not entitled to enrollment, not entitled to public school or TDSHS (83)
- Other (reason unknown or not listed above) (98)

### *Other:*

- Died (03)
- Returned to Home Country (16)
- Court Ordered GED and not earned a certificate (88)
- Incarcerated in state jail or federal penitentiary (89)

## **TSDS PEIMS Leaver Codes and Documentation Requirements, [Appendix 8.D](#)**

*Graduated or Received an Out of State GED:*

- Student graduated outside Texas before entering a Texas public school, entered a Texas public school, and left again (85)
- Student completed the GED outside Texas (86)
- Student graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children (90)



- Indicator #1 Leaver Data Analysis
- Indicator #2 Underreported Students
- Indicator #3 Use of Leaver Reason Codes by LEAs with No Dropouts
- Indicator #4 Use of One or More Leaver Reason Codes
- Indicator #5 Use of Certain Dropout Reason Codes
- Indicator #6 Missing UID Enrollment Tracking Submission (First day of school through September 13, 2019)
- Indicator #7 Missing UID Enrollment Tracking Submissions (2018-2019 Reporting Year)
- Indicator #8 Continuing Students' Dropout Rate (Class of 2017), as of Fall 2018

- Indicator #1 Length of Out-of-School Suspension
- Indicator #2 Unauthorized Expulsion-Students Age 10 and Older
- Indicator #3 Unauthorized Expulsion-Students under Age 10
- Indicator #4 Unauthorized DAEP Placement: Students under Age 6
- Indicator #5 High Number of Discretionary DAEP Placements
- Indicator #6 Black or African American (Not Hispanic/Latino) Discretionary DAEP Placements
- Indicator #7 Hispanic Discretionary DAEP Placements

Discipline Action Code, Reason Codes TSDS PEIMS 44425 Sub-Category  
<http://castro.tea.state.tx.us/tsds/teds/2019A/ds8/teds-peims-app8E.pdf>

- Indicator #1 (i-xi) STAAR 3-8 Absent Rate (Mathematics)
- Indicator #2(i-xi) STAAR 3-8 Absent Rate (Reading)
- Indicator #3(l-xi) STAAR 3-8 Absent Rate (Science)
- Indicator #4(i-xi) STAAR 3-8 Absent Rate (Social Studies)
- Indicator #5(i-xi) STAAR 3-8 Absent Rate (Writing)
- Indicator #6(i-xi) STAAR 3-8 Other Rate (Mathematics)
- Indicator #7(i-xi) STAAR 3-8 Other Rate (Reading)

- Indicator #8(i-xi) STAAR 3-8 Other Rate (Science)
- Indicator #9(i-xi) STAAR 3-8 Other Rate (Social Studies)
- Indicator #10(i-xi) STAAR 3-8 Other Rate (Writing)
- Indicator #11 STAAR Alternate 2 Special Testing Provisions Rate
- Indicator #12 TELPAS Reading Participation Rate
- Indicator #13(i-v) STAAR EOC Test Participation Rate
- Indicator #14 Discrepancy between TSDS PEIMS Career and Technical Education (CTE) Status and STAAR EOC Answer Document Submitted

# Questions?

Performance-Based Monitoring

Performance Reporting

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# 2019 Statewide Results

## Open-Enrollment Charter Schools and Districts

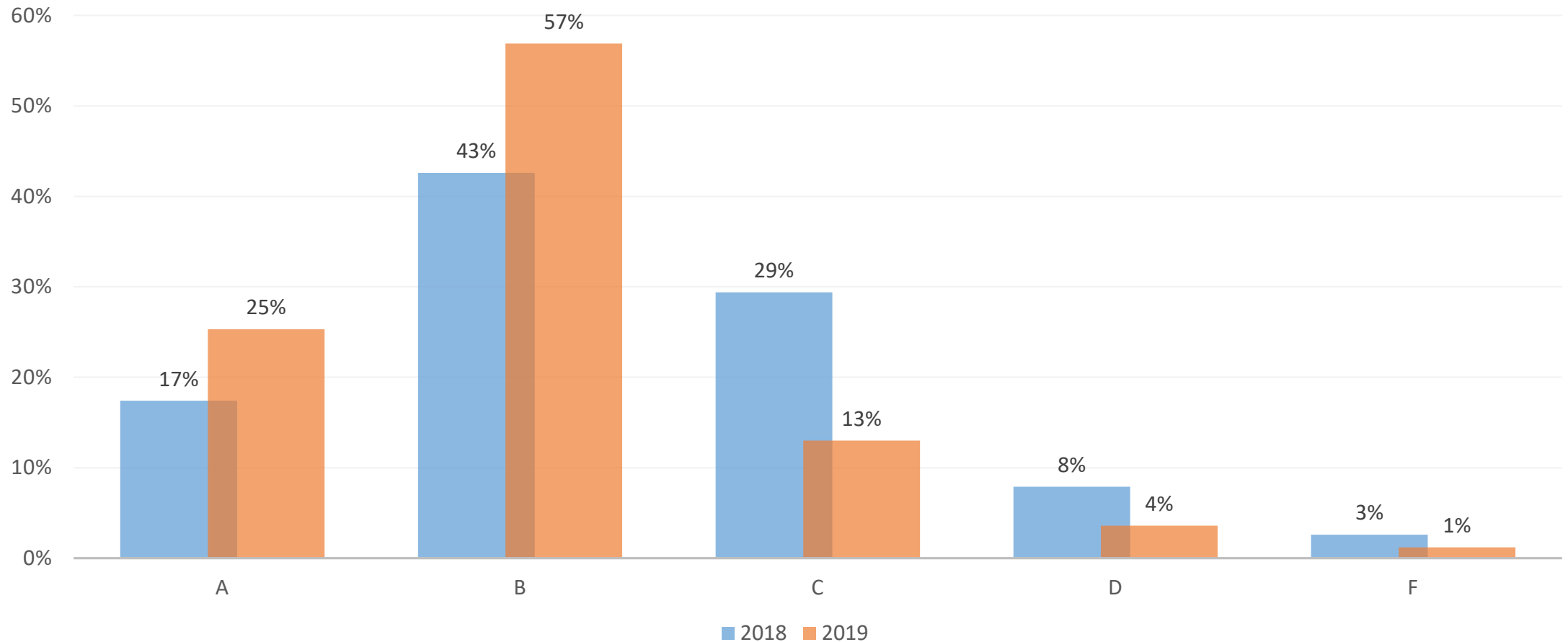
- Of the 1,201 districts in Texas,
  - 301 (25.1%) earned an **A** overall rating,
  - 677 (56.4%) earned a **B** overall rating,
  - 154 (12.8%) earned a **C** overall rating,
  - 43 (3.6%) earned a **D** overall rating, and
  - 14 (1.2%) earned an **F** overall rating.
  - 12 (1.0%) were labeled *Not Rated* overall.

## Open-Enrollment Charter Schools and Districts

| District Accountability Rating | 2019 Count | 2019 Percentage | 2018 Count | 2018 Percentage |
|--------------------------------|------------|-----------------|------------|-----------------|
| <b>A</b>                       | 301        | 25.3%           | 191        | 17.4%           |
| <b>B</b>                       | 677        | 56.9%           | 467        | 42.6%           |
| <b>C</b>                       | 154        | 13.0%           | 322        | 29.4%           |
| <b>D</b>                       | 43         | 3.6%            | 87         | 7.9%            |
| <b>F</b>                       | 14         | 1.2%            | 29         | 2.6%            |
| Totals                         | 1,189      | 100%            | 1,096      | 100%            |



## Open-Enrollment Charter Schools and Districts



## Campuses (including Open-Enrollment Charter Schools)

- Of the 8,838 campuses in Texas,
  - 1,750 (19.8%) earned an **A** overall rating,
  - 3,276 (37.1%) campuses earned a **B** overall rating,
  - 2,171 (24.6%) earned a **C** overall rating,
  - 703 (8.0%) earned a **D** overall rating, and
  - 402 (4.5%) earned an **F** overall rating.
  - The remaining 536 (6.1%) campuses were labeled *Not Rated*.

# 2019 A–F Campus Ratings with Respective 2018 Ratings\*

- 26% of campuses improved their letter grade from the prior year.
- 18% of campuses' letter grades regressed.
- 55% of campuses maintained their letter grade.

|      |            | 2019  |       |       |     |     |
|------|------------|-------|-------|-------|-----|-----|
|      |            | A     | B     | C     | D   | F   |
| 2018 | A (90–100) | 1,152 | 370   | 17    | 1   | 2   |
|      | B (80–89)  | 466   | 1,849 | 479   | 59  | 34  |
|      | C (70–79)  | 68    | 818   | 1,170 | 296 | 89  |
|      | D (60–69)  | 19    | 128   | 339   | 203 | 136 |
|      | F (<60)    | 3     | 43    | 118   | 127 | 120 |

\*This table includes only campuses that were rated in both years and includes the scaled scores of *Not Rated: Hurricane Harvey* campuses.

- Number of High Poverty (80–100% eco dis) **As**:
  - 296 in 2019 (10.5% of high poverty schools)
  - 277 in 2018 (11.4% of high poverty schools)
- Number of Low Poverty (<20% eco dis) Non-**As**:
  - 126 in 2019 (19.9% of low poverty schools)
  - 170 in 2018 (23.6% of low poverty schools)
- High poverty charter schools received more **As** than high poverty schools in traditional districts. However, low poverty schools in traditional districts received more **As** than low poverty charter schools. A slightly higher percentage of charter schools received **As**.

# 2019 and 2018 Ratings for Charter and Non-Charter by Economic Disadvantage

|                     | 2019    |          |         |          |                     | 2018    |          |         |          |
|---------------------|---------|----------|---------|----------|---------------------|---------|----------|---------|----------|
|                     | A       |          | F       |          |                     | A       |          | F       |          |
|                     | Charter | District | Charter | District |                     | Charter | District | Charter | District |
| <b>High poverty</b> | 20.1%   | 9.2%     | 6.8%    | 8.1%     | <b>High poverty</b> | 19.0%   | 10.1%    | 10.4%   | 5.9%     |
| <b>Low Poverty</b>  | 51.1%   | 82.4%    | 0.0%    | 0.0%     | <b>Low Poverty</b>  | 46.2%   | 78.7%    | 3.8%    | 0.1%     |
| <b>Overall</b>      | 25.0%   | 20.7%    | 5.9%    | 4.8%     | <b>Overall</b>      | 20.8%   | 19.0%    | 9.4%    | 3.8%     |

## Comprehensive Support and Improvement

- 543 campuses were labeled comprehensive support and improvement.
  - 377 of these campuses were identified or reidentified.
  - 166 of these campuses made progress toward exiting but remain comprehensive.
- Of the 377 campuses identified or reidentified, 49 had a federal graduation rate <67%.

## Targeted Support and Improvement

- 2,563 campuses were identified for targeted support and improvement.

## Additional Targeted Support

- 712 campuses were identified for additional targeted support.

## 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 *F* 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, and School Report Cards.
- Define and explain each accreditation status under TEC §39.051.
- More information is available at [https://rptsvr1.tea.texas.gov/perfreport/3297\\_faq.html](https://rptsvr1.tea.texas.gov/perfreport/3297_faq.html).



# 2019 Accountability Appeals

# 2019 Appeals Timeline

| Date                       | Activity   |
|----------------------------|--|
| August 14                  | <i>Ratings Released on TEA Login (TEAL)</i>  |
| August 15                  | <i>Ratings Released on TEA Public Website and TXschools.gov</i>  |
| August 14–<br>September 13 | <i>2019 Appeals Window.</i> Appeals may be submitted by the superintendent or chief operating officer once ratings are released. Districts and charter schools register their intent to appeal using the TEAL Accountability application and mail their appeal letter with supporting documentation. |
| September 13               | <i>Appeals Deadline.</i> Appeals must be postmarked or hand-delivered no later than September 13, 2019, 5:00 p.m. CDT, to be considered.   |
| December                   | <i>Decisions Released.</i> Commissioner’s decisions are mailed in the form of response letters to each district and charter school that filed an appeal by the September 13 deadline. Letters are also posted to the TEAL Accountability application.  |
| December                   | <i>Ratings Update.</i> The outcomes of all appeals are reflected in the ratings update scheduled for December 2019. The TEAL Accountability application and public websites are updated to reflect the new outcomes.   |

- Districts and charter schools may appeal for any reason. However, the accountability system requires that the rules be applied uniformly. Therefore, requests for exceptions to the rules for a district, charter school, or campus are viewed unfavorably and will most likely be denied.
- Districts and charter schools may appeal any overall or domain rating and any campus overall or domain rating.
- The basis for appeals should be a data or calculation error attributable to TEA, an ESC, or the testing contractor(s).
- The appeals process is not an appropriate method to correct data that was inaccurately reported by the district. These appeals will be denied.

## Distinction Designations

- Decisions regarding distinction designations cannot be appealed. Indicators for distinctions are reported for most districts, charter schools, and campuses regardless of eligibility for a designation.
- Districts and campuses receiving an *F rating* are not eligible for a distinction. However, a district or campus that appeals will automatically receive any distinction designation earned if its appeal is granted and its rating is revised to *A–D*.

- Campuses identified for comprehensive, targeted, or additional targeted support interventions may not appeal the designation as this identification is based on August 2019 accountability data.
- Information for districts and campuses with areas of need identified through the 2019 accountability system was released in a [To the Administrator Addressed letter](#) on August 12.
- Detailed information about accountability intervention requirements and resources are available on the School Improvement website at <http://tea.texas.gov/schoolimprovement/>.

# 2019 Performance Reports

- Accountability ratings and interactive reports were publicly released on [www.TXschools.gov](http://www.TXschools.gov) on August 15.
- Available reports include the following:
  - Overview
  - Performance
  - Finance
  - Profile
  - Analyze
  - Compare

## TXschools.gov has new tools available.

- **Compare Tool**

The Compare Tool allows parents and community members to analyze specific schools and districts in multiple ways. Users can compare a school or district to others in the state or to the overall state accountability outcomes.

- **Trend Tool**

The Trend Tool allows parents and community members to compare a school or district's accountability ratings over the past two years or finance information over the past five years.

- **Correlate Tool**

The Correlate Tool allows parents and community members to choose different comparison factors and plot the chosen factors on an easy-to-read graph. This gives parents and community members a chance to take a closer look at the school or district of their choice using many different variables.



- The TAPR System (HTML version) will be updated on a rolling basis as data becomes available this fall with the majority of data published by the end of October.
- Sign up for the PR listserv for updates. Bulletin subscriptions can be managed on TEA's website at <https://public.govdelivery.com/accounts/TXTEA/subscriber/new>.
- The PDF TAPR will be released on TEAL and the TEA public website in December.

## School and Federal Report Cards

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- The School Report Card (SRC), which reports a subset of data from the TAPR, will be released on the TEA public website in December.
- The Every Student Succeeds Act (ESSA), requires each State education agency to prepare and publish an annual report card with state, district, and campus-level data. The Federal Report Card will also be released this winter.
- State and federal report card updates will be discussed during the November 7, 2019 TETN session.

| Date     | Activity   |
|----------|--|
| November | Preliminary longitudinal graduation cohort lists are updated (TEAL)                              |
| December | TEA notifies districts of accountability appeal decisions (mail and TEAL)                        |
|          | 2019 final ratings after resolution of appeals are released (TEAL and public web)                |
|          | Final list of campuses identified under PEG criteria for 2020–21 school year are released (TEAL) |
|          | 2018–19 PDF TAPR, School Report Card, and Federal Report Card are released (public web)          |

# 2020 Accountability Development

## Accountability Advisory Committees

- Advisory committees will meet in October and November 2019 to discuss key provisions of the 2020 accountability system.
  
- Key topics include
  - ESSA and accelerated testers
  - Alternative education accountability
  - Amendment(s) to the ESSA plan
  - Federal graduation rate methodology

## Year 2 of A–F ESC Roadshow

- Estimated start date for the roadshow is late January.
- Please send us topics of interest/areas of need for your region.
  - Closing the Gaps?
  - Appeals?
  - Data sources?
  - School improvement identification?

- November 7, 2019 1pm – 3pm
- February 13, 2020 1pm – 3pm
- April 16, 2020 1pm – 3pm
- June 4, 2020, 1pm – 3pm
- August 20, 2020 1pm – 3pm
- November 5, 2020 1pm – 3pm



## 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/>
- **TXschools.gov**  
<https://txschools.gov/>
- **Performance Reporting Email**  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
- **Performance Reporting Telephone**  
(512) 463-9704



**Thank you!**