



# 2019 Accountability Updates

TETN Videoconference #581 | June 6, 2019

# 2019 Accountability System

- The public comment period closed on June 3<sup>rd</sup> with over 250 comments submitted.
- Chapters 1–11 of the *2019 Accountability Manual* are scheduled to be adopted the first week of August.
- The adopted version of Chapters 1–11 may include changes that either provide clarification to readers or are in response to public comments.
- Appendices will be published throughout the summer.
- A draft of the *2019 Accountability Administrator's Guide*, an abridged version of the manual, contains relevant information about the accountability system and is available for school district and open-enrollment charter school administrators.

- 2019 campus comparison groups will be released by June 14<sup>th</sup> in TEAL Accountability.
- Campus comparison groups are used to award distinction designations, which will be publicly available on August 15, 2019.
- Distinction designations are awarded for achievement in several areas and are based on performance relative to the campus comparison group.

- First year EL students are excluded from STAAR performance components.
- Second year EL students are included using an EL performance measure in place of the STAAR performance level.
- The EL performance measure is only used in STAAR performance components.
- Two explanatory documents are available regarding the EL performance measure at:  
[https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting/Assessment\\_Scoring\\_and\\_Reporting/](https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/Assessment_Scoring_and_Reporting/).

To be eligible for an EL Performance Measure, a student must:

- be in their second year in U.S. schools when administered a STAAR assessment and meet all criteria and receive a valid EL Performance Measure Plan (ELPM Plan).

To be eligible for an ELPM Plan, a student must:

- have a valid STAAR score (but not STAAR Spanish or STAAR Alternate 2),
- be classified as limited English proficient (LEP),
- have a valid TELPAS composite rating, and
- not have a parental denial for the placement in any special language program.

A step-by-step example is available at

[https://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Accountability/State\\_Accountability/Performance\\_Reporting/Assessment\\_Scoring\\_and\\_Reporting/](https://tea.texas.gov/Student_Testing_and_Accountability/Accountability/State_Accountability/Performance_Reporting/Assessment_Scoring_and_Reporting/)

# ESSA Amendment to the English Language Proficiency (ELP) Component



- The [May 30, 2019, To The Administrator Addressed](#) letter provides information regarding the agency’s intent to submit an amendment to adjust the targets for the ELP component in the State’s ESSA plan due to changes to the Texas English Language Proficiency Assessment System (TELPAS).
- TEA is requesting the following ELP target adjustments:

Year	Current Target	Amended Target
2018-19 through 2021-22	42%	36%
2022-23 through 2026-27	44%	38%
2027-28 through 2031-2032	46%	40%

- Background: The ELP component of the Closing the Gaps domain compares a student's current year composite rating to their prior year composite rating. For 2017 and prior, the composite ratings were calculated using, in part, the student's TELPAS Listening and Speaking performance, as determined by a holistic rating system.
- In 2018 and 2019, the composite ratings instead used the student's TELPAS Listening and Speaking performance, as determined by the new item-based standardized assessments. As there are two years (i.e., 2018 and 2019) of composite rating data calculated in the same way, the agency is amending the ELP target to better align with 2018 and 2019 TELPAS data.

- Due to the need to receive final approval from the U.S. Department of Education (USDE) prior to the release of ratings, all comments on this proposed amendment are due by Thursday, June 13, 2019, to [performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov).
- Once TEA reviews comments and makes any appropriate modifications, the comments will be submitted to USDE as part of the state's amendment request.
- When, and if, TEA receives USDE approval of the amendment, additional information will be provided to local education agencies on the impact to August 2019 accountability ratings.

# TEAL Updates

- The agency provided districts with early previews of the 2019 CCMR Student Listing in April and May in TEAL Accountability.
- CCMR data was provided for 2017–18 annual graduates plus students in grade 12 (Closing the Gaps domain).
- The final June CCMR release will compile the full list of CCMR indicators, including updates based on accepted district submissions.

- If districts find discrepancies with the May preview list and have documented CCMR supporting data, they will be able to submit documentation securely to PR. All district submissions must be completed by 5:00 PM CDT on **June 10, 2019**.
  - SAT (College Board)
  - ACT (ACT)
  - AP (College Board)
  - IB (IB)
- District-submitted TSDS PEIMS data is final. Only data supporting the indicators listed above may be submitted.

- Today the Division of Research and Analysis released the four-year, five-year, and six-year longitudinal and dropout rates for each district and campus.
- Two sets of graduation rates are available:
  - rates calculated for federal accountability purposes
  - rates calculated with statutory exclusions applied for state accountability
- The report also shows the diploma program rate used for distinction designations in the state accountability system.
- A student listing is available for download.

# Graduation Rate and Annual Dropout Data

6/6/2019

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TEXAS EDUCATION AGENCY

## CLASS OF 2018 FOUR-YEAR LONGITUDINAL SUMMARY REPORT

District name: Texas ISD

District or campus	Student group	Class	Closing the Gaps Domain								Student Achievement Domain								AEAs		Diploma Program		
			-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Graduated-		-Continued-		-Rcvd. TxCHSE-		-Dropped out-		-Grad., cont., or rcvd. TxCHSE-	-Rec/Adv/ FHSP-E/ FHSP-DLA-			
			Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	Num.	Rate (%)	
DISTRICT	All students	4,757	4,393	92.3	197	4.1	23	0.5	144	3.0	4,650	4,373	94.0	115	2.5	23	0.5	139	3.0	4,511	97.0	4,054	93.4
	Afr. Amer.	412	373	90.5	19	4.6	1	0.2	19	4.6	398	370	93.0	8	2.0	1	0.3	19	4.8	379	95.2	326	90.3
	Amer. Ind.	9	9	100.0	0	0.0	0	0.0	0	0.0	9	9	100.0	0	0.0	0	0.0	0	0.0	9	100.0	9	100.0
	Asian	183	176	96.2	5	2.7	0	0.0	2	1.1	177	173	97.7	2	1.1	0	0.0	2	1.1	175	98.9	170	98.3
	Hispanic	2,612	2,378	91.0	122	4.7	12	0.5	100	3.8	2,555	2,370	92.8	77	3.0	12	0.5	96	3.8	2,459	96.2	2,161	92.0
	Pac. Isl.	3	2	66.7	1	33.3	0	0.0	0	0.0	3	2	66.7	1	33.3	0	0.0	0	0.0	3	100.0	1	50.0
	White	1,405	1,332	94.8	43	3.1	10	0.7	20	1.4	1,378	1,326	96.2	23	1.7	10	0.7	19	1.4	1,359	98.6	1,275	96.3
	Multiracial	133	123	92.5	7	5.3	0	0.0	3	2.3	130	123	94.6	4	3.1	0	0.0	3	2.3	127	97.7	112	91.8
	At risk	1,684	1,465	87.0	126	7.5	13	0.8	80	4.8	1,622	1,449	89.3	82	5.1	13	0.8	78	4.8	1,544	95.2	1,183	83.5
	CTE	1,703	1,687	99.1	2	0.1	1	0.1	13	0.8	1,699	1,684	99.1	2	0.1	1	0.1	12	0.7	1,687	99.3	1,625	97.0
	Econ. disadv.	2,095	1,874	89.5	112	5.3	11	0.5	98	4.7	2,024	1,855	91.7	65	3.2	11	0.5	93	4.6	1,931	95.4	1,669	90.6
	Ever EL in HS	590	508	86.1	32	5.4	2	0.3	48	8.1	564	495	87.8	19	3.4	2	0.4	48	8.5	516	91.5	430	87.4
	EL	455	390	85.7	18	4.0	1	0.2	46	10.1	435	378	86.9	10	2.3	1	0.2	46	10.6	389	89.4	319	85.1
	Migrant	0	0	.	0	.	0	.	0	.	0	0	.	0	.	0	.	0	.	0	.	0	.
	Spec. ed.	438	355	81.1	62	14.2	1	0.2	20	4.6	379	354	93.4	8	2.1	1	0.3	16	4.2	363	95.8	184	57.3
	Title I	1,199	1,130	94.2	14	1.2	1	0.1	54	4.5	1,176	1,116	94.9	6	0.5	1	0.1	53	4.5	1,123	95.5	1,022	92.2



- Closing the Gaps data tables are getting a makeover.
- A report displaying three years of Closing the Gaps data will be available.
- A specialized school improvement identification report will be available for each campus.
- Txschools.gov will display local accountability system outcomes for participating campuses.

# 2018 Closing the Gaps Data Table

## Texas Education Agency 2018 Closing the Gaps Status Table Texas ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated	Percent of Evaluated Indicators Met	Weight	Score
<b>Academic Achievement Status</b>																			
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%					
Target Met	N	N	N	N		N		N	N	N	N	N	N	N					
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%					
Target Met	N	N	N	N		N		N	N	N	N	N	N	N					
Total Indicators															0	24	0%	50.0%	0.0
<b>Growth Status</b>																			
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67					
Target Met	Y	Y	Y	Y		N		Y	Y	Y	Y	Y	Y	N					
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	Y	N	N					
Total Indicators															11	23	48%		
<b>Graduation Rate Status</b>																			
Graduation Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a					
Target Met	N	Y	N	N					N	N	N								
Total Indicators															1	7	14%	10.0%	1.4
<b>English Language Proficiency Status</b>																			
ELP Target										42%									
Target Met										Y									
Total Indicators															1	1	100%	10.0%	10.0
<b>Student Success Status</b>																			
STAAR Component Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45					
Target Met	N	N	N	N		N		N	N	N	N	N	N	N					
Total Indicators															0	12	0%		
<b>School Quality Status</b>																			
CCMR Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%					
Target Met	N	Y	N	N					N	N	N		N	N					
Total Indicators															1	9	11%	30.0%	3.3
<b>Total</b>																			<b>15</b>

# 2018 Closing the Gaps Data Table

## Texas Education Agency 2018 Closing the Gaps Data Table Texas ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>Academic Achievement (Percent at Meets Grade Level or Above)</b>														
ELA/Reading														
% at Meets GL Standard or Above	28%	26%	27%	42%	*	40%	*	54%	27%	23%	13%	23%	30%	23%
# at Meets GL Standard or Above	2,027	162	1,679	115	*	17	*	52	1,647	783	121	15	1,518	509
Total Tests (Adjusted)	7,263	623	6,218	272	*	42	*	97	6,201	3,380	959	66	5,007	2,256
Mathematics														
% at Meets GL Standard or Above	32%	27%	32%	43%	*	52%	*	45%	31%	34%	17%	30%	35%	25%
# at Meets GL Standard or Above	1,829	133	1,556	91	*	14	*	34	1,543	920	136	18	1,367	462
Total Tests (Adjusted)	5,674	491	4,858	214	*	27	*	76	4,961	2,739	805	60	3,859	1,815
<b>Growth (Academic Growth)</b>														
ELA/Reading														
Academic Growth Score	66	64	66	69	*	64	-	70	66	66	59	65	66	65
Growth Points	2,958.5	243.5	2,527.0	124.0	*	**	-	44.5	2,542.5	1,351.5	318.5	26.0	2,088.5	870.0
Total Tests	4,488	382	3,829	180	*	**	-	64	3,850	2,041	542	40	3,156	1,332
Mathematics														
Academic Growth Score	65	60	65	70	*	77	*	68	64	66	59	70	65	63
Growth Points	2,975.0	235.0	2,558.5	115.5	*	17.0	*	45.0	2,574.0	1,438.5	373.0	28.0	2,070.0	905.0
Total Tests	4,592	394	3,937	165	*	22	*	66	3,997	2,193	627	40	3,166	1,426
<b>Graduation (Federal Graduation Rate)</b>														
% Graduated	89.5%	94.9%	89.1%	83.0%	*	100.0%	-	100.0%	89.2%	80.0%	70.6%			
# Graduated	638	75	513	39	*	5	-	**	522	104	60			
Total in Class	713	79	576	47	*	5	-	**	585	130	85			
<b>English Language Proficiency</b>														
TELPAS Progress Rate										44%				
TELPAS Progress										1,427				
TELPAS Total										3,232				

# Draft 2019 Closing the Gaps Data Table

## 2019 Closing the Gaps Calculation Report CAMPNAME (CAMPUS) - DISTNAME

	Total Met	Total Evaluated	Percent of Evaluated Indicators Met	Weight	Score
Academic Achievement	6	16	38%	50%	19
Growth Status	1	13	8%		
Graduation Status	5	6	83%	10%	8.3
ELP Status	0	1	0%	10%	0
Student Success Status	3	10	10%		
School Quality Status	6	7	86%	30%	25.8
<b>Closing the Gaps Score</b>					<b>53</b>

(when SNA applied, public):

	All Students
<b>Growth</b>	
<b>Reading</b>	
Academic Growth Score	10
Growth Points	10
Total Tests	20
<b>Mathematics</b>	
Academic Growth Score	80
Growth Points	8
Total Tests	10
<b>Federal Graduation</b>	
% Graduated	60%
# Graduated	9
Total in Class	15
<b>School Quality</b>	
% Students meeting CCMR	60%
# Students meeting CCMR	9
Total Students	15

(when SNA applied, TEASE):

	2016	2017	All Students		total
			2018	2019	
<b>Growth</b>					
<b>Reading</b>					
Academic Growth Score					10
Growth Points			4	6	10
Total Tests			8	12	20
<b>Mathematics</b>					
Academic Growth Score					80
Growth Points			5	3	8
Total Tests			5	5	10
<b>Federal Graduation</b>					
% Graduated					60%
# Graduated	3	3	3		9
Total in Class	5	6	4		15
<b>School Quality</b>					
% Students meeting CCMR					60%
# Students meeting CCMR	3	3	3		9
Total Students	5	6	4		15



# Draft 2019 Closing the Gaps Data Table

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)^	Special Ed (Current)	Special Ed (Former)
<b>Academic Achievement</b>												
Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%
Target Met	N	N	N						N	N	Y	
% at Meets GL Standard	27%	29%	26%	44%	-	58%	-	*	27%	16%	19%	*
# at Meets GL Standard	276	24	235	**	-	7	-	*	245	107	22	*
Total Tests (Adjusted)	1017	84	901	**	-	12	-	*	897	655	115	*
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%
Target Met	N	Y	Y						Y	Y	Y	
% at Meets GL Standard	45%	33%	44%	63%	-	100%	-	*	46%	43%	33%	*
# at Meets GL Standard	157	10	134	**	-	6	-	*	141	104	15	*
Total Tests (Adjusted)	350	30	306	**	-	6	-	*	309	243	46	*
<b>Total Indicators</b>												
<b>Growth</b>												
Reading Target	66	62	65	69	67	77	67	68	64	64	59	65
Target Met	N		N						N	N	N	
Academic Growth Score	64	63	63	86	-	*	-	*	63	61	58	*
Growth Points	208.5	15	182.5	6	-	*	-	*	181.5	108	26.5	*
Total Tests	326	24	289	7	-	*	-	*	286	178	46	*
Mathematics Target	71	67	69	74	71	86	74	73	68	68	61	70
Target Met	N		N						Y	N		
Academic Growth Score	69	61	68	*	-	*	-	*	69	67	48	*
Growth Points	145.5	11	127	*	-	*	-	*	132	96	10.5	*
Total Tests	212	18	186	*	-	*	-	*	191	143	22	*
<b>Total Indicators</b>												
<b>Federal Graduation</b>												
Target	90%	90%	90%	90%	90%	90%	90%	90%	90%		90%	n/a
Target Met^^	Y	Y	Y						Y	Y	N	
% Graduated	95%	96%	95%	89%	*	100%	-	*	95%	96%	77%	n/a
# Graduated	281	26	236	8	*	8	-	*	230	93	34	
Total In Class	296	27	248	9	*	8	-	*	242	97	44	
<b>Total Indicators</b>												
<b>English Language Proficiency</b>												
TELPAS Progress Rate Target										42%		
Target Met										N		
TELPAS Progress Rate										41%		
TELPAS Progress										202		
TELPAS Total										496		
<b>Total Indicators</b>												

## TEXAS EDUCATION AGENCY

### 2019 Identification of Schools for Improvement Status Table CAMPNAME (CAMPUS) - DISTNAME

This campus is identified for: (only show the one being identified, follow by the status/data report in the next section - )

- Comprehensive Support and Improvement
- Targeted Support and Improvement
- Additional Targeted Support

(or) This campus is not identified for any type of Support (no need to show the section below)

#### Comprehensive Support and Improvement

Comprehensive Support and Improvement Reason: (only 1 will apply)

- Closing the Gaps domain score is in the bottom 5 percent of Title I campuses
- Four-year federal graduation rate for the all students group is below 67%

Closing the Gaps Saled Score and Grade

	Bottom 5% CTG Score Cut Point	CTG Score	CTG Grade	Identification
2018	15	13	F	CS
2019	16	18	D	CS

To exit comprehensive support and improvement, a campus must not rank in the bottom five percent and improve the Closing the Gaps domain letter grade for two consecutive years.

or

Four-year federal graduation rate for the all students group

	Graduation Rate	SY 2019–20	SY 2020–21
2018	65%	CS	–
2019	68%	–	CS

A campus identified based on the four-year federal graduation rate must have a four-year federal graduation rate of at least 67% for two consecutive years to exit.

# Draft 2019 Identification of Schools for Improvement Status Table

2019 Identification of Schools for Improvement Status Table  
CAMPNAME (CAMPUS) - DISTNAME

Targeted Support and Improvement

	Count of Indicators Missed for Three Consecutive Years									
	3	2	1	0	0	0	0	1	2	0
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading										
Target	44	32	37	60	43	74	45	56	33	39
2017	38 / N	31 / N	40 / Y	65 / Y	50 / Y	80 / Y	60 / Y	50 / N	30 / N	60 / Y
2018	40 / N	29 / N	45 / Y	70 / Y	55 / Y	81 / Y	55 / Y	49 / N	29 / N	55 / Y
2019	41 / N	28 / N	50 / Y	80 / Y	45 / Y	79 / Y	50 / Y	53 / N	28 / N	50 / Y
Mathematics										
Target	48	31	40	59	45	82	50	54	36	40
2017	38 / N	30 / N	30 / N	80 / Y	44 / N	85 / Y	55 / Y	45 / N	40 / Y	45 / Y
2018	40 / N	29 / N	29 / N	55 / Y	50 / Y	80 / N	60 / Y	60 / Y	45 / Y	35 / N
2019	41 / N	28 / N	28 / N	50 / Y	55 / Y	86 / Y			35 / N	50 / Y
Growth (Academic Growth)										
Reading										
Target	66	62	65	89	67	77	67	68	64	64
2017	60 / N	64 / Y	67 / Y	70 / Y	68 / Y	78 / Y	70 / Y	69 / Y	61 / N	70 / Y
2018	65 / N	66 / Y	64 / N	71 / Y	69 / Y	79 / Y		70 / Y	62 / N	
2019	65 / N	66 / Y	68 / N	72 / Y	70 / Y	80 / Y	71 / Y		62 / N	71 / Y
Mathematics										
Target	71	67	69	74	71	86	74	73	68	68
2017	66 / N	68 / Y	71 / Y	76 / Y	73 / Y	88 / Y	78 / Y	74 / Y		70 / Y
2018	72 / Y	69 / Y		77 / Y	69 / N				70 / Y	
2019	73 / Y		73 / Y	78 / Y	74 / Y	80 / Y	73 / N	70 / N	75 / Y	65 / N

# Draft 2019 Identification of Schools for Improvement Status Table

## Additional Targeted Support and Improvement

Identified for Additional Targeted Support and Improvement in 2018: Yes/No

Exit Criteria Status: 2018 triggering student group(s) did not meet Academic Achievement targets in both reading and mathematics.

Identified for Additional Targeted Support and Improvement in 2019: Yes/No

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)
Met 2018 Target	N	Y	Y	Y		Y		Y	Y	Y
Met 2019 Target	Y	Y	Y	Y		Y		N	Y	Y
Met 2019 Exit Criteria	N									
Indicators Evaluated in 2019										
Target	13%	13%	13%	13%	13%	13%	13%	13%	13%	13%
% Indicators Met	50%	50%	50%	50%		100%		0%	50%	60%
# Indicators Met	2	2	2	2		2		0	2	3
# Indicators Evaluated	4	4	4	4		2		4	4	5
Academic Achievement (Percent at Meets Grade Level or Above)										
Reading	N	Y	Y	Y		Y		N	Y	Y
Mathematics	N	N	Y	Y		Y		N	N	N
Growth (Academic Growth)										
Reading										
Mathematics										
Federal Graduation Rate	Y	N	N	N				N	Y	Y
English Language Proficiency										Y
STAAR Only										
School Quality (CCMR)	Y	Y	N	Y				N	N	N



- The A–F estimation tool in TEAL will be updated in late June to include the methodology updated via the *2019 Accountability Manual*, such as the updated three out of four rule and scaling of a 100 percent graduation rate.
- A public release of the A–F Estimator will accompany the methodology update and will be available at <https://tea.texas.gov/2019Accountability.aspx>

Date	Event
<b>Mid-June</b>	Final 2019 CCMR listing released (TEAL)
<b>Mid-June</b>	2019 Campus Comparison Groups released (TEAL)
<b>Mid-July</b>	2019 Preview Accountability Ratings (TEAL)
<b>August 7</b>	2019 preliminary performance domain tables without rating labels released (TEAL)
<b>August 14</b>	2019 accountability ratings released to districts and charters (TEAL)
<b>August 15</b>	2019 accountability ratings released (public web)
<b>August 15</b>	Campuses identified under PEG criteria for 2020–21 school year released (public web)
<b>August 14 – September 13</b>	2019 appeals application available to districts (TEAL)

- **Performance Reporting Home Page**  
<http://tea.texas.gov/accountability/>
- **TEA ESSA Page**  
<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

A large, diverse group of school children of various ethnicities and ages are shown sitting together. They are all smiling and laughing, creating a joyful and energetic atmosphere. The children are dressed in casual school attire. A white rectangular box is overlaid on the center of the image, containing the text "Thank you!".

**Thank you!**