

# Spring 2019 ESC TSDS Training

TEXAS EDUCATION AGENCY  
STANDARDS AND ENGAGEMENT  
PERFORMANCE REPORTING

# Accountability System Data

- Provides data sources for all indicators broken out by category (i.e., data used in accountability, data used in distinction designations, etc.)
- Indicates the year(s) the data is from and which student groups are evaluated
- Often shows the exact numerators and denominators used in the methodology

## Importance of Data Quality: STAAR

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- Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes, including a corrections window.
- Student demographic data is final once answer documents have been scored.

## STAAR Data Example

2017 STAAR Results

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>2017 STAAR Performance</b>											
<b>All Subjects</b>											
Percent of Tests											
% Approaches Grade Level Standard	97%	92%	95%	97%	100%	98%	*	97%	72%	89%	50%
Number of Tests											
# Approaches Grade Level Standard	1,572	35	128	1,245	**	93	*	59	88	40	6
Total Tests	1,624	38	135	1,283	**	95	*	61	122	45	12
<b>Reading</b>											
Percent of Tests											
% Approaches Grade Level Standard	95%	89%	95%	95%	*	96%	*	93%	51%	83%	*
Number of Tests											
# Approaches Grade Level Standard	738	17	59	581	*	49	*	28	27	20	*
Total Tests	778	19	62	612	*	51	*	30	53	24	*

2018 STAAR Results

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current)	EL (Current & Monitored)	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>All Subjects</b>															
Percent of Tests															
% at Approaches GL Standard or Above	97%	93%	96%	97%	*	100%	-	97%	96%	*	71%	79%	100%	98%	94%
% at Meets GL Standard or Above	90%	67%	79%	92%	*	92%	-	94%	88%	*	41%	51%	76%	92%	83%
% at Masters GL Standard	65%	52%	53%	65%	*	88%	-	61%	52%	*	35%	22%	47%	67%	57%
Number of Tests															
# at Approaches GL Standard or Above	846	**	67	655	*	64	-	32	24	*	12	65	34	681	165
# at Meets GL Standard or Above	783	**	55	617	*	59	-	31	22	*	7	42	26	638	145
# at Masters GL Standard	562	**	37	435	*	56	-	20	13	*	6	18	16	464	99
Total Tests	870	**	70	673	*	64	-	33	25	*	17	82	34	695	175
<b>ELA/Reading</b>															
Percent of Tests															
% at Approaches GL Standard or Above	72%	*	*	*	-	*	-	*	*	*	*	*	*	*	*
% at Meets GL Standard or Above	47%	*	*	*	-	*	-	*	*	*	*	*	*	*	*
% at Masters GL Standard	7%	*	*	*	-	*	-	*	*	*	*	*	*	*	*
Number of Tests															
# at Approaches GL Standard or Above	52	*	*	*	-	*	-	*	*	*	*	*	*	*	*
# at Meets GL Standard or Above	34	*	*	*	-	*	-	*	*	*	*	*	*	*	*
# at Masters GL Standard	5	*	*	*	-	*	-	*	*	*	*	*	*	*	*
Total Tests	72	*	*	*	-	*	-	*	*	*	*	*	*	*	*

## STAAR Data Example

- The county-district-campus number was not uploaded into the system that allows ETS to pre-code the answer documents.
- The district received multiple notifications of the irregularity but failed to resolve it.
- As a result, STAAR answer documents were not pre-coded with the county-district-campus number.
- The district did not hand-code the answer documents, so all 734 results were not correctly attributed to the district or campus.
- This has far-reaching implications in accountability.

## Importance of Data Quality: TELPAS

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- The inclusion and exclusion of certain English learners is dependent upon correct TELPAS data.
- Years in U.S. schools as well as asylee, refugee, and SIFE status is used for accountability. If it is not reported correctly, it will impact exclusions.



## Importance of Data Quality: Economically Disadvantaged

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- The district and campus economically disadvantaged rate, which is used in School Progress, Part B, is from the TSDS PEIMS October snapshot (as reported in the fall submission and resubmission).
- Whether a student is economically disadvantaged is also reported on STAAR answer documents. This information, however, is not used to calculate the percentage of economically disadvantaged students at a district or campus. It is used only to identify which students are included in the economically disadvantaged student group in the Closing the Gaps domain.



## Importance of Data Quality: Economically Disadvantaged

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- STAAR answer documents are pre-populated with demographic information from the TSDS PEIMS October snapshot (as reported in the fall submission and resubmission) or from the demographic file submitted by the district.
- If demographic data is changed on STAAR answer documents prior to scoring, the change overrides the TSDS PEIMS data or the data from the demographic file submitted by the district. The data from the STAAR answer documents is used to classify students by student group in Closing the Gaps.

## Importance of Data Quality: Economically Disadvantaged

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- The Community Eligibility Provision (CEP) under the National School Lunch Program relaxes some campus data collection requirements for the purposes of providing free and reduced lunches.
- The accountability system relies on an accurate count of economically disadvantaged students. For accountability, the percentage of economically disadvantaged students at a campus or district is based on TSDS PEIMS October snapshot data (as reported in the fall submission and resubmission) or the demographic file submitted by the district, not on CEP participation.
- Each student's economically disadvantaged status must be reported in TSDS PEIMS (E0785).

## Importance of Data Quality: TSDS PEIMS

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- Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes, including a corrections window.
- Once the TSDS PEIMS resubmission window has closed, the data is frozen for accountability purposes.
- Data corrections made in the TSDS PEIMS working collection are not used in accountability.

- The majority of CCMR data is sourced from TSDS PEIMS.
- To reiterate, for accountability purposes, this data is frozen after the resubmission window closes.



## 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 and earn college credit



## Military Ready

Enlist in the United States Armed Forces



## Career Ready

- Earn an 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 codes 04, 05, 54, or 55)
- Earn a Level I or Level II certificate
- Graduate under an advanced degree plan and be identified as a current special education student

## College, Career, and Military Readiness Data Sources

Indicator	Data Source(s)
AP	College Board > Research & Analysis > Performance Reporting (PR)
IB	IB > Research & Analysis > PR
SAT	College Board > Research & Analysis > PR
ACT	ACT > Research & Analysis > PR
TSIA (results from June 2011 to October 2018)	College Board > THECB > Research & Analysis > PR

- AP, IB, SAT, ACT, and TSIA results are matched to the annual graduates file from TSDS PEIMS.
- TSIA results are received from the Texas Higher Education Coordinating Board and matched to students on our annual graduates list using an algorithm which includes TSDS Unique ID, SSN, and a combination of first name, last name, and DOB.
- The results are attributed to the districts and campuses at which the students are identified as annual graduates in TSDS PEIMS.



Indicator	Data Source(s)
OnRamps	University of Texas > Research & Analysis > PR
Level I or Level II Certificate	THECB > Research & Analysis > PR
Dual Credit	TSDS PEIMS: E1011 (indicates dual credit course) E1081 (indicates number of hours earned)
U.S. Armed Forces	TSDS PEIMS: E1589
Industry Certification	TSDS PEIMS: E1586, E1592, E1593
Complete a CTE Coherent Sequence + Course Aligned with Certification	TSDS PEIMS: E0031 (summer submission, code 2 in final year of enrollment) + course completion code from list of 104 courses

Indicator	Data Source(s)
College Prep Course	TSDS PEIMS: Course Completion Section, Code Table ID C022 ELA: Code CP110100 Math: Code CP111200 E0948 (course sequence codes of 0, 2, 5, or 9) E0949 (indicates pass/fail)
IEP and Workforce Readiness Graduates	TSDS PEIMS: E0806 (type codes 04, 05, 54, or 55)
Associate's Degree	TSDS PEIMS: E1596
Advanced Degree Plan & Current Special Education	TSDS PEIMS: E1264 and E0794

## Course Sequence Codes

- Course sequence codes are not used to calculate dual credit hours in CCMR.
- Course sequence codes are used for college prep courses completion.

### 0—One Semester Course

1—First Half Of A Two Semester Course

### 2—Second Half Of A Two Semester Course

3—First Third Of A Three Semester Course

4—Second Third Of A Three Semester Course

### 5—Last Third Of A Three Semester Course

6—First Fourth Of A Four Semester Course

7—Second Fourth Of A Four Semester Course

8—Third Fourth Of A Four Semester Course

### 9—Last Fourth Of A Four Semester Course

A—Non-High School Year Long Course

*\*Course sequence codes are also used in advanced coursework/dual credit course completion used in distinction designations*

## Importance of Data Quality: At Risk

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- Each student's at-risk status must be reported in TSDS PEIMS (E0919).
- The 13 at-risk criteria are defined in TEC §29.081.
- In order to register to be evaluated by alternative education accountability provisions, the campus must have at least 50 percent of enrollment in grades 6–12 and at least 75 percent at-risk enrollment on the TSDS PEIMS October snapshot (as reported in the fall submission and resubmission).

## Importance of Data Quality: Distinction Designations

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- As with all accountability data, distinction designation data cannot be changed once it's received by Performance Reporting.
- Decisions regarding distinction designations cannot be appealed.

## Importance of Data Quality: Appeals

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- Districts and charter schools are responsible for providing accurate information to TEA, including information provided on student answer documents or submitted via online testing systems.
- Districts and charter schools have several opportunities to confirm and correct data submitted for accountability purposes during correction windows.
- **TSDS PEIMS submissions are certified as accurate by the superintendent.**

## Importance of Data Quality: Appeals

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- The appeals process is not a permissible method to correct data that were inaccurately reported by the district or charter school.
- Appeals from districts and charter schools that missed data correction opportunities are denied.





## 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 Email**  
[LAS@tea.texas.gov](mailto:LAS@tea.texas.gov)
- **Performance Reporting Email**  
[performance.reporting@tea.texas.gov](mailto:performance.reporting@tea.texas.gov)
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(512) 463-9704