COLLEGE STATION
INDEPENDENT SCHOOL DISTRICT

Assessment and Accountability Connections

November 6, 2024 Texas Assessment Conference

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2018

A, B, C, D, or F

Districts

Met Standard/ Met Alternative Standard or Improvement Required

Campuses

2019

A, B, C, D, or F

Districts

A, B, C, D, or F

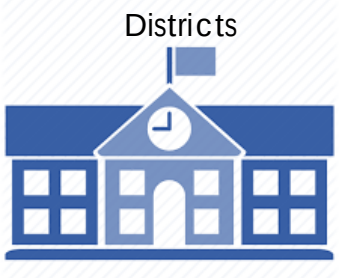
Campuses

2020

Continuation of 2019 due to no ratings in 2020

A, B, C, D, or F

Districts



Continuation of 2019 due to no ratings in 2020

A, B, C, D, or F

Campuses

Spring 2020 STAAR Cancelled due to COVID-19

2021 & 2022

A, B, C, D, or F

Districts

A, B, C, D, or F

Campuses

2023 & 2024

No Ratings released due to litigation

Districts

No Ratings released due to litigation

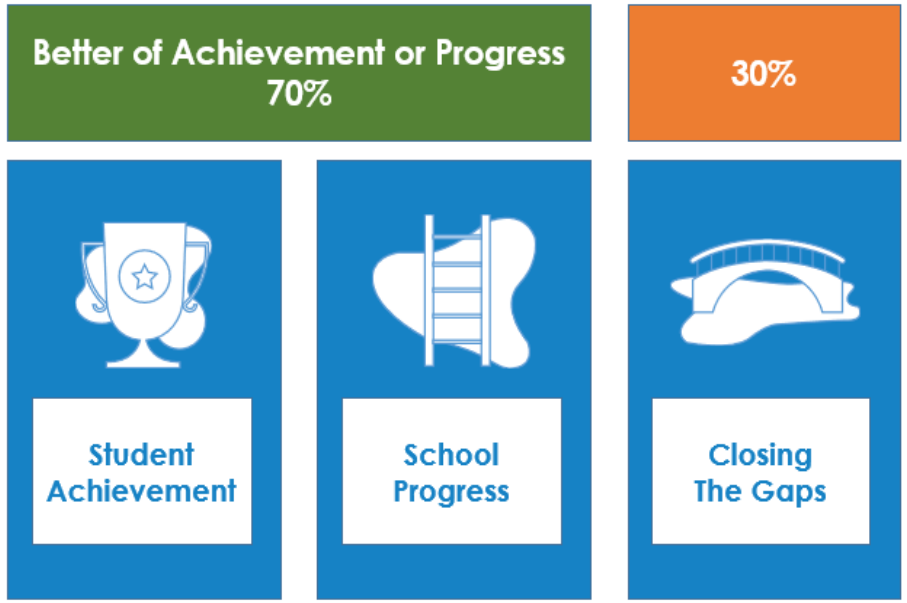
Campuses

What is the rest of your story?

Public data; no public A-F

COLLEGE STATION INDEPENDENT SCHOOL DISTRICT

Three Domains: Calculating an Overall Accountability Rating



Districts and campuses receive an overall rating, as well as a rating for each domain.

A = scaled score 90–100

B = scaled score 80–89

C = scaled score 70–79

D = scaled score 60–69

F = scaled score ≤59

COLLEGE STATION INDEPENDENT SCHOOL DISTRICT

Best of Student Achievement or School Progress Domain
(State: 70%) (Federal: Not included)

Student Achievement (All Students)

OR

School Progress (All Students)

STAAR State of Texas Assessments of Academic Readiness

Approaches, Meets AND Masters

CCMR (annual graduates)

Graduation Rate (State Definition) 4-yr, 5-yr or 6-yr

Part A: Academic Growth

Previous-year STAAR To Current-year STAAR

OR

Part B: Relative Performance

STAAR CCMR

Student Achievement Domain: STAAR

Student Achievement Domain: CCMR of similar percent economically disadvantaged

By August 15 State District and Campus
- *Districts receive an A, B, C, D or F
- *Campuses receive an A, B, C, D or F

By August 15 Federal Campus list:
- *Comprehensive
  - lowest 5% Title I campuses or
  - less than 67% graduation rate
- *Targeted Support
- *Additional Targeted Support

Closing the Gaps Domain
(State: 30%) (Federal: 100%)

ESSA Every Student Succeeds Act

Closing the Gaps (Subgroups)

All Schools: Academic Achievement

STAAR State of Texas Assessments of Academic Readiness

At Meets Grade Level or Above Reading and Math

AND

Elementary and Middle Schools: Growth

School Progress Domain Part A

OR

High Schools: Graduation Rate

(Federal Definition) 4-year

AND

All Schools: English Language Proficiency Status

TELPAS Texas English Language Proficiency Assessment System

AND

Elementary and Middle Schools: School Quality

STAAR

Student Achievement Domain: STAAR

OR

High Schools: College, Career, and Military

CCMR

Student Achievement Domain: CCMR (all 12th graders)

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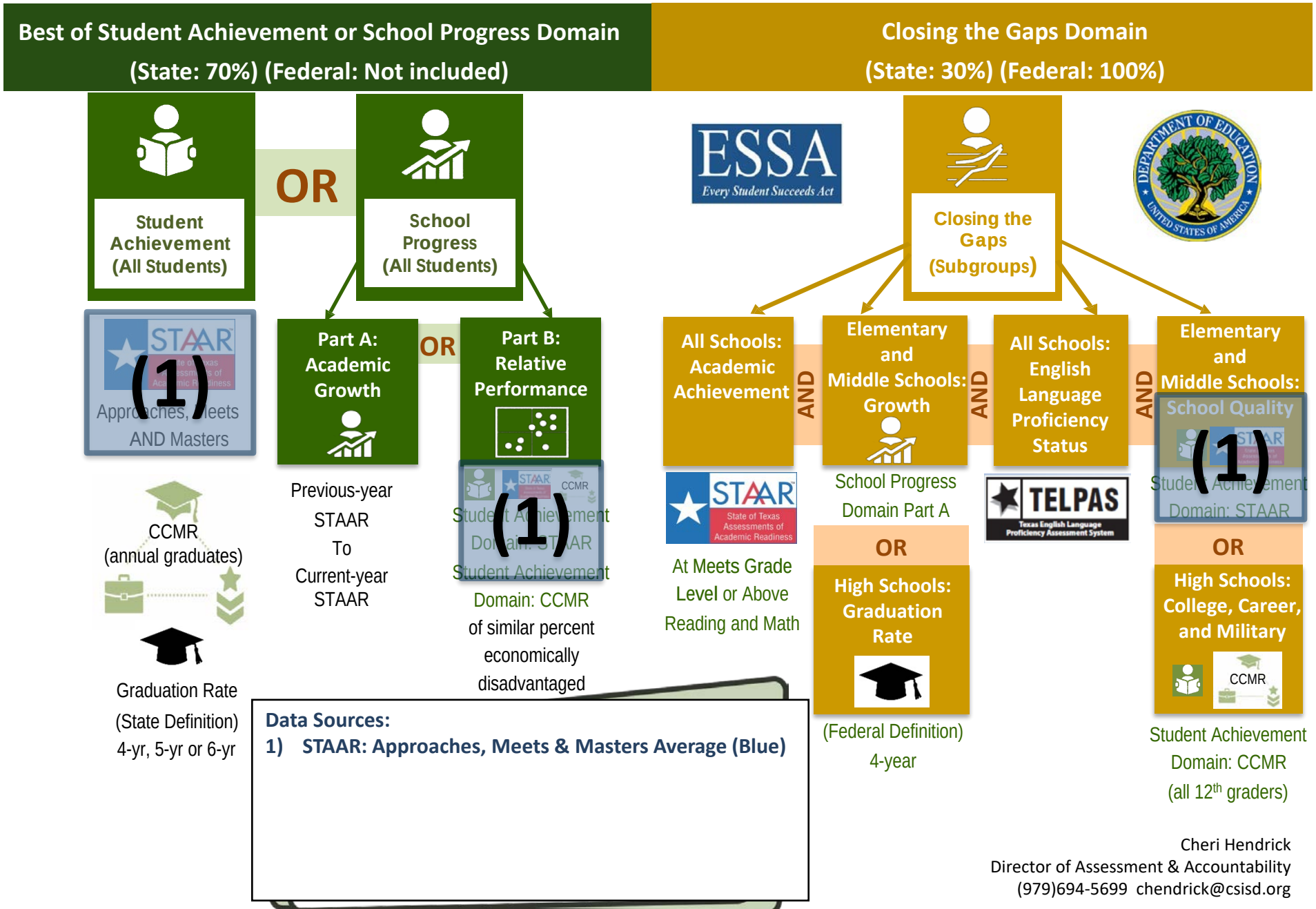

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Approaches, Meets **AND** Masters

(1)

STAAR Approaches, Meets and Masters Grade Level

All Subjects:

- ★ Grades 3-8 Reading, English I EOC and English II EOC,
- ★ Grades 3-8 Math and Algebra I EOC,
- ★ Grades 5 & 8 Science and Biology EOC
- ★ Grade 8 Social Studies and U.S. History EOC

All Versions:

STAAR, STAAR Spanish and STAAR Alternate 2

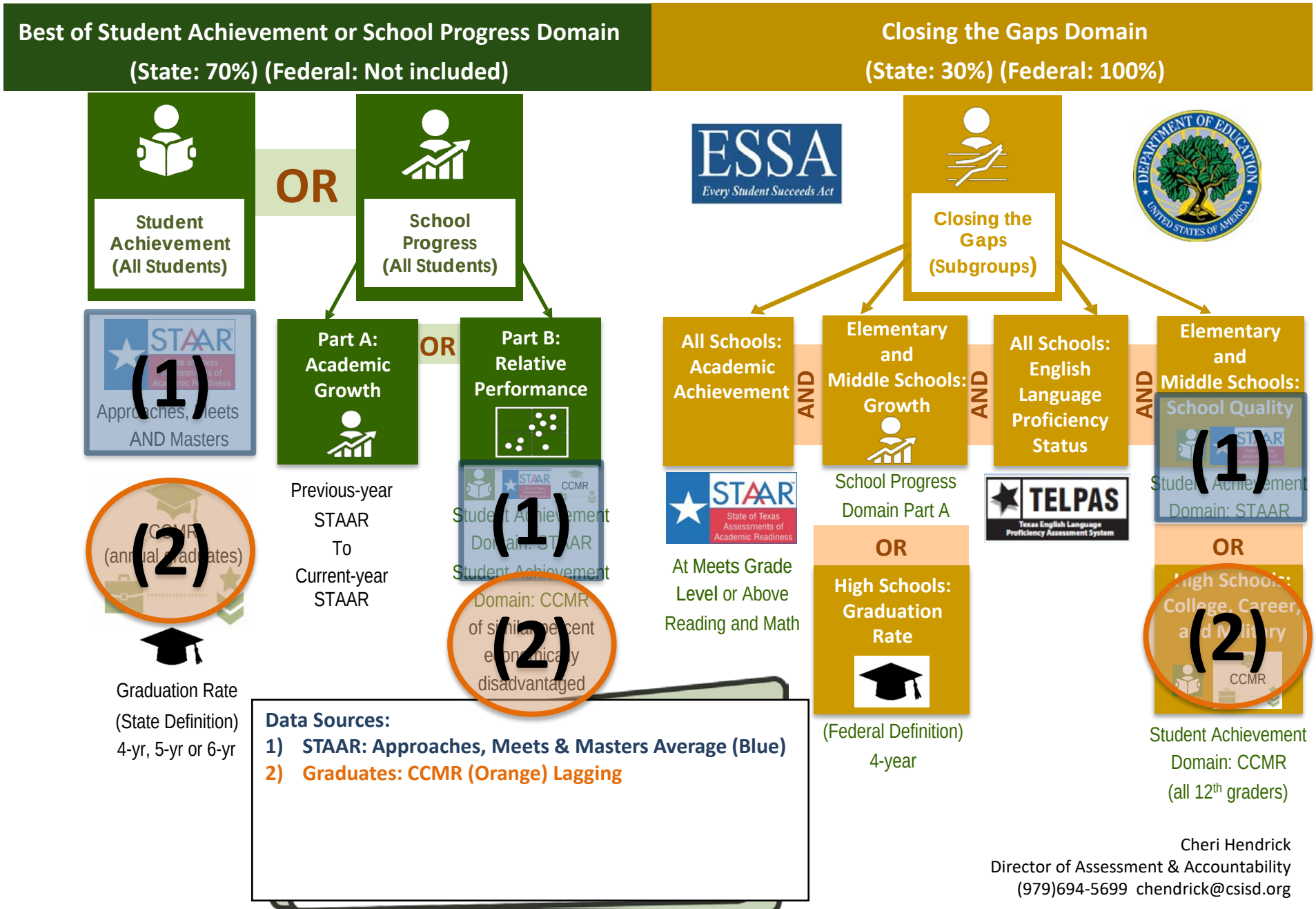
STAAR Performance Standards

- Grades 3–8
- EOC Assessments

STAAR Alternate 2 Performance Standards

- Grades 3–8
- EOC Assessments

COLLEGE STATION INDEPENDENT SCHOOL DISTRICT



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CCMR Indicators for HS, K–12, and Districts

(2)

Lagging Indicator

College Ready

- Meet TSI criteria (SAT/ACT/TSIA/College Prep course) in RLA and mathematics
- Meet criteria of 3 on AP or 4 on IB examinations
- Complete a course for dual credit (9 hours or more in any subject or 3 hours or more in RLA/mathematics)
- Earn an associate's degree
- Complete an OnRamps course in any subject and earn college credit

Career Ready

- Earn an industry-based certification
- Graduate with completed IEP and workforce readiness (graduation type codes 04, 05, 54, or 55)
- Graduate under an advanced degree plan and be identified as a current special education student
- Earn a Level I or Level II certificate

Military Ready

- Enlist in the United States Armed Forces or Texas National Guard

TEA CCMR Data Sources:

Data sources for CCMR and academic accountability indicators *(updated January 5, 2024)*

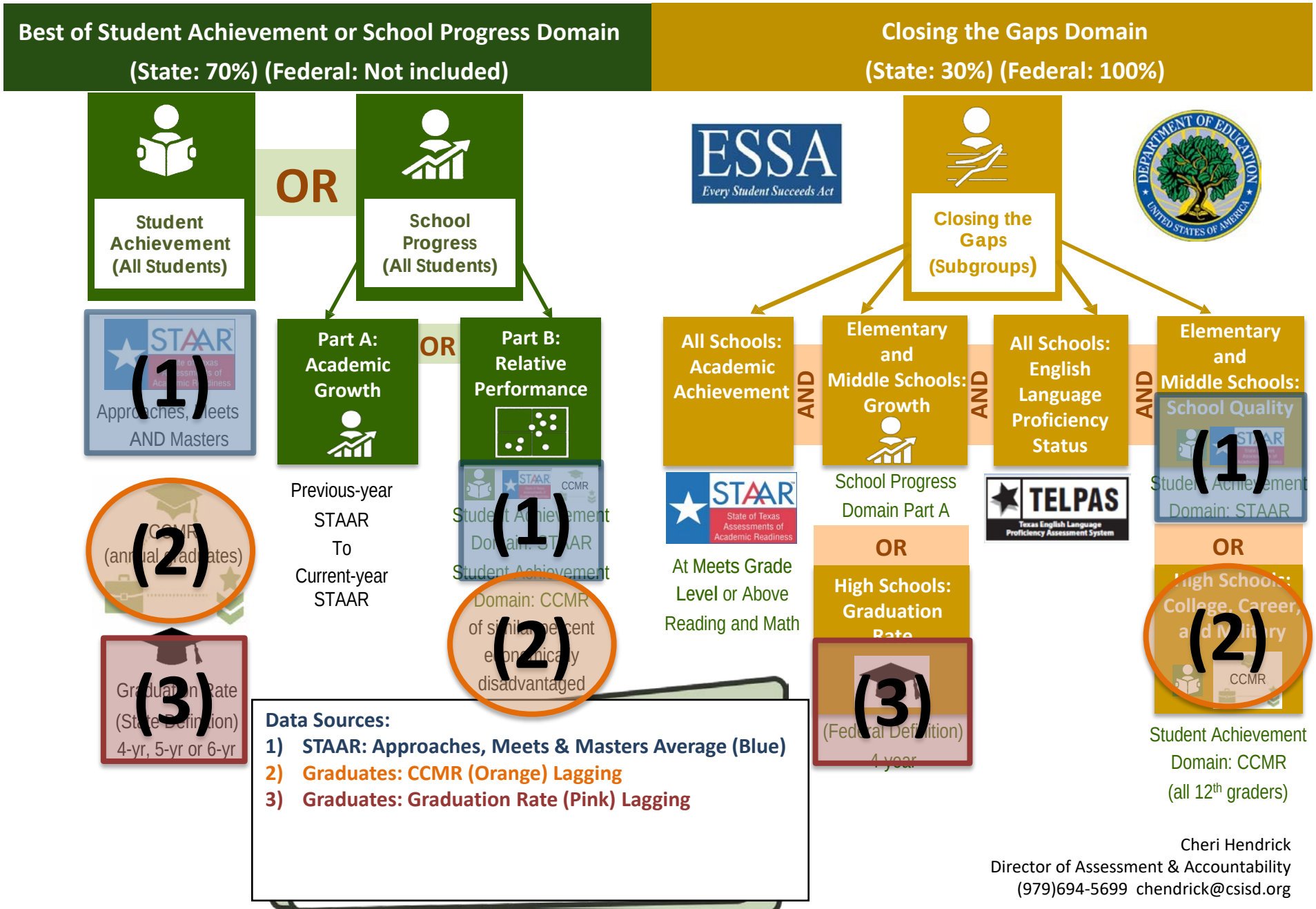
CCMR Accountability Data Sources

Indicator	Data Source (TSDS PEIMS) and Accepted Values	TSDS PEIMS PDM Report
Dual Credit	• **DUAL-CREDIT-INDICATOR-CODE** (C088, E1011) ○ Value = 1 • **COLLEGE-CREDIT-HOURS** (E1081) ○ Value = Total credit hours earned • **PASS/FAIL-CREDIT-INDICATOR-CODE** (C136, E0949) ○ Value = 01 or 08	**SUMMER** • Course Completion: Student Completing Courses with Advanced/Dual Credit/Enrollment (PDM3-133-002) • Student: Students with Dual Credit Courses and College Credit Hours (PDM3-120-008) **EXTENDED YEAR** • Student: Students with Dual Credit Courses and College Credit Hours (PDM4-133-001)
Industry Certification	• **POST-SECONDARY-CERTIFICATION-LICENSURE-CODE** (C214, E1640) ○ Value = Select code to match the IBC • **POST-SECONDARY-CERTIFICATION-LICENSURE-RESULT** (C232, E1733) ○ Value = 01	**SUMMER** • Student: Student Advanced Academic Roster by Grade (PDM3-120-010) **FALL** • Student: Student Advanced Academic Roster by Grade (PDM1-120-016)
Associates Degree	• **ASSOCIATE-DEGREE-INDICATOR-CODE** (C088, E1596 Fall 2023-24 Submission 1); (C235, E1596 starting with Summer 2023-24 Submission 3) ○ Value = 1	**SUMMER** • Course Completion: Student Advanced Academic Roster by Grade (PDM3-120-010) **FALL** • Leaver: Graduate Roster by Graduation Type (PDM1-124-007)
College Prep Courses	• **SERVICE-ID** (C022, E0724) ○ Value = CP110100 (RLA) or CP111200 (Math) • **COURSE-SEQUENCE-CODE** (C135, E0948) ○ Value = 0, 2, 5, 9, D0, D2, D5, or D9 • **PASS/FAIL-CREDIT-INDICATOR-CODE** (C136, E0949) ○ Value = 01 or 08	**SUMMER** • Course Completion: Students Completing Courses by Pass/Fail Indicator (PDM3-133-001) **EXTENDED YEAR** • Course Completion: Students Completing Courses by Pass/Fail Indicator (PDM4-133-002)
IEP and Workforce Readiness Graduates	• **GRADUATION-TYPE-CODE** (C062, E0806) ○ Value = 04, 05, 54, or 55	**FALL** • Leaver: Graduate Roster by Graduation Type (PDM1-124-007)

CCMR Accountability Data Sources

Indicator	Data Source (TSDS PEIMS) and Accepted Values	TSDS PEIMS PDM Report
SpEd Graduate with Adv Grad Plan	*Complete one attendance data element* • **TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT** (E0940) ○ Value = Days present for specific instructional setting • **RS-TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT** (E1688) ○ Value = Days present for specific instructional setting • **RA-TOTAL-ELIG-SP-ED-MAINSTREAM-DAYS-PRESENT** (E1689) ○ Value = Days present for specific instructional setting • **ELIGIBLE-DAYS-PRESENT-IN-INSTR-SETTING** (E0944) ○ Value = Days present for specific instructional setting • **FLEX-ATTEND-TOTAL-SP-ED-MAINSTREAM-DAYS-ELIGIBLE** (E1049) ○ Value = Days present for specific instructional setting • **FLEX-ATTEND-DAYS-ELIGIBLE-IN-INSTR-SETTING** (E1051) ○ Value = Days present for specific instructional setting • **GRADUATION-TYPE-CODE** (C062, E0806) ○ RHSP Value = 19, 22, 25, 28, or 31; ○ DAP Value = 20, 23, 26, 29, or 32; ○ FHSP* Value = 34, 35, 54, 55, 56 or 57 **If an FHSP code is used, an Endorsement Element ID must also be entered:* • **FHSP-DISTING-LEVEL-ACHIEVE-INDICATOR-CODE** (C199, E1542) ○ Value = 2 • **STEM-ENDORSEMENT-INDICATOR-CODE** (C199, E1544) ○ Value = 2 • **BUSINESS-AND-INDUSTRY-ENDORSEMENT-INDICATOR-CODE** (C199, E1545) ○ Value = 2 • **PUBLIC-SERVICES-ENDORSEMENT-INDICATOR-CODE** (C199, E1546) ○ Value = 2 • **ARTS-AND-HUMANITIES-ENDORSEMENT-INDICATOR-CODE** (C199, E1547) ○ Value = 2 • **MULTI-DISCIPLINARY-STUDIES-ENDORSEMENT-INDICATOR-CODE** (C199, E1548) ○ Value = 2	**FALL** • Leaver: Graduate Roster by Graduation Type (PDM1-124-007)

Indicator	Data Source (Non-TSDS PEIMS)
STAAR, STAAR EOC	Cambium>CAF>PR
TELPAS, STAAR Alternate 2, TELPAS Alternate	Cambium>CAF>PR
Onramps	Onramps Program> PR
AP	College Board>Research>PR
IB	IB>Research>PR
SAT	College Board>Research>PR
ACT	ACT>Research>PR
TSIA	College Board>THECB>Research>PR
Level I & Level II Certificates	THECB>Research>PR
Military Readiness	DD Form4>LEA>TEAL>PR



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Graduation Rate
(State Definition)
4-yr, 5-yr or 6-yr

(3)

Graduation Rate

(Federal Definition)
4-year

Lagging Indicator

State Graduation rate (Domain I & IIB): Best of

- 4-year (Class of 2023),
- 5-year (Class of 2022) or
- 6-year (Class of 2021)

Federal Graduation Rate (without state exclusions) (Domain III):

- 4-year (Class of 2023)

By Cohort

- **Cohort Members.** A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in a given school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students stay with their original cohort, whether they are retained or promoted. Students are members of only one cohort.

Graduation Rate Exclusions

Exclusions from Calculated Rates

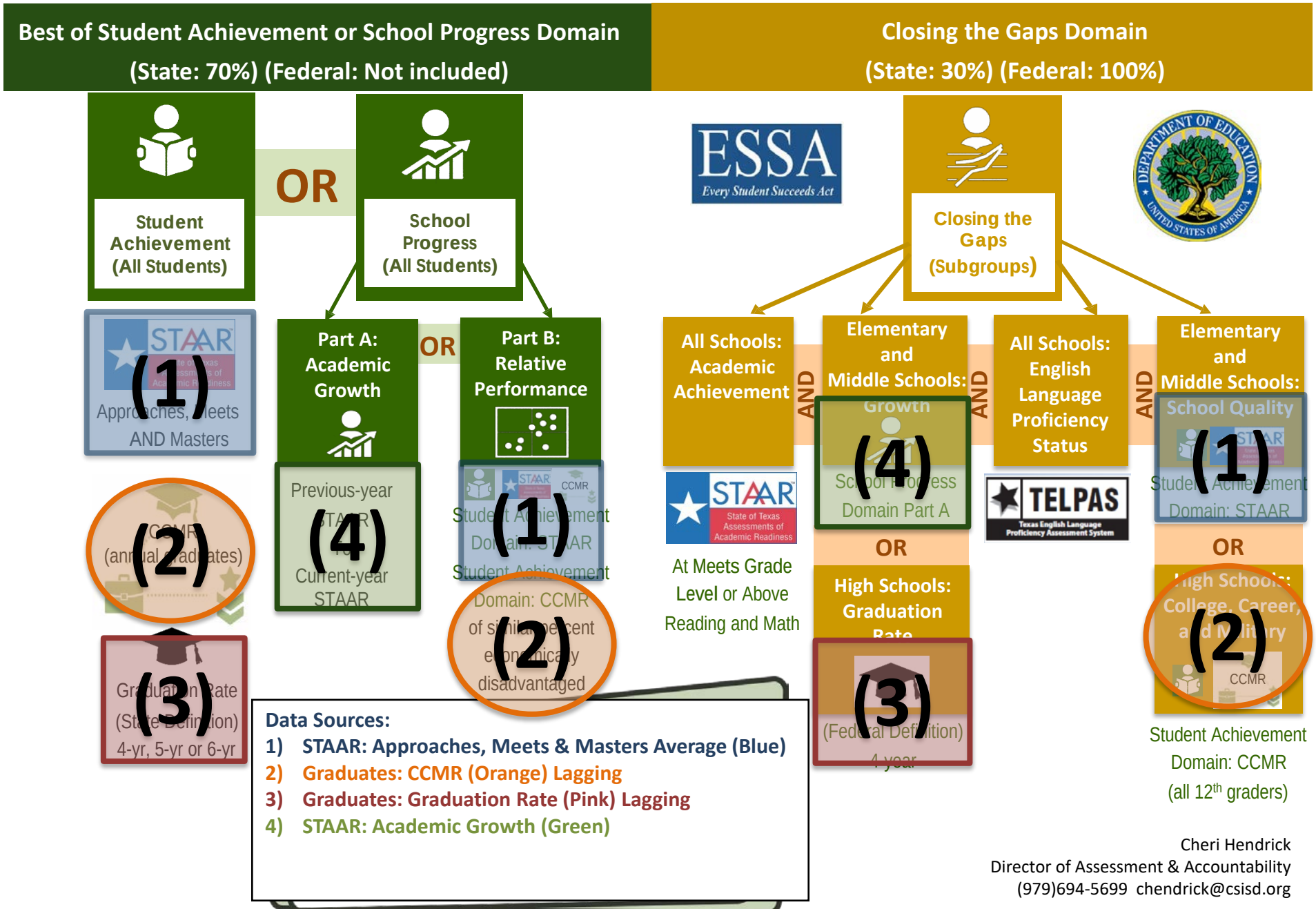
Under state statute, a student who meets one or more of the following criteria is excluded from campus and district rate calculations used for state accountability purposes:

Rates	Number of exclusions ap
Campus and district rates calculated for **state** accountability purposes (e.g., Student Achievement Domain)	**Nine:** court-ordered high earned), previous dropou a juvenile detention or re incarcerated as adult, an
Campus and district rates calculated for **federal** accountability purposes (e.g., Closing the Gaps Domain)	**One:** in a juvenile detenti
State, region, and county rates	**None**

[a]New alternative education accountability (AEA) procedures were implemented as part of an ac continuation, and Texas Certificate of High School Equivalency (TxCHSE) recipient rate was modi but not the denominator, of the calculation.

Methods for Determining Exclusions

Exclusion	Determined by
Court-ordered TxCHSE, not earned	District reporting (PEIMS Leaver Reason Code of '88') and agency processing
Previous dropouts	District reporting (PEIMS Leaver Reason Code of '08', '20', '88', '89', or '98') and agency processing
ADA ineligible students	District reporting (PEIMS ADA Eligibility Code of '0')
Refugees/asylees	District reporting (PEIMS Unschooled Refugee/Asylee Code of '1' or '2')
In a juvenile detention or residential treatment facility (State and Federal)	District reporting (PEIMS Student Attribution Code of '21' through '28')
Incarcerated as adult	District reporting (PEIMS Leaver Reason Code of '89')
IEP continuer	District reporting (PEIMS IEP Continuer Indicator Code of '1')
Medical injury	District reporting (PEIMS Leaver Reason Code of '20')
Adult previous dropouts	District reporting (PEIMS Adult-Previous-Attendance Indicator Code of '0')



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Previous-year
STAAR
To
Current-year
STAAR

(4)

Academic Growth

Subjects:

STAAR Grades 4 - 8 Math and Algebra I EOC**
STAAR Grades 4 - 8 Reading, English I EOC** and English II EOC**

Versions:

STAAR, STAAR Spanish Math, STAAR Spanish Reading and STAAR Alternate 2*

**if both years are STAAR Alternate 2*
***EOC based on first time*

Academic Growth:

Part A: Academic Growth

Previous-year STAAR To Current-year STAAR

Part A: Academic Growth: Annual Growth Points (STAAR)

Prior Year* Performance on STAAR	Current Year Performance on STAAR					
	Low Did Not Meet Grade Level	High Did Not Meet Grade Level	Low Approaches Grade Level	High Approaches Grade Level	Meets Grade Level	Masters Grade Level
Low Did Not Meet Grade Level	0	1	1	1	1	1
High Did Not Meet Grade Level	0	1/2	1	1	1	1
Low Approaches Grade Level	0	0	1/2	1	1	1
High Approaches Grade Level	0	0	0	1/2	1	1
Meets Grade Level	0	0	0	0	1	1
Masters Grade Level	0	0	0	0	0	1

**For STAAR English I and English II EOCs, growth is also measured if the student has taken the assessments for the first time within the same accountability cycle.*

Part A: Academic Growth: Annual Growth Points (STAAR Alternate 2)

Prior Year Performance on STAAR Alternate 2	Current Year Performance on STAAR Alternate 2			
	Low Level I: Developing	High Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Low Level I: Developing	0	1	1	1
High Level I: Developing	0	1/2	1	1
Level II: Satisfactory	0	0	1	1
Level III: Accomplished	0	0	0	1

Part A: Academic Growth: Accelerated Learning Points (STAAR)

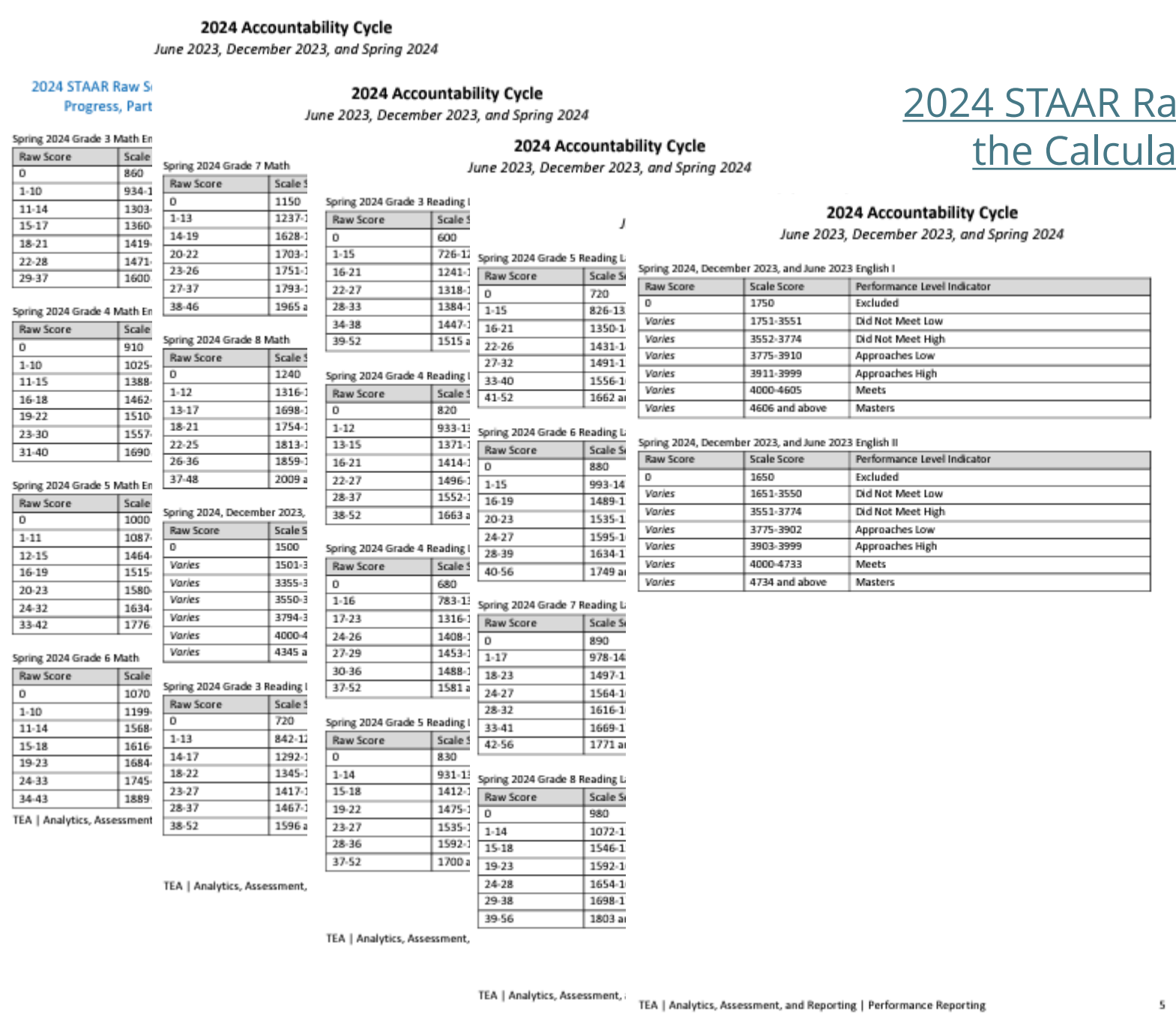
Prior Year Performance on STAAR	Current Year Performance on STAAR			
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level
Did Not Meet Grade Level	0	1	1	1

Part A: Academic Growth: Accelerated Learning Points (STAAR Alternate 2)

Prior Year Performance on STAAR Alternate 2	Current Year Performance on STAAR Alternate 2		
	Level I: Developing	Level II: Satisfactory	Level III: Accomplished
Level I: Developing	0	1	1

2024 STAAR Raw and Scale Scores Associated with the Calculation of Academic Growth in A-F

(posted June 14, 2024)



2024 Accountability Cycle

June 2023, December 2023, and Spring 2024

2024 STAAR Raw S
Progress, Part

Spring 2024 Grade 3 Math En

Raw Score	Scale
0	860
1-10	934-1
11-14	1303-
15-17	1360-
18-21	1419-
22-28	1471-
29-37	1600

Spring 2024 Grade 4 Math En

Raw Score	Scale
0	910
1-10	1025-
11-15	1388-
16-18	1462-
19-22	1510-
23-30	1557-
31-40	1690

Spring 2024 Grade 5 Math En

Raw Score	Scale
0	1000
1-11	1087-
12-15	1464-
16-19	1515-
20-23	1580-
24-32	1634-
33-42	1776

Spring 2024 Grade 6 Math

Raw Score	Scale
0	1070
1-10	1199-
11-14	1568-
15-18	1616-
19-23	1684-
24-33	1745-
34-43	1889

TEA | Analytics, Assessment

Spring 2024 Grade 7 Math

Raw Score	Scale S
0	1150
1-13	1237-1
14-19	1628-1
20-22	1703-1
23-26	1751-1
27-37	1793-1
38-46	1965 a

Spring 2024 Grade 8 Math

Raw Score	Scale S
0	1240
1-12	1316-1
13-17	1698-1
18-21	1754-1
22-25	1813-1
26-36	1859-1
37-48	2009 a

Spring 2024, December 2023,

Raw Score	Scale S
0	1500
Varies	1501-3
Varies	3355-3
Varies	3550-3
Varies	3794-3
Varies	4000-4
Varies	4345 a

Spring 2024 Grade 3 Reading

Raw Score	Scale S
0	720
1-13	842-12
14-17	1292-1
18-22	1345-1
23-27	1417-1
28-37	1467-1
38-52	1596 a

TEA | Analytics, Assessment,

2024 Accountability Cycle

June 2023, December 2023, and Spring 2024

Spring 2024 Grade 3 Reading

Raw Score	Scale S
0	600
1-15	726-12
16-21	1241-1
22-27	1318-1
28-33	1384-1
34-38	1447-1
39-52	1515 a

Spring 2024 Grade 4 Reading

Raw Score	Scale S
0	820
1-12	933-13
13-15	1371-1
16-21	1414-1
22-27	1496-1
28-37	1552-1
38-52	1663 a

Spring 2024 Grade 4 Reading

Raw Score	Scale S
0	680
1-16	783-13
17-23	1316-1
24-26	1408-1
27-29	1453-1
30-36	1488-1
37-52	1581 a

Spring 2024 Grade 5 Reading

Raw Score	Scale S
0	830
1-14	931-13
15-18	1412-1
19-22	1475-1
23-27	1535-1
28-36	1592-1
37-52	1700 a

TEA | Analytics, Assessment,

2024 Accountability Cycle

June 2023, December 2023, and Spring 2024

Spring 2024 Grade 5 Reading

Raw Score	Scale S
0	720
1-15	826-13
16-21	1350-1
22-26	1431-1
27-32	1491-1
33-40	1556-1
41-52	1662 a

Spring 2024 Grade 6 Reading

Raw Score	Scale S
0	880
1-15	993-14
16-19	1489-1
20-23	1535-1
24-27	1595-1
28-39	1634-1
40-56	1749 a

Spring 2024 Grade 7 Reading

Raw Score	Scale S
0	890
1-17	978-14
18-23	1497-1
24-27	1564-1
28-32	1616-1
33-41	1669-1
42-56	1771 a

Spring 2024 Grade 8 Reading

Raw Score	Scale S
0	980
1-14	1072-1
15-18	1546-1
19-23	1592-1
24-28	1654-1
29-38	1698-1
39-56	1803 a

TEA | Analytics, Assessment,

2024 Accountability Cycle

June 2023, December 2023, and Spring 2024

Spring 2024, December 2023, and June 2023 English I

Raw Score	Scale Score	Performance Level Indicator
0	1750	Excluded
Varies	1751-3551	Did Not Meet Low
Varies	3552-3774	Did Not Meet High
Varies	3775-3910	Approaches Low
Varies	3911-3999	Approaches High
Varies	4000-4605	Meets
Varies	4606 and above	Masters

Spring 2024, December 2023, and June 2023 English II

Raw Score	Scale Score	Performance Level Indicator
0	1650	Excluded
Varies	1651-3550	Did Not Meet Low
Varies	3551-3774	Did Not Meet High
Varies	3775-3902	Approaches Low
Varies	3903-3999	Approaches High
Varies	4000-4733	Meets
Varies	4734 and above	Masters

TEA | Analytics, Assessment, and Reporting | Performance Reporting 5

Part A: Academic Growth

Previous-year STAAR To Current-year STAAR

Data Files

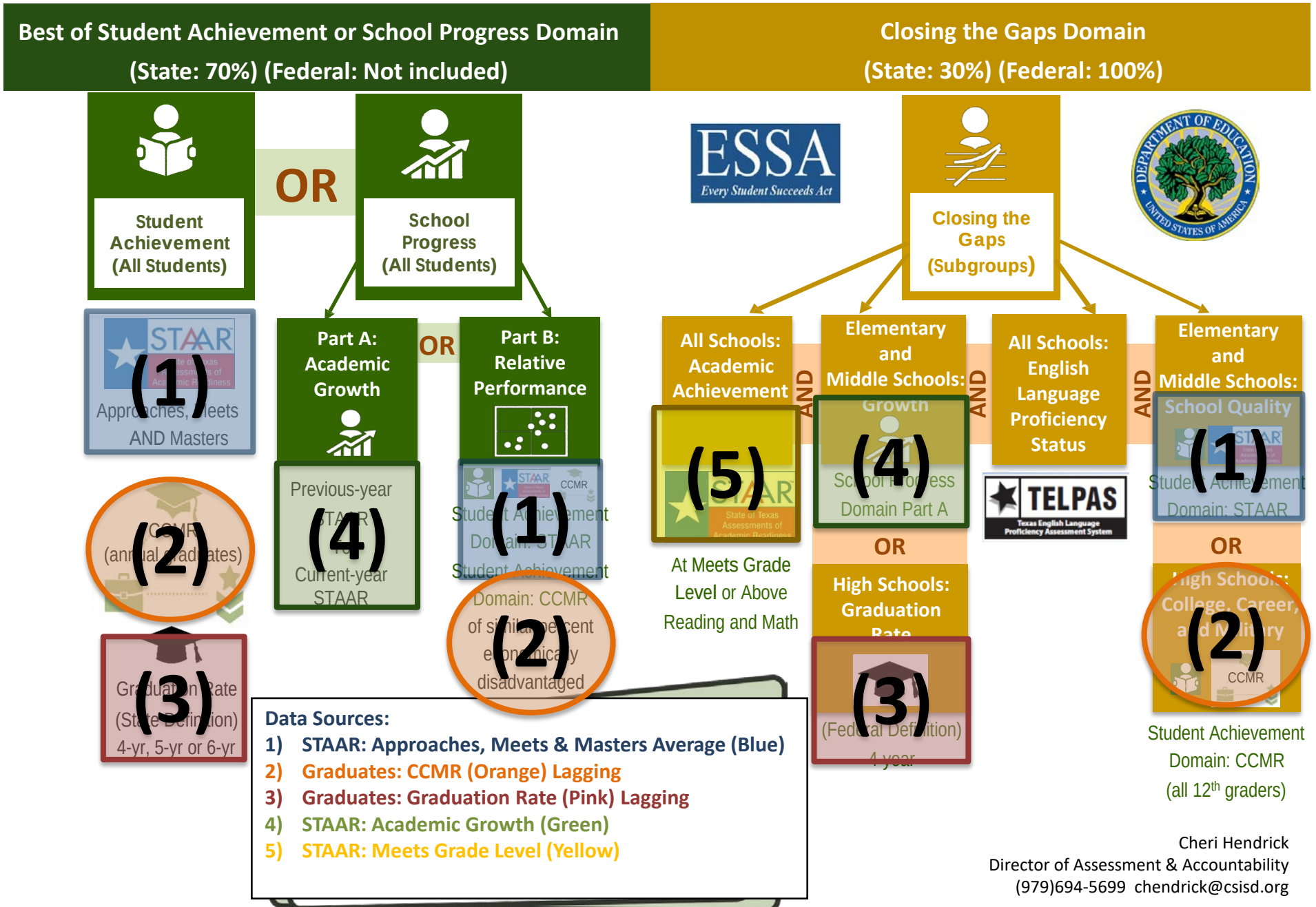
STAAR 3-8 and STAAR Alt 2 Grades 3-8:

RLA 405-406

Math 759-760

STAAR EOC and STAAR Alt 2 EOC:

363-364



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All Schools: Academic Achievement

STAAR State of Texas Assessments of Academic Readiness

At **Meets Grade Level** or Above Reading and Math

(5)

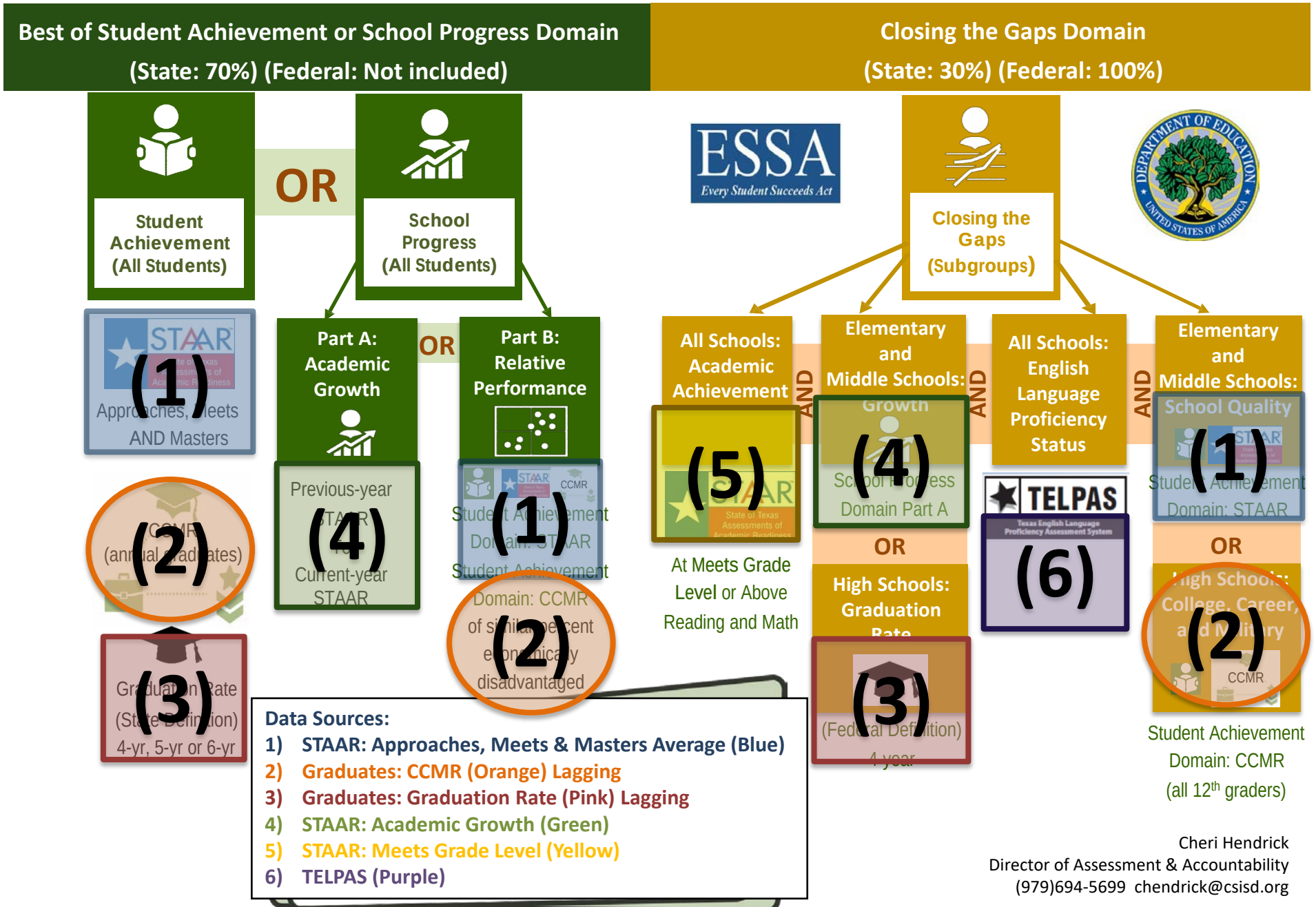
STAAR at Meets Grade Level

Subjects:

- Grades 3-8 Reading, English I and English II EOC
- Grades 3-8 Math and Algebra I EOC

All Versions:

- STAAR, STAAR Spanish and STAAR Alternate 2



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All Schools: English Language Proficiency Status

TELPAS
Texas English Language Proficiency Assessment System

(6)

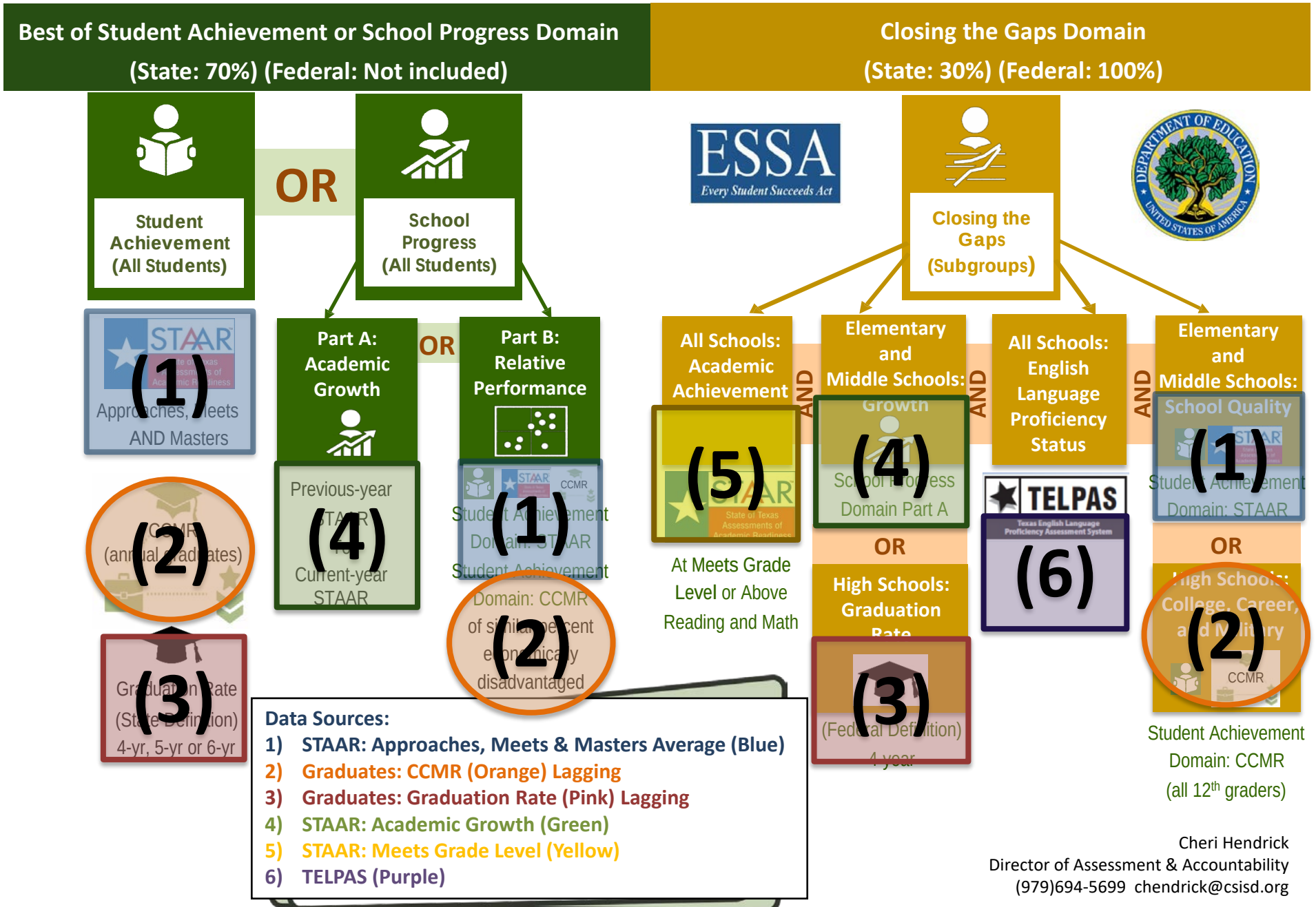
English Language Proficiency Component TELPAS 2023 and 2024

The Progress in Achieving English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12 and is used in calculating the Closing the Gaps domain.

In 2024 accountability, the Progress in Achieving English Language Proficiency component evaluates TELPAS and TELPAS Alternate results compared to the prior year results to determine if the student made progress.

- A student is considered to have made progress if
  - the student advances or
  - is scored as Advanced High or Basic Fluency in at least two of the four domains from the prior year (2023) to the current year (2024). The four evaluated domains for Progress in Achieving English Language Proficiency are listening, speaking, reading, and writing.

- Students evaluated in all four domains in both 2023 and 2024, or scored as Advanced High or Basic Fluency in at least two of the four domains in the current year (2024), are evaluated.
- Ratings are not compared across TELPAS and TELPAS Alternate



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COLLEGE STATION
INDEPENDENT SCHOOL DISTRICT

2024 Closing the Gap

Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Dis	EB/EL (Current & Monitered)	SpEd (Current)	Foster	Homeless	Migrant	Component Points
Reading 2024																
Mathematics 2024																
Met Minimum Size																
Total Academic Achievement Component Points																

Meets on Grades 3- 8 RLA, English I and English II
Grades 3-8 Math and Algebra I

Same data as Domain 2A

OR

Student Growth

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Dis	EB/EL (Current & Monitered)	SpEd (Current)	Foster	Homeless	Migrant	Component Points
Reading 2024																
Mathematics 2024																
Minimum Size																
Total Academic Achievement Component Points																

Grades 4- 8 RLA
English I and English II
Grades 4-8 Math and Algebra I

4 Year Federal Graduation Rate (Chosen Component)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Dis	EB/EL (Current & Monitered)	SpEd (Current)	Foster	Homeless	Migrant	Component Points
2023 Graduated																
Met Minimum Size																
Total Academic Achievement Component Points																

4-year federal graduation rate

English Language Proficiency

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Dis	EB/EL (Current & Monitered)	SpEd (Current)	Foster	Homeless	Migrant	Component Points
2024 Advanced High or Basic Fluency	–	–	–	–	–	–	–	–	–		–	–	–	–	–	
Met Minimum Size																
Total English Language Proficiency Component Points																

TELPAS K-12

Same data as Domain 1 & 2B

OR

School Quality (CCMR)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Dis	EB/EL (Current & Monitered)	SpEd (Current)	Fos
Prior Year Rate													
2024 Rate													
Minimum Size													
Total School Qua													

Grades 3- 8 Reading, English I and English II;
Grades 3-8 Math and Algebra I;
Grades 5 & 8 Science and Biology;
Grade 8 Social Studies and U.S. History

Same data as Domain 1 & 2B

Student Success (STAAR Only No CCMR)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Dis	EB/EL (Current & Monitered)	SpEd (Current)	Foster	Homeless	Migrant	Component Points
2024 Average of Performance Levels Above Approaches Standard Met Minimum Size																
Total Student Success (STAAR Only No CCMR) Component Points																

College, Career and Military Readiness (CCMR)

2024 Closing the Gap

Academic Achievement: STAAR Performance Status at Meets Grade Level or above standard

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Dis	EB/EL (Current & Monitered)	SpEd (Current)	Foster	Homeless	Migrant	Component Points
Reading 2024																
Mathematics 2024																
Met Minimum Size																
Total Academic Achievement Component Points																

STAAR in TIDE only exception Highly Mobile from PEIMS

Student Growth

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Dis	EB/EL (Current & Monitered)	SpEd (Current)	Foster	Homeless	Migrant	Component Points
Reading 2024																
Mathematics 2024																
Met Minimum Size																
Total Academic Achievement Component Points																

STAAR in TIDE only exception Highly Mobile from PEIMS

4 Year Federal Graduation Rate (Chosen Component)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Dis	EB/EL (Current & Monitered)	SpEd (Current)	Foster	Homeless	Migrant	Component Points
2023 Graduated																
Met Minimum Size																
Total Academic Achievement Component Points																

PEIMS

English Language Proficiency

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Dis	EB/EL (Current & Monitered)	SpEd (Current)	Foster	Homeless	Migrant	Component Points
2024 Advanced High or Basic Fluency																
Met Minimum Size																
Total English Language Proficiency Component Points																

K - 12

TELPAS in TIDE

School Quality (CCMR)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Dis	EB/EL (Current & Monitered)	SpEd (Current)	Foster	Homeless	Migrant	Component Points
Prior Year Rate																
2024 Rate																
Met Minimum Size																
Total School Quality (CCMR) Component Points																

STAAR in TIDE only exception Highly Mobile from PEIMS

Student Success (STAAR Only No CCMR)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	High Focus	Eco Dis	EB/EL (Current & Monitered)	SpEd (Current)	Foster	Homeless	Migrant	Component Points
2024 Average of Performance Levels Above Approaches Standard																
Met Minimum Size																
Total Student Success (STAAR Only No CCMR) Component Points																

PEIMS and Other (CCMR)

COLLEGE STATION INDEPENDENT SCHOOL DISTRICT

SYSTEM

Test Information Distribution Engine (TIDE)

Manage students and users for testing and reporting, order test materials, and track student participation.

Preparing for Testing | Administering Tests | After Testing

Student ID/User Email

Users | Student Information | Test Attributes | Rosters | Score Reporting and Label Requests | Administration and Security Forms

Add Student

Use this page to add students to TIDE. more info

Save Cancel

Go to section: 1 2 3 4 5 6 7 8 9 10

Student Demographics

*Enrolled Region: REG 06 EDUCATION SE
*Enrolled District: COLLEGE STATION ISD
*Enrolled Campus: -- Select --

Testing Campus

Testing Region: -- Select --
Testing District: -- Select --
Testing Campus: -- Select --

*TSDS ID:
*Student's Last Name:

*Student's First Name:
Student's Middle Name:
*Date of Birth (MMDDYYYY):
*Grade: - Select -
Gender: - Select -
PEIMS ID:
Local Student ID:

Race and Ethnicity

American Indian or Alaska Native: - Select -
Asian: - Select -
Black or African American: - Select -
Native Hawaiian or Other Pacific Islander: - Select -
White: - Select -
Hispanic or Latino: - Select -

Additional Student Information

Emergent Bilingual Indicator Code: - Select -
Bilingual Program Type: - Select -
ESL Program Type: - Select -
Migrant: - Select -
Years in U.S. Schools: - Select -
Parental Denial: - Select -
TELPAS Rater A (Relationship): - Select -
TELPAS Rater B (Collaboration): - Select -
Unschooled Asylee / Refugee Code: - Select -
Student with Interrupted Formal Education Code: - Select -

High School Equivalency Program (HSEP): - Select -
Texas Migrant Interstate Program (TMIP): - Select -
New to Texas: - Select -
Special Ed Indicator Code: - Select -
Section 504 Indicator Code: - Select -
Paper By Request: - Select -
Gifted / Talented: - Select -
Economic Disadvantage: - Select -
Title 1 Part A: - Select -
At-Risk Indicator: - Select -

SYSTEM

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Preparing for Testing | Administering Tests | After Testing

Student ID/User Email

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Add Student

Use this page to add students to TIDE. more info

Save | Cancel

Go to section: 1 2 3 10

Student Demographics

*Enrolled Region: REG 06 EDUCATION SE

*Enrolled District: COLLEGE STATION ISD

*Enrolled Campus: -- Select --

*Student's First Name:

Student's Middle Name:

*Date of Birth (MMDDYYYY):

*Grade: - Select -

Gender: - Select -

PEIMS ID:

Local Student ID:

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	

Race and Ethnicity

American Indian or Alaska Native: - Select -

Asian: - Select -

Black or African American: - Select -

Native Hawaiian or Other Pacific Islander: - Select -

White: - Select -

Hispanic or Latino: - Select -

Additional Student Information

Emergent Bilingual Indicator Code: - Select -

Bilingual Program Type: - Select -

ESL Program Type: - Select -

Migrant: - Select -

Years in U.S. Schools: - Select -

Parental Denial: - Select -

TELPAS Rater A (Relationship): - Select -

TELPAS Rater B (Collaboration): - Select -

Unschooled Asylee / Refugee Code: - Select -

Student with Interrupted Formal Education Code: - Select -

High School Equivalency Program (HSEP): - Select -

Texas Migrant Interstate Program (TMIP): - Select -

New to Texas: - Select -

Special Ed Indicator Code: - Select -

Section 504 Indicator Code: - Select -

Paper By Request: - Select -

Gifted / Talented: - Select -

Economic Disadvantage: - Select -

Title 1 Part A: - Select -

At-Risk Indicator: - Select -

COLLEGE STATION INDEPENDENT SCHOOL DISTRICT

SYSTEM

Test Information Distribution Engine (TIDE)

Manage students and users for testing and reporting, order test materials, and track student participation.

Preparing for Testing | Administering Tests | After Testing

Student ID/User Email

Users | Student Information | Test Attributes | Rosters | Score Reporting and Label Requests | Administration and Security Forms

Add Student

Use this page to add students to TIDE. more info

Save | Cancel

Go to section: 1 2 3 10

Student Demographics

*Enrolled Region: REG 06 EDUCATION SE

*Enrolled District: COLLEGE STATION ISD

*Enrolled Campus: -- Select --

Testing Campus

*Student's First Name:

Student's Middle Name:

*Date of Birth (MMDDYYYY):

*Grade: - Select -

Gender: - Select -

PEIMS ID:

Local Student ID:

All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	

Race and Ethnicity

American Indian or Alaska Native: - Select -

Asian: - Select -

Black or African American: - Select -

Native Hawaiian or Other Pacific Islander: - Select -

White: - Select -

Hispanic or Latino: - Select -

Additional Student Information

Emergent Bilingual Indicator Code: - Select -

Bilingual Program Type: - Select -

ESL Program Type: - Select -

Migrant: - Select -

Years in U.S. Schools: - Select -

Parental Denial: - Select -

TELPAS Rater A (Relationship): - Select -

TELPAS Rater B (Collaboration): - Select -

Unschooled Asylee / Refugee Code: - Select -

Student with Interrupted Formal Education Code: - Select -

Hi[illegible]hool Equivalency Program (HSEP): - Select -

Texa[illegible]rant Interstate Program (TMIP): - Select -

New to Texas: - Select -

Special Ed Indicator Code: - Select -

Section 504 Indicator Code: - Select -

Paper By Request: - Select -

Gifted / Talented: - Select -

Economic Disadvantage: - Select -

Title 1 Part A: - Select -

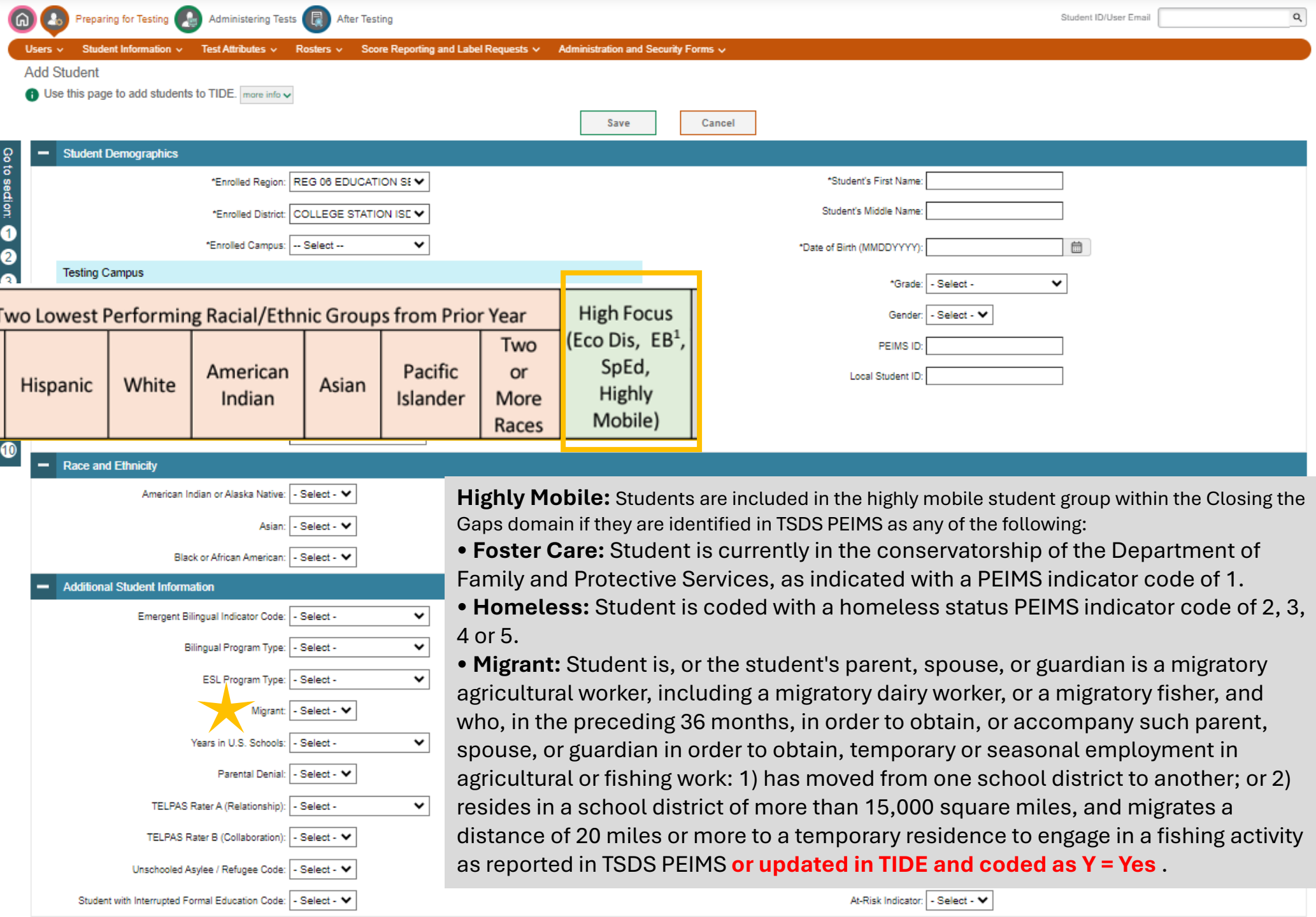
At-Risk Indicator: - Select -

COLLEGE STATION INDEPENDENT SCHOOL DISTRICT

SYSTEM

Test Information Distribution Engine (TIDE)

Manage students and users for testing and reporting, order test materials, and track student participation.



All Students	Two Lowest Performing Racial/Ethnic Groups from Prior Year							High Focus (Eco Dis, EB[1], SpEd, Highly Mobile)
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	

Highly Mobile: Students are included in the highly mobile student group within the Closing the Gaps domain if they are identified in TSDS PEIMS as any of the following:

- **Foster Care:** Student is currently in the conservatorship of the Department of Family and Protective Services, as indicated with a PEIMS indicator code of 1.
- **Homeless:** Student is coded with a homeless status PEIMS indicator code of 2, 3, 4 or 5.
- **Migrant:** Student is, or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity as reported in TSDS PEIMS **or updated in TIDE and coded as Y = Yes** .

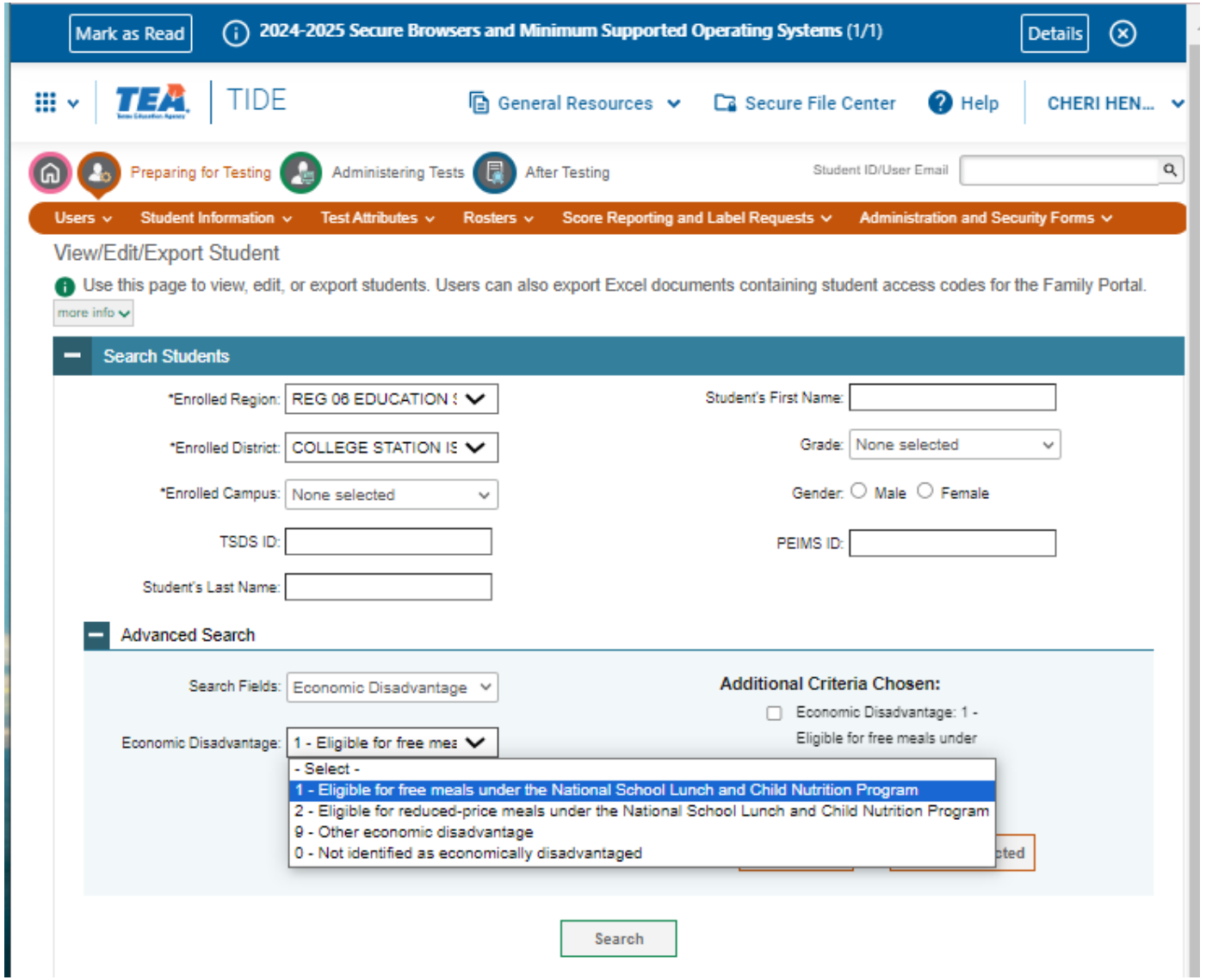
COLLEGE STATION INDEPENDENT SCHOOL DISTRICT

SYSTEM

Test Information Distribution Engine (TIDE)

Manage students and users for testing and reporting, order test materials, and track student participation.

Economically Disadvantaged

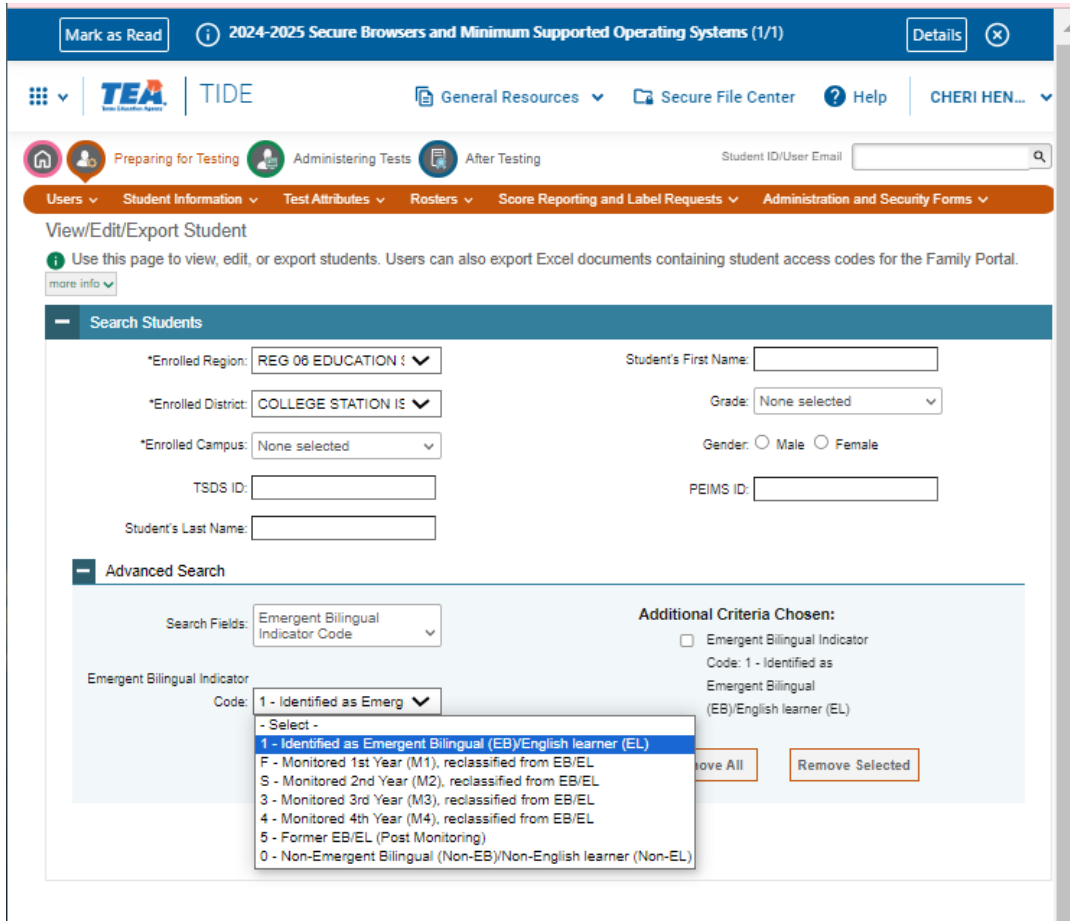


SYSTEM

Test Information Distribution Engine (TIDE)

Manage students and users for testing and reporting, order test materials, and track student participation.

Emergent Bilingual (EB)

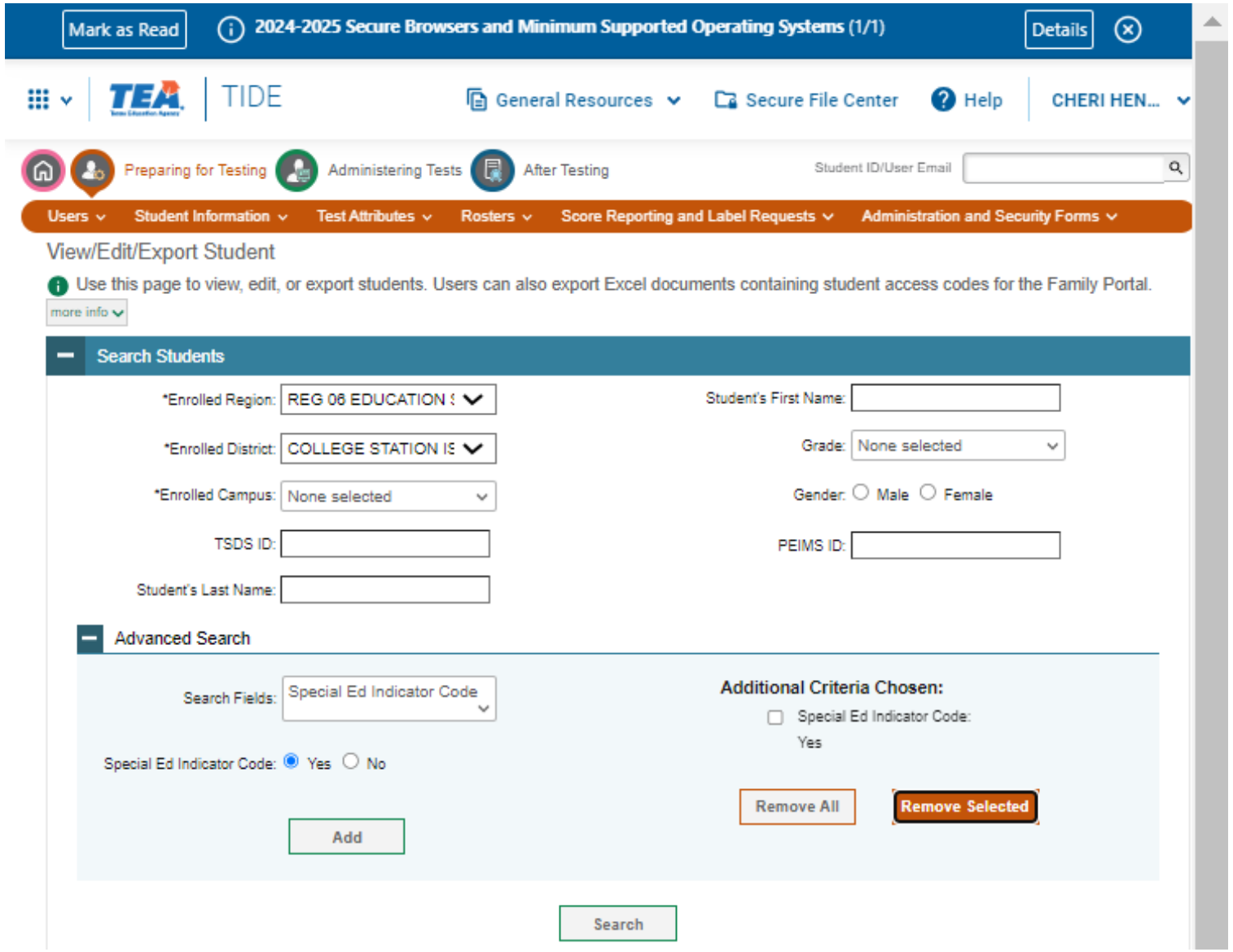


SYSTEM

Test Information Distribution Engine (TIDE)

Manage students and users for testing and reporting, order test materials, and track student participation.

Special Education (Yes)

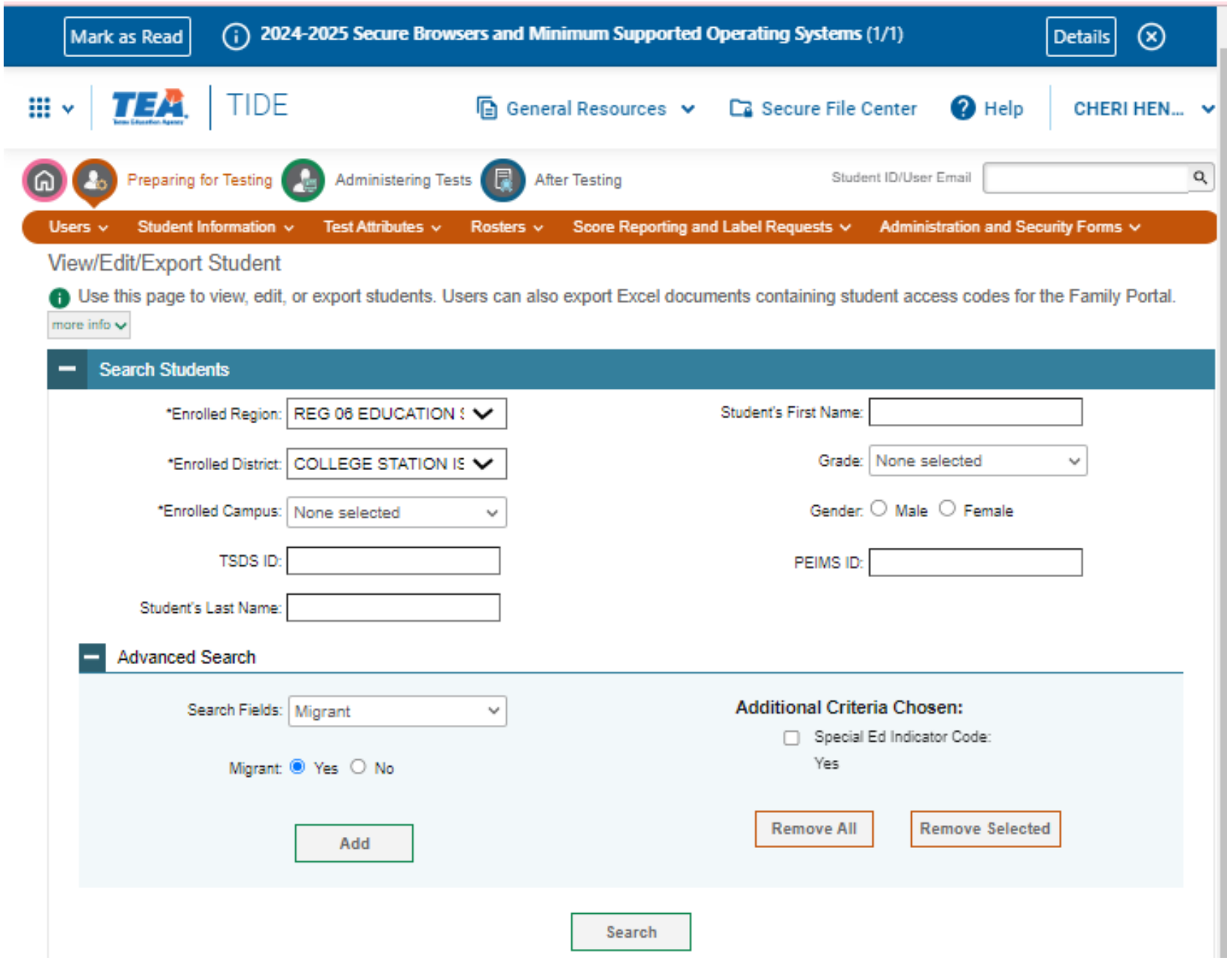


SYSTEM

Test Information Distribution Engine (TIDE)

Manage students and users for testing and reporting, order test materials, and track student participation.

Migrant (Yes)

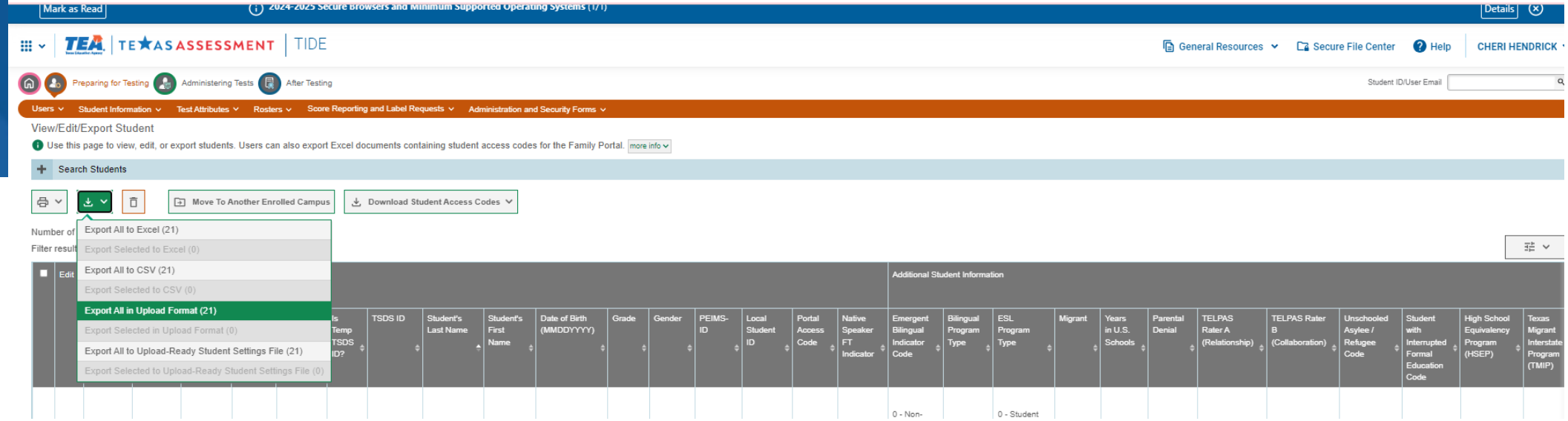


SYSTEM

Test Information Distribution Engine (TIDE)

Manage students and users for testing and reporting, order test materials, and track student participation.

Race/Ethnicity: View Students



M	N	O	P	Q	R	S	T	W	X	Z	AA	AE	AH
Local Student ID	Hispanic Latino Code (ETH)	American Indian Alaska Native Code (I)	Asian Code (A)	Black African American Code (B)	Native Hawaiian Pacific Islander Code (P)	White Code (W)	Emergent Bilingual Indicator Code (EL)	Migrant Indicator Code (MS)	Years In U.S. Schools	Unschooled Asylee/Refugee Code	Interrupted Formal Education Code	Special Ed Indicator Code (SE)	Economic Disadvantage Code (ED)
100047720	N	N	N	N	N	Y	0	N		N		N	1
100068308	N	N	N	N	N	Y	0	N		N		N	2

Growing Students

- Masters Grade Level
- Meets Grade Level
- Approaches Grade Level
- Did Not Meet Grade Level

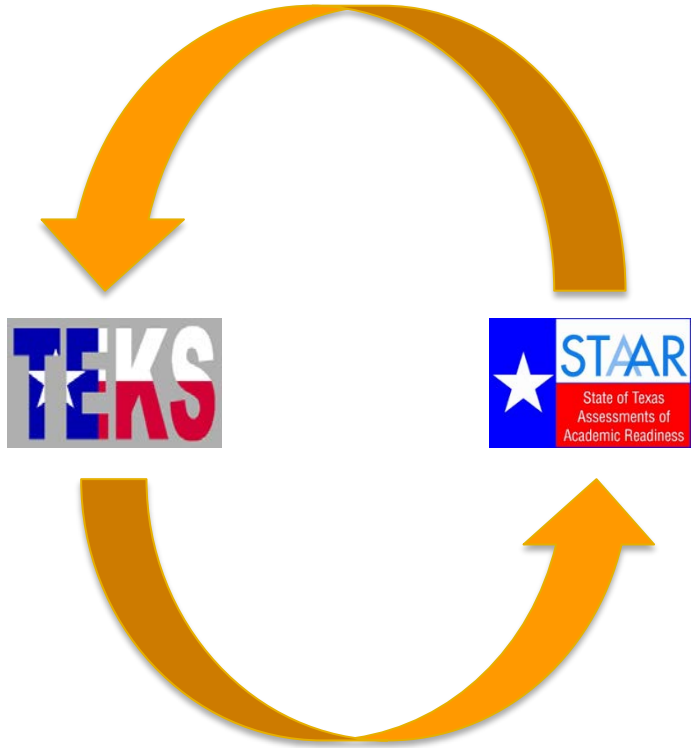
Every student, everyday

What is the rest of the child's story?

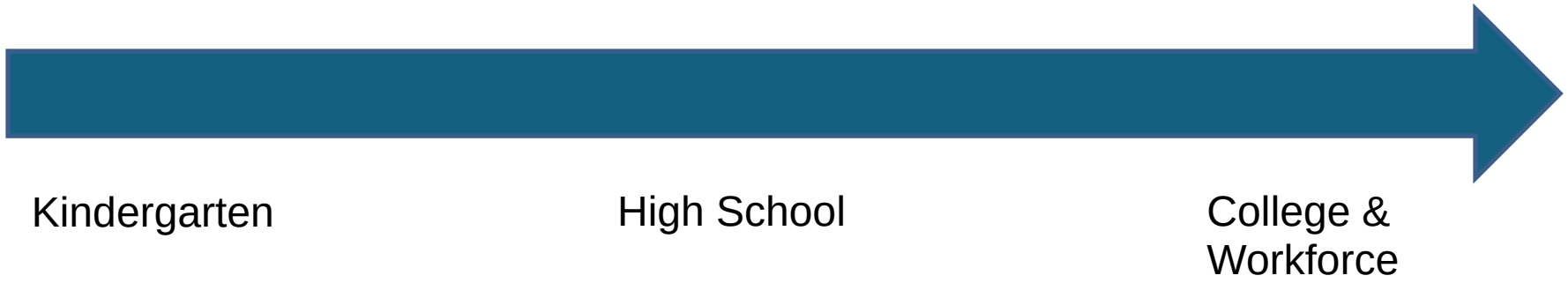
COLLEGE STATION INDEPENDENT SCHOOL DISTRICT

- The state of Texas requires a state curriculum called Texas Essential Knowledge and Skills (TEKS)

- The State of Texas Assessment of Academic Standards (STAAR), is based on the TEKS



The TEKS are Cumulative Across Grade Levels



COLLEGE STATION
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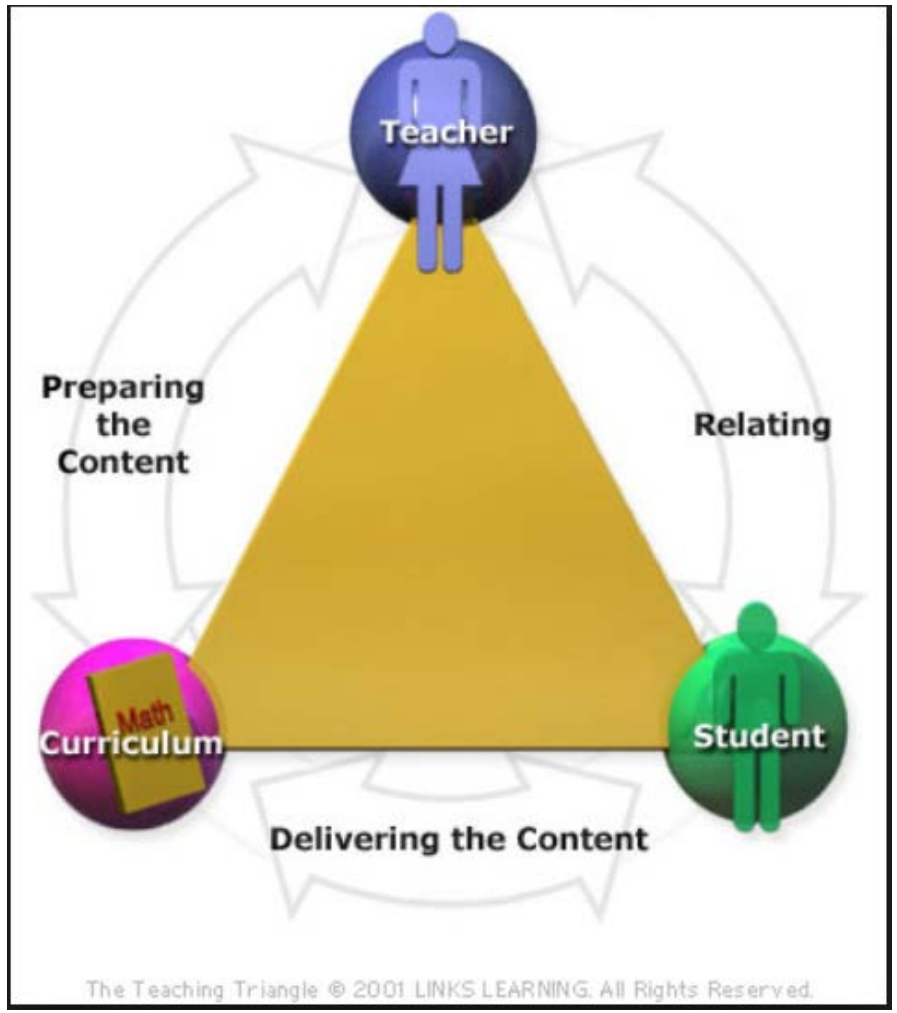

Teacher
Preparing the Content
Relating
Math Curriculum
Student
Delivering the Content
The Teaching Triangle © 2001 LINKS LEARNING. All Rights Reserved.

TEA Resources

Overall Accountability:

Full 2024 Accountability Manual

(posted May 9, 2024)

2024 Accountability Administrator's Guide

- Appendix H — Data Sources

Specific Calculations:

CCMR Data Sources: Data sources for CCMR and academic accountability indicators *(updated January 5, 2024)*

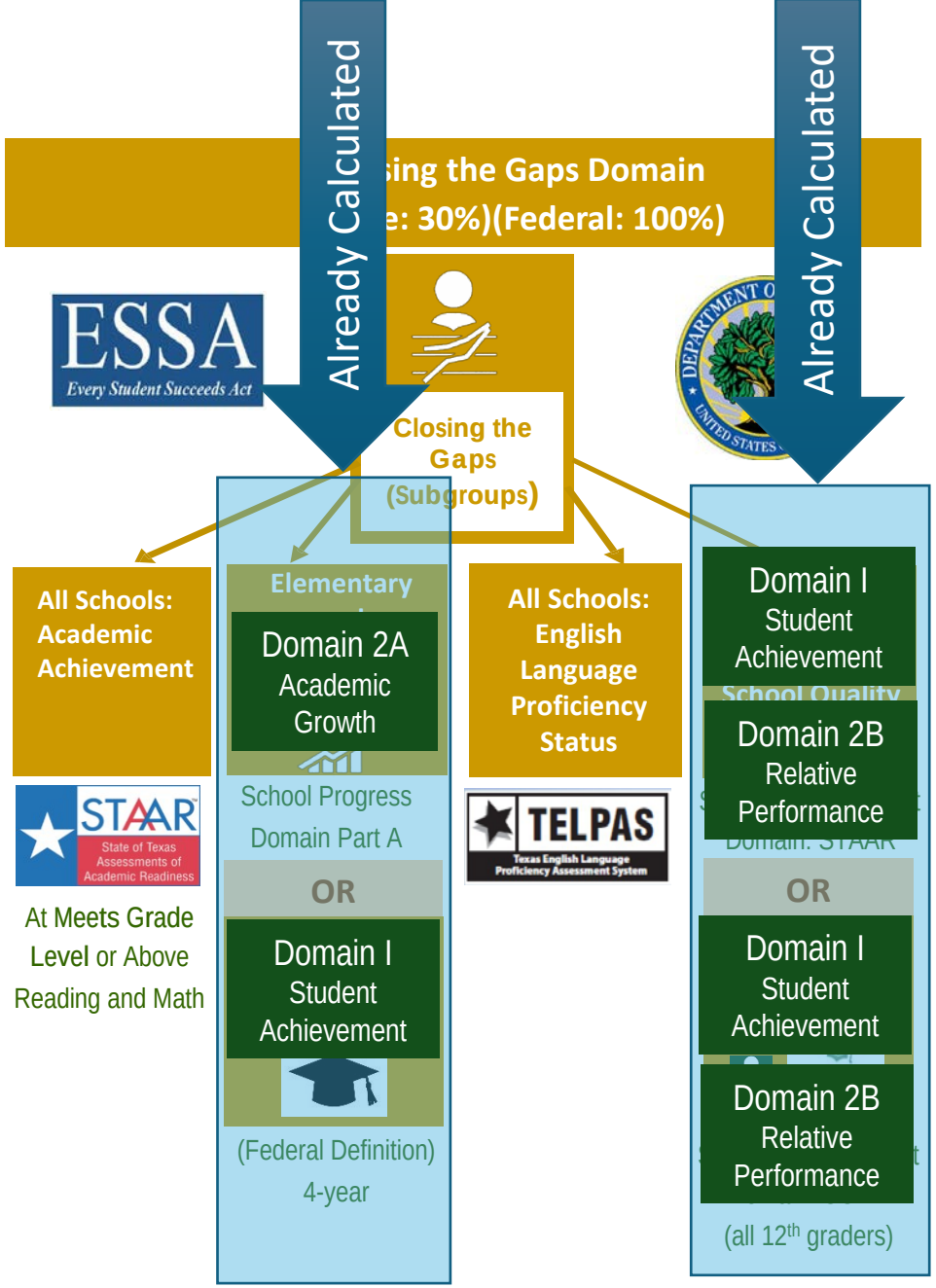
TAA: PEIMS Summer Submission deadline for CCMR in 2025 Accountability *(posted June 21, 2024)*

- Due July 18, 2024

Administrator Guide to PEIMS and Accountability *(posted June 27, 2024)*

Texas Education Agency

Best of Student Achievement or School Progress Domain (State: 70%)(Federal: Not included)		
Closing the Gaps Domain Component	Elementary and Middle Schools	Highs Schools, K-12s, AEAs and Districts
Academic Achievement	30%	50%
Academic Growth Status	50%	
Federal Graduation Status or Academic Growth Status		10%
English Language Proficiency	10%	10%
Student Achievement Domain Score: STAAR Component Only	10%	
College, Career and Military Readiness or Student Achievement Domain Score: STAAR Component Only		30%



COLLEGE STATION INDEPENDENT SCHOOL DISTRICT