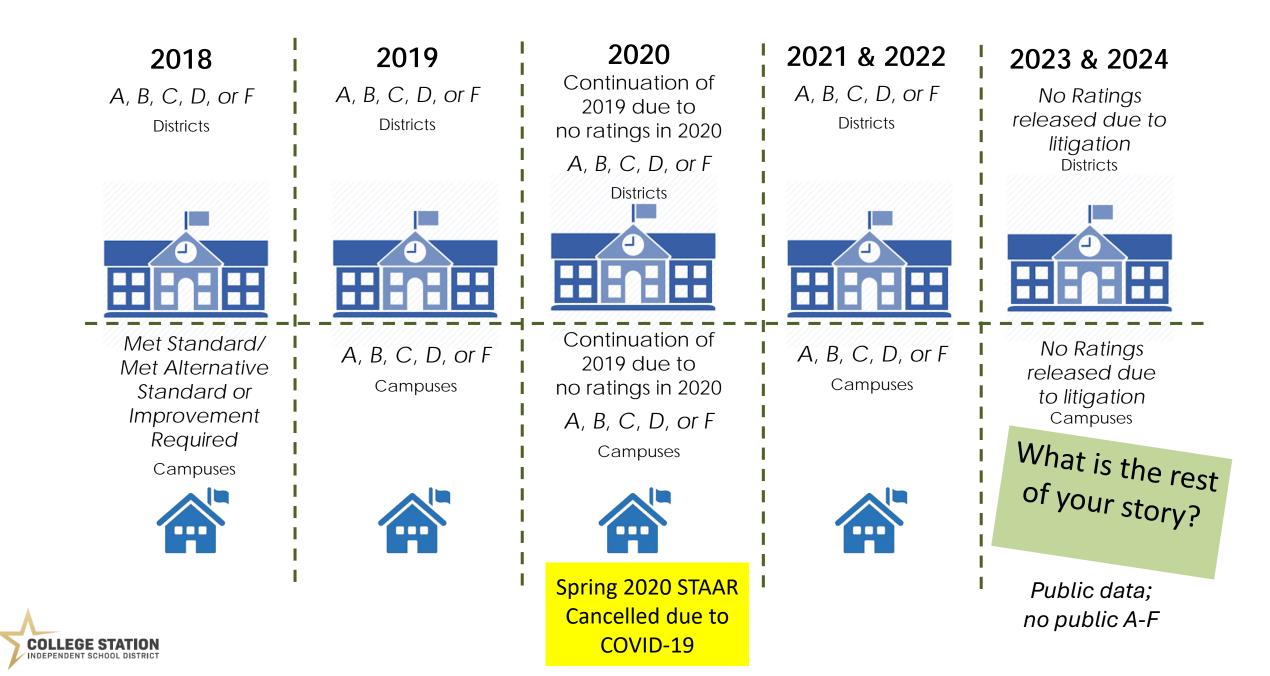


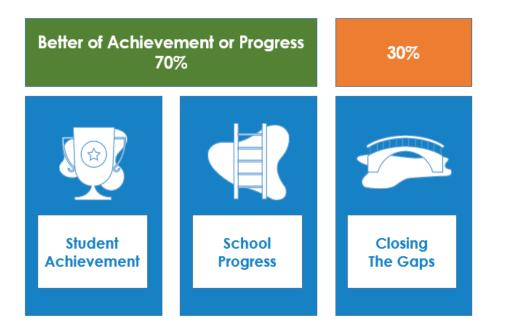
Assessment and Accountability Connections

November 6, 2024 Texas Assessment Conference

Cheri Hendrick Director of Assessment and Accountability College Station ISD (979)694-5699 chendrick@csisd.org



Three Domains: Calculating an Overall Accountability Rating

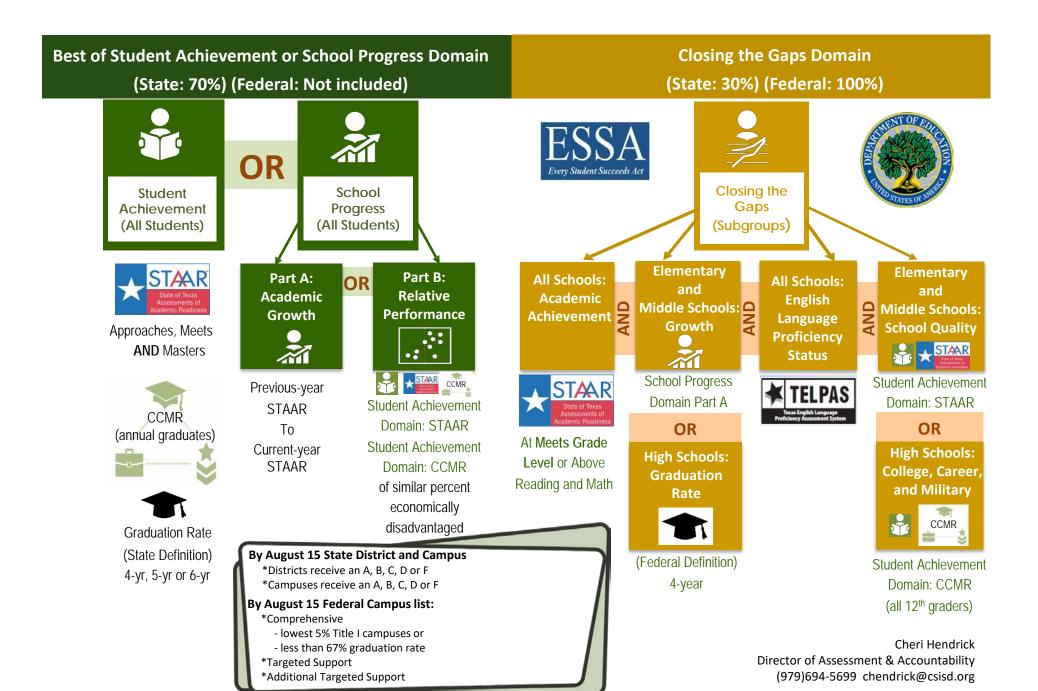


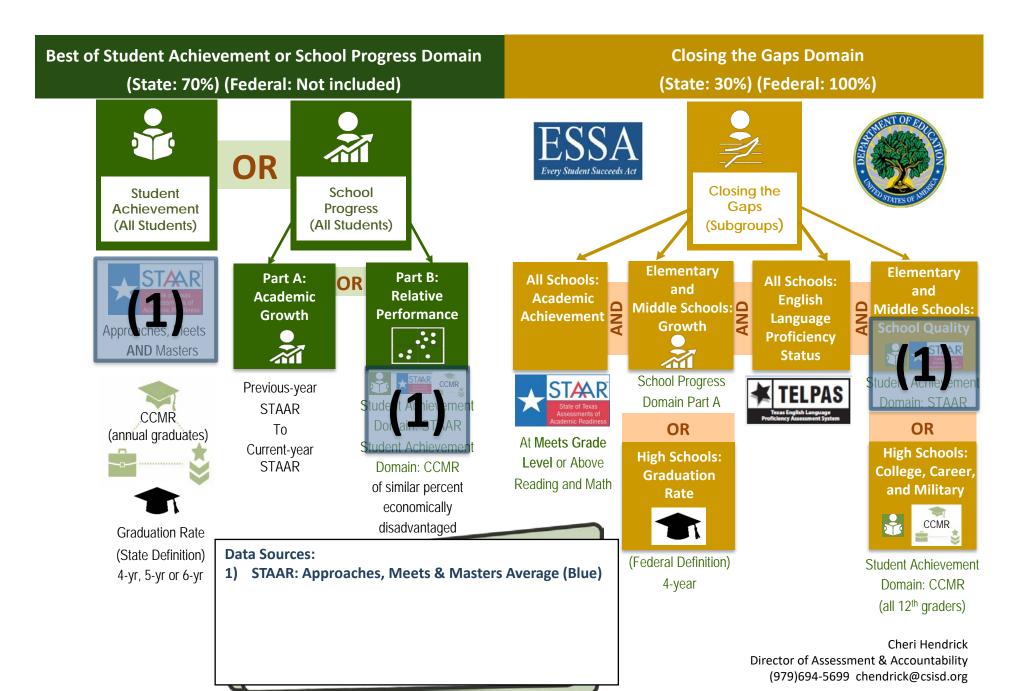
A = scaled score 90-100

- B = scaled score 80-89
- C = scaled score 70–79
- D = scaled score 60–69
- \mathbf{F} = scaled score ≤ 59

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

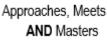








STAAR Approaches, Meets and Masters Grade Level All Subjects:



(1)

- ★ 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

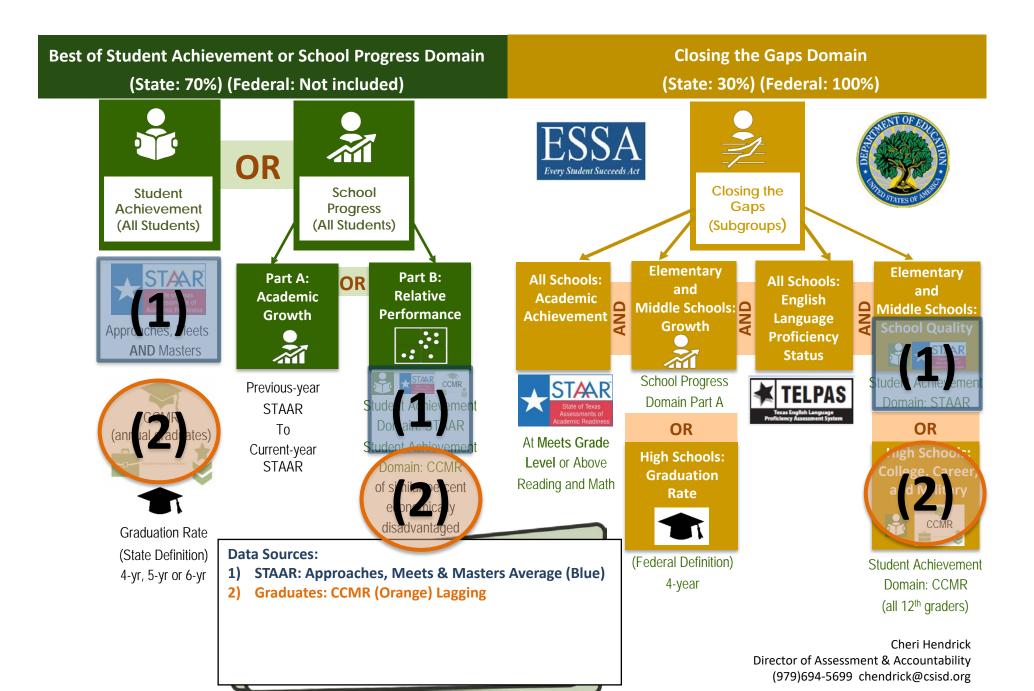


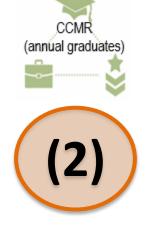
STAAR Performance Standards

- <u>Grades 3–8</u>
- EOC Assessments

STAAR Alternate 2 Performance Standards

- Grades 3–8
- EOC Assessments





CCMR Indicators for HS, K–12, and Districts/



- 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

Military Ready

 Enlist in the United States Armed Forces or Texas National Guard

Career Ready

• Earn an industry-based certification

Lagging

Indicator

- 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



TEA CCMR Data Sources:

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



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

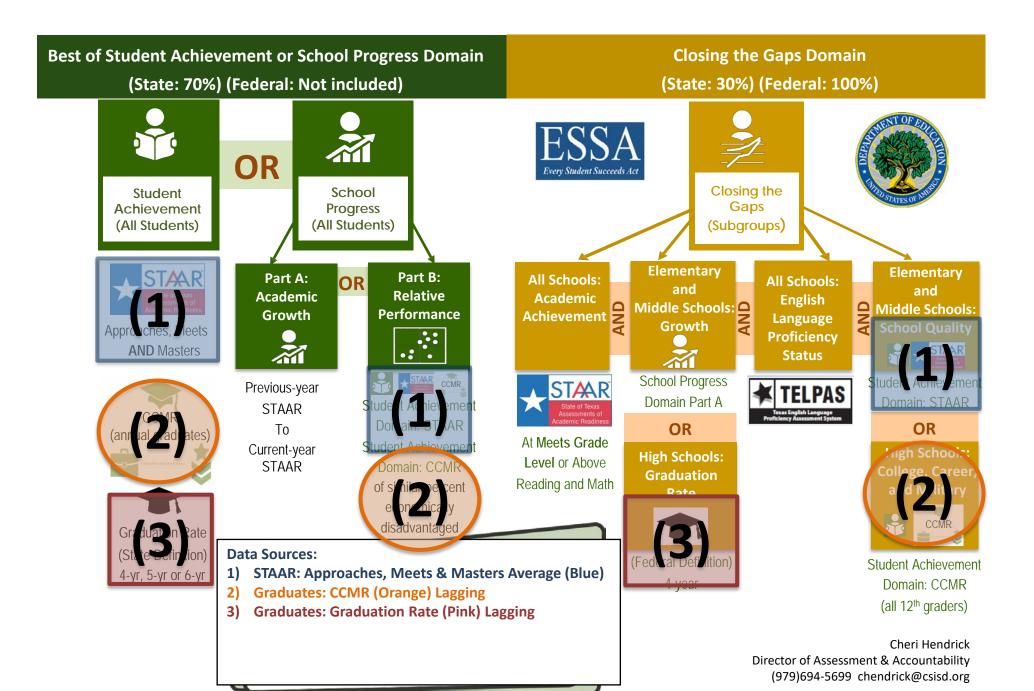
CCMR Accountability Data Sources

ndicator	Data Source (TSDS PEIMS) and Accepted Values	TSDS PEIMS PDM Report
pEd iraduate vith Adv irad Plan	Complete one attendance data element Complete one attendance data element 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 LIGIBLE-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-OAYS-ELIGIBLE-IN-INSTR-SETTING (E1051) Value = Days present for specific instructional setting	FALL • Leaver: Graduate Roster by Graduation Type (PDM1- 124-007)
	GRADUATION-TYPE-CODE (CD62_E0806) RHSP Value = 19, 22, 25, 28, or 31; DAP Value = 20, 23, 26, 29, or 32; FHSP-V Value = 34, 35, 54, 55, 56 or 57 */f an PHSP code is used, an Endorsement Element ID must also be entered; FHSP-DISTING-LEVEL-ACHIEVE-INDICATOR-CODE (C199, E15:42)	
	Value = 2 STEM-ENDORSEMENT-INDICATOR-CODE (C199, E1544) Value = 2	
	BUSINESS-AND-INDUSTRY-ENDORSEMENT-INDICATOR-CODE (<u>C199, E1545</u>) Value = 2	
	PUBLIC-SERVICES-ENDORSEMENT-INDICATOR-CODE (<u>C199, E1546</u>) Value = 2	
	ARTS-AND-HUMANITIES-ENDORSEMENT-INDICATOR-CODE (C199, E1547) Value = 2	
	MULTI-DISCIPLINARY-STUDIES-ENDORSEMENT-INDICATOR-CODE (C199, E1548) Value = 2	

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









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

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



Graduation

Rate

(Federal Definition) 4-year

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

• 4-year (Class of 2023)

By Cohort

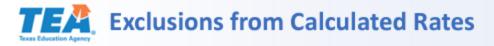
• **Cohort Members.** A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in a given school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students stay with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

Lagging

Indicator

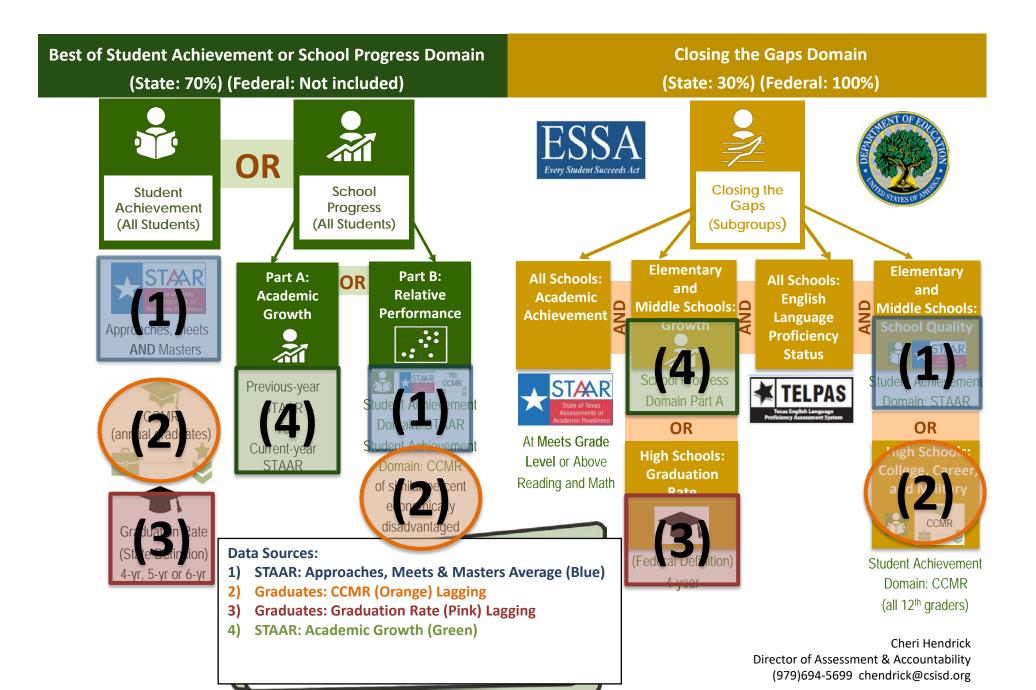


Graduation Rate Exclusions



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.,	Nine: court-ordered high earned), previous dropou	Methods for Determining Exclusions								
Student Achievement Domain)	a juvenile detention or re	Exclusion	Determined by							
	incarcerated as adult, an	Court-ordered TxCHSE, not earned	District reporting (PEIMS Leaver Reason Code of '88') and agency							
Campus and district rates calculated for	One: in a juvenile detenti		processing							
federal accountability purposes (e.g., Closing the Gaps Domain)		Previous dropouts	District reporting (PEIMS Leaver Reason Code of '08', '20', '88', '89', or '98') and agency processing							
State, region, and county rates	None	ADA ineligible students	District reporting (PEIMS ADA Eligibility Code of '0')							
*New alternative education accountability (AEA) procedur continuation, and Texas Certificate of High School Equivale		Refugees/asylees	District reporting (PEIMS Unschooled Refugee/Asylee Code of '1' or '2')							
but not the denominator, of the calculation.		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')							
			33							





Academic Growth

Previous-year STAAR То Current-year STAAR

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: Annual Growth Points (STAAR)

	Current Year Performance on STAAR														
	Low Did Not High Did Not High														
Prior 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

Previous-year STAAR To Current-year STAAR

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

Prior Year	Curre	Current Year Performance on STAAR Alternate 2													
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 Per	formance on STAAR	
Phor fear Performance on STAAK	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)

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

2024 Accountability Cycle

June 2023, December 2023, and Spring 2024

2024 STAAR Raw St

Progress, Part

2024 Accountability Cycle

June 2023, December 2023, and Spring 2024

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

(posted June 14, 2024)

Raw Score	Scale	Spring 2024 Grad	a 7 Math					ility Cycle 3, and Spring	2024
0	860	Raw Score	Scale 5		,	une 2023, Dec	ember 202	s, ana spring	2024
1-10	934-1	0	1150	Facility 2024 Card	- 7 Peedleet				
11-14	1303-	1-13	1237-1	Spring 2024 Grad					
15-17	1360			Raw Score	Scale 5		J		
18-21	1419	14-19	1628-1	0	600				
22-28	1471-	20-22	1703-1	1-15	726-12	Spring 2024 Grad	e 5 Reading L	Spring 2024, Dec	
29-37	1600	23-26	1751-1	16-21	1241-1	Raw Score	Scale S		
		27-37	1793-1	22-27	1318-1	0	720	Raw Score	50
oring 2024 Grade	e 4 Math En	38-46	1965 a	28-33	1384-1	1-15	826-13	-	1
Raw Score	Scale			34-38	1447-1	16-21	1350-1	Varies	17
0	910	Spring 2024 Grad	-	39-52	1515 a	22-26	1431-1	Varies	35
1-10	1025-	Raw Score	Scale 5			27-32	1491-1	Varies	37
11-15	1388	0	1240	Spring 2024 Grad	e 4 Reading I	33-40	1556-1	Varies	39
16-18	1462	1-12	1316-1	Raw Score	Scale 5	41-52	1662 a	Varies	40
19-22	1510	13-17	1698-1	0	820			Varies	46
23-30	1557-	18-21	1754-1	1-12	933-13	Spring 2024 Grad	e 6 Reading L		
31-40	1690	22-25	1813-1	13-15	1371-1	Raw Score	Scale S	Spring 2024, Dec	ember 2
51-40	1050	26-36	1859-1	16-21	1414-1	0	880	Raw Score	Sc
pring 2024 Grad	e 5 Math En	37-48	2009 a	22-27	1496-1	1-15	993-14	0	16
Raw Score	Scale			28-37	1552-1	16-19	1489-1	Varies	16
0	1000	Spring 2024, Dece	mber 2023,	38-52	1663 a	20-23	1535-1	Varies	35
1-11	1087-	Raw Score	Scale S		_	24-27	1595-1	Varies	37
12-15	1464	0	1500	Spring 2024 Grad	e 4 Reading I	28-39	1634-1	Varies	35
16-19	1464	Varies	1501-3	Raw Score	Scale 5	40-56	1749 a	Varies	40
		Varies	3355-3	0	680	40:36	1/45 a	Varies	47
20-23	1580-	Varies	3550-3	1-16	783-13	Spring 2024 Grad	a 7 Readios II		
24-32	1634	Varies	3794-3	17-23	1316-1	Raw Score	Scale Se		
33-42	1776	Varies	4000-4	24-26	1408-1				
		Varies	4345 a	27-29	1453-1	0	890		
pring 2024 Grad				30-36	1488-1	1-17	978-14		
Raw Score	Scale	Spring 2024 Grad	e 3 Readine I	37-52	1581 a	18-23	1497-1		
0	1070	Raw Score	Scale 5	27.22	1.5011	24-27	1564-1		
1-10	1199-	0	720	Spring 2024 Grad	e 5 Readine I	28-32	1616-1		
11-14	1568	1-13	842-12	Raw Score	Scale 5	33-41	1669-1		
15-18	1616	14-17	1292-1	0	830	42-56	1771 a		
19-23	1684	18-22	1345-1	1-14	931-13				
24-33	1745	23-27	1417-1	15-18	1412-1	Spring 2024 Grad			
34-43	1889	23-27	1417-1			Raw Score	Scale S		
EA Analytics, /	Assessment	38-52		19-22	1475-1	0	980		
		36:52	1596 a	23-27	1535-1	1-14	1072-1		
				28-36	1592-1	15-18	1546-1		
				37-52	1700 a	19-23	1592-1		
		TEA Analytics, /	Assessment,			24-28	1654-1		
						29-38	1698-1		
							_		

		20	24 Accountability Cycle	
J		June 2023), December 2023, and Spring 2024	
5 Reading L	Spring 2024, Decem	ber 2023, and June 20	73 English I	
Scale S	Raw Score	Scale Score	Performance Level Indicator	
720	0	1750	Excluded	
826-13	Varies	1751-3551	Did Not Meet Low	
1350-1	Varies	3552-3774	Did Not Meet High	
1431-1	Varies	3775-3910	Approaches Low	
1491-1	Varies			
1556-1		3911-3999	Approaches High Meets	
1662 ai	Varies	4000-4605		
	Varies	4606 and above	Masters	
6 Reading L				
Scale S	1 0 .	ber 2023, and June 20	0	
880	Raw Score	Scale Score	Performance Level Indicator	
993-14	0	1650	Excluded	
1489-1	Varies	1651-3550	Did Not Meet Low	
1535-1	Varies	3551-3774	Did Not Meet High	
1595-1	Varies	3775-3902	Approaches Low	
1634-1	Varies	3903-3999	Approaches High	
1749 a	Varies	4000-4733	Meets	
1/49 a	Varies	4734 and above	Masters	
7 Reading L				
Scale S				

Part A: Academic Growth \mathcal{A}

Previous-year STAAR То Current-year STAAR

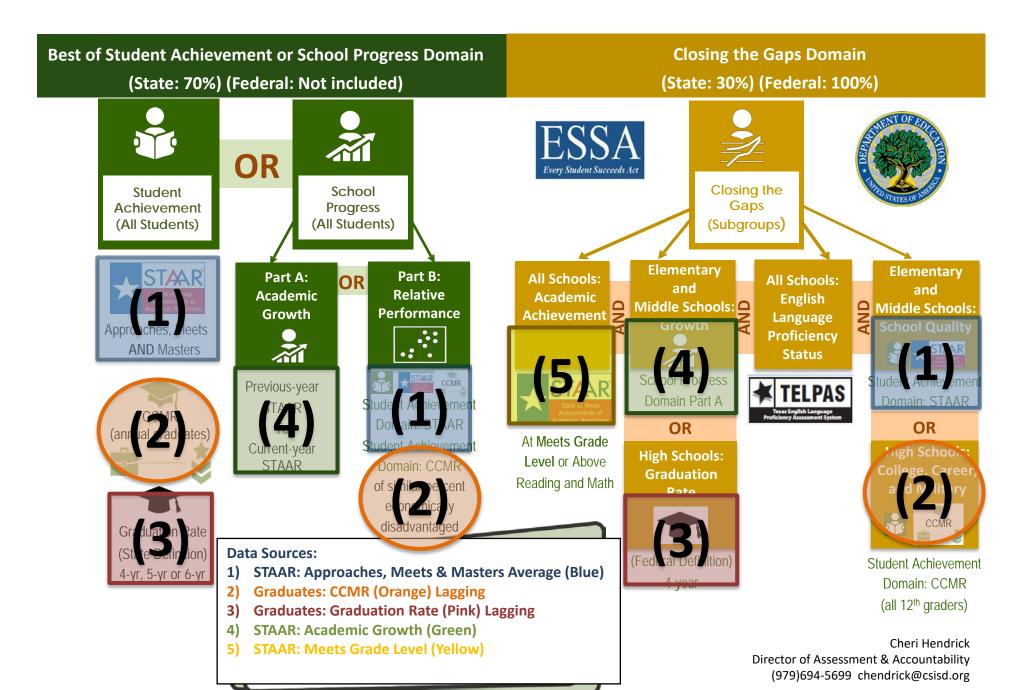
Data Files

STAAR 3-8 and STAAR Alt 2 Grades 3-8: RLA 405-406 Math 759-760 STAAR FOC and STAAR Alt 2 FOC: 363-364

TEA | Analytics, Assessment,

39-56

1803 ai



All Schools: Academic Achievement



At Meets Grade

Level or Above Reading and Math

STAAR at Meets Grade Level

Subjects:

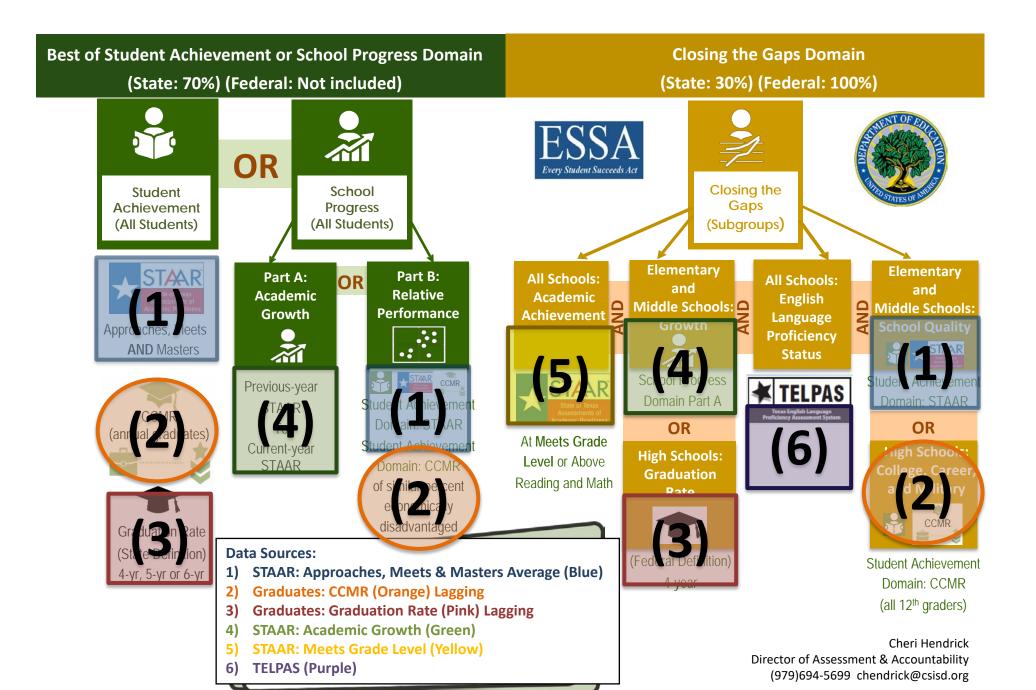
- Grades 3-8 Reading, English I and English II EOC
- Grades 3-8 Math and Algebra I EOC



All Versions:

• STAAR, STAAR Spanish and STAAR Alternate 2





All Schools: English Language Proficiency Status

TELPAS



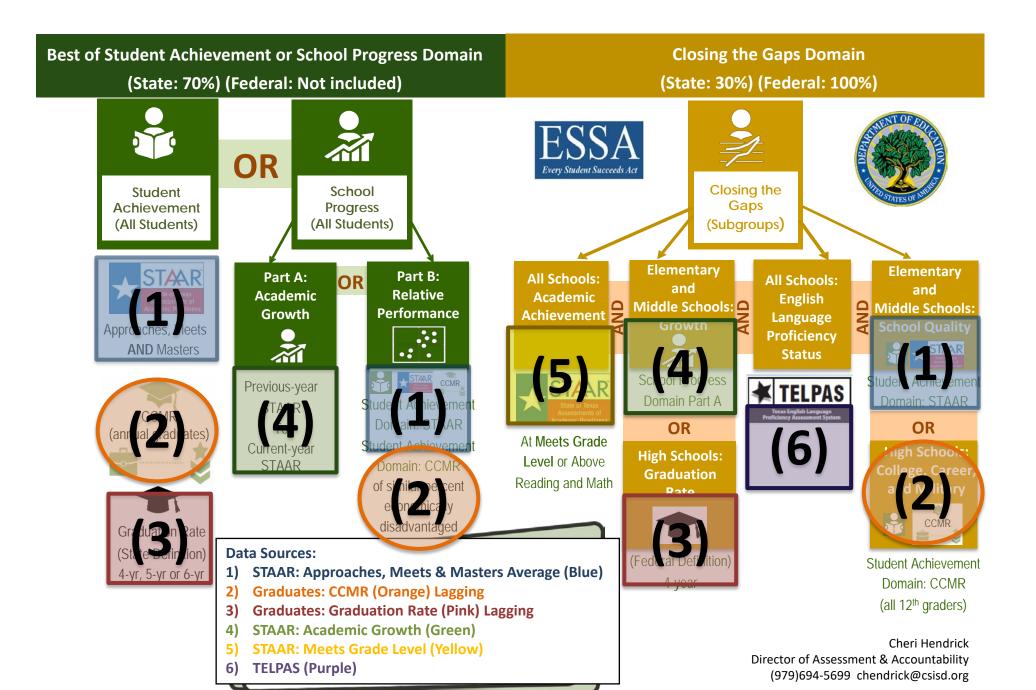
The Progress in Achieving English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12 and is used in calculating the Closing the Gaps domain.

English Language Proficiency Component TELPAS 2023 and 2024

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







2024 Closing the Gap

	Academic Achievement : STAAR Performan	nce Status at	Meets Grad	e Level or ab	ovestandar	d												Meets on Grades 3- 8
COLLEGE STATION		All	African			American		Pacific	Two or More			EB/EL (Current &	SpEd				Component	
		Students	American	Hispanic	White	Indian	Asian	Islander	Races	High Focus	Eco Dis	Monitered)	(Current)	Foster	Homeless	Migrant	Points	RLA, English I and
	Reading 2024																	English II
	Mathematics 2024																	Grades 3-8 Math and
	Met Minimum Size																	Algebra I
													Total Acade	amic Achiev	ement Comp	onent Points		
N	Student Growth																	
		All	African			American		Pacific	Two or More			EB/EL (Current &	SpEd				Component	Grades 4- 8 RLA
		Students	American	Hispanic	White	Indian	Asian	Islander	Races	High Focus	Eco Dis	Monitered)	(Current)	Foster	Homeless	Migrant	Points	
Same data as	Reading 2024																	English I and English II
Domain 2A	Mathematics 2024																	Grades 4-8 Math and
	Minimum Size																	Algebra I
						<u> </u>		I				I	Total Acade	amic Achiev	ement Comp	onent Points		, iigeora i
	4 Year Federal Graduation Rate (Chosen C	component)				1			Two or			EB/EL			<u>г</u>			-
		All	African			American		Pacific	More			(Current &	SpEd				Component	A waar fadaral
	2023 Graduated	Students	American	Hispanic	White	Indian	Asian	Islander	Races	High Focus	Eco Dis	Monitered)	(Current)	Foster	Homeless	Migrant	Points	4-year federal
	2023 Graduated																	graduation rate
	Met Minimum Size																	
													Total Acade	amic Achiev	ement Comp	onent Points	1	
	English Language Proficiency																	
									Two or			EB/EL						
		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	High Focus	Eco Dis	(Current & Monitered)	SpEd (Current)	Foster	Homeless	Migrant	Component Points	
	2024 Advanced High or Basic Fluency	-	-	-	-	-	-	-	-	-		-	-	-	-	-		TELPAS K-12
	Met Minimum Size																	-
		•						•				Tot	al English Lan	guage Profi	ciency Comp	onent Points		
	School Quality (CCMR)								Two or			EB/EL			Indos		Dooding	g, English I and English II;
Same data as		All	African			American		Pacific	More			(Current &	SpEd					
	Prior Year Rate	Students	American	Hispanic	White	Indian	Asian	Islander	Races	High Focus	Eco Dis	Monitered)	(Current)	Fos	(Grade	s 3-8 N	lath and Algebra I;
Domain 1 & 2B	2024 Rate														G	rades	5 & 8 S	cience and Biology;
	Minimum Size																	
0	R												Total Scho	ol Qua	Grad	le 8 50	ocial St	udies and U.S. History
	Student Success (STAAR Only No CCMR)								Two or			EB/EL			1			
		All	African			American		Pacific	More			(Current &	SpEd				Component	College, Career and
Same data as	2024 Australia of Devformment Austra	Students	American	Hispanic	White	Indian	Asian	Islander	Races	High Focus	Eco Dis	Monitered)	(Current)	Foster	Homeless	Migrant	Points	Military Readiness
Domain 1 & 2B	2024 Average of Performance Levels Above Approaches Standard Met Minimum Size																	(CCMR)
	mer miningin are											Total Student S	uccess (STA/	R Only No (COMR) Comp	onent Points		

2024 Closing the Gap

Academic Achievement: STAAR Performan	cademic Achievement: STAAR Performance Status at Meets Grade Level or above standard															
	Two or EB/EL															
	All	African			American		Pacific	More			(Current &	SpEd				Component
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	High Focus	Eco Dis	Monitered)	(Current)	Foster	Homeless	Migrant	Points
teading 2024																
	STAAP in TIDE only exception Highly Mahile from DEIMS															
Mathematics 2024		21	AAK			my e	xcep	uon	nigni		Julie I	TOTT	PEIN	/13		
Met Minimum Size							i			i	Li	<u> </u>				
												Total Acade	emic Achieve	ement Compo	onent Points	

Student Growth	udent Growth															
								Two or			EB/EL					
	Ali	African			American		Pacific	More			(Current &	SpEd				Component
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	High Focus	Eco Dis	Monitered)	(Current)	Foster	Homeless	Migrant	Points
eading 2024																
	sthematics 2024 STAAR in TIDE only exception Highly Mobile from PEIMS															
Mathematics 2024		21	AAK	IN II	DE O	niy e	xcep	tion	High	IV IVI	oblie	rom	PEIN	/15		
							•			'						
Met Minimum Size	Met Minimum Size															
												Total Acad	emic Achieve	ement Compo	onent Points	

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								PEIMS	5							
Total Academic Achievement Component Points																

	English Language Proficiency																
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V - 12	2024 Advanced High or Basic Fluency																
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School Quality (CCMR)																
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	ESL Program Type: - Select - 🗸	New to Texas: - Select - 🗙	
	Migrant: - Select - 💙	Special Ed Indicator Code: - Select - 🗙	
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				Years in U.S. Schools: -	Select -					nths, in order to obtain, or accompany such parent, to obtain, temporary or seasonal employment in
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Test Information Distribution Engine (TIDE)

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Economically Disadvantaged

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

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Test Information Distribution Engine (TIDE)

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Emergent Bilingual (EB)

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

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Test Information Distribution Engine (TIDE)

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Special Education (Yes)

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

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Migrant (Yes)

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Race/Ethnicity: View Students



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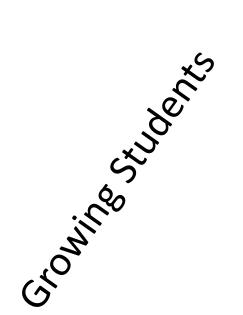
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(i) 2024-2025 Secure Browsers and Minimum Supported Operating Systems (1/1) Mark as Read Details (×) Test Information Distribution ✓ TEA. | TE★ASASSESSMENT | TIDE 🕞 General Resources 👻 🕞 Secure File Center 🕜 Help CHERI HENDRICK Manage students and users for **@** Preparing for Testing 🔝 Administering Tests 📵 After Testing Student ID/User Email testing and reporting, order test Users 🗸 Student Information 🗸 Test Attributes 🗸 Rosters 🗸 Score Reporting and Label Requests 🗸 Administration and Security Forms 🗸 materials, and track student View/Edit/Export Student 1 Use this page to view, edit, or export students. Users can also export Excel documents containing student access codes for the Family Portal. more info 🗸 + Search Students ₿ ~ Ô Move To Another Enrolled Campus 🛃 Download Student Access Codes 🗸 Number of Export All to Excel (21) 計く Filter result Ed Ed Export All to CSV (21) Additional Student Information Export All in Upload Format (21) High School Equivalency Program (HSEP) Bilingual Program Type TELPAS Rater A Student's Last Name Portal Access Code TELPAS Rate Student PEIMS Local Student ID Years in U.S. Parenta Denial Studer Asylee / Refugee Code First Program Type with Interrupted Formal Education Migrant Intersta (Collat Name Export All to Upload-Ready Student Settings File (21)

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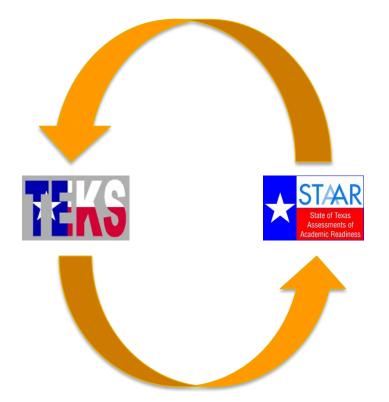
- Masters Grade Level
- Meets Grade Level
- Approaches Grade Level
- Did Not Meet Grade Level

Every student, everyday

What is the rest of the child's story?



- 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

Kindergarten

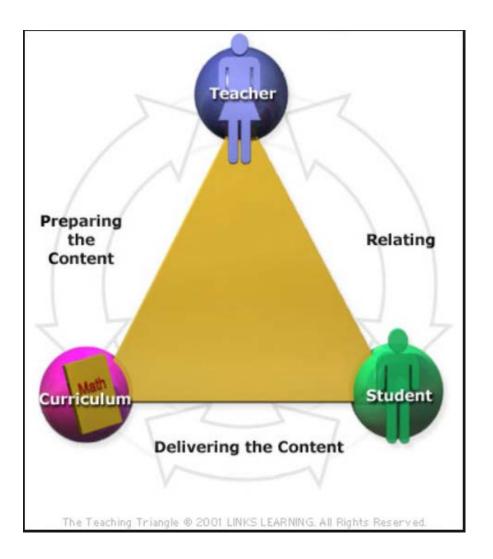
High School

College & Workforce











TEA Resources

Overall Accountability:

Full 2024 Accountability Manual

(posted May 9, 2024) 2024 Accountability Administrator's Guide

• <u>Appendix H — Data Sources</u>

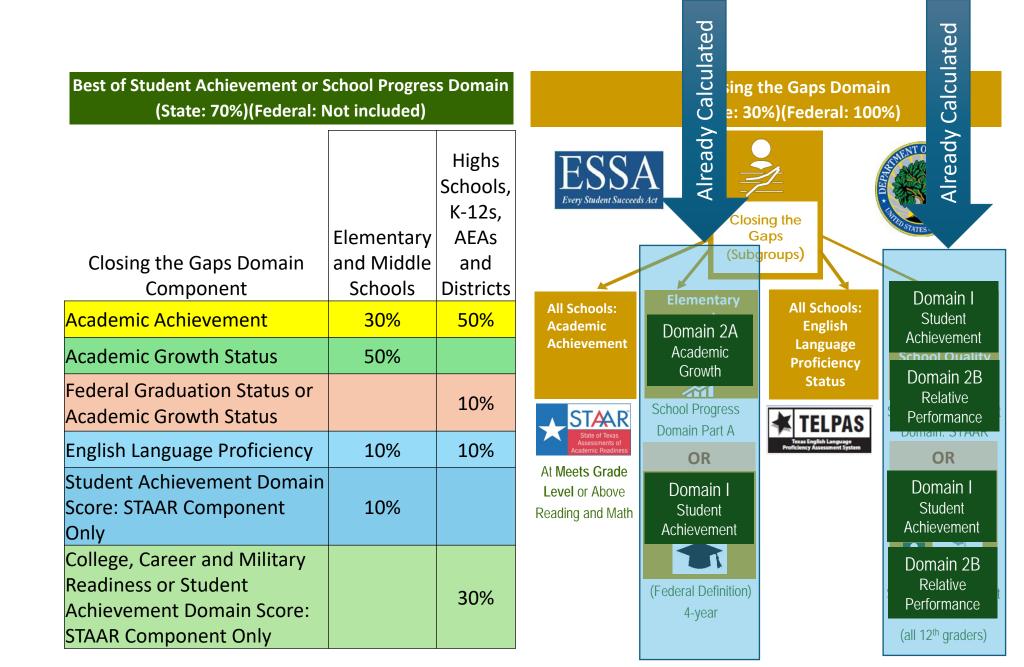
Specific Calculations:

<u>CCMR Data Sources</u>: 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)





COLLEGE STATION