#1 Meet criteria on applicable AP/IB exams (a. 3 on AP exam, b. 4 on IB exam)

Q1: Is this ANY AP IB exam or only core classes?

A: In any subject area (updated 04/18/2018)

Q2: Will TEA include those 16-17 graduates that met this AP/IB exam in other grade levels?

A: This will include AP/IB taken within four years of graduation (i.e. grade 9, 10, 11, or 12).

Q3: If a Middle School student takes and meets criteria on an AP exam in Spanish and they end up passing the criteria, will TEA be able to match those results and apply it to the CCMR component whenever that students gets submitted as a graduate in PEIMS?

A: For AP/IB, this will only be applied to tests taken in high school. Upon graduation, we will look back four years only.

Q4: If a Middle School student takes meet criteria on an AP exam in Spanish, does this exam taken in Middle School ever expire meaning is a college supposed to accept this AP exam even though it was taken at a middle school (after several years have passed).

A: I cannot address this question as it is not an accountability question. Contact Lauren Dwiggins, Program Manager, Academic Readiness Initiatives   AP-IB@tea.texas.gov, (512) 463-8864

#2 Meet TSI criteria for Both Reading and Mathematics (a. SAT, ACT, or TSIA)

Q5: Will TEA include those 16-17 graduates that met this criteria in other grade levels?

A: For SAT/ACT results, TEA gets the most recent record. If a student took the test in grade 10 and did not test again, TEA would receive the grade 10 result and apply it. For TSIA, TEA has records going back to June 2011 through the October following graduation. When a student is identified as an annual graduate, we conduct a matching process with the entire TSIA record to match results.

Q6: Will the Student Achievement domain use the most recent SAT/ACT score instead of the best score to determine CCMR status? If a graduate took the SAT once in their sophomore year, would that score be captured for accountability in 2018?

A: For SAT/ACT results, the agency is provided with the most recent examination and only one record is received per student. Therefore, the results used for accountability are based on the most recent SAT/ACT outcome, not the best. If a student took the SAT as a sophomore and did not test again, TEA would receive that result and use it for accountability calculations.

The agency is working with the College Board and ACT to obtain multiple years of results. When that data is available, the agency will have the ability to use the best SAT/ACT result for future accountability years

Q7: How does TEA match the student's submitted as graduates in PEIMS to the students that met the TSI criteria?

A: Performance Reporting receives TSIA results annually from the Texas Higher Education Coordinating Board (THECB). PR has TSIA records going back to June 2011. We match the TSIA results to students on our annual graduates list using an algorithm which includes social security number, PEIMS, unique ID, first name, last name, and DOB. Then we attribute the results to the campuses at which the students are identified as annual graduates in PEIMS.

Q8: If a student takes the TSIA in the Summer from 8th to 9th grade and they end up passing the criteria, will TEA be able to match those results and apply it to the CCMR component whenever that students gets submitted as a graduate in PEIMS?

A: Yes. For the TSIA, we have access to all TSIA assessments administered (through the October after the student graduates). We will use the best result matched to that student (upon being reported as a graduate) found anywhere in the TSIA file.

Q9: If a student takes the TSIA in the last six weeks of 8th grade and they end up passing the criteria, will TEA be able to match those results and apply it to the CCMR component whenever that students gets submitted as a graduate in PEIMS?

A: Yes, Performance Reporting receives all TSIA records going back to June 2011 and matches them to annual graduates for CCMR credit.

Q10: Does the reading and math have to be taken at the same time to count?

A: No.

#2 Complete a college prep course offered by a partnership between a district and higher education institution as required from HB5

Q11: When they complete a college prep course do they have to complete it successfully?

A: Yes. Completion and credit.

#3 Earn 3 hours of Dual Credit (ELA/Math) or 9 hours in any subject (including technical)

Q12: The CCMR component includes those students who completed a Dual Credit course. When they calculate the participation rate are you also including those times they completed a dual credit in the previous years as Freshman, Sophomore, or Junior year?

A: Yes. We look for dual credit earned by graduating seniors in their senior, junior, sophomore and freshman years.

Q13: Does this include dual credit courses that are also Articulated Courses?

A: Articulated courses are not used for dual credit because the student does not earn the college credit as reported in the Course Completion record in PEIMS.

Q14: Does Dual Credit also include non Core Dual Credit courses such as CTE?

A: Yes.

Q15: Does the student need to have at least nine credits as opposed to one class to be counted for this indicator?

A: At least 3 hours in ELA/Math or 9 hours in any subject

Q16: If the HS considers passing at 70 or higher and the College considers 65 passing or higher, should the HS follow their policy for grading? If so then that would mean the student would not have completed the dual credit course successfully and in PEIMS it WOULD show as passing. Which is what CCMR will look at? So if the college passes the student but the high school doesn't, should the high school go with the high school policy?

A: This determination would need to be worked out between the district and the college/university when established standards for the dual-credit program.

Q17: Just checking for CCMR Indicator "Successfully complete a course for dual credit.", Does this include the Dual Credit courses submitted as part of the 4th PEIMS Extended Year Submission?

A: Yes. If the element is allowed to be submitted during that submission, we would include the data.

#4 Earned an Associate's Degree

Q18: Why does Indicator # 6 exist (Earned an Associate's degree). The list of indicators already include #4 Successfully complete a course for dual credit. You cannot earn an Associate's without taking and earning a Dual Credit.

A: Although students automatically meet the point due to earning dual-credit threshold but highlighted distinctly to showcase postsecondary completion.

#5 Successfully complete an OnRamps course

Q19: What if a student successfully completes the course based on the high school's criteria but doesn't successfully complete the course based on the college criteria? What determines Successfully Completes? Should they count the class as failed, but the student ends up receiving the college hours by the college. Or should the class be submitted as having passed it, even though they didn't for High school credit. Please advise.

A: This data will not be available until summer of 2018. OnRamps course completion data will begin collection in the 2017–18 school year as part of the course completion collection. Because the data used in CCMR lags one year, the data for this indicator will not be used until the 2019 accountability ratings. We have heard from some districts that although they can credit the course completion for OnRamps at the district level, obtaining transcripts from the colleges is difficult. Because of this, we will look for an indication from the district/campus that the OnRamps course has been completed.

#6 Meet standards on a composite of indicators indicating college readiness

Still under development.

#7 Earn industry certification

Q20: Can Industry Certifications earned by Graduate Students in the Summer after graduation be included? They earned it in the Summer because some Industry Certifications have a minimum age limit of 18 years of age. There are some students who turned 18 over the summer months and until then were they able to earn the certification. Should these students be submitted as having earned the Industry Certification? Please advise.

> A: Yes. They have through the PEIMS resubmission to post any certifications that are earned for the graduates in question.

Q21: If they earn an industry certification in the Summer all the way through January PEIMS Fall resubmission, they can be coded?

> A: Yes, that is correct. Districts have through January 2018 to report this information for the 2017 graduates.

Q22: What documentation must the campus keep in order to document that they earned this certificate? And should they keep this documentation in the student's cumulative folder? Would a list kept by the CTE Coordinator be enough?

> A: My guidance would be that the district should follow its standard record keeping procedures and guidance. A record kept by the teacher of student certifications earned would be sufficient.

Q23: Going forward if a student earns a certification as let's say a 9th grader, 10th, 11th grader, will it count towards the year this is to be reported through PEIMS (which is when they are reported as graduates). So do industry certifications earned before 12th grade counts?

> A: Yes, the district will need to report upon graduation all certificates earned in grades 9–12. This will be a one-time collection at the time the student graduates.

Q24: When TEA gives credit for the student who are coded with the Industry Certification code for the CCMR participation rate, can the student still receive the Credit even though the graduate is a CTE Code = 1? Meaning they did not taking a coherent sequence of courses?

> A: For the Industry-Based Certification, we will only look for the certificate reported in E1586, E1592, and/or E1593. I am not exactly sure of a situation where a student would have been able to complete the coursework for a certification that would not be in a coherent sequence (unless the district coded them incorrectly).

Q25: Also, can the certification they complete be part of the "Manufacturing" cluster of courses, but the student was not in a coherent sequence of courses for Manufacturing cluster? The student is in Ag, but they took and passed a certification that is aligned to the Manufacturing cluster. Will TEA be looking at the Course Completed and CTE code to determine that?

> A: No. We will only look at the certificate reported in the codes listed above.

#8 Graduate with Completed IEP and Workforce Readiness (Grad code type: 04, 05, 54 or 55)

#9 CTE coherent sequence CTE = 2 graduates who complete and receive credit for at least one industry-based certification aligned CTE course earn one-half point

Q26: If for the above indicator, you are only looking at whether or not the student was coded with the Industry Certification (and doesn't have to be CTE = 2), how come for this indicator the student does have to be CTE =2?

A: The CTE Coherent Sequence Coursework indicator was designed as a transition away from the previous CTE Coherent Sequence Graduate indicator used under the old system. The purpose of the transition is to credit districts for graduates who do not yet have a certificate, but have been working toward a certificate. It kept the same CTE Coherent Sequence logic used previously (CTE code of 2) in conjunction with the completion of one of the 85 identified courses.

Q27: These graduates who can earn ½ point, they could have completed this industry -aligned course in past grade-levels. Right?

A: That's correct. We look back at all four years of course completion records.

#10 Be admitted to post-secondary industry certification program

Q28: Does TEA have in place in PEIMS the elements to code the students?

A: No. They have no PEIMS Code for 17-18 school year nor has TEA PEIMS issued out any update of coding this in 18-19 school year.

Still under development.

#10 Enlist in the United States Armed Forces

Q29: At the TEA PEIMS ESC meeting we were told that the Military Enlistment Indicator Code definition includes a student who has graduated from high school and has enlisted in the United States Armed Forces after graduation. But also, if the student intends to enlist. Is this then sufficient to code the student with this indicator. Can you please confirm?

A: Performance Reporting expects this indicator to reflect the "intent to enlist" as we have received feedback that data collection after enlistment is challenging.

Q30: What kind of documentation is sufficient in coding this?

A: You must have documentation that proves the student signed and dated a form that shows (s)he has enlisted or intended to enlist (for example a Survey given to the students at Graduation). Another kind of documentation that supports the coding would be the counselor documenting (s)he had a conversation

with the student that they were going to enlist. Or document showing contact with a local recruiter. There is not a state form to fill out, so documentation is to be created a local level, but you must have documentation to back up the coding of this indicator. The data may be updated any time until the January resubmission deadline.

Q31: A District asked if a list of students showing they were interested from a recruiting center would suffice as documentation to code the students with the Military Indicator Code?

A: This would be a district decision. The district would need to believe this is strong enough documentation to support coding the "intent to enlist" for these students. At this time, Performance Reporting is not going to provide a list of what would or would not suffice for documentation for the intent to enlist. The districts need to keep their documentation locally in the case of an audit.

<u>Miscellaneous</u>

Q32: A District is asking if the "Annual Graduates" will be all students reported through 16-17 PEIMS 203 Graduate Leaver Code or only those in the 16-17 Cohort?

A: This is annual graduates. It is not longitudinal graduates (which would be cohorts).

Q33: A District is asking if Articulated Courses are going to be used anywhere in Accountability, or in the 10 CCMR Indicators?

A: This is TBD. This may fit in the "admitted to a postsecondary industry certification program," but that indicator is still TBD.

Q34: For a campus that is 9th grade campus only how will the Student Achievement domain be calculated? They wouldn't have CCMR nor Graduation Rates.

A: For campuses where graduation rates/CCMR indicators are unavailable, they will be evaluated on STAAR only for this domain.

Q35: In the previous A-F Accountability, chronic absenteeism was going to be counted. Is this going to be counted as part of any domain?

A: No, HB 22 removed chronic absenteeism as an indicator in the accountability system.

Q36: For these items:
• Grade Level Information affects Campus Type Determination
• Economic Disadvantage Percentage is used in School Progress, Part B: Relative Performance
• Demographics and Special Population Coding determines STAAR booklets
I know it comes from the Fall Submission Snapshot.

But we have 2 submissions. It's the Fall Submission that is due around December. And then there is the Fall Resubmission that is due around January. Which one is taken? Submission or Resubmission to determine the above 3 bullet points.

A: All TSDS PEIMS data used in accountability considers the initial submission and the resubmission.

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Source for all answers: TEA Performance Reporting Department, Performance.Reporting@tea.texas.gov

Send feedback related to development of the new accountability system to feedbackAF@tea.texas.gov

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