

General Considerations

The basis for appeals should be a data or calculation error attributable to TEA, regional education service centers (ESC), or the testing contractor(s). The appeals process is not an appropriate method to correct data that were inaccurately reported by the district. A district that submits inaccurate data must follow the procedures and timelines for resubmitting data, *e.g.*, the PEIMS data standards. Poor data quality is not a valid reason to appeal. Poor data quality can,

- € *Campus Configuration Changes.* School districts have the opportunity to determine changes in campus identification numbers and grade configurations. Requests for consideration of state accountability rules based on changes in campus configurations are denied.
- € *New Campuses.* Requests to assign a *Not Rated* label to campuses that are designated *Improvement Required* in their first year of operation are denied.

Data Relevant to the Prior-Year Results

Appeals are considered for the 2016 ratings status based on information relevant to the 2016 evaluation. Appeals are not considered for circumstances that may have affected the prior-year measures, regardless of whether the prior-year results impacted the current-year rating.

No Guaranteed Outcomes

Each appeal is evaluated on the details of its unique situation. Well-written appeals that follow the guidelines are more easily processed but not automatically granted.

Special Circumstance Appeals

- € *Rescoring.* If a district requests its writing results be rescored, the district must provide a copy of the dated request to the testing contractor(s) and the outcome of the rescored tests with the appeal. If the rescored results impact the rating, these appeals are necessary since rescored results may not be processed in time to be included in the assessment data used to determine the accountability ratings released by August 12, 2016.
- € *Other Issues.* If other serious issues are found, copies of correspondence with the testing contractor(s), the regional ESC, or TEA should be provided with the appeal.
- € *Online Testing Errors.* Appeals based on STAAR or TELPAS online test submission errors—other than those discussed in the special processing section of chapter 2 of this manual—must include documentation or validation of the administration of the assessment.
- € *SB 1867 Provision.* A district or campus rated *Improvement Required* because of the inclusion in the calculation of graduation rates those students who are allowed to be excluded (under SB 1867 [84th Texas Legislature, 2015]) may submit an appeal.

These students are

- at least 18 years old as of the PEIMS fall submission of the school year for which ratings are being assigned,
- have satisfied the credit requirements for high school graduation, and
- have not completed their individualized education program (IEP) services.

Appeals should be based on the students who match each of these criteria and whose IEPs include graduation plans that exceed the longitudinal (four- or five-year) cohort period. Sufficient documentation for students developed in their earliest years of inclusion in the class of 2015 cohort should be included. Students served in special education programs with IEPs developed during the last year of their longitudinal cohort will not be favorable for appeal.

Documentation should include only the information necessary to show the date that the graduation plan was established. Providing a student's entire IEP and other ARD paperwork is not necessary.

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Satisfactory Appeal:	Unsatisfactory Appeals:
<p>Dear Commissioner Morath,</p> <p>This is an appeal of the 2016 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing STAAR reading test results for this campus. This is the only indicator preventing Elm Street Elementary from achieving a rating of <i>Met Standard</i>.</p> <p>During the day of the reading test administration at Elm Street Elementary School, the campus was subjected to a disrupted schedule due to an unusual and unique event. The fifth grade class was disrupted during the test administration by an emergency situation. Documentation of the incident and district personnel adherence to testing irregularity processes is included.</p> <p>Attached is the students' identification information as well as the PEIMS data for the students whose tests were affected.</p> <p>The second attachment shows the recalculated reading percent passing for Elm Elementary.</p> <p>We recognize the appeal process as the mechanism to address these unique issues. By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief.</p>	<p>Dear Commissioner Morath,</p> <p>This is an appeal of the 2016 accountability rating issued for Elm Street Elementary School (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing STAAR reading for the Hispanic student group. This is the only indicator keeping Elm Street Elementary from achieving a rating of <i>Met Standard</i>.</p> <p>My analysis shows a coding change made to one student's race/ethnicity on the answer document at the time of testing was in error. One 5th grade Hispanic student was miscoded as White on the answer document. Had this student, who passed the reading test, been included in the Hispanic student group, the percent passing for this group would have met the standard. Removing this student from the White student group does not cause the White student group performance to fall below the <i>Met Standard</i> criteria.</p> <p>We recognize the importance of accurate data coding and have put new procedures in place to prevent this from occurring in the future.</p> <p>Sincerely, J. Q. Educator Superintendent of Schools</p> <p><i>Attachments</i></p>
<p>Sincerely, J. Q. Educator Superintendent of Schools</p> <p><i>Attachments</i></p>	<p>Dear Commissioner Morath,</p> <p>Maple ISD feels that its rating should be <i>Met Standard</i>. The discrepancy occurs because TEA shows that the performance in Index 1 for Writing is 48%.</p> <p>We have sent two compositions back for scoring and are confident they will be changed to passing.</p> <p>If you have questions, do not hesitate to contact us, at 701-555-1234.</p> <p>Sincerely, J. Q. Educator Sincernot hes1dd [wrouf4</p>

