

Glossary

for the

2013-14 Texas Academic Performance Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2014 state accountability system. The accountability system is based on four performance indexes. For a detailed explanation of this year's accountability system, see the *2014 Accountability Manual*, available at: <http://ritter.tea.state.tx.us/perfreport/account/2014/manual/index.html>

Possible ratings are as follows:

- *Met Standard*
- *Met Alternative Standard*
- *Improvement Required*
- *Not Rated*
- *Not Rated: Data Integrity Issues*

Accountability Subset: This refers to the group of non-mobile students whose performance on the State of Texas Assessments of Academic Readiness (STAAR) is used in determining a school's and district's accountability rating. Specifically, the subsets have been calculated as follows:

Campus-level accountability subset: If a student was reported in membership at one campus on October 25, 2013,* but moves to another campus before the test, that student's performance was removed from the accountability results for both campuses, whether the campuses were in the same district or different districts. Campuses were held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the spring.

District-level accountability subset: If a student was enrolled in one district on October 25, 2013,* but then moved to another district before the test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance was included in that district's results, even though it did not count for either campus. This means that district performance results do not match the sum of the campus performance results.

*In the case of STAAR End-of-Course exams administered in July of 2013, the accountability subset date is for the prior year, October 26, 2012.

STAAR Participation, included in the performance report, shows the percentage of a district's or school's test takers are mobile and are not included in the accountability subset. For additional information and examples of how the accountability subset is determined, see the Accountability FAQ, at <http://ritter.tea.state.tx.us/perfreport/account/2014/faq.html#SSI>

See also *2014 Accountability Manual* and Glossary term for *STAAR Participation*.

Advanced Course/Dual Enrollment Completion: This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student receives both high school and college credit. Deciding who receives credit for which college course is described in Texas Administrative Code §74.25, which states, in part as follows:

(b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Appendix B lists all courses identified as advanced, with the exception of courses designated only as dual enrollment. Dual enrollment courses are not shown, as the courses vary from campus to campus and could potentially include a large proportion of all high school courses.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. The values, expressed as a percent, are calculated as follows:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2012-13}}{\text{number of students in grades 9-12 who completed at least one course in 2012-13}}$$

This indicator was used in awarding 2014 Distinction Designation to high schools. For a detailed explanation of *Distinction Designations*, see Chapter 5 of the *2014 Accountability Manual*.

Special education students are included in the rates shown for the campus or district and the individual student groups. For purposes of comparison, course completion rates are also shown for the prior year (2011-12). For a list of advanced courses, see *Appendix B*. (Source: PEIMS, June 2013, June 2012)

Advanced Placement Examinations: See *AP/IB Results*.

Annual Dropout Rate: Annual dropout rates are shown for schools and districts with grades 7-8 and 9-12. The following students are excluded from the annual dropout rate calculations:

- students who are not eligible for state funding
- students who were court-ordered into a General Educational Development (GED) program, but who did not earn a GED
- students who have been incarcerated in a state jail or federal penitentiary as adults or are certified to stand trial as an adult
- students coded as refugees or asylees who have not received adequate schooling outside of the United States
- any students who were previously reported as dropouts to TEA
- students in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

Two annual dropout rate indicators are shown:

- (1) *Annual Dropout Rate (Gr 7-8)*. This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2012-13 school year}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2012-13 school year}}$$

- (2) *Annual Dropout Rate (Gr 9-12)*. This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2012-13 school year}}{\text{number of grade 9-12 students who were in attendance at any time during the 2012-13 school year}}$$

Both annual rates appear on campus, district, region, and state-level TAPRs. However, the state and region annual dropout rates that are reported on district and campus TAPRs are calculated without exclusions.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2012-13* reports, available at

http://tea.texas.gov/acctres/dropcomp_index.html

For detailed information on data sources, see *Appendix K* in the *2014 Accountability Manual*. See also *Dropout and Leaver Record*. (Source: PEIMS, Aug. 2012 and June 2014)

AP/IB Results: These refer to the results of the College Board's Advanced Placement (AP) examinations and the International Baccalaureate's (IB) Diploma Program examinations taken by Texas public school students. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

The following two values are calculated for this indicator:

- (1) *Tested*. This shows the percentage of students in grades 11 and 12 taking at least one AP or IB examination

$$\frac{\text{number of grade 11 and 12 students taking at least one AP or IB examination}}{\text{number of grade 11 and 12 students}}$$

- (2) *Examinees >= Criterion*. The percentage of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB)

$$\frac{\text{number of grade 11 and 12 examinees with at least one score at or above criterion}}{\text{number of grade 11 and 12 students taking at least one AP or IB examination}}$$

This indicator was used in determining the 2014 Postsecondary Readiness Distinction Designation for schools. For a detailed explanation of *Distinction Designations*, see Chapter 5

of the 2014 Accountability Manual. (Sources: *The College Board, Aug. 2013, Jan. 2013; The International Baccalaureate Organization, Aug. 2013, Aug. 2012; and PEIMS, Oct. 2013, Oct. 2012*)

ARD: This refers to the Admission, Review, and Dismissal committee that determines the individual education plan for every student served in special education. See also *Special Education* and *STAAR Participation*.

At-Risk: A student is identified as at risk of dropping out of school based on state-defined criteria (§TEC 29.081). At-risk status is obtained from the PEIMS 110 records. The percentage of at-risk students is calculated as the sum of the students coded as at risk of dropping out of school divided by the total number of students in membership:

$$\frac{\text{number of students coded as at-risk}}{\text{total number of students}}$$

Counts of at-risk students are shown in the *Profile* section of the campus, district, region, and state reports.

State law defines a student as at-risk if he or she is under 26 years of age and

- was not advanced from one grade level to the next for one or more school years;
- is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is pregnant or is a parent;
- has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
- has been expelled in accordance with §TEC 37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the PEIMS to have dropped out of school;
- is a student of limited English proficiency, as defined by §TEC 29.052;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;

- is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments; or
- resides (in the current school year) or resided (in the preceding school year) in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

(Sources: PEIMS, Oct. 2013; Texas Education Code)

Attendance Rate: Attendance rates reported in the TAPR are based on student attendance for the entire school year. Only students in grades 1-12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2012-13}}{\text{total number of days students were in membership in 2012-13}}$$

Attendance rates are shown for 2012-13 and 2011-12.

This indicator was used in awarding 2014 *Distinction Designations*. For a detailed explanation of *Distinction Designations*, see Chapter 5 of the *2014 Accountability Manual*. (Source: PEIMS, June 2013, June 2012)

Auxiliary Staff (District Profile only): This shows the Full-Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percentage of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked. (Source: PEIMS, Oct. 2013)

Average Actual Salaries (regular duties only): For each professional staff type, the total salary is divided by the total FTE count of staff who receives that salary. The total actual salary amount is pay for regular duties only and does not include supplemental payments for coaching, band and orchestra assignments, and club sponsorships. See *Appendix A* for lists of the PEIMS role IDs included in each category.

- *Teachers.* This includes teachers, special duty teachers, and substitute teachers. Substitute teachers are people who are either 1) temporarily hired to replace a teacher who has quit, died, or been terminated; or 2) permanently hired on an as-needed basis.
- *Campus Administration.* This includes principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration.* This includes superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.
- *Professional Support.* This includes therapists, nurses, librarians, counselors, and other campus professional personnel.

A half-time employee with a reported actual salary of \$30,000 has a full-time equivalent salary of \$60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. (Source: PEIMS, Oct. 2013)

Average Teacher Salary by Years of Experience (regular duties only): Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. (*Source: PEIMS, Oct. 2013*)

Average Years Experience of Teachers: Weighted averages are calculated by multiplying each teacher's FTE coefficient (e.g., 1 for a full-time teacher, .75 for a three-quarter-time teacher, or .5 for a half-time teacher) by his or her number of years of experience. These amounts are summed for all teachers and divided by the sum of all teachers' FTE coefficients, resulting in the averages shown. This measure refers to the average number of completed years of professional experience, regardless of the district. (*Source: PEIMS, Oct. 2013*)

Average Years Experience of Teachers with District: Weighted averages are calculated by multiplying each teacher's FTE coefficient (e.g., 1 for a full-time teacher, .75 for a three-quarter-time teacher, or .5 for a half-time teacher) by his or her number of years of experience in the reporting district. These amounts are summed for all teachers and divided by the sum of all teacher's FTE coefficients, resulting in the averages shown. This measure refers to the average number of years employed in the reporting district, whether or not there has been any interruption in service.

Bilingual Education/English as a Second Language Reports: State law requires districts to report performance for selected indicators disaggregated by bilingual and English as a Second Language (ESL) instructional models. To accommodate this requirement, the TAPR shows the statutorily-required performance indicators disaggregated by eleven columns for students identified as limited English proficient (LEP) in the current school year.

Current LEP students receiving either Bilingual Education (BE) or ESL program services are presented as a total as well as disaggregated by program instructional model within BE and ESL. Results are also shown for current LEP students who did not receive any BE/ESL services and for current LEP students receiving any services.

The indicators shown are STAAR results at the *Phase-in Satisfactory Standard or Above*, *Postsecondary Readiness Standard*, *Advanced Standard*, *Met or Exceeded Progress*, *Exceeded Progress*, and *Progress of Prior Year STAAR Failers*. The Student Success Initiative (SSI) indicators are no longer shown in this section of the TAPR.

These indicators are now calculated and reported on the campus, district, region, and state TAPRs.

For more information on these indicators, see *STAAR* and *Progress of Prior Year STAAR Failers*. For definitions of the BE/ESL instructional programs, see the *PEIMS Data Standards*, available at <http://tea.texas.gov/index4.aspx?id=25769817517>.

Campus Number: The campus number is the unique nine-digit identifying number assigned to every Texas public school. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9__ is used primarily for regular districts, 8__ for charter operators), and ending with the campus number (generally 00_ for high schools, 04_ for middle schools, and 1__ for elementary schools).

Class Size Averages by Grade and Subject: These values show the average class size for elementary classes (by grade) and for secondary classes (by subject) for selected subjects. Districts report class sizes through the PEIMS 090 (Staff Responsibility) record. Each 090 record is unique by campus ID, staff ID, service ID, and class ID number.

The methodology for averaging class size differs depending on whether the class is elementary or secondary due to differences in reporting practices for these two types of teacher schedules. For secondary classes, each unique combination of teacher and class time is counted as a class. Averages are determined by summing the number of students served (in a given subject at the campus) and dividing by the calculated count of classes.

For elementary classes, the number of records reported for each grade is considered. A teacher teaching all subjects to the same group of fourth graders all day will have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. For example, one 4th grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. That is a total of 100 students taught in five sections, 100 divided by five produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- 1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation
- 2) subjects in the areas of English language arts (ELA), mathematics, science, social studies, foreign language, computer science, career and technical, and self-contained are included in the calculation
- 3) classes where the number of students served is reported to be zero are not included
- 4) service codes with the "SR" prefix are not included
- 5) teacher roles coded as "teacher" and/or "substitute teacher" are included
- 6) only class settings coded as "regular class" are included
- 7) missing partial FTE counts are not included
- 8) elementary classes in which the number of students exceeds 100 are not included

(Source: PEIMS, Oct. 2013)

College Admissions Tests: See *SAT/ACT Results*.

College-Ready Graduates: To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each are as follows:

| Subject | Exit-level TAKS | | SAT | | ACT |
|---------|--|----|--|----|--|
| ELA | >= 2200 scale score on ELA test AND a "3" or higher on essay | OR | >=500 on Critical Reading AND >=1070 Total | OR | >= 19 on English AND >= 23 Composite |
| Math | >= 2200 scale score on mathematics test | OR | >=500 on Math AND >=1070 Total | OR | >= 19 on Math AND >= 23 Composite |

Three values are calculated for this indicator:

- (1) *Eng Lang Arts*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \textit{ criterion for ELA}}{\text{number of graduates (class of 2013) with ELA results to evaluate}}$$

- (2) *Mathematics*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \textit{ criterion for mathematics}}{\text{number of graduates (class of 2013) with mathematics results to evaluate}}$$

- (3) *Both Subjects*. This shows the percent of graduates who scored at or above the criterion score on *both* the TAKS, SAT, or ACT ELA and mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \textit{ criteria on both ELA \& mathematics}}{\text{number of graduates (class of 2013) with results in both subjects to evaluate}}$$

Performance is shown for the class of 2013 and 2012. Note that this indicator does not include performance on TAKS-Modified nor TAKS-Alternate.

(Sources: TEA Student Assessment Division, *The College Board*, Aug. 2013, Aug. 2014, ACT, Inc. Oct. 2013, Oct. 2012; and PEIMS, Oct. 2013, Oct. 2012)

Completion Rate: See *Longitudinal Rates*.

Criterion Score: This refers to the scores on the SAT and ACT college admissions tests, the AP and IB tests, and the College-Ready Graduates indicator. For the college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the SAT (critical reading and mathematics combined). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. For College-Ready Graduates criterion scores, see College-Ready Graduates.

Please note that each college and university establishes its own score criteria for admitting or granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results*.

Data Quality (District Profile only): The TAPRs show the percent of errors a district made in two key data submissions: 1) the PID Error rate in PEIMS Student Data and 2) the percent of Underreported Students in PEIMS Student Leaver Data.

- (1) *PID Error Rate*. The Person Identification Database (PID) system ensures that each time information is collected for a student, the identifying information matches other data collections for that student. This allows student data to be linked across time. For example, enrollment records, which are collected in October, can be linked to attendance records, which are collected in June. It also helps maintain student confidentiality by assigning an ID that protects the student's identifying information.

During the data submission process, each district has the ability to run PID Discrepancy Reports that show any PID errors. The district can then correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years,

any error has a detrimental effect on the calculation of longitudinal measures, such as the 4-year dropout rate and the high school graduation rate. The TAPRs show the PID error rate in PEIMS Student Data collected in Submission 1 (*October 2013*).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2013)}}{\text{number of student records in PEIMS submission 1 (fall 2013)}}$$

- (2) *Percent of Underreported Students*. Underreported students are 7th-12th graders who were enrolled at any time during the prior year and who were not accounted for through district records or TEA processing in the current year and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7-12 the previous year, unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window (for 2013-14, the end of the school-start window was September 27, 2013). (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2012-13 school year}}$$

Distinction Designations: *Distinction Designations* are awarded to campuses and districts for high performance on indicators other than those used to determine accountability ratings. The distinctions are awarded for

- Academic Achievement in Reading/English Language Arts (campus only);
- Academic Achievement in Mathematics (campus only);
- Academic Achievement in Science (campus only);
- Academic Achievement in Social Studies (campus only);
- Top 25 Percent: Student Progress (campus only);
- Top 25 Percent: Closing Performance Gaps (campus only); and
- Postsecondary Readiness (campus and district).

Only those campuses and districts that earn a “Met Standard” rating are eligible for distinction designations. Campuses with state accountability ratings of “Improvement Required” or “Not Rated” or those evaluated under the alternative education accountability (AEA) provisions are not eligible for these distinctions. See Chapter 5 in the *2014 Accountability Manual* for more information.

Distinguished Achievement Program: See *RHSP/DAP Graduates*.

Dropout: A student who was enrolled in public school in any grade 7-12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a General Educational Development (GED) certificate, continue school outside the

public school system, begin college, or die. Dropout counts are obtained from PEIMS records. For more information, see *Annual Dropout Rate and Leaver Records*. (Source: PEIMS, Oct. 2013)

Dropout Rate: See *Annual Dropout Rate*.

Economically Disadvantaged: The percentage of economically disadvantaged students is calculated as the sum of students eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students:

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See also *Total Students*. (Source: PEIMS, Oct. 2013, Oct. 2012; and TEA Student Assessment Division)

Educational Aides: Paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percent of the total staff FTE. See Appendix A for all PEIMS Role IDs. (Source: PEIMS, Oct. 2013)

English Language Learner (ELL): Students identified as having limited English proficiency by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code.

Inclusion and exclusion of ELL performance varies by indicator:

- STAAR – ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see *Appendix I* in the *2014 Accountability Manual*.
- All other Indicators – ELL performance is included in all other indicators, regardless of years in U.S. schools.

Not all students identified as ELL receive bilingual or English as a second language instruction, although most do. In the *Profile* section of the reports, the percent of ELL students is calculated by dividing the number of ELL students by the total number of students in the school or district. (Source: PEIMS, Oct. 2013)

Enrollment: See *Total Students*.

Ethnic Distribution: Students and staff are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. In the *Profile* section, both counts and percents of the total number of students and staff in each of these categories are shown.

For some graduation rates, the groups of Asian, Pacific Islander, and Two or More Races have no data available for the prior school year because the former definitions were in use that year.

(Source: PEIMS, Oct. 2013, Oct. 2012; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

Expenditure Information: This information is available on the *PEIMS Financial Standard Reports* at

<http://tea.texas.gov/financialstandardreports/>

FTE: Full-Time Equivalent.

Fund Balance Information: This information is available on the *PEIMS Financial Standard Reports* at

<http://tea.texas.gov/financialstandardreports/>

Graduates: Shown in the *Profile* section, this is the total number of graduates (including summer graduates) for the 2012-13 school year, as reported by districts in the fall of 2013. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals. Counts of students graduating under the recommended high school or distinguished achievement programs (RHSP/DAP) are also shown.

Most students graduating in 2012-13 were coded with one of the following graduation types:

- Minimum High School Program
- Recommended High School Program
- Distinguished Achievement Program

See also *College-Ready Graduates*, *Longitudinal Rate*, and *RHSP/DAP Graduates*. (Source: *PEIMS*, Oct. 2013)

Graduates Enrolled in Texas Institution of Higher Education: Texas Education Code §39.301(c)(11) and (12) require the Agency to report the following indicators on the TAPR:

- (1) *Graduates Enrolled in TX Institution of Higher Education (IHE)*. This is the percent of students who enroll and begin instruction at a Texas institution of higher education in the school year following high school graduation. The rate is determined as follows:

$$\frac{\text{number of graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year}}{\text{number of graduates during the 2011-12 school year}}$$

Students not Included. The values shown in (1) are provided by the Texas Higher Education Coordinating Board (THECB) and do not include students who enrolled in an out-of-state college or university or any non-public career school.

Students Included. The values in (1) include students who attend public community colleges in Texas.

- (2) *Graduates in TX IHE Completing One Year Without Remediation.* This shows the percent of students who enrolled and began instruction at a Texas institution of higher education in the school year following high school graduation and did not require a developmental education course, based on meeting the *Texas Success Initiative*. The rate is determined as follows:

number of graduates during the 2011-12 school year who enrolled in a public college or university in Texas in the school year following the year they graduated
and
met the *Texas Success Initiative* requirement in all subject areas (reading, writing, and mathematics) and therefore were not required to enroll in a developmental education course

number of graduates during the 2011-12 school year who enrolled in a public college or university in Texas in the school year following the year they graduated

Students Not Included. The values shown in (2) are provided by the THECB and do not include students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school.

Students Included. The values in (2) include students who attended Texas public two- or four-year institutions of higher education. *Texas Success Initiative* requirements apply only to students attending Texas public institutions.

Other reports showing students enrolled in Texas public colleges and universities are available on the THECB site at

<http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>

For more information on this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (*Source: Texas Higher Education Coordinating Board, Fall 2014*)

Graduation Rate: See *Longitudinal Rates*.

Instructional Expenditure Ratio (2012-13): This information is available on the *PEIMS Financial Standard Reports* at

<http://tea.texas.gov/financialstandardreports/>

Instructional Staff Percent (District Profile only): This measure, required by TEC 44.0071, indicates the percent of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2013-14 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours district staff reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the School Financial Audits Division at (512) 463-9095 for further details about this measure. (*Source: PEIMS, Oct. 2013*)

International Baccalaureate (IB): See *AP/IB Results*.

Leaver Record: In determining the status of prior year 7th through 12th grade students who are no longer enrolled at a Texas public school, TEA reviews attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records to identify students for whom districts do not need to submit leaver records. Districts are required to submit leaver reasons for all other students. This group of "leavers" includes students who graduated, enrolled in school in another state, returned to their home country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

See *Data Quality*. (Source: PEIMS, Oct. 2013; *Secondary School Completion and Dropouts in Texas Public Schools, 2012-13*, Texas Education Agency)

Limited English Proficient (LEP): See *English Language Learner*.

Longitudinal Rates: This indicator shows the status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2009-10. They are followed through their expected graduation with the class of 2013.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2008-09. They are followed for five years, and included if they graduated within a year after their expected graduation with the class of 2012.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2007-08. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2011.

Cohorts:

- A student who *transfers into the cohort* is one who moves into the cohort from another high school in Texas or from out of state.
- A student who *transfers out of the cohort* is one who moves to another public high school in Texas. Note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked, and students who leave for these reasons are not included in longitudinal rate calculations.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2009-10 ninth grade cohort, they remain with that cohort. A student who started the ninth grade in 2009-10, but takes 5 years to graduate (*i.e.*, in May 2014) is still part of the 2013 cohort; they are not switched to the 2014 cohort. This student would be considered a continuing student, and counted as part of the *Continued HS* number for the class of 2013. This is true as well for the 5-year and 6-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*. Based on the 2009-10 cohort, this shows the percent who received their high school diploma on time (in four years) or earlier — by August 31, 2013. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2013}}{\text{number of students in the 2009-10 cohort*}}$$

- (2) *Received GED.* Based on the 2009-10 cohort, this shows the percent who received a General Educational Development certificate by August 31, 2013. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2013}}{\text{number of students in the 2009-10 cohort*}}$$

- (3) *Continued High School.* Based on the 2009-10 cohort, this shows the percent still enrolled as students in the fall of the 2013-14 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2013-14 school year}}{\text{number of students in the 2009-10 cohort*}}$$

- (4) *Dropped Out.* Based on the 2009-10 cohort, this shows the percent who dropped out and did not return by the fall of the 2013-14 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2013-14 school year}}{\text{number of students in the 2009-10 cohort*}}$$

- (5) *Graduates & GED.* Based on the 2009-10 cohort, this shows the percent of graduates and GED recipients. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2013} + \text{number of students from the cohort who received a GED by August 31, 2013}}{\text{number of students in the 2009-10 cohort*}}$$

- (6) *Graduates, GED & Cont.* Based on the 2009-10 cohort, this shows the percent of graduates, GED recipients, and continuers. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2013} + \text{number of students from the cohort who received a GED by August 31, 2013} + \text{number of students from the cohort who were enrolled in the fall of the 2013-14 school year}}{\text{number of students in the 2009-10 cohort*}}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated.* Based on the 2008-09 cohort, this shows the percent who received their high school diploma by August 31, 2013. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2013}}{\text{number of students in the 2008-09 cohort*}}$$

- (2) *Received GED.* Based on the 2008-09 cohort, this shows the percent who received a GED certificate by August 31, 2013. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2013}}{\text{number of students in the 2008-09 cohort*}}$$

- (3) *Continued High School*. Based on the 2008-09 cohort, this shows the percent still enrolled as students in the fall of the 2013-14 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2013-14 school year}}{\text{number of students in the 2008-09 cohort*}}$$

- (4) *Dropped Out*. Based on the 2008-09 cohort, this shows the percent who dropped out and did not return by the fall of the 2013-14 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2013-14 school year}}{\text{number of students in the 2008-09 cohort*}}$$

- (5) *Graduates & GED*. Based on the 2008-09 cohort, this shows the percent of graduates and GED recipients. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2013 plus number of students from the cohort who received a GED by August 31, 2013}}{\text{number of students in the 2008-09 cohort*}}$$

- (6) *Graduates, GED & Cont*. Based on the 2008-09 cohort, this shows the percent of graduates, GED recipients, and continuers. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2013 plus number of students from the cohort who received a GED by August 31, 2013 plus number of students from the cohort who were enrolled in the fall of the 2013-14 school year}}{\text{number of students in the 2008-09 cohort*}}$$

6-Year Extended Longitudinal Rate

- (1) *Graduated*. Based on the 2007-08 cohort, this shows the percent who received their high school diploma by August 31, 2013. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2013}}{\text{number of students in the 2007-08 cohort*}}$$

- (2) *Received GED*. Based on the 2007-08 cohort, this shows the percent who received a GED certificate by August 31, 2013. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2013}}{\text{number of students in the 2007-08 cohort*}}$$

- (3) *Continued High School*. Based on the 2007-08 cohort, this shows the percent still enrolled as students in the fall of the 2013-14 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2013-14 school year}}{\text{number of students in the 2007-08 cohort*}}$$

- (4) *Dropped Out*. Based on the 2007-08 cohort, this shows the percent who dropped out and did not return by the fall of the 2013-14 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2013-14 school year}}{\text{number of students in the 2007-08 cohort*}}$$

- (5) *Graduates & GED*. Based on the 2007-08 cohort, this shows the percent of graduates and GED recipients. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2013
plus number of students from the cohort who received a GED by August 31, 2013

number of students in the 2007-08 cohort*

- (6) *Graduates, GED & Cont*. Based on the 2007-08 cohort, this shows the percent of graduates, GED recipients, and continuers. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2013
plus number of students from the cohort who received a GED by August 31, 2013
plus number of students from the cohort who were enrolled in the fall of the 2013-14 school year

number of students in the 2007-08 cohort*

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. District and campus reports also exclude leaver reason codes 88 and 89. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, GED recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.

Federal Graduation Rates. In addition to the detailed breakdown of the 4-, 5- and 6-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. This cohort consists of students who first attended ninth grade in 2009-10. They are followed through their expected graduation with the class of 2013. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2013

number of students in the 2009-10 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. This cohort consists of students who first attended ninth grade in 2008-09. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2012. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2013

number of students in the 2008-09 cohort**

- ** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from campus and district graduation rates calculated for federal accountability purposes. Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2012-13*. (Sources: PEIMS, Oct. 2013, June 2013, Oct. 2012, June 2012, Oct. 2011, June 2011, Oct. 2010, June 2010, Oct. 2009, June 2009, Oct. 2007, June 2008, and General Educational Development Information File)

Mobility (Campus Profile only): A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.*, has missed six or more weeks at a particular school).

$$\frac{\text{number of mobile students in 2012-13}}{\text{number of students who were in membership at any time during the 2012-13 school year}}$$

This rate is calculated at the campus level. The mobility rate shown in the *Profile* section of campus reports under the “district” column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. (Source: PEIMS, June 2013)

n/a: This indicates that data are not available or are not applicable.

Non-Educationally Disadvantaged: Texas Education Code §39.301(c)(10) requires the TEA to report the percentage of students who are not educationally disadvantaged. This is the complementary count and percent to Economically Disadvantaged. It is those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance.

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count. (Source: PEIMS, Oct. 2013)

Paired Schools: For accountability purposes, schools that reported enrollment but did not have grades in which the state-mandated test was given (*e.g.* K-2 schools), are paired with schools with which they have a “feeder” relationship to determine accountability ratings. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-5), the district would pair these two schools for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used for rating Travis Primary. See Chapter 6 in the *2014 Accountability Manual*.

PBM Special Education Monitoring Results Status: This label appears on the cover of TAPRs for districts with a special education monitoring status. For an explanation of each label, see *Appendix C*.

Professional Staff: This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is shown as a percent of the total staff FTE. See also *Appendix A*. (Source: PEIMS, Oct. 2013)

Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR): This indicator shows the percent of students in grade 4-8 who failed the STAAR (including STAAR Alternate or STAAR Modified) in the prior year but passed the corresponding assessment in the current year. For 2014, the reported values for reading/ELA and mathematics are calculated as

$$\frac{\text{number of matched students who failed in 2013 but passed in 2014}}{\text{number of matched students who failed in 2013}}$$

For 2014, students included in these measures are those who

- took the spring 2014 STAAR reading/ELA and/or mathematics tests in grades 4-8. This indicator does not include grade 3 test takers in 2014 since that is their first STAAR test;
- are part of the 2014 Accountability Subset;
- can be matched to the spring 2013 STAAR administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics; and
- failed the 2013 STAAR administration of reading/ELA and/or mathematics.

(Source: TEA Student Assessment Division)

Recommended High School Program: See *RHSP/DAP Graduates*.

Retention Rates by Grade: The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in the fall of 2013-14 in the same grade as their grade in the last reported six-week period of the prior school year (2012-13). It is calculated as follows:

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately from the rates of non-special education students because local retention practices differ between these two populations of students.

The TAPR shows retention rates for only grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2012-13*, available from TEA.

(Source: PEIMS, Oct. 2013, June 2013)

Revenue Information: This information is available on the *PEIMS Financial Standard Reports* at

<http://tea.texas.gov/financialstandardreports/>

RHSP/DAP Graduates (annual and longitudinal): New for 2014, the TAPR shows a longitudinal as well as an annual RHSP/DAP graduate rate.

RHSP/DAP Graduates (Longitudinal Rate). Based on the 2009-10 cohort, this shows the percent of graduates who, after four years, satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program by the time they graduated with the class of 2013. It is calculated as follows:

$$\frac{\text{number of graduates from the 2009-10 cohort reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates in the 2009-10 cohort}}$$

RHSP/DAP Graduates (Annual Rate). This indicator shows the percent of graduates in 2013 who satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

$$\frac{\text{number of graduates reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates in 2013}}$$

RHSP graduates are students with type codes of 15, 19, 22, 25 or 28; DAP graduates are students with type codes of 17, 20, 23, 26 or 29. See the *PEIMS Data Standards* for more information. The longitudinal rates are shown for the class of 2013 and the class of 2012. The annual rates are shown for the 2012-2013 and 2011-2012 school years. See also *Graduates*. (Source: *PEIMS, Oct. 2013, Oct. 2012*)

SAT/ACT Results: These include the College Board's SAT and ACT, Inc.'s ACT Assessment. Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Four values are calculated for this indicator:

- (1) *Tested*. This shows the percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of graduates}}$$

- (2) *At/Above Criterion*. This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

- (3) *Average SAT Score*. This shows the average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

$$\frac{\text{sum of total scores (critical reading + writing + mathematics) of all students who took the SAT}}{\text{number of students who took the SAT}}$$

- (4) *Average ACT Score*. This shows the average score for the ACT composite. The maximum score is 36. It is calculated as follows:

$$\frac{\text{sum of total composite scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

See also *Criterion Score*. (Sources: *The College Board, Aug. 2013, Jan. 2013; ACT, Inc. (ACT) Oct. 2013, Oct. 2012; and PEIMS, Oct. 2013, Oct. 2012*)

School Type: Schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled at the school (*i.e.* in membership): *elementary*, *middle* (including junior high school), *secondary*, and *elementary/secondary* (K-12). In the majority of cases elementary schools serve grades PK-5 or PK-6, middle schools serve grades 6-8, and secondary schools serve grades 9-12. Schools with grade spans that do not match these exactly are grouped with the school type most similar to their grade span. For counts of schools in the different low and high grade combinations, see the 2014 Accountability System School Types Chart at

http://ritter.tea.state.tx.us/perfreport/account/2014/schtype_chart.html

Special Education: This refers to the population of students served in special education programs. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2013-14 school year, a student in special education may have been administered the STAAR, STAAR Modified, or STAAR Alternate. Results from all these assessments are included in the STAAR performance shown on the TAPRs.

Other indicators that include the performance of students in special education are advanced course/dual enrollment longitudinal, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, RHSP/DAP, and TAKS exit-level cumulative pass rate. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates are shown separately for special education and non-special education students. See *STAAR Special Education Assessments* and *STAAR Participation*. (Source: PEIMS, Oct. 2013, Oct. 2012, and TEA Student Assessment Division)

Special Education Compliance Status: See *PBM Special Education Monitoring Results Status*.

Special Symbols: The 2013-14 TAPR employs special symbols in the following circumstances:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates that no students were in this classification.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

For more information, see the *Explanation of Masking* at

<http://ritter.tea.state.tx.us/perfreport/tapr/2014/masking.html>

STAAR (State of Texas Assessments of Academic Readiness): The State of Texas Assessments of Academic Readiness (STAAR) is a comprehensive testing program for public school students in grades 3–8, and End of Course assessments for high school subjects. The STAAR is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level. Each STAAR test is linked

directly to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. For more information on TEKS, see the *Texas Essential Knowledge and Skills* website at

<http://tea.texas.gov/curriculum/teks/>

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*

- Grade 3 – reading and mathematics
- Grade 4 – reading, mathematics, and writing
- Grade 5 – reading (1st and 2nd administration cumulative*), mathematics (1st and 2nd administration cumulative*), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading (1st and 2nd administration cumulative*), mathematics (1st and 2nd administration cumulative*), science, and social studies

* Note that showing *cumulative* SSI performance for grades 5 and 8 is a change from previous years. Performance on the first administration only is available under the SSI section, labeled *Students Meeting Phase-in 1 Level II Standard on First STAAR Administration*.

- *By End-of-Course (EOC) Subject:*

- English I Reading and Writing combined**
- English II Reading and Writing combined**
- Algebra I
- U.S. History
- Biology

** EOC English from the July 2013 and December 2013 administrations includes only Reading, not Writing.

- *Summed Across Grades:*

- *STAAR Percent at Phase-in Satisfactory Standard or Above (All Grades)*. This indicator is summed across grades. It is the accountability indicator used to determine the scores for Indexes 1 and 3. The first measure under this indicator, *All Subjects*, combines all subjects and all grades.
- *STAAR Percent at Postsecondary Readiness Standard*. This indicator shows the percent of students who are sufficiently prepared for postsecondary success by performing at this level on two or more assessments. Note the following:
 - This is the first year this indicator was calculated; only results for 2014 are available.
 - The measure *Two or More Subjects*. The numerator includes the performance of 1) students who took only one assessment and scored at the post-secondary level or better and 2) students who scored at the post-secondary level or better on two or more assessments. A student who took more than one assessment and did not score at the post-secondary level on at least two of them is not included in the numerator. This measure was part of determining the score for Index 4.
- *STAAR Percent at Advanced Standard*. This indicator shows the percent of students who are well prepared for postsecondary success. Note that this is the first year this measure was calculated; only results for 2014 are available. This indicator was part of determining the score for Index 3.

- *STAAR Percent Met or Exceeded Progress.* This indicator shows the percent of students who met or exceeded the STAAR progress measure as determined by comparing a student's gain score—the difference between the student's current year score and prior year score—to a progress target. This indicator was used in determining the score for Index 2.
- *STAAR Percent Exceeded Progress.* This indicator uses the same methodology as above, but shows only the percent of students who *exceeded* the progress target. This indicator was used in determining the score for Index 2.

The STAAR results include

- the outcomes on the STAAR tests given to grades 3-8 combined with the EOC performance;
- the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics; and
- the cumulative performance from EOC assessments administered in July 2013, December 2013, and spring 2014.

Other Important Information

- *ELL Progress Measure.* New for 2014, this measure accounts for the time needed to acquire the English language and to fully demonstrate grade-level academic competency in English. Year-to-year performance expectations for the STAAR content-area tests identify ELL student progress as meeting or exceeding an individual year-to-year expectation plan. An ELL student's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see *Appendix I* in the *2014 Accountability Manual*.
- *Substitute Assessments.* These tests may be substituted for an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see Texas Administrative Code §101.4002 at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.
- *EOC results.* Performance includes cumulative performance from EOC assessments administered in July 2013, December 2013, and spring 2014. The values include the performance of all students who took the EOC regardless of what grade they were in. If a student retook an exam because of a prior failure on that exam and passed, only the passing score was counted.
- *Special Education.* Performance includes the STAAR, STAAR Modified, and STAAR Alternate assessments.
- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in either English or Spanish. The TAPR performance shown includes performance on the Spanish STAAR tests.

- *U.S. History EOC.* This assessment is primarily a 10th grade assessment. 2014 is the first year the U.S. History EOC was administered to 10th graders. For this reason, performance is only shown for 2014.
- *Rounding of STAAR results.* STAAR performance on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
- *Masking.* All STAAR performance is masked for small numbers. For more information see the Explanation of Masking at

<http://ritter.tea.state.tx.us/perfreport/tapr/2014/masking.html>

- *Accountability Subset.* Only test takers who were enrolled on the last Friday of the previous October are included in the calculations shown on the TAPRs. See *Accountability Subset* for more information.

See *STAAR Participation* and *Student Success Initiative*. (Source: *TEA Student Assessment Division*)

STAAR Participation: Participation in all versions of the STAAR is included in the participation calculation. The test versions include STAAR, STAAR Modified, STAAR Alternate, TELPAS, and STAAR-L. The details on the participation categories are as follows:

- *Test Participant:* answer documents with a score code S or a score code G (STAAR Alternate only) with alternate category of 2 or 3 or 4.
 - *Included in Acct:* scored answer documents used in determining the campus or district accountability rating.
 - *Not included in Acct:* answer documents counted as participants, but not used in determining the campus or district accountability rating, due to the following reasons
 - *Mobile.* These answer documents were excluded because the students enrolled in the district or campus after the fall PEIMS submission dates (October 25, 2013, or October 26, 2012 for summer 2013 EOCs).
 - *Other Exclusions.* These answer documents were excluded from the rating determination for the following reasons:
 - + It had a score code G and alternate category 4 (no response observed).
 - + The student was tested only on the TELPAS.
 - + The student is either an ELL who has been in school in the U.S. for less than two years or is an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - + The ELL student who has been in the U.S. for two to four years took the STAAR in English and for whom an ELL Progress Measure was not calculated.
- *Not Tested:* answer documents with score codes A, O, or G with alternate category of 1 (not assessed)
 - *Absent :* answer documents with a score code A
 - *Other:* answer documents with score codes O or G with alternate category of 1 (not assessed)

The common participation denominator is the sum of five categories: Included in Acct, Mobile, Other Exclusions, Absent, and Other. *STAAR Participation Rate* is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Source: TEA Student Assessment Division)

STAAR Special Education Assessments: For students receiving special education services, the ARD committee determines which STAAR assessment is appropriate for each student based on his/her individual needs. STAAR, the general assessment option, is administered to the majority of students in Texas. For students who cannot be appropriately assessed with STAAR, the STAAR Modified and STAAR Alternate are the alternate assessments available to those who meet specific participation requirements.

For more information on these assessments, see the Student Assessment Division website:

<http://tea.texas.gov/student.assessment/>

Staff Exclusions: These are counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* work in schools located in districts other than their employing district, or their assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Source: PEIMS, Oct. 2013)

Student Enrollment by Program: Students are identified as served in programs and/or courses for Special Education, Career and Technical Education, Bilingual/ESL Education, or Gifted and Talented Education. The percents do not sum to 100, as a student may be enrolled in more than one of these programs. (Source: PEIMS, Oct. 2013)

Student Success Initiative (SSI): For the 2013-14 school year, students in 5th grade needed to pass both the reading and mathematics portions of the STAAR in order to be promoted to 6th grade, and students in 8th grade needed to pass both the reading and mathematics portions of the STAAR in order to be promoted to 9th grade. Students were given three opportunities to pass each required test. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC). The committee members needed to agree that the student was likely to perform on grade level after receiving accelerated instruction. For 2014, the TAPR shows the following for each SSI grade and subject:

- (1) *Students Meeting Phase-in 1 Level II Standard on First STAAR Administration.* For each subject and grade, this shows the percent of students who met the standard during the first administration.

$$\frac{\text{number of students who met the standard in the first administration}}{\text{number of students tested in the first administration}}$$

- (2) *Students Requiring Accelerated Instruction.* For each subject and grade, this shows the percent of students who did not pass the first administration of the STAAR. Students who did not pass the test during the first administration must be provided accelerated instruction in preparation for the second administration.

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students in the first administration}}$$

The number of students is calculated from the test answer documents and includes all students who were tested, students who should have been tested but were absent, and students who were not tested for other reasons. Students who were absent during the first administration or were not tested for other reasons are included in the counts of students requiring accelerated instruction.

- (3) *STAAR Cumulative Met Standard.* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$

The values shown for this measure are the ones used in determining state accountability ratings.

- (4) *STAAR Failers Promoted by Grade Placement Committee (GPC).* For each subject and grade, this shows the percent of students who failed all attempts to pass, but were promoted to the next grade by their GPC:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who failed all administrations}}$$

- (5) *STAAR Met Standard (Failed in Previous Year).* This presents two calculations for students who failed in 2013.

For those who were promoted, the first measure shows the percent that passed the STAAR in 2014. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 STAAR reading in 2014}}{\text{number of students who were promoted by their GPC and took grade 6 STAAR reading in 2014}}$$

For those who were retained, the second measure shows the percent that passed the STAAR in 2014. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 STAAR reading in 2014}}{\text{number of students retained and took grade 5 STAAR reading in 2014}}$$

The values include results from both the English and Spanish versions of the STAAR for grade 5. Rates for SSI do not include performance on STAAR Modified and STAAR Alternate assessments.

For more information, see TEA's Student Assessment Division SSI site at

<http://tea.texas.gov/student.assessment/ssi/>

(Source: TEA Student Assessment Division)

Students by Grade: Percents are calculated by dividing the number of students in each grade by the total number of students. (Source: PEIMS, Oct. 2013)

Students with Disciplinary Placements: Counts and percents of students placed in alternative education programs under Chapter 37 of the *Texas Education Code* (Discipline; Law and Order) are shown (for the 2012-13 school year) in the TAPRs. Disciplinary placement counts are obtained from PEIMS records. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2013-14, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (Source: PEIMS, June 2013)

TAKS (Texas Assessment of Knowledge and Skills): The performance of the class of 2014 students on the exit-level TAKS was used in determining performance on the *College-Ready Graduates* and *TAKS Exit-level Cumulative Pass Rate* indicators.

TAKS Exit-level Cumulative Pass Rate (District Performance only): The TAKS cumulative pass rate shows the percent of students who first took the TAKS exit-level test in spring 2013, and eventually passed all TAKS tests taken (in the same district) by spring 2014. (Students who failed the first time had four additional opportunities to retake test(s) before their graduation date.) This measure is intended to show the relative success of districts in their efforts to help all students pass the exit-level TAKS, which is a requirement for graduation from Texas public schools. Performance on the TAKS (Accommodated) is included; performance on the TAKS-M and TAKS-Alt test is not included.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2014 are as follows:

- Any student who took the TAKS or TAKS (Accommodated) for the first time in spring 2013.
- All special education students who took any TAKS or TAKS (Accommodated) test.
- All above students, whether or not they were in the *Accountability Subset* in spring 2013.

Test takers NOT included in the *TAKS Exit-level Cumulative Pass Rate* are as follows:

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested. These students are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who moved out of state, left the country, or died before passing all tests taken. These students are in the denominator but not the numerator. They cannot be removed because they are not specifically identified in the data.
- Students who dropped out of school before passing all tests taken are in the denominator but not the numerator.
- Students who moved into the state after the spring of 2013 are not included, even if they took the TAKS and graduated with the class of 2014.

(Source: TEA Student Assessment Division)

Tax Information: This information is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>

Teachers by Ethnicity and Sex: These are counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percent of the total teacher FTEs. (Source: *PEIMS, Oct. 2013*)

Teachers by Highest Degree Held (District Profile only): This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percent of the total teacher FTEs. (Source: *PEIMS, Oct. 2013*)

Teachers by Program (population served): Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technical education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (Source: *PEIMS, Oct. 2013*)

Teachers by Years of Experience (District Profile only): This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source: *PEIMS, Oct. 2013*)

Texas Success Initiative (TSI) – Higher Education Readiness Component: This indicator is no longer reported on the TAPR. The TSI is the name of an assessment and developmental program administered by Texas universities and colleges to improve student success in college. For more information on that program, see the Texas Higher Education Coordinating Board site at <http://www.theccb.state.tx.us/>

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. (*Source: PEIMS, Oct. 2013*)

Total Students: This is the total number of public school students who were reported in membership on October 25, 2013 at any grade from early childhood education through grade 12. Membership is a slightly different number from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (*Source: PEIMS, Oct. 2013*)

Turnover Rate for Teachers (District Profile only): This percent shows the total FTE count of teachers from the fall of 2012-13 who were not employed in the district in the fall of 2013-14, divided by the total teacher FTE count for the fall of 2012-13. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (Source: PEIMS, Oct. 2013, Oct. 2012)

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

| Subject | Contact | Number |
|--|---|----------------|
| Accountability Ratings (methodology) | Performance Reporting..... | (512) 463-9704 |
| Advanced Courses | Curriculum | (512) 463-9581 |
| Charter Schools | Charter Schools | (512) 463-9575 |
| College Admissions Tests: | | |
| SAT | College Board..... | (512) 721-1800 |
| ACT | ACT Regional Office | (512) 320-1850 |
| Copies of TAPR reports | http://ritter.tea.state.tx.us/perfreport/tapr/2014/index.html | |
| DAEP (Disciplinary Alternative Education Program) | | |
| | Discipline, Law, and Order | (512) 463-9286 |
| Distinguished Achievement Program | Curriculum | (512) 463-9581 |
| Distinction Designations | Performance Reporting..... | (512) 463-9704 |
| Dropouts | Accountability Research..... | (512) 475-3523 |
| English Language Learners | | |
| Testing Issues | Student Assessment..... | (512) 463-9536 |
| Other Issues | Curriculum (Bilingual Education Program Unit)... | (512) 463-9581 |
| Financial Standard Reports | School Finance | (512) 463-9238 |
| General Inquiry | General Inquiries | (512) 463-9290 |
| Graduates | Accountability Research..... | (512) 475-3523 |
| Graduates Enrolled in Texas IHE | Texas Higher Education Coordinating Board | (512) 427-6101 |
| JJAEP (Juvenile Justice Alternative Education Program) | | |
| | Discipline, Law, and Order | (512) 463-9286 |
| Federal Accountability | Federal and State Education Policy..... | (512) 463-9414 |
| PBM Special Education Monitoring Results Status | | |
| | Program Monitoring and Interventions | (512) 463-5226 |
| PEIMS (TSDS PEIMS) | PEIMS HelpLine | (512) 463-9229 |
| Recommended High School Program | Curriculum | (512) 463-9581 |
| Retention Policy | Curriculum | (512) 463-9581 |
| School Finance | School Finance | (512) 463-9238 |
| School Governance | School Governance..... | (512) 463-9623 |
| School Report Card | Performance Reporting..... | (512) 463-9704 |
| Special Education | | |
| Testing Issues | Student Assessment..... | (512) 463-9536 |
| Other Issues | Special Education..... | (512) 463-9414 |
| STAAR (all assessments) | Student Assessment..... | (512) 463-9536 |
| STAAR Testing Contractor | Pearson | (800) 328-5999 |
| | Austin Operational Center..... | (512) 989-5300 |
| Statutory (Legal) Issues | Legal Services | (512) 463-9720 |
| TELPAS | Student Assessment..... | (512) 463-9536 |
| TAIS | Texas Accountability Intervention System | (512) 463-9414 |

Information on the Internet: <http://tea.texas.gov/perfreport/>

PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027.....Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003.....Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004.....Assistant/Associate/Deputy Superintendent

012.....Instructional Officer

020.....Principal

028.....Teacher Supervisor

040.....Athletic Director

043.....Business Manager

044.....Tax Assessor and/or Collector

045.....Director - Personnel/Human Resources

055.....Registrar

060.....Executive Director

061.....Asst/Assoc/Deputy Exec Director

062.....Component/Department Director

063.....Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002.....Art Therapist

005.....Psychological Associate

006.....Audiologist

007.....Corrective Therapist

008.....Counselor

011.....Educational Diagnostician

013.....Librarian

015.....Music Therapist

016.....Occupational Therapist

017.....Certified Orientation & Mobility Specialist

018.....Physical Therapist

019.....Physician

021.....Recreational Therapist

022.....School Nurse

023.....LSSP/Psychologist

024.....Social Worker

026.....Speech Therapist/Speech-Lang Pathologist

030.....Visiting Teacher

032.....Work-Based Learning Site Coordinator

041.....Teacher Facilitator

042.....Teacher Appraiser

054.....Department Head

056.....Athletic Trainer

058.....Other Campus Professional Personnel

064.....Specialist/Consultant

065.....Field Service Agent

079.....Other ESC Professional Personnel

080.....Other Non-Campus Professional Personnel

TEACHERS

087.....Teacher

047.....Substitute Teacher

EDUCATIONAL AIDES

033.....Educational Aide

036.....Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses 2013-14 Texas Academic Performance Reports

English Language Arts

| | |
|----------|--|
| 03221100 | Research/Technical Writing |
| 03221200 | Creative Writing |
| 03221500 | Literary Genres |
| 03221600 | Humanities |
| 03221800 | Independent Study In English (First Time Taken) |
| 03231000 | Independent Study In Journalism (First Time Taken) |
| 03231902 | Advanced Broadcast Journalism III |
| 03240400 | Oral Interpretation III |
| 03240800 | Debate III |
| 03241100 | Public Speaking III |
| 03241200 | Independent Study In Speech (First Time Taken) |
| A3220100 | English Language and Composition |
| A3220200 | English Literature and Composition |
| A3220300 | International English Language |
| I3220300 | IB English III |
| I3220400 | IB English IV |

Mathematics

| | |
|----------|--|
| 03101100 | Pre Calculus |
| 03102500 | Independent Study In Mathematics (1st Time Taken) |
| 03102501 | Independent Study In Mathematics (Second Time Taken) |
| A3100101 | Calculus AB |
| A3100102 | Calculus BC |
| A3100200 | AP Statistics |
| I3100100 | IB Mathematical Studies Standard Level |
| I3100200 | IB Mathematics Standard Level |
| I3100300 | IB Mathematics Higher Level |
| I3100400 | IB Further Mathematics Standard Level |

Technology Applications

| | |
|----------|--|
| 03580200 | Computer Science I |
| 03580300 | Computer Science II |
| A3580100 | Computer Science I |
| I3580200 | IB Computer Science I |
| I3580300 | IB Computer Science II |
| I3580400 | IB Information Technology In A Global Society SL |

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- Dual Enrollment courses are not specifically shown on this list.

Fine Arts

| | |
|----------|--|
| 03150400 | Music IV Band |
| 03150800 | Music IV Orchestra |
| 03151200 | Music IV Choir |
| 03151600 | Music IV Jazz Band |
| 03152000 | Music IV Instrumental Ensemble |
| 03152400 | Music IV Vocal Ensemble |
| 03250400 | Theatre Arts IV |
| 03251000 | Theatre Production IV |
| 03251200 | Technical Theatre IV |
| 03502300 | Art IV Drawing |
| 03502400 | Art IV Painting |
| 03502500 | Art IV Printmaking |
| 03502600 | Art IV Fibers |
| 03502700 | Art IV Ceramics |
| 03502800 | Art IV Sculpture |
| 03502900 | Art IV Jewelry |
| 03503100 | Art IV Photography |
| 03503200 | Art IV Graphic Design |
| 03503500 | Art IV Electronic Media |
| 03830400 | Dance IV |
| A3150200 | Music Theory |
| A3500100 | History Of Art |
| A3500300 | Art/Drawing |
| A3500400 | Art/Two-Dimensional Design Portfolio |
| A3500500 | Art/Three-Dimensional Design Portfolio |
| I3250200 | IB Music SL |
| I3250300 | IB Music HL |
| I3250500 | IB Theatre/Film - HL |
| I3600100 | IB Art/Design HL |
| I3600200 | IB Art/Design SL-A |
| I3600300 | IB Art Design SL-B |
| I3750200 | IB Theatre Arts SL |
| I3750300 | IB Theatre Arts HL |
| I3830200 | IB Dance - HL |

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Science

| | |
|----------|--|
| A3010200 | AP Biology |
| A3020000 | AP Environmental Science |
| A3040000 | AP Chemistry |
| A3050001 | AP Physics B |
| A3050002 | AP Physics C |
| I3010200 | IB Biology |
| I3010201 | IB Biology II |
| I3020000 | IB Environmental Systems and Societies |
| I3030001 | IB Design Technology SL |
| I3030002 | IB Design Technology HL |
| I3040001 | IB Chemistry I |
| I3040002 | IB Chemistry II |
| I3050001 | IB Physics I |
| I3050002 | IB Physics II |

Social Studies/History

| | |
|----------|--|
| 03310301 | Economics Advanced Studies (First Time Taken) |
| 03380001 | Social Studies Advanced Studies (First Time Taken) |
| A3310100 | AP Microeconomics |
| A3310200 | AP Macroeconomics |
| A3330100 | United States Government and Politics |
| A3330200 | Comparative Government and Politics |
| A3340100 | AP United States History |
| A3340200 | AP European History |
| A3350100 | AP Psychology |
| A3360100 | AP Human Geography |
| A3370100 | AP World History |
| I3301100 | IB History |
| I3301200 | IB History: Africa |
| I3301300 | IB History: Americas |
| I3301400 | IB History: East and Southeast Asia |
| I3301500 | IB History: Europe |
| I3302100 | IB Geography |
| I3302200 | IB Geography |
| I3303100 | IB Economics |
| I3303200 | IB Economics |
| I3303300 | IB Business and Management I |
| I3303400 | IB Business and Management II |
| I3304100 | IB Psychology |

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Social Studies/History (cont.)

| | |
|----------|-----------------------------|
| I3304200 | IB Psychology, Higher Level |
| I3366010 | IB Philosophy |

Advanced Languages (Modern or Classical)

| | |
|----------|----------------------------------|
| 03110400 | Arabic IV |
| 03110500 | Arabic V |
| 03110600 | Arabic VI |
| 03110700 | Arabic VII |
| 03120400 | Japanese IV |
| 03120500 | Japanese V |
| 03120600 | Japanese VI |
| 03120700 | Japanese VII |
| 03400400 | Italian IV |
| 03400500 | Italian V |
| 03400600 | Italian VI |
| 03400700 | Italian VII |
| 03410400 | French IV |
| 03410500 | French V |
| 03410600 | French VI |
| 03410700 | French VII |
| 03420400 | German IV |
| 03420500 | German V |
| 03420600 | German VI |
| 03420700 | German VII |
| 03430400 | Latin IV |
| 03430500 | Latin V |
| 03430600 | Latin VI |
| 03430700 | Latin VII |
| 03440400 | Spanish IV |
| 03440440 | Spanish For Spanish Speakers IV |
| 03440500 | Spanish V |
| 03440550 | Spanish For Spanish Speakers V |
| 03440600 | Spanish VI |
| 03440660 | Spanish For Spanish Speakers VI |
| 03440700 | Spanish VII |
| 03440770 | Spanish For Spanish Speakers VII |
| 03450400 | Russian IV |
| 03450500 | Russian V |
| 03450600 | Russian VI |
| 03450700 | Russian VII |
| 03460400 | Czech IV |
| 03460500 | Czech V |
| 03460600 | Czech VI |

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Advanced Languages (cont.)

| | |
|----------|-----------------------------------|
| 03460700 | Czech VII |
| 03470400 | Portuguese IV |
| 03470500 | Portuguese V |
| 03470600 | Portuguese VI |
| 03470700 | Portuguese VII |
| 03480400 | Hebrew IV |
| 03480500 | Hebrew V |
| 03480600 | Hebrew VI |
| 03480700 | Hebrew VII |
| 03490400 | Chinese IV |
| 03490500 | Chinese V |
| 03490600 | Chinese VI |
| 03490700 | Chinese VII |
| 03510400 | Vietnamese IV |
| 03510500 | Vietnamese V |
| 03510600 | Vietnamese VI |
| 03510700 | Vietnamese VII |
| 03520400 | Hindi IV |
| 03520500 | Hindi V |
| 03520600 | Hindi VI |
| 03520700 | Hindi VII |
| 03980400 | American Sign Lanugage IV |
| 03980500 | American Sign Lanugage V |
| 03980600 | American Sign Lanugage VI |
| 03980700 | American Sign Lanugage VII |
| 03996000 | Other Foreign Languages Level IV |
| 03996100 | Other Foreign Languages Level V |
| 03996200 | Other Foreign Languages Level VI |
| 03996300 | Other Foreign Languages Level VII |
| A3120400 | Japanese |
| A3410100 | French |
| A3420100 | German |
| A3430100 | Latin |
| A3440100 | Spanish |
| A3440200 | Spanish |
| A3490400 | Chinese |
| I3110400 | IB Abic IV |
| I3110500 | IB Arabic V |
| I3120400 | IB Japanese IV |
| I3120500 | IB Japanese V |
| I3410400 | IB French IV |
| I3410500 | IB French V |
| I3420400 | IB German IV |

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- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (cont.)

| | |
|----------|----------------|
| I3420500 | IB German V |
| I3430400 | IB Latin IV |
| I3430500 | IB Latin V |
| I3440400 | IB Spanish IV |
| I3440500 | IB Spanish V |
| I3440600 | IB Spanish VI |
| I3440700 | IB Spanish VII |
| I3450400 | IB Russian IV |
| I3450500 | IB Russian V |
| I3480400 | IB Hebrew IV |
| I3480500 | IB Hebrew V |
| I3490400 | IB Chinese IV |
| I3490500 | IB Chinese V |
| I3490600 | IB Chinese VI |
| I3490700 | IB Chinese VII |
| I3520400 | IB Hindi IV |
| I3520500 | IB Hindi V |
| I3663600 | IB Other VI |
| I3663700 | IB Other VII |
| I3996000 | IB Other IV |
| I3996100 | IB Other V |

Other

| | |
|----------|-------------------------------------|
| I3000100 | IB Theory Of Knowledge |
| I3305100 | IB World Religions A |
| I3366100 | IB World Religions B |
| N1290317 | GT Independent Study Mentorship III |
| N1290318 | GT Independent Study Mentorship IV |

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- Dual Enrollment courses are not specifically shown on this list.

PBM Special Education Monitoring Results Status

Beginning in 2013-14, as the state transitioned to a more aligned accountability system, the focus shifted to an integrated process for continuous, sustained improvement. Districts and campuses that were rated as *Improvement Required*, and/or were staged for interventions in the Performance Based Monitoring (PBM) system, engaged in the Texas Accountability Intervention System (TAIS). The TAIS includes a continuous improvement process driven by the ongoing collection and analysis of data. The level of support a district or campus received was determined by: (a) the current and longitudinal accountability ratings; (b) the current and longitudinal history of the PBM stage(s) of intervention; and (c) the system with the highest level of intervention.

The system of special education monitoring was aligned with other PBM activities through the use of interventions based on indicators of school district and charter school performance and program effectiveness. These indicators were part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, were taken into account in determining required levels of intervention. The individual indicators addressed issues related to: student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions.

When a local education agency (LEA) has been assigned a stage of intervention for more than one program area in the PBM system—including Residential Facility Monitoring—the LEA engages in *Integrated Interventions* activities. Rather than engaging in intervention activities for each program area, the LEA engages in integrated interventions activities. This includes study of longitudinal comprehensive data, review of student level data, focused data analysis, developing and implementing a targeted improvement plan and/or corrective action plan. The LEA may also be required to conduct customized intervention activities, which are determined on a case-by-case basis.

LEAs that are staged no higher than a stage 1 or 2 for any program area are required to complete all intervention activities by a specified completion date and retain all materials at the district. Based on a random and/or stratified selection process, districts may be required to submit materials to TEA for review and verification. Districts that are at a stage of 3 or 4 for any program areas are required to: complete all intervention activities by a specified completion date; retain all documentation of intervention activities at the district; and submit the targeted improvement plan to the agency by a specific date.

The “as of date” for the statuses reported in the 2013-14 Texas Academic Performance Report (TAPR) is September 2014. For further information or questions about these statuses, please contact the Program Monitoring and Interventions Division at (512) 463-5226.

The definitions of each program status category are:

- *Local Interventions Implemented.* The LEA completed a local review process by a specified date as required in Stages 1 and 2 Intervention and retained materials and templates at the LEA.
- *Completed: Routine Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the targeted improvement plan.
- *Completed: Noncompliance Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the targeted improvement plan and systemic correction of areas of noncompliance identified by the review.

- *TEA Integrated On-Site Action Completed: Routine Follow-up.* TEA has completed an integrated on-site review of the LEA's programs. As a result, the LEA has implemented and/or revised an improvement plan. TEA will monitor implementation of the improvement plan.
- *TEA On-Site Action Completed: Noncompliance Follow-up.* TEA has completed an on-site review of the LEA's programs. As a result, the LEA has implemented and/or revised an improvement plan that includes actions to address noncompliance with program requirements. TEA will monitor implementation of the targeted improvement plan and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Routine Follow-up.* TEA completed an on-site review of the LEA program in the prior year. As a result, the LEA implemented and/or revised an improvement plan that continued throughout the subsequent year. TEA continues to monitor implementation of the improvement plan.
- *Year After TEA On-Site Action: Noncompliance Follow-up.* TEA completed an on-site review of the LEA program during the prior year. As a result, the LEA implemented and/or revised an improvement plan that included actions to address noncompliance with program requirements, and the improvement plan continued throughout the subsequent year. TEA continues to monitor implementation of the improvement plan and systemic correction of areas of noncompliance identified by the review.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention.* TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or improvement plan implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.
- *Oversight/Sanction/Intervention.* TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second improvement plan submission of an LEA at Stage 3 or Stage 4 Intervention was not adequate; (b) the improvement plan of an LEA was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) the implementation of the improvement plan was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
- *On-Site Intervention Assigned.* TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
- *LEA Closure.* The LEA was closed as a result of TEA sanctions.
- *Merged With Other Charter.* The charter school was assigned a stage of intervention due to the PBMAS results from the previous year, but the charter school merged with another charter school and conducted interventions under the name of the charter with which it merged.

No status is shown for LEAs not selected for PBM intervention for special education program areas.