Glossary

November 2015

2014–15 Texas Academic Performance Report

Accountability Rating: The labels assigned to districts and campuses that designate acceptable and unacceptable performance in the state academic accountability system. Possible ratings are as follows:

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

For a detailed explanation of this year's accountability system, see the *2015 Accountability Manual,* available at http://ritter.tea.state.tx.us/perfreport/account/2015/manual/index.html.

Accountability Subset: The collection of STAAR assessment results that are used to determine district and campus accountability ratings.

Campus-level accountability subset: Campuses are held accountable for only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 31, 2014* but moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus, whether or not the campuses are in the same district.

District-level accountability subset: A district is held accountable for only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 31, 2014* but moved to another district before the testing date, that student's performance is not included in the accountability results for either district. However, if that student had moved from one campus to another in the same district, his or her performance would have been included in that district's results, even though it was not included in the results for either campus. This means that district performance results may not match the sum of the campus performance results.

*In the case of STAAR End-of-Course exams administered in July 2014, the accountability subset date is for the prior year, October 25, 2013.

Advanced Course/Dual-Enrollment Completion: By subject area the percentage of students who complete and receive credit for at least one advanced course. TAPR includes completion percentages for grades 9-12 as well as grades 11-12. Advanced courses include dual-enrollment courses. Dual-enrollment courses are those for which a student can earn both high school and college credit. Decisions about awarding high school credit for college courses is described in Texas Administrative Code §74.25, which states, in part the following:

(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 because they vary from campus to campus and could 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. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

$$\frac{\text{number of students in grades 11–12 who received credit for at least one advanced or dual enrollment course in 2013–14}}{\text{number of students in grades 11–12 who completed at least one course in 2013–14}}$$

This indicator was used in awarding distinction designations to high schools in 2015. For a detailed explanation of distinction designations, see Chapter 5 of the *2015 Accountability Manual. (Source of data: PEIMS, June 2014, June 2013)*

Advanced Placement Examinations: Please see *AP/IB Results.*

Annual Dropout Rate: The percentage of students who drop out of school during one school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Is in the district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2013–14 school year}}{\text{number of students in grades 7 and 8 who were in attendance at any time during the 2013–14 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2013–14 school year}}{\text{number of students in grades 9–12 who were in attendance at any time during the 2013–14 school year}}$$

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

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 district or campus 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, 2013–14* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html

For detailed information on data sources, see Appendix K in the *2015 Accountability Manual.* See also *Dropout* and *Leaver Record. (Source of data: PEIMS, Aug. 2013 and June 2015)*

Annual Graduates: The count of students who graduate from a district or campus in a school year regardless of cohort. This measure is separate from, and may include different students than, the longitudinal graduation rates. *(Source of data: PEIMS, Aug. 2013 and June 2015*

AP/IB Results: The percentage of students who have taken the College Board's Advanced Placement (AP) examinations and/or the International Baccalaureate's (IB) Diploma Program examinations. 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.* The percentage of students in grades 11 and 12 taking at least one AP or IB examination

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

(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)

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

This indicator was used in determining the 2015 Postsecondary Readiness Distinction Designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2015 Accountability Manual. (Sources of data: The College Board, Aug. 2014, Jan. 2014; The International Baccalaureate Organization, Aug. 2014, Aug. 2013; and PEIMS, Oct. 2014, Oct. 2013)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school based on PEIMS 110 records. At-risk identification is based upon on state-defined criteria (TEC §29.081). 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 being at risk of dropping out of school 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 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 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., §11302, and its subsequent amendments; or
- resided in the preceding school year or resides in the current 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.

(Source of data: PEIMS, Oct. 2014)

Attendance Rate: The percentage of days students were present in 2013–14. 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:

$$\frac{\text{total number of days students were present in 2013–14}}{\text{total number of days students were in membership in 2013–14}}$$

Attendance rates are shown for 2013–14 and 2012–13.

This indicator was used in awarding distinction designations in 2015. For a detailed explanation of distinction designations, see Chapter 5 of the *2015 Accountability Manual.* *(Source of data: PEIMS, June 2014, June 2013)*

Auxiliary Staff *(District Profile only)***:** The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 090 Staff - Responsibilities record. The auxiliary staff are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percent of day worked. *(Source of data: PEIMS, Oct. 2014)*

Average Actual Salaries (regular duties only): For each of the four categories, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See *Appendix A* for lists of the PEIMS role IDs included in each category.

- *Teachers*. Teachers, special duty teachers, and substitute teachers. Substitute teachers are people who are either temporarily hired to replace a teacher who has quit, died, or been terminated or hired permanently on an as-needed basis.
- *Campus Administration*. Principals, assistant principals, and other administrators reported with a specific school ID.

- *Central Administration*. 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*. Therapists, nurses, librarians, counselors, and other campus professional personnel.

An employee who works half time and 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 of data: PEIMS, Oct. 2014)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count for that category. 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 of data: PEIMS, Oct. 2014)*

Average Years' Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher) averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience. These amounts are summed for all teachers and divided by the sum of all teachers' FTE coefficients. *(Source of data: PEIMS, Oct. 2014)*

Average Years' Experience of Teachers with District: The average number of years employed in the district whether or not there has been any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are summed for all teachers and divided by the sum of all teacher's coefficients.

Bilingual Education/English as a Second Language Reports: The performance for selected indicators disaggregated by bilingual and English as a second language (ESL) instructional models. 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.

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: A unique nine-digit 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: 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. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

All of the following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported to be zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Source of data: PEIMS, Oct. 2014)

College Admissions Tests: Please see *SAT/ACT Results.*

College-Ready Graduates: The percentage of graduates that meet or exceed the college-ready criteria on the TAKS exit-level test, 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

This indicator calculates three values:

(1) *Eng Lang Arts.* The percentage of graduates who scored at or above the criterion scores on the TAKS, SAT, or ACT English language arts tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{college-ready} \text{ criterion for ELA}}{\text{number of graduates (2013–14) with ELA results to evaluate}}$$

(2) *Mathematics.* The percentage of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{college-ready} \text{ criterion for mathematics}}{\text{number of graduates (2013–14) with mathematics results to evaluate}}$$

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

$$\frac{\text{number of graduates who scored at or above the } \textit{college-ready} \text{ criteria on } \textit{both} \text{ ELA \& mathematics}}{\text{number of graduates (2013–14) with results in both subjects to evaluate}}$$

Performance is shown for the class of 2014 and 2013. Note that this indicator does not include performance on TAKS-Modified nor TAKS-Alternate.

(Sources of data: TEA Student Assessment Division, The College Board, Aug. 2014, Aug. 2015, ACT, Inc. Oct. 2014, Oct. 2013; and PEIMS, Oct. 2014, Oct. 2013)

College and Career Ready Graduates: The number of 2013–14 annual graduates demonstrate that they are prepared for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates.
- Completing and earning credit for at least two advanced/dual-credit courses in the 2012–13 or 2013–14 school year
- Enrolling in a coherent sequence of CTE courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

(Sources of data: CAF, College Board, and ACT)

Completion Rate: Please see *Longitudinal Rates.*

Criterion Score: The scores on SAT and ACT college admissions tests, AP and IB tests, and 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 and granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results.*

CTE Coherent Sequence Graduate: The percentage of graduates enrolled in a career and technical education (CTE) coherent sequence of courses as part of a four-year plan of study.

$$\frac{\text{Number of graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits (from PEIMS 400, 101 [summer])}}{\text{Number of 2013–14 annual graduates (from PEIMS 203)}}$$

Data Quality *(District Profile only)***:** The percentage of errors made by the district in two key data submissions: the PID Error rate in PEIMS Student Data and the percentage 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 or data to be matched across years. 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.

When submitting data, each district has the ability to run PID Discrepancy Reports that show any PID errors and correct those errors before its submission is finalized. The PID error rate has declined significantly over the years, but any error has a detrimental effect on the calculation of longitudinal measures, such as the four-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 2014).*

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in finalized PEIMS submission 1 (fall 2014)}}{\text{number of student records in finalized PEIMS submission 1 (fall 2014)}}$$

(2) *Percent of Underreported Students.* Underreported students are 7^{th}–12^{th} graders who were enrolled at any time during the prior year, who are 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 2014–15, the end of the school-start window was September 26, 2014.) (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2013–14 school year}}$$

Distinction Designations: Recognitions for districts and campuses for outstanding achievement in the following academic areas:

- Academic Achievement in English Language Arts/Reading (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)
- Postsecondary Readiness (district and campus)

Only those districts and campuses that receive a *Met Standard* rating are eligible for distinction designations. Charter districts and alternative education campuses evaluated by alternative education accountability (AEA) provisions are not eligible for distinction designations. See Chapter 5 in the *2015 Accountability Manual* for more information.

Distinguished Achievement Program: Please see *RHSP/DAP Graduates.*

Dropout: A student who was enrolled in public school in 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 high school equivalency 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. (Source of data: PEIMS, Oct. 2014)*

Dropout Rate: Please see *Annual Dropout Rate.*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

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

See also *Total Students. (Source of data: PEIMS, Oct. 2014, Oct. 2013; and TEA Student Assessment Division*)

Educational Aides: The count and percentage of 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 percentage of the total staff FTEs. See *Appendix A* for all PEIMS Role IDs. *(Source of data: PEIMS, Oct. 2014)*

English Language Learners (ELLs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English.

Inclusion and exclusion of ELL performance varies by indicator:

- 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 *2015 Accountability Manual.*
- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

Not all students identified as ELLs receive bilingual or English as a second language instruction. In the *Profile* section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. *(Source of data: PEIMS, Oct. 2014)*

Enrollment: Please see *Total Students.*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. *(Source of data: PEIMS, Oct. 2014, Oct. 2013; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)*

Expenditure Information: Information available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

FTE: Full-Time Equivalent.

Fund Balance Information: Information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2013–14 are also shown:

- Minimum High School Program
- Recommended High School Program

- Distinguished Achievement Program
- Foundation High School Plan

See also *College-Ready Graduates, Longitudinal Rate,* and *RHSP/DAP Graduates. (Source of data: PEIMS, Oct. 2014)*

Graduates Enrolled in Texas Institution of Higher Education: The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation. The rate is determined as follows:

$$\frac{\text{number of graduates during the 2012–13 school year who attended a public or independent college or university in Texas in the 2013–14 academic year}}{\text{number of graduates during the 2012–13 school year}}$$

Students not Included: Students who enrolled in any non-public career schools or out-of-state colleges or universities

Students Included: Students who attend public community colleges in Texas *(Source of data: Texas Higher Education Coordinating Board)*

Graduates in TX IHE Completing One Year Without Remediation: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and who did not require a developmental education course, based on meeting the *Texas Success Initiative*. *Texas Success Initiative* requirements apply only to students attending Texas public institutions. The rate is determined as follows:

$$\frac{\text{number of graduates during the 2012–13 school year who enrolled in a public college or university in Texas for the school year following the year they graduated } \textit{and} \text{ met the } \textit{Texas Success Initiative} \text{ requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2012–13 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students Not Included: Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school

Students Included: Students who attended Texas public two- or four-year institutions of higher education.

Additional 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 the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Source of data: Texas Higher Education Coordinating Board, Fall 2015)*

Graduation Rate: Please see *Longitudinal Rates.*

Instructional Expenditure Ratio (2013–14): This information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Instructional Staff Percent *(District Profile only)***:** The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2014–15 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Source of data: PEIMS, Oct. 2014)*

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

Leaver Record: The PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit a leaver record for each student who graduated, enrolled in school in another state, returned to his or her 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 of data: PEIMS, Oct. 2014; Secondary School Completion and Dropouts in Texas Public Schools, 2013–14, Texas Education Agency)*

LEP (Limited English Proficient): Please see *English Language Learner.*

Longitudinal Rates: 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 2010–11. They are followed through their expected graduation with the class of 2014.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2009–10. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2013.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2008–09. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2012.

Additional Information on Cohorts:

- A student *transfers into a campus, district, or state cohort* when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the receiving high school or district. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2010–11 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2010–11 but takes 5 years to graduate (*i.e.,* graduates in May 2015) is still part of the 2014 cohort; he or she is not switched to the 2015 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2014. This is true as well for the five-year and six-year extended longitudinal cohorts.

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

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma on time (in four years) or earlier—by August 31, 2014 for the 2010–11 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014}}{\text{number of students in the 2010–11 cohort*}}$$

(2) *Received GED:* For the 2010–11 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2014. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2014}}{\text{number of students in the 2010–11 cohort*}}$$

(3) *Continued High School:* The percent of the 2010–11 cohort still enrolled as students in the fall of the 2014–15 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2010–11 cohort*}}$$

(4) *Dropped Out:* The percent of the 2010–11 cohort who dropped out and did not return by the fall of the 2014–15 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2010–11 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2010–11 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2010–11 cohort who received a high school diploma by August 31, 2014 plus number of students from the cohort who received a GED by August 31, 2014}}{\text{number of students in the 2010–11 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2010–11 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014 plus number of students from the cohort who received a GED by August 31, 2014 plus number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2010–11 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2014, for the 2009–10 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014}}{\text{number of students in the 2009–10 cohort*}}$$

(2) *Received GED:* For the 2009–10 cohort, the percentage who received a GED certificate by August 31, 2014. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2014}}{\text{number of students in the 2009–10 cohort*}}$$

(3) *Continued High School:* The percent of the 2009–10 cohort still enrolled as students in the fall of the 2014–15 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2009–10 cohort*}}$$

(4) *Dropped Out:* The percent of the 2009–10 cohort who dropped out and did not return by the fall of the 2014–15 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2009–10 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2009–10 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014 plus number of students from the cohort who received a GED by August 31, 2014}}{\text{number of students in the 2009–10 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2009–10 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014 plus number of students from the cohort who received a GED by August 31, 2014 plus number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2009–10 cohort*}}$$

Six-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2014, for the 2008–09 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014}}{\text{number of students in the 2008–09 cohort*}}$$

(2) *Received GED:* For the 2008–09 cohort, the percentage who received a GED certificate by August 31, 2014. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2014}}{\text{number of students in the 2008–09 cohort*}}$$

(3) *Continued High School:* The percent of the 2008–09 cohort still enrolled as students in the fall of the 2014–15 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2008–09 cohort*}}$$

(4) *Dropped Out:* The percent of the 2008–09 cohort who dropped out and did not return by the fall of the 2014–15 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2008–09 cohort*}}$$

(5) *Graduates & GED.* The percentage of graduates and GED recipients in the 2008–09 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014 plus number of students from the cohort who received a GED by August 31, 2014}}{\text{number of students in the 2008–09 cohort*}}$$

(6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2008–09 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014 plus number of students from the cohort who received a GED by August 31, 2014 plus number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2008–09 cohort*}}$$

* 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, 88, 89 or 90. 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). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2010–11. They are followed through their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014}}{\text{number of students in the 2010–11 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2009–10. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2013. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014}}{\text{number of students in the 2009–10 cohort**}}$$

** 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 district and campus graduation rates calculated for federal accountability purposes. Students served by special education 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, 2013–14. (Sources: PEIMS, Oct. 2014, June 2014, Oct. 2013, June 2013, Oct. 2012, June 2012, Oct. 2011, June 2011, Oct. 2010, June 2010, Oct. 2008, June 2009, and General Educational Development Information File)*

Mobility *(Campus Profile only)***:** The count and percentage of students who are mobile based on prior-year attendance. 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).

$$\frac{\text{number of mobile students in 2013–14}}{\text{number of students who were in membership at any time during the 2013–14 school year}}$$

This rate is calculated at the campus level. The mobility rate shown 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 of data: PEIMS, June 2014)*

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

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Source of data: PEIMS, Oct. 2014)*

Paired Schools: Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving grade prekindergarten (PK) through 12 must receive an accountability rating. A campuses that does not serve grade levels at which STAAR is administered is paired with another campus in the same district for accountability purposes. For example, Travis Primary (K–2) feeds students into Navarro Elementary (3–5). The district pairs these two campuses 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 *2015 Accountability Manual*.

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS . Each type of professional staff is shown as a percentage of the total staff FTE. See also *Appendix A. (Source of data: PEIMS, Oct. 2014)*

Progress of Prior Year STAAR Failers *(Percent of Failers Passing STAAR)***:** The percentage of students in grades 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 2015, the reported values for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched students who failed in 2014 but passed in 2015}}{\text{number of matched students who failed in 2014}}$$

For 2015, students in grades 4–8 included in these measures are those who

- took the spring 2015 STAAR, STAAR A or STAAR Alternate 2 in ELA/reading. This indicator does not include grade 3 test takers because that is the first STAAR test, nor does it include grade 4-8 mathematics due to lack of passing standards;
- are part of the 2015 accountability subset;
- can be matched to the spring 2014 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading; and
- failed the 2014 STAAR administration of ELA/reading.

(Source of data: TEA Student Assessment Division)

Recommended High School Program: Please see *RHSP/DAP Graduates.*

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2014 in the same grade in which they were reported for the last six-week period of the prior school year (2013–14). 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 because local retention practices differ for students served by special education.

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, 2013–14,* available from TEA. *(Source of data: PEIMS, Oct. 2014, June 2014)*

Revenue Information: Please see the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

RHSP/DAP Graduates (annual and longitudinal):

RHSP/DAP Graduates (Longitudinal Rate). The percentage 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. The number of graduates (longitudinal and annual) excludes FHSP graduates. It is calculated as follows:

$$\frac{\text{number of graduates from the 2010–11 cohort reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates in the 2010–11 cohort}}$$

RHSP/DAP Graduates (Annual Rate). The percentage of graduates in 2014 who satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. The number of graduates (longitudinal and annual) excludes FHSP graduates. It is calculated as follows:

$$\frac{\text{number of graduates reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates in 2014}}$$

RHSP graduates are students with graduation type codes of 15, 19, 22, 25 or 28; DAP graduates are students with graduation type codes of 17, 20, 23, 26 or 29. See the *PEIMS Data Standards* for more information. Results are shown for the class of 2014 and the class of 2013. See also *Graduates. (Source of data: PEIMS, Oct. 2014, Oct. 2013)*

SAT/ACT Results: Participation and performance of graduating seniors from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT Assessment. Only one record is sent per student. If a student takes an ACT and/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:* The percentage 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:* The percentage 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:* 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:* 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. 2014, Jan. 2014; ACT, Inc. (ACT) Oct. 2014, Oct. 2013; and PEIMS, Oct. 2014, Oct. 2013)*

School Type: A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall PEIMS enrollment

snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2015 Accountability Manual.*

Special Education: The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2014–15 school year, a student in special education may have been administered the STAAR, STAAR A, or STAAR Alternate 2. Results from STAAR A and STAAR Alternate 2 assessments were excluded from 2015 accountability and are excluded from STAAR performance and participation rates shown on the TAPRs.

Other indicators that include the performance of students served by special education are advanced course/dual enrollment, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP rates. 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 for students receiving special education services are shown separately. See *STAAR Special Education Assessments* and *STAAR Participation. (Source: PEIMS, Oct. 2014, Oct. 2013, and TEA Student Assessment Division)*

Special Education Determination Status: The 2014–15 TAPR provides the 2015–16 special education integrated intervention stage/determination status for each district on the cover page of the report. This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area as well as State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of the following special education determination statuses:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/.

Additional resources include the PBMAS Manual and the State Performance Plan at the following links:

http://tea.texas.gov/pbm/PBMASManuals.aspx

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

Special Symbols: Characters used to indicate certain, specific circumstances. The 2014–15 TAPR uses 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 hyphen (-) indicates that no students were in this classification.
- n/a indicates that the data are not available or 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/2015/masking.html

STAAR (State of Texas Assessments of Academic Readiness): A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program 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 or after competing each course for which an EOC assessment exists. Each STAAR test is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS contain the state-mandated curriculum for Texas public school students. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/

For 2015 state accountability, the results of grades 3–8 mathematics assessments, as well as those of STAAR A and STAAR Alternate 2, are excluded. Because a direct comparison of 2015 and 2014 data is not possible due to these exclusions, only 2015 STAAR data is provided.

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

- *By Grade and Subject:*
  - Grade 3 – reading
  - Grade 4 – reading and writing
  - Grade 5 – reading (1st and 2nd administration cumulative*) and science
  - Grade 6 – reading
  - Grade 7 – reading and writing
  - Grade 8 – reading (1st and 2nd administration cumulative), science, and social studies
- *By End-of-Course (EOC) Subject:*
  - English I
  - English II
  - Algebra I
  - U.S. History
  - Biology

- *Summed Across Grades:*
  - *STAAR Percentage at Phase-in Satisfactory Standard or Above (All Grades).* The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, *All Subjects,* combines all subjects and all grades.
  - *STAAR Percentage at Postsecondary Readiness Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Final Level II performance standard on two or more assessments. The measure *Two or More Subjects* 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 scored at the post-secondary level on only one of them is not included in the count of postsecondary-ready students. This measure was part of determining the score for Index 4.
  - *STAAR Percentage at Advanced Standard.* The percentage of tests that met or exceeded the Advanced Level III performance standard. This indicator was part of determining the score for Index 3.
  - *STAAR Percentage Met or Exceeded Progress.* The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See Chapter 4 of the *2015 Accountability Manual* for more information. This indicator was used in determining the score for Index 2.
  - *STAAR Percentage Exceeded Progress.* The percentage of tests that *exceeded* the progress measure expectations. This indicator was used in determining the score for Index 2.

Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the State of Texas Assessments of Academic Readiness (STAAR®) content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL'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 *2015 Accountability Manual.*
- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.
- *Special Education.* Performance includes only the STAAR. For 2015, STAAR A, and STAAR Alternate 2 assessments are excluded.

- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance shown includes performance on the Spanish STAAR tests.
- *Rounding of STAAR results.* STAAR performance shown 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. STAAR performance rates are masked when necessary to comply with FERPA. For more information see the Explanation of Masking* at http://ritter.tea.state.tx.us/perfreport/tapr/2015/masking.html

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

STAAR Participation: The percentage of students who were administered a STAAR assessment. Includes STAAR, TELPAS, and STAAR-L. The details on the participation categories are as follows:

- *Test Participant:* answer documents with a score code S or substitute assessments with a score code of O.
  - *Included in Acct:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O.
  - *Not included in Acct:* answer documents counted as participants, but not used in determining the district or campus accountability rating:
  - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall PEIMS submission dates (October 31, 2014, or October 25, 2013 for summer 2014 EOCs).
  - *Other Exclusions.* The following answer documents were excluded from the rating determination:
    - Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.
    - Answer documents of students who are either an ELL who has been is school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
    - Answer documents of students who have 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 or O
  - *Absent* : answer documents with a score code A
  - *Other*: answer documents with score codes O, except for substitute assessments.

The common participation denominator is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, Absent, and Other. Note that *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 of data: TEA Student Assessment Division)*

Staff Exclusions: The 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* are staff who work in schools located in districts other than their employing district, or whose 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 of data: PEIMS, Oct. 2014)*

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not sum to 100 because students may participate in more than one of these programs. *(Source of data: PEIMS, Oct. 2014)*

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 in which students must demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8. Because the commissioner of education waived the SSI requirement for mathematics in 2015, there is no SSI information for mathematics in the 2014–15 TAPR.

For 2015, the TAPR shows the following for each SSI grade:

(1) *Students Meeting Phase-in 1 Level II Standard on First STAAR Administration*: The percentage of students who met Phase-in 1 Level II Standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met Phase-in 1 Level II in the first administration}}{\text{number of students tested in the first administration}}$$

(2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

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

(3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the tests in the first and second administrations combined. It is calculated as follows:

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

(4) *STAAR Failers Promoted by Grade Placement Committee (GPC):* The percentage of students who failed all attempts to pass but were promoted to the next grade by their GPC. It is calculated as follows:

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

(5) *STAAR Met Standard (Failed in Previous Year):*

- *Promoted to Grade 6 or 9*: The percentage of students who passed the STAAR in 2015 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 STAAR reading in 2015}}{\text{number of students who were promoted by their GPC and took grade 6 STAAR reading in 2015}}$$

- *Retained in Grade 5 or 8*: The percentage of students who passed the STAAR in 2015 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 STAAR reading in 2015}}{\text{number of students retained and took grade 5 STAAR reading in 2015}}$$

For more information, see TEA's Student Assessment Division SSI site at http://tea.texas.gov/student.assessment/ssi/

(Source of data: TEA Student Assessment Division)

Students by Grade: The count of students in each grade divided by the total number of students. *(Source of data: PEIMS, Oct. 2014)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). 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 2014–15, 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 of data: PEIMS, June 2014)*

TAKS (Texas Assessment of Knowledge and Skills): Assessments designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level. The performance of the class of 2015 students on the exit-level TAKS was used in determining performance on the *College-Ready Graduates* and *College and Career Ready Graduates* indicator.

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

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS, Oct. 2014)*

Teachers by Highest Degree Held: The distribution of degrees held 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 percentage of the total teacher FTEs. *(Source of data: PEIMS, Oct. 2014)*

Teachers by Program *(population served)***:** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. 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 of data: PEIMS, Oct. 2014)*

Teachers by Years of Experience *(District Profile only)***:** The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. *(Source of data: PEIMS, Oct. 2014)*

Total Staff: The total count of staff which 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 of data: PEIMS, Oct. 2014)*

Total Students: The total number of public school students who were reported in membership on October 31, 2014, at any grade from early childhood education through grade 12. Membership differs 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 of data: PEIMS, Oct. 2014)*

Turnover Rate for Teachers *(District Profile only)***:** The percentage of teachers from the fall of 2013–14 who were not employed in the district in the fall of 2014–15. It is calculated as the total FTE count of teachers from the fall of 2013–14 who were not employed in the district in the fall of 2014–15, divided by the total teacher FTE count for the fall of 2013–14. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Source of data: PEIMS, Oct. 2014, Oct. 2013)*

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	State Funding	(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	State Funding	(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
2014-15 Texas Academic Performance Reports

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
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
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 A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II ,Higher Level
I3580400	IB Information Technology In A Global Society SL

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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
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL
I3040001	IB Chemistry I
I3050001	IB Physics I

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, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level

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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 Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language 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 Arabic 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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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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