

2020–21 School Report Card (SRC) Definitions

Due to COVID-19, districts and nearly all campuses received a label of *Not Rated: Declared State of Disaster*. A few campuses were eligible for an alternative evaluation under Senate Bill 1365. These campuses must have received a *D*, *F*, or *Improvement Required* rating for the most recent rating and have had a 95 percent participation rate for assessments in 2021. If the campus met eligibility requirements and received at least a 70 when averaging the 2021 Student Achievement and School Progress, Part B: Relative Performance domain scaled scores, it received an *Acceptable* label.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2019–20 or 2018–19 school years.

Attendance Rate: The percentage of days that students were present in 2019–20 based on student attendance. The rate for 2019–20 is based on student attendance from the highest 4 six-week attendance rates due to the Covid-19 pandemic. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military readiness (CCMR) by meeting at least one of the nine criteria provided in Chapter 2 of the [2021 Accountability Manual](#). Please note, CCMR outcomes for 2018–19 include military enlistment and CTE coherent sequence indicators while 2019–20 outcomes do not.

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. Distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

Emergent Bilingual/EL: Students whose primary language is other than English and who are in the process of acquiring English.

Expenditures per Student: This is calculated as total expenditures for 2019–20 divided by the total membership for 2019–20. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2019–20 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2019-20](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2019–20 divided by total expenditures for 2019–20. For more information, contact the Office of School Finance at

2020–21 School Report Card (SRC) Definitions

512-463-9238. For a detailed report, see the 2019-2020 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2019–20 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2016–17, showing their final status with the Class of 2020. The five-year rate includes students who first attended ninth grade in 2015–16, showing their final status at the end of 2020. The six-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2020. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

Mobility Rate: The percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2019–20 and 2018–19 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 and 2019–20 graduates, and (3) Average ACT Score for 2018–19 and 2019–20 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level.

2020–21 School Report Card (SRC) Definitions

Total Students: This is the total number of public school students who were reported in membership on October 30, 2020, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a non-public school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

Special Symbols: The 2020–21 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates there were no observations reported for this group.
- 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.