Glossary

for the

Texas Academic Performance Report[†]

for 2012-13

Accountability Rating: This refers to the district and campus ratings assigned by the 2013 state accountability system. This year introduces a significant change for the accountability system. It is based on four performance indexes. For a more detailed explanation of this year's accountability system, see the *2013 Accountability Manual,* available at: http://ritter.tea.state.tx.us/perfreport/account/2013/manual/index.html

Possible ratings are:

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

Accountability Subset: This refers to the group of non-mobile students whose performance on the STAAR or TAKS 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 26, 2012,* 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 second semester.

District-level accountability subset: If a student was in one district on October 26, 2012,* 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 2012, the accountability date is for the prior year, October 28, 2011.

STAAR Participation, included in the Performance Report, shows what percent 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 *2013 Accountability Manual.* Also see *Mobile,* and *STAAR Participation.*

[†] Due to changes in legislation, the performance report formerly known as the Academic Excellence Indicator System (AEIS) report is now the Texas Academic Performance Report (TAPR).

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 gets both high school and college credit. Deciding who gets credit for which college course is described in Texas Administrative Code §74.25 which states, in part:

> (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:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2011-12}}{\text{number of students in grades 9-12 who completed at least one course in 2011-12}}$$

This indicator was used in awarding 2013 Distinction Designation to high schools. For a detailed explanation of *Distinction Designations*, see Chapter 6 of the *2013 Accountability Manual.*

Special education students are included in the results 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 (2010-11). For a list of advanced courses, see *Appendix B. (Source: PEIMS, June 2012, June 2011)*

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. Certain students are excluded from the annual dropout rate calculations, per Texas Education Code (TEC) Chapter 39:

1) students who are not eligible for state funding;
2) students who were court-ordered into a General Educational Development (GED) program, but who did not earn a GED;
3) students who have been incarcerated as adults;
4) students coded as refugees or asylees who have not received adequate schooling outside of the United States;
5) any students who were previously reported as dropouts to TEA; and
6) students in county detention facilities outside of their home 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:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2011-12 school year}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2011-12 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2011-12 school year}}{\text{number of grade 9-12 students who were in attendance at any time during the 2011-12 school year}}$$

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 effects 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 the change in exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2011-12* reports, available at

http://www.tea.state.tx.us/acctres/dropcomp_index.html

See also Dropout and Leaver Record. (Source: PEIMS, Oct. 2011, Oct. 2012 and June 2012)

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 percent of students in grades 11 and 12 taking at least one AP or IB examination, any subject:

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

(2) *Examinees >= Criterion.* The percent 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 awarding 2013 Distinction Designation to high schools. For a detailed explanation of *Distinction Designations*, see Chapter 6 of the *2013 Accountability Manual. (Sources: The College Board, Aug. 2012, Jan. 2012; The International Baccalaureate Organization, Aug. 2012, Aug. 2011; and PEIMS, Oct. 2012, Oct. 2011)*

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 percent 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.

The statutory criteria for at-risk status include each student who is under 21 years of age and who:

1) was not advanced from one grade level to the next for one or more school years;
2) 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;
3) 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;
4) 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;
5) is pregnant or is a parent;
6) has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
7) has been expelled in accordance with §TEC 37.007 during the preceding or current school year;
8) is currently on parole, probation, deferred prosecution, or other conditional release;
9) was previously reported through the PEIMS to have dropped out of school;
10) is a student of limited English proficiency, as defined by §TEC 29.052;
11) 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;
12) is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments; or

13) 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.

(Sources: PEIMS, Oct. 2012; 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 calculations. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2011-12}}{\text{total number of days students were in membership in 2011-12}}$$

Attendance rates are shown for 2011-12 and 2010-11.

This indicator was used in awarding 2013 *Distinction Designations*. For a detailed explanation of *Distinction Designations*, see Chapter 6 of the *2013 Accountability Manual. (Source: PEIMS, June 2012, June 2011)*

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 percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked. *(Source: PEIMS, Oct. 2012)*

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 shown.

- *Teachers*. This includes teachers, special duty teachers, and substitute teachers. Substitute teachers are persons hired to replace a teacher who has quit, died, or been terminated; or, persons 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 that are 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. 2012)*

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 supplements. 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. 2012)*

Average Years Experience of Teachers: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to the total number of (completed) years of professional experience for the individual in any district. *(Source: PEIMS, Oct. 2012)*

Average Years Experience of Teachers with District: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to tenure, *i.e.,* the 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 *(District Performance only)***:** State law requires districts to report performance for selected indicators disaggregated by bilingual and ESL instructional models. To accommodate this requirement, the TAPR shows the statutorily-required performance indicators disaggregated by twelve columns for students identified as limited English proficient (LEP) in the current school year.

Current LEP students receiving either Bilingual Education (BE) or English as a Second Language (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: the 2013 accountability base indicator; the SSI indicators (measures 1 and 2 only), and the Progress of Prior Year Failers (percent passing only).

These indicators are calculated and reported on the district, region, and state TAPRs. The information is not calculated or reported at the campus level.

For more information on these indicators, see *STAAR, Student Success Initiative, and Progress of Prior Year STAAR Failers.* For definitions of the BE/ESL instructional model types, see the *PEIMS Data Standards,* available at http://www.tea.state.tx.us/peims/.

Campus Group: As of 2012-13, campus group is no longer a disaggregation on the campus performance reports.

Campus Number: The campus number is the unique 9-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 5 science classes each day with: 18, 20, 19, 21, and 22 students in the different classes. That is a total of 100 students taught in 5 sections, 100 divided by 5 gives an average class size of 20 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, mathematics, science, social studies, foreign language, computer science, business education, 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 in the calculation;
7) missing partial FTE counts are not included;
8) elementary classes where the number of students exceeds 100 are not included.

(Source: PEIMS, Oct. 2012)

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

College Readiness Indicators: These indicators are grouped together to help provide a picture of college preparedness at a given high school or for a specific district. They can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education.

The indicators include:

- Advanced Course/Dual Enrollment Completion;
- Recommended High School Program/Distinguished Achievement Program Graduates;
- AP/IB Results;
- Texas Success Initiative (TSI) Higher Education Readiness Component;
- SAT/ACT Results;
- College-Ready Graduates;

- Graduates Enrolled in a Texas Institution of Higher Education (IHE); and
- Graduates in a Texas IHE Completing One Year Without Remediation

For more information, refer to the individual definitions in this glossary.

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:

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.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for ELA}}{\text{number of graduates (class of 2012) with ELA results to evaluate}}$$

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

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criterion for mathematics}}{\text{number of graduates (class of 2012) with mathematics results to evaluate}}$$

(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.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \text{ criteria on } \textit{both} \text{ ELA \& mathematics}}{\text{number of graduates (class of 2012) with results in both subjects to evaluate}}$$

This indicator differs from the TSI – Higher Education Readiness Component, in several ways:

- it includes performance on the SAT and ACT;
- it is based on prior year graduates rather than current year 11th graders;
- it provides an overall measure of both subjects combined; and
- performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered.

Performance is shown for the class of 2012 and 2011. Note that this indicator does not include performance on TAKS-Modified nor TAKS-Alternate.

(Sources: TEA Student Assessment Division, The College Board, Aug. 2012, Aug. 2013, ACT, Inc. Oct. 2012, Oct. 2011; and PEIMS, Oct. 2012, Oct. 2011)

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, such as enrollment records, which are collected in October, to attendance records, which are collected in June; or data to be matched across years. It also helps maintain student confidentiality by assigning an ID that does not divulge 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 found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the 4-year dropout rate and the high school longitudinal rate. The TAPRs show the PID error rate in PEIMS Student Data, collected in Submission 1 *(October 2012).*

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2012)}}{\text{number of student records in PEIMS submission 1 (fall 2012)}}$$

(2) *Percent of Underreported Students.* Underreported students are 7^{th}-12^{th} graders who were enrolled at any time the prior year and who were not accounted for through district records or TEA processing in the current year. 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 2012-13 the end of the school-start window was September 28, 2012). For students who attended in 2011-12, there were 17 possible leaver reasons, including graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2011-12 school year}}$$

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

- Top 25% Student Progress;
- Academic Achievement in Reading/English language arts (ELA); and
- Academic Achievement in Mathematics.

Note that campuses with state accountability ratings of "Improvement Required" or "Not Rated" or those evaluated under the alternative education accountability provisions are not eligible for these distinctions. See Chapter 6 in the *2013 Accountability Manual* for more information.

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

Dropout: A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED, continue school outside the public school system, begin college, or die.

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate recipient records, TEA identifies students for whom districts do not need to submit leaver reasons. School districts must account for all other students through the submission of leaver reasons. The leaver record provides 17 possible reasons for leaving school in 2011-12, including three which may indicate the student is a dropout (reason codes 88, 89, 98). For more information, see *Annual Dropout Rate. (Source: PEIMS, Oct. 2012)*

Dropout Rate: See *Annual Dropout Rate.*

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

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

See also *Campus Group* and *Total Students. (Source: PEIMS, Oct. 2012, Oct. 2011; and TEA Student Assessment Division*)

Educational Aides: Educational aides are staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). These aides are referred to as paraprofessional staff. The FTE counts of educational aides are expressed as a percent of the total staff FTE. *(Source: PEIMS, Oct. 2012)*

English Language Learner (ELL): These are students identified as having limited English proficiency (LEP), or English language learners, by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. 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.

The ELL column in the *Performance* section shows the performance of students identified as ELL in the current year only; students who are no longer considered as English language learners are not included in this column. Note that the descriptors "English Language Learner" and "Limited English Proficient (LEP)" may be used interchangeably. *(Source: PEIMS, Oct. 2012)*

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 percentages 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 since the former definitions were in use that year.

(Source: PEIMS, Oct. 2012, Oct. 2011; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

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

http://www.tea.state.tx.us/financialstandardreports/

FTE: Full-Time Equivalent.

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

http://www.tea.state.tx.us/financialstandardreports/

Graduates (Class of 2012): Shown in the *Profile* section, this is the total number of graduates (including summer graduates) for the 2011-12 school year, as reported by districts in the fall of 2012. 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, and are also reported as a separate group. Special education graduates are students who graduated with a special education graduation type code or who received special education services their entire senior year (as determined by attendance data). Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2012 could be coded with one of the following graduation types:

- Minimum High School Program
- Recommended High School Program
- Distinguished Achievement Program
- Special Education student completing an individualized education program (IEP)

Counts of graduates are calculated slightly differently for three graduation-related indicators on the *Performance* section of the TAPR:

- The *RHSP/DAP* (Recommended High School Program/Distinguished Achievement Program) indicator as well as the *College-Ready Graduates* indicator include all graduates, special education and non-special education, in both the numerator and denominator.

See also *College-Ready Graduates, Longitudinal Rate,* and *RHSP/DAP Graduates. (Source: PEIMS, Oct. 2012)*

Graduates Enrolled in Higher Education: This indicator is new for 2012-13. 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 percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation. The rate is determined as follows:

$$\frac{\text{number of graduates during the 2010-11 school year who attended a public or independent college or university in Texas in the 2011-12 academic year}}{\text{number of graduates during the 2010-11 school year}}$$

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 in- or out-of-state non-public career schools or out-of-state colleges or universities.

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 an institution of higher education in the school year following high school graduation and did not require a developmental education course based on the *Texas Success Initiative*. The rate is determined as follows:

$$\frac{\text{number of graduates during the 2010-11 school year who enrolled in a public college or university in Texas in the school year following the year they graduated } \textit{and} \text{ met the } \textit{Texas Success Initiative} \text{ requirement in all subject areas (reading, writing, and mathematics) and therefore were not required to enroll in a developmental education course}}{\text{number of graduates during the 2010-11 school year who enrolled in a public college or university in Texas in the school year following the year they graduated}}$$

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, in- or out-of-state non-public career schools, or out-of-state colleges or universities.

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 at 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 2013)*

Graduation Rate: See *Longitudinal Rates.*

Instructional Expenditure Ratio (2011-12): This information is now available on the *PEIMS Financial Standard Reports*, at:

http://www.tea.state.tx.us/financialstandardreports/

Instructional Staff Percent *(District Profile only)***:** This measure, required by TEC 44.0071, indicates the percentage of the district's full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2012-13 school year. The instructional staff percent is a district-level-only 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. 2012)*

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, for their part, are required to submit a leaver code for all other students. This group of "leavers" includes students such as those 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. 2012; Secondary School Completion and Dropouts in Texas Public Schools, 2011-12, 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 2008-09. They are followed through their expected graduation with the class of 2012.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2007-08. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2011.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2006-07. They are followed for six years, to see if they graduated within two years after their expected graduation with the class of 2010.

Cohorts:

- A student who *transfers into the cohort* is one who, for example, 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, for example, 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 2008-09 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2008-09, but takes 5 years to graduate (*i.e.,* in May 2013) is still part of the 2012 cohort; they are not switched to the 2013 cohort. This student would be considered a continuing student, and counted as part of the *Continued HS* number for the class of 2012. 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 2008-09 cohort, this shows the percent who received their high school diploma on time or earlier — by August 31, 2012. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012}}{\text{number of students in the 2008-09 cohort*}}$$

(2) *Received GED.* Based on the 2008-09 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2012. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2012}}{\text{number of students in the 2008-09 cohort*}}$$

(3) *Continued High School.* Based on the 2008-09 cohort, this shows the percentage still enrolled as students in the fall of the 2012-13 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2012-13 school year}}{\text{number of students in the 2008-09 cohort*}}$$

(4) *Dropped Out.* Based on the 2008-09 cohort, this shows the percentage who dropped out and did not return by the fall of the 2012-13 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2012-13 school year}}{\text{number of students in the 2008-09 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012 plus number of students from the cohort who received a GED by August 31, 2012}}{\text{number of students in the 2008-09 cohort*}}$$

(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:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012 plus number of students from the cohort who received a GED by August 31, 2012 plus number of students from the cohort who were enrolled in the fall of the 2012-13 school year}}{\text{number of students in the 2008-09 cohort*}}$$

5-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, 2012. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012}}{\text{number of students in the 2007-08 cohort*}}$$

(2) *Received GED.* Based on the 2007-08 cohort, this shows the percentage who received a GED certificate by August 31, 2012. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2012}}{\text{number of students in the 2007-08 cohort*}}$$

(3) *Continued High School.* Based on the 2007-08 cohort, this shows the percentage still enrolled as students in the fall of the 2012-13 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2012-13 school year}}{\text{number of students in the 2007-08 cohort*}}$$

(4) *Dropped Out.* Based on the 2007-08 cohort, this shows the percentage who dropped out and did not return by the fall of the 2012-13 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2012-13 school year}}{\text{number of students in the 2007-08 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012 plus number of students from the cohort who received a GED by August 31, 2012}}{\text{number of students in the 2007-08 cohort*}}$$

(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:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012 plus number of students from the cohort who received a GED by August 31, 2012 plus number of students from the cohort who were enrolled in the fall of the 2012-13 school year}}{\text{number of students in the 2007-08 cohort*}}$$

* The cohort in the denominator of the formulas shown (for class of 2011 and 2012) 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. Also, this rate is shown with exclusions that are mandated by state statute. See *Annual Dropout Rate* for a list of the exclusions.

6-Year Extended Longitudinal Rate

(1) *Graduated.* Based on the 2006-07 cohort, this shows the percent who received their high school diploma by August 31, 2012. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012}}{\text{number of students in the 2006-07 cohort**}}$$

(2) *Received GED.* Based on the 2006-07 cohort, this shows the percentage who received a GED certificate by August 31, 2012. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2012}}{\text{number of students in the 2006-07 cohort**}}$$

(3) *Continued High School.* Based on the 2006-07 cohort, this shows the percentage still enrolled as students in the fall of the 2012-13 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2012-13 school year}}{\text{number of students in the 2006-07 cohort**}}$$

(4) *Dropped Out.* Based on the 2006-07 cohort, this shows the percentage who dropped out and did not return by the fall of the 2012-13 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2012-13 school year}}{\text{number of students in the 2006-07 cohort**}}$$

(5) *Graduates & GED.* Based on the 2006-07 cohort, this shows the percent of graduates and GED recipients. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012 plus number of students from the cohort who received a GED by August 31, 2012}}{\text{number of students in the 2006-07 cohort**}}$$

(6) *Graduates, GED & Cont.* Based on the 2006-07 cohort, this shows the percent of graduates, GED recipients, and continuers. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012 plus number of students from the cohort who received a GED by August 31, 2012 plus number of students from the cohort who were enrolled in the fall of the 2012-13 school year}}{\text{number of students in the 2006-07 cohort**}}$$

** 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. Note that students excluded by statute from the class of 2012 and 2011 are not excluded from this rate.

The graduation, continuation, GED recipient and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding).

Federal Graduation Rates. In addition to the detailed breakdown of the 4-, 5- and 6-year longitudinal rates, the TAPRs show federal graduation rates, without exclusions, for the following:

(1) *4-Year Federal Graduation Rate (Gr 9-12).* This cohort consists of students who first attended ninth grade in 2008-09. They are followed through their expected graduation with the class of 2012. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012}}{\text{number of students in the 2008-09 cohort ***}}$$

(2) *5-Year Extended Federal Graduation Rate (Gr 9-12).* This cohort consists of students who first attended ninth grade in 2007-08. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2011. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2012}}{\text{number of students in the 2007-08 cohort***}}$$

***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.

Longitudinal rates for districts serving Texas Youth Commission or Texas Juvenile Probation Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the district of service through *campus of accountability* procedures. 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, 2011-12*. *(Sources: PEIMS, Oct. 2012, June 2012, Oct. 2011, June 2011, Oct. 2010, June 2010, Oct. 2009, June 2009, Oct. 2008, June 2008, Oct. 2007, June 2007, 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).

$$\frac{\text{number of mobile students in 2011-12}}{\text{number of students who were in membership at any time during the 2011-12 school year}}$$

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. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. See also *Campus Group. (Source: PEIMS, June 2012)*

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

Non-Educationally Disadvantaged: This is the complementary count and percent to Economically Disadvantaged. That is, it is defined as 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. 2012)*

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 7 in the *2013 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 percentage of the total staff FTE. See also *Appendix A. (Source: PEIMS, Oct. 2012)*

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 2013, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2012 but passed in 2013}}{\text{number of matched students who failed in 2012}}$$

For 2013, students included in these measures are those who:

- took the spring 2013 STAAR reading/ELA and/or mathematics tests in grades 4-8. This indicator does not include grade 3 test takers in 2013 since that is their first STAAR test;
- are part of the 2013 Accountability Subset;
- can be matched to the spring 2012 STAAR administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2012 STAAR administration of reading/ELA and/or mathematics.

(Source: TEA Student Assessment Division)

Progress of Prior Year TAKS Failers *(Percent of Failers Passing TAKS)***:** This indicator shows the percent of students in grade 11 who failed the TAKS in the prior year but passed the corresponding assessment in the current year. For 2013, the reported values for ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2012 but passed in 2013}}{\text{number of matched students who failed in 2012}}$$

For 2013, students included in these measures are those who:

- took the spring 2013 TAKS ELA and/or mathematics tests in grade 11;
- are part of the 2013 Accountability Subset;

- can be matched to the spring 2012 TAKS administration—anywhere in the state—to find their prior year score for ELA and/or mathematics;
- failed the 2012 TAKS administration of 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 2012-13 in the same grade as their grade in the last reported six-week period of the prior year (2011-12). It is calculated as follows:

$$\frac{\text{total students not advanced to the next grade}}{\text{total students advanced to the next grade + total students not advanced to the next grade}}$$

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

The TAPR only shows retention rates for grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2011-12,* available from TEA. *(Source: PEIMS, Oct. 2012, June 2012)*

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

http://www.tea.state.tx.us/financialstandardreports/

RHSP/DAP Graduates: This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

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

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. Results are shown for the class of 2012 and the class of 2011. See also *Graduates. (Source: PEIMS, Oct. 2012, Oct. 2011)*

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, calculated as follows:

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

* The writing component of the SAT is now included in *Average Score*. For this reason, average scores are shown only for current year (class of 2012).

(4) *Average ACT Score.* This shows the average score for the ACT composite, calculated as follows:

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

See also *Criterion Score. (Sources: The College Board, Aug. 2012, Jan. 2012; ACT, Inc. (ACT) Oct. 2012, Oct. 2011; and PEIMS, Oct. 2012, Oct. 2011)*

School Type: For purposes of creating campus groups, 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 both *elementary/secondary* (K-12). Generally speaking, elementary schools are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12. Schools with grade spans that do not exactly match these are grouped with the school type most similar to their grade span. For counts of schools in the different low and high grade combinations included with each type see the "2013 Accountability System School Types Chart" at:

http://ritter.tea.state.tx.us/perfreport/account/2013/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 2012-13 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, TAKS exit-level cumulative pass rate, and the

Texas Success Initiative. 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. 2012, Oct. 2011, and TEA Student Assessment Division)*

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

Special Symbols: The 2012-13 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/2013/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 tested grade level.

The grades and subjects shown on the TAPRs are:

- Grade 3 – reading and mathematics
- Grade 4 – reading, mathematics, and writing
- Grade 5 – reading (first administration only), mathematics (first administration only), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading (first administration only), mathematics (first administration only), science, and social studies
- End of Course (EOC): The following 15 EOC assessments were administered in 2013:
  - English I Reading, English II Reading, and English III Reading
  - English I Writing, English II Writing, and English III Writing
  - Algebra I, Geometry, and Algebra II
  - World History, World Geography, and U.S. History
  - Biology, Chemistry, and Physics

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://www.tea.state.tx.us/index2.aspx?id=6148

Note also:

Spanish STAAR. All STAAR tests in grades 3 through 5 are available in either English or Spanish. The TAPR performance shown includes performance on the Spanish STAAR tests.

Standards. The standards for the STAAR in 2013 are as follows:

- Phase-in 1 Level II: Satisfactory. This is the passing standard for 2013.
- Final Level II: Satisfactory. This standard indicates that students are sufficiently prepared for postsecondary success.

  More information on the phase-in of the STAAR standards can be found at

  http://www.tea.state.tx.us/index4_wide.aspx?id=2147506337

For 2012-13, the TAPR shows the percent passing STAAR in several ways:

- *STAAR Percent at Phase-in 1 Level II or above, By Grade.* The first indicator shown on the report is percent passing STAAR by grade for each subject area. Please note the following:
  - *Student Success Initiative.* Only performance from the first administration of grades 5 and 8 reading and mathematics is shown by grade. Results that include the second administration can be found on the TAPRs under *Student Success Initiative: STAAR Cumulative Met Standard.*
  - *Test Administrations Included.* The results shown are for the first administration in the spring for grades 3-8.
- *End-of-Course Assessments.* Performance on the EOCs is shown by course. For example, performance on Algebra I will include the performance of all students who took the Algebra I EOC regardless of grades.
- *STAAR Percent at Phase-in 1 Level II or above.* This is the accountability indicator used to determine the state rating for campuses and districts. Note the following:
  - The first measure combines all subjects and all grades.
  - The performance shown includes the outcomes on the STAAR tests given to grades 3-8 and the EOC performance and TAKS grade 11.
  - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics.
  - Performance includes the STAAR, STAAR Modified, STAAR Alternate, TAKS, and TAKS Accommodated assessments.
  - Performance includes all STAAR Spanish versions.
- *STAAR Percent at Final Level II or above.* This indicator shows the percent of students who are sufficiently prepared for postsecondary success. Note the following:
  - The first measure combines all subjects and all grades.

- The performance shown includes the outcomes on the STAAR tests given to grades 3-8 and the EOC performance and TAKS grade 11.
- Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics.
- Performance includes the STAAR, STAAR Modified, STAAR Alternate, TAKS, and TAKS Accommodated assessments.
- Performance includes all STAAR Spanish versions.

- *STAAR Percent at Level III Advanced.* This indicator shows the percent of students who are well prepared for postsecondary success. Note the following:
  - The first measure combines all subjects and all grades. Note that this indicator counts a student for each assessment he or she took.
  - The performance shown includes the outcomes on the STAAR tests given to grades 3-8 and the EOC performance.
  - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics.
  - Performance includes the STAAR, STAAR Modified, and STAAR Alternate assessments for all grades and subjects.
  - Performance includes all STAAR Spanish versions.

- *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.

- *STAAR Percent Exceeded Progress.* This indicator uses the same methodology as above, but shows only the percent of students who *exceeded* the progress target.

Other important information:

- *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/2013/masking.html

- *Accountability Subset.* Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the TAPRs. This is referred to as the "October subset" or the *Accountability Subset.* For the district, a student who moved into the district after October 26, 2012 (or October 28, 2011 for summer 2012 EOCs) would not have his performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 26, 2012 (or October 28, 2011 for summer 2012 EOCs) would not have his performance included at that school, although it would be included at the district level. See *Accountability Subset* for more information.

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

STAAR Participation: This year the definition of participation rate has changed from what was reported on the AEIS reports in the past. The 2012-13 TAPR shows a participation rate based on the *answer documents submitted*, rather than on students. That is, a test is the unit of analysis for TAPR and a student was the unit of analysis for AEIS. The *All Tests* participation includes submitted answer documents for every subject administered. Within subjects, the percents include answer documents by subject. (Participation rates by subject will be available on the Performance Reporting website in early 2014.)

Participation results from the STAAR, STAAR Modified, STAAR Alternate, TAKS grade 11, and TELPAS are all included in participation calculation. The details on the participation categories are as follows:

- *Tested:* answer documents with a score code S or a score code G 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 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 26, 2012, or October 28, 2011 for summer 2012 EOCs).
    - *Other Exclusions.* These answer documents were excluded from the rating determination for the following reasons:
      + Answer documents with a score code G and alternate category of 4 (no response observed).
      + Answer documents for students who were tested only on the TELPAS.
      + Answer documents for ELL students with years in U.S. school of 1, 2, or 3.
- *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 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: 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://www.tea.state.tx.us/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. 2012)*

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 percentages do not sum to 100, as a student may be enrolled in more than one of these programs. *(Source: PEIMS, Oct. 2012)*

Student Success Initiative (SSI): For the 2012-13 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 2013, the TAPR shows two measures for each SSI grade and subject:

(1) *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:

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

The number of eligible 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.

(2) *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. In most cases, this value does not match the STAAR performance shown by grade in the first few pages of this report. The "by grade" results are based on the first administration of each test only.

The values include results from both the English and Spanish versions of the STAAR for grade 5. All measures also include results for the STAAR Modified and STAAR Alternate assessments.

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

http://www.tea.state.tx.us/index3.aspx?id=3230&menu_id=793

(Source: TEA Student Assessment Division)

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. *(Source: PEIMS, Oct. 2012)*

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 2011-12 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 2012-13, 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 2012)*

TAKS (Texas Assessment of Knowledge and Skills): The performance of grade 11 students on the exit-level TAKS, TAKS (Accommodated), and TAKS-M is included with the performance of students in grades 3-10 on the STAAR tests.

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 2012, and eventually passed all TAKS tests taken (in the same district) by spring 2013. (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 their 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 2013:

- Any student who took the TAKS or TAKS (Accommodated) for the first time in spring 2012.
- 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 2012.

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

- 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 2012 are not included, even if they took the TAKS and graduated with the class of 2013.

(Source: TEA Student Assessment Division)

Tax Information: This information is now available on the *PEIMS Financial Standard Reports*, at http://www.tea.state.tx.us/financialstandardreports/

Teachers by Ethnicity and Sex: These are counts of teacher FTEs by ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTEs. *(Source: PEIMS, Oct. 2012)*

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, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. *(Source: PEIMS, Oct. 2012)*

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. 2012)*

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. 2012)*

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It

requires students to be assessed in reading, writing and mathematics skills prior to enrolling in college, and to be advised based on the results of that assessment.

The TAPRs show the percent of students who were exempted from taking a test for the Texas Success Initiative because they had a high enough score on their exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and English language arts with a written composition score of 3 or higher on the writing component. This indicator shows the percent of students who achieved this level of proficiency by subject (English language arts and mathematics) for 2013 and 2012. Note also:

- This indicator is subject to accountability subset rules.
- Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2013) and prior year (2012).
- TAKS Modified and TAKS Alternate performance is not included. THECB's standard of college readiness on the exit-level TAKS does not apply to these alternate assessments because students are not required to pass the TAKS Modified or TAKS Alternate in order to graduate.

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. 2012)*

Total Students: This is the total number of public school students who were reported in membership on October 26, 2012, 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. 2012)*

TSI: See *Texas Success Initiative.*

Turnover Rate for Teachers *(District Profile only)***:** This percent shows the total FTE count of teachers from the fall of 2011-12 who were subsequently not employed in the district in the fall of 2012-13, divided by the total teacher FTE count for the fall of 2011-12. Social security numbers for teachers employed in the district in the fall of 2011-12 were checked to verify their employment status in the same district in 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. 2012, Oct. 2011)*

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://www.tea.state.tx.us/perfreport	
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
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board	(512) 427-6101

Information on the Internet: http://www.tea.state.tx.us/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
2012-13 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

- All courses shown were for the 2011-12 school year.
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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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- Dual Enrollment courses are not specifically shown on this list.

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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- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

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

- All courses shown were for the 2011-12 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- 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

- All courses shown were for the 2011-12 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

PBM Special Education Monitoring Results Status

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are 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, are taken into account in determining required levels of intervention. The individual indicators address 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. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-5226. The "as of date" for the statuses reported in the 2012-13 Texas Academic Performance Report (TAPR) is September 2013.

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 improvement.
- *Completed: Noncompliance Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the improvement and systemic correction of areas of noncompliance identified by the review.
- *Pending Improvement Plan Resubmission.* TEA review determined that one or more areas of the CIP did not meet minimum TEA requirements, and revision was necessary.
- *Pending TEA On-Site Action.* TEA review determined that: appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of the improvement plan, could not be verified through LEA documentation; imminent program performance and/or effectiveness concerns exist; and/or ongoing noncompliance for more than one year is identified, resulting in an on-site review to determine additional TEA intervention.
- *TEA On-Site Action Completed: Routine Follow-up.* TEA has completed an on-site review of the LEA program. 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 program. 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 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.
- *Year After TEA On-Site Action: Pending Report.* TEA has completed an on-site review of the LEA program. The on-site review report of findings is pending.
- *Year After TEA On-Site Action: Pending Improvement Plan Submission*. TEA has completed an on-site review of the LEA program. The LEA is developing an improvement plan that includes actions to address noncompliance with program requirements.
- *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.
- *Pending Random Data Verification.* Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data and appropriate implementation of the program.
- *Pending Random Process Verification.* Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of the implementation of the monitoring system, including data reporting and accuracy of findings.
- *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.
- *Proposed Charter Non-Renewal.* The charter school has been notified of TEA's intent not to renew the charter.
- *Charter Operations Suspended.* The operations of the charter school were suspended by the Commissioner of Education or by the governing board of the charter school.
- *In Review.* TEA had not completed initial review of the information submitted by the LEA.

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