

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

## Cover Page

Currently, the TAPR does not include scale scores, A–F ratings or Distinction Designations. The initial release does not include the District or Campus Accountability Reports. The issuance of the A–F ratings under 2024 rule is pending and subject to change.

**2024 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration)** (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

## Performance

**STAAR:** A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

### Other Important Information:

*STAAR (with and without accommodations) and STAAR Alternate 2.* The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

*Spanish STAAR.* All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

*Rounding of STAAR results.* STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

*Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2024/masking.html>.

## STAAR Performance (2023–24)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

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## *STAAR Subjects by Grade:*

Grade 3 – Reading Language Arts (RLA) and Mathematics

Grade 4 – Reading Language Arts (RLA), and Mathematics

Grade 5 – Reading Language Arts (RLA), Mathematics, and Science

Grade 6 – Reading Language Arts (RLA) and Mathematics

Grade 7 – Reading Language Arts (RLA) and Mathematics

Grade 8 – Reading Language Arts (RLA), Mathematics, Science, and Social Studies

## *STAAR End-of-Course (EOC) Subjects:*

English I

English II

Algebra I

Biology

U.S. History

## *Accelerated Testers:*

SAT/ACT

*Percentage at Approaches Grade Level or Above.* The percentage of assessments that met or exceeded the Approaches Grade Level standard.

*Percentage at Meets Grade Level or Above.* The percentage of assessments that met or exceeded the Meets Grade Level standard.

*Percentage at Masters Grade Level.* The percentage of assessments that met the Masters Grade Level standard.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics.* The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC.* The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC.* The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

*STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC.* The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

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## Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

*School Progress Domain—Annual Growth* is the percentage of students that grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

*School Progress Domain—Accelerated Learning* is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth and Accelerated Learning in the Bilingual Education/ESL report.

## Bilingual Education/ESL

**Bilingual Education (BE):** Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

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**English as a Second Language (ESL):** An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based.* An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out.* An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

**Alternative Language Program (ALP):** An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception).* An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver).* An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

**Emergent Bilingual (EB) Students/English Learner (EL):** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term “emergent bilingual student” replaced the term of “limited English proficient (LEP) student” used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of “English learner (EL)” used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of “emergent bilingual” and “English learner” have been bridged as EB/EL. The term “English learner” is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

## STAAR Participation (2023–24)

This Texas Academic Performance Report (TAPR) provides the State Assessment participation rate as used in State Accountability. This participation rate includes students who are considered participants

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for state reporting purposes but are excluded from the federal participation rate. The report details the participation rate by All Tests, Reading, Mathematics, Science, Social Studies, and Accelerated Testers and which assessments and students are included or excluded from accountability.

### *Assessment Participants*

- STAAR Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "S."
- STAAR Alternate 2 Assessments:
  - Includes assessments with a score code of "N."
- STAAR Reading Language Arts (RLA) Assessments:
  - Includes STAAR and STAAR Alternate 2 assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S."
- STAAR Mathematics Assessments:
  - Includes assessments with a score code of "A" or "O," provided a TELPAS or TELPAS Alternate assessment has a score code of "S" for year 1 asylees/ refugees or students with interrupted formal education (SIFEs).
- Accelerated Testers:
  - This includes Evidence-Based Reading and Writing (EBRW) SAT, English Language Arts (ELA) ACT, ACT science, and mathematics SAT and ACT results for students who complete a STAAR End-of-Course (EOC) assessment at the Approaches Grade Level or above in Algebra I, English II, and/or Biology before grade 9.

### *Included in Accountability:*

- This represents the state assessment participation rate used in state accountability measures.
- Includes all of the participants listed above, except for students classified as "Mobile" or under "Other Exclusions."

### *Not Included in Accountability:*

- **Mobile:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate because the students enrolled in the district or campus after the Texas Student Data System (TSDS) Public Education Information Management System (PEIMS) fall snapshot date.
- **Other Exclusions:** Refers to the percentage of assessments excluded from the "Included in Accountability" rate for the following reasons:
  - STAAR Assessments (STAAR and STAAR Alternate 2) with score codes "A" or "O" that do NOT have a corresponding TELPAS or TELPAS Alternate assessment with a score code of "S."
  - STAAR Alternate 2 assessments with a score code of "N."
  - Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
  - Other exclusions specified in the 2024 Accountability Manual — [Appendix G](#).

### *Not Tested*

- Assessments that are not considered in the participation rate include:
  - Absent: Assessments with a score code of "A."
  - Other: Assessments with a score code of "O."
  - Accelerated Testers: Accelerated testers who did not take an SAT/ACT assessment.

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The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. 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%.

## Attendance, Graduation, and Dropout Rates (2023–24)

**Attendance Rate:** The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grades 1–12 were present during the 2022–23 school year}}{\text{total number of days that students in grades 1–12 were in membership during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

**Chronic Absenteeism:** The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

$$\frac{\text{total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2022–23 school year}}{\text{total number of K–12 students enrolled for at least 10 days during the 2022–23 school year}}$$

(Data source: PEIMS 42400)

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

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided

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services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2022–23 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2022–23 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9–12 during the 2022–23 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2022–23 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022–23](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2024 Accountability Manual](#). (Data source: PEIMS 40203, 40110, 42400, and 42500)

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

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2022.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2021.

### *Additional Information on Cohorts:*

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

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2019–20 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2019–20 but takes 5 years to graduate (i.e., graduates in May 2024) is still part of the 2023 cohort; he or she is not switched to the 2024 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2023. This is also true for the five-year and six-year extended longitudinal cohorts.

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

### ***4-Year Longitudinal Rate***

- (1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2023 for the 2023 cohort.

**number of students from the cohort who received a high school diploma by**

**August 31, 2023**

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**number of students in the 2023 cohort\***

- (2) *Received TxCHSE:* For the 2023 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2023. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2023**

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**number of students in the 2023 cohort\***

- (3) *Continued High School*: The percentage of the 2023 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2023–24 school year**

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**number of students in the 2023 cohort\***

- (4) *Dropped Out*: The percentage of the 2023 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2023–24 school year**

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**number of students in the 2023 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2023 cohort. It is calculated as follows:

**number of students from the 2023 cohort who received a high school diploma by August 31, 2023 plus number of students from the cohort who received a TxCHSE by August 31, 2023**

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**number of students in the 2023 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2023  
plus  
number of students from the cohort who received a TxCHSE by August 31, 2023  
plus  
number of students from the cohort who were enrolled in the fall of the 2023–24 school year**

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**number of students in the 2023 cohort\***

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

## ***5-Year Extended Longitudinal Rate***

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2022 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2023**

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**number of students in the 2022 cohort\***

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

**number of students from the cohort who received a TxCHSE by August 31, 2023**

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**number of students in the 2022 cohort\***

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall of the **2023–24** school year. It is calculated as follows:

**number of students from the cohort who were enrolled in the fall of the 2023–24 school year**

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**number of students in the 2022 cohort\***

- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the **2023–24** school year. It is calculated as follows:

**number of students from the cohort who dropped out before fall of the 2023–24 school year**

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**number of students in the 2022 cohort\***

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2023**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2023**

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**number of students in the 2022 cohort\***

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2023**  
**plus**  
**number of students from the cohort who received a TxCHSE by August 31, 2023**  
**plus**  
**number of students from the cohort who were enrolled in the fall of the 2023–24 school year**

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**number of students in the 2022 cohort\***

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

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## **6-year Extended Longitudinal Rate**

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2023, for the 2021 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2023. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2023}}{\text{number of students in the 2021 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the 2023–24 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2023–24 school year}}{\text{number of students in the 2021 cohort*}}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2023} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2023} \end{array}}{\text{number of students in the 2021 cohort*}}$$

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plus  
number of students from the cohort who were enrolled in the fall of the 2023–24 school year

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number of students in the 2021 cohort\*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

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

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

## *Additional Information about Federal Graduation Rates*

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

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2019–20. They are followed through their expected graduation with the Class of 2023. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2023 cohort \*\*

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2022 cohort\*\*

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2023

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number of students in the 2021 cohort\*\*

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

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

For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2022-23](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

**Graduation Program:** The percentage of students who graduated under one of the following programs:

**RHSP/DAP Graduates (Longitudinal Rate) (Class of 2023)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP**

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**number of graduates in the Class of 2023 with reported graduation plans**

**(excludes graduates with FHSP graduation plans)**

**FHSP-E Graduates (Longitudinal Rate)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in the Class of 2023 who complete a 4-year FHSP-E**

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**number of graduates in the Class of 2023 with reported FHSP graduation plans**

**FHSP-DLA Graduates (Longitudinal Rate)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

**number of graduates in the Class of 2023 who complete a 4-year FHSP-DLA**

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**number of graduates in the Class of 2023 with reported FHSP graduation plans**

**RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Longitudinal Rate)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

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**number of graduates in the Class of 2023 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA**

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**number of graduates in the Class of 2023 with reported graduation plans**

RHSP/DAP Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

**number of graduates in SY 2022-23 reported with graduation codes for RHSP or DAP**

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**number of graduates in SY 2022-23 with reported graduation plans (excludes graduates with FHSP graduation plans)**

FHSP-E Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

**number of graduates in SY 2022–23 who earn an FHSP-E**

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**number of graduates in SY 2022–23 with reported FHSP graduation plans**

FHSP-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

**number of graduates in SY 2022–23 who earn an FHSP-DLA**

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**number of graduates in SY 2022–23 with reported FHSP graduation plans**

Texas First-DLA Graduates (Annual Rate) (2022-23) The percentage of graduates who satisfied the requirements for the Texas First Early High School Completion Program. Graduates under this program are considered to have earned a diploma with a distinguished level of achievement under Texas Education Code §28.025.

**number of graduates in SY 2022–23 who earn a Texas First-DLA**

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**number of graduates in SY 2022–23 with reported graduation plans**

RHSP/DAP/FHSP-E/FHSP-DLA/Texas First-DLA Graduates (Annual Rate) (2022–23) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, the Foundation High School Program with an endorsement or at the distinguished level of achievement, or the Texas First Early High School Completion Program.

**number of graduates in SY 2022–23 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA or Texas First-DLA**

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# 2023–24 Texas Academic Performance Report (TAPR) Glossary

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## number of graduates in SY 2022–23 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. Texas First-DLA graduates have graduation type code 40. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see [https://tea.texas.gov/Academics/Graduation\\_Information/State\\_Graduation\\_Requirements](https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements).

### Graduation Profile

**Annual Graduates:** The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2022–23 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)
- Texas First Early High School Completion Program (Texas First-DLA)

*(Data source: PEIMS 40203)*

**Special Education:** The count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

**Economically Disadvantaged:** The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR)*

## number of graduates in the 2022–23 school year eligible for free or reduced-price lunch or other public assistance

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### total number of graduates in the 2022-23 school year

**Emergent Bilingual (EB)/English Learner (EL):** The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual,” “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

**At-Risk:** The count and percentage of graduates identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: PEIMS 40100)*

## number of graduates in the 2022–23 school year considered as at risk

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total number of graduates in the 2022-23 school year

**CTE Completers:** The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. (*Data source: PEIMS Course Completion Records*)

## College, Career, or Military\* Readiness (CCMR) (2023–24)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

### College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2023, SAT and ACT results through the July 2023 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. (*Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.*)
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (*Data source: College Board or IB*)
- 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)
- 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. (*Data source: OnRamps program*)
- 6) **Graduates under an Advanced Diploma Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School

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Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA), or Texas First Early High School Completion Program (Texas First-DLA) (*Data source: PEIMS 40203 and 40110*)

### Career/Military Readiness

- 7) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunseting IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. (*Data source: PEIMS 40100*)
- 8) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. (*Data source: PEIMS 40203*)
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. (*Data source: THECB*)
- 10) **Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States*).

### College, Career, or Military Ready Graduates

**College, Career, or Military Ready (Student Achievement):** The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness*.

**Only College Ready:** The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, 5 or 6 but did not meet any of the career and military ready criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*.

**Only Career/Military Ready:** The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 7, 8, 9 or 10 but did not meet any of the college ready criteria 1, 2, 3, 4, 5 or 6 described in *College, Career, or Military Readiness*.

### College Ready Graduates

**College Ready:** The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, 5, or 6 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 7, 8, 9 or 10. (*Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010*)

**TSI Criteria Graduates:** The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

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| TSI Criteria                              |    |                                                                 |    |                                                                                                                                                                       |    |                                                                       |
|-------------------------------------------|----|-----------------------------------------------------------------|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|-----------------------------------------------------------------------|
| TSIA1 and/or<br>TSIA2                     |    | SAT                                                             |    | ACT                                                                                                                                                                   |    | College Prep Course                                                   |
| >= ELAR<br>criteria shown<br>below        | or | >=480 on the<br>Evidence-Based<br>Reading and Writing<br>(EBRW) | or | <b>Before Feb 15, 2023</b><br><br>>=19 on<br>English and<br>>= 23<br>Composite<br><br><b>After Feb 15, 2023</b><br><br>English +<br>Reading<br>Combined<br>score >=40 | or | Complete and earn<br>credit for ELA college<br>prep course            |
| >= Mathematics<br>criteria shown<br>below | or | >=530 on<br>Mathematics                                         | or | <b>Before Feb 15, 2023</b><br><br>>=19 on<br>Mathematics<br>and >=23<br>Composite<br><br><b>After Feb 15, 2023</b><br><br>Mathematics<br>score >=22                   | or | Complete and earn<br>credit for<br>mathematics college<br>prep course |

| Subject                                  | Assessment Version | Score Requirements for CCMR                                    |     |                             |                        |                        |
|------------------------------------------|--------------------|----------------------------------------------------------------|-----|-----------------------------|------------------------|------------------------|
| English Language Arts and Reading (ELAR) | TSIA1              | Score ≥ 351 on Reading                                         |     |                             |                        |                        |
|                                          | TSIA2              | Score ≥ 945 on the ELAR College Readiness Classification (CRC) | AND |                             | Score ≥ 5 on the essay |                        |
|                                          |                    | OR                                                             |     |                             |                        |                        |
|                                          |                    | Score < 945 on the ELAR CRC                                    | AND | Score ≥ 5 on the diagnostic | AND                    | Score ≥ 5 on the essay |

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|             |             |                                               |     |                                               |                                   |                                   |
|-------------|-------------|-----------------------------------------------|-----|-----------------------------------------------|-----------------------------------|-----------------------------------|
|             | Combination | Score $\geq$ 945 on the ELAR CRC on the TSIA2 | AND |                                               | Score $\geq$ 5 on the TSIA1 essay |                                   |
|             |             | OR                                            |     |                                               |                                   |                                   |
|             |             | Score $<$ 945 on the ELAR CRC on the TSIA2    | AND | Score $\geq$ 5 on the diagnostic on the TSIA2 | AND                               | Score $\geq$ 5 on the TSIA1 essay |
| Mathematics | TSIA1       | Score $\geq$ 350 on Mathematics               |     |                                               |                                   |                                   |
|             | TSIA2       | Score $\geq$ 950 on the Mathematics CRC       |     |                                               |                                   |                                   |
|             |             | OR                                            |     |                                               |                                   |                                   |
|             |             | Score $<$ 950 on the Mathematics CRC          | AND | Score = 6 on the diagnostic                   |                                   |                                   |

The percentages are calculated as follows:

*English Language Arts.*

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

---

number of 2022-23 annual graduates

*Mathematics.*

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

---

number of 2022-23 annual graduates

*Both Subjects.*

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

---

number of 2022-23 annual graduates

*Any Subject.*

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

---

number of 2022-23 annual graduates

**AP/IB Criteria Met in Any Subject:** The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

number of 2022-23 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

---

number of 2022-23 annual graduates

**Associate Degree:** The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. (*Data source: PEIMS 40100*)

number of 2022-23 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

---

number of 2022-23 annual graduates

**Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (*Data source: PEIMS 43415*)

number of 2022-23 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

---

Number of 2022-23 annual graduates

**OnRamps Course Credits:** The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

number of 2022-23 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

---

number of 2022-23 annual graduates

**Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student:** The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (*Data source: PEIMS 40203 and 42401*)

number of 2022-23 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student

---

number of 2022-23 annual graduates

## Career/Military Ready Graduates

**Career or Military Ready Graduates:** The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 7, 8, 9 or 10 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, 5 or 6.

**Approved Industry-Based Certification:** The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 48011*)

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

number of 2022-23 annual graduates who earned an approved industry-based certification

---

number of 2022-23 annual graduates

**Graduates with Level I or Level II Certificate:** The percentage of annual graduates who earned a level I or level II certificate (*Data source: THECB*)

---

number of 2022-23 annual graduates who earned a level I or level II certificate

---

number of 2022-23 annual graduates

**Graduates with Completed IEP and Workforce Readiness:** The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2024 Accountability Manual](#). (*Data source: PEIMS 40203*)

---

number of 2022-23 annual graduates who received a graduation type code of 04, 05, 54, or 55

---

number of 2022-23 annual graduates

**U.S. Armed Forces Enlistment (Annual Graduates):** The percentage of annual graduates who enlist in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (Data source: DD Form 4 - Enlistment/Reenlistment Document Armed Forces of the United States).

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number of 2022-23 annual graduates enlisting in the U.S. Armed Forces or Texas National Guard by  
December 31 immediately following high school graduation

---

number of 2022-23 annual graduates

## CCMR-related Indicators (2023–24)

**TSIA Results (Graduates  $\geq$  Criterion) (Annual Graduates):** The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (*Data source: THECB and PEIMS 40203*)

*English Language Arts.*

---

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA

---

number of 2022-23 annual graduates

*Mathematics.*

---

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in  
mathematics

---

number of 2022-23 annual graduates

*Both Subjects.*

---

number of 2022-23 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both  
ELA and mathematics

---

number of 2022-23 annual graduates

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

**Completed and Received Credit for College Prep Courses (Annual Graduates):** The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (*Data source: PEIMS 43415*)

*English Language Arts.*

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

---

number of 2022-23 annual graduates

*Mathematics.*

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

---

number of 2022-23 annual graduates

*Both Subjects.*

number of 2022-23 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2022-23 annual graduates

**AP/IB Results (Participation) (Grades 11–12):** The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (*Data source: College Board and IB*)

*All Subjects.*

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination

---

total students enrolled in grades 11 & 12

*English Language Arts.*

number of students in grades 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in ELA

---

total students enrolled in grades 11 & 12

*Mathematics.*

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in mathematics

---

total students enrolled in grades 11 & 12

*Science.*

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in science

---

total students enrolled in grades 11 & 12

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

## *Social Studies.*

number of students in grade 11 & 12 in the 2022-23 school year who took at least one AP or IB examination in social studies

---

total students enrolled in grades 11 & 12

*(Data source: College Board, IB, and PEIMS 40110)*

**AP/IB Results (Examinees  $\geq$  Criterion) (Grades 11–12):** The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. 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. *(Data source: College Board and IB)*

## *All Subjects.*

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion

---

number of 11th and 12th graders with at least one AP or IB examination

## *English Language Arts.*

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in ELA

---

number of 11th and 12th graders with at least one AP or IB examination in ELA

## *Mathematics.*

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in mathematics

---

number of 11th and 12th graders with at least one AP or IB examination in mathematics

## *Science.*

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in science

---

number of 11th and 12th graders with at least one AP or IB examination in science

## *Social Studies.*

number of 11th and 12th graders in the 2022-23 school year with at least one AP or IB score at or above criterion in social studies

---

number of 11th and 12th graders with at least one AP or IB examination in social studies

*(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)*

**AP/IB Results (11<sup>th</sup> & 12<sup>th</sup> Graders  $\geq$  Criterion):** The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced

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## (TAPR) Glossary

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. (*Data source: College Board and IB*)

*All Subjects.*

number of 11<sup>th</sup> and 12<sup>th</sup> graders in the 2022-23 school year with at least one AP or IB score at or above criterion

---

total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

**SAT/ACT Results (Annual Graduates):** Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

- (1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2022-23 graduates who took either the SAT or the ACT

---

number of 2022-23 graduates reported

- (2) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite (before February 15, 2023) *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite (before February 15, 2023). After February 15, 2023, the percentage of graduates who scored at or above the criterion score of 40 on ACT English and Reading Combined *and* at or above 22 on ACT Mathematics:

number of 2022-23 graduating examinees who scored at or above the criterion score  
on either the SAT or the ACT

---

number of 2022-23 graduates reported

**Average SAT Score (Annual Graduates):** Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *All Subjects:* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2022-23 graduates who took the SAT

---

number of 2022-23 graduates who took the SAT

- (2) *English Language Arts and Writing:* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2022-23 graduates who took the  
SAT

---

number of 2022-23 graduates who took the SAT

- (3) *Mathematics:* The average score for the SAT mathematics. The maximum score is 800.

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$$\frac{\text{sum of SAT mathematics scores of all 2022-23 graduates who took the SAT}}{\text{number of 2022-23 graduates who took the SAT}}$$

(Data source: College Board and PEIMS 40203)

**Average ACT Score (Annual Graduates):** Performance of annual graduates from all Texas public schools on the ACT Inc.'s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *All Subjects:* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

- (2) *English Language Arts:* The average score for the ACT English and reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and reading combined scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

- (3) *Mathematics:* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

- (4) *Science:* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2022-23 graduates who took the ACT}}{\text{number of 2022-23 graduates who took the ACT}}$$

## Other Postsecondary Indicators (2023–24)

**Advanced/Dual-Credit Course Completion (Grades 9–12):** The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows:  
(Data source: PEIMS 43415)

*Any Subject.*

$$\frac{\text{number of students in grades 9–12 in 2022-23 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 in 2022-23 who took the ACT}}$$

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number of students in grades 9–12 who received credit for at least one course in 2022-23

## *English Language Arts.*

number of students in grades 9–12 in 2022-23 who received credit for at least  
one ELA advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one ELA course in 2022-23

## *Mathematics.*

number of students in grades 9–12 in 2022-23 who received credit for at least  
one mathematics advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one mathematics course in 2022-23

## *Science.*

number of students in grades 9–12 in 2022-23 who received credit for at least  
one science advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one science course in 2022-23

## *Social Studies.*

number of students in grades 9–12 in 2022-23 who received credit for at least  
one social studies advanced/dual-credit course

---

number of students in grades 9–12 who received credit for at least one social studies course in 2022-23

*(Data source: PEIMS 43415)*

**Graduates Enrolled in Texas Institution of Higher Education (TX IHE):** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2021-22 school year who attended a public or independent  
college or university in Texas in the following academic year

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number of graduates during the 2021-22 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

*(Data source: THECB)*

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Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (*Data source: THECB*)

## Student Information (2023–24)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2019–2020, use the data displayed under Membership.

**Enrollment:** Students reported as enrolled as of the last Friday in October.

**Membership:** Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

**Total Students:** The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: PEIMS 40110*)

**Students by Grade:** The count of students in each grade divided by the total number of students. (*Data source: PEIMS 40110*)

**Ethnic Distribution:** The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: PEIMS 40100, 30040, 30050, 30090*)

**Male/Female:** The number and percentage of students who are identified as male or female. (*Data source: PEIMS 40100*)

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

**number of students eligible for free or reduced-price lunch or other public assistance**

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**total number of students**

(*Data source: PEIMS 40100 and TEA Student Assessment Division*)

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

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**Section 504 Students:** The count and percentage of students identified as receiving section 504 services. *(Data source: PEIMS 40110)*

**Emergent bilingual students/English learner (EB/EL) :** The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

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

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

For 2023–24, the following 19 disciplinary action codes 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. *(Data source: PEIMS 44425)*

**Students with Dyslexia:** The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

**Foster Care:** The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

**Homeless:** The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

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(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

*(Data source: PEIMS 40100)*

**Immigrant:** The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

*(Data source: PEIMS 40100)*

**Migrant:** The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

**Title I:** The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

**Military Connected:** The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

**At-Risk:** The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

**number of students in the 2023–24 school year considered as at risk**

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**total number of students**

*(Data source: PEIMS 40110)*

### **Student by Instructional Program:**

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Data source: TSDS PEIMS 40110, 41163 and 41169)

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**Students with Disabilities by Type of Primary Disability:** The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: PEIMS 41163)*

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

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**number of mobile students in 2022–23**

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**number of students who were in membership at any time during the  
2022–23 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the

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same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. (*Data source: PEIMS 42400*)

**Attrition Rate:** The percentage of students enrolled in fall 2022-23 who did not return to the same campus in the fall of 2023-24. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2022-23 did not offer the next grade they were expected to move into in 2023-24 or if they were at a campus in 2022-23 that was no longer active in 2023-24. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2023-24. Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2023-24. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2022} - \text{number of students who returned in fall 2023}}{\text{number of students enrolled in fall 2022}}$$

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

**Retention Rates by Grade:** The percentage of students in Texas public schools who enrolled in fall 2023 in the same grade in which they were reported for the last six-week period of the prior school year (2022–23).

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

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2022-23](#) available from TEA. (*Data source: PEIMS 40110*)

**Data Quality** (*not on campus profile*): The percentage of errors made by the district in the PEIMS Student Leaver Data.

**Percent of Underreported Students.** Underreported students are 7<sup>th</sup>–12<sup>th</sup> graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas

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public school district, or returned to the district by the end of the school start window. (For 2022–23 the end of the school-start window was September 30, 2023)

**number of underreported students**

**number of students in grades 7–12 who were served in the district in the 2022–23 school year**

*(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)*

**Class Size Averages by Grade and Subject:** The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

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

*(Data source: PEIMS 30090)*

## Staff Information (2023–24)

**Total Staff:** The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

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**Professional Staff:** The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Educational Aides:** The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

**Auxiliary Staff** *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

**Librarians and Counselors (Headcount):** The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

**Total Minority Staff:** The total count of 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 percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

**Teachers by Ethnicity and Sex:** The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Teachers by Highest Degree Held:** The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

**Teachers by Years of Experience:** The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

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**Number of Students per Teacher:** The total number of students divided by the total teacher FTE count.  
(Data source: PEIMS 30040, 30050, and 30090)

**Experience of Campus Leadership:** The average years of experience for principals and assistant principals.

*Average Years as Principal:* The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

*Average Years as Principal with District:* The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

*Average Years as Assistant Principal:* The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

*Average Years as Assistant Principal with District:* The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

**Average Years Experience of Teachers:** The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. (Data source: PEIMS 30040, 30050, and 30090)

**Average Years Experience of Teachers with District:** The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. (Data source: PEIMS 30050)

**Average Teacher Salary by Years of Experience (regular duties only):** Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. (Data source: PEIMS 30060)

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

*Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District

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Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

*Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.

*Campus Administration (School Leadership).* Principals, assistant principals, and other administrators reported with a specific school ID.

*Central Administration (not on campus profile).* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

**Instructional Staff Percent** (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2022–23 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

**Turnover Rate for Teachers** (*not on campus profile*): The percentage of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24. It is calculated as the total FTE count of teachers from the fall of 2022–23 who were not employed in the district in the fall of 2023–24, divided by the total teacher FTE count for the fall of 2022–23. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

**Staff Exclusions** (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

*Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

*Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

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**Contracted Instructional Staff:** The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. *(Data source: PEIMS 30055)*

**Teacher Incentive Allotment (TIA):** The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2023-24 school year. *(Data source: Division of District Talent Systems)*

**Teachers by Program (population served):** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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## Appendix A Advanced Academic Courses

- All courses shown were for the 2022–23 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

| English Language Arts |                                |
|-----------------------|--------------------------------|
| 03221100              | RESEARCH/TECHNICAL WRITING     |
| 03221200              | CREATIVE WRITING               |
| 03221500              | LITERARY GENRES (LIT GENR)     |
| 03221600              | HUMANITIES (FIRST TIME TAKEN)  |
| 03221800              | INDEP STUDY/ENGLISH (1ST TIME) |
| 03231000              | INDEP STUDY/JOURNALISM (1ST)   |
| 03231902              | ADV BROADCAST JOURNALISM III   |
| 03240400              | ORAL INTERPRETATION III        |
| 03240800              | DEBATE III (DEBATE 3)          |
| 03241100              | PUBLIC SPEAKING III (PUBSPKG3) |
| 03241200              | INDEP STUDY/SPEECH (1ST TIME)  |
| A3220100              | AP ENGLISH LANGUAGE AND COMP   |
| A3220200              | AP ENGLISH LITERATURE AND COMP |
| I3220500              | IB LNG A: LANG & LIT STD LEVEL |
| I3220600              | IB LNG A: LANG & LIT HIGH LEVL |
| I3220700              | IB LNG A: LITERATURE STD LEVEL |
| I3220800              | IB LNG A: LITERATURE HIGH LEVL |
| I3220900              | IB LITERATURE & PERF STD LEVEL |
| I3366010              | IB PHILOSOPHY STANDARD LEVEL   |

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| Mathematics |                                 |
|-------------|---------------------------------|
| 03101100    | PRECALCULUS (PRE CALC)          |
| 03102500    | INDEP STUDY IN MATH (1ST TIME)  |
| 03102501    | INDEP STUDY IN MATH (2ND TIME)  |
| 03102502    | INDEP STUDY IN MATH (3RD TIME)  |
| 03580370    | DISCRETE MATH FOR COMP SCIENCE  |
| 12701410    | APPLIED MATH FOR TECH PROFNALS  |
| 13001000    | MATH APPL IN AG/FOOD/& NAT RES  |
| 13016700    | ACCOUNTING II                   |
| 13016900    | STAT & BUSINESS DECISION MAKING |
| 13018000    | FINANCIAL MATHEMATICS           |
| 13020970    | MATH FOR MEDICAL PROFESSIONALS  |
| 13032950    | MANU ENGINEERING TECHNOLOGY II  |
| 13036700    | ENGINEERING MATHEMATICS         |
| 13037050    | ROBOTICS II                     |
| 13037600    | DIGITAL ELECTRONICS             |
| A3100101    | AP CALCULUS AB                  |
| A3100102    | AP CALCULUS BC                  |
| A3100200    | AP STATISTICS (APSTATS)         |
| A3580110    | AP COMPUTER SCIENCE A - MATH    |
| A3580120    | AP COMPUTER SCIENCE A - LOTE    |
| I3100500    | IB MATH ANALYS & APRCH STD LVL  |
| I3100600    | IB MATH ANALYS & APRCH HGH LVL  |
| I3100700    | IB MATH APS & INTERPT STD LVL   |
| I3100800    | IB MATH APPS & INTERPT HGH LVL  |
| I3580310    | IB COMP SCI A - HIGHR LVL MATH  |
| I3580320    | IB COMP SCI A - HIGHR LVL LOTE  |
| 03101100    | PRECALCULUS (PRE CALC)          |
| 03102500    | INDEP STUDY IN MATH (1ST TIME)  |
| 03102501    | INDEP STUDY IN MATH (2ND TIME)  |
| 03102502    | INDEP STUDY IN MATH (3RD TIME)  |

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| Career and Technology Applications |                                |
|------------------------------------|--------------------------------|
| 03580200                           | COMPUTER SCIENCE I             |
| 03580300                           | COMPUTER SCIENCE II            |
| A3580300                           | AP COMPUTER SCIENCE PRINCIPLES |
| I3580200                           | IB COMPUTER SCIENCE STD LEVEL  |
| I3580400                           | IB INFO TECH-GLOBL SOC STD LVL |
| I3580500                           | IB INFO TECH-GLOBL SOC HGH LVL |

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| Fine Arts |                                |
|-----------|--------------------------------|
| 03150400  | MUSIC IV, BAND IV              |
| 03150800  | MUSIC IV, ORCHESTRA IV         |
| 03151200  | MUSIC IV, CHOIR IV             |
| 03151600  | MUSIC IV, JAZZ ENSEMBLE IV     |
| 03152000  | MUSIC IV, INSTRUMENTL ENSEM IV |
| 03152400  | MUSIC IV, VOCAL ENSEMBLE IV    |
| 03250400  | THEATRE IV, THEATRE ARTS IV    |
| 03251000  | THEATRE IV, THEATRE PROD IV    |
| 03251200  | TECHNICAL THEATRE IV (TH4TECH) |
| 03502300  | ART IV, DRAWING III            |
| 03502400  | ART IV, PAINTING III           |
| 03502500  | ART IV, PRINTMAKING III        |
| 03502600  | ART IV, FIBERS III             |
| 03502700  | ART IV, CERAMICS III           |
| 03502800  | ART IV, SCULPTURE III          |
| 03502900  | ART IV, JEWELRY III            |
| 03503100  | ART IV, PHOTOGRAPHY III        |
| 03830400  | DANCE IV, PRINCIPLS OF DNCE IV |
| A3150200  | AP MUSIC THEORY                |
| A3500100  | AP ART HISTORY                 |
| A3500300  | AP STUDIO ART:DRWING PORTFOLIO |
| A3500400  | AP STUDIO ART:2-DIM DSGN PORTF |
| A3500500  | AP STUDIO ART:3-DIM DSGN PORTF |
| I3250200  | IB MUSIC SL                    |
| I3250300  | IB MUSIC HL                    |
| I3600100  | ART, IB VISUAL ARTS HL         |
| I3600200  | ART, IB VISUAL ARTS SL         |
| I3750200  | THEATRE, IB THEATRE SL         |
| I3750300  | THEATRE, IB THEATRE HL         |
| I3830100  | DANCE, LEVEL III, IB DANCE I   |
| I3830200  | DANCE, LEVEL IV, IB DANCE II   |
| I3830300  | IB FILM STANDARD LEVEL         |
| I3830400  | IB FILM HIGHER LEVEL           |

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| Science  |                                |
|----------|--------------------------------|
| 13000700 | ADVANCED ANIMAL SCIENCE        |
| 13002100 | ADV PLANT & SOIL SCIENCE       |
| 13020600 | ANATOMY & PHYSIOLOGY           |
| 13020700 | MEDICAL MICROBIOLOGY           |
| 13020800 | PATHOPHYSIOLOGY                |
| 13023000 | FOOD SCIENCE                   |
| 13029500 | FORENSIC SCIENCE               |
| 13036400 | BIOTECHNOLOGY I                |
| 13036450 | BIOTECHNOLOGY II               |
| 13037100 | PRINCIPLES OF TECHNOLOGY       |
| 13037200 | SCIENTIFIC RESEARCH & DESIGN   |
| 13037210 | SCIENTIFIC RESEARCH & DESGN II |
| 13037220 | SCIEN RESEARCH & DESIGN III    |
| 13037300 | ENG DESIGN & PROB SOLVING      |
| 13037500 | ENGINEERING SCIENCE            |
| A3010200 | AP BIOLOGY                     |
| A3020000 | AP ENVIRONMENTAL SCIENCE       |
| A3040000 | AP CHEMISTRY                   |
| A3050003 | AP PHYSICS 1: ALGEBRA BASED    |
| A3050004 | AP PHYSICS 2: ALGEBRA BASED    |
| A3050005 | AP PHYSICS C: ELECTR&MAGNETISM |
| A3050006 | AP PHYSICS C: MECHANICS        |
| I3010201 | IB BIOLOGY STANDARD LEVEL      |
| I3010202 | IB BIOLOGY HIGHER LEVEL        |
| I3020000 | IB ENVIRN SYS & SOC STND LEVL  |
| I3030001 | IB DESIGN TECHNOLOGY STD LEVEL |
| I3030002 | IB DESIGN TECHNOLOGY HIGHR LVL |
| I3040002 | IB CHEMISTRY STANDARD LEVEL    |
| I3040003 | IB CHEMISTRY HIGHER LEVEL      |
| I3050002 | IB PHYSICS STANDARD LEVEL      |
| I3050003 | IB PHYSICS HIGHER LEVEL        |
| I3060001 | IB SPRTS EXERS&HLTH SCI ST LVL |
| I3060002 | IB SPRTS EXERS&HLTH SCI HGH LV |

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| Social Studies/History |                                |
|------------------------|--------------------------------|
| 03310301               | ECONOMICS ADV STUDIES, 1ST TME |
| 03380001               | SOCIAL STD ADV STDYS (1ST TME) |
| 03380021               | SOCIAL STD ADV STDYS (2ND TME) |
| A3220300               | AP INTERNATIONAL ENGL LANGUAGE |
| A3310100               | AP MICROECONOMICS              |
| A3310200               | AP MACROECONOMICS              |
| A3330100               | AP U.S. GOVERNMENT & POLITICS  |
| A3330200               | AP COMPARATIVE GOVT & POLITICS |
| A3340100               | AP UNITED STATES HISTORY       |
| A3340200               | AP EUROPEAN HISTORY            |
| A3350100               | AP PSYCHOLOGY                  |
| A3360100               | AP HUMAN GEOGRAPHY (WRLD GEOG) |
| A3360200               | AP HUMAN GEOGRAPHY (ELECTIVE)  |
| A3370100               | AP WORLD HISTORY               |
| I3301100               | IB HISTORY STANDARD LEVEL      |
| I3301200               | IB HIST AFRICA&MIDEAST HGHR LV |
| I3301300               | IB HIST OF AMERICAS HIGHER LVL |
| I3301400               | IB HIST ASIA&OCEANIA HIGHR LVL |
| I3301500               | IB HIST OF EUROPE HIGHER LEVEL |
| I3302100               | IB GEOGRAPHY STANDARD LEVEL    |
| I3302200               | IB GEOGRAPHY HIGHER LEVEL      |
| I3302300               | IB SOC & CULTRL ANTHRO STD LVL |
| I3302400               | IB SOC & CULTRL ANTHRO HGH LVL |
| I3302500               | IB GLOBAL POLITICS STAND LEVEL |
| I3302600               | IB GLOBAL POLITICS HIGHER LVL  |
| I3303100               | IB ECONOMICS STANDARD LEVEL    |
| I3303200               | IB ECONOMICS HIGHER LEVEL      |
| I3304100               | IB PSYCHOLOGY STANDARD LEVEL   |
| I3304200               | IB PSYCHOLOGY HIGHER LEVEL     |
| N1130026               | AP SEMINAR                     |
| N1290325               | IB BUSINESS & MGT STANDARD LVL |

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| Foreign Language |                                |
|------------------|--------------------------------|
| 03110400         | LANG O/T ENGLISH IV - ARABIC   |
| 03110500         | LANG O/T ENGLISH V - ARABIC    |
| 03110600         | LANG O/T ENGLISH VI - ARABIC   |
| 03110700         | LANG O/T ENGLISH VII-ARABIC    |
| 03110910         | SEM LOT, ADV 1ST TIME, ARABIC  |
| 03110920         | SEM LOT, ADV 2ND TIME, ARABIC  |
| 03110930         | SEM LOT, ADV 3RD TIME, ARABIC  |
| 03120400         | LANG O/T ENGLISH IV - JAPANESE |
| 03120500         | LANG O/T ENGLISH V-JAPANESE    |
| 03120600         | LANG O/T ENGLISH VI - JAPANESE |
| 03120700         | LANG O/T ENGLISH VII-JAPANESE  |
| 03120910         | SEM LOT, ADV 1ST TME, JAPANESE |
| 03120920         | SEM LOT, ADV 2ND TME, JAPANESE |
| 03120930         | SEM LOT, ADV 3RD TME, JAPANESE |
| 03400400         | LANG O/T ENGLISH IV - ITALIAN  |
| 03400500         | LANG O/T ENGLISH V - ITALIAN   |
| 03400600         | LANG O/T ENGLISH VI - ITALIAN  |
| 03400700         | LANG O/T ENGLISH VII-ITALIAN   |
| 03400910         | SEM LOT, ADV 1ST TIME, ITALIAN |
| 03400920         | SEM LOT, ADV 2ND TIME, ITALIAN |
| 03400930         | SEM LOT, ADV 3RD TIME, ITALIAN |
| 03410400         | LANG O/T ENGLISH IV - FRENCH   |
| 03410500         | LANG O/T ENGLISH V - FRENCH    |
| 03410600         | LANG O/T ENGLISH VI - FRENCH   |
| 03410700         | LANG O/T ENGLISH VII - FRENCH  |
| 03410910         | SEM LOT, ADV 1ST TIME, FRENCH  |
| 03410920         | SEM LOT, ADV 2ND TIME, FRENCH  |
| 03410930         | SEM LOT, ADV 3RD TIME, FRENCH  |
| 03420400         | LANG O/T ENGLISH IV - GERMAN   |
| 03420500         | LANG O/T ENGLISH V - GERMAN    |
| 03420600         | LANG O/T ENGLISH VI - GERMAN   |
| 03420700         | LANG O/T ENGLISH VII - GERMAN  |
| 03420910         | SEM LOT, ADV 1ST TIME, GERMAN  |
| 03420920         | SEM LOT, ADV 2ND TIME, GERMAN  |
| 03420930         | SEM LOT, ADV 3RD TIME, GERMAN  |
| 03430400         | LOTE CLASSIC LNG, LVL IV LATIN |
| 03430500         | LOTE CLASSIC LNG, LVL V LATIN  |
| 03430600         | LOTE CLASSIC LNG, LVL VI LATIN |

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| Foreign Language |                                |
|------------------|--------------------------------|
| 03430700         | LOTE CLASSIC LNG LVL VII LATIN |
| 03430910         | CLS LNG SEM, ADV 1ST TME LATIN |
| 03430920         | CLS LNG SEM, ADV 2ND TME LATIN |
| 03430930         | CLS LNG SEM, ADV 3RD TME LATIN |
| 03440400         | LANG O/T ENGLISH IV - SPANISH  |
| 03440440         | SPANISH FOR SPAN SPEAKERS LVL4 |
| 03440500         | LANG O/T ENGLISH V - SPANISH   |
| 03440600         | LANG O/T ENGLISH VI - SPANISH  |
| 03440700         | LANG O/T ENGLISH VII - SPANISH |
| 03440910         | SEM LOT, ADV 1ST TIME, SPANISH |
| 03440920         | SEM LOT, ADV 2ND TIME, SPANISH |
| 03440930         | SEM LOT, ADV 3RD TIME, SPANISH |
| 03450400         | LANG O/T ENGLISH IV - RUSSIAN  |
| 03450500         | LANG O/T ENGLISH V - RUSSIAN   |
| 03450600         | LANG O/T ENGLISH VI - RUSSIAN  |
| 03450700         | LANG O/T ENGLISH VII-RUSSIAN   |
| 03450910         | SEM LOT, ADV 1ST TIME, RUSSIAN |
| 03450920         | SEM LOT, ADV 2ND TIME, RUSSIAN |
| 03450930         | SEM LOT, ADV 3RD TIME, RUSSIAN |
| 03470400         | LANG O/T ENGLISH IV PORTUGUESE |
| 03470500         | LANG O/T ENGLISH V PORTUGUESE  |
| 03470600         | LANG O/T ENGLISH VI PORTUGUESE |
| 03470700         | LANG O/T ENGLISH VII-PORTUGUES |
| 03470910         | SEM LOT, ADV 1ST TIME, PORTUGE |
| 03470920         | SEM LOT, ADV 2ND TIME, PORTUGE |
| 03470930         | SEM LOT, ADV 3RD TIME, PORTUGE |
| 03490400         | LANG O/T ENGLISH IV - CHINESE  |
| 03490500         | LANG O/T ENGLISH V - CHINESE   |
| 03490600         | LANG O/T ENGLISH VI - CHINESE  |
| 03490700         | LANG O/T ENGLISH VII-CHINESE   |
| 03490910         | SEM LOT, ADV 1ST TIME, CHINESE |
| 03490920         | SEM LOT, ADV 2ND TIME, CHINESE |
| 03490930         | SEM LOT, ADV 3RD TIME, CHINESE |
| 03510400         | LNG OTH THN ENG LVL IV VIETNAM |
| 03510500         | LNG OTH THN ENG LVL V VIETNAM  |
| 03510600         | LNG OTH THN ENG LVL VI VIETNAM |
| 03510700         | LNG OTH THN EN LVL VII VIETNAM |
| 03510910         | SEM LOT, ADV 1ST TIME, VIETNAM |

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

| Foreign Language |                                |
|------------------|--------------------------------|
| 03510920         | SEM LOT, ADV 2ND TIME, VIETNAM |
| 03510930         | SEM LOT, ADV 3RD TIME, VIETNAM |
| 03520400         | LANG OTHR THN ENG LVL IV HINDI |
| 03520500         | LANG OTHR THAN ENG LVL V HINDI |
| 03520600         | LANG OTHR THN ENG LVL VI HINDI |
| 03520700         | LANG OTH THN ENG LVL VII HINDI |
| 03520910         | SEM LOT, ADV 1ST TIME, HINDI   |
| 03520920         | SEM LOT, ADV 2ND TIME, HINDI   |
| 03520930         | SEM LOT, ADV 3RD TIME, HINDI   |
| 03530400         | LOE, LEVEL IV - URDU           |
| 03530500         | LOE, LEVEL V - URDU            |
| 03530600         | LOE, LEVEL VI - URDU           |
| 03530700         | LOE, LEVEL VII - URDU          |
| 03530910         | SEM LOT, ADV 1ST TIME, URDU    |
| 03530920         | SEM LOT, ADV 2ND TIME, URDU    |
| 03530930         | SEM LOT, ADV 3RD TIME, URDU    |
| 03980400         | LANG O/T ENGLISH IV - ASL      |
| 03980910         | AMER SIGN LNG ADV STD 1ST TIME |
| 03980920         | AMER SIGN LNG ADV STD 2ND TIME |
| 03980930         | AMER SIGN LNG ADV STD 3RD TIME |
| 03996000         | OTHER FOREIGN LANGUAGES IV     |
| 03996100         | OTHER FOREIGN LANGUAGES V      |
| 03996200         | OTHER FOREIGN LANGUAGES VI     |
| 03996300         | OTHER FOREIGN LANGUAGES VII    |
| 11401400         | LANG OTH ENG/LVLIV/TURK        |
| 11401500         | LANG OTH ENG/LVLV/TURK         |
| 11401600         | LANG OTH ENG/LVLVI/TURK        |
| 11401700         | LANG OTH ENG/LVLVII/TURK       |
| 11401910         | SEM LOT, ADV 1ST TIME, TURKISH |
| 11401920         | SEM LOT, ADV 2ND TIME, TURKISH |
| 11401930         | SEM LOT, ADV 3TD TIME, TURKISH |
| 11403200         | LANG OTH ENG/LVLIV/KOR         |
| 11403300         | LANG OTH ENG/LVLV/KOR          |
| 11403400         | LANG OTH ENG/LVLVI/KOR         |
| 11403500         | LANG OTH ENG/LVLVII/KOR        |
| 11403610         | SEM LOT, ADV 1ST TIME, KOREAN  |
| 11403620         | SEM LOT, ADV 2ND TIME, KOREAN  |
| 11403630         | SEM LOT, ADV 3RD TIME, KOREAN  |

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

| Foreign Language |                                 |
|------------------|---------------------------------|
| A3120400         | AP LANG & CULTURE - JAPANESE    |
| A3400400         | AP LANG & CULTURE - ITALIAN     |
| A3410100         | AP LANGUAGE & CULTURE - FRENCH  |
| A3420100         | AP LANGUAGE & CULTURE - GERMAN  |
| A3430100         | AP LATIN                        |
| A3440100         | AP LANG & CULTURE - SPANISH     |
| A3440200         | AP LITER & CULTURE - SPANISH    |
| A3490400         | AP LANGUAGE & CULTURE - CHINESE |
| I3110300         | IB LANGUAGE AB INITIO STD LEVL  |
| I3110400         | IB LNG B MODRN LANG SL- ARABIC  |
| I3110500         | IB LNG B MODRN LANG HL- ARABIC  |
| I3120400         | IB LNG B MODRN LNG SL-JAPANESE  |
| I3120500         | IB LNG B MODRN LNG HL-JAPANESE  |
| I3410400         | IB LNG B MODERN LANG SL-FRENCH  |
| I3410500         | IB LNG B MODERN LANG HL-FRENCH  |
| I3420400         | IB LNG B MODERN LANG SL-GERMAN  |
| I3420500         | IB LNG B MODERN LANG HL-GERMAN  |
| I3430400         | IB LNG B CLASSIC LANG SL-LATIN  |
| I3430500         | IB LNG B CLASSIC LANG HL-LATIN  |
| I3440400         | IB LNG B MODRN LANG SL-SPANISH  |
| I3440500         | IB LNG B MODRN LANG HL-SPANISH  |
| I3450400         | IB LNG B MODRN LANG SL-RUSSIAN  |
| I3450500         | IB LNG B MODRN LANG HL-RUSSIAN  |
| I3480400         | IB LNG B MODERN LANG SL-HEBREW  |
| I3480500         | IB LNG B MODERN LANG HL-HEBREW  |
| I3490400         | IB LNG B MODRN LANG SL-CHINESE  |
| I3490500         | IB LNG B MODRN LANG HL-CHINESE  |
| I3520400         | IB LANG B MODERN LANG SL-HINDI  |
| I3520500         | IB LANG B MODERN LANG HL-HINDI  |
| I3996000         | IB LANG B, MODRN LANG SL OTHER  |
| I3996100         | IB LANG B, MODRN LANG HL OTHER  |

| Other    |                                |
|----------|--------------------------------|
| I3305100 | IB WORLD RELIGIONS STANDRD LVL |
| N1290317 | GIFD & TAL IND STUD MENTOR III |
| N1290318 | GIFD & TAL IND STUD MENTOR IV  |
| N1290322 | IB THEORY OF KNOWLEDGE         |

# 2023–24 Texas Academic Performance Report (TAPR) Glossary

## Appendix B PEIMS Role Identifications (In Alphabetical Order by Label)

### CENTRAL ADMINISTRATORS

|     |                                           |
|-----|-------------------------------------------|
| 004 | Assistant/Associate/Deputy Superintendent |
| 027 | Superintendent/CAO/CEO/President          |
| 061 | Asst/Assoc/Deputy Exec Director           |
| 062 | Component/Department Director             |
| 063 | Coordinator/Manager/Supervisor            |

### CAMPUS ADMINISTRATORS

|     |                     |
|-----|---------------------|
| 003 | Assistant Principal |
| 020 | Principal           |

### EITHER CENTRAL OR CAMPUS ADMINISTRATORS\*

|     |                                      |
|-----|--------------------------------------|
| 012 | Instructional Officer                |
| 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                   |

### 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 | LSP/Psychologist                            |
| 024 | Social Worker                               |
| 026 | Speech Therapist/Speech-Lang Pathologist    |
| 030 | Visiting Teacher/Tuant Officer              |
| 032 | Work-Based Learning Site Coordinator        |
| 041 | Teacher Facilitator                         |
| 042 | Teacher Appraiser                           |
| 054 | Department Head                             |
| 056 | Athletic Trainer                            |

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|           |                                                     |
|-----------|-----------------------------------------------------|
| 058 ..... | Other Campus Professional Personnel                 |
| 064 ..... | Specialist/Consultant                               |
| 065 ..... | Field Service Agent                                 |
| 079 ..... | Other ESC Professional Personnel                    |
| 080 ..... | Other Non-Campus Professional Personnel             |
| 100 ..... | Instructional Materials Coordinator                 |
| 101 ..... | Legal Services                                      |
| 102 ..... | Communications Professional                         |
| 103 ..... | Research/Evaluation Professional                    |
| 104 ..... | Internal Auditor                                    |
| 105 ..... | Security                                            |
| 106 ..... | District/Campus Information Technology Professional |
| 107 ..... | Food Service Professional                           |
| 108 ..... | Transportation                                      |
| 109 ..... | Athletics                                           |
| 110 ..... | Custodial                                           |
| 111 ..... | Maintenance                                         |
| 112 ..... | Business Services Professional                      |
| 113 ..... | Other District Exempt Professional Auxiliary        |
| 114 ..... | Other Campus Exempt Professional Auxiliary          |
| 115.....  | Psychiatric Nurse                                   |
| 116.....  | Licensed Clinical Social Worker                     |
| 117.....  | Licensed Professional Counselor                     |
| 118.....  | Licensed Marriage & Family Therapist                |

### 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.