

Glossary

for the

2013-14 Texas Academic Performance Report

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

Possible ratings are as follows:

x *Met Standard*

x *Met Alternative Standard*

x *Improvement Required*

x *Not Rated*

x *Not Rated: Data Integrity Issues*

Accountability Subset:

Two annual dropout rate indicators are shown:

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

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

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

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

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

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

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

For detailed information on data sources, see *AwTD-2(re65fect of)Tj-28.44 -1.10 TD.000vailsor6 c9.52 651.3*

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

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

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

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

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

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

- x was not advanced from one grade level to the next for one or more school years;
- x is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- x did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, §29.081.

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

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

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

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

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

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

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

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

- x *Teachers*. This includes teachers, special duty teachers, and substitute teachers. Substitute teachers are people who are either 1) temporarily hired to replace a teacher who has quit, died, or been terminated; or 2) permanently hired on an as-needed basis.
- x *Campus Administration*

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

The methodology for averaging class size differs depending on whether the class is

Three values are calculated for this indicator:

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

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

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

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

- (3)

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

The rate is calculated as follows:

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

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

The rate is calculated as follows:

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

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

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

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

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

Dropout: A student who was enrolled in public school in any grade 7-12 during the pre cent nR-.0003 Tc.062 T

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

Dropout Rate: See *Annual Dropout Rate*.

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

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

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

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

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

Inclusion and exclusion of ELL performance by indicator:

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

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

FTE: Full-Time Equivalent.

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

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

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

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

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

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

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

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

number of graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year

number of graduates during the 2011-12 school year who did not begin instruction in summer graduates) for

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

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

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

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

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

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

Cohorts:

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

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

4-Year Longitudinal Rate

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

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

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

number of students from the cohort who were enrolled in the fall of the 2013-14
school year

number of students in the 2008-09 cohort*

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

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

number of students in the 2007-08 cohort*

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

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

number of students in the 2007-08 cohort*

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

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

number of mobile students in 2012-13

number of students who were in membership at any time during the 2012-13 school year

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

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

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

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

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

For 2014, students included in these measures are those who

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

(Source: TEA Student Assessment Division)

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

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

the number of students enrolled in the same

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

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

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

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

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

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

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

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

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

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

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

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

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

X *By Grade and Subject:*

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

* Note that showing *cumulative*

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

The STAAR results include

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

Other Important Information

- x *ELL Progress Measure*. New for 2014, this measure accounts for the time needed to acquire the English language and to fully demonstrate grade-level academic competency in English. Year-to-year performance expectations for the STAAR content-area tests identify ELL student progress as meeting or exceeding an individual year-to-year expectation plan. An ELL student’s plan is determined by the number of years the student has been enrolled in U.S. schools and the student’s Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see *Appendix I* in the *2014 Accountability Manual*.
- x *Substitute Assessments*. These tests may be substituted for an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see Texas Administrative Code §101.4002 at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.
- x *EOC results*. Performance includes cumux

- x *U.S. History EOC.* This assessment is primarily a 10th grade assessment. 2014 is the first year the U.S. History EOC was administered to 10th graders. For this reason, performance is only shown for 2014.
- x *Rounding of STAAR results.* STAAR performance on the TAPR is rounded to whole

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

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

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

(Source: TEA Student Assessment Division)

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

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

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

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

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

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

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

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

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

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

(Source: TEA Student Assessment Division)

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

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

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

Teachers by Program (*population served*):

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

Who to Call

PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

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

CAMPUS ADMINISTRATORS

003.....Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

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

012.....Instructional Officer

020.....Principal

028.....Teacher Supervisor

040.....Athletic Director

043.....Business Manager

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

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

055.....Registrar

006.....Audiologist

007.....Corrective Therapist

008.....Counselor

011.....Educational Diagnostician

013.....Librarian

015.....Music Therapist

016.....Occupational Therapist

017.....Certified Orientation & Mobility Specialist

018.....Physical Therapist

019.....Physician

021.....Recreational Therapist

022.....School Nurse

023.....LSSP/Psychologist

024.....Social Worker

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

030.....Visiting Teacher

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

041.....Teacher Facilitator

042.....Teacher Appraiser

054.....Department Head

056.....Athletic Trainer

058.....Other Campus Professional Personnel

064.....Specialist/Consultant

065.....Field Service Agent

079.....Other ESC Professional Personnel

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

TEACHERS

087.....Teacher

047.....Substitute Teacher

EDUCATIONAL AIDE

Advanced Academic Courses 2013-14 Texas Academic Performance Reports

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities

03241200	Independent Study In Speech (First Time Taken)
A3220100	English Language and Composition
A3220200	English Literature and Composition
A3220300	International English Language
I3220300	IB English III
I3220400	IB English IV

Mathematics

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

Science

A3010200	AP Biology
A3020000	AP Environmental Science

Social Studies/History (cont.)

I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (cont.)

03460700	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese

PBM Special Education Monitoring Results Status

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

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

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

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

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

The definitions of each program status category are:

- x *Local Interventions Implemented*. The LEA completed a local review process by a specified date

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

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