

2015–16 Texas Academic Performance Report

Accountability Rating : The labels assigned to districts and campuses by the state academic accountability system that indicate acceptable and unacceptable performance that a district or campus is not rated. Possible ratings are as follows:

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

For a detailed explanation of this year's accountability system, see the 2016 Accountability Manual available at <http://tea.texas.gov/2016accountabilitymanual.aspx>.

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

Campus-level accountability subset: Campus is held accountable for the performance of only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 30, 2015* then moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus.

District-level accountability subset: A district is held accountable for the performance of only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 30, 2015* then moved to another district before the testing date, that student's performance is not included in the accountability results for either district. If that student had moved from one campus to another in the same district, however, his or her performance would have been included in the district's results, even though it was not included in the results for either campus. This can cause districts performance results to vary from the aggregate of its campuses' results.

Jan. 2015; The International Baccalaureate Organization (IB), Aug. 2014; and PEIMS; Record 101, Student Demographic, Submission 1)

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).

$$\frac{\text{number of students in the 2014–15 school year considered as at risk}}{\text{total number of students}}$$

(Source of data PEIMS; Record 01, Student Enrollment, Submission 1)

Attendance Rate: The percentage of days that students were present in 2014–15 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:

$$\frac{\text{total number of days that students in grade 1–12 were present in 2014–15}}{\text{total number of days that students in grade 1–12 were in membership in 2014–15}}$$

This indicator was used in awarding distinction designations in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the 2016 Accountability Manual (Source of data PEIMS Record 400, Student Basic Attendance, Submission 1)

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 090 Staff – Responsibilities record. The auxiliary staff (an educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percent of day worked. (Source of data PEIMS Record 060, Staff Data Employment Payroll Accounting, Record 090, Staff Responsibilities, Submission 1)

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 included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the PEIMS role IDs included in each category.

- X Teachers: Teachers, special duty teachers, and substitute teachers. Substitute teachers are people who are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- X Campus Administration: Principals, assistant principals, and other administrators reported with a specific school ID.
- X 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.
- X Professional Support: Therapists, nurses, librarians, counselors, and other campus professional personnel.

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE 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 teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. (Source of data: IMS Record 060, Staff Data)

For elementary classes, how the average is determined depends 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 it is 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:

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

(Source of data: PEIMS; Record 090, Staff Responsibilities Submission) 1

Cohort: a group of students who begin grade 9 for the first time in the same school year plus any students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort

A cohort is formed when a group of students begins ninth grade, regardless of whether school that they attend has students in any other grades.

- X 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.
- X 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 homeschooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

X A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate, graduates in May

College and Career Ready Graduates: The number of 2014–15 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- x Meeting the TSI criteria in both ELA and mathematics as described above for College Ready Graduates
- x Completing and earning credit for at least two advanced/dual credit courses in the 2013–14 or 2014–15 school year
- x Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

(Sources of data: consolidated accountability file, ECBC College Board, and ACT)

Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year: The percentage of annual graduates who complete two or more advanced or dual credit courses.

number of 2014–15 annual graduates who completed 2 or more advanced/dual credit courses in the current year divided by the total number of annual graduates who complete 17c (c)- 1.98re for 2

Data Quality (not on campus profile) The percentage of errors made by district in two key data submissions: the PEIMS Student Data and the PEIMS Student Leaver Data.

- (1) The PID Error Rate cannot be reported for the 2015- 16 school year due to the transition from PEIMS Edit+ to TSDS.
 - (2) Percent of Underreported Students Underreported students are 7-12th 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.
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Dropout: A student who was enrolled in public school in grade 7–12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Dropout counts are obtained from PEIMS records. For information, see Annual Dropout Rate. (Source of data: PEIMS; Record 203, Student School Leaver, Submission 1)

Dropout Rate: Please see Annual Dropout Rate.

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

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

See also Total Students. (Source of data: PEIMS; Record 101, Student Demographic Submission) and TEA Student Assessment Division

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTE. See Appendix A for all PEIMS Roles. (Source of data: PEIMS; Record 090, Staff Responsibilities Submission) 1

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes both ESL content and ESL-pull instructional models.

English Language Learners (ELLs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Language Learner,” “English Learner,” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of ELL performance varies by indicator:

- X ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see Appendix I in the 2016 Accountability Manual
- X ELL performance is included in all other STAAR indicators, regardless of years in U.S. schools.

In the Profile section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. (Source of data: PEIMS; Record 110, Student Enrollment, Submission 1)

Enrollment: Please see Total Students.

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. Source of data: PEIMS, Record 101, Student – Demographic, Record 040, Student Identification/Demographic, Record 050, Staff Employment – Payroll Summary, Record 090, Staff Responsibilities Submission 1; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

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

Foundation High School Program (FHSP): Please see Graduation Plan.

Full Time Equivalent (FTE): A measure of the extent to which a person (or responsibility) occupies a fulltime position; it is calculated for each staff member reported PEIMS. FTE values are used in various staff reports as well as input to the Budget and Actual financial allocation process.

Graduation Plan : The percentage of students who graduated under one of the following:

x FHSPDLA Graduates (Longitudinal Rate Class of 2015) The percentage of graduates

x FHSPE Graduates Annual Rate (2014–15) The percentage of graduates in 2015 who

Leaver Record: The PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit a leaver record for each student who graduated, enrolled in school in another state, returned to her home country, died, or dropped out.

See Data Quality (Source of Data: PEIMS; Record 203, Student School Leaver; Submissions 1 and 3) Secondary School Completion and Dropouts in Texas Public Schools, 2014–15, Texas Education Agency)

LEP (Limited English Proficiency) (PE) 29 (or) TJ -0481 0 Td () 1 Tc 0.004M 7.39 ofw.17 m

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

4-Year Longitudinal Rate

- (1) GraduatedThe percentagewho received their high school diploma in four years or fewer by August 31, 2015 for the 2015 cohort

number of students from the cohort who received a high school diploma by August 31, 2015

number of students in the 2015 cohort *

- (2) ReceiveGEDFor the 2015 cohort, the percentagewho received a General Educational Development(GED)
-
-
-
-
-
-
-
-

The TAPR shows retention rates only for grades K-8. Retention rates for all grades can be found in Grade Level Retention in Texas Public Schools, 2014-15, from TEA (Source of data: PEIMS Record 110, Student Data Enrollment, Submission 1)

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

SAT/ACT Results: Participation and performance of graduating seniors from all Texas public schools on the College Board’s SAT and ACT, Inc.’s Assessment Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Four values are calculated for this indicator:

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

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{Total number of graduates reported}}$$

- (2) At/Above Criterion The percentage of examinees who scored at or above the criterion score on either test (Tc o n e h e r Tc e 2.32 Tm [1(i)-1-0.6(o)6.7(o)6.6(k)0.8e3b-1(e)10(t)4(h09

- X Rounding of STAAR results. STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
 - X Masking STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at
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The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). The STAAR Participation Rate is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. Source of data: TEA Student Assessment)Division

Staff Exclusions (not on campus pre) 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 whose assigned organization (in PEIMS) shows a code 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 contracted. Instructional Staff (District and Campus Prof) to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. Source of data: PEIMS; Record 055, District Finance Data Contracted Instructional Staff, Record 066 – Data – Employment Payroll Accounting, Submission 1

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. Source of data: PEIMS Record 110 – Student Enrollment, Record 163 Student – Special Education Program, Record 166 Student – Career and Technical Education Program, Submission 1

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that requires students to demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8.

For 2016, the TAPR shows the following for each SSI grade:

- (1) Students Meeting Level 2015–16 Satisfactory Standard on F5(s)3iT73(a)-Epari.dt.aeet

Texas Success Initiative Assessment (TSIA): The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

$$\frac{\text{number of 2014–15 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2014–15 annual graduates}}$$

(Source of data: THE GAP Applicable scores from June 2011 through October 2015, record 203, Student-School Leaver, Submission 3)

Total Staff: The total count of staff which includes professional staff (teachers, professional)

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this Glossary. If, after reading the Glossary you have questions about the calculation of TAPR indicators, contact Performance Reporting at (512) 463-9704.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum.....	(512) 463-9581
Charter Schools	Charter Schools.....	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT Regional Office.....	(512) 320-1850
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Distinguished Achievement Program	Curriculum.....	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research.....	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Curriculum (Bilingual Education Program Unit).....	(512) 463-9581
Financial Standard Reports	State Funding.....	(512) 463-9238
General Inquiry	General Inquiries.....	(512) 463-9290

PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027 Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003 Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004 Assistant/Associate/Deputy Superintendent

012 Instructional Officer

020 Principal

028 Teacher Supervisor

040 Athletic Director

043 Business Manager

044 Tax Assessor and/or Collector

045 Director - Personnel/Human Resources

055 Registrar

060 Executive Director

061 Asst/Assoc/Deputy Exec Director

062 Component/Department Director

063 Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002 Art Therapist

005 Psychological Associate

006 Audiologist

007 Corrective Therapist

008 Counselor

011 Educational Diagnostician

013 Librarian

015 Music Therapist

016 Occupational Therapist

017 Certified Orientation & Mobility Specialist

018 Physical Therapist

019 Physician

021 Recreational Therapist

022 School Nurse

023 LSP/Psychologist

024 Social Worker

026 Speech Therapist/Speech-Lang Pathologist

030 Visiting Teacher/Truant Officer

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

Advanced Academic Courses 2015–16 Texas Academic Performance Reports

- x All courses shown were for the 2014–15 school year.
- x An “A” prefix indicates a College Board Advanced Placement course.
- x An “I” prefix indicates an independent study course.

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
I3010200	IB Biology
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL
I3040001	IB Chemistry I

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03430400	Latin IV
03430500	

