

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



For a detailed explanation of this year's accountability system, see the [link](http://tea.texas.gov/2017accountabilitymanual.aspx), available at <http://tea.texas.gov/2017accountabilitymanual.aspx>.

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

C - ~~CC~~ Campuses are 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 28, 2016* then moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus.

D - ~~DD~~ 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 28, 2016* 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 district performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2016, the accountability subset date is for the prior year, October 30, 2015.

The percentage of students who complete and receive credit for at least one advanced or dual-credit course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B 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 Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

: The percentage of annual graduates who completed at least one Advanced Placement (AP) course and/or International Baccalaureate (IB) course in the 2012–13 to 2015–16 school years.

The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations and/or the International Baccalaureate's (IB) Diploma Program examinations.

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The percentage of students in grades 11 and 12 d

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. (67 : 1 ; 67)

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 A for lists of the TSDS PEIMS role IDs included in each category.

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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.

(**9** **Sh**)

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 the school that they attend has students in any other grades.

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 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the **9** **Sh** number for the class of 2016. This is also true for the five-year and six-year extended longitudinal cohorts.

Please see **9** **Sh**

The percentage of annual g

Performance is shown for school years 2014-15 and 2015-16. The percentages are calculated as follows:

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Recognitions for outstanding achievement in the following
academic areas:

Academic Achievement in English Language Arts/Reading (campus only)

Academic Achievement in Mathematics (campus only)

Academic Achievement in Science (campus only)

Academic Achievement in Social Studies (campus only)

Top 25 Percent: Student Progress (campus only)

Top 25 Percent: Closing Performance Gaps (campus only)

Postsecondary Readiness (district and campus)

The 2016–17 TAPR provides the Distinction Designations for eligible districts and campuses on the cover page of the report. Only those districts and campuses that receive a ~~96~~

educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all

~~618~~ ~~10~~ The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each principal'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 principal's coefficients.

~~618~~ The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each principal's FTE coefficient by his or her years of experience. These amounts are added together and divided by the sum of all assistant principals' FTE coefficients.

~~618~~ ~~10~~ The average number of years employed in the district regardless of any interruption in service. Weighted average ~~6(i)-3(th)-2(D)-5(i)-3(s)2~~

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

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

FHSP-E Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

FHSP-E Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program with an endorsement.

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 and did not require a developmental education course.

Texas Success Initiative and

Students who attended Texas public two- or four-year institutions of higher education are included.

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

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. (512) 427-6153

Please see [TR](#)

This information is available on the [MI](#) at <http://tea.texas.gov/financialstandardreports/>.

The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2015–16 school year. The instructional staff percent is a district-level measure and is calculated as follows:

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (512) 463-9095

See [TR](#)

The TSDS 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 his or her home country, died, or dropped out.

See [ED 601.10](#) (6) at [2016](#) ;
[601.10](#) 1, 6, [2016](#)
[601.10](#)

Please see [601.10](#)

The status of a group (cohort) of students after four years in high school (4-[601.10](#)), after five years in high school (5-[601.10](#)), or after six years in high school (6-[601.10](#))

For the 4-[601.10](#) the cohort consists of students who first attended ninth grade in 2012–13. They are followed through their expected graduation with the class of 2016.

For the 5-[601.10](#) the cohort consists of students who first attended ninth grade in 2011–12. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2015.

For the 6-[601.10](#) the cohort consists of students who first attended ninth grade in 2010–11. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2014.

[601.10](#) [601.10](#)

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

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(1) **6** The percent ~~of students~~ **of students** earned their high school diploma by ~~the end of~~ **the end of** 2016, for the 2015 cohort. It is ~~as follows:~~ **as follows:**

(2)

- (2) ~~6D~~ : For the 2014 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:
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- (3) ~~6E~~ The percentage of the 2014 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:
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- (4) ~~6D~~ : The percentage of the 2014 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:
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- (5) ~~6R~~ The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:
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- (6) ~~6R~~ The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:
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* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See ~~4B~~ for a list of all the exclusions mandated by state statute for districts a8(o)cam(d)-3.p(n)-3(u)-s les*

- (1) 4-~~YRR~~ Cohort of students who first attended ninth grade in 2012–13. They are followed through their expected graduation with the class of 2016. It is calculated as follows:
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- (2) 5-~~YRR~~ Cohort of students who first attended ninth grade in 2011–12. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2015. It is calculated as follows:

- (3) 6-~~YRR~~ Cohort of students who first attended ninth grade in 2010–11. They are followed for six years to see if they graduated within two years after their expected graduation with the class of 2014. It is calculated as follows:

For 2017, students ~~Hebehe stpric~~(ngor)- 0 Tc 0 0 Tc 0

(2) ~~95~~ : The percentage of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

(3) ~~95~~ (: The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

(4) ~~95~~ (~~9A~~ s): The average score for the SAT critical reading and writing combined. The maximum score is 1600. It is calculated as follows:

(5) ~~95~~ (~~9M~~): The average score for the SAT mathematics. The maximum score is 800. It is calculated as follows:

(6) ~~95~~ (): The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

(7) ~~95~~ (: The average score for the ELA composite. The maximum score is 100. It is calculated as follows:

Note: For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

See also [Section 5, § 10.0](#) of the [Texas Education Code](#) (TEC), [Section 10.001](#) of the [Texas Administrative Code](#) (TAC), and [Section 10.001](#) of the [Texas Education Code](#) (TEC).

A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall TSDS PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see [Chapter 2](#) of the [Texas Education Code](#).

The first submission of data to TSDS PEIMS of a new school year. Enrollment information submitted for this date is used for accountability. It is the last Friday of October. October 28, 2016, is the TSDS PEIMS snapshot date for the 2016–17 school year.

Special Education Population: The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2016–17 school year, a student in special education may have been administered the STAAR (with or without accommodations) or STAAR Alternate 2.

Other indicators that include the performance of students served by special education are advanced course/dual-credit course completion, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP/FHSP rates. 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 the **Disability** section of the report has student counts and percentages disaggregated by primary disability type. Also, in the **Retention** section retention rates (district profile only) are provided.

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

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- f English I
- f English II
- f Algebra I
- f U.S. History
- f Biology

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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 [TELPAS Manual](#).

En Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, atw 4.01 0 Td[(y).

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 2017, the TAPR shows the following for each SSI grade:

- (1) **6** ~~5~~ **6**

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:

For 2016–17

The percentage of annual graduates who met the TSI criteria on the TSIA
Percentages are calculated and shown for English and mathematics separately.

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

03221100	Research/Technical Writing
03221200	

Appendix B

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society SL

03150400	Music IV Band
03150800	Music IV Orchestra

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII