

Comprehensive Glossary

2017–18 Texas Academic Performance Report

Cover Page

2018 Accountability Rating :

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Other Important Information:

Substitute Assessments Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

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

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A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2013–14 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2013–14 but takes 5 years to graduate (i.e., graduates in May 2018) is still part of the 2017 cohort; he or she is not switched to the 2018 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2017. 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, 2017 for the 2017 cohort.

number of students from the cohort who received a high school diploma by August 31, 2017

number of students in the 2017 cohort*

- (2) Received TxCHSE For the 2017 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2017. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2017 cohort*

- (3) Continued High School The percentage of the 2017 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2017–18 school year

number of students in the 2017 cohort*

- (4) Dropped Out The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2017–18 school year

number of students in the 2017 cohort*

- (5) Graduates & TxCHSE The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

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- (6) **Graduates, TxCHSE & Continuers:** The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{array}{l} \text{number of students from the cohort who received a high school diploma by August 31, 2017} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2017} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year} \end{array}}{\text{number of students in the 2017 cohort*}}$$

5-Year Extended Longitudinal Rate

- (1) **Graduated:** The percentage who received their high school diploma by August 31, 2017, for the 2016 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2016 cohort *}}$$

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- (6) **Graduates, TxCHSE & Continuers:** The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2017
plus
number of students from the cohort who received a TxCHSE by August 31, 2017
plus
number of students from the cohort who were enrolled in the fall of the 2017–18
school year

number of students in the 2016 cohort*

6-year Extended Longitudinal Rate

- (1) **Graduated:** The percentage who received their high school diploma by August 31, 2017, for the 2015 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2017

number of students in the 2015 cohort*

- (2) **Received TxCHSE:** For the 2015 cohort, the percentage who received a TxCHSE by August 31, 2017.

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number of students from the cohort who received a high school diploma by August 31, 2017

plus

number of students from the cohort who received a TxCHSE by August 31, 2017

plus

number of students from the cohort who were enrolled in the fall of

the 2017–18 school year

number of students in the 2015 cohort*

The cohort in the denominator includes students who graduated, continued in school, or were otherwise tracked.

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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 report [Secondary School Completion and Dropouts in Texas Public Schools, 2016](#). (Data source: TSDS 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:

FHSPDLA Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

2017-

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education : The population of students served by special education programs. (Data source: TSDS PEIMS 41163)

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). (Data source: TSDS PEIMS 40100)

number of students in the 2016 –17 school year considered as at risk

total number of students

Economically Disadvantaged:

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- 4) Earn an Associate's Degree: A graduate earning an associate's degree while in high school. (Data source: TSDS PEIMS 40100/49010)

Career Readiness

- 5) Earn an Industry -Based Certification: A graduate earning an industrybased certification under 19 TAC §74.1003. (Data source: TETar.5(o)-8.8(u)-2.7(rc)-6.8(e)-4.5(:)->55623T(e))

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TSI Criteria						
<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables.

The percentages are calculated as follows:

English Language Arts.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2016 –17

number of 2016 –17 annual graduates

Mathematics.

number of graduates that met or exceeded the college -ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2016 –17

number of 2016 –17 annual graduates

Both Subjects.

number of graduates that met or exceeded the college -ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and__ mathematics in 2016 –17

number of 2016 –17 annual graduates

Either Subject

number of graduates that met or exceeded the college -ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit f or a college prep course in ELA –

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CTE Coherent Sequence Coursework Aligned with Industry -Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed an earned credit for coursework aligned with approved industry-based certifications. For more information, see Chapter 2 of the [2018 Accountability Manual](#) (Data source: TSDS PEIMS 43415 and 40110)

$$\frac{\text{number of 2016 –17 annual graduates who were enrolled in a coherent sequence of CTE courses and completed an earned credit for coursework aligned with approved industry -based certifications}}{\text{number of 2016 –17 annual graduates}}$$

U.S. Armed Forces Enlistment: The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2016 –17 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces}}{\text{number of 2016 –17 annual graduates}}$$

CCMR Related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board's TSIA at any point since June 2011. (Data source: THECB)

$$\frac{\text{number of 2016 –17 annual graduates who took the TSIA}}{\text{number of 2016 –17 annual graduates}}$$

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Math

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

TSIA Results (Examinees >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA. (Data source: TSDS PEIMS 40110)

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CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: TSDS PEIMS 40100, 40203, and 42400)

number of 2016 –17 annual graduates who were enrolled in a CTE -coherent sequence of courses as part of a four -
year plan of study to take two or more CTE courses for three or more credits

number of 2016 –17 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who complete and earn credit for a college prep course as defined in TEC Tou-10.3 ((e)10) at

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Social Studies

$$\frac{\text{number of 11th and 12th graders with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

This indicator was used in determining the 2018 distinction designation for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#) (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th 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 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

$$\frac{\text{number of 11th and 12th graders with at least one AP or IB score at or above criterion}}{\text{total students enrolled in 11th and 12th grades}}$$

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. Only one record is sent per student. If a student takes an ACT and/or SAT assessment more than once, the agency receives the record for the most recent examination taken.

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

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

- (2) At/Above Criterion: The percentage of examinees who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

$$\frac{\text{number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of graduating examinees taking either the SAT or the ACT}}$$

- (3) At/Above Criterion for All Graduates: The percentage of graduates who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

$$\frac{\text{number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of graduates reported}}$$

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables. (Data source: College Board and TSDS PEIMS 40203)

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

sum of ACT science scores of all students who took the ACT

number of students who took the ACT

Other Postsecondary Indicators

Advanced/Dual -Credit Course Completion (Grades 11–12): The percentage of students who complete and receive 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 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 and 12, are calculated as follows: (Data source: TSDS PEIMS 43415)

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This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#).
(Data source: TSDS PEIMS 43415)

Advanced/Dual -

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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, 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

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Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS 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 TSDS PEIMS 30060 and 30090)

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all nonwhite 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 TSDS 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 TSDS 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 TSDS 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 reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Data source TSDS PEIMS 30040, 30050, and 30090)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (Data source TSDS 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.
- **Average Years as Assistant Principal:** The number of completed years of experience as an 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 an 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 campus.

(Data source TSDS 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 fulltime 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 TSDS PEIMS 30040, 30050, and 30090)

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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. The amounts are added together and divided by the sum of all teacher's coefficients. (Data source TSDS PEIMS30050)

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. (Data source TSDS PEIMS30060)

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

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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) Staffre staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent for 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)

Who to Call

Information about the calculation of AFTI to TI

Subject	Contact	Number
Accountability Ratings	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	(319) 337-1270
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		

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
008	Counselor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Certified Orientation & Mobility Specialist
018	Physical Therapist
019	Physician
021	Recreational Therapist
022	School Nurse
023	LSSP/Psychologist
024	
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

T

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.

Texas Education Agency Academics Perfo.....	Assistant/Associate/Deputy Superintendent
012	Instructional Officer
020	Principal
028	Teacher Supervisor

Technology Applications

03580200 Computer Science I

Advanced Languages (cont.)

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Leveler For (0)(0)(0021)TJET040.8

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV