

Postsecondary Readiness Glossary

2017–18 Texas Academic Performance Report

College, Career, and Military Readiness (CCMR)

The percentage of graduates who demonstrate preparedness for college, the workforce, or the military. All students are evaluated as one group. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 3) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*
- 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 industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 48011)*
- 6) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 7) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2018 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*

Military Readiness

- 8) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*

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College, Career, and Military Ready Graduates

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

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

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

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, or 4; and career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

College Ready Graduates

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

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

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.

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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 for a college prep course in ELA or mathematics in 2016–17

number of 2016–17 annual graduates

Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours in ELA or Mathematics: The percentage of annual graduates who completed nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics (*Data source: TSDS PEIMS 43415*)

number of 2016–17 annual graduates who completed and earned credit for nine hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2016–17 annual graduates

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

number of 2016–17 annual graduates who earn a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2016–17 annual graduates

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Associate's Degree: The percentage of annual graduates who earn an associate's degree before graduation. *(Data source: TSDS PEIMS 40100)*

number of 2016–17 annual graduates who earn an associate's degree before graduation

number of 2016–17 annual graduates

Associate's Degree but not Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4, but did not meet career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

Associate's Degree and Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4; and career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

Career/Military Ready Graduates

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

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2018 Accountability Manual](#). *(Data source: TSDS PEIMS 48011)*

number of 2016–17 annual graduates who earn an approved industry-based certification

number of 2016–17 annual graduates

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2018 Accountability Manual](#). *(Data source: TSDS PEIMS 40203)*

number of 2016–17 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2016–17 annual graduates

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 and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, and Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. *(Data source: TSDS PEIMS 43415 and 40110)*

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

number of 2016–17 annual graduates

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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*)

number of 2016–17 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces

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*)

number of 2016–17 annual graduates who took the TSIA

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

sum of total reading scores of all annual graduates who took the TSIA

number of annual graduates who took the reading portion of the TSIA

Math

sum of total mathematics scores of all annual graduates who took the TSIA

number of annual graduates who took the mathematics portion of the TSIA

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

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2016–17 annual graduates who met the TSI criteria on the TSIA

number of 2016–17 annual graduates

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 §28.014 in either ELA or mathematics or both. (*Data source: TSDS PEIMS 43415*)

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English Language Arts.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA

number of 2016–17 annual graduates

Mathematics.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2016–17 annual graduates

Both Subjects.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2016–17 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2013–14 to 2016–17 school years. *(Data source: College Board and IB)*

number of 2016–17 annual graduates who completed at least one AP or IB course in the 2013–14 to 2016–17 school years

number of 2016–17 annual graduates

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

All Subjects

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination

total students enrolled in 11th and 12th grades

English Language Arts

number students in grade 11 & 12 in the 2015–16 school year taking at least one AP or IB examination in ELA

total students enrolled in 11th and 12th grades

Mathematics

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in mathematics

total students enrolled in 11th and 12th grades

Science

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in science

total students enrolled in 11th and 12th grades

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Social Studies

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in social studies

total students enrolled in 11th and 12th grades

This indicator was used in determining the 2018 distinction designation for campuses and districts. 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 (Examinees >= Criterion) (Grades 11-12): The percentage of students with at least one AP or IB examination in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders with at least one AP or IB score at or above criterion

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

English Language Arts

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

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

Mathematics

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

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

Science

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

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

Social Studies

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

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

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)

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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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Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. Only one record is sent per student. If a student takes an SAT assessment more than once, the agency receives the record for the most recent examination taken.

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

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all students who took the SAT}}{\text{number of students who took the SAT}}$$

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

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all students who took the SAT}}{\text{number of students who took the SAT}}$$

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

$$\frac{\text{sum of SAT mathematics scores of all students who took the SAT}}{\text{number of students who took the SAT}}$$

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*)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. Only one record is sent per student. If a student takes an ACT assessment more than once, the agency receives the record for the most recent examination taken.

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

$$\frac{\text{sum of ACT composite scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

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

$$\frac{\text{sum of ACT English and Reading combined scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

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

$$\frac{\text{sum of ACT mathematics scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

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

$$\frac{\text{sum of ACT science scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

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 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

$$\frac{\text{number of students in grades 11–12 in 2016–17 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2016–17}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2016–17 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2016–17}}$$

Mathematics

$$\frac{\text{number of students in grades 11–12 in 2016–17 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2016–17}}$$

Science

$$\frac{\text{number of students in grades 11–12 in 2016–17 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one science course in 2016–17}}$$

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Social Studies

number of students in grades 11–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2016–17

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-Credit Course Completion (Grades 9–12): 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 9–12, are calculated as follows: (Data source: TSDS PEIMS 43415)

Any Subject

number of students in grades 9–12 in 2016–17 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2016–17

English Language Arts

number of students in grades 9–12 in 2016–17 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2016–17

Mathematics

number of students in grades 9–12 in 2016–17 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2016–17

Science

number of students in grades 9–12 in 2016–17 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2016–17

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Social Studies

number of students in grades 9–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2016–17

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)

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

number of graduates during the 2015–16 school year who attended a public or independent college or university in Texas in the 2016–17 academic year

number of graduates during the 2015–16 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: 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.

number of graduates during the 2015–16 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

and

met the *Texas Success Initiative* requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2015–16 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

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. (Data source: THECB)