

Appendix K – Data Sources

This appendix provides data sources for the indicators used in the accountability system, including those used for system safeguards and distinction designations.

The primary sources for all data used in the accountability system are the Texas Student Data System Public Education Information Management System (TSDS PEIMS), the testing contractors, and the General Educational Development (GED) testing service. The following tables describe these data sources in detail. The terms provided in these tables are referenced within the indicator discussion.

1. Assessments Used in Accountability

Organization Name	Description
ACT, Inc.	ACT, Inc. annually provides the agency with the ACT examination results of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an ACT examination more than once, the agency receives the record for the most recent examination taken. The ACT data as of the June administration are used in creating the SAT/ACT indicator.
College Board	The College Board annually provides the agency with the SAT examination results of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an SAT examination more than once, the agency receives the record for the most recent examination taken. The SAT data as of the June administration are used in creating the SAT/ACT indicator. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the May administration are used in creating the AP/IB indicator.
Educational Testing Service (ETS)	For the 2017 accountability ratings, ETS is TEA's contractor for the STAAR grades 3–8 and EOC assessment portions of the statewide assessment program. ETS produces the consolidated accountability file (CAF) used to assign accountability ratings and award distinction designations.
International Baccalaureate (IB)	International Baccalaureate provides the agency with the International Baccalaureate (IB) examination results of Texas public school students each year. The IB data as of the May administration are used in creating the AP/IB indicator.

Organization Name	Description
Pearson	For the 2017 accountability ratings, Pearson is TEA's contractor for the STAAR Alternate 2, TELPAS, and TAKS portions of the statewide assessment program. The results of STAAR Alternate 2 and TELPAS are included in the CAF produced by ETS.
TEA GED Database	A TEA database containing information about examinee performance on the GED tests is maintained by the TEA GED Unit. Unlike the information in most TEA data files, which is reported annually, receipt of a GED test(s) is reported as soon as the test is scored. A certificate is mailed once the examinee has passed all four tests, and the information is stored in a database. Candidates take GED tests at centers throughout the state in school districts, colleges and universities, education service centers (ESC), and correctional facilities. Tests are given year-round, and the results are transmitted electronically to TEA from the University of Texas Scoring Center.
Texas Higher Education Coordinating Board (THECB)	The College Board provides the THECB with Texas Success Initiative assessment (TSIA) results of graduating seniors. The TSIA data include students who enrolled in two-year and four-year colleges or universities in Texas in fall 2016 who also matched to the 2015–16 annual graduates file in TSDS PEIMS. The TSIA data through October 2016 are used in creating the postsecondary indicator.

2. TSDS PEIMS Record Types Used in Accountability

Record	Name	Description	Submission
101	Student Demographic Data	Demographic information about each student, including race, ethnicity, sex, date of birth, migrant status, as-of-status, campus of accountability, demographic revision confirmation code, student attribution code, crisis code, and economic disadvantaged status	Fall/Summer
110	Student Enrollment Data	Enrollment information about each student, including grade, average daily attendance (ADA) eligibility, at-risk status, and indicators of the special programs in which he or she participates	Fall
203	Leaver Data	Last campus of enrollment and the leaver reason. Used to determine the 4-, 5-, and 6-year longitudinal graduation rates and the annual dropout rate. Graduation type is used to determine annual and 4-year graduation plan	Fall
400	Basic Attendance Data	Information about each student for each of the 6 six-week attendance reporting periods in the year. For each student, for each six-week period, districts report grade level, number of days taught, days absent, and total eligible and ineligible days present and selected special program information.	Summer

Record	Name	Description	Submission
405	Special Education Attendance Data	Information about each student served in a special education program. For each student, for each six-week period, districts report grade-level and instructional-setting codes.	Summer
415	Course Completion Data	Information about each student who was in membership in grades 9–12 and who completed at least one state-approved course during the school year. This record contains campus of enrollment, course sequence, pass/fail credit indicator, distance learning indicator, college credit hours and dual-credit indicator.	Summer/Extended
500	Flexible Attendance Data	Information about each student who attends Optional Flexible School Day Program, High School Equivalency Program, Electronic Course Program, or Credit/Promotion Recovery Program. This record contains campus of enrollment, flexible attendance program type, flex attend total eligible minutes, and flex attend total days eligible.	Summer
505	Flexible Special Education Attendance Data	Information about the special education flexible attendance data for each eligible special education student enrolled in an approved Flexible Attendance Program.	Summer

3. Student Groups Used in Accountability

Group	Description
Economically Disadvantaged	<p>A student may be identified as economically disadvantaged by the district if he or she meets one of the following criteria:</p> <ul style="list-style-type: none"> • Meets eligibility requirements for <ul style="list-style-type: none"> ○ free or reduced-price meals under the National School Lunch and Child Nutrition Program; ○ programs under Title II of the Job Training Partnership Act (JTPA); ○ food stamp benefits; or ○ Temporary Assistance to Needy Families (TANF) or other public assistance. • Receives a Pell grant or comparable state program of need-based financial assistance • Is from a family with an annual income at or below the official federal poverty line
English Language Learners (ELL)	<p>A student whose primary language is other than English and who is in the process of acquiring English. Students are identified as English language learners by the Language Proficiency Assessment Committee (LPAC) per criteria established in the Texas Administrative Code. Not all students identified as ELL receive bilingual or English as a second language instruction, although most do.</p>
Race/ Ethnicity	<p>Students are identified as one of seven racial/ethnic categories: African American, American Indian, Asian, Hispanic, Pacific Islander, white, or two or more races.</p>
Special Education	<p>A student who receives special instruction and related developmental, corrective, supportive, or evaluative services. A student's Admission, Review, and Dismissal (ARD) committee decides on the student's participation in testing and graduation programs.</p>

4. Opportunities for Data Correction

4.1. TSDS PEIMS

General Data. The TSDS PEIMS data collection has a prescribed process and set calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all accountability reports, whether they show ratings or distinctions, is dependent on the accuracy of the information submitted by districts through TSDS PEIMS.* Districts are responsible for the accuracy of all their TSDS PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the *EDIT+* application to assist them in verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window allows districts an opportunity to resubmit information if an error is detected. See the *Texas Education Data Standards* at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/ for more details about the correction windows and submission deadlines.

Unique ID System Updates (UID). Student identification changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable identification records. *Texas Education Data Standards* should be followed to ensure that identification updates submitted by districts are processed properly. For more information, please see the edit process for student identification online at http://www.texasstudentdatasystem.org/TSDS/News_and_FAQs/FAQs/UID_PID_andPET/.

4.2. Assessment Data

State Assessments. Student identification, demographic data, and scoring status information as entered on the answer document at the time of testing are used to determine the accountability subset and student groups for district and campus ratings. Districts have several opportunities to provide accurate information through TSDS PEIMS submissions, pre-coded data files provided to the test contractor, and updates to the answer documents at the time of testing. After the testing dates, districts have a corrections window when they can provide corrections to the test contractor and request corrected reports. However, only corrections submitted by districts in the Texas Assessment Management System during the correction window to the *Test Taken Information* field are reflected in the consolidated accountability file (CAF) used for determining accountability ratings and subsequent reports (e.g. TAPR, TPRS, and School Report Cards).

SAT, ACT, TSIA, AP, and IB. The student taking the SAT, ACT, TSIA, AP, or IB tests identifies the campus to which scores are attributed. Districts are encouraged to verify campus summary information on these tests immediately upon receipt. Discrepancies should be reported to the testing companies, not to TEA. Once the testing companies have finalized results, subsequent corrections are not reflected in any national, state, district, or campus results released.

5. Exclusions Based on Student Attribution Codes

Students who have been ordered by a juvenile court into a residential program or students in a residential facility are excluded from state accountability performance indicators. These exclusions are required under Texas Education Code (TEC) §39.055 and based on specific student attribution codes that are submitted by districts in the fall TSDS PEIMS submission.

Students with the following attribution codes are excluded from each of the indicators used to calculate the index scores and distinction designations. See “Appendix G – Inclusion or Exclusion of Performance Data” for the specific attribution codes used for each indicator.

Student Attribution Codes	
Code	Description
13	Texas Juvenile Probation Commission facility - By court order, not regularly assigned to the district
14	Texas Juvenile Probation Commission facility - By court order, regularly assigned to the district
15	Texas Juvenile Probation Commission facility - Not by court order, not regularly assigned to the district
16	Texas Juvenile Probation Commission facility - Not by court order, regularly assigned to the district
17	Texas Youth Commission facility - By court order, not regularly assigned to the district
18	Texas Youth Commission facility - By court order, regularly assigned to the district
19	Texas Youth Commission facility - Not by court order, not regularly assigned to the district
20	Texas Youth Commission facility - Not by court order, regularly assigned to the district
21	Residential treatment facility - By court order, not regularly assigned to the district
22	Residential treatment facility - By court order, regularly assigned to the district
23	Residential treatment facility - Not by court order, not regularly assigned to the district
24	Residential treatment facility - Not by court order, regularly assigned to the district
25	Texas Juvenile Justice Department facility - By court order, not regularly assigned to the district
26	Texas Juvenile Justice Department facility - By court order, regularly assigned to the district
27	Texas Juvenile Justice Department facility - Not by court order, not regularly assigned to the district
28	Texas Juvenile Justice Department facility - Not by court order, regularly assigned to the district

6. Indicators Used in Accountability, System Safeguards, and Distinction Designations

6.1. STAAR

See “Chapter 4 – Performance Index Indicators” for detailed information on the methodology used to evaluate the STAAR results in each index. See “Chapter 5 – Distinction Designations” for detailed information on the methodology used to evaluate each distinction designation. See “Chapter 8 – System Safeguards and Other Federal Requirements” for detailed information on the methodology used to evaluate system safeguards.

Year of Data: 2016–17

Source of Data: *Consolidated Accountability File (CAF)*. The testing contractor provides TEA, ESCs, and school districts with a CAF, which contains all performance information as well as all demographic and program information for every student. Accountability calculations are based on the CAF.

Student Group Information: Depending on the index, performance results are reported for the following groups: all students, economically disadvantaged, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, students served by special education, and ELL. STAAR-based distinction designation indicators are evaluated for the all students group only.

The testing contractor pre-codes student demographic and program information onto the test answer documents. The contractor uses either TSDS PEIMS data supplied by TEA or data files supplied directly by the district. The test answer documents may also be coded on the day of testing by district staff. The CAF provided by the testing contractor includes the most recent demographic and program information available. If the student was administered the TELPAS, the value in the LEP field on the CAF will be 'C.'

Other Information:

- *Student Progress Measures.* The STAAR progress measure and ELL progress measure results are used in the Index 2 evaluations. In addition, the ELL progress measure results are included in the Index 1 and Index 3 evaluations. Detailed information about the STAAR progress measure is available online under the “STAAR Specific Resources” heading at <http://tea.texas.gov/student.assessment/staar/>. Detailed information about the ELL progress measure is available online under the “ELL Progress Measure” heading at [http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_\(STAAR\)/Progress_Measures/](http://tea.texas.gov/Student_Testing_and_Accountability/Testing/State_of_Texas_Assessments_of_Academic_Readiness_(STAAR)/Progress_Measures/).

- *Substitute Assessments.* Students may substitute certain tests for corresponding end-of-course (EOC) assessments to meet graduation requirements. To receive credit for performance on a substitute assessment, districts must indicate on the STAAR answer document that they have received official results from an approved substitute assessment and verified the student's score to determine whether the student met the performance standard to qualify for a public high school diploma in Texas. The required equivalency standards for the eligible substitute assessment are available in the Texas Administrative Code online at <http://texreg.sos.state.tx.us/fids/201505116-1.pdf>. Students who achieve the equivalency standard on a substitute assessment are included in the Approaches Grade Level standard results for Index 1 and the Meets Grade Level standard results in Index 4. Substitute assessment results are not included in the Index 2 or Index 3 calculations.
- *STAAR-L.* Performance on the summer 2016 and fall 2016 linguistically-accommodated version of the STAAR EOC Algebra I, biology, and U.S. history is evaluated and included in all indices. See Appendix I for more information regarding inclusion of assessments via the ELL progress measure.
- *Algebra I Results for Middle School Students.* If a student takes the STAAR Algebra I EOC assessment and a STAAR mathematics grade level assessment, only the result of the Algebra I assessment is included in the accountability calculations for the campus and the district where the student tested.
- *TAKS Results.* The exit-level TAKS results are not included in any accountability, system safeguard, or distinction designation calculations.
- *Foreign Exchange Students.* STAAR results for foreign exchange students are included in the 2017 accountability calculations.

Table 6.1.1. State Assessments Evaluated in the Performance Index Framework

Assessment	Index 1	Index 2	Index 3	Index 4
STAAR Grades 3–8 (all subjects)	✓	✓	✓	✓
STAAR EOC (5 tests)	✓	✓	✓	✓
STAAR EOC Substitute Assessment	✓	n/a (1)	n/a (1)	✓
STAAR (online with accommodations)	✓	✓	✓	✓
STAAR Alternate 2	✓	✓	✓	✓

✓: Used in Accountability

n/a: Not Available

(1) Substitute assessments apply to the Meets Grade Level student performance standard only and progress measures are not calculated.

Table 6.1.2. STAAR Indicators Used in Accountability, System Safeguards, and Distinction Designations

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
<p>Approaches Grade Level Standard (Index 1 and System Safeguards)</p>	<p>Percentage of tests taken in 2016–17 that 1) met or exceeded the 2017 Approaches Grade Level standard, 2) met or exceeded the Approaches Grade Level standard in place when the test taker was first eligible to take an EOC, 3) met or exceeded the ELL progress measure, or 4) met the Meets Grade Level standard through a substitute assessment. <i>(from CAF)</i></p>	<p>Index 1: All students</p> <p>System Safeguards:</p> <ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ Economically disadvantaged ▪ ELL (current and monitored) 	<p>Index 1: Student Achievement</p> <p>System Safeguards: Performance</p>
<p>Approaches Grade Level Standard (Index 3)</p>	<p>Percentage of tests taken in 2016–17 that 1) met or exceeded the Approaches Grade Level standard, 2) met or exceeded the Approaches Grade Level standard in place when the test taker was first eligible to take an EOC, or 3) met or exceeded the ELL progress measure. <i>(from CAF)</i></p>	<p>Index 3:</p> <ul style="list-style-type: none"> ▪ Economically disadvantaged ▪ Two lowest performing racial/ethnic groups from 2015–16 (based on the 2016 Index 1 outcomes) 	<p>Index 3: Closing Performance Gaps</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Postsecondary Readiness Standard	Percentage of students tested in 2016–17 that 1) met the Meets Grade Level standard, or 2) met the Meets Grade Level standard through a substitute assessment in two or more subject areas or one subject area if only one subject area is assessed. <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races 	Index 4: Postsecondary Readiness
Masters Grade Level Standard	Percentage of tests taken in 2016–17 that met the Masters Grade Level standard. ELL students in their second through fourth years in U.S. schools are credited as meeting the Masters Grade Level standard by achieving the STAAR Meets Grade Level standard. <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ Economically disadvantaged ▪ Two lowest performing racial/ethnic groups from 2015–16 (based on the 2016 Index 1 outcomes) 	Index 3: Closing Performance Gaps
Met or Exceeded Progress	Percentage of tests taken in 2016–17 that met or exceeded the STAAR progress measure or the ELL progress measure. A transition proxy is applied to met or exceeded progress for those students making a transition from a Spanish to English version of STAAR reading. <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ ELL (current and monitored) 	Index 2: Student Progress

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Exceeded Progress	Percentage of tests taken in 2016–17 that exceeded the STAAR progress measure or the ELL progress measure. A transition proxy is applied to exceeded progress for those students making a transition from a Spanish to English version of STAAR reading. <i>(from CAF)</i>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ ELL (current and monitored) 	Index 2: Student Progress
Greater Than Expected Student Progress in ELA/Reading	Percentage of tests taken in 2016–17 that exceeded progress in ELA/reading <i>(from CAF)</i>	All students	AADD: ELA/Reading
Greater Than Expected Student Progress in Mathematics	Percentage of tests taken in 2016–17 that exceeded progress in mathematics <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 3 Reading Performance (Masters Grade Level)	Percentage of grade 3 reading tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 3 Mathematics Performance (Masters Grade Level)	Percentage of grade 3 mathematics tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 4 Reading Performance (Masters Grade Level)	Percentage of grade 4 reading tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 4 Writing Performance (Masters Grade Level)	Percentage of grade 4 writing tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 4 Mathematics Performance (Masters Grade Level)	Percentage of grade 4 mathematics tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 5 Reading Performance (Masters Grade Level)	Percentage of grade 5 reading tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 5 Mathematics Performance (Masters Grade Level)	Percentage of grade 5 mathematics tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 5 Science Performance (Masters Grade Level)	Percentage of grade 5 science tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Science

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Grade 6 Reading Performance (Masters Grade Level)	Percentage of grade 6 reading tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 6 Mathematics Performance (Masters Grade Level)	Percentage of grade 6 mathematics tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 7 Reading Performance (Masters Grade Level)	Percentage of grade 7 reading tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 7 Writing Performance (Masters Grade Level)	Percentage of grade 7 writing tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 7 Mathematics Performance (Masters Grade Level)	Percentage of grade 7 mathematics tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 8 Reading Performance (Masters Grade Level)	Percentage of grade 8 reading tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 8 Mathematics Performance (Masters Grade Level)	Percentage of grade 8 mathematics tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Algebra I by Grade 8 - Participation	Percentage of 8th graders enrolled in fall 2016 who took an EOC Algebra I test in the current school year or a prior school year. <i>(from PEIMS 110 and CAF)</i>	All students	AADD: Mathematics
Grade 8 Science Performance (Masters Grade Level)	Percentage of Grade 8 science tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Science
Grade 8 Social Studies Performance (Masters Grade Level)	Percentage of grade 8 social studies tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Social Studies
EOC English I Performance (Masters Grade Level)	Percentage of EOC English I tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
EOC Algebra I Performance (Masters Grade Level)	Percentage of EOC Algebra I tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
EOC Biology Performance (Masters Grade Level)	Percentage of EOC Biology tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Science
EOC English II Performance (Masters Grade Level)	Percentage of EOC English II tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
EOC U.S. History Performance (Masters Grade Level)	Percentage of EOC U.S. History tests taken in 2016–17 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Social Studies
System Safeguards - Participation	<p>1) Number of answer documents (STAAR, STAAR A, STAAR Alternate 2, STAAR-L, TELPAS) with a score code of "S", 2) number of STAAR Alternate 2 testers with a score code of "N", 3) number of STAAR, STAAR A, or STAAR Alternate 2 reading testers with a score code of "A" or "O" who also have a scored TELPAS assessment, and 4) number of year 1–5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment</p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of "scored" (S), "absent" (A), and "other" (O) assessments <i>(from CAF)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ Economically disadvantaged ▪ ELL (current) 	System Safeguards: Participation
Met Federal Limits on Alternative Assessments (District-Level Only)	Number of scored tests that met the STAAR Alternate 2 performance standard not to exceed one percent of the district's total participation denominator <i>(from CAF)</i>	All students	System Safeguards: Met Federal Limits on Alternative Assessments

6.2. Graduation Rate

Years of Data: TSDS PEIMS submission 1 leaver data, 2011–12 through 2016–17; TSDS PEIMS submission 3 attendance data, 2010–11 through 2015–16; TSDS PEIMS submission 1 enrollment data, 2016–17; GED records as of August 31, 2016.

Student Group Information: Ten student groups are evaluated: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, students served by special education, and ELL.

	Race/Ethnicity	Special Education	ELL*
Source	PEIMS 101	PEIMS 405	PEIMS 400
Date	summer of year of final status or fall of year of final status for continuers	summer of year of final status	summer of year of final status

* Students who were ever identified as limited English proficient (LEP) since entering grade 9 in the Texas public school system

Other Information:

- *Cohort Members.* A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in a given school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students stay with their original cohort, whether they are retained or promoted. Students are members of only one cohort.
- *Class vs. Cohort.* The denominator of the graduation rate calculation is defined as the “class.” For purposes of these rates, the class is the sum of students from the original cohort who have a final status of “graduated,” “received GED,” or “dropped out” as of August 31, 2016, or who have a final status of “continued” as of fall 2016. There are other students who are members of the original cohort but whose final status does not affect the graduation rate calculation. These are
 - students with a final status that are not considered to be either a graduate, continuer, GED recipient, or a dropout based on specific leaver codes;
 - students whose final status could not be determined because data errors prevented records from being matched or because final status records were not submitted; and
 - students who are excluded from accountability ratings due to state statutory requirements (see Annual Dropout Rate definition).

Students in the cohort but not in the class do not affect the graduation rate calculation; they are in neither the numerator nor the denominator.

Leaver Reason Codes	
Code	Leaver Reason
Graduated or received an out-of-state GED	
01	Graduated from a campus in this district or charter
85	Graduated outside Texas before entering Texas public school, entered Texas public school, left again
86	GED outside Texas
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children
Moved to other educational setting	
24	College, pursue associate's or bachelor's degree
60	Home schooling
66	Removed-child protective services
81	Enroll in TX private school
82	Enroll in school outside Texas
87	Enroll in university high school diploma program
Withdrawn by school district	
78	Expelled for offense under TEC §37.007, cannot return
83	Withdrawn by district because not entitled to enrollment
Left school for other reasons	
03	Died
16	Return to home country
88*	Court-ordered to a GED program, has not earned a GED
89*	Incarcerated in state jail or federal penitentiary as an adult
98*	Other

*School leavers with a code 98 LEAVER-REASON-CODE are counted as dropouts for state and federal accountability purposes.

*School leavers with a code 88 or 89 LEAVER-REASON-CODE are counted as dropouts for federal accountability purposes.

These designations are provided for informational purposes only. They are not the final or comprehensive description of the definitions used for dropout and completion processing. For more information please see the *Secondary School Completion and Dropouts in Texas Public Schools*.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Four-Year Longitudinal Graduation Rate	<p>Number of students in 2016 cohort (students who first attended 9th grade in 2012–13 or who transferred in to Texas public schools on grade in 2013–14, 2014–15, or 2015–16) who received a high school diploma by August 31, 2016 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2016 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ ELL 	<p>Index 4: Graduation Rate</p> <p>AADD: Postsecondary Readiness (all students only)</p>
Five-Year Longitudinal Graduation Rate	<p>Number of students in the 2015 cohort (students who first attended 9th grade in 2011–12 or who transferred in to Texas public schools on grade in 2012–13, 2013–14, or 2014–15) who received a high school diploma by August 31, 2016 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2015 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ ELL 	<p>Index 4: Graduation Rate</p>
Six-Year Longitudinal Graduation Rate	<p>Number of students in the 2014 cohort (students who first attended 9th grade in 2010–11 or who transferred in to Texas public schools on grade in 2011–12, 2012–13, or 2013–14) who received a high school diploma by August 31, 2016 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2014 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ ELL 	<p>Index 4: Graduation Rate</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Federal Four-Year Longitudinal Graduation Rate (without exclusions*)	<p>Number of students in 2016 cohort (students who first attended 9th grade in 2012–13 or who transferred in to Texas public schools on grade in 2013–14, 2014–15, or 2015–16) who received a high school diploma by August 31, 2016 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2016 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ Economically disadvantaged ▪ ELL (ever HS) 	System Safeguards: Graduation
Federal Five-Year Longitudinal Graduation Rate (without exclusions*)	<p>Number of students in the 2015 cohort (students who first attended 9th grade in 2011–12 or who transferred in to Texas public schools on grade in 2012–13, 2013–14, or 2014–15) who received a high school diploma by August 31, 2016 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2015 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ Economically disadvantaged ▪ ELL (ever HS) 	System Safeguards: Graduation

* State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See the last bullet beginning with “Exclusions ...” of Other Information under “6.3 Annual Dropout Rate” for a detailed list of exclusions.

6.3. Annual Dropout Rate

Year of Data: 2015–16

Student Group Information: Ten student groups are evaluated: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, students served by special education, and ELL.

Numerator:

	Economic Status	Race/Ethnicity	Special Education
Source	PEIMS 101 (primary & secondary)	PEIMS 101 (primary & secondary)	PEIMS 405
Date	Fall 2015 (primary) Summer 2016 (primary) Fall 2016 (secondary)	Fall 2015 (primary) Summer 2016 (primary) Fall 2016 (secondary)	Fall 2015 Summer 2016

Denominator:

	Economic Status	Race/Ethnicity	Special Education
Source	PEIMS 101	PEIMS 101	PEIMS 405
Date	Fall 2015 Summer 2016	Fall 2015 Summer 2016	Fall 2015 Summer 2016

Use in 2017 Accountability: Annual Dropout Rate is used in determining Index 4 for high schools and districts in cases where the campus or district has grade 9, 10, 11, or 12 but does not have a longitudinal graduation rate.

Other Information:

- *School-Start Window.* This is the period between the first day of school and the last Friday in September. The end of the school-start window is the day that students served in the prior year must return to school to not be considered leavers. For the 2017 ratings cycle, the end of the school-start window is September 30, 2016.
- *Cumulative Denominator.* A cumulative count of students is used in the denominator with all annual dropout rate calculations. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.

- *Campus of Accountability.* Leavers are assigned to the campuses they were attending when they left the Texas public school system. A student served at a Disciplinary Alternative Education Program (DAEP) and/or a Juvenile Justice Alternative Education Program (JJAEP) is assigned to a "campus of accountability" based on the campus he or she last attended when one can be identified. Campus of accountability may be reported by the district or may be determined by the agency based on TSDS PEIMS attendance records reported for the prior year. A detailed table showing assignment in specific situations may be found in the section of the *Texas Education Data Standards* describing the student demographic data (Record Type 101).
- *Summer Dropouts.* Summer dropouts are attributed to the school year just completed, based on the last campus the student attended the previous school year.
- *Exclusions to the National Center for Education Statistics (NCES) Dropout Definition.* The definition of dropout that is used for state accountability differs slightly from the NCES definition of dropout that is required for federal accountability. For state accountability in 2017, the 2015–16 dropouts reported during the fall 2016 TSDS PEIMS data submission are processed using the NCES dropout definition with adjustments to exclude the following from being counted as dropouts:
 - Under Texas Education Code (TEC) §39.053(g-1), a student who meets one or more of the following criteria is excluded from campus and district graduation and dropout rate calculations used for state accountability purposes:
 - A student who is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
 - A student previously reported to the state as a dropout
 - A student in attendance but who is not in membership for purposes of average daily attendance (i.e., students for whom districts are not receiving state Foundation School Program [FSP] funds)
 - A student whose initial enrollment in a school in the United States in grades 7 through 12 was as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
 - (Also under TEC §39.054[f]) a student who is in a district exclusively as a function of having been detained at a county detention facility but is otherwise not a student of the district in which the facility is located
 - A student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
 - Under TEC §39.055, a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from campus and district rate calculations for state accountability purposes.
 - Under TEC §39.053 (g-2), a student who: (a) is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; (b) has not completed his or her individualized education program (IEP); and (c) is enrolled and receiving IEP services will be excluded from campus and district longitudinal rate calculations.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Annual Dropout Rate	<p style="text-align: center;">Number of grade 9–12 dropouts in 2015–16 (from PEIMS 203) ---divided by--- Number of grade 9–12 students who were in attendance at any time during the 2015–16 school year (from PEIMS 110, 400, 500)</p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Special education ▪ ELL 	Index 4: Graduation Rate

6.4. Graduation Plan

For 2017 accountability, the graduation plan score is based on the percentage of students graduating under: 1) Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP); or 2) RHSP or DAP or Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA). Beginning with the Class of 2018, all students will be required to select the FHSP. Until then, students may earn an FHSP, MHSP, RHSP, or DAP diploma. During this transition period, this approach addresses the varying degrees to which FHSP graduation plans have been implemented across districts.

Year of Data: Class of 2016

Student Group Information: Eight student groups are evaluated: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races.

	Race/Ethnicity
Source	PEIMS 101
Date	Fall 2016

Use in 2017 Accountability: The longitudinal RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA rate is used in determining Index 4; the percentage that contributes the most points will be used. The annual rate may be used if a longitudinal rate is not available. The better of the longitudinal RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA rate for all students is used to determine the distinction designation for postsecondary readiness.

Other Information:

- *Graduation Requirements.* The State Board of Education has by rule defined the graduation requirements for Texas public school students. For the Class of 2016, the rule delineates specific requirements for four levels: minimum requirements, RHSP, DAP, and FHSP.
- *Graduation Types.* RHSP graduates are students with type codes of 19, 22, 25, 28, or 31; DAP graduates are students with type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with type codes 34, 54, 55, 56 or 57. FHSP graduates with code type of 35 are ineligible for endorsements and are excluded. See the *Texas Education Data Standards* for more information.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Four-Year Longitudinal Recommended High School Plan (RHSP) or Distinguished Achievement Program (DAP) Rate that excludes Foundation High School Plan (FHSP) Graduates	<p>Number of graduates in the Class of 2016 who complete a 4-year RHSP or DAP (from PEIMS 203) ---divided by---</p> <p>Number of graduates in the Class of 2016 with reported graduation plans (excludes graduates with Foundation High School Plan degree plans) (from PEIMS 203)</p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races 	<p>Index 4: Graduation Plan</p> <p>AADD: Postsecondary Readiness</p>
Four-Year Longitudinal Recommended High School Plan (RHSP) or Distinguished Achievement Program (DAP) or Foundation High School Plan (FHSP) with Endorsement (E) or Distinguished Level of Achievement (DLA) Rate	<p>Number of graduates in the Class of 2016 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA (from PEIMS 203) ---divided by---</p> <p>Number of graduates in the Class of 2016 with reported graduation plans (from PEIMS 203)</p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races 	<p>Index 4: Graduation Plan</p> <p>AADD: Postsecondary Readiness</p>
Annual Recommended High School Plan (RHSP) or Distinguished Achievement Program (DAP) Rate that excludes Foundation High School Plan (FHSP) Graduates	<p>Number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP (from PEIMS 203) ---divided by---</p> <p>Number of graduates in SY 2015–16 with reported graduation plans (excludes graduates with Foundation High School Plan degree plans) (from PEIMS 203)</p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races 	<p>Index 4: Graduation Plan</p>
Annual Recommended High School Plan (RHSP) or Distinguished Achievement Program (DAP) or Foundation High School Plan (FHSP) with Endorsement (E) or Distinguished Level of Achievement (DLA) Rate	<p>Number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA (from PEIMS 203) ---divided by---</p> <p>Number of graduates in SY 2015–16 with reported graduation plans (from PEIMS 203)</p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races 	<p>Index 4: Graduation Plan</p>

6.5. College-Ready Graduates

Year of Data: 2015–16

Student Group Information: All students

Other Information:

- *TSIA*. This measure includes the performance for the Class of 2016. The test results include TSI assessments through October 2016.
- *SAT and ACT*. This measure includes the performance for the Class of 2016. If a student takes an ACT or SAT test more than once, the performance used is for the most recent examination taken.
- *Matching ID*. Students are included only once. The numerator consists of students matched across the multiple assessments using their unique IDs.

Indicator	Methodology					Student Groups Evaluated	Use in 2017 Accountability
College-Ready Graduates	Number of graduates who scored at or above the TSI criteria on both ELA and mathematics on any of the three assessments: TSIA, SAT, or ACT <i>(from PEIMS 101, THECB, College Board, and ACT)</i> ---divided by--- Number of 2015–16 annual graduates with results in both subjects to evaluate <i>(from PEIMS 203)</i>					<ul style="list-style-type: none"> ▪ All students 	AADD: Postsecondary Readiness
	TSI Criteria						
	<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>		
	>= 351 on Reading	or	>=500 on Critical Reading and >=1070 Total	or	>=19 on English and >= 23 Composite		
	>= 350 on Mathematics	or	>=500 on Mathematics and >=1070 Total	or	>=19 on Mathematics and >=23 Composite		

* 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.

6.6. Index 4: Postsecondary Component – College and Career Readiness

Year of Data: 2015–16

Student Group Information: Eight student groups are evaluated: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, and two or more races.

	Race/Ethnicity
Source	PEIMS 101 (primary for SAT, ACT, Annual Graduates, Advanced/Dual Credit, and CTE Coherent Sequence) College Board and ACT (secondary for SAT and ACT)
Date	Spring 2016 Fall 2016 (primary) Fall 2016 (secondary)

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability																				
Index 4: Postsecondary Component - College and Career Readiness	<p style="text-align: center;">Number of 2015–16 annual graduates who</p> <p>1) met TSI criteria in both ELA/reading and mathematics on any of the three assessments: TSIA, SAT, or ACT <i>(from College Board and ACT)</i></p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th colspan="5">TSI Criteria</th> </tr> <tr> <th style="width: 20%;"><u>TSIA</u></th> <th style="width: 5%;"></th> <th style="width: 25%;"><u>SAT*</u></th> <th style="width: 5%;"></th> <th style="width: 45%;"><u>ACT</u></th> </tr> </thead> <tbody> <tr> <td>>= 351 on Reading</td> <td>or</td> <td>>=500 on Critical Reading and >=1070 Total</td> <td>or</td> <td>>=19 on English and >= 23 Composite</td> </tr> <tr> <td>>= 350 on Mathematics</td> <td>or</td> <td>>=500 on Mathematics and >=1070 Total</td> <td>or</td> <td>>=19 on Mathematics and >=23 Composite</td> </tr> </tbody> </table> <p style="text-align: center;">or</p> <p>2) completed and earned credit for at least two advanced/dual-credit courses in 2014–15 or 2015–16 <i>(from PEIMS 415)</i></p> <p style="text-align: center;">or</p> <p>3) 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 during the 2015–16 school year ** <i>(from PEIMS 101 [summer])</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2015–16 annual graduates <i>(from PEIMS 203)</i></p>	TSI Criteria					<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>	>= 351 on Reading	or	>=500 on Critical Reading and >=1070 Total	or	>=19 on English and >= 23 Composite	>= 350 on Mathematics	or	>=500 on Mathematics and >=1070 Total	or	>=19 on Mathematics and >=23 Composite	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races 	Index 4: Postsecondary Component
	TSI Criteria																						
<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>																			
>= 351 on Reading	or	>=500 on Critical Reading and >=1070 Total	or	>=19 on English and >= 23 Composite																			
>= 350 on Mathematics	or	>=500 on Mathematics and >=1070 Total	or	>=19 on Mathematics and >=23 Composite																			

* 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.

**This includes the CTE Tech Prep Program.

6.7. AP/IB Participation and Performance

Year of Data: 2015–16

Student Group Information: Not applicable. This indicator is calculated for all students only.

Use in 2017 Accountability: AP/IB performance and participation are used in determining the following distinction designations:

Distinction Designation	AP Examination	IB Examination
Academic Achievement in ELA/Reading	<ul style="list-style-type: none"> • English Language and Composition • English Literature and Composition 	<ul style="list-style-type: none"> • English A: Literature • English A: Language and Literature
Academic Achievement in Mathematics	<ul style="list-style-type: none"> • Calculus AB • Calculus BC • Computer Science A • Statistics 	<ul style="list-style-type: none"> • Further Mathematics • Math Studies • Mathematics
Academic Achievement in Science	<ul style="list-style-type: none"> • Biology • Chemistry • Physics 1 • Physics 2 • Physics C: Mechanics • Physics C: Electricity and Magnetism • Environment Science 	<ul style="list-style-type: none"> • Biology • Chemistry • Computer Science • Physics • Environmental Systems and Societies • Design Technology
Academic Achievement in Social Studies	<ul style="list-style-type: none"> • United States History • European History • World History • United States Government and Politics • Comparative Government and Politics • Human Geography • Microeconomics • Macroeconomics • Psychology 	<ul style="list-style-type: none"> • History • History Americas • History Europe/ME • World Religions • Geography • Economics • Philosophy • Psychology • Business and Management • Information Technology in a Global Society
Postsecondary Readiness	Performance on all AP and IB subject assessments is included.	

Other Information:

- Criterion score is 3 or more for AP and 4 or more for IB.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
AP/IB Examination Participation: ELA	Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2015–16 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2015–16 <i>(from PEIMS 110)</i>	All students	AADD: ELA/Reading
AP/IB Examination Participation: Mathematics	Number of 11th and 12th graders taking at least one AP or IB exam in mathematics in 2015–16 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2015–16 <i>(from PEIMS 110)</i>	All students	AADD: Mathematics
AP/IB Examination Participation: Science	Number of 11th and 12th graders taking at least one AP or IB exam in science in 2015–16 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2015–16 <i>(from PEIMS 110)</i>	All students	AADD: Science
AP/IB Examination Participation: Social Studies	Number of 11th and 12th graders taking at least one AP or IB exam in social studies in 2015–16 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2015–16 <i>(from PEIMS 110)</i>	All students	AADD: Social Studies
AP/IB Examination Performance: ELA	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in ELA in 2015–16 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2015–16 <i>(from College Board or IB)</i>	All students	AADD: ELA/Reading

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
AP/IB Examination Performance: Mathematics	<p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in mathematics in 2015–16 <i>(from College Board or IB)</i></p> <p>---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in mathematics in 2015–16 <i>(from College Board or IB)</i></p>	All students	AADD: Mathematics
AP/IB Examination Performance: Science	<p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in science in 2015–16 <i>(from College Board or IB)</i></p> <p>---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in science in 2015–16 <i>(from College Board or IB)</i></p>	All students	AADD: Science
AP/IB Examination Performance: Social Studies	<p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in social studies in 2015–16 <i>(from College Board or IB)</i></p> <p>---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in social studies in 2015–16 <i>(from College Board or IB)</i></p>	All students	AADD: Social Studies
AP/IB Examination Performance: Any Subject	<p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in any subject in 2015–16 <i>(from College Board or IB)</i></p> <p>---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in any subject in 2015–16 <i>(from College Board or IB)</i></p>	All students	AADD: Postsecondary Readiness

6.8. SAT/ACT Results

Year of Data: 2015–16

Student Group Information: Not applicable. This indicator is calculated for all students only.

Use in 2017 Accountability: SAT and ACT Results are used in determining distinction designations for academic achievement in ELA/reading, mathematics, science, and postsecondary readiness.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
SAT/ACT Participation	<p>Number of graduating examinees taking either the SAT or ACT (from College Board and ACT)</p> <p>---divided by---</p> <p>Number of total graduates reported for the 2015–16 school year (from PEIMS 203)</p>	All students	AADD: ELA/Reading Mathematics Postsecondary Readiness
SAT/ACT Performance	<p>Number of graduating examinees at or above the criterion score on the SAT or ACT (from College Board and ACT)</p> <p>---divided by---</p> <p>Number of graduating examinees taking either the SAT or ACT (from College Board and ACT)</p>	All students	AADD: Postsecondary Readiness
SAT Performance: Reading and Writing	<p>Sum of total scores in reading and writing of all graduates who took the SAT (from College Board)</p> <p>---divided by---</p> <p>Number of graduating examinees taking the SAT (from College Board)</p>	All students	AADD: ELA/Reading
SAT Performance: Mathematics	<p>Sum of scores in mathematics of all graduates who took the SAT (from College Board)</p> <p>---divided by---</p> <p>Number of graduating examinees taking the SAT (from College Board)</p>	All students	AADD: Mathematics

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
ACT Performance: ELA	Sum of average scores in English and reading of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i>	All students	AADD: ELA/Reading
ACT Performance: Mathematics	Sum of scores in mathematics of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i>	All students	AADD: Mathematics
ACT Performance: Science	Sum of scores in science of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i>	All students	AADD: Science

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.

6.9. Advanced/Dual-Credit Course Completion

Year of Data: 2015–16

Student Group Information: Not applicable. This indicator is calculated for all students only.

Use in 2017 Accountability: This indicator is used in determining the distinction designations for academic achievement in ELA/reading, mathematics, science, social studies, and postsecondary readiness.

Other Information:

- Advanced/Dual-Credit Course Completion by Subject. Advanced/dual-credit course completion percentages are calculated and available by subject for ELA, mathematics, science, and social studies.
- Advanced Course List. A list of courses designated as advanced is published each year in the *TAPR Glossary*. The most current list can be accessed online at https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/glossary_1.18.pdf.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Advanced/Dual-Credit Course Completion Rate: Any Subject	Number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2015–16 who completed at least one credit course <i>(from PEIMS 415)</i>	All students	AADD: Postsecondary Readiness
Advanced/Dual-Credit Course Completion Rate: ELA	Number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in ELA <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2015–16 who completed at least one credit course in ELA <i>(from PEIMS 415)</i>	All students	AADD: ELA/Reading

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Advanced/Dual-Credit Course Completion Rate: Mathematics	Number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in mathematics <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2015–16 who completed at least one credit course in mathematics <i>(from PEIMS 415)</i>	All students	AADD: Mathematics
Advanced/Dual-Credit Course Completion Rate: Science	Number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in science <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2015–16 who completed at least one credit course in science <i>(from PEIMS 415)</i>	All students	AADD: Science
Advanced/Dual-Credit Course Completion Rate: Social Studies	Number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in social studies <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2015–16 who completed at least one credit course in social studies <i>(from PEIMS 415)</i>	All students	AADD: Social Studies

6.10. Attendance Rate

Year of Data: 2015–16

Student Group Information: Not applicable. This indicator is calculated for all students only.

Use in 2017 Accountability: Attendance rate is used in determining distinction designations for academic achievement in ELA/reading, mathematics, science, and social studies.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
Attendance Rate	Total number of days students in grade 1–12 are present during the 2015–16 school year <i>(from PEIMS 400)</i> ---divided by--- Total number of days students in grade 1–12 are in membership during the 2015–16 school year <i>(from PEIMS 400)</i>	All students	AADD: ELA/Reading Mathematics Science Social Studies

6.11. CTE-Coherent Sequence Graduates

Year of Data: 2015–16

Student Group Information: Not applicable. This indicator is calculated for all students only.

Use in 2017 Accountability: CTE-coherent sequence graduation rate is used in determining distinction designations for postsecondary readiness.

Indicator	Methodology	Student Groups Evaluated	Use in 2017 Accountability
CTE-Coherent Sequence Graduates	Number of 2015–16 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 during the 2015-16 school year* <i>(from PEIMS 101 [summer])</i> ---divided by--- Number of 2015–16 annual graduates <i>(from PEIMS 203)</i>	All students	AADD: Postsecondary Readiness

* This includes the CTE Tech Prep Program.

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