Appendix D—Accountability Glossary

Accountability Subset: A subset of assessment results that are used to calculate each domain. Only assessment results for those students enrolled in the same campus on both the TSDS PEIMS Fall Snapshot date (the last Friday in October) and the testing date are used to determine campus performance.

Adult Education High School Charter Program: Pursuant to Texas Education Code Chapter 12, Subchapter G, the commissioner annually evaluates adult education program charter high schools using the performance framework adopted specifically for these schools. This framework includes standards established to measure the performance of an adult education high school charter program. Adult education programs operating under a charter granted under Subchapter G are assigned a rating of *Not Rated* under A–F accountability.

Alternative Education Accountability (AEA): The specific provision by which the performance of alternative education campuses is determined, and accountability ratings are assigned. AEA is comprised of modified STAAR, CCMR, and graduation/dropout rate component calculations in the Student Achievement and School Progress domains and modified cut points across all domains.

Alternative Education Campus (AEC): A campus at which at least 75 percent of students are considered at risk of dropping out of school and at least 90 percent of students are enrolled in grades 6–12. Campuses must be registered each year to be considered AECs evaluated under AEA provisions.

Annual Graduates: Students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. This is also separate from students in the TSDS PEIMS Fall Snapshot. All annual graduates are included in the campus and district from which they graduate. Find more information at https://tea.texas.gov/reports-and-data/school-performance/accountability-research/completion-graduation-and-dropout.

Asylee/Refugee Exclusions: Assessment results of students identified as unschooled refugees and/or unschooled asylees are included in state accountability beginning with their second year of enrollment in U.S. schools. To qualify as an unschooled asylee or refugee, both of the following criteria must be met:

- The student must be identified as an emergent bilingual (EB) as defined by state law in Texas Education Code (TEC), Section 29.052 and must participate in a state-approved bilingual or English as a second language (ESL) program.
- The student's permanent record must contain appropriate documentation of asylee/refugee status. The student must:
    - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, and
    - have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with "Asylee," "Refugee," or "Asylum."

For more information on qualifying as an unschooled asylee/refugee, visit https://tea.texas.gov/student-assessment/assessments-for-special-populations.

At Risk: A student "at-risk of dropping out of school" includes each student who is under 26 years of age and who:

1. was not advanced from one grade level to the next for one or more school years [excludes prekindergarten or kindergarten students who were not advanced as a result of a documented request by the student's parent under TEC §29.081 (d-1)];

2. is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
3. did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
4. is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
7. has been expelled in accordance with TEC §37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
10. is an emergent bilingual student, as defined by Section 29.052;
11. is in the custody or care of the Department of Family and Protective Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
12. is homeless, as defined by 42 U.S.C. Section 11434 (a), and its subsequent amendments;
13. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, cottage home operation, specialized child-care home, or general residential operation;
14. has been incarcerated or has a parent or guardian who has been incarcerated, within the lifetime of the student, in a penal institution as defined by Section 1.07, Penal Code; or
15. is enrolled in a school district or open-enrollment charter school, or a campus of a school district or open-enrollment charter school, that is designated as a dropout recovery school under TEC §39.0548;

or, regardless of the student's age, each student who participates in an adult education program provided under a high school diploma and industry certification charter school program under Section §29.259.

Campus: A school that is operated by a charter school or school district.

Campus Comparison Group: A set of 40 campuses that most closely match a campus in eight categories. Campus comparison groups are used to award distinction designations. Please see "Appendix E—Campus Comparison Groups" for further details.

Campus Number Tracking: Requests for campus number changes may be approved with consideration of prior state accountability ratings. Ratings of D or F for the same campus assigned two different campus numbers may be considered as consecutive years of unacceptable ratings for accountability interventions and sanctions, if the commissioner determines this is necessary to preserve the integrity of the accountability system.

Charter School: An entity that controls and is responsible for a campus or campuses that has/have been granted a charter under TEC, Subchapter D, Chapter 12.

Completers: Graduates + Continuers + TxCHSE Recipients. The graduation rate calculation is modified to credit Alternative Education Campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. Longitudinal data includes students who earned a TxCHSE with a test other than GED from when other high school equivalency tests (e.g., HiSET, TASC) were in use (e.g., HiSET was administered through 8/31/2021).

Continuer: A student who did not graduate and was reported as enrolled in the Texas public school system in the fall after his or her anticipated graduation or later. For example, for a student to be counted as a continuer in the Class of 2025 four-year rates, he or she must have been enrolled in the fall of 2025. Please see IEP Continuer for additional information about IEP continuers.

Continuously Enrolled (Campus): For grades 4-12, a student is identified as continuously enrolled if the student was enrolled in the campus on the TSDS PEIMS Fall Snapshot during the current school year and in the same district each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the campus on the current year TSDS PEIMS Fall Snapshot and in the same district each of the preceding two years.

Continuously Enrolled (District): For grades 4-12, a student is identified as continuously enrolled if the student was enrolled in the district on the TSDS PEIMS Fall Snapshot during the current school year and each of the three preceding years. For grade 3, a student is identified as continuously enrolled if the student was enrolled in the same district on the current year TSDS PEIMS Fall Snapshot and each of the preceding two years.

Current Special Education: A student is identified as a current special education student if the student receives special instruction and related developmental, corrective, supportive, or evaluative services for the current school year as reported in TSDS PEIMS or Test Information Distribution Engine (TIDE).

Cut Point: In RDA, a specified value used to sort continuous variables into discrete categories.

Data Integrity: Refers to the quality of the data used to determine an accountability rating. The integrity of data can be compromised either through intentional manipulation or through unintentional errors in data reporting. Accurate data is fundamental to accountability ratings. If data integrity is in question, it may not be possible to determine a reliable rating.

Determination Level (DL): The TEA, per its obligation under 20 USC §1416(a) and 34 CFR §300.600(a)(2), makes annual RDA determinations on the performance and compliance of Local Education Agencies (LEAs) using four determination levels (DLs): Meets Requirements (DL 1), Needs Assistance (DL 2), Needs Intervention (DL 3), and Needs Substantial Intervention (DL 4). Pursuant to Sections 616(a) and 642 of IDEA, states must use the same four determination categories that the US Office of Special Education Programs (OSEP) is required to use with all states: meets requirements, needs assistance, needs intervention, and needs substantial intervention, in accordance with 34 C.F.R. §§ 300.603(b) and 303.703(b).

Disciplinary Alternative Education Program (DAEP): A system of instruction provided in a setting other than a regular classroom, that is located on or off a regular campus, that provides for the educational and behavioral needs of students, and that provides specialized supervision and counseling for its students. DAEPs are not assigned accountability ratings. The attendance and performance results of a student in a DAEP are attributed to his or her home campus.

Distinction Designations: Recognitions for campuses that are ranked in the top 25 percent of their campus comparison group in Academic Growth and/or Closing the Gaps and/or for Academic Achievement in

reading/language arts (RLA), mathematics, science, and social studies. Postsecondary Readiness Distinction Designations are awarded to both districts and campuses. Please see "Chapter 6—Distinction Designations" for further details.

District: A campus or group of campuses that is operated by a board of trustees or other similar governing body. It includes both charter schools and traditional independent school districts.

Dropout Recovery School (DRS): Dropout recovery schools (DRS) are identified by two methods. First, AECs that meet the statutory DRS definition found in TEC §39.0548 are identified and preregistered for AEA. These campuses provide education services targeted to dropout prevention and recovery of students in grades 9–12, with enrollment consisting of at least 60 percent of the students 16 years of age or older as of September 1, 2025, as reported for the fall TSDS PEIMS submission. Campuses that meet the AEA criteria, but do not meet the age criterion for DRS, may apply for DRS designation. Districts may submit an application and supporting documentation via TEAL Accountability presenting how the campus is providing dropout prevention and/or recovery services. If the agency approves the application, these campuses receive a discretionary DRS designation and are registered for AEA.

Economically Disadvantaged: Refers to students eligible for free or reduced-price lunch or eligible for other public assistance. A student is identified as Economically Disadvantaged if the student is reported as such in TSDS PEIMS Fall Snapshot. A student's economically disadvantaged status may also be updated in the Test Information Distribution Engine (TIDE) in certain situations as specified in the Texas Assessment *District and Campus Coordinator Resources*. See "Appendix H—Data Sources" of the *Accountability Rating System Manual* for 2026 ratings for specific information about the use of economically disadvantaged data in the accountability system. Students reported as economically disadvantaged:

1 = Eligible for free meals under the National School Lunch and Child Nutrition Program

2 = Eligible for reduced-price meals under the National School Lunch and Child Nutrition Program

9 = Other economic disadvantage, including: a) from a family with an annual income at or below the official federal poverty line, b) eligible for Temporary Assistance to Needy Families (TANF) or other public assistance, c) received a Pell Grant or comparable state program of need-based financial assistance, d) eligible for programs assisted under Title II of the Job Training Partnership Act (JTPA), or e) eligible for benefits under the Food Stamp Act of 1977.

Emergent Bilingual (EB) Student: A student whose primary language is other than English and who is in the process of acquiring English. A student is identified as a current EB student if the student is reported as emergent bilingual in TSDS PEIMS Fall Snapshot. This information may also be updated in the Test Information Distribution Engine (TIDE) in certain situations as specified in the *District and Campus Coordinator Resources* Calendar of Events for the accountability year. See "Appendix H—Data Sources" for detailed information about the use of PEIMS and/or TIDE data for each accountability component.

1 = Identified as Emergent Bilingual (EB)
A student is identified as a monitored EB student if the student is reported in TSDS PEIMS Fall Snapshot as having met the criteria for exiting a bilingual/ESL program and is in the first through fourth years of academic monitoring as required by 19 Texas Administrative Code, §89.1220(l). This information may also be updated in TIDE in certain situations as specified in the *District and Campus Coordinator Resources* Calendar of Events for the accountability year.

F = Monitored 1st Year (M1), reclassified from EB

S = Monitored 2nd Year (M2), reclassified from EB

3 = Monitored 3rd Year (M3), reclassified from EB

4 = Monitored 4th Year (M4), reclassified from EB

Ever Emergent Bilingual (EB) Student: Students reported in TSDS PEIMS as EB students at any time while attending grades 9–12 in a Texas public school. Ever EB students are evaluated in the High Focus student group in the Federal Graduation Rate.

Former Special Education: In accordance with TEC §39.053(e), a student is identified as formerly receiving special education services if in the preceding year, they were reported in TSDS PEIMS as receiving special instruction and related developmental, corrective, supportive, or evaluative services, but in the current year, as reported through TSDS PEIMS for Graduation or CCMR, and TIDE for STAAR indicators, are no longer participating in a special education program.

High Focus: Students are included in the high focus student group within the Closing the Gaps domain if they are identified as any of the following.

- Economically disadvantaged
- Current and monitored EB
- Current special education
- Highly Mobile

Highly Mobile: Students are included in the highly mobile student group within the Closing the Gaps domain if they are identified in TSDS PEIMS as any of the following:

- Foster Care: Student is currently in the conservatorship of the Department of Family and Protective Services, as indicated with a PEIMS indicator code of 1.
- Homeless: Student is coded with a homeless status PEIMS indicator code of 2, 3, 4 or 5.
- Migrant: Student is, or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity as reported in TSDS PEIMS or updated in TIDE and coded as Y = Yes.

IEP Continuer: Students who are at least 18 years of age by September 1, have satisfied credit requirements for high school graduation, have not completed their IEP, and are enrolled and receiving IEP services. Grade 12 students who are reported in TSDS PEIMS as IEP Continuers on the Fall 2025 Snapshot are excluded from the Closing the Gaps CCMR denominator for 2026 accountability.

Juvenile Justice Alternative Education Program (JJAEP): A disciplinary alternative education program (DAEP) operated under the authority of a county juvenile justice board. JJAEPs are not assigned accountability ratings. The attendance and performance results of a student in a JJAEP are attributed to his or her home campus.

Level I and Level II Certificates: A formal award granted by an institution of higher education (IHE) certifying the satisfactory completion of a higher education program. Upon completion, a certificate is valid without further action on the individual's part. A certificate is usually awarded in workforce education areas by public and private two-year institutions. A Level I certificate is awarded for completing a program consisting of at least 15 hours and not more than 42 semester credit hours. A Level II certificate is awarded for completing a program of at least 30 but not more than 51 semester credit hours. This data is provided by the Texas Higher Education Coordinating Board (THECB).

Minimum-Size Criteria: A benchmark that sets the fewest number of performance results that must be available in order for those results to be used for accountability calculations to assign accountability

ratings. The minimum-size threshold is consistently set to 10 (10 students, 10 assessments, 10 graduates, etc.).

Minimum Size Requirement (MSR): In RDA, the MSR is incorporated into all indicators assigned a Performance Level (PL). In general, LEAs must have at least 30 students in the relevant segment of the student population denominator to be evaluated on an indicator using the standard RDA analysis. In addition, for certain RDA indicators, LEAs must have at least 5 or 10 students in the relevant segment of the student population numerator to be evaluated using the standard RDA analysis. The MSR is noted in the description of each indicator.

Performance Level (PL): In RDA, values from 0 to 4 are assigned to all indicators except those designated as "No" in the PL Assignment row in Appendix K; for each applicable indicator, the LEA's performance is compared to cut points established with consideration for the applied PL standards for that indicator.

Public Education Grant (PEG): A state-wide program that permits parents with children attending campuses that do not meet specific performance criteria to request that their children be transferred to another campus within the same district or to another district. Campuses that receive an overall *F* rating are placed on the PEG List. Please see TEC, §29.201–29.205 and "Chapter 9—Responsibilities and Consequences" for more information.

Proportional Weighting: District domain ratings are calculated using a proportionality method. Using this methodology, every campus contributes to each district domain score on a distributed weight based on enrollment (students in membership) in grades 3–12 as reported in the Fall TSDS PEIMS enrollment Snapshot.

Reasonable Progress (RP): In RDA, Texas defines LEAs who exceed the Significant Disproportionality (SD) risk ratio threshold in the same category for three consecutive years and who do not meet RP as significantly disproportionate (SD Year 3). To receive an RP designation, an LEA must reduce its risk ratio in each of two prior consecutive years and meet a proportionate improvement rate requirement.

Residential Treatment Facilities (RTF): Live-in private centers and programs or detention centers and correctional facilities operated by the Texas Juvenile Justice Department (TJJD) that provide educational services. The performance results of students in a residential treatment facility are excluded from state accountability ratings only if appropriate TSDS PEIMS student attribution codes are submitted. Please see "Appendix G—Inclusion or Exclusion of Data" for more information.

Required Improvement (RI): The RDA framework and report, by design, has a built-in improvement component. Because the system includes a range of PLs, LEAs that demonstrate improvement from one year to the next can progress from one PL to another based on calculations referenced in "Chapter 12—Results Driven Accountability (RDA)."

Risk Ratio: In RDA, Risk Ratio results from a Significant Disproportionality (SD) calculation performed by dividing the risk of a particular outcome for children in one racial or ethnic group within an LEA by the risk for children in all other racial and ethnic groups within the LEA.

School Type: A specific label given to a campus for the purpose of determining its domain targets. The label a campus receives—elementary, middle school, elementary/secondary, or high school—is determined by the grades served by the campus as reported in the Fall TSDS PEIMS enrollment snapshot.

Significant Disproportionality (SD): The Individuals with Disabilities Education Act (IDEA), as indicated by 20 U.S.C. §1418(d)(1) and 34 CFR §300.646(a), requires each state education agency to provide for the collection and examination of data to determine if significant disproportionality based on race and ethnicity is occurring in the state and the LEAs of the state. In RDA, the TEA calculates risk ratios for LEAs in seven racial/ethnic groups within the areas of identification (representation), placement, and discipline.

LEAs that exceed the state established risk ratio threshold of 2.5 for any racial/ethnic group category are assigned a designation of significant disproportionality (SD).

Small Numbers Analysis: A process to determine if a rating is appropriate for small districts and campuses that do not meet minimum-size criteria using current year data.

Snapshot Date: The "as of" date that is used to determine TSDS PEIMS enrollment information. October 31, 2025, is the TSDS PEIMS Fall Snapshot date for the 2025–26 school year.

Superintendent: The educational leader and administrative manager of the district or charter school. It includes other titles that may apply to charter schools, such as chief operating officer, president, and chief administrative officer.

Test Information Distribution Engine (TIDE): TIDE is used to manage students and users for testing and reporting, order test materials, and track student participation. For each accountability year, districts are able to update STAAR and TELPAS demographic data in TIDE according to the deadlines specified in the *District and Campus Coordinator Resources* Calendar of Events.

Texas Juvenile Justice Department (TJJD): Created in 2011 when the operations of both Texas Juvenile Probation Commission (TJPC) and Texas Youth Commission (TYC) were transferred to the TJJD and all references to TJPC and TYC were changed to the new name.

Texas Student Data System/Public Education Information Management System (TSDS PEIMS): TSDS PEIMS is the software application for the state's Public Education Information Management System. Districts load, validate, and submit their data to TEA via TSDS PEIMS.

Uncorrected Noncompliance: In RDA, noncompliance that exceeds the one-year correction timeline as mandated by 34 CFR § 300.600(e), which requires that any identified noncompliance by an LEA be corrected as soon as possible, and in no case later than one year after identification.

Uniform Average: The result of a calculation that aggregates current- and prior-year performance results for districts and campuses that do not meet minimum-size criteria.

Years in U.S. Schools: Reported in the Test Information Distribution Engine (TIDE) during the TELPAS administration window, EB students who are year one in U.S. schools are excluded from accountability calculations. EB students in their second year in U.S. schools are included in accountability calculations. The EL performance measure is used to include EB students in their second year in U.S. schools. Unschooled asylees, unschooled refugees, and students with interrupted formal education (SIFEs) are included in state accountability beginning with their second year of enrollment in U.S. schools. STAAR Alternate 2 assessment results are included regardless of an EB student's years in U.S. schools. For more information on years in U.S. schools, see: https://tea.texas.gov/student-assessment/assessments-for-special-populations (LPAC Instructions for Years in U.S. Schools and Student History Worksheet).