

Appendix D—Accountability Glossary

Accountability Subset: The collection of assessment results that are used to determine district and campus accountability ratings. Only assessment results for those students enrolled in the same district/campus on both the snapshot date (the last Friday in October) and the testing date are used to determine district/campus performance.

Alternative Education Accountability (AEA): The specific provisions by which the performance of alternative education charter schools and campuses is determined and accountability ratings are assigned. AEA is comprised of a modified graduation rate component calculation in the Student Achievement domain and modified cut points across all domains. Additionally, AEA charter schools and campuses are not evaluated on School Progress, Part B and are eligible to earn bonus points.

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.

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 limited English proficient (LEP) 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 <http://tea.texas.gov/student.assessment/ell/lpac/>.

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

1. 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;
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. was not advanced from one grade level to the next for one or more school years; (Note: From 2010- 2011 forward, TEC 29.081 (d-1) excludes from this criteria prekindergarten or kindergarten students who were not advanced to the next grade level as a result of a documented request by the student’s parent.)
 4. 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;
 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 a student of limited English proficiency, as defined by TEC §29.052;
 11. is in the custody or care of the Department of Protective and Regulatory 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 NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, 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, or foster group home; **or**
 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**, 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 for further details.

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.

Continuers: 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 2021 four-year rates, he or she must have been enrolled in the fall of 2021. 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 October 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 October snapshot and in the same district each of the preceding two years.

If the enrollment requirement is not met, then the student is considered non-continuously enrolled.

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 October 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 October snapshot and each of the preceding two years.

If the enrollment requirement is not met, then the student is considered non-continuously enrolled.

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 and on STAAR answer documents.

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. If data integrity is in question, it may not be possible to determine a reliable rating.

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 closing the gaps and for academic achievement in English language arts/reading, mathematics, science, and social studies. Postsecondary Readiness Distinction Designations are awarded to both districts and campuses.

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, 2021, as reported for the fall semester 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: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance as reported on the TSDS PEIMS October snapshot. A student is reported as economically disadvantaged on the TSDS PEIMS October snapshot using codes 01, 02, or 99:

01: Eligible For Free Meals Under The National School Lunch And Child Nutrition Program

02: Eligible For Reduced-price Meals Under The National School Lunch And Child Nutrition Program

99: 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/English Learner (EL): A student whose primary language is other than English and who is in the process of acquiring English.

Emergent Bilingual (EB) Student/English Learner (EL) Current and Monitored (EL [Current and Monitored]): Current EB students/ELs and former EB students/ELs in the first through fourth years of academic monitoring after exiting emergent bilingual/EL status.

Ever Emergent Bilingual (EB) Student/English Learner (EL): Students reported in TSDS PEIMS as EB students/ELs at any time while attending grades 9–12 in a Texas public school.

Former Special Education: Students are identified as formerly receiving special education services if in any of the preceding three years, 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 and on STAAR answer documents, are no longer participating in a special education program.

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 reported in TSDS PEIMS as IEP Continuers on the October 2021 snapshot are excluded from the Closing the Gaps CCMR denominator for 2022 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 to assign accountability ratings. The minimum-size criteria vary by 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 scaled score less than 60 are placed on the PEG List. Please see TEC, §29.201–29.205 and “Chapter 9—Responsibilities and Consequences” for more information.

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

School Type: A specific label given to a campus for the purposes 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 October TSDS PEIMS enrollment snapshot.

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 29, 2021, is the TSDS PEIMS snapshot date for the 2021–22 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.

Texas Juvenile Justice Department (TJJJ): Created in 2011 when the operations of both Texas Juvenile Probation Commission (TJPC) and Texas Youth Commission (TYC) were transferred to the TJJJ 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.

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.