

Appendix H—Data Sources

Contents

1. Data Sources Used in Accountability.....	85
2. TSDS PEIMS Sub-Categories Used in Accountability	87
3. Student Groups Used in Accountability	89
4. Opportunities for Data Correction	91
4.1 TSDS PEIMS	91
4.2 Assessment Data	92
5. Exclusions Based on Student Attribution Codes	93
6. Data Used in Accountability Calculations.....	94
6.1. STAAR.....	95
Table 6.1. STAAR Component Used in Accountability.....	96
6.2 College, Career, and Military Readiness (CCMR).....	97
Table 6.2.1. CCMR Component Used in Student Achievement and School Progress, Part B Domains	100
Table 6.2.2. CCMR Performance Status Component Used in Closing the Gaps Domain	101
6.3. Texas Success Initiative (TSI) Criteria Graduates	102
Table 6.3. TSI Criteria Graduates.....	103
6.4. Graduation Rate.....	104
Table 6.4.1. Graduation Rate (with exclusions*).....	106
Table 6.4.2. Federal Graduation Rate (without exclusions*)	107
6.4.3. Annual Dropout Rate	108
Table 6.4.3. Annual Dropout Rate.....	109
6.5. Academic Growth.....	110
6.6. Economically Disadvantaged Percentage.....	111

6.7. Academic Achievement.....112
Table 6.7. Academic Achievement113
6.8. English Language Proficiency Component.....114
Table 6.8. English Language Proficiency Component114
6.9. Participation Status.....115
Table 6.9. Participation Status116
Table 6.9.1 Small Numbers Analysis.....117
7. Data used in Distinction Designations.....118

This appendix provides data sources for the indicators used in the accountability system. 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 Texas Certificate of High School Equivalency (TxCHSE) database. The following tables describe these data sources in detail. The terms provided in these tables are referenced within the indicator descriptions.

1. Data Sources Used in Accountability

Organization Name	Description
ACT, Inc.	ACT, Inc. annually provides the agency with ACT examination results of students from Texas public schools. If a student takes an ACT examination more than once, the agency will use the best score, by subject, for accountability calculations. The ACT data as of the July administration are used.
College Board	The College Board annually provides the agency with SAT examination results of students from Texas public schools. If a student takes an SAT examination more than once, the agency will use the best score, by subject, for accountability calculations. The SAT data as of the June administration are used. 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 August administration* are used.
Educational Testing Service (ETS)	For 2021 accountability, ETS is TEA’s contractor for STAAR grades 3–8 and EOC assessments. 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 IB examination results of Texas public school students each year. The IB data as of the May administration** are used.
Pearson	For 2021 accountability, Pearson is TEA’s contractor for the STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and TELPAS Alternate. The results of STAAR Alternate 2, TELPAS, and TELPAS Alternate are included in the CAF produced by ETS.
Texas Higher Education Coordinating Board (THECB)	The College Board provides the THECB with Texas Success Initiative assessment (TSIA) results of all students in Texas. The TSIA data are matched to 2019–20 annual graduates and non-graduating 12 th graders from TSDS PEIMS. The TSIA data through October 2020 are used in creating college, career, and military readiness indicators. Level I and Level II certificates data are also provided by the THECB and used in college, career, and military readiness components.

Organization Name	Description
TEA Texas Certificate of High School Equivalency (TxCHSE) Database	A permanent TEA database contains high school equivalency test scores and certificates from 1942 to present. The GED test was the only high school equivalency test in Texas until HiSET (from Educational Testing Service) and TASC (from Data Recognition Corporation (CTB) testing began in 2017. Unlike the information in most TEA data files which is reported annually, high school equivalency test scores are submitted electronically to TEA by the test vendors immediately after being scored. Candidates take the tests year-round in school districts, colleges, universities, education service centers, correctional facilities and other TEA-approved test centers. Once a test taker has successfully passed a single test vendor’s battery of tests, TEA issues a Texas Certificate of High School Equivalency and emails it to the test taker.
OnRamps Program	The OnRamps program provides OnRamps course completion data for accountability calculations.

* Due to the COVID-19 pandemic, the College Board added an online August administration in 2020 for students with incomplete May examinations.

** Due to the COVID-19 pandemic, the International Baccalaureate Organization canceled the 2020 IB examinations and instead attributed examination scores to students through an awarding model consisting of three components: student coursework, school grades, and school context.

2. TSDS PEIMS Sub-Categories Used in Accountability

Sub-Category Code	Sub-Category Name	Description	Submission
40100	Student Basic Information	<p>Identification - the information necessary to identify the person. This information is Social Security number or state-approved alternative student ID and student name.</p> <p>Demographic - the characteristics of a person. This includes the sex, ethnicity, race, date of birth, and various other student characteristics.</p>	Fall/Summer
40110	Enrollment	The specific enrollment attributes of the student. This information includes the campus, grade, and special program participation for each student.	Fall/Summer
40203	Leaver	The information about prior year students who are not current year students.	Fall
42400	Basic Attendance	Information pertaining to the attendance of a student, such as the days absent and present.	Summer
42405	Special Education Attendance	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
43415	Course Completion	The courses that are attempted by students in grades 1–12. The course and the course outcomes are reported.	Summer/ Extended
42500	Flexible Attendance	Information pertaining to the flexible attendance program of a student. This information is the minutes present, special education days eligible, eligible career and technical minutes present, bilingual/ESL days eligible, and pregnancy related services days eligible for students participating in the Optional Flexible School Day and the High School Equivalency Program.	Summer

Sub-Category Code	Sub-Category Name	Description	Submission
42505	Special Education Flexible Attendance	Information about the special education flexible attendance data for each eligible special education student enrolled in an approved Flexible Attendance Program.	Summer
48011	Student Graduation Program	A program that identifies the intent of students enrolled in the Foundation High School Program by collecting the Participant Code, Distinguished Level of Achievement Indicator Code, the Endorsement Indicator Codes, and Performance Acknowledgements.	Fall

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
Current and Monitored English Learners (ELs)	<p>A student whose primary language is other than English and who is in the process of acquiring English. Students are identified as ELs by the Language Proficiency Assessment Committee (LPAC) per criteria established in the Texas Administrative Code. Not all students identified as EL receive bilingual or English as a second language instruction, although most do. A student is identified as monitored EL if the student is reported in TSDS PEIMS as having met the criteria for exiting a bilingual/ESL program and is being monitored as required by 19 Texas Administrative Code, §89.1220(l).</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>
Current and Former Special Education	<p>Students are identified as currently receiving special education services if they are reported as receiving special instruction and related developmental, corrective, supportive, or evaluative services for the current school year in TSDS PEIMS or on STAAR answer documents.</p> <p>Students are identified as formerly receiving special education services if in any of the preceding three years, they were reported in TSDS PEIMS as participating in a special education program but in the current year, as reported through TSDS PEIMS or on STAAR answer documents, are no longer participating in a special education program.</p>

Group	Description
Continuously and Non-continuously Enrolled	<p>For grades 4–12, a student is identified as continuously enrolled at the district 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 October snapshot and each of the preceding two years.</p> <p>For grades 4–12, a student is identified as continuously enrolled at the campus 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 October snapshot and in the same district each of the preceding two years.</p> <p>If the enrollment requirement is not met, then the student is considered non-continuously enrolled.</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 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 TSDS PEIMS 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 (School Progress, Part B percentage of economically disadvantaged students is based on TSDS PEIMS October snapshot) for district and campus accountability. Districts have several opportunities to provide accurate information through TSDS PEIMS submissions, pre-coded data files provided to the testing 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 testing 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 calculations and subsequent reports (e.g. TAPR, School Report Cards, etc.).

SAT, ACT, AP, and IB. The student taking the SAT, ACT, AP, or IB assessment identifies the campus to which scores are attributed. Districts are responsible for verifying that the campus identified by the student is accurate as well as all other relevant information included on the campus summary for these assessments immediately upon receipt from the testing companies. This can include the students' name and anticipated graduation year, if relevant. Discrepancies should be immediately reported to the testing companies, not to TEA. Once the testing companies have finalized results, and provided those results to TEA, subsequent corrections—corrections made outside a testing company's correction window—will not be made by the testing companies, nor TEA, and will not be reflected in any national, state, district, or campus results released. Additionally, districts were provided with the 2021 CCMR Verifier in June of 2021 and given an opportunity to report any discrepancies to the agency.

TSIA. The College Board provides the THECB with TSIA results of all Texas students. The TSIA results received from THECB are matched to 2019–20 annual graduates and non-graduating 12th graders from TSDS PEIMS. The results are matched to students using an algorithm which includes TSDS Unique ID, SSN, local ID, and a combination of first name, middle name, last name, and DOB. Then the results are attributed to the districts and campuses at which the students are identified as annual graduates or non-graduating 12th graders in TSDS PEIMS. Additionally, districts were provided with the 2021 CCMR Verifier in June of 2021 and given an opportunity to report any discrepancies to the agency.

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 domain scores. See “Appendix G—Inclusion or Exclusion of Performance Data” for the specific attribution codes used for each indicator.

Student Attribution Codes	
Code	Description
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. Data Used in Accountability Calculations

The following outline provides the domains, components, and indicators used in 2021 accountability calculations and locations within this appendix.

- I. Student Achievement Domain**
 - a. STAAR Component (6.1)
 - b. College, Career, and Military Readiness (CCMR) Component (6.2.1)
 - c. Graduation Rate Component (6.4)
- II. School Progress Domain**
 - a. Part A: Academic Growth (6.5)
 - b. Part B: Relative Performance
 - i. STAAR Component (6.1)
 - ii. CCMR Component (6.2.1)
 - iii. Economically Disadvantaged Percentage (6.5)
- III. Closing the Gaps Domain**
 - a. Academic Achievement Component
 - i. Reading: STAAR Results at Meets Grade Level or Above Standard (6.7)
 - ii. Mathematics: STAAR Results at Meets Grade Level or Above Standard (6.7)
 - b. Academic Growth or Federal Graduation Status
 - i. Reading: Academic Growth (6.5)
 - ii. Mathematics: Academic Growth (6.5)
 - iii. Federal Graduation Rate (6.4.2)
 - c. School Quality or Student Success
 - i. Student Achievement Domain Score: STAAR Component Only (6.1)
 - ii. CCMR Performance Status Component (6.2.2)
 - d. English Language Proficiency Component (6.8)

6.1. STAAR

See Chapters 1–4 for detailed information on the methodology used to evaluate the STAAR results in each domain.

Year of Data: 2020–21

Source of Data: *Consolidated Accountability File (CAF)*. The testing contractor provides TEA, ESCs, school districts, and open-enrollment charter schools 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 domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

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 or TELPAS Alternate, the value in the LEP field on the CAF will be 'C.'

Other Information:

- *STAAR Progress Measures.* In spring 2020, the U.S. Department of Education (USDE) granted Texas a waiver under section 8401(b) of the Elementary and Secondary Education Act of 1965 (ESEA) of assessment, accountability and school identification, and certain related reporting requirements for the 2019–20 school year. As a result of this waiver from administering statewide assessments due to COVID-19, Texas does not have the data necessary (i.e., the prior year STAAR scaled score) to calculate and report one year progress measures. Detailed information about the STAAR progress measure is available online at <https://tea.texas.gov/student.assessment/progressmeasure/>.
- *English Learner Performance Measure.* ELs who are in their second year in U.S. schools are included in the STAAR component using the EL performance measure. ELs who are in their second year in U.S. schools who have a parental denial for EL services do not receive an EL performance measure. See Chapter 2 for further information.
- *Algebra I Results for Middle School Students.* If a student takes the Algebra I EOC assessment and a STAAR grade 8 mathematics assessment, only the Algebra I assessment result is included in the accountability calculations for the campus and the district where the student tested.
- *TAKS, TAAS, TEAMS, TABS Exclusions.* STAAR results for students retaking EOC exams to meet graduation requirements who originally tested under TAKS, TAAS, TEAMS, and/or TABS are excluded from accountability calculations.
- *Foreign Exchange Students.* STAAR results for foreign exchange students are included in 2021 accountability calculations in the same manner as a typical student.

Table 6.1. STAAR Component Used in Accountability

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
STAAR	Percentage of Assessments at Approaches Grade Level or Above + Percentage of Assessments at Meets Grade Level or Above + Percentage of Assessments at Masters Grade Level <i>(from CAF)</i> ---divided by--- Three	All students	<ul style="list-style-type: none"> ▪ Student Achievement ▪ School Progress, Part B
		<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	Closing the Gaps

6.2 College, Career, and Military Readiness (CCMR)

See Chapters 2–4 for detailed information on the methodology for each indicator used to evaluate the CCMR results in each domain.

Sources and Years of Data:

TSDS PEIMS data used for CCMR	Data for
*Enlist in U.S. Armed Forces	2019–20 School Year
Graduate with Completed IEP and Workforce Readiness	
Graduate with Advanced Diploma Plan and be Identified as a Current Special Education Student	
Complete College Prep Course	Earned during 2019–20, 2018–19, 2017–18, and 2016–17 school years
Dual Credit Course Completion	
Earn an Industry-Based Certification	
Earn an Associate Degree	

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

Other data used for CCMR	Data reported for examinations taken as of
ACT college admissions test	Tests as of July 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
AP examination	Tests as of August 2020 administration* (2019–20, 2018–19, 2017–18, and 2016–17 school years)
IB examination	Tests as of May 2020 administration** (2019–20, 2018–19, 2017–18, and 2016–17 school years)
TSI assessment	Tests from June 2011 to October 2020 administration
SAT college admissions test	Tests as of June 2020 administration (2019–20, 2018–19, 2017–18, and 2016–17 school years)
OnRamps dual enrollment course completion	Courses completed during the 2019–20, 2018–19, 2017–18, and 2016–17 school years
Level I and level II certificates	Certificates earned during the 2019–20, 2018–19, 2017–18, and 2016–17 school years

* Due to the COVID-19 pandemic, the College Board added an online August administration in 2020 for students with incomplete May examinations.

** Due to the COVID-19 pandemic, the International Baccalaureate Organization canceled the 2020 IB examinations and instead attributed examination scores to students through an awarding model consisting of three components: student coursework, school grades, and school context.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

Use in 2021 Accountability: CCMR is used in calculating the Student Achievement; School Progress, Part B: Relative Performance; and Closing the Gaps domain results for high schools, K–12s, and districts.

Other Information: The CCMR component used in the Student Achievement and School Progress, Part B domains measures graduates' preparedness for college, the workforce, or the military. Annual graduates demonstrate college, career, or military readiness by meeting any one of the CCMR indicators. See Chapter 2 for specific criteria for each CCMR indicator.

The College, Career, and Military Readiness Performance Status component evaluated in the Closing the Gaps domain differs from the CCMR component in the Student Achievement and School Progress, Part B domains. The denominator used in Closing the Gaps is annual graduates plus students in grade 12 who did not graduate. These grade 12 students are those who were in attendance during the fourth six weeks of school year 2019–20 as reported in TSDS PEIMS attendance records. Grade 12 students who are reported in TSDS PEIMS as IEP Continuers on the 2019–20 October snapshot and those who were not enrolled in a Texas public school in any of the preceding 4 years are excluded from the 2021 Closing the Gaps CCMR denominator.

See Chapter 4 for further information.

Table 6.2.1. CCMR Component Used in Student Achievement and School Progress, Part B Domains

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
<p>College, Career, and Military Readiness (CCMR)</p>	<p style="text-align: center;">Number of 2019–20 annual graduates who</p> <p>1) meet the college-ready criteria on the TSI assessment, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p style="text-align: center;">or</p> <p>2) meet the criteria of 3 on AP or 4 on IB examinations in any subject <i>(from College Board or IB)</i></p> <p style="text-align: center;">or</p> <p>3) complete and earn credit for three hours of dual-course credits in ELA or mathematics or nine hours in any subject <i>(from TSDS PEIMS 43415)</i></p> <p style="text-align: center;">or</p> <p>4) *enlist in the U.S. Armed Forces <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>5) earn an approved industry-based certification <i>(from TSDS PEIMS 48011)</i></p> <p style="text-align: center;">or</p> <p>6) earn an associate degree while in high school <i>(from TSDS PEIMS 40100)</i></p> <p style="text-align: center;">or</p> <p>7) graduate with completed IEP and workforce readiness <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>8) complete an OnRamps course and earn three hours of college credit <i>(from OnRamps program)</i></p> <p style="text-align: center;">or</p> <p>9) graduate under an advanced diploma plan and be identified as a current special education student <i>(from TSDS PEIMS 40203 and 40110)</i></p> <p style="text-align: center;">or</p> <p>10) earn a level I or level II certificate <i>(from THECB)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2019–20 annual graduates <i>(from TSDS PEIMS 40203)</i></p>	<p>All students</p>	<ul style="list-style-type: none"> ▪ Student Achievement (high schools, K–12s, & districts) ▪ School Progress, Part B (high schools, K–12s, & districts)

*Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces

Table 6.2.2. CCMR Performance Status Component Used in Closing the Gaps Domain

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
CCMR Performance Status	<p style="text-align: center;">Number of graduates or students in grade 12* who</p> <p>1) meet the college-ready criteria on the TSI assessment, SAT, ACT, and/or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p style="text-align: center;">or</p> <p>2) meet the criteria of 3 on AP or 4 on IB examinations in any subject <i>(from College Board or IB)</i></p> <p style="text-align: center;">or</p> <p>3) complete and earn credit for three hours of dual-course credits in ELA or mathematics or nine hours in any subject <i>(from TSDS PEIMS 43415)</i></p> <p style="text-align: center;">or</p> <p>4) **enlist in the U.S. Armed Forces <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>5) earn an approved industry-based certification <i>(from TSDS PEIMS 48011)</i></p> <p style="text-align: center;">or</p> <p>6) earn an associate degree while in high school <i>(from TSDS PEIMS 40100)</i></p> <p style="text-align: center;">or</p> <p>7) graduate with completed IEP and workforce readiness <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">or</p> <p>8) complete an OnRamps course and earn three hours of college credit <i>(from OnRamps program)</i></p> <p style="text-align: center;">or</p> <p>9) graduate under an advanced diploma plan and be identified as a current special education student <i>(from TSDS PEIMS 40203 and 40110)</i></p> <p style="text-align: center;">or</p> <p>10) earn a level I or level II certificate <i>(from THECB)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2020 annual graduates plus students in grade 12 during school year 2019–20 <i>(from TSDS PEIMS 42400 and 40203)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	Closing the Gaps (high schools, K–12s, & districts)

* Grade 12 students reported in TSDS PEIMS as IEP Continuers on the 2019–20 October snapshot and those who were not enrolled in a Texas public school in any of the preceding 4 years are excluded from the 2021 Closing the Gaps CCMR denominator.

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and TSDS PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces.

6.3. Texas Success Initiative (TSI) Criteria Graduates

Year of Data: 2019–20

Student Group Information: All students only

Other Information:

- *TSIA*. This measure includes the performance for 2019–20 annual graduates and non-graduating 12th graders. The results include TSI assessments through October 2020.
- *SAT and ACT*. This measure includes the performance for 2019–20 annual graduates and non-graduating 12th graders. If a student takes an ACT or SAT test more than once, the best performance is used.
- *College Prep Course*. This measure includes performance for 2019–20 annual graduates and non-graduating 12th graders. Graduates must have completed and received credit for a college prep course, as defined in TEC §28.014, in ELA and/or mathematics.
- *Matching ID*. Students are included only once. The numerator consists of students matched across the multiple assessments using their unique IDs.

Table 6.3. TSI Criteria Graduates

Indicator	Methodology						Student Groups Evaluated	Use in 2021 Accountability			
TSI Criteria Graduate	Number of graduates (and non-graduating 12 th graders in the Closing the Gaps domain) meeting the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA <u>and</u> mathematics <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i> ---divided by--- Number of 2019–20 annual graduates (and non-graduating 12 th graders in the Closing the Gaps domain) <i>(from TSDS PEIMS 40203)</i>						<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	<ul style="list-style-type: none"> ▪ Student Achievement (high schools, K–12s, & districts) ▪ School Progress, Part B (high schools, K–12s, & districts) ▪ Closing the Gaps (high schools, K–12s, & districts) 			
	TSI Criteria										
	<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>				<u>College Prep Course</u>		
	≥ 351 on Reading	or	≥480 on the Evidence-Based Reading and Writing (EBRW)	or	≥19 on English and ≥23 Composite	or			Complete and earn credit for ELA college prep course		
≥ 350 on Mathematics	or	≥530 on Mathematics	or	≥19 on Mathematics and ≥23 Composite	or	Complete and earn credit for mathematics college prep course					

6.4. Graduation Rate

Years of Data: TSDS PEIMS Submission 1 leaver data, 2015–16 through 2020–21; TSDS PEIMS Submission 3 attendance data, 2014–15 through 2019–20; TSDS PEIMS Submission 1 enrollment data, 2020–21; TxCHSE records as of August 31, 2020.

Student Group Information: Depending on the domain, performance results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students currently served by special education, and current and monitored ELs.

Use in 2021 Accountability: Graduation Rate is used in determining the Student Achievement and Closing the Gaps outcomes for high schools, K–12s, and districts.

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 TxCHSE,” or “dropped out” as of August 31, 2020, or who have a final status of “continued” as of fall 2020. 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, TxCHSE 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.

Code	Leaver Reason Code
Graduated or received an out-of-state high school equivalency certificate	
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	High school equivalency certificate 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 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
08*	Pregnancy
16	Return to home country
20*	Medical Injury
88*	Court-ordered to a high school equivalency program, has not earned a Texas Certificate of High School Equivalency
89*	Incarcerated in state jail or federal penitentiary as an adult
98*	Other

*School leavers with a code 08 or 98 LEAVER-REASON-CODE are counted as dropouts for state and federal accountability purposes.

*School leavers with a code 20, 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](#).

Table 6.4.1. Graduation Rate (with exclusions*)

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
<p>Four-Year Longitudinal Graduation Rate</p>	<p>Number of students in the 2020 cohort (students who first attended 9th grade in 2016–17 or who transferred in to Texas public schools on grade in 2017–18, 2018–19, or 2019–20) who received a high school diploma by August 31, 2020 <i>(from TSDS PEIMS 40110 and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2020 <i>(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<p>All students</p>	<p>Student Achievement (high schools, K–12s, & districts)</p>
<p>Five-Year Extended Longitudinal Graduation Rate</p>	<p>Number of students in the 2019 cohort (students who first attended 9th grade in 2015–16 or who transferred in to Texas public schools on grade in 2016–17, 2017–18, or 2018–19) who received a high school diploma by August 31, 2020 <i>(from TSDS PEIMS 40110 and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2019 <i>(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<p>All students</p>	<p>Student Achievement (high schools, K–12s, & districts)</p>
<p>Six-Year Extended Longitudinal Graduation Rate</p>	<p>Number of students in the 2018 cohort (students who first attended 9th grade in 2014–15 or who transferred in to Texas public schools on grade in 2015–16, 2016–17, or 2017–18) who received a high school diploma by August 31, 2020 <i>(from TSDS PEIMS 40100, 40110, and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2018 <i>(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<p>All students</p>	<p>Student Achievement (high schools, K–12s, & districts)</p>

* State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See Other Information under “6.3.3. Annual Dropout Rate” for a detailed list of exclusions.

Table 6.4.2. Federal Graduation Rate (without exclusions*)

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
Four-Year Federal Graduation Rate (without exclusions¹)	<p>Number of students in 2020 cohort (students who first attended 9th grade in 2016–17 or who transferred in to Texas public schools on grade in 2017–18, 2018–19, or 2019–20) who received a high school diploma by August 31, 2020</p> <p style="text-align: center;"><i>(from TSDS PEIMS 40110 and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2020</p> <p style="text-align: center;"><i>(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Current special education ▪ EL (Ever ELs)² 	<p>Closing the Gaps (high schools, K-12s, & districts)</p>
Six-Year Federal Graduation Rate (without exclusions¹)	<p>Number of students in 2018 cohort (students who first attended 9th grade in 2014–15 or who transferred in to Texas public schools on grade in 2015–16, 2016–17, or 2017–18) who received a high school diploma by August 31, 2020</p> <p style="text-align: center;"><i>(from TSDS PEIMS 40110 and 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of students in the Class of 2018</p> <p style="text-align: center;"><i>(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Current special education ▪ EL (Ever ELs)² 	<p>Closing the Gaps (high schools, K-12s, & districts)</p>

¹State statute specifies certain exclusions that TEA must make when calculating dropout and graduation rates for state accountability. See Other Information under “6.3.3. Annual Dropout Rate” for a detailed list of exclusions.

²Ever ELs (EL [Ever HS]) are evaluated in the federal graduation rates. Ever ELs (EL [Ever HS]) are students reported in TSDS PEIMS as ELs at any time while attending grades 9–12 in a Texas public school.

6.4.3. Annual Dropout Rate

Year of Data: 2019–20

Student Group Information: All students only

Use in 2021 Accountability: Annual Dropout Rate is used in Student Achievement domain calculations for high schools, K–12s, 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. In response to the COVID-19 pandemic, the 2019-20 school-start window for returning students (or “continuers”) was extended through Friday, October 30, 2020. 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.
- *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 (*TSDS PEIMS Sub-Category 40100*).
- *Summer Dropouts.* Summer dropouts are attributed to the school year just completed, based on the last campus the student attended the previous school year.
- *Dropout Recovery Schools.* The annual dropout rate will be used on a safeguard basis only for campuses designated as dropout recovery schools (DRS). For more information, please see “Chapter 2—Student Achievement Domain.”
- *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 2021, the 2019–20 dropouts reported during the fall 2020 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 §39.053[g-3]) 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, or a student who is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- 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
- A student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- 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 for state accountability purposes.
- Under TEC §39.055, a student in a Texas Juvenile Justice Department facility (e.g., county- or state-operated juvenile justice facility) or residential treatment facility served by a Texas public school district is excluded from campus and district rate calculations for state and federal accountability purposes.

Table 6.4.3. Annual Dropout Rate

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
Annual Dropout Rate	Number of grade 9–12 dropouts in 2019–20 <i>(from TSDS PEIMS 40203)</i> ---divided by--- Number of grade 9–12 students who were in attendance at any time during the 2019–20 school year <i>(from TSDS PEIMS 40110, 42400, 42500)</i>	All students	Student Achievement (high schools, K–12s, & districts)

6.5. Academic Growth

In spring 2020, the U.S. Department of Education (USDE) granted Texas a waiver under section 8401(b) of the ESEA of assessment, accountability and school identification, and certain related reporting requirements for the 2019–20 school year. As a result of this waiver, Texas does not have the data necessary (i.e., the prior year STAAR scaled score) to calculate School Academic Growth. Therefore, Academic Growth is not calculated for 2021.

6.6. Economically Disadvantaged Percentage

Years of Data: 2020–21

Use in 2021 Accountability: The percentage of students identified as economically disadvantaged is used in School Progress, Part B: Relative Performance domain calculations. School Progress, Part B: Relative Performance measures the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Other Information:

This percentage is based on 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

6.7. Academic Achievement

Years of Data: 2020–21

Source of Data: CAF

Student Group Information: Results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

Use in 2021 Accountability: Academic Achievement is evaluated in the Closing the Gaps domain for districts and campuses.

Table 6.7. Academic Achievement

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
Academic Achievement	<p style="text-align: center;">Number of ELA/reading or mathematics assessments at the Meets Grade Level or above standard <i>(from CAF)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of ELA/reading or mathematics 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 ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	Closing the Gaps

6.8. English Language Proficiency Component

Years of Data: 2017–18, 2018–19, 2019–20, and 2020–21

Source of Data: TELPAS File

Student Group Information: Results are reported for 2020–21 current ELs.

Use in 2021 Accountability: The English Language Proficiency component evaluates the TELPAS and TELPAS Alternate results for grades K–12. English Language Proficiency is used in calculating the Closing the Gaps domain for districts and campuses.

Other Information:

In 2021 accountability, the English Language Proficiency component evaluates TELPAS and TELPAS Alternate results compared to the prior year results to determine if the students made progress. As the completion of TELPAS was optional in spring 2020 due to the impact of COVID-19, if a 2020 composite rating is not available or does not demonstrate growth, the composite rating from 2019 is used as the prior year result. If the composite rating from 2019 is not available, the 2018 composite rating is compared to the 2021 composite rating. In order to be included in the denominator, a student must have either a current year Advanced High TELPAS composite rating or a Basic Fluency TELPAS Alternate composite rating or a non-zero 2020, 2019, or 2018 TELPAS or a TELPAS Alternate composite rating.

Composite ratings are not compared across TELPAS and TELPAS Alternate.

TELPAS assesses the English language proficiency of K–12 ELs in four language domains: listening, speaking, reading, and writing. English language proficiency assessments in grades K–12 are federally required to evaluate the progress that ELs make in becoming proficient in the use of academic English.

A student is considered having made progress if the student advances by at least one score of the composite rating from the prior year to the current year or if the student’s current year result is Advanced High.

Table 6.8. English Language Proficiency Component

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
English Language Proficiency	<p>Number of TELPAS or TELPAS Alternate assessments that advance by at least one score of the composite rating from prior year or are Advanced High or Basic Fluency</p> <p><i>(from TELPAS File)</i></p> <p>---divided by---</p> <p>Number of 2020–21 TELPAS or TELPAS Alternate assessments with Advanced High or Basic Fluency rating or non-zero 2020, 2019, or 2018 composite ratings</p> <p><i>(from TELPAS File)</i></p>	EL (current only)	Closing the Gaps

6.9. Participation Status

Years of Data: 2020–21

Student Group Information: Results are reported for the following groups: all students, African American, American Indian, Asian, Hispanic, Pacific Islander, white, two or more races, economically disadvantaged, students formerly served by special education, students currently served by special education, current and monitored ELs, continuously enrolled, and non-continuously enrolled.

Use in 2021 Accountability: Participation status is used in calculating the Closing the Gaps component results for districts and campuses.

Other Information:

The target for Participation Status is 95 percent of students taking a state-administered assessment. Participation measures are based on STAAR, TELPAS, and TELPAS Alternate assessment results. TEA will only report reading and mathematics participation rates for districts and campuses for 2021.

See Chapter 4 for additional information.

- STAAR Alternate 2 students with No Authentic Academic Response (NAAR) designation are included as participants.
- Students with the medical exception or medically exempt designations are not included in the participation rate calculation. This includes both STAAR and STAAR Alternate 2 students.

Table 6.9. Participation Status

Component	Methodology	Student Groups Evaluated	Use in 2021 Accountability
Participation Status	<p>1) Number of answer documents with a score code of “S”, 2) number of STAAR Alternate 2 testers with a score code of “N”, 3) number of “A” or “O” reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of “A” or “O” mathematics answer documents with a scored TELPAS or TELPAS Alternate assessment for year 1 asylee/refugees and SIFEs, 5) number of accelerated testers’ EBRW SAT or ELA ACT assessments and mathematics SAT or ACT assessments*</p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of “scored” (S), “absent” (A), “no authentic academic response” (N), “other” (O) assessments, and accelerated testers (from CAF)</p>	<ul style="list-style-type: none"> ▪ All students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or more races ▪ Economically disadvantaged ▪ Former special education ▪ Current special education ▪ EL (current and monitored) ▪ Continuously enrolled ▪ Non-continuously enrolled 	Closing the Gaps

* SAT results include assessments from August 2017 through the May 2021 administration, and ACT results include assessments from August 2017 through the April 2021 administration.

Table 6.9.1 Small Numbers Analysis

Small numbers analysis is only applied to the all students group when there are fewer than 10 assessments or graduates/non-graduating 12th graders.

Domain	Component	Years Used
Student Achievement	STAAR Performance	N/A
	Graduation Rate: 4-Year 5-Year 6-Year	Classes of: 2020, 2019, and 2018 2019, 2018, and 2017 2018, 2017, and 2016
	College, Career, and Military Readiness (CCMR)	2020, 2019, and 2018 Annual Graduates
	Relative Performance	See above (STAAR Performance and CCMR)
Closing the Gaps	Academic Achievement	N/A
	Graduation Rate: 4-year Federal Graduation Rate 6-year Federal Graduation Rate	Classes of: 2020, 2019, and 2018 2018, 2017, and 2016
	English Language Proficiency	N/A
	Student Achievement Domain Score: STAAR Component Only	N/A
	CCMR Performance	2020, 2019, and 2018 Annual Graduates/ Non-Graduating 12th Graders

7. Data used in Distinction Designations

In 2021, districts and campuses receive a *Not Rated: Declared State of Disaster* label overall and in each domain. Distinction designations are not awarded for 2021.

See “Chapter 6—Distinction Designations” for information on the methodology used to determine campus comparison groups.