

Appendix H—Data Sources

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

The primary sources for all data used in the accountability system are the Texas Student Data System Public Education Information Management System (TSDS PEIMS), the testing contractors, and the 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 discussion.

1. Assessment Data Sources Used in Accountability

Organization Name	Description
ACT, Inc.	ACT, Inc. annually provides the agency with ACT examination results of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an ACT examination more than once, the agency receives the record for the most recent examination taken. The ACT data as of the June administration are used.
College Board	The College Board annually provides the agency with SAT examination results of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an SAT examination more than once, the agency receives the record for the most recent examination taken. The SAT data as of the June administration are used. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the May administration are used.
Educational Testing Service (ETS)	For 2018 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 2018 accountability, Pearson is TEA's contractor for the STAAR Alternate 2 and Texas English Language Proficiency Assessment System (TELPAS). The results of STAAR Alternate 2 and TELPAS 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 graduating seniors. The TSIA data is matched to the 2016–17 annual graduates file from TSDS PEIMS. The TSIA data through October 2017 are used in creating college, career, and military readiness indicators.

Organization Name	Description
TEA Texas Certificate of High School Equivalency (TxCHSE) Database	A permanent TEA database maintained by Texas Certificate of High School Equivalency (TxCHSE) under College Career and Military Prep which 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.

2. TSDS PEIMS Sub-Categories Used in Accountability

Sub-Category Code	Sub-Category Name	Description	Submission
40100	Student Basic Information	Identification - the information necessary to identify the person. This information is Social Security number or state-approved alternative student ID and student name. Demographic - the characteristics of a person. This includes the sex, ethnicity, race, date of birth, and various other student characteristics.	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
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> <p>For 2018 accountability, a proxy is used to determine which students are in year 3 and year 4 of monitored status based on whether they were reported as monitored year 1 or year 2 in the previous two years.</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 and 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 and 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 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 fall 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 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 fall 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, whether they show ratings or distinctions, is dependent on the accuracy of the information submitted by districts through TSDS PEIMS.* Districts are responsible for the accuracy of all their TSDS PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the 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 fall TSDS PEIMS snapshot) for district and campus ratings. 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 ratings and subsequent reports (e.g. TAPR, TPRS, 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.

TSIA. The College Board provides the THECB with TSIA results of graduating seniors. The TSIA results received from THECB are matched to the 2016–17 annual graduates file from TSDS PEIMS. The results are matched to students using an algorithm which includes TSDS Unique ID, SSN, and a combination of first name, last name, and DOB. Then the results are attributed to the districts and campuses at which the students are identified as annual graduates in TSDS PEIMS.

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

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

6. Data Used in Accountability Calculations

The following outline provides the domains, components, and indicators used in 2018 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 (6.3.1)
- II. School Progress Domain**
 - a. Part A: Academic Growth (6.4)
 - 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 (6.6)
 - ii. Mathematics: STAAR Results at Meets Grade Level or Above Standard (6.6)
 - b. Academic Growth or Federal Graduation Status
 - i. Reading: Academic Growth (6.4)
 - ii. Mathematics: Academic Growth (6.4)
 - iii. Four-Year Federal Graduation Rate (6.3.2)
 - 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 (6.7)

6.1. STAAR

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

Year of Data: 2017–18

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

Other Information:

- *Student Progress Measures.* The STAAR progress measure results are used in the Student Progress Part A: Academic Growth and Closing the Gaps domain calculations. Detailed information about the STAAR progress measure is available online at <https://tea.texas.gov/student.assessment/progressmeasure/>.
- *Substitute Assessments.* Students may substitute certain tests for corresponding end-of-course (EOC) assessments to meet graduation requirements. To receive credit for performance on a substitute assessment, districts must indicate on the STAAR answer document that they have received official results for an approved substitute assessment and verified the student's score to determine whether the student met the performance standard to qualify for a public high school diploma in Texas. The required equivalency standards for the eligible substitute assessment are available in the Texas Administrative Code online at <https://www.sos.texas.gov/texreg/archive/July212017/Adopted Rules/19.EDUCATION.html>. Students who achieve the equivalency standard on a substitute assessment are included at the Meets Grade Level standard in the Student Achievement domain, the Meets Grade Level standard in the School Progress, Part B: Relative Performance domain, and the Meets Grade Level standard in the Closing the Gaps domain. No substitute assessments are included in the School Progress, Part A: Academic Growth domain.
- *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 result of the Algebra I assessment 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 2018 accountability calculations.

Table 6.1. STAAR Component Used in Accountability

Component	Methodology	Student Groups Evaluated	Use in 2018 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	2016–17 School Year
Earn an Industry-Based Certification	
Earn an Associate’s Degree	
Graduate with Completed IEP and Workforce Readiness	
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications	2016–17, 2015–16, 2014–15, and 2013–14 School Years
Complete College Prep Course	
Dual-Credit Course Completion	
Other assessment data used for CCMR	Data reported for examinations taken as of
ACT college admissions test	June 2017 administration
AP examination	May 2017 administration
IB examination	May 2017 administration
TSI assessment	October 2017 administration
SAT college admissions test	June 2017 administration

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 2018 Accountability: CCMR is used in determining the Student Achievement, School Progress, Part B: Relative Performance, and Closing the Gaps domain ratings 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 CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications indicator awards one-half point only for students who met no other CCMR indicator. These students receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2. The list of 73 industry-based certifications is found in 19 TAC §74.1003, available online at <http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539619413>.

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 last six weeks of school year 2016–17 as reported in TSDS PEIMS attendance records. 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 2018 Accountability
<p>College, Career, and Military Readiness (CCMR)</p>	<p style="text-align: center;">Number of 2016–17 annual graduates who</p> <p>1) meet the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <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’s degree while in high school <i>(from TSDS PEIMS 49010)</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) Enroll in a CTE coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits (2016–17 school year) <u>and</u> complete and receive credit for at least one CTE course aligned with an industry-based certification (2013–17 school years) <i>(from TSDS PEIMS 43415 and 40110 [summer])</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2016–17 annual graduates <i>(from TSDS PEIMS 40203)</i></p>	<p>All students</p>	<ul style="list-style-type: none"> ▪ Student Achievement ▪ School Progress, Part B (high schools, K–12s, & districts)

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

Component	Methodology	Student Groups Evaluated	Use in 2018 Accountability
<p>CCMR Performance Status</p>	<p>Number of graduates or students in grade 12 who</p> <p>1) meet the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <i>(from TSDS PEIMS 43415, THECB, College Board, and ACT)</i></p> <p>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>or</p> <p>3) complete and earned 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>or</p> <p>4) enlist in the U.S. Armed Forces <i>(from TSDS PEIMS 40203)</i></p> <p>or</p> <p>5) earn an approved industry-based certification <i>(from TSDS PEIMS 48011)</i></p> <p>or</p> <p>6) earn an associate’s degree while in high school <i>(from TSDS PEIMS 49010)</i></p> <p>or</p> <p>7) graduate with completed IEP and Workforce Readiness <i>(from TSDS PEIMS 40203)</i></p> <p>or</p> <p>8) Enroll in a CTE coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits (2016–17 school year) <u>and</u> complete and receive credit for at least one CTE course aligned with an industry-based certification (2013–17 school years) <i>(from TSDS PEIMS 43415 and 40110 [summer])</i></p> <p>---divided by---</p> <p>Number of 2017 annual graduates plus students in grade 12 during school year 2016–17 <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 	<p>Closing the Gaps (high schools, K–12s, & districts)</p>

6.3. Graduation Rate

Years of Data: TSDS PEIMS Submission 1 leaver data, 2012–13 through 2017–18; TSDS PEIMS Submission 3 attendance data, 2011–12 through 2016–17; TSDS PEIMS Submission 1 enrollment data, 2017–18; TxCHSE records as of August 31, 2017.

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 2018 Accountability: Graduation Rate is used in determining the Student Achievement and Closing the Gaps domain ratings 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, 2017, or who have a final status of “continued” as of fall 2017. 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 GED	
01	Graduated from a campus in this district or charter
85	Graduated outside Texas before entering Texas public school, entered Texas public school, left again
86	GED outside Texas
90	Graduated from another state under provisions of the Interstate Compact on Educational Opportunity for Military Children
Moved to other educational setting	
24	College, pursue associate’s or bachelor’s degree
60	Home schooling
66	Removed-child protective services
81	Enroll in TX private school
82	Enroll in school outside Texas
87	Enroll in university high school diploma program
Withdrawn by school district	
78	Expelled for offense under TEC §37.007, cannot return
83	Withdrawn by district because not entitled to enrollment
Left school for other reasons	
03	Died
16	Return to home country
88*	Court-ordered to a GED program, has not earned a GED
89*	Incarcerated in state jail or federal penitentiary as an adult
98+	Other

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

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

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

Table 6.3.1. Graduation Rate (with exclusions*)

Component	Methodology	Student Groups Evaluated	Use in 2018 Accountability
<p>Four-Year Longitudinal Graduation Rate</p>	<p>Number of students in 2017 cohort (students who first attended 9th grade in 2013–14 or who transferred in to Texas public schools on grade in 2014–15, 2015–16, or 2016–17) who received a high school diploma by August 31, 2017 <i>(from TSDS PEIMS 40110 and 40203)</i></p> <p>---divided by---</p> <p>Number of students in the Class of 2017 <i>(from TSDS PEIMS 40100, 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<p>All students</p>	<p>Student Achievement</p>
<p>Five-Year Extended Longitudinal Graduation Rate</p>	<p>Number of students in the 2016 cohort (students who first attended 9th grade in 2012–13 or who transferred in to Texas public schools on grade in 2013–14, 2014–15, or 2015–16) who received a high school diploma by August 31, 2017 <i>(from TSDS PEIMS 40110 and 40203)</i></p> <p>---divided by---</p> <p>Number of students in the Class of 2016 <i>(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<p>All students</p>	<p>Student Achievement</p>
<p>Six-Year Extended Longitudinal Graduation Rate</p>	<p>Number of students in the 2015 cohort (students who first attended 9th grade in 2011–12 or who transferred in to Texas public schools on grade in 2012–13, 2013–14, or 2014–15) who received a high school diploma by August 31, 2017 <i>(from TSDS PEIMS 40100, 40110, and 40203)</i></p> <p>---divided by---</p> <p>Number of students in the Class of 2015 <i>(from TSDS PEIMS 40110, 40203, 42400, 42405, 42500, 42505 and TxCHSE)</i></p>	<p>All students</p>	<p>Student Achievement</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 6.3.2. Four-Year Federal Graduation Rate (without exclusions*)

Component	Methodology	Student Groups Evaluated	Use in 2018 Accountability
<p>Federal Graduation Status (without exclusions¹)</p>	<p>Number of students in 2017 cohort (students who first attended 9th grade in 2013–14 or who transferred in to Texas public schools on grade in 2014–15, 2015–16, or 2016–17) who received a high school diploma by August 31, 2017 <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 2017 <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.

6.3.3. Annual Dropout Rate

Year of Data: 2016–17

Student Group Information: All students only

Use in 2018 Accountability: Annual Dropout Rate is used in determining the Student Achievement domain rating 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. 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. In response to the crisis declaration following Hurricane Harvey, the school-start window for the 2018 ratings cycle was temporarily extended through Friday, October 27, 2017.
- *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.
- *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 2018, the 2016–17 dropouts reported during the fall 2017 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 open-enrollment charter school in which the facility is located
 - A student who is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
 - Under TEC §39.053 (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 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 6.3.3. Annual Dropout Rate

Component	Methodology	Student Groups Evaluated	Use in 2018 Accountability
Annual Dropout Rate	<p style="text-align: center;">Number of grade 9–12 dropouts in 2016–17 <i>(from TSDS PEIMS 40203)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of grade 9–12 students who were in attendance at any time during the 2016–17 school year <i>(from TSDS PEIMS 40110, 42400, 42500)</i></p>	All students	Student Achievement

6.4. Academic Growth

Years of Data: 2016–17 and 2017–18

Source of Data: 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.

Use in 2018 Accountability: Academic Growth is used in determining the School Progress, Part A: Academic Growth and Closing the Gaps domain ratings for districts and campuses.

Other Information:

The School Progress, Part A: Academic Growth domain provides an opportunity for districts and campuses to receive credit for STAAR results in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain proficiency.

Table 6.4. Academic Growth

Component	Methodology	Student Groups Evaluated	Use in 2018 Accountability
Academic Growth	Points earned for STAAR assessments in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain proficiency <i>(from CAF)</i> ---divided by--- Number of STAAR assessments in ELA/reading and mathematics eligible for STAAR progress measure <i>(from CAF)</i>	All students	School Progress, Part A

Table 6.4. Academic Growth (continued)

Component	Methodology	Student Groups Evaluated	Use in 2018 Accountability
<p>Academic Growth</p>	<p>Points earned for STAAR assessments in ELA/reading and mathematics that either meet the student-level criteria for the STAAR progress measure or maintain proficiency <i>(from CAF)</i></p> <p>---divided by---</p> <p>Number of STAAR assessments in ELA/reading and mathematics eligible for STAAR progress measure <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 	<p>Closing the Gaps</p>

6.5. Economically Disadvantaged Percentage

Years of Data: 2017–18

Use in 2018 Accountability: The percentage of students identified as economically disadvantaged is used in determining the School Progress, Part B: Relative Performance domain rating. 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 fall snapshot. A student is reported as economically disadvantaged on the TSDS PEIMS fall 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

6.6. Academic Achievement

Years of Data: 2017–18

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 2018 Accountability: Academic Achievement is used in determining the Closing the Gaps domain rating for districts and campuses.

Table 6.6. Academic Achievement

Component	Methodology	Student Groups Evaluated	Use in 2018 Accountability
<p>Academic Achievement</p>	<p>Number of ELA/reading or mathematics assessments at the Meets Grade Level or above standard <i>(from CAF)</i> ---divided by--- 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 	<p>Closing the Gaps</p>

6.7. English Language Proficiency Component

Years of Data: 2013–14, 2014–15, 2015–16, and 2016–17

Source of Data: TELPAS File

Student Group Information: Results are reported for 2016–17 current ELs.

Use in 2018 Accountability: The English Language Proficiency component evaluates the TELPAS results for grades K–12. English Language Proficiency is used in determining the Closing the Gaps domain rating for districts and campuses.

Other Information:

Due to changes to the TELPAS, the data evaluated in this indicator for 2018 lags a year. In 2018 accountability, the English Language Proficiency component evaluates TELPAS results from 2016–17 and 2015–16. If a 2015–16 composite rating is not available, the composite rating from 2014–15 is used. If a 2014–15 composite rating is not available, the composite rating from 2013–14 is used.

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 the student’s current year result is Advanced High. If the prior year composite rating is not available, the second or third year prior composite rating is used.

Example: A student has a 2016–17 TELPAS composite rating of Intermediate. There is no TELPAS composite rating available from 2015–16. The student’s 2014–15 composite rating is Beginning This student is included in the numerator and denominator as the student advanced by at least one composite rating.

Table 6.7. English Language Proficiency Component

Component	Methodology	Student Groups Evaluated	Use in 2018 Accountability
English Language Proficiency	<p style="text-align: center;">Number of TELPAS assessments that advance by at least one score of the composite rating from prior year or are Advanced High <i>(from TELPAS File)</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2016–17 TELPAS assessments with Advanced High rating or non-zero prior year (or second or third prior year) composite ratings <i>(from TELPAS File)</i></p>	EL (current only)	Closing the Gaps

6.8. Participation Status

Years of Data: 2017–18

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 2018 Accountability: Participation status is used in determining the Closing the Gaps domain rating 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 and TELPAS assessment results. See Chapter 4 for additional information.

- Students taking substitute assessments are included as participants.
- 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.
- Should the participation status for the all students group or any student group fall below 95 percent, rounded to the nearest whole number, the denominator used for calculating the Closing the Gaps Academic Achievement component is adjusted to include the necessary number of assessments to meet the 95 percent threshold.

Table 6.8. Participation Status

Component	Methodology	Student Groups Evaluated	Use in 2018 Accountability
<p>Participation Status</p>	<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 substitute assessments 4) number of “A” or “O” reading answer documents with a scored TELPAS assessment, and 5) number of “A” or “O” mathematics answer documents with a scored TELPAS assessment for year 1–5 asylee/refugees and SIFEs</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), and “other” (O) assessments (including substitute 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 	<p style="text-align: center;">Closing the Gaps</p>

7. Data used in Distinction Designations

Campuses that receive an accountability rating of *Met Standard* are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. The distinction designation indicators are typically separate from those used to assign accountability ratings. Districts that receive a rating of *A*, *B*, *C*, or *D* are eligible for a distinction designation in postsecondary readiness.

See “Chapter 6—Distinction Designations” for detailed information on the methodology used to evaluate each distinction designation.

7.1. STAAR Data Used in Distinction Designations

Year of Data: 2017–18

Source of Data: CAF

Student Group Information: All students only

Other Information:

- *Student Progress Measures.* The STAAR progress measure results are used in the Academic Achievement in English Language Arts/Reading, Academic Achievement in Mathematics, Top 25 Percent: Comparative Academic Growth, and Top 25 Percent: Comparative Closing the Gaps distinction designation calculations. Detailed information about the STAAR progress measure is available online at <https://tea.texas.gov/student.assessment/progressmeasure/>.
- *Substitute Assessments.* Students may substitute certain tests for corresponding end-of-course (EOC) assessments to meet graduation requirements. To receive credit for performance on a substitute assessment, districts must indicate on the STAAR answer document that they have received official results for an approved substitute assessment and verified the student's score to determine whether the student met the performance standard to qualify for a public high school diploma in Texas. The required equivalency standards for the eligible substitute assessment are available in the Texas Administrative Code online at <https://www.sos.texas.gov/texreg/archive/July212017/Adopted Rules/19.EDUCATION.html>. Students who achieve the equivalency standard on a substitute assessment are included at the Meets Grade Level standard. No substitute assessments are included in the student growth indicators.
- *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 distinction designation calculations.

Table 7.1. STAAR Indicators

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
Accelerated Student Growth in ELA/Reading	Percentage of tests taken in 2017–18 that earned Accelerated progress in ELA/reading <i>(from CAF)</i>	All students	AADD: ELA/Reading
Accelerated Student Growth in Mathematics	Percentage of tests taken in 2017–18 that earned Accelerated progress in mathematics <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 3 Reading Performance (Masters Grade Level)	Percentage of grade 3 reading tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 3 Mathematics Performance (Masters Grade Level)	Percentage of grade 3 mathematics tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 4 Reading Performance (Masters Grade Level)	Percentage of grade 4 reading tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 4 Writing Performance (Masters Grade Level)	Percentage of grade 4 writing tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 4 Mathematics Performance (Masters Grade Level)	Percentage of grade 4 mathematics tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 5 Reading Performance (Masters Grade Level)	Percentage of grade 5 reading tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 5 Mathematics Performance (Masters Grade Level)	Percentage of grade 5 mathematics tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics

Table 7.1. STAAR Indicators (continued)

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
Grade 5 Science Performance (Masters Grade Level)	Percentage of grade 5 science tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Science
Grade 6 Reading Performance (Masters Grade Level)	Percentage of grade 6 reading tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 6 Mathematics Performance (Masters Grade Level)	Percentage of grade 6 mathematics tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 7 Reading Performance (Masters Grade Level)	Percentage of grade 7 reading tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 7 Writing Performance (Masters Grade Level)	Percentage of grade 7 writing tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 7 Mathematics Performance (Masters Grade Level)	Percentage of grade 7 mathematics tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Grade 8 Reading Performance (Masters Grade Level)	Percentage of grade 8 reading tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
Grade 8 Mathematics Performance (Masters Grade Level)	Percentage of grade 8 mathematics tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
Algebra I by Grade 8 Participation	Percentage of grade 8 students enrolled in fall 2017 who took an EOC Algebra I test in the current school year or a prior school year <i>(from TSDS PEIMS 40110 and CAF)</i>	All students	AADD: Mathematics

Table 7.1. STAAR Indicators (continued)

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
Grade 8 Science Performance (Masters Grade Level)	Percentage of grade 8 science tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Science
Grade 8 Social Studies Performance (Masters Grade Level)	Percentage of grade 8 social studies tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Social Studies
EOC English I Performance (Masters Grade Level)	Percentage of EOC English I tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
EOC Algebra I Performance (Masters Grade Level)	Percentage of EOC Algebra I tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Mathematics
EOC Biology Performance (Masters Grade Level)	Percentage of EOC Biology tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Science
EOC English II Performance (Masters Grade Level)	Percentage of EOC English II tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: ELA/Reading
EOC U.S. History Performance (Masters Grade Level)	Percentage of EOC U.S. History tests taken in 2017–18 that met the Masters Grade Level standard <i>(from CAF)</i>	All students	AADD: Social Studies
Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects)	Percentage of STAAR Results at Meets Grade Level or Above Standard (All Subjects) <i>(from CAF)</i>	All students	AADD: Postsecondary Readiness
Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics	Percentage of Grade 3–8 Results at Meets Grade Level or Above in Both Reading and Mathematics <i>(from CAF)</i>	All students	AADD: Postsecondary Readiness

7.2. Graduation Plan Rate

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

Year of Data: Class of 2017

Student Group Information: All students only

Use in 2018 Distinction Designations: The four-year longitudinal RHSP/DAP or RHSP/DAP/FHSP-E/FHSP-DLA rate for all students is used to determine the distinction designation for postsecondary readiness.

Other Information:

- *Graduation Requirements.* The State Board of Education has by rule defined the graduation requirements for Texas public school students. For the Class of 2017, the rule delineates specific requirements for four levels: minimum requirements, RHSP, DAP, and FHSP.
- *Graduation Types.* RHSP graduates are students with type codes of 19, 22, 25, 28, or 31; DAP graduates are students with type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with type codes 34, 54, 55, 56 or 57. FHSP graduates with code type of 35 are ineligible for endorsements and are excluded. See the *Texas Education Data Standards* for more information.

Table 7.2. Graduation Plan Rate

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
<p>Four-Year Longitudinal RHSP or DAP Rate that excludes FHSP Graduates</p>	<p>Number of graduates in the Class of 2017 who complete a 4-year RHSP or DAP <i>(from TSDS PEIMS 40203)</i></p> <p>---divided by---</p> <p>Number of graduates in the Class of 2017 with reported graduation plans (excludes graduates with Foundation High School Plan degree plans) <i>(from TSDS PEIMS 40203)</i></p>	<p>All students</p>	<p>AADD: Postsecondary Readiness</p>
<p>Four-Year Longitudinal RHSP or DAP or FHSP-E or FHSP-DLA Rate</p>	<p>Number of graduates in the Class of 2017 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA <i>(from TSDS PEIMS 40203)</i></p> <p>---divided by---</p> <p>Number of graduates in the Class of 2017 with reported graduation plans <i>(from TSDS PEIMS 40203)</i></p>	<p>All students</p>	<p>AADD: Postsecondary Readiness</p>

7.3. Texas Success Initiative (TSI) Criteria Graduates

Year of Data: 2016–17

Student Group Information: All students only

Other Information:

- *TSIA.* This measure includes the performance for the Class of 2017. The results include TSI assessments through October 2017.
- *SAT and ACT.* This measure includes the performance for the Class of 2017. If a student takes an ACT or SAT test more than once, the performance used is for the most recent examination taken.
- *College Prep Course.* This measure includes performance for the Class of 2017. 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 7.3. Texas Success Initiative (TSI) Criteria Graduates

Indicator	Methodology						Student Groups Evaluated	Use in 2018 Distinctions	
TSI Criteria Graduate	Number of graduates 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 2016–17 annual graduates <i>(from TSDS PEIMS 40203)</i>						All students	AADD: Postsecondary Readiness	
	TSI Criteria								
	<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>				<u>College Prep Course</u>
	≥ 351 on Reading	or	≥480 on the Evidence-Based Reading and Writing (EBRW)	or	≥19 on English and ≥ 23 Composite	or			Complete and earn credit for ELA college prep course
≥ 350 on Mathematics	or	≥530 on Mathematics	or	≥19 on Mathematics and ≥23 Composite	or	Complete and earn credit for mathematics college prep course			

*For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables.

7.4. College, Career, and Military Ready Graduates

Sources and Years of Data:

TSDS PEIMS data used for CCMR	Data for
Enlist in U.S. Armed Forces	2016–17 School Year
Earn an Industry-Based Certification	
Earn an Associate’s Degree	
Graduate with Completed IEP and Workforce Readiness	
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications	2016–17, 2015–16, 2014–15, and 2013–14 School Years
Complete College Prep Course	
Dual-Credit Course Completion	
Other assessment data used for College, Career, and Military Readiness	Data reported for
ACT college admissions test	Tests as of June 2017 administration
AP examination	Tests as of May 2017 administration
IB examination	Tests as of May 2017 administration
TSI assessment	Tests as of October 2017 administration
SAT college admissions test	Tests as of June 2017 administration

Student Group Information: All students only

Other Information: The CCMR component of the Student Achievement domain is used to evaluate districts and campuses for the Postsecondary Readiness distinction designation. See Chapter 2 for additional information.

Table 7.4. College, Career, and Military Ready Graduates

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
<p>College, Career, and Military Ready Graduates</p>	<p style="text-align: center;">Number of 2016–17 annual graduates who</p> <p>1) meet the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. <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 earned 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’s degree while in high school <i>(from TSDS PEIMS 49010)</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) Enroll in a CTE coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits (2016–17 school year) <u>and</u> complete and receive credit for at least one CTE course aligned with an industry-based certification (2013–17 school years) <i>(from TSDS PEIMS 43415 and 40110 [summer])</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2016–17 annual graduates <i>(from TSDS PEIMS 40203)</i></p>	<p>All students</p>	<p>AADD: Postsecondary Readiness</p>

7.5. AP/IB Participation and Performance

Year of Data: 2016–17

Student Group Information: All students only

Use in 2018 Distinction Designations: AP/IB performance and participation in the following examinations are used in determining the following distinction designations:

Distinction Designation	AP Examination	IB Examination
Academic Achievement in ELA/Reading	<ul style="list-style-type: none"> • English Language and Composition • English Literature and Composition 	<ul style="list-style-type: none"> • English A: Literature • English A: Language and Literature
Academic Achievement in Mathematics	<ul style="list-style-type: none"> • Calculus AB • Calculus BC • Computer Science A • Computer Science Principles • Statistics 	<ul style="list-style-type: none"> • Further Mathematics • Math Studies • Mathematics • Math Calculus • Math Statistics
Academic Achievement in Science	<ul style="list-style-type: none"> • Biology • Chemistry • Physics 1 • Physics 2 • Physics C: Mechanics • Physics C: Electricity and Magnetism • Environment Science 	<ul style="list-style-type: none"> • Biology • Chemistry • Computer Science • Physics • Environmental Systems and Societies • Design Technology

Distinction Designation	AP Examination	IB Examination
Academic Achievement in Social Studies	<ul style="list-style-type: none"> • United States History • European History • World History • United States Government and Politics • Comparative Government and Politics • Human Geography • Microeconomics • Macroeconomics • Psychology 	<ul style="list-style-type: none"> • History • History Americas • History Europe • World Religions • Geography • Economics • Philosophy • Psychology • Business and Management • Information Technology in a Global Society
Postsecondary Readiness	Performance on all AP and IB subject assessments is included.	

Other Information: Criterion score is 3 or more for AP and 4 or more for IB.

Table 7.5. AP/IB Participation and Performance

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
<p>AP/IB Examination Participation: ELA</p>	<p>Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2016–17 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2016–17 <i>(from TSDS PEIMS 40110)</i></p>	<p>All students</p>	<p>AADD: ELA/Reading</p>
<p>AP/IB Examination Participation: Mathematics</p>	<p>Number of 11th and 12th graders taking at least one AP or IB exam in mathematics in 2016–17 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2016–17 <i>(from TSDS PEIMS 40110)</i></p>	<p>All students</p>	<p>AADD: Mathematics</p>
<p>AP/IB Examination Participation: Science</p>	<p>Number of 11th and 12th graders taking at least one AP or IB exam in science in 2016–17 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2016–17 <i>(from TSDS PEIMS 40110)</i></p>	<p>All students</p>	<p>AADD: Science</p>
<p>AP/IB Examination Participation: Social Studies</p>	<p>Number of 11th and 12th graders taking at least one AP or IB exam in social studies in 2016–17 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2016–17 <i>(from TSDS PEIMS 40110)</i></p>	<p>All students</p>	<p>AADD: Social Studies</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
AP/IB Examination Participation: Any Subject	Number of 11th and 12th graders taking at least one AP or IB exam in any subject in 2016–17 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2016–17 <i>(from TSDS PEIMS 40110)</i>	All students	Postsecondary Readiness
AP/IB Examination Results (Examinees >= Criterion): ELA	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in ELA in 2016–17 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2016–17 <i>(from College Board or IB)</i>	All students	AADD: ELA/Reading
AP/IB Examination Results (Examinees >= Criterion): Mathematics	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in mathematics in 2016–17 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders taking at least one AP or IB exam in mathematics in 2016–17 <i>(from College Board or IB)</i>	All students	AADD: Mathematics
AP/IB Examination Results (Examinees >= Criterion): Science	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in science in 2016–17 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders taking at least one AP or IB exam in science in 2016–17 <i>(from College Board or IB)</i>	All students	AADD: Science

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
AP/IB Examination Results (Examinees >= Criterion): Social Studies	<p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in social studies in 2016–17 <i>(from College Board or IB)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in social studies in 2016–17 <i>(from College Board or IB)</i></p>	<p>All students</p>	<p>AADD: Social Studies</p>
AP/IB Examination AP/IB Examination Results (Examinees >= Criterion): Any Subject	<p>Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in any subject in 2016–17 <i>(from College Board or IB)</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of 11th and 12th graders taking at least one AP or IB exam in any subject in 2016–17 <i>(from College Board or IB)</i></p>	<p>All students</p>	<p>AADD: Postsecondary Readiness</p>

7.6. SAT/ACT Results

Year of Data: 2016–17

Student Group Information: All students only

Use in 2018 Distinction Designations: SAT and ACT results are used in determining distinction designations for academic achievement in ELA/reading, mathematics, science, and postsecondary readiness.

Other Information: See Table 7.3 for details regarding TSI criterion score.

Table 7.6. SAT/ACT Participation and Performance

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
SAT/ACT Participation	<p>Number of graduating examinees taking either the SAT or ACT <i>(from College Board and ACT)</i></p> <p>---divided by---</p> <p>Number of total graduates reported for the 2016–17 school year <i>(from TSDS PEIMS 40203)</i></p>	All students	<p>AADD: ELA/Reading</p> <p>Mathematics</p> <p>Postsecondary Readiness</p>
SAT/ACT Performance	<p>Number of graduating examinees at or above the TSI criterion score on the SAT* or ACT <i>(from College Board and ACT)</i></p> <p>---divided by---</p> <p>Number of graduating examinees taking either the SAT or ACT <i>(from College Board and ACT)</i></p>	All students	<p>AADD: Postsecondary Readiness</p>
Average SAT Score: Reading and Writing	<p>Sum of scores in evidence-based reading and writing of all graduates who took the SAT* <i>(from College Board)</i></p> <p>---divided by---</p> <p>Number of graduating examinees taking the SAT <i>(from College Board)</i></p>	All students	<p>AADD: ELA/Reading</p>

*For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board's concordance tables.

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
Average SAT Score: Mathematics	Sum of scores in mathematics of all graduates who took the SAT* <i>(from College Board)</i> ---divided by--- Number of graduating examinees taking the SAT <i>(from College Board)</i>	All students	AADD: Mathematics
Average ACT Score: ELA	Sum of average scores in English and reading of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i>	All students	AADD: ELA/Reading
Average ACT Score: Mathematics	Sum of scores in mathematics of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i>	All students	AADD: Mathematics
Average ACT Score: Science	Sum of scores in science of all graduates who took the ACT <i>(from ACT)</i> ---divided by--- Number of graduating examinees taking the ACT <i>(from ACT)</i>	All students	AADD: Science

*For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables.

7.7. Advanced/Dual-Credit Course Completion

Year of Data: 2016–17

Student Group Information: All students only

Use in 2018 Distinction Designations: This indicator is used in determining the distinction designations for academic achievement in ELA/reading, mathematics, science, social studies, and postsecondary readiness.

Other Information:

- *Advanced/Dual-Credit Course Completion by Subject.* Advanced/dual-credit course completion percentages are calculated and available by subject for ELA, mathematics, science, and social studies.
- *Advanced Course List.* A list of courses designated as advanced is published each year in the *TAPR Glossary*. The most current list can be accessed online at <https://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=51539617810&libID=51539617810>.

Table 7.7. Advanced/Dual-Credit Course Completion

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
<p>Advanced/Dual-Credit Course Completion Rate: ELA</p>	<p>Number of students in grades 9–12 in 2016–17 who received credit for at least one advanced/dual-credit course in ELA <i>(from TSDS PEIMS 43415)</i> ---divided by--- Number of students in grades 9–12 in 2016–17 who completed at least one credit course in ELA <i>(from TSDS PEIMS 43415)</i></p>	<p>All students</p>	<p>AADD: ELA/Reading</p>
<p>Advanced/Dual-Credit Course Completion Rate: Mathematics</p>	<p>Number of students in grades 9–12 in 2016–17 who received credit for at least one advanced/dual-credit course in mathematics <i>(from TSDS PEIMS 43415)</i> ---divided by--- Number of students in grades 9–12 in 2016–17 who completed at least one credit course in mathematics <i>(from TSDS PEIMS 43415)</i></p>	<p>All students</p>	<p>AADD: Mathematics</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
<p>Advanced/Dual-Credit Course Completion Rate: Science</p>	<p>Number of students in grades 9–12 in 2016–17 who received credit for at least one advanced/dual-credit course in science <i>(from TSDS PEIMS 43415)</i> ---divided by--- Number of students in grades 9–12 in 2016–17 who completed at least one credit course in science <i>(from TSDS PEIMS 43415)</i></p>	<p>All students</p>	<p>AADD: Science</p>
<p>Advanced/Dual-Credit Course Completion Rate: Social Studies</p>	<p>Number of students in grades 9–12 in 2016–17 who received credit for at least one advanced/dual-credit course in social studies <i>(from TSDS PEIMS 43415)</i> ---divided by--- Number of students in grades 9–12 in 2016–17 who completed at least one credit course in social studies <i>(from TSDS PEIMS 43415)</i></p>	<p>All students</p>	<p>AADD: Social Studies</p>

7.8. CTE Coherent Sequence Graduates

Year of Data: 2016–17

Student Group Information: All students only

Use in 2018 Distinction Designations: CTE coherent sequence graduation rate is used in determining distinction designations for postsecondary readiness.

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
CTE Coherent Sequence Graduates	<p>Number of 2016–17 annual graduates who were enrolled in a CTE coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits (2016–17 school year)</p> <p style="text-align: center;"><i>(from TSDS PEIMS 40110 [summer])</i></p> <p style="text-align: center;">---divided by---</p> <p>Number of 2016–17 annual graduates</p> <p style="text-align: center;"><i>(from TSDS PEIMS 40203)</i></p>	<p>All students</p>	<p>AADD: Postsecondary Readiness</p>

7.9. Attendance Rate

Year of Data: 2016–17

Student Group Information: All students only

Use in 2018 Distinction Designations: Attendance rate is used in determining distinction designations for academic achievement in ELA/reading, mathematics, science, and social studies.

Indicator	Methodology	Student Groups Evaluated	Use in 2018 Distinctions
Attendance Rate	Total number of days students in grade 1–12 are present during the 2016–17 school year <i>(from TSDS PEIMS 42400)</i> ---divided by--- Total number of days students in grade 1–12 are in membership during the 2016–17 school year <i>(from TSDS PEIMS 42400)</i>	All students	AADD: ELA/Reading Mathematics Science Social Studies

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