

Comprehensive Glossary

2017–18 Texas Academic Performance Report

Cover Page

2018 Accountability Rating: The overall rating earned by the district or campus for 2018.

2018 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination status based on an evaluation of each district’s Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

<https://tea.texas.gov/si/SPEDmonitoring/>

Additional resources include the PBMAS Manual and the State Performance Plan at the following links: <http://tea.texas.gov/pbm/PBMASManuals.aspx>

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

2017 Armed Services Vocational Aptitude Battery (ASVAB) Test (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated.

Meets Requirements: The district met the reporting requirement and administered the ASVAB CEP.

Not Reported: The district did not complete the reporting requirement.

Not Given: The district completed the reporting requirement but did not administer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not administer ASVAB CEP but did administer an alternate test.

Performance

STAAR (State of Texas Assessments of Academic Readiness): A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

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Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2018/masking.html>.

STAAR Performance

The performance section of the TAPR shows STAAR performance by grade, subject, and performance level.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

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STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding end-of-course assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR. Indicates the amount of improvement or growth made from year to year.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2018 Accountability Manual](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2018 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2017–18, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2017 but passed in 2018}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2017}}$$

number of matched grades 4–8 students who did not reach the satisfactory standard in 2017

For 2017–18, students in grades 4–8 included in these measures are those who

- took the spring 2017–18 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2017–18 accountability subset;

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- can be matched to the spring 2016–17 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2016–17 STAAR administration of ELA/reading and/or mathematics.

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2018, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

- (3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the assessment in either of the first two administrations}}{\text{cumulative number of students who took the assessment in either of the first two administrations}}$$

- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC):* The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

$$\frac{\text{number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level}}{\text{number of students who did not pass the assessment in the first, second, or third administrations}}$$

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- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted*: The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level

number of students who did not pass the assessment in the first, second, or third administrations

number of students who did not pass the assessment in the first, second, or third administrations and were retained

number of students who did not pass the assessment in the first, second, or third administrations

Participation

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, and/or Texas English Language Proficiency Assessment System (TELPAS). The details on the participation categories are as follows:

- *Assessment Participant*: 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
 - *Included in Accountability*: scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
 - *Not included in Accountability*: answer documents counted as participants but not used in determining the district or campus accountability rating
 - ◆ *Mobile*: answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 27, 2017, or October 28, 2016, for summer 2017 EOCs)
 - ◆ *Other Exclusions*. The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an EL who has been in school in the U.S. for one year or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.
- *Not Tested*: answer documents with score codes A or O
 - *Absent*: answer documents with score code A
 - *Other*: answer documents with score code O, except for substitute assessments.

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The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (*Data source: STAAR and TELPAS File*)

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2016–17 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grade 1–12 were present in 2016–17}}{\text{total number of days that students in grade 1–12 were in membership in 2016–17}}$$

This indicator was used in awarding distinction designations in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#). (*Data source: TSDS PEIMS 42400*)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2016–17 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2016–17 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2016–17 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2016–17 school year}}$$

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2016–17](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2018 Accountability Manual \(Data source: TSDS PEIMS 40203, 40110, 42400, and 42500\)](#)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed through their expected graduation with the Class of 2017.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2016.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2011–12. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2015.

Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

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A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2013–14 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2013–14 but takes 5 years to graduate (i.e., graduates in May 2018) is still part of the 2017 cohort; he or she is not switched to the 2018 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2017. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2017 for the 2017 cohort.

number of students from the cohort who received a high school diploma by August 31, 2017

number of students in the 2017 cohort*

- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2017. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2017 cohort*

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2017–18 school year

number of students in the 2017 cohort*

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2017–18 school year

number of students in the 2017 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

number of students from the 2017 cohort who received a high school diploma by August 31, 2017 plus number of students from the cohort who received a TxCHSE by August 31, 2017

number of students in the 2017 cohort*

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- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2017} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2017} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year} \end{aligned}}{\text{number of students in the 2017 cohort*}}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2017, for the 2016 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2016 cohort*}}$$

- (2) *Received TxCHSE*: For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2017. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2017}}{\text{number of students in the 2016 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2016 cohort still enrolled as students in the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year}}{\text{number of students in the 2016 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2017–18 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2017–18 school year}}{\text{number of students in the 2016 cohort*}}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August} \\ &\quad \text{31, 2017} \\ &\quad \text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2017} \end{aligned}}{\text{number of students in the 2016 cohort*}}$$

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- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2017} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2017} \\ \text{plus} \\ \text{number of students from the cohort who were enrolled in the fall of the 2017-18} \\ \text{school year} \end{array}}{\text{number of students in the 2016 cohort*}}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2017, for the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2015 cohort*}}$$

- (2) *Received TxCHSE*: For the 2015 cohort, the percentage who received a TxCHSE certificate by August 31, 2017. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2017}}{\text{number of students in the 2015 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2015 cohort still enrolled as students in the fall of the 2017-18 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2017-18 school year}}{\text{number of students in the 2015 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2015 cohort who dropped out and did not return by the fall of the 2017-18 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2017-18 school year}}{\text{number of students in the 2015 cohort*}}$$

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\begin{array}{c} \text{number of students from the cohort who received a high school diploma by August 31, 2017} \\ \text{plus} \\ \text{number of students from the cohort who received a TxCHSE by August 31, 2017} \end{array}}{\text{number of students in the 2015 cohort*}}$$

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- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2017} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2017} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2017–18 school year} \end{aligned}}{\text{number of students in the 2015 cohort}^*}$$

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2013–14. They are followed through their expected graduation with the Class of 2017. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2017 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2012–13. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2016. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2016 cohort}^{**}}$$

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2011–12. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2017}}{\text{number of students in the 2015 cohort}^{**}}$$

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** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2016–17](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2017 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2017 with reported FHSP graduation plans

FHSP-E Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2017 who complete a 4-year FHSP-E

number of graduates in the Class of 2017 with reported FHSP graduation plans

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2017 who complete a 4-year RHSP or DAP

number of graduates in the Class of 2017 with reported graduation plans

(excludes graduates with FHSP degree plans)

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2017) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates from the Class of 2017 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in the Class of 2017 with reported graduation plans

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FHSP-DLA Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2016–17 who earn an FHSP-DLA}}{\text{number of graduates in school year (SY) 2016–17 with reported FHSP graduation plans}}$$

FHSP-E Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2016–17 who earn an FHSP-E}}{\text{number of graduates in SY 2016–17 with reported FHSP graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2016–17 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2016–17 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2016–17) The percentage of graduates in 2017 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2016–17 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2016–17 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2016 and the Class of 2017. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see <http://tea.texas.gov/graduation.aspx>.

Graduation Profile

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2016–17 are also shown:

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: TSDS PEIMS 40100)*

number of students in the 2016–17 school year considered as at risk

total number of students

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English language learner,” “English learner,” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

Postsecondary Readiness

College, Career, and Military Readiness (CCMR)

The percentage of graduates who demonstrate preparedness for college, the workforce, or the military. All students are evaluated as one group. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting 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. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 3) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: TSDS PEIMS 43415)*

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- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*

Career Readiness

- 5) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 48011)*
- 6) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 7) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates 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 of the [2018 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*

Military Readiness

- 8) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*

College, Career, and Military Ready Graduates

College, Career, and Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eight criteria described in *College, Career, and Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, or 4 but did not meet any of the career and military ready criteria 5, 6, 7, and 8 described in *College, Career, and Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 5, 6, 7, or 8 but did not meet any of the college ready criteria 1, 2, 3, and 4 described in *College, Career, and Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, or 4; and career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, or 4 described in *College, Career, and Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 5, 6, 7, or 8. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the 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. The criteria for each are as follows:

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| 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.

The percentages are calculated as follows:

English Language Arts.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2016-17

number of 2016-17 annual graduates

Mathematics.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2016-17

number of 2016-17 annual graduates

Both Subjects.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics in 2016-17

number of 2016-17 annual graduates

Either Subject.

number of graduates that met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics in 2016-17

number of 2016-17 annual graduates

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Completion of Either Nine or More Hours of Dual Credit in Any Subject or Three or More Hours in ELA or Mathematics: The percentage of annual graduates who completed nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics (*Data source: TSDS PEIMS 43415*)

number of 2016–17 annual graduates who completed and earned credit for nine hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2016–17 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earn a three or more on an AP examination or a 4 or more on an IB examination. (*Data source: College Board and IB*)

number of 2016–17 annual graduates who earn a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2016–17 annual graduates

Associate’s Degree: The percentage of annual graduates who earn an associate’s degree before graduation. (*Data source: TSDS PEIMS 40100*)

number of 2016–17 annual graduates who earn an associate’s degree before graduation

number of 2016–17 annual graduates

Associate’s Degree but not Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

Associate’s Degree and Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4; and career or military ready criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*.

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 5, 6, 7, or 8 described in *College, Career, and Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, or 4.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2018 Accountability Manual](#). (*Data source: TSDS PEIMS 48011*)

number of 2016–17 annual graduates who earn an approved industry-based certification

number of 2016–17 annual graduates

Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2018 Accountability Manual](#). (*Data source: TSDS PEIMS 40203*)

number of 2016–17 annual graduates who received a graduation type code of 04, 05, 54, or 55

number of 2016–17 annual graduates

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CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed an earned credit for coursework aligned with approved industry-based certifications. For more information, see Chapter 2 of the [2018 Accountability Manual](#).
(Data source: TSDS PEIMS 43415 and 40110)

number of 2016–17 annual graduates who were enrolled in a coherent sequence of CTE courses and completed an earned credit for coursework aligned with approved industry-based certifications

number of 2016–17 annual graduates

U.S. Armed Forces Enlistment: The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

number of 2016–17 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces

number of 2016–17 annual graduates

CCMR-Related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (Data source: THECB)

number of 2016–17 annual graduates who took the TSIA

number of 2016–17 annual graduates

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

sum of total reading scores of all annual graduates who took the TSIA

number of annual graduates who took the reading portion of the TSIA

Math

sum of total mathematics scores of all annual graduates who took the TSIA

number of annual graduates who took the mathematics portion of the TSIA

TSIA Results (Examinees >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

number of 2016–17 annual graduates who met the TSI criteria on the TSIA

number of 2016–17 annual graduates

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CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: TSDS PEIMS 40100, 40203, and 42400)*

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

number of 2016–17 annual graduates

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. *(Data source: TSDS PEIMS 43415)*

English Language Arts.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA

number of 2016–17 annual graduates

Mathematics.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2016–17 annual graduates

Both Subjects.

number of 2016–17 annual graduates who complete and earn credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2016–17 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2013–14 to 2016–17 school years. *(Data source: College Board and IB)*

number of 2016–17 annual graduates who completed at least one AP or IB course in the 2013–14 to 2016–17 school years

number of 2016–17 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) Diploma Program examinations. *(Data source: College Board and IB)*

All Subjects

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination

total students enrolled in 11th and 12th grades

English Language Arts

number students in grade 11 & 12 in the 2015–16 school year taking at least one AP or IB examination in ELA

total students enrolled in 11th and 12th grades

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Mathematics

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in mathematics

total students enrolled in 11th and 12th grades

Science

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in science

total students enrolled in 11th and 12th grades

Social Studies

number students in grade 11 & 12 in the 2016–17 school year taking at least one AP or IB examination in social studies

total students enrolled in 11th and 12th grades

This indicator was used in determining the 2018 distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (Examinees \geq Criterion) (Grades 11-12): The percentage of students with at least one AP or IB examination in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

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Social Studies

number of 11th and 12th graders with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

This indicator was used in determining the 2018 distinction designation for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT assessment more than once, the agency receives the record for the most recent examination taken.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of graduates who took either the SAT or the ACT

number of graduates reported

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of graduating examinees taking either the SAT or the ACT

(3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score on either assessment (1180 on the SAT evidence-based reading and writing and mathematics sections combined or 24 on the ACT composite):

number of graduating examinees who scored at or above the criterion score on either the SAT or the ACT

number of graduates reported

Note: 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. (Data source: College Board and TSDS PEIMS 40203)

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Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. Only one record is sent per student. If a student takes an SAT assessment more than once, the agency receives the record for the most recent examination taken.

- (1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all students who took the SAT

number of students who took the SAT

- (2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all students who took the SAT

number of students who took the SAT

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all students who took the SAT

number of students who took the SAT

Note: 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. (*Data source: College Board and TSDS PEIMS 40203*)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. Only one record is sent per student. If a student takes an ACT assessment more than once, the agency receives the record for the most recent examination taken.

- (1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all students who took the ACT

number of students who took the ACT

- (2) *Average ACT Score (English Language Arts):* The average score for the ACT English and Reading combined. The maximum score is 36.

sum of ACT English and Reading combined scores of all students who took the ACT

number of students who took the ACT

- (3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

sum of ACT mathematics scores of all students who took the ACT

number of students who took the ACT

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(4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

sum of ACT science scores of all students who took the ACT

number of students who took the ACT

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who complete and receive credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

number of students in grades 11–12 in 2016–17 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2016–17

English Language Arts

number of students in grades 11–12 in 2016–17 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2016–17

Mathematics

number of students in grades 11–12 in 2016–17 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one mathematics course in 2016–17

Science

number of students in grades 11–12 in 2016–17 who received credit for at least one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2016–17

Social Studies

number of students in grades 11–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2016–17

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This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#).
(Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who complete and receive credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: TSDS PEIMS 43415)

Any Subject

number of students in grades 9–12 in 2016–17 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2016–17

English Language Arts

number of students in grades 9–12 in 2016–17 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2016–17

Mathematics

number of students in grades 9–12 in 2016–17 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2016–17

Science

number of students in grades 9–12 in 2016–17 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2016–17

Social Studies

number of students in grades 9–12 in 2016–17 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2016–17

This indicator was used in awarding distinction designations to high schools in 2018. For a detailed explanation of distinction designations, see Chapter 6 of the [2018 Accountability Manual](#).
(Data source: TSDS PEIMS 43415)

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Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2015–16 school year who attended a public or independent college or university in Texas in the 2016–17 academic year

number of graduates during the 2015–16 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

number of graduates during the 2015–16 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

and

met the *Texas Success Initiative* requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2015–16 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Profile Student Information

Total Students: The total number of public school students who were reported in membership on October 27, 2017, at any grade from early childhood education through grade 12. Membership differs from enrollment as it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local school district. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

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Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

English Learners (ELs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Language Learner,” “English Learner,” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the [2018 Accountability Manual](#).
- EL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2017–18, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: TSDS PEIMS 44425)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

number of students in the 2017–18 school year considered as at risk

total number of students

(Data source: TSDS PEIMS 40110)

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Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13), Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09), Students with Autism (TSDS PEIMS disability code 10), Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07), and Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14). (*Data source: TSDS PEIMS 41163*)

Mobility (campus profile only): The count and percentage of students who have been in membership at a school for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2016–17

number of students who were in membership at any time during the 2016–17 school year

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the “district” column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. (*Data source: TSDS PEIMS 42400*)

Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2017 in the same grade in which they were reported for the last six-week period of the prior school year (2016–17).

the number of students enrolled in the same grade from one school year to the next

the number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2016–17*, available from TEA. (*Data source: TSDS PEIMS 40110*)

Data Quality (not on campus profile): The percentage of errors made by district in the TSDS PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2016–17 the end of the school-start window was October 27, 2017.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2016–17 school year

(*Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500*)

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Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, librarians, professional support staff, counselors, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

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Auxiliary Staff (*not on campus profile*): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. (*Data source: TSDS PEIMS 30060 and 30090*)

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

- *Average Years as Principal:* The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.
- *Average Years as Principal with District:* The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals.
- *Average Years as Assistant Principal:* The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.
- *Average Years as Assistant Principal with District:* The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the campus.

(*Data source: TSDS PEIMS 30050*)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

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Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher’s FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher’s coefficients. *(Data source: TSDS PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. *(Data source: TSDS PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the TSDS PEIMS role IDs included in each category.

- *Teachers.* Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- *Professional Support.* Therapists, nurses, librarians, counselors, and other campus professional personnel.
- *Campus Administration (School Leadership).* Principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration. (not on campus profile)* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

Instructional Staff Percent (district profile only): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2016–17 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers (not on campus profile): The percentage of teachers from the fall of 2016–17 who were not employed in the district in the fall of 2017–18. It is calculated as the total FTE count of teachers from the fall of 2016–17 who were not employed in the district in the fall of 2017–18, divided by the total teacher FTE count for the fall of 2016–17. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30050 and 30090)*

2017–18 TAPR Comprehensive Glossary

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in TSDS PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person’s total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: TSDS PEIMS 30055 and 30060*)

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (*Data source: TSDS PEIMS 40110, 41163 and 41169*)

Teachers by Program (*population served*) (*district profile only*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: TSDS PEIMS 30040, 30050 and 30090*)

Kindergarten Readiness

Kindergarten (KG) Ready: Assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner’s List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2016–17, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner’s List of Reading Instruments](#). Students may take multiple assessments.

Eligible Students: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student’s status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

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Eligible Students Who Attended PK: Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

Eligible Students Who Did Not Attend PK: Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

Student Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

| Subject | Contact | Number |
|--|---|----------------|
| Accountability Ratings | Performance Reporting..... | (512) 463-9704 |
| Advanced Courses | Curriculum | (512) 463-9581 |
| Charter Schools | Charter Schools | (512) 463-9575 |
| College Admissions Tests: | | |
| SAT | College Board | (512) 721-1800 |
| ACT | ACT | (319) 337-1270 |
| Copies of TAPR reports | https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html | |
| DAEP (Disciplinary Alternative Education Program) | | |
| | Discipline, Law, and Order..... | (512) 463-9286 |
| Distinguished Achievement Program | Curriculum | (512) 463-9581 |
| Distinction Designations | Performance Reporting..... | (512) 463-9704 |
| Dropouts | Accountability Research | (512) 475-3523 |
| English Language Learners | | |
| Testing Issues | Student Assessment | (512) 463-9536 |
| Other Issues | Special Populations..... | (512) 463-9414 |
| Financial Standard Reports | State Funding | (512) 463-9238 |
| General Inquiry | General Inquiries | (512) 463-9290 |
| Graduates | Accountability Research | (512) 475-3523 |
| Graduates Enrolled in Texas IHE | Texas Higher Education Coordinating Board ... | (512) 427-6101 |
| JJAEP (Juvenile Justice Alternative Education Program) | | |
| | Discipline, Law, and Order..... | (512) 463-9286 |
| Federal Accountability | Federal and State Education Policy..... | (512) 463-9414 |
| PBM Special Education Monitoring Results Status | | |
| | School Improvement | (512) 463-5226 |
| PEIMS (TSDS PEIMS) | PEIMS HelpLine..... | (512) 463-9229 |
| Recommended High School Program | Curriculum | (512) 463-9581 |
| Retention Policy | Curriculum | (512) 463-9581 |
| School Finance | State Funding | (512) 463-9238 |
| School Governance | School Governance..... | (512) 463-9623 |
| School Report Card | Performance Reporting..... | (512) 463-9704 |
| Special Education | | |
| Testing Issues | Student Assessment | (512) 463-9536 |
| Other Issues | Special Populations..... | (512) 463-9414 |
| STAAR (all assessments) | Student Assessment | (512) 463-9536 |
| STAAR Testing Contractor | ETS | (855) 333-7770 |
| | Pearson..... | (800) 328-5999 |
| | Austin Operational Center | (512) 989-5300 |
| Statutory (Legal) Issues | Legal Services..... | (512) 463-9720 |
| TAIS | Texas Accountability Intervention System | (512) 463-9414 |
| TELPAS | Student Assessment | (512) 463-9536 |

For further information: <http://tea.texas.gov/accountability/>

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004Assistant/Associate/Deputy Superintendent

012Instructional Officer

020Principal

028Teacher Supervisor

040Athletic Director

043Business Manager

044Tax Assessor and/or Collector

045Director - Personnel/Human Resources

055Registrar

060Executive Director

061Asst/Assoc/Deputy Exec Director

062Component/Department Director

063Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002Art Therapist

005Psychological Associate

006Audiologist

007Corrective Therapist

008Counselor

011Educational Diagnostician

013Librarian

015Music Therapist

016Occupational Therapist

017Certified Orientation & Mobility Specialist

018Physical Therapist

019Physician

021Recreational Therapist

022School Nurse

023LSSP/Psychologist

024Social Worker

026Speech Therapist/Speech-Lang Pathologist

030Visiting Teacher/Truant Officer

032Work-Based Learning Site Coordinator

041Teacher Facilitator

042Teacher Appraiser

054Department Head

056Athletic Trainer

058Other Campus Professional Personnel

064Specialist/Consultant

065Field Service Agent

079Other ESC Professional Personnel

080Other Non-Campus Professional Personnel

TEACHERS

087Teacher

047Substitute Teacher

EDUCATIONAL AIDES

033Educational Aide

036Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses

2017–18 Texas Academic Performance Report

- All courses shown were for the 2016–17 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

| | |
|----------|--|
| 03221100 | Research/Technical Writing |
| 03221200 | Creative Writing |
| 03221500 | Literary Genres |
| 03221600 | Humanities (First Time Taken) |
| 03221800 | Independent Study In English (First Time Taken) |
| 03231000 | Independent Study In Journalism (First Time Taken) |
| 03231902 | Advanced Broadcast Journalism III |
| 03240400 | Oral Interpretation III |
| 03240800 | Debate III |
| 03241100 | Public Speaking III |
| 03241200 | Independent Study In Speech (First Time Taken) |
| A3220100 | AP English Language and Composition |
| A3220200 | AP English Literature and Composition |
| I3220300 | IB English III |
| I3220400 | IB English IV |

Mathematics

| | |
|----------|--|
| 03101100 | Pre Calculus |
| 03102500 | Independent Study In Mathematics (First Time Taken) |
| 03102501 | Independent Study In Mathematics (Second Time Taken) |
| A3100101 | AP Calculus AB |
| A3100102 | AP Calculus BC |
| A3100200 | AP Statistics |
| I3100100 | IB Mathematical Studies, Standard Level |
| I3100200 | IB Mathematics, Standard Level |
| I3100300 | IB Mathematics, Higher Level |
| I3100400 | IB Further Mathematics, Standard Level |

Technology Applications

| | |
|----------|---|
| 03580200 | Computer Science I |
| 03580300 | Computer Science II |
| A3580100 | AP Computer Science A |
| A3580300 | AP Computer Science Principles |
| I3580200 | IB Computer Science I, Standard Level |
| I3580300 | IB Computer Science II, Higher Level |
| I3580400 | IB Information Technology In A Global Society, SL |
| I3580500 | IB Information Technology In A Global Society |

Fine Arts

| | |
|----------|---|
| 03150400 | Music IV Band |
| 03150800 | Music IV Orchestra |
| 03151200 | Music IV Choir |
| 03151600 | Music IV Jazz Ensemble |
| 03152000 | Music IV Instrumental Ensemble |
| 03152400 | Music IV Vocal Ensemble |
| 03250400 | Theatre Arts IV |
| 03251000 | Theatre Production IV |
| 03251200 | Technical Theatre IV |
| 03502300 | Art IV Drawing |
| 03502400 | Art IV Painting |
| 03502500 | Art IV Printmaking |
| 03502600 | Art IV Fibers |
| 03502700 | Art IV Ceramics |
| 03502800 | Art IV Sculpture |
| 03502900 | Art IV Jewelry |
| 03503100 | Art IV Photography |
| 03830400 | Dance IV |
| A3150200 | AP Music Theory |
| A3500100 | AP History Of Art |
| A3500300 | AP Art/Drawing Portfolio |
| A3500400 | AP Art/Two-Dimensional Design Portfolio |
| A3500500 | AP Art/Three-Dimensional Design Portfolio |
| I3250200 | IB Music, Standard Level |
| I3250300 | IB Music, Higher Level |
| I3600100 | IB Visual Art/Design, Higher Level |
| I3600200 | IB Visual Art/Design, Standard Level-A |
| I3750200 | IB Theatre Arts, Standard Level |
| I3750300 | IB Theatre Arts, Higher Level |
| I3830100 | IB Dance, Standard Level |
| I3830200 | IB Dance, Higher Level |

Science

| | |
|----------|---|
| A3010200 | AP Biology |
| A3020000 | AP Environmental Science |
| A3040000 | AP Chemistry |
| A3050002 | AP Physics C |
| A3050003 | AP Physics I: Algebra Based |
| A3050004 | AP Physics II: Algebra Based |
| A3050005 | AP Physics C: Electricity and Magnetism |
| A3050006 | AP Physics C: Mechanics |
| I3010201 | IB Biology, Standard Level |
| I3010202 | IB Biology, Higher Level |
| I3020000 | IB Environmental Systems and Societies |
| I3030001 | IB Design Technology, Standard Level |
| I3030002 | IB Design Technology, Higher Level |
| I3040002 | IB Chemistry, Standard Level |
| I3040003 | IB Chemistry, Higher Level |
| I3050002 | IB Physics, Standard Level |
| I3050003 | IB Physics, Higher Level |

Social Studies/History

| | |
|----------|--|
| 03310301 | Economics Advanced Studies (First Time Taken) |
| 03380001 | Social Studies Advanced Studies (First Time Taken) |
| A3310100 | AP Microeconomics |
| A3310200 | AP Macroeconomics |
| A3330100 | AP United States Government and Politics |
| A3330200 | AP Comparative Government and Politics |
| A3340100 | AP United States History |
| A3340200 | AP European History |
| A3350100 | AP Psychology |
| A3360100 | AP Human Geography |
| A3360200 | AP Human Geography (Elective) |
| A3370100 | AP World History |
| I3301100 | IB History, Standard Level |
| I3301200 | IB History: Africa, Higher Level |
| I3301300 | IB History: Americas, Higher Level |
| I3301400 | IB History: East and Southeast Asia, Higher Level |
| I3301500 | IB History: Europe, Higher Level |
| I3302100 | IB Geography, Standard Level |
| I3302200 | IB Geography, Higher Level |
| I3303100 | IB Economics, Standard Level |
| I3303200 | IB Economics, Higher Level |
| I3303300 | IB Business and Management I |
| I3303400 | IB Business and Management II |
| I3304100 | IB Psychology, Standard Level |
| I3304200 | IB Psychology, Higher Level |
| I3366010 | IB Philosophy |

Advanced Languages (Modern or Classical)

| | |
|----------|----------------------------------|
| 03110400 | Arabic IV |
| 03110500 | Arabic V |
| 03110600 | Arabic VI |
| 03110700 | Arabic VII |
| 03120400 | Japanese IV |
| 03120500 | Japanese V |
| 03120600 | Japanese VI |
| 03120700 | Japanese VII |
| 03400400 | Italian IV |
| 03400500 | Italian V |
| 03400600 | Italian VI |
| 03400700 | Italian VII |
| 03410400 | French IV |
| 03410500 | French V |
| 03410600 | French VI |
| 03410700 | French VII |
| 03420400 | German IV |
| 03420500 | German V |
| 03420600 | German VI |
| 03420700 | German VII |
| 03430400 | Latin IV |
| 03430500 | Latin V |
| 03430600 | Latin VI |
| 03430700 | Latin VII |
| 03440400 | Spanish IV |
| 03440440 | Spanish For Spanish Speakers IV |
| 03440500 | Spanish V |
| 03440550 | Spanish For Spanish Speakers V |
| 03440600 | Spanish VI |
| 03440660 | Spanish For Spanish Speakers VI |
| 03440700 | Spanish VII |
| 03440770 | Spanish For Spanish Speakers VII |
| 03450400 | Russian IV |
| 03450500 | Russian V |
| 03450600 | Russian VI |
| 03450700 | Russian VII |
| 03460400 | Czech IV |
| 03460500 | Czech V |
| 03460600 | Czech VI |
| 03460700 | Czech VII |

Advanced Languages (cont.)

| | |
|----------|-----------------------------------|
| 03470400 | Portuguese IV |
| 03470500 | Portuguese V |
| 03470600 | Portuguese VI |
| 03470700 | Portuguese VII |
| 03480400 | Hebrew IV |
| 03480500 | Hebrew V |
| 03480600 | Hebrew VI |
| 03480700 | Hebrew VII |
| 03490400 | Chinese IV |
| 03490500 | Chinese V |
| 03490600 | Chinese VI |
| 03490700 | Chinese VII |
| 03510400 | Vietnamese IV |
| 03510500 | Vietnamese V |
| 03510600 | Vietnamese VI |
| 03510700 | Vietnamese VII |
| 03520400 | Hindi IV |
| 03520500 | Hindi V |
| 03520600 | Hindi VI |
| 03520700 | Hindi VII |
| 03980400 | American Sign Language IV |
| 03980500 | American Sign Language V |
| 03980600 | American Sign Language VI |
| 03980700 | American Sign Language VII |
| 03996000 | Other Foreign Languages Level IV |
| 03996100 | Other Foreign Languages Level V |
| 03996200 | Other Foreign Languages Level VI |
| 03996300 | Other Foreign Languages Level VII |
| A3120400 | AP Japanese IV |
| A3400400 | AP Italian IV |
| A3410100 | AP French IV |
| A3420100 | AP German IV |
| A3430100 | AP Latin IV |
| A3440100 | AP Spanish IV |
| A3440200 | AP Spanish V |
| A3490400 | AP Chinese IV |
| I3110400 | IB Arabic IV |
| I3110500 | IB Arabic V |
| I3120400 | IB Japanese IV |
| I3120500 | IB Japanese V |
| I3410400 | IB French IV |
| I3410500 | IB French V |
| I3420400 | IB German IV |

Advanced Languages (cont.)

| | |
|----------|---|
| I3420500 | IB German V |
| I3430400 | IB Latin IV |
| I3430500 | IB Latin V |
| I3440400 | IB Spanish IV |
| I3440500 | IB Spanish V |
| I3440600 | IB Spanish VI |
| I3440700 | IB Spanish VII |
| I3450400 | IB Russian IV |
| I3450500 | IB Russian V |
| I3480400 | IB Hebrew IV |
| I3480500 | IB Hebrew V |
| I3490400 | IB Chinese IV |
| I3490500 | IB Chinese V |
| I3490600 | IB Chinese VI |
| I3490700 | IB Chinese VII |
| I3520400 | IB Hindi IV |
| I3520500 | IB Hindi V |
| I3663600 | IB Languages Other Than English Level VI - Other |
| I3663700 | IB Languages Other Than English Level VII - Other |
| I3996000 | IB Languages Other Than English Level IV - Other |
| I3996100 | IB Languages Other Than English Level V - Other |

Other

| | |
|----------|-------------------------------------|
| I3000100 | IB Theory Of Knowledge |
| I3305100 | IB World Religions A |
| I3366100 | IB World Religions B |
| N1290317 | GT Independent Study Mentorship III |
| N1290318 | GT Independent Study Mentorship IV |