

Glossary

for the

Academic Excellence Indicator System

2010-11 Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2011 state accountability system. Districts and campuses are evaluated on performance on the TAKS, commended performance, completion rate, annual dropout rate, and English Language Learners (ELL) progress. Possible ratings are:

- *Exemplary;*
- *Recognized;*
- *Academically Acceptable;*
- *Academically Unacceptable;*
- *Not Rated: Other;* and
- *Not Rated: Data Integrity Issues.*

The above ratings apply to districts (including charter operators) and schools rated under the standard accountability procedures.

Additionally, alternative education accountability (AEA) ratings are issued to campuses and charters registered to be evaluated under AEA procedures. Possible AEA ratings are:

- *AEA: Academically Acceptable;*
- *AEA: Academically Unacceptable;* and
- *AEA: Not Rated – Other.*
- *AEA: Not Rated – Data Integrity Issues.*

For a more detailed explanation of the accountability system, see the *2011 Accountability Manual* available at

<http://ritter.tea.state.tx.us/perfreport/account/2011/manual/>

Accountability Subset: This refers to the group of non-mobile students whose performance on the TAKS, Commended Performance and the ELL Progress indicator (this includes the TELPAS reading assessment) is used in determining a school's and district's accountability rating. Specifically, the subsets have been calculated as follows:

Campus-level accountability subset: If a student was reported in membership at one campus on October 29, 2010, but moves to another campus before the test, that student's performance was removed from the accountability results for both campuses, whether the campuses were in the same district or different districts. Campuses were held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

District-level accountability subset: If a student was in one district on October 29, 2010, but then moved to another district before the test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from

campus to campus within the district, his or her performance was included in that district's results, even though it did not count for either campus. This means that district performance results do not match the sum of the campus performance results.

TAKS Participation, included in the AEIS report, shows what percent of a district's or school's test takers are mobile and are not included in the *Accountability Subset*. For additional information and examples of how the accountability subset is determined, see Chapter 2 of the *2011 Accountability Manual*. Also see *Mobile, TAKS Participation*, and *Appendix E*.

Adopted Tax Rate (calendar year 2010) (District Profile only): This is the locally adopted tax rate set for the 2010 calendar year. The total adopted rate is composed of a maintenance and operation rate (M&O) and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value. Taxes based on this rate were to be paid by taxpayers in early 2011. The state value shown for the adopted tax rates is the simple average of all the district rates. (*Source: Texas Comptroller of Public Accounts, July 2011*)

Advanced Course/Dual Enrollment Completion: This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. Deciding who gets credit for which college course is described in Texas Administrative Code §74.25 which states, in part:

(b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Appendix C lists all courses identified as advanced, with the exception of courses designated only as dual enrollment. Dual enrollment courses are not shown, as the courses vary from campus to campus and could potentially include a large proportion of all high school courses.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. The values, expressed as a percent, are calculated as follows:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2009-10}}{\text{number of students in grades 9-12 who completed at least one course in 2009-10}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* for advanced course/dual enrollment completion. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2011 Accountability Manual*.

Special education students are included in the results shown for the campus or district and the individual student groups. For purposes of comparison, course completion rates are also shown for the prior year (2008-09). For a list of advanced courses, see *Appendix C*. (*Source: PEIMS, June 2010, June 2009*)

Advanced Placement Examinations: See *AP/IB Results*.

All Funds: Financial information is broken down by fund type (general fund only and all funds). *All Funds* consists of four fundamental fund groups: General Fund (fund codes 101-199 and 420), Special Revenue Funds (fund codes 200/300/400), Debt Service Funds (fund code 599), and Capital Projects Funds (fund codes 601 and 699). It also includes the Enterprise Fund, and the National School Breakfast and Lunch Program (fund code 701). Within the general fund, fund code 420—Foundation School Program and Other State Aid—is used by charter operators only.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2009-10). For more information on fund codes, see *Appendix B*. (Source: *PEIMS, March 2011*)

Annual Dropout Rate: Three annual dropout rate indicators are shown:

- (1) *Annual Dropout Rate (Gr 7-8)*. This includes only grades 7 and 8. This rate is used in determining a campus accountability rating under standard procedures (for campuses that have one or both of those grades) or the district's rating. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2009-10 school year}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2009-10 school year}}$$

- (2) *Annual Dropout Rate (Gr 7-12)*. This includes grades 7 through 12. This rate is used in determining a campus or charter operator accountability rating under AEA procedures (for campuses or charters that have one or more of those grades). It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 through 12 during the 2009-10 school year}}{\text{number of grade 7-12 students who were in attendance at any time during the 2009-10 school year}}$$

- (3) *Annual Dropout Rate (Gr 9-12)*. This includes grades 9 through 12. This measure shows the dropout rates for the high school grades. It is a report-only measure and is not used in determining accountability ratings. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2009-10 school year}}{\text{number of grade 9-12 students who were in attendance at any time during the 2009-10 school year}}$$

All three annual rates appear on district, region, and state-level AEIS reports. Reports for secondary campuses evaluated under standard procedures show the grade 7-8 and grade 9-12 rates. Reports for secondary campuses evaluated under AEA procedures show the grade 7-8 and grade 7-12 rates.

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 effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay. For a more complete description of dropout rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10* reports, available at

<http://www.tea.state.tx.us/index4.aspx?id=4080>

See also *Dropout and Leaver Record*. (Source: PEIMS, Oct. 2009, Oct. 2010 and June 2010)

AP/IB Results: These refer to the results of the College Board’s Advanced Placement (AP) examinations and the International Baccalaureate’s (IB) Diploma Program examinations taken by Texas public school students. 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.

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of students in grades 11 and 12 taking at least one AP or IB examination:

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade students taking at least one AP or IB examination}}{\text{number of non-special education 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade students}}$$

The denominator of equation (1) does not include 11th and 12th grade students served in special education; however, all students who took at least one AP or IB examination are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations.

- (2) *Examinees >= Criterion*. The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one score at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one AP or IB examination}}$$

- (3) *Scores >= Criterion*. This shows the percent of scores at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP \& IB examination scores at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP \& IB examination scores}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* for participation and performance on AP/IB results (measures (1) and (2) above). For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2011 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board*, Aug. 2010, Jan. 2010; *The International Baccalaureate Organization*, Aug. 2010, Aug. 2009; and *PEIMS*, Oct. 2010, Oct. 2009)

ARD: This refers to the Admission, Review, and Dismissal committee that determines the individual education plan for every student served in special education. See also *Special Education* and *TAKS Participation*.

At-Risk: A student is identified as at risk of dropping out of school based on state-defined criteria (§TEC 29.081.) At-risk status is obtained from the PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk of dropping out of school, divided by the total number of students in membership:

$$\frac{\text{number of students coded as at-risk}}{\text{total number of students}}$$

A column showing at-risk student performance is shown on the district, region, and state reports. While this column is not available on the campus-level reports, counts of at-risk students are shown in the *Profile* section of the campus reports (as well as the district, region, and state reports).

The statutory criteria for at-risk status include each student who is under 21 years of age and who:

- 1) was not advanced from one grade level to the next for one or more school years;
- 2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- 3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 4) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with §TEC 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the PEIMS to have dropped out of school;
- 10) is a student of limited English proficiency, as defined by §TEC 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments;
or
- 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

(Sources: PEIMS, Oct. 2010; Texas Education Code, 81st Texas Legislature)

Attendance Rate: Attendance rates reported in AEIS are based on student attendance for the entire school year. Only students in grades 1-12 are included in the calculations. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2009-10}}{\text{total number of days students were in membership in 2009-10}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their attendance rate. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2011 Accountability Manual*. Attendance rates are shown for 2009-10 and 2008-09. (Source: PEIMS, June 2010, June 2009)

Auxiliary Staff (District Profile only): This shows the Full-Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked. (Source: PEIMS, Oct. 2010)

Average Actual Salaries (regular duties only): For each professional staff type, the total salary is divided by the total FTE count of staff who receives that salary. The total actual salary amount is pay for regular duties only and does not include supplemental payments for coaching, band and orchestra assignments, and club sponsorships. See *Appendix A* for lists of the PEIMS role IDs included in each category shown.

- *Teachers.* This includes teachers, special duty teachers, and substitute teachers. Substitute teachers are persons hired to replace a teacher who has quit, died, or been terminated; or, persons permanently hired on an as-needed basis.
- *Campus Administration.* This includes principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration.* This includes superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators that are reported with a central office ID and not a specific school ID.
- *Professional Support.* This includes therapists, nurses, librarians, counselors, and other campus professional personnel.

A half-time employee with a reported actual salary of \$30,000 has a full-time equivalent salary of \$60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. (Source: PEIMS, Oct. 2010)

Average Teacher Salary by Years of Experience (regular duties only): Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplements. 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. (Source: PEIMS, Oct. 2010)

Average Years Experience of Teachers: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This

measure refers to the total number of (completed) years of professional experience for the individual in any district. (*Source: PEIMS, Oct. 2010*)

Average Years Experience of Teachers with District: Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher FTE count, resulting in the averages shown. This measure refers to tenure, *i.e.*, the number of years employed in the reporting district, whether or not there has been any interruption in service.

Bilingual Education/English as a Second Language Report (*District Performance only*): Changes to §TEC 39.051 passed during the 80th Legislative Session (2007) require districts to report performance for selected AEIS indicators disaggregated by bilingual and ESL instructional models. To accommodate this requirement *Section III* was added beginning with the 2008-09 AEIS reports. *Section III* of the AEIS reports shows the statutorily-required performance indicators disaggregated by twelve columns for students identified as LEP in the current school year.

Current LEP students receiving either Bilingual Education (BE) or English as a Second Language (ESL) program services are presented as a total as well as disaggregated by program instructional model within BE and ESL. Results are also shown for current LEP students who did not receive any BE/ESL services and for current LEP students receiving any services.

The indicators shown are: The TAKS 2011 accountability base indicator; the SSI indicators (measures 1 and 2 only), the Progress of Prior Year Failers (percent passing only) and the Progress of English Language Learners. Four columns shown in *Section III* are repeated from *Section I*: State, Region, District, and Total LEP.

Section III is included in district, region, and state AEIS reports. The information is not calculated or reported at the campus level. Two years of data are shown.

For more information on *Section III*, see the sample in *Appendix I*. See also *TAKS, Student Success Initiative, Progress of Prior Year TAKS Failers*, and *English Language Learners Progress Indicator*. For definitions of the BE/ESL instructional model types, see the *PEIMS Data Standards*.

Campus Group: Each campus is assigned to a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that campus on six characteristics. Comparison groups are provided so that schools can compare their performance to that of other schools with whom they are demographically similar. Comparison groups are also used for determining the Comparable Improvement *Gold Performance Acknowledgments*.

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- the percent of African American students enrolled for 2010-11;
- the percent of Hispanic students enrolled for 2010-11;
- the percent of White students enrolled for 2010-11;

- the percent of economically disadvantaged students enrolled for 2010-11;
- the percent of limited English proficient (LEP) students enrolled for 2010-11; and
- the percent of mobile students as determined from 2009-10 cumulative attendance.

All schools are first grouped by type (elementary, middle, secondary, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. For example, assume a high school has 40.5% African American, 20.9% Hispanic, 32.5% White, 35.6% economically disadvantaged, 11.2% limited English proficient, and 21.7% mobile students. Of these features, the most predominant (*i.e.*, the largest) is the percent of African American students, followed by the percent of economically disadvantaged students, the percent of White students, the percent of mobile students, the percent of Hispanic students, and finally, the percent of limited English proficient students. The following steps illustrate the group identification process:

- Step 1: 100 secondary campuses having percentages closest to 40.5% African American are identified;
- Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 35.6% economically disadvantaged;
- Step 3: 10 of the remaining 90 schools that are most distant from 32.5% White students are eliminated;
- Step 4: 10 of the remaining 80 schools that are most distant from 21.7% mobile students are eliminated;
- Step 5: 10 of the remaining 70 schools that are most distant from 20.9% Hispanic students are eliminated;
- Step 6: 10 of the remaining 60 schools that are most distant from 11.2% limited English proficient students are eliminated; and
- Step 7: 10 of the remaining 50 schools that are most distant from 20.9% Hispanic students and/or 32.5% White students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus. Please note the following:

- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation.
- Schools rated under the Alternative Education Accountability (AEA) procedures do not have a campus group.
- Schools shown as *Not Rated: Other* do not have a campus group.
- Districts are not grouped.

In the *Performance* section of a campus AEIS report, the value given in the Campus Group column is the *median* of the values from the 40-school group for that campus. (The *median* is defined as that point in the distribution of values, above and below which one-half of the values fall.) In the *Profile* section of the report, the value given in the Campus Group column is the average value. If a report contains question marks (?) in the Campus Group column, this means there were too few schools in the comparison group (specifically, fewer than 25 schools) to have confidence in the *median* values. Such small numbers are considered too unstable to provide an adequate comparison group value.

See *Comparable Improvement* and *Vertical Scale Growth*.

Campus #: The campus number is the unique 9-digit identifying number assigned to every Texas public school. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9__ is used primarily for regular districts, 8__ for charter operators), and ending with the campus number (generally 00_ for high schools, 04_ for middle schools, and 1__ for elementary schools).

Class Size Averages by Grade and Subject: These values show the average class size for elementary classes (by grade) and for secondary classes (by subject) for selected subjects. But beginning with the 2010-11 PEIMS data collection, districts now report actual class sizes through the PEIMS 090 (Staff Responsibility) record. Each 090 record is now unique by campus ID, staff ID, service ID, and class ID number.

The methodology for averaging class size differs depending on whether the class is elementary or secondary due to differences in reporting practices for these two types of teacher schedules. For secondary classes, each unique combination of teacher and class time is counted as a class. Averages are determined by summing the number of students served (in a given subject at the campus) and dividing by the calculated count of classes.

For elementary classes, the number of records reported for each grade is considered. A teacher teaching all subjects to the same group of fourth graders all day will have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. For example, one 4th grade science teacher teaches 5 science classes each day with: 18, 20, 19, 21, and 22 students in the different classes. That is a total of 100 students taught in 5 sections, 100 divided by 5 gives an average class size of 20 for that teacher.

The following rules apply to the average class sizes:

- 1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation;
- 2) subjects in the areas of English language arts, mathematics, science, social studies, foreign language, computer science, business education, career and technical, and self-contained are included in the calculation;
- 3) classes where the number of students served is reported to be zero are not included;
- 4) service codes with the "SR" prefix are not included;
- 5) teacher roles coded as "teacher" and/or "substitute teacher" are included;

- 6) only class settings coded as "regular class" are included in the calculation;
- 7) missing partial FTE counts are not included;
- 8) elementary classes where the number of students exceeds 100 are not included.

College Admissions Tests: See *SAT/ACT Results*.

College Readiness Indicators: These indicators are grouped together to help provide a picture of college preparedness at a given high school or for a specific district. They can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education.

The indicators include:

- Advanced Course/Dual Enrollment Completion;
- Recommended High School Program/Distinguished Achievement Program Graduates;
- AP/IB Results;
- Texas Success Initiative (TSI) Higher Education Readiness Component;
- SAT/ACT Results; and
- College-Ready Graduates.

College-Ready Graduates: To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each are:

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a "3" or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Three values are calculated for this indicator:

- (1) *Eng Lang Arts*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \textit{ criterion for ELA}}{\text{number of graduates (class of 2010) with ELA results to evaluate}}$$
- (2) *Mathematics*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \textit{ criterion for mathematics}}{\text{number of graduates (class of 2010) with mathematics results to evaluate}}$$
- (3) *Both Subjects*. This shows the percent of graduates who scored at or above the criterion score on *both* the TAKS, SAT, or ACT ELA and mathematics tests.

number of graduates who scored at or above the *College-Ready* criteria on
both ELA & mathematics

number of graduates (class of 2010) with results in both subjects to evaluate

This indicator differs from the TSI – Higher Education Readiness Component, in several ways:

- it includes performance on the SAT and ACT;
- it is based on prior year graduates rather than current year 11th graders;
- it provides an overall measure of both subjects combined; and
- performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered.

Performance on the exit-level TAKS includes performance on TAKS (Accommodated). Neither TAKS-Modified nor TAKS-Alternate performance is included in this indicator.

Schools and districts may qualify for *Gold Performance Acknowledgment* for performance on the College-Ready Graduates indicator (measure 3 above). For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2011 Accountability Manual*. (Sources: TEA Student Assessment Division, *The College Board*, Aug. 2010, Aug. 2011, ACT, Inc. Oct. 2010, Oct. 2009; and PEIMS, Oct. 2010, Oct. 2009)

Commended Performance: See *TAKS Commended Performance*.

Community Services (2009-10) (District Profile only): Expenditures for activities or purposes other than regular public education. These are activities relating to the whole community, such as the operation of a school library, swimming pool, and playgrounds for the public (objects 6100-6400, function 61). Community Services expenditures are shown as a stand-alone amount and are not included in total operating expenditures.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. (Source: PEIMS, March 2011)

Comparable Improvement (Campus-level only): Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS mathematics and reading tests has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school. Since last year (2009-10) a vertical scale for reading and mathematics in grades 3-8 has been used to determine CI. Because vertical scales are not available for tests in the high school grades, CI can only be calculated on schools with grades 4, 5, 6, 7, and/or 8.

CI is calculated separately for reading and mathematics, based on individual student vertical scale growth (VSG) values. VSG is defined as a student's vertical scale score in Year 2 minus the student's vertical scale score in Year 1. An average VSG value for each campus is determined by summing the student-level VSG values to the campus level and dividing by the number of students. The campus average VSG value is rounded to a whole number. The average VSG values for the 40 member group are rank ordered. Schools in

the first quartile (*i.e.* top 10 schools of the 40 in their campus group), receive *Gold Performance Acknowledgment* for CI. Comparable Improvement reports are available at:

<http://ritter.tea.state.tx.us/perfreport/ci/2011/index.html>

Schools that receive a *Not Rated: Other* accountability rating and schools rated under the Alternative Education Accountability (AEA) procedures do not have a campus group and are not eligible for Comparable Improvement.

Although high schools do not have Comparable Improvement reports, they do have a Comparison Group. See Chapter 5 of the *2011 Accountability Manual* for an explanation of *Gold Performance Acknowledgments*. For an explanation of the Vertical Scale Growth, see *Appendix E* of the *2011 Accountability Manual*. See also *Campus Group, Vertical Scale Growth*, and *Appendix D*.

Completion Rate: This indicator shows the status of a group (cohort) of students after four years in high school (*4-Year Completion Rate*) or after five years in high school (*5-Year Extended Completion Rate*).

For the *4-Year Completion Rate*, the cohort consists of students who first attended ninth grade in 2006-07. They are followed through their expected graduation with the class of 2010.

For the *5-Year Extended Completion Rate*, the cohort consists of students who first attended ninth grade in 2005-06. They are followed for five years, to see if they graduated within a year after their expected graduation with the class of 2009.

Cohorts:

- A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.
- A student who *transfers out of the cohort* is one who, for example, moves to another public high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked, and students who leave for these reasons are not included in completion rate calculations.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2006-07 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2006-07, but takes 5 years to graduate (*i.e.*, in May 2011) is still part of the class of 2010 cohort; they are not switched to the class of 2011 cohort. This student would be considered a continuing student, and counted as part of the *Continued HS* number for the class of 2010. This is true as well for the 5-year extended completion cohorts.

Other important information:

- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.

- Beginning with the 2011 accountability cycle, the methodology for calculating completion rates has been expanded. The expanded methodology creates completion rates for campuses with grade 9 and either grade 11 or 12 in both year 1 (2006-07) and year 5 (2010-11); or, campuses with grade 12 in both year 1 and year 5. High schools that do not meet these requirements are not evaluated on this indicator in 2011.

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

4-Year Completion Rate

- (1) *Graduated*. Based on the 2006-07 cohort, this shows the percent who received their high school diploma on time or earlier — by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2010}}{\text{number of students in the 2006-07 cohort*}}$$

- (2) *Received GED*. Based on the 2006-07 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2010}}{\text{number of students in the 2006-07 cohort*}}$$

- (3) *Continued High School*. Based on the 2006-07 cohort, this shows the percentage still enrolled as students in the fall of the 2010-11 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2010-11 school year}}{\text{number of students in the 2006-07 cohort*}}$$

- (4) *Dropped Out (4-yr)*. Based on the 2006-07 cohort, this shows the percentage who dropped out and did not return by the fall of the 2010-11 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2010-11 school year}}{\text{number of students in the 2006-07 cohort*}}$$

5-Year Extended Completion Rate

- (1) *Graduated*. Based on the 2005-06 cohort, this shows the percent who received their high school diploma by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2010}}{\text{number of students in the 2005-06 cohort*}}$$

- (2) *Received GED*. Based on the 2005-06 cohort, this shows the percentage who received a GED certificate by August 31, 2010. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2010}}{\text{number of students in the 2005-06 cohort*}}$$

- (3) *Continued High School*. Based on the 2005-06 cohort, this shows the percentage still enrolled as students in the fall of the 2010-11 school year. It is calculated as follows:

number of students from the cohort who were enrolled for the 2010-11 school year

number of students in the 2005-06 cohort*

- (4) *Dropped Out (5-yr)*. Based on the 2005-06 cohort, this shows the percentage who dropped out and did not return by the fall of the 2010-11 school year. It is calculated as follows:

number of students from the cohort who dropped out before the fall of the 2010-11 school year

number of students in the 2005-06 cohort*

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, 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, or 87.

The four outcomes for each rate sum to 100% (some totals may not equal exactly 100% due to rounding).

In addition to the detailed breakdown of the 4-year and 5-year longitudinal rates, the 2010-11 AEIS reports show the two completion rates that are used as accountability indicators, Completion Rate I and Completion Rate II. On the campus reports only the completion rate that is evaluated for state accountability ratings is shown. For campuses rated under AEA procedures, Completion Rate II is shown; for campuses rated under standard procedures, Completion Rate I is shown.

- (1) *Completion Rate II (Graduates, Continuers, and GED)*. This 4-year rate sums together the percent of students in the 2006-07 cohort who received their high school diplomas by August 31, 2010, those who received GEDs by August 31, 2010, and those who were still enrolled as high school students for the 2010-11 school year. This rate is used for determining the alternative education accountability ratings.
- (2) *Completion Rate I (Graduates and Continuers)*. This 4-year rate sums together the percent of students in the 2006-07 cohort who received their high school diplomas by August 31, 2010 and those who were still enrolled as high school students for the 2010-11 school year. This rate is used for determining the standard accountability ratings.

Completion rates for districts serving Texas Youth Commission or Texas Juvenile Probation Commission facilities do not include students from the facilities unless the students have been attributed to regular campuses in the district of service through *campus of accountability* procedures.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10*. (Sources: PEIMS, Oct. 2010, June 2010, Oct. 2009, June 2009, Oct. 2008, June 2008, Oct. 2007, June 2007, Oct. 2006, June 2006, Oct. 2005, June 2005, June 2004, June 2003, June 2002, June 2001, and General Educational Development Information File)

Criterion Score: This refers to the scores on the SAT and ACT college admissions tests, the AP and IB tests, and the College-Ready Graduates indicator. For the college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the

SAT (critical reading and mathematics combined). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. For College-Ready Graduates criterion scores, see College-Ready Graduates.

Please note that each college and university establishes its own score criteria for admitting or granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results*.

Data Quality (*District Profile only*): The AEIS reports show the percent of errors a district made in two key data submissions: 1) the PID Error rate in PEIMS Student Data, and 2) the percent of Underreported Students in PEIMS Student Leaver Data.

- (1) *PID Error Rate*. The Person Identification Database (PID) system ensures that each time information is collected for a student the identifying information matches other data collections for that student. This allows student data to be linked, such as enrollment records, which are collected in October, to attendance records, which are collected in June; or data to be matched across years. It also helps maintain student confidentiality by assigning an ID that does not divulge the student's identifying information.

During the data submission process each district has the ability to run PID Discrepancy Reports that show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the 4-year dropout rate and the high school completion rate. The AEIS reports show the PID error rate in PEIMS Student Data, collected in Submission 1 (*October 2010*).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2010)}}{\text{number of student records in PEIMS submission 1 (fall 2010)}}$$

- (2) *Percent of Underreported Students*. Underreported students are 7th-12th graders who were enrolled at any time the prior year and who were not accounted for through district records or TEA processing in the current year. 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 GED 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 2010-11 the end of the school-start window was September 24, 2010). For students who attended in 2009-10, there were 14 possible leaver reasons, including: graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2009-10 school year}}$$

Under the accountability rating system, there are rating consequences for districts that exceed certain thresholds for this measure. For 2011, in order to receive a rating of

Exemplary or Recognized, a district's percent and number of underreported students could not exceed 3.0% or 150, respectively.

Distinguished Achievement Program: See *RHSP/DAP Graduates*.

Dropout: A dropout is a student who is enrolled in public school in Grades 7-12, does not return to public school the following fall, is not expelled, and does not: graduate, receive a GED, continue school outside the public school system, begin college, or die.

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students through the submission of leaver reasons. The leaver record provides 14 possible reasons for leaving school in 2009-10, including one which indicates the student is a dropout (reason code 98). For more information, see *Annual Dropout Rate*. (Source: PEIMS, Oct. 2010)

Dropout Rate: See *Annual Dropout Rate*.

Economically Disadvantaged: The percent of economically disadvantaged students is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students:

$$\frac{\text{number of students coded as eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See also *Campus Group* and *Total Students*. (Source: PEIMS, Oct. 2010, Oct. 2009; and TEA Student Assessment Division)

Educational Aides: Educational aides are staff who are reported with a role of 033 (Educational Aide), 036 (Certified Interpreter), or 037 (Non-Certified Interpreter). These aides are referred to as paraprofessional staff. The FTE counts of educational aides are expressed as a percent of the total staff FTE. (Source: PEIMS, Oct. 2010)

English Language Learners Progress Indicator: The ELL Progress Indicator evaluates the progress of English language learners in becoming proficient readers of English, based on their performance on either the TAKS reading test or the reading component of Texas English Language Proficiency Assessment System (TELPAS). This is a new indicator in the accountability system.

It is calculated as follows:

All current or monitored LEP students in grades 3-11 who met the TAKS reading/ELA standard or met the criteria on the TELPAS reading component

All current or monitored LEP students in grades 3-11 who took the TAKS reading/ELA test or the TELPAS reading component

Other information:

- *Grades tested.* Although the TELPAS is administered to students in grades K-12, only those tested in grades 3 through 11 are included in the calculation
- *Tests included.* Results from the English-version reading TAKS (including TAKS (Accommodated) and TAKS-M) and the TELPAS are included in the calculation.

TAKS-Alt results are not included, even if the TAKS-Alt students also take the reading component of TELPAS.

- *Years in U.S. Schools*. Only students in at least their second year in U.S. schools are included.

See *Appendix H* for more information on the methodology for this indicator, including specifics about the TELPAS criteria used, the accountability subset rules, and other details. Also see the *ELL Frequently Asked Question* document at:

http://ritter.tea.state.tx.us/perfreport/ell_faq.html

For information regarding the appropriate testing of LEP students, refer to the *District and Campus Coordinator Manual*, available at

<http://www.tea.state.tx.us/student.assessment/manuals/dccm/>

(Source: TEA Student Assessment Division)

Enrollment: See *Total Students*.

Equity Transfers (2009-10) (District Profile only): The amount “excluded from revenues” is the expenditures reported by districts for reducing their property wealth to the required equalized wealth level (function 91). The amount “excluded from expenditures” is the expenditures reported by districts for the cost of reducing their property wealth to the required equalized wealth level (function 91).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. (Source: PEIMS, March 2011)

Ethnic Distribution: For the 2010-11 AEIS reports, the new federal definitions for the collection of ethnicity and race are used. Students and staff are now reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. In the *Profile* section, both counts and percentages of the total number of students and staff in each of these categories are shown.

For some performance measures—TAKS (Accountability Indicator), Attendance, Annual Dropout Rate, Advanced Course/Dual Enrollment, RHSP/DAP Graduates, AP/IB, ACT/SAT, and College-Ready Graduates—the groups of Asian, Pacific Islander, and Two or More Races have no data available for the prior school year since the former definitions were in use that year. Missing information is noted as “n/a” for *Not Available*. The Completion Rate and TAKS Exit-level measures show “n/a” for both current and prior years for these groups because these measures use the former definitions for both years.

(Source: PEIMS, Oct. 2010, Oct. 2009; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

FTE: Full-Time Equivalent.

Fund Balance Information (District Profile only): The amount of undesignated, unreserved fund balance that existed at the end of the 2009-10 school year is reported for each district.

The unreserved fund balance is not legally restricted and has two components: designated and undesignated. The designated component requires local board action to earmark the balance for bona fide purposes that will be fulfilled within a reasonable period of time. The undesignated component is available to finance monthly operating expenditures.

The amount reported in the AEIS report is the undesignated component, calculated as the difference between the total unreserved fund balance and the designated unreserved fund balance. This balance amount is expressed as a percent of the total budgeted expenditures (for the general fund) for the current year (2010-11) as specified in statute.

A district can have a negative, undesignated, unreserved fund balance when the district's reserved fund balance is greater than the district's total fund balance.

Note that while other finance items are now reported as actual, fund balance information is still expressed as a percent of total *budgeted* expenditures for the current year as required in statute. (Source: *Financial Audit Report, Jan. 2011*)

General Fund: This is a governmental fund used for operations of on-going organizations and activities. The amounts reported in this fund classification are reported separately from *All Funds*. General fund reporting includes fund codes 101-199, 266 and 420. Fund 420, Foundation School Program and Other State Aid, is included in the general fund for charter schools only. Fund 266, State Fiscal Stabilization Fund (beginning fiscal year 2008/2009), is also included in the general fund and is federally funded by the American Recovery and Reinvestment Act of 2009.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B. (Source: PEIMS, March 2011)*

Gold Performance Acknowledgment: The *Gold Performance Acknowledgment* (GPA) system acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings. Charter operators and alternative education campuses (AECs) evaluated under alternative education accountability (AEA) procedures are also eligible to earn GPAs. Acknowledgment is awarded for high performance on:

- Advanced Course/Dual Enrollment Completion
- AP/IB Examination Results
- Attendance Rate
- College-Ready Graduates
- Commended Performance on TAKS: Reading/English Language Arts
- Commended Performance on TAKS: Mathematics
- Commended Performance on TAKS: Writing
- Commended Performance on TAKS: Science
- Commended Performance on TAKS: Social Studies
- Comparable Improvement: Reading (*campus only*)*

- Comparable Improvement: Mathematics (*campus only*)*
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- TSI – Higher Education Readiness Component: English Language Arts
- TSI – Higher Education Readiness Component: Mathematics

* Comparable Improvement GPA is not applicable for campuses evaluated under AEA procedures.

Schools and districts receive one of three possible categories for each indicator. *Acknowledged* signifies they met the *Gold Performance* standard for the indicator; *Does Not Qualify* signifies that they were evaluated but did not meet the standard for the indicator or that the school or district was *Academically Unacceptable* or *AEA: Academically Unacceptable*; *Not Applicable* signifies there were no data to be evaluated for the indicator, usually due to the grades served by the district or campus. Schools or districts labeled *Not Rated* are not evaluated for *Gold Performance Acknowledgment* and are noted as *Not Applicable*.

Any GPAs earned by a district or campus are listed on the cover page of the AEIS reports, following the Accountability Rating. Refer to Chapters 5 and 13 in the *2011 Accountability Manual* for detailed information on the standards for *Gold Performance Acknowledgment*.

See also *Advanced Course/Dual Enrollment Completion, AP/IB Results, Attendance Rate, College-Ready Graduates, Comparable Improvement, RHSP/DAP Graduates, SAT/ACT Results, Texas Success Initiative, and TAKS*.

Graduates (Class of 2010): Shown in the *Profile* section, this is the total number of graduates (including summer graduates) for the 2009-10 school year, as reported by districts in the fall of 2010. The value includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals, and are also reported as a separate group. Special education graduates are students who graduated with a special education graduation type code or who received special education services their entire senior year (as determined by attendance data). Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2010 could be coded with one of the following graduation types:

- Minimum High School Program
- Recommended High School Program
- Distinguished Achievement Program
- Special Education student completing an individualized education program (IEP)

Counts of graduates are calculated slightly differently for three graduation-related indicators on the *Performance* section of the AEIS report:

- SAT/ACT results do not indicate whether the examinee is served in special education; therefore, there is no way to know if a student taking the SAT or ACT is served in special education. However, because relatively fewer students served in special education take college admissions tests, only non-special education graduates are included in the denominator.
- The *RHSP/DAP* (Recommended High School Program/Distinguished Achievement Program) indicator as well as the *College-Ready Graduates* indicator include all graduates, special education and non-special education, in both the numerator and denominator.

See also *College-Ready Graduates*, *Completion Rate*, and *RHSP/DAP Graduates*.
(Source: PEIMS, Oct. 2010)

Instructional Expenditure Ratio (2009-10) (*District Profile only*): This measure, required by TEC 44.0071, indicates the percentage of the district's total actual expenditures for the 2009-10 fiscal year that were used to fund direct instructional activities. The instructional expenditure ratio is a district-level only measure, and is calculated as follows:

$$\frac{\text{expenditures reported in function codes 11, 12, 13, 31 and object codes 6112 through 6499}}{\text{expenditures reported in function codes 11-52, 92, and 95 and object codes 6112 through 6499}}$$

Contact the School Financial Audits Division at (512) 463-9095 for further details on this measure. See *Appendix B* for function and expenditure code labels. (Source: PEIMS, March 2011)

Instructional Staff Percent (*District Profile only*): This measure, required by TEC 44.0071, indicates the percentage of the district's full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2010-11 school year. The instructional staff percent is a district-level-only measure, and is calculated as follows:

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

Contact the School Financial Audits Division at (512) 463-9095 for further details about this measure. (Source: PEIMS, Oct. 2010)

International Baccalaureate (IB): See *AP/IB Results*.

Leaver Record: In determining the status of prior year 7th through 12th grade students who are no longer enrolled at a Texas public school, TEA reviews attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records. Districts, for their part, are required to submit a leaver code for all other students. This group of "leavers" includes students such as those who graduated, enrolled in school in another state, returned to their home country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

See *Data Quality*. (Source: PEIMS, Oct. 2010; *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10*, Texas Education Agency)

See *Data Quality*. (Source: PEIMS, Oct. 2010; *Secondary School Completion and Dropouts in Texas Public Schools, 2009-10*, Texas Education Agency)

Limited English Proficient (LEP): These are students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all students identified as LEP receive bilingual or English as a second language instruction, although most do. In the *Profile* section of the reports, the percent of LEP students is calculated by dividing the number of LEP students by the total number of students in the school or district.

The LEP column in the *Performance* section shows the performance of students identified as LEP in the current year only; students who are no longer considered limited English proficient are not included in this column.

Section III of the district, region, and state reports shows the performance of LEP students in greater detail. See *Bilingual Education/English as a Second Language Report* and *Appendix I*. See also *Campus Group* and *TAKS Participation*. (Source: PEIMS, Oct. 2010)

Met Standard: See *TAKS Met 2011 Standard*.

Mobile: This measure, which is part of the *TAKS Participation* section of the AEIS, indicates the percent of student test results not included in the accountability system because the students move to a different school or district between the fall and spring.

Note that this measure is different from *Mobility*, which is defined below. See also *Accountability Subset*.

Mobility (Campus Profile only): A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.*, has missed six or more weeks at a particular school).

number of mobile students in 2009-10

number of students who were in membership at any time during the 2009-10 school year

This rate is calculated at the campus level. The mobility rate shown in the *Profile* section of campus reports under the “district” column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. See also *Campus Group*. (Source: PEIMS, June 2010)

n/a: This indicates that data are not available or are not applicable.

Number of Students per Teacher: This shows the total number of students divided by the total teacher FTE count. (Source: PEIMS, Oct. 2010)

Paired Schools: For accountability purposes, schools that reported enrollment but did not have grades in which the state-mandated test was given (*e.g.* K-2 schools), are paired with schools with which they have a “feeder” relationship to determine accountability ratings. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-5), the district would pair these two schools for accountability purposes. This means that the TAKS performance of Navarro Elementary is also used for rating Travis Primary and is reported on the AEIS report for Travis Primary. See Chapter 6 in the *2011 Accountability Manual*.

PBM Special Education Monitoring Results Status: This label appears on the cover of AEIS reports for districts with a special education monitoring status. For an explanation of each label, see *Appendix G*.

Performance of Mobile Students (*State Performance only*): This additional report shows the aggregate state-level performance of students who were excluded from the district accountability subset due to mobility across districts between October and the time of testing. It is calculated for each TAKS subject as:

$$\frac{\text{number of mobile students who passed each test}}{\text{number of mobile students tested}}$$

These results are shown at <http://ritter.tea.state.tx.us/perfreport/aeis/2011/state.html>. Scroll down to *Performance of Mobile Students* (past the TAKS indicators) and click on the link.

The report shows performance by subject summed across all grades tested. For purposes of comparison, *Performance of Mobile Students* is shown for 2011 and 2010. Both years use the new definitions for race and ethnicity.

This indicator is not available at the region, district, or campus level. See also *Mobile*. (Source: TEA Student Assessment Division)

Professional Staff: This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is shown as a percentage of the total staff FTE. See also *Appendix A*. (Source: PEIMS, Oct. 2010)

Progress of Prior Year TAKS Failers: This indicator provides two measures that show the progress of students who failed the reading/ELA portion or the mathematics portion of the TAKS in the prior year.

- (1) *Percent of Failers Passing TAKS (Sum of Grades 4 – 11)*. Of the students who failed the TAKS, including TAKS (Accommodated) and TAKS-Modified, in the prior year, this measure shows the percent that passed the corresponding assessment in the current year.

For 2011, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2010 but passed in 2011}}{\text{number of matched students who failed in 2010}}$$

- (2) *Average Vertical Scale Growth (VSG) (Sum of Grades 4 – 8)*. For students who failed the TAKS in the prior year, this measure shows their average growth (or change) between the prior year and current year, based on the average *Vertical Scale Growth*.

For 2011, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{sum of individual student VSG values for students who failed in 2010}}{\text{total number of students with VSG values who failed in 2010}}$$

For 2011, students included in these measures are those who:

- took the spring 2011 TAKS reading/ELA and/or mathematics tests in grades 4-11. Progress is not calculated for grade 3 test takers since that is their first TAKS test;
- are part of the 2011 Accountability Subset;
- can be matched to the spring 2010 TAKS administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2010 TAKS administration of reading/ELA and/or mathematics.

Reports for both these measures *by grade* are available for each district and campus on the internet, within the AEIS report that appears on the Division of Performance Reporting's website. To view these reports, access the HTML version of a campus or district report from the AEIS site (<http://ritter.tea.state.tx.us/perfreport/aeis/2011/>). The link below *Progress of Prior Year TAKS Failers* produces a separate report that provides the progress of prior year failers by grade. This indicator is also available in *Section III* of the reports. See also *Vertical Scale Growth* in this *Glossary*. For a more complete explanation of the *Vertical Scale Growth*, see *Appendix E* in the *2011 Accountability Manual*. (Source: TEA Student Assessment Division)

Note: During the reprocessing of 2010 TAKS data—which was done to conform to test versions and ethnicities for 2011—an error was noted in the 2010 Progress of Prior Year TAKS Failer analyses that were reported on the 2009-10 AEIS reports. This was specifically related to the inappropriate use of vertical scale adjustments due to changes in the vertical scale between 2009 and 2010. With the release of the 2010-11 AEIS, all 2010 Progress of Prior Year TAKS Failer datasets have been recreated, including the median data and the download datasets associated with this indicator. Further, the 2009-10 AEIS reports which were published in December 2010 have been updated to reflect the changed data for this indicator.

Recommended High School Program: See *RHSP/DAP Graduates*.

Retention Rates by Grade: The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in the fall of 2010-11 in the same grade as their grade in the last reported six-week period of the prior year (2009-10). It is calculated as follows:

$$\frac{\text{total students not advanced to the next grade}}{\text{total students advanced to the next grade} + \text{total students not advanced to the next grade}}$$

Special education retention rates are calculated and reported separately from the rates of non-special education students because local retention practices differ greatly between these two populations of students.

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2009-10*, available from TEA. (Source: PEIMS, Oct. 2010, June 2010)

RHSP/DAP Graduates: This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

number of graduates reported with graduation codes for
Recommended High School Program or Distinguished Achievement Program

number of graduates

RHSP graduates are students with type codes of 15, 19, 22, 25 or 28; DAP graduates are students with type codes of 17, 20, 23, 26 or 29. See the *PEIMS Data Standards* for more information.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their RHSP/DAP rate. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2011 Accountability Manual*. See also *Graduates*. (Source: PEIMS, Oct. 2010, Oct. 2009)

SAT/ACT Results: These include the College Board’s SAT and ACT, Inc.’s ACT Assessment. Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of non-special education graduates}}$$

Note that “graduates” in the denominator of equation (1) does not include special education graduates; however, special education graduates who took either the SAT or ACT are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations. (See *Graduates*.)

- (2) *At/Above Criterion*. This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

- (3) *Average Score*. This shows the average score for the SAT critical reading and mathematics combined and the average score for the ACT composite, calculated as follows:

$$\frac{\text{total score (mathematics plus critical reading) for all students who took the SAT}}{\text{number of students who took the SAT}}$$

and

$$\frac{\text{total composite score for all students who took the ACT}}{\text{number of students who took the ACT}}$$

Despite the addition of the *writing* portion of the SAT, the criterion score continues to be based on mathematics and critical reading only.

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their SAT/ACT performance and participation. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2011 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board*, Aug. 2010, Jan. 2010; *ACT, Inc. (ACT)* Oct. 2010, Oct. 2009; and *PEIMS*, Oct. 2010, Oct. 2009)

School Type: For purposes of creating the Campus Groups, schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled at the school (*i.e.* in membership): *elementary*, *middle* (including junior high school), *secondary*, and both *elementary/secondary* (K-12). Generally speaking, elementary schools are PK-5 or PK-6, middle schools are 6-8, and secondary schools are 9-12. Schools with grade spans that do not exactly match these are grouped with the school type most similar to their grade span. For exact details on the low and high grade combinations included with each type see the “2011 School Types Chart” at:

http://ritter.tea.state.tx.us/perfreport/account/2011/schtype_chart.html

Section III: Bilingual Education/English as a Second Language Report (*district only*):
See *Bilingual Education/English as a Second Language Report*.

Special Education: This refers to the population served by programs for students with disabilities. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of the parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2010-11 school year, a student in special education may have been administered the TAKS, TAKS (Accommodated), TAKS-Modified, or TAKS-Alternate. Results from all these assessments are included in the TAKS performance shown on the AEIS reports. Campus and district-level performance results of the TAKS-Modified and TAKS-Alternate assessments are also shown separately on the AEIS reports.

Other indicators that include the performance of students in special education are: advanced course/dual enrollment completion, attendance rate, annual dropout rates, college-ready graduates, completion rates, RHSP/DAP, TAKS exit-level cumulative pass rate, and the Texas Success Initiative. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates are shown separately for special education and non-special education students. See *TAKS Special Education Assessments* and *TAKS Participation*. (Source: *PEIMS*, Oct. 2010, Oct. 2009, and *TEA Student Assessment Division*)

Special Education Compliance Status: See *PBM Special Education Monitoring Results Status*.

Staff Exclusions: These are 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* work in schools located in districts other than their employing district, or their assigned organization (in 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. (Source: PEIMS, Oct. 2010)

Standardized Local Tax Base (comptroller valuation) (District Profile only): The Comptroller conducts a study each year that uniformly evaluates the property values within school district boundaries. Locally assessed values may vary from the Comptroller's study values. The values certified by the Comptroller's Property Tax Division (Comptroller Valuation) are standardized in that they are deemed to be comparable across the state. Note that the values shown are final for tax year 2010. This is not the property value used for school funding calculations.

- *Value (after exemptions)*. This refers to the market value of all property in a district, minus certain exemptions and deductions. The value after exemptions reflects deductions for the state-mandated homestead exemptions, the disabled veterans' exemptions, the school tax ceiling for homeowners over age 65 or disabled, and other state-mandated exemptions.
- *Value per Pupil*. This refers to school district property value, or Standardized Local Tax Base, divided by the total number of students. This per pupil figure is one definition of "wealth." Note that the values shown are final for tax year 2010. At the state level, the per pupil amount is created by dividing by the total number of students in districts with property value. Some districts do not have property value; their students are not included.
- *Value by Category*. This shows aggregates of individual property tax categories expressed as a percent of the Comptroller's property value *before* the exemptions are applied. Thus, the sum of the category values will exceed the value used for per pupil calculations. Note that the values shown are final for tax year 2010.
 - Business –
 - real property: commercial and industrial;
 - real and tangible personal property: utilities; and
 - personal property: commercial and industrial.
 - Residential – real property: single-family, residential; multifamily, residential; and inventory.
 - Land – real property: vacant lots and tracts; acreage at market value, and farm and ranch improvements; acreage at productivity value.
 - Oil and Gas – real property: oil, gas, and other minerals.
 - Other – tangible personal property: other; and intangible personal property.

(Source: Texas Comptroller of Public Accounts, July 2011)

Student Enrollment by Program: Students are identified as 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 sum to 100, as a student may be enrolled in more than one of these programs. (*Source: PEIMS, Oct. 2010*)

Student Success Initiative (SSI): For the 2010-11 school year, students in 5th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 6th grade, and students in 8th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 9th grade. Students were given three opportunities to pass each required test. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC). The committee members needed to agree that the student was likely to perform on grade level after receiving accelerated instruction. The AEIS report shows four measures for each SSI grade and subject:

- (1) *Students Requiring Accelerated Instruction.* For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the test during the first administration must be provided accelerated instruction in preparation for the second administration:

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

The number of eligible students is calculated from the test answer documents and includes all students who were tested, students who should have been tested but were absent, and students who were not tested for other reasons. Students who were absent during the first administration or were not tested for other reasons are included in the counts of students requiring accelerated instruction.

- (2) *TAKS Cumulative Met Standard.* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined:

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

The values shown for this measure are the ones used in determining state accountability ratings. In most cases, this value does not match the TAKS performance shown by grade in the first few pages of this AEIS report. The “by grade” results are based on the first administration of each test only.

- (3) *TAKS Failers Promoted by Grade Placement Committee (GPC).* This shows the percent of students who failed all attempts to pass, but were promoted to the next grade by their GPC:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who failed all administrations}}$$

- (4) *TAKS Met Standard (Failed in Previous Year).* This presents two calculations for students who failed in 2010.

For those who were promoted, the first measure shows the percentage that passed the TAKS in 2011. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 TAKS reading in 2011}}{\text{number of students who were promoted by their GPC and took grade 6 TAKS reading}}$$

For those who were retained, the second measure shows the percentage that passed the TAKS in 2011. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 TAKS reading in 2011}}{\text{number of students retained and took grade 5 TAKS reading in 2011}}$$

The values include results from both the English and Spanish versions of the TAKS for grade 5. All measures also include results for the TAKS-M and TAKS-Alt assessments.

Note that the highest grade served in many elementary schools is grade 5. In these cases, only the performance of 5th graders who were retained will be reported. The performance of the students promoted to 6th grade will appear in the middle school report.

Some schools and districts may not have any prior year failers. In these cases, no information is printed for this measure.

This indicator is also shown in *Section III* of the reports. For more information, see TEA's Student Assessment Division SSI site at

<http://ritter.tea.state.tx.us/student.assessment/resources/ssi/index.html>

(Source: TEA Student Assessment Division)

Students by Grade: Percentages are calculated by dividing the number of students in each grade by the total number of students. (Source: PEIMS, Oct. 2010)

Students with Disciplinary Placements: Counts and percents of students placed in alternative education programs under Chapter 37 of the *Texas Education Code* (Discipline; Law and Order) are shown (for the 2009-10 school year) in the AEIS reports. Disciplinary placement counts are obtained from PEIMS records. 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:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2010-11, the following 19 reason 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. (Source: PEIMS, June 2010)

TAKS (Texas Assessment of Knowledge and Skills): The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. The TAKS is designed to measure to what extent a student has

learned, understood, and is able to apply the concepts and skills expected at each tested grade level.

The grades and subjects shown on the AEIS reports are:

- Grade 3 – reading and mathematics
- Grade 4 – reading, mathematics, and writing
- Grade 5 – reading (first administration only), mathematics (first administration only), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading (first administration only), mathematics (first administration only), science, and social studies
- Grade 9 – reading and mathematics
- Grade 10 – English language arts, mathematics, science, and social studies
- Grade 11 – English language arts, mathematics, science, and social studies. These assessments are known as the exit-level tests; students are required to pass them in order to qualify for graduation from high school.

Each TAKS test is linked directly to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. For more information on TEKS, see the *Texas Essential Knowledge and Skills* website at

<http://www.tea.state.tx.us/index2.aspx?id=6148>

Note also:

Spanish TAKS. All TAKS tests in grades 3 through 5 are available in either English or Spanish. The AEIS reports show performance on these separately by grade, but combined when performance is summed across grades.

Students with Disabilities. Students with disabilities may take the TAKS (Accommodated), TAKS-Modified (TAKS-M), or the TAKS-Alternate (TAKS-Alt) tests; or they may take the regular TAKS. For 2011, the performance on all tests is included in all TAKS measures shown on the AEIS reports, for both 2011 and 2010.

Race and Ethnicity. The definitions used in determining race and ethnic categories were modified in the 2009-10 school year. That year, for the 2010 TAKS administration, race and ethnic information was collected using both the new and the former definitions. The AEIS reports for that year showed all TAKS results using only the former definition. Beginning with the 2011 TAKS administration, only the new definition was available. For the 2010-11 AEIS reports, all TAKS indicators use the new definition for both current year (2011) and prior year (2010). One exception, the accountability indicator, is noted below.

For 2010-11, the AEIS report shows the percent passing TAKS in several ways:

- *TAKS Met 2011 Standard, By Grade*. The first indicator shown on the report is percent passing TAKS by grade for each subject area and for all tests taken. Please note the following:
 - *Student Success Initiative*. Only performance from the first administration of grade 5 and 8 reading and mathematics is shown by grade. Results that include the second administration can be found on the AEIS reports under *Student Success Initiative: TAKS Cumulative Met Standard*.
 - *TAKS (Accommodated), TAKS–M, TAKS–Alt*. Performance on all TAKS tests is included for all subjects and grades.
 - *Race and Ethnicity*. Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).
 - *Test Administrations Included*. The results shown are for the first administration in the spring for grades 3-10. Students in grade 11 usually take the exit-level test for the first time in the spring semester of their junior year. However, under certain circumstances they may take the test for the first time in the previous October. The performance of these early testers is included in the results shown on the AEIS if they took and passed all four tests.
 - *All Tests Taken*. As described above, the number of tests given varies by grade. This means that the number of tests included in “All Tests Taken” varies by grade.
- *Sum of All Grades Tested*. Several indicators are shown which sum TAKS results (by subject) across grades.
 - *TAKS Met 2011 Standard (Sum of All Grades Tested)*. This is the accountability indicator used for rating campuses and districts evaluated under standard procedures. Note:
 - Performance for 2011 is disaggregated according to the new definitions for race and ethnicity, but for prior year (2010), it is disaggregated according to the former definitions. For this reason, “N/A” is shown for those racial categories that did not exist within the former definitions.
 - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics;
 - Performance includes the TAKS (Accommodated), TAKS–M, and TAKS–Alt assessments for all grades and subjects; and
 - Performance includes all TAKS Spanish versions;
 This indicator is also shown in *Section III* of the reports.
 - *TAKS Commended Performance (Sum of All Grades Tested)*. This measure shows the percent of those students who met the higher “Commended” standard for each subject. See *TAKS Commended* for more information. Note:
 - Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).
 - Performance includes the cumulative passing rate from the first and second administrations for grades 5 and 8 reading and mathematics;
 - Performance includes the TAKS (Accommodated), TAKS–M, and TAKS–Alt assessments for all grades and subjects; and
 - Performance includes all TAKS Spanish versions;
 - *TAKS-M Met 2011 Standard (Sum of All Grades Tested)*. This measure shows the percent of those students who met the TAKS passing standard on the TAKS-

Modified assessment. Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).

- *TAKS-Alt Met 2011 Standard (Sum of All Grades Tested)*. This measure shows the percent of those students who met the TAKS passing standard on the TAKS-Alternate assessment. Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).

Other important information:

- *Sum of all grades tested*. This refers to the grades tested at the particular school. For example, the percent passing reading in an elementary school with a grade span of K-5 is calculated as follows:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

- *Rounding of Met Standard Percent*. TAKS performance on the AEIS is rounded to whole numbers. For example, 59.877% is rounded to 60%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Masking for Very High and Very Low Performance*. Since 2004, more stringent masking rules have applied to results for the TAKS. In cases where performance is at or near 100%, the value is shown as “>99%.” In cases where performance is at or near 0%, the value is shown as “<1%.” It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA). For more information about the masking rules employed on the AEIS reports, see the “Explanation of AEIS Masking Rules” at:

<http://ritter.tea.state.tx.us/perfreport/aeis/2011/masking.html>

- *Accountability Subset*. Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the AEIS reports. This is referred to as the “October subset” or the *Accountability Subset*. For the district, a student who moved into the district after October 29, 2010 would not have his performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 29, 2010 would not have his performance included at that school, though it would be included at the district level. See *Accountability Subset* for more information.
- *All Tests Taken*. Although *All Tests Taken* is not a measure evaluated for accountability ratings purposes, it is shown on the AEIS report, both “by grade” and “summed across grades.” This value shows the percent of students who passed every test they took. For example, a group of 100 students tested in reading and mathematics at the 3rd grade might have the following results: 90 students passed reading and 80 students passed mathematics. However, only 75 of those students passed BOTH reading and mathematics. For this reason, while the percent passing reading would be 90%, and the percent passing mathematics would be 80%, the percent passing *All Tests Taken* would be only 75%, not an average of 80% and 90%. *All Tests Taken* is always equal to or less than the percent of students who passed any of the individual subject areas. The

more tests taken and considered for this measure, the more likely the *All Tests Taken* value will be lower than any of the individual subject areas.

See also *Appendix F* and *TAKS Participation*. (Source: TEA Student Assessment Division)

TAKS (Accommodated): This is the same as the general TAKS assessment with certain format accommodations, such as larger font and fewer items per page. It also contains no embedded field-test items. It is administered in all grades and subjects and is included in every TAKS measure shown on the AEIS.

TAKS-Alternate (TAKS-Alt): This assessment is based on alternate academic standards and is designed for students with significant cognitive disabilities. Performance on TAKS-Alt is shown separately in *TAKS-Alt Met 2011 Standard*, summed across grades and subjects. Unless otherwise noted, for other TAKS measures shown on the AEIS, performance on the TAKS-Alt tests is included. Note that prior year performance (2010) for all relevant TAKS measures has been recomputed to include TAKS-Alt performance. (Source: TEA Student Assessment Division)

TAKS Commended Performance: This measure refers to the highest performance level on the TAKS, as set by the State Board of Education. Students who achieve Commended Performance have shown a thorough understanding of the knowledge and skills at their grade level. The indicator includes performance on TAKS (Accommodated), TAKS-M, and TAKS-Alt tests.

For 2011, Commended Performance in reading and mathematics is evaluated as a new base indicator in the state accountability rating system. For a more detailed explanation of how this indicator is used in determining accountability ratings, see Chapter 2 of the *2011 Accountability Manual*.

Schools and districts may also qualify for *Gold Performance Acknowledgment* based on their Commended Performance on reading/ELA, writing, mathematics, social studies, and science. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2011 Accountability Manual*.

TAKS Exit-level Cumulative Pass Rate (District Performance only): The TAKS cumulative pass rate shows the percent of students who first took the TAKS exit-level test in spring 2010, and eventually passed all TAKS tests taken (in the same district) by spring 2011. (Students who failed the first time had four additional opportunities to retake test(s) before their graduation date.) This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAKS, which is a requirement for graduation from Texas public schools. Performance on the TAKS (Accommodated) is included; performance on the TAKS-M and TAKS-Alt test is not included.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2011:

- Any student who took the TAKS or TAKS (Accommodated) for the first time in spring 2010.
- All special education students who took any TAKS or TAKS (Accommodated) test.

- All above students, whether or not they were in the *Accountability Subset* in spring 2010.

Test takers NOT included in the *TAKS Exit-level Cumulative Pass Rate*:

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested. These students are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who moved out of state, left the country, or died before passing all tests taken. These students are in the denominator but not the numerator. They cannot be removed because they are not specifically identified in the data.
- Students who dropped out of school before passing all tests taken are in the denominator but not the numerator.
- Students who moved into the state after the spring of 2010 are not included, even if they took the TAKS and graduated with the class of 2011.
- Performance for 2011 and 2010 is disaggregated according to the former definitions for race and ethnicity. For this reason, “N/A” is shown for those racial categories that did not exist within the former definitions.

(Source: TEA Student Assessment Division)

TAKS Met 2011 Standard: This refers to the current TAKS scale score students must achieve in order to pass the test. For grades and subjects on the horizontal scale, a scale score of 2100 or higher is passing. For grades and subjects on the vertical scale, the scale scores required to pass vary. For the actual number of test questions (raw score) required to pass each assessment, see *Appendix F*. The student passing standard is set by the State Board of Education.

TAKS-Modified (TAKS-M): This alternate assessment is based on modified academic achievement standards and is designed for students served by special education who meet certain participation requirements. TAKS-M results are available on the 2010-11 AEIS reports by subject, summed across grades in *TAKS-M Met 2011 Standard*. The percent meeting the standard is calculated as:

$$\frac{\text{number of students who passed TAKS-M [subject] test in grades 3-11}}{\text{number of students who took the TAKS-M [subject] test in grades 3-11}}$$

Unless otherwise noted, for other TAKS measures shown on the AEIS, performance on the TAKS-M tests is included. Note that prior year performance (2010) for all relevant TAKS measures has been recomputed to include TAKS-M performance. (Source: TEA Student Assessment Division)

TAKS Participation: This indicator presents the percent of students tested and not tested on each state assessment, as well as the percent of students included and excluded in determining accountability ratings. For 2011, results from the TAKS, TAKS (Accommodated), TAKS-M and TAKS-Alt tests were used in determining accountability ratings.

Test results were excluded from the accountability system if a student was not enrolled in the same district or campus by the last Friday in the previous October (shown as *Mobile*).

Other students are not tested. Reasons for not testing are as follows:

- *Absent*. Students may have been absent during every test administration.
- *LEP Exempt*. Students may have received a LEP (Limited English Proficient) exemption for every test and taken only the Texas English Language Proficiency Assessment System (TELPAS) test.
- *Other*. Tests may not be scored due to illness during testing or other test administration irregularities.

The percentages of students participating and not participating in testing are based as much as possible on the *total number of students enrolled* at the time of testing. Districts are required to submit a TAKS answer document for every student enrolled in grades 3 through 11. The methodology used to create *TAKS Participation* eliminates, as much as possible, duplicate counts of students resulting from multiple answer documents.

Appendix E provides a description for each component of *TAKS Participation*. (Source: TEA Student Assessment Division)

TAKS Progress (*AEA Campus and AEA Charter Operator Performance only*): This measure is used in determining accountability ratings under alternative education accountability (AEA) procedures. TAKS Progress is based on *tests* taken. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). Students who take multiple TAKS exit-level retests are included only when the passing standard is met. This indicator sums performance results across grades 3 through 12 and across all subjects. It is calculated as follows:

$$\frac{\text{number of TAKS tests that meet the standard and} \\ \text{number of TAKS exit-level retests that meet the standard}}$$
$$\frac{\text{number of TAKS tests taken and} \\ \text{number of TAKS exit-level retests that meet the standard}}$$

This measure is only shown on the AEIS reports for campuses and charter operators evaluated under the AEA procedures in 2011. Prior year results are provided regardless of whether the campus or charter operator was evaluated under AEA procedures in the prior year.

- *AEA Campus*. On reports for registered alternative education campuses, the value shown for the *Campus Group* column is a dash (–); the value for the *District* column is an asterisk (*) unless the campus is run by an AEA charter operator. The *State* column shows aggregates of the AEA campuses only.
- *AEA Charter Operator*. On reports for AEA charter operators, the value shown for the *State* and *Region* columns show aggregates of the AEA campuses only.

For more information on this measure, see Chapter 10 in the *2011 Accountability Manual*.

TAKS Special Education Assessments: For students receiving special education services, the ARD committee determines which TAKS assessment is appropriate for each student based on his/her individual needs. TAKS, the general assessment option that includes

TAKS (Accommodated) for students receiving special education services, is administered to the majority of students in Texas. For students who cannot be appropriately assessed with TAKS and/or TAKS (Accommodated), the TAKS–M and TAKS–Alt are the alternate assessments available to those who meet specific participation requirements.

See *TAKS (Accommodated)*, *TAKS-Alt*, and *TAKS-M*. For more information on these assessments, see the Student Assessment Division website, at

<http://www.tea.state.tx.us/index3.aspx?id=3534>

Teachers by Ethnicity and Sex: These are counts of teacher FTEs by the major ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTEs. Beginning this year, the ethnic groups are based on the new federal definitions of race and ethnicity which allow for separation of the Asian and Pacific Islander races and for the new grouping of Two or More Races. (*Source: PEIMS, Oct. 2010*)

Teachers by Highest Degree Held (*District Profile only*): This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. (*Source: PEIMS, Oct. 2010*)

Teachers by Program (*population served*): Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technical education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (*Source: PEIMS, Oct. 2010*)

Teachers by Years of Experience (*District Profile only*): This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (*Source: PEIMS, Oct. 2010*)

Texas Growth Index (TGI): The Texas Growth Index was not used in determining the 2011 Accountability ratings, and is not included in any measure on the 2010-11 AEIS reports.

Texas Projection Measure (TPM): The Texas Projection Measure was not used in determining the 2011 Accountability ratings, and is not included in any measure in the 2010-11 AEIS reports.

Texas Success Initiative (TSI) – Higher Education Readiness Component: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It requires students to be assessed in reading, writing and mathematics skills prior to enrolling in college, and to be advised based on the results of that assessment.

The AEIS reports show the percent of students who were exempted from taking a test for the Texas Success Initiative because they had a high enough score on their exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and English language arts with a written composition score of

3 or higher on the writing component. This indicator shows the percent of students who achieved this level of proficiency by subject (English language arts and mathematics) for 2011 and 2010. Note also:

- This indicator is subject to accountability subset rules.
- Performance is disaggregated according to the new definitions for race and ethnicity for both current year (2011) and prior year (2010).
- TAKS-M and TAKS-Alt performance is not included. THECB's standard of college readiness on the exit-level TAKS does not apply to these alternate assessments because students are not required to pass the TAKS-M or TAKS-Alt in order to graduate.

Schools and districts evaluated for GPA under standard accountability procedures may qualify for *Gold Performance Acknowledgment* for performance on TSI. For a more detailed explanation of *Gold Performance Acknowledgment*, see Chapter 5 of the *2011 Accountability Manual*. (Source: Division of Student Assessment)

Total Expenditures by Object (2009-10) (District Profile only): Total actual expenditures are grouped by object of expense. Total actual expenditures for groups of object categories are expressed as a percentage of total expenditures. The values in the Per Student column show actual expenditure object categories divided by the total number of 2009-10 students in membership. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total. Object codes appear in parentheses.

- *Payroll Costs* – These are the gross salaries or wages and benefit costs for all employees (6100).
- *Other Operating Costs* – These include: services rendered to school districts by firms, individuals and other organizations; supplies and materials including fuel for vehicles; other reading materials (not including the cost of state-adopted textbooks); food service supplies; and other expenses necessary for the operation of the school district (6200-6400).
- *Debt Service* – This includes all expenditures for debt service, including the retirement of debt and bond principal, and all interest expenses (6500).
- *Capital Outlay* – These are expenditures for fixed assets, such as land, buildings, and equipment (6600).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B*. (Source: PEIMS, March 2011)

Total Operating Expenditures by Function (2009-10): Actual total operating expenditures are grouped by function of expense. Actual operating expenditures for groups of function categories are expressed as a percent of actual total operating expenditures. The values in the Per Student column show actual operating expenditures by function divided by the total number of 2009-10 students in membership. Per student operating expenditures are shown for total operating expenditures and for various groupings of operating categories.

Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total.

When comparing averages for school-level expenditures note that the state and district averages include all types of schools. For example, a high school's per student expenditure may not be comparable to the state average because the state value includes elementary and middle schools, which typically have lower per student expenditures than high schools. Other variables that may affect comparisons are the experience level of teachers and administrators, the types of instructional programs offered, and the student characteristics. Function codes appear in parentheses.

- *Instruction* – These are all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11), and expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional-Related Services* – These are expenditures for educational resources and media, such as resource centers and libraries (12), and curriculum development and instructional staff development (13).
- *Instructional Leadership* – This includes managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – This includes directing and managing a school (23).
- *Support Services - Student* – These include guidance, counseling, and evaluation services (31), social work services (32), and health services (33).
- *Student Transportation (District Profile only)* – This includes transporting students to and from school (34).
- *Food Services* – These include food service operation, including cost of food and labor (35).
- *Cocurricular Activities* – These include school-sponsored activities during or after the school day that are not essential to the delivery of instructional services (36).
- *Central Administration (District Profile only)* – This includes managing or governing the school district as an overall entity (41), costs associated with the purchase or sale of attendance credits either from the state or from other school district(s) (92), and—for Charter Schools only—fund raising (81).
- *Plant Maintenance and Operations* – This includes keeping the physical plant and grounds in effective working condition (51).
- *Security and Monitoring Services* – These include keeping student and staff surroundings safe (52).
- *Data Processing Services* – These include data processing services, whether in-house or contracted (53).
- *Other Campus Costs (Campus Profile only)* – This combines functions 35, 36, 51, 52, 53 above.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B. (Source: PEIMS, March 2011)*

Total Operating Expenditures by Program (2009-10): Actual total operating expenditures are grouped by program of expense. Actual operating expenditures for groups of program categories are expressed as a percent of actual total operating expenditures. The values in the *Per Student* column show actual total operating expenditures divided by the total number of 2009-10 students in membership. Per student operating expenditures are shown for total operating expenditures by program for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student; it is a per-student average of the total. Program codes appear in parentheses. The sum of operating expenditures by program area is less than total operating expenditures by function because a significant portion of expenditures have no program area designated and are reported as “99” meaning “undistributed.” These are not included in any of the program categories shown or in the total operating expenditure amount by program. Also, functions included differ between the two breakdowns (by program versus by function).

- *Regular Education* – This is the cost to provide the basic services for education/instruction to students not served in special education (11).
- *Gifted & Talented Education* – This is the cost to assess students for program placement and provide instructional services beyond the basic educational program, designed to meet the needs of students in gifted and talented programs (21).
- *Career & Technical Education* – This is the cost to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or homemaking. This may include apprenticeship and job training activities (22).
- *Special Education* – This is the cost incurred to evaluate, place and provide educational and/or other services to students with disabilities who have Individual Educational Plans (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students’ abilities and/or learning needs (23).
- *Accelerated Education* – This is the cost of providing additional instructional services for students deemed at risk of dropping out of school (24, 30).
- *Bilingual/ESL Education* – This is the cost of evaluating, placing and providing educational and/or other services to English language learners, with the goal of making them proficient in the English language, in primary language literacy, and in composition and academic language related to required courses (25).
- *Other* – This is the cost of providing services to students who are separated from the regular classroom and sent to either a nondisciplinary or a disciplinary alternative education program (26, 28, 29).
- *High School Allotment* – This accounts for the \$275 per high school student allotment that assists districts in:
 - preparing underachieving students to enter institutions of higher education;
 - encouraging students to pursue advanced academic opportunities;

- providing opportunities for students to take academically rigorous courses;
 - aligning secondary and postsecondary curriculum and expectations;
 - supporting other promising high school completion and success initiatives in grades 6-12 approved by the commissioner of education (31).
- *Athletics/Related Activities* – This is the cost of providing competitive athletic activities, including coaching costs as well as costs for sponsors of drill team, cheerleaders, pep squad, and other organized activities that support athletics, excluding band (91).

Note this item is reported as *actual* operating expenditures by program, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See *Appendix B* for details. (Source: PEIMS, March 2011)

Total Revenues by Source (2009-10) (District Profile only): Actual total revenues are grouped by revenue source. Actual revenues for groups of object categories are expressed as a percent of total revenue. The values in the Per Student column show actual total revenues divided by the total number of students in membership during the 2009-10 school year. Per-student revenues are shown for total revenues by source for various groupings of revenue categories. Note that the number shown is not the amount actually received for each and every student, but rather a per-student average of the total.

The amounts appearing as revenue in any of the categories shown are the amounts that were reported by districts for the general fund and all funds. Object codes appear in parentheses.

- *Local Tax* – This is district income from local real and personal property taxes (objects 5710-5719, less function 91 expenditures).
- *Other Local and Intermediate* – This includes revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, revenues from intermediate sources (county), and all other local sources (objects 5720-5769).
- *State* – This includes per capita and foundation program entitlements, revenue from other state-funded programs, revenue from other state agencies, and Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district (object 5800 series). Note that state revenue also includes the State Fiscal Stabilization Fund (SFSF). The SFSF amount is the revenue received by the Foundation School Program that was distributed according to the Federal American Recovery and Reinvestment Act of 2009. The SFSF amount received by the district is shown in a footnote at the end of the district report. A similar footnote is also shown on the region and state reports (federal revenue-fund 266 used with object code 5929).
- *Federal* – This includes revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as career and technical education, programs for educationally disadvantaged children (*Education Consolidation and Improvement Act, and Elementary and Secondary Education Act*), food service programs, and other federal programs (object 5900 series).

Note this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2009-10). See also *Appendix B. (Source: PEIMS, March 2011)*

Total Staff: Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. 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). Beginning this year, staff race and ethnicities are based on the new federal definitions. The minority staff FTE count is expressed as a percent of the total staff FTE. (*Source: PEIMS, Oct. 2010*)

Total Students: This is the total number of public school students who were reported in membership on October 29, 2010, at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment, because 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 public school district. (*Source: PEIMS, Oct. 2010*)

TSI: See *Texas Success Initiative*.

Turnover Rate for Teachers (District Profile only): This percent shows the total FTE count of teachers from the fall of 2009-10 who were subsequently not employed in the district in the fall of 2010-11, divided by the total teacher FTE count for the fall of 2009-10. Social security numbers for teachers employed in the district in the fall of 2009-10 were checked to verify their employment status in the same district in the fall of 2010-11. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (*Source: PEIMS, Oct. 2010, Oct. 2009*)

Value by Category: See *Standardized Local Tax Base* (comptroller valuation).

Vertical Scale Growth (VSG): This measure shows growth on TAKS reading and mathematics for grades 3-8. It is used in determining Comparable Improvement (CI).

An average VSG value for each campus is determined by aggregating the student-level VSG values to the campus level and dividing by the number of students. Included in the measure are students who:

- took the spring 2011 TAKS reading and/or mathematics tests, in grades 4 – 8.
- are part of the 2011 *Accountability Subset* (see *Chapter 2* of the *2011 Accountability Manual*);
- can be matched to the spring 2010 TAKS administration—anywhere in the state—to find their prior year performance for reading, and/or mathematics; and,
- have been promoted to one higher grade than in 2010.

Calculating average VSG:

$$\text{average VSG (reading)} = \frac{\text{sum of individual student VSG values for reading}}{\text{total number of students with VSG in reading}}$$

$$\text{average VSG (mathematics)} = \frac{\text{sum of individual student VSG values for mathematics}}{\text{total number of students with VSG in mathematics}}$$

Once the average VSG is determined, it is listed with the other 40 average VSGs of the school's comparison group. The schools are arranged from highest to lowest average VSG. If the target school falls in the top quartile and all other eligibility criteria are met, it is awarded a GPA for CI. This is calculated separately by subject. Comparable Improvement reports are available at:

<http://ritter.tea.state.tx.us/perfreport/ci/2011/index.html>

Because VSG is only available for grades 3-8, only schools that have students tested in grades 4-8 can have a CI report. VSG calculations begin with grade 4 because students must prior year results (grade 3) in order to show growth.

For a more detailed explanation of VSG, see *Appendix E* of the *2011 Accountability Manual*.

Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary*. Information on the calculation of state accountability ratings is available in the *2011 Accountability Manual*. If, after reading these documents, you have questions about the calculation of AEIS indicators or accountability ratings, 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. All telephone numbers are in the (512) area code unless otherwise noted.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting	463-9704
Advanced Courses	Curriculum	463-9581
Advanced Placement (AP) Programs	Curriculum	463-9581
Charter Schools	Charter Schools	463-9575
College Admissions Tests:		
SAT	College Board	721-1800
ACT	ACT Regional Office	345-1949
Copies of AEIS reports	http://www.tea.state.tx.us/perfreport
DAEP (Disciplinary Alternative Education Program)		
	Chapter 37, TEC – Safe Schools	463-3070
Distinguished Achievement Program	Curriculum	463-9581
Dropout and Completion	Accountability Research	475-3523
Gold Performance Acknowledgment	Performance Reporting	463-9704
General Inquiry	School Governance and General Inquiries	475-3697
JJAEP (Juvenile Justice Alternative Education Program)		
	Chapter 37, TEC – Safe Schools	463-3070
Limited English Proficient Students		
Testing Issues	Student Assessment	463-9536
Other Issues	Curriculum (Bilingual Education Program Unit)	475-9581
No Child Left Behind Act	NCLB Program Coordination	463-9374
PBM Special Education Monitoring Results Status		
	Program Monitoring and Interventions	463-5226
PEIMS	PEIMS HelpLine	436-9229
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Finance	School Finance	463-9238
School Report Card	Performance Reporting	463-9704
Special Education		
Testing Issues	Student Assessment	463-9536
Other Issues	Special Education	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS (all assessments)	Student Assessment	463-9536
TAKS Testing Contractor	Pearson	(800) 328-5999
	Austin Operational Center	989-5300
TAT (Technical Assistance Team)		
Methodology for List	Performance Reporting	463-9704
Implementation of Team	Program Monitoring and Interventions	463-5226
TELPAS	Student Assessment	463-9536
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board	427-6101

Information on the Internet: <http://www.tea.state.tx.us/perfreport/>

PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027 Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003 Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004 Assistant/Associate/Deputy Superintendent

012 Instructional Officer

020 Principal

028 Teacher Supervisor

040 Athletic Director

043 Business Manager

044 Tax Assessor and/or Collector

045 Director - Personnel/Human Resources

055 Registrar

061 Asst/Assoc/Deputy Exec Director

062 Component/Department Director

063 Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002 Art Therapist

005 Psychological Associate

006 Audiologist

007 Corrective Therapist

008 Counselor

011 Educational Diagnostician

013 Librarian

015 Music Therapist

016 Occupational Therapist

017 Certified Orientation & Mobility Specialist

018 Physical Therapist

019 Physician

021 Recreational Therapist

022 School Nurse

023 LSSP/Psychologist

024 Social Worker

026 Speech Therapist/Speech-Lang Pathologist

030 Visiting Teacher

032 Work-Based Learning Site Coordinator

041 Teacher Facilitator

042 Teacher Appraiser

054 Department Head

056 Athletic Trainer

058 Other Campus Professional Personnel

064 Specialist/Consultant

065 Field Service Agent

079 Other ESC Professional Personnel

080 Other Non-Campus Professional Personnel

TEACHERS

087 Teacher

047 Substitute Teacher

EDUCATIONAL AIDES

033 Educational Aide

036 Certified 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.

Financial Accounting Codes for Revenue and Expenditure Items (In Alphabetical Order by Label)

Label	Funds*	Function(s)	Object(s) †††	Program(s)
ACTUAL EXPENDITURE INFORMATION				
BY FUNCTION				
COMMUNITY SERVICES	General and All	61	6100-6400	All
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100-6400	All
Instruction**	General and All	11,95	6100-6400	All
Instructional-Related Services**	General and All	12,13	6100-6400	All
Instructional Leadership**	General and All	21	6100-6400	All
School Leadership**	General and All	23	6100-6400	All
Support Services – Student**	General and All	31,32,33	6100-6400	All
Student Transportation	General and All	34	6100-6400	All
Food Services	General and All	35	6100-6400	All
Cocurricular Activities	General and All	36	6100-6400	All
Central Administration	General and All	41,92 (or 81/Chrtr Schools)	6100-6400	All
Plant Maintenance & Operations	General and All	51	6100-6400	All
Security and Monitoring Services	General and All	52	6100-6400	All
Data Processing Services	General and All	53	6100-6400	All
Other Campus Costs***	General and All	35,36,51-53	6100-6400	All
BY OBJECT				
TOTAL EXPENDITURES	General and All	All [§]	All 6000s	All
Payroll Costs	General and All	All [§]	6100	All
Other Operating Costs	General and All	All [§]	6200-6400	All
Debt Service	General and All	All [§]	6500	All
Capital Outlay	General and All	All [§]	6600	All
ACTUAL PROGRAM EXPENDITURE INFORMATION				
BY PROGRAM				
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100-6400	Sum of Detail Below
Regular Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	11
Special Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	23
Accelerated Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	24, 30
Career & Technical Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	22
Bilingual/ESL Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	25
Gifted & Talented Education**	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	21
Athletics/Related Activities	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	91
High School Allotment	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	31
Other	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,99 ****	6100-6400	26, 28, 29

Continued on next page

ACTUAL REVENUE INFORMATION				
BY SOURCE				
TOTAL REVENUES	General and All	n/a	5000s	n/a
Local Tax	General and All	n/a	5710–5719 (less function 91 expenditures)	n/a
Other Local & Intermediate	General and All	n/a	5720–5769	n/a
State @	General and All	n/a	5800 (plus fund code 266 with object code 5929)	n/a
Federal	General and All	n/a	5900 (less fund code 266 with object code 5929)	n/a
EQUITY TRANSFERS ^{††}	General and All	91	All 6000s	All

* Funds – The general fund includes fund codes 101 – 199 & 266. Fund code 420 is also included in the general fund for charter schools only. All funds include the general fund plus fund codes 200/300/400 series, 599, 601, 699, and 701.

** Indicates the line item appears on the Campus Profile as well as District Profile. All line items not marked appear only on the District Profile.

*** Indicates the line item appears on the Campus Profile only.

**** At the campus level, only functions 11-13, 21, 23, 31 – 33, and 95 are included in expenditures by program area.

§ Excludes Intergovernmental Charges (function 90 series) except functions 92 & 95.

† Function 91 represent tuition transfers for grades not offered, not "Equity Transfers."

†† Function 91 represent the expenditure amount reported for the cost of reducing property wealth to the required equalized wealth level and payments to charter schools, respectively.

††† The 6400 object codes include: 6629, 6631, 6639, 6649, and 6659 which is only applicable to charter schools excluding open enrollment college and university charters. Note that these object codes are not included in the 6600 code series.

@ State revenue includes State Fiscal Stabilization Funds (fund code 266 with object code 5929), distributed under the Federal American Recovery and Reinvestment Act.

See the *Financial Resource Guide* (at <http://www.tea.state.tx.us/index4.aspx?id=1222>) for explanations of the fund, function, object, and program codes.

Advanced Academic Courses

2010-11 Academic Excellence Indicator System

English Language Arts

A3220100	English Language and Composition
A3220200	English Literature and Composition
A3220300	International English Language
I3220300	English III
I3220400	English IV
03221100	Research/Technical Writing
03221200	Creative/Imaginative Writing
03221500	Literary Genres
03221600	Humanities
03221800	Independent Study in English
03231000	Independent Study in Journalism
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study in Speech

Mathematics

A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100100	Mathematical Studies Standard
I3100200	Mathematical Standard Level
I3100300	Mathematics Higher Level
I3100400	Further Mathematics Standard
03101100	Pre-Calculus
03102500	Independent Study in Mathematics (1 st time)
03102501	Independent Study in Mathematics (2 nd time)

Computer Science

A3580100	Computer Science I
I3580200	IB Computer Science I
I3580300	IB Computer Science II
I3580400	Informational Technology in a Global Society
03580200	Computer Science I
03580300	Computer Science II

- All courses shown were for the 2009-10 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Fine Arts

A3150200	Music Theory
A3500100	History Of Art
A3500300	Art/Drawing
A3500400	Art/Two-Dimensional Design Portfolio
A3500500	Art/Three-Dimensional Design Portfolio
I3250200	Music SL
I3250300	Music HL
I3250500	Theater/Film
I3600100	Art/Design HL
I3600200	Art/Design SL-A
I3600300	Art/Design SL-B
I3750200	Theater Arts SL
I3750300	Theater Arts HL
I3830200	IB Dance
M1170158	Dance Technology I
M1170159	Dance Technology II
M1170160	Dance Choreography I
M1170161	Dance Choreography II
M1170162	Dance Choreography III
03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theater Arts IV
03251000	Theater 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
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV

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- Dual Enrollment courses are not specifically shown on this list.

Science

A3010200	Biology
A3020000	Environmental Science
A3040000	Chemistry
A3050001	Physics B
A3050002	Physics C
I3010200	Biology
I3010201	Biology II
I3030001	Design Technology SL
I3030002	Design Technology HL
I3020000	Environmental Systems
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II

Social Studies/History

A3310100	Microeconomics
A3310200	Macroeconomics
A3330100	United States Government and Politics
A3330200	Comparative Government and Politics
A3340100	United States History
A3340200	European History
A3350100	Psychology
A3360100	Human Geography
A3370100	World History
I3301100	History, Standard Level
I3301200	History: Africa, Higher Level
I3301300	History: Americas, Higher Level
I3301400	History: East and Southeast Asia, Higher Level
I3301500	History: Europe, Higher Level
I3302100	Geography, Standard Level
I3302200	Geography, Higher Level
I3303100	Economics, Standard Level
I3303200	Economics, Higher Level
I3303300	Business and Management I (IBBMT1)
I3303400	Business and Management II (IBBMT2)
I3304100	Psychology, Standard Level
I3304200	Psychology, Higher Level
I3366010	Philosophy

- All courses shown were for the 2009-10 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
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- Dual Enrollment courses are not specifically shown on this list.

Social Studies/History (cont.)

I3000100	Theory of Knowledge
03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

Advanced Languages (Modern or Classical)

A3120400	Japanese IV
A3400400	Italian IV
A3410100	French IV Language
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Latin Literature)
A3440100	Spanish IV Language
A3440200	Spanish V Literature
A3450400	Russian IV
A3490400	Chinese IV
I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3440600	Spanish VI
I3440700	Spanish VII
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3490600	Chinese VI
I3490700	Chinese VII
I3520400	Hindi IV
I3520500	Hindi V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
I3663600	Other Foreign Language VI

- All courses shown were for the 2009-10 school year.
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- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) (cont.)

I3663700	Other Foreign Language VII
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 IV For Spanish Speakers
03440500	Spanish V
03440550	Spanish V For Spanish Speakers
03440600	Spanish VI
03440660	Spanish VI For Spanish Speakers
03440700	Spanish VII
03440770	Spanish VII For Spanish Speakers
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII

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- An “A” prefix indicates a College Board Advanced Placement course.
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- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (Modern or Classical) (cont.)

03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII
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 Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

Other

N1290317	GT Independent Study Mentorship III
N1290317	GT Independent Study Mentorship IV
I3305100	World Religions SL

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- Dual Enrollment courses are not specifically shown on this list.

2010-11 Campus Comparison Group

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Target Campus Name: Sample Middle
 Target Campus #: 999999999
 District Name: Sample ISD
 Campus Type: Middle School

Texas Education Agency
 2010-11 Campus Comparison Group

Campus Number	Campus Name	District Name	% Econ	% Afr_Amer	% Mobility	% Hispanic	% White	% LEP
008903041	QUEZAS MIDDLE	QUEZAS ISD	55.2	11.9	18.9	43.3	44.3	2.1
011901041	QESZUAP MIDDLE	QESZUAP ISD	54.7	11.7	15.6	32.3	54.2	6.5
011901104	QESZUAP ONZXUMXIOEZ	QESZUAP ISD	54.8	9.6	12.9	33.7	55.5	8.2
999999999	SAMPLE MIDDLE	SAMPLE ISD	54.1	50.4	29.4	24.6	21.0	6.5
015911043	XESZ CXNZU	XESZ CXNZU		5.7	15.2	51.9	41.8	3.7
015915048	UUIIXU MS	AUZHISOIX		10.4	20.5	58.0	21.6	7.5
020001046	FEOUVOX J	LVON ISD		4.2	15.0	44.4	50.0	7.5
	ZUEVOS MID	ELHAUN CA				54.9	37.0	
	ENEHUEC MI	ENEHUEC ISD	54.0			26.6	51.0	
	CLEUK JR HIGH	PUNOCXZAN ISD	54.5			29.4	61.0	
057904103	WXSZ ONZ	CXIEU HOLL ISD	55.0	62.4	15.0	24.2	0.9	3.8
057916044	UOCHEUISAN WXSZ J H	UOCHEUISAN ISD	54.2	17.5	12.1			10.3
062901041	CUXUA J H	CUXUA ISD	52.9	12.9	15.9			2.5
079910041	SZEFFAUI MIDDLE	SZEFFAUI MSI	55.8	42.9	11.5			3.4
081905041	WAUZHEM MIDDLE	WAUZHEM ISD	52.3	18.3	14.4			4.6
083903041	SXMONALX J H	SXMONALX ISD	53.5	2.4	11.7	38.4	58.8	2.8
088902041	GALOEI MIDDLE	GALOEI ISD	52.8	6.6	16.4	43.9	48.6	3.3
092902042	MEUIX LEOUI MIDDLE	KOLGAUX ISD	54.4	18.0	11.2	22.8	56.9	6.2
092904043	PONX ZUXX MIDDLE	PONX ZUXX ISD	55.0	20.3	12.8	21.5	55.8	8.8
095901041	EQXUNEZHY J H	EQXUNEZHY ISD	56.0	3.4	13.6	49.7	46.9	1.1
	MXMPHOS MIDDLE	MXMPHOS ISD	54.8	8.9	17.2	42.7	47.6	5.6
	CEMPQXLL MIDDLE SCHOOL	CYPUXSS-FEOUQENKS ISD	54.7	23.0	16.4	42.9	20.9	7.7
	HOGHLENIS J H	GAASX CUXKK CISD	53.8	22.0	15.4	42.4	34.2	2.7
	GUEIY MIDDLE	HAUSZAN ISD	54.6	23.4	19.2	43.5	26.1	11.9
	MEYIX CUXKK J H	KEZY ISD	53.3	18.5	14.3	44.3	29.2	9.5
	MAUZAN UENCH J H	KEZY ISD	55.1	17.5	11.7	48.8	29.5	8.0
	MXEIOX PUMPHUXY JUNOAU H	XINE ISD	55.2	15.8	15.7	34.2	49.7	2.9
130902041	CAMFAUZ MIDDLE	CAMFAUZ ISD	55.4	0.9	12.0	51.1	46.0	
133903104	Q Z WOLSAN SOXZH GUEIX S	KXUUVOXLL ISD	54.4	3.1	14.7	43.1	52.0	
158902041	ZOIXHEVXN ONZ	ZOIXHEVXN ISD	55.7	5.7	15.7	49.4	43.0	
165901045	SET JECONZA JUNOAU HOGH	MOILENI ISD	53.6	9.3	16.1	55.9	33.0	
170902073	CUYEU ONZXUMXIOEZ	CANUAX ISD	52.6	15.7	17.5	31.3	50.0	
188901041	EUSZON MIDDLE	EMEULLA ISD	55.2	7.3	18.9	31.2	59.0	
220905053	MANNOG MIDDLE	FAUZ WAUZH ISD	54.5	32.1	25.9	34.7	32.0	
220905061	LXANEUI MIDDLE	FAUZ WAUZH ISD	55.8	20.1	27.2	35.3	41.0	
220912041	H F SZXVXNS MIDDLE	CUAWLXY ISD	52.3	35.6	18.7	24.0	38.0	
220912042	CUAWLXY MIDDLE	CUAWLXY ISD	54.9	51.7	16.6	31.3	12.0	
220920105	ZENNEHOLL ONZ	WHOZX SXZZLXMXNZ ISD	54.2	5.6	15.3	32.6	58.0	
246907041	JEUUXLL MIDDLE	JEUUXLL ISD	52.4	1.1	11.3	35.4	61.4	7.4
246913042	LXENIXU MIDDLE	LXENIXU ISD	53.9	7.7	12.5	35.8	53.7	6.1
247901041	PLAUXSVOLLX MIDDLE	PLAUXSVOLLX ISD	54.3	1.7	13.0	59.5	38.3	1.9
	Group Average		54.4	16.4	15.7	40.3	39.6	5.7

Percent of students identified as African American

Percent of students identified as Mobile

Campus Type Code: Elementary, Middle, Secondary, or Multi-level

Percent of students identified as Economically Disadvantaged

Percent of students identified as Hispanic

Percent of students identified as limited English proficient

Percent of students identified as White

Campus ID Numbers: This listing is in Campus ID number order.

The order of the columns is determined by the target campus (indicated with the ">"). The most predominant characteristic for the target campus is the first column, followed by the next most predominant, and so on.

Most secondary schools will not have a page 2 because Comparable Improvement is only available for schools with grades 4, 5, 6, 7, and/or 8.

*** Order of columns will vary on lists for other campuses ***

2010-11 Comparable Improvement

Most secondary schools will not have a page 2 because *Comparable Improvement* is only available for schools with grades 4 - 8.

November 2011

AEIS Glossary

page 53

GPA: The report shows if the target school earned GPA for Comparable Improvement in either reading/ELA, mathematics, or both.

x a s E d u c a t i o n A g e n c y
2010-11 Comparable Improvement:

Page 2

Target Campus Name:
Target Campus #:
District Name:
Campus Type:

Sample ISD
Middle School

Gold Performance Acknowledgment: Reading

Target Campus
(identified by >)

Campus Name	Reading						Mathematics					
	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quartile	(1) Number Matched Students	(2) 2010 Avg Scale Score	(3) 2011 Avg Scale Score	(4) 2010 Failer Avg VSG	(5) 2011 Avg VSG	(6) 2011 Quartile
QUEZAS MIDDLE		738	788	76	50		165	712				
QESZUAP MIDDLE		731	774	78	43		550	709				
QESZUAP ONZXUM		674										
SAMPLE MIDDLE	>	716										
XESZ CXNZUEL H		718										
UIIXU MS		740										
FEUVOXW J H		730										
ZUEVOS MIDDLE		743										
ENEHUEC MIDDLE		745										
CLEUK JR HIGH		744										
WXSZ ONZ		689										
UOCHEUISAN WXSZ J H		540	803	71	39	Q3	537	786	797	64	11	Q4
CUXUA J H		235	728	778	76	Q1	233	729	756	53	27	Q3
SZEFFAUI MIDDLE												
WAUZHEM MIDDLE												
SXMONALX J H												
GALOEI MIDDLE												
MEUIX LEoui MIDDLE												
PONX ZUXX MIDDLE												
EQXUNEZHY J H												
MXMPHOS MIDDLE												
CEMPQXLL MIDDLE SCHO	1											
HOGHLENIS J H	909	730	777	72								
MIDDLE	366	726	768	68	41	Q2	366	676	723	82		Q1
CUXXX J H	916	739	774	73	35	Q4	921	721	737	57	16	Q4
UENCH J H	1050	743	783	65	40	Q3	1075	720	740	52	20	Q4
PUMPHUXY JUNO	300	718	756	61	38	Q3	297	686	734	74	48	Q1
JZ MIDDLE	211	725	781	76	56	Q1	211	715	736	47	21	Q4
Q Z WOLSAN SOXZH GUE	263	734						719	755	78	36	Q2
ZOIXHEVXN ONZ	161	716						692	726	60	33	Q2
SET JECONZA JUNOAU H	558	737						705	737	50	32	Q2
CUYEU ONZXUMXIOEZ	467	688						684	730	78	46	Q1
EUSZON MIDDLE	678	745						730	759	54	29	Q3
MANNOG MIDDLE	552	714						674	701	57	27	Q3
LXANEUI MIDDLE	558	726	769	70	43	Q1	553	697	732	48	35	Q2
H F SZXVXNS MIDDLE	635	738	774	77	37	Q3	633	710	725	43	15	Q4
CUAWLXY MIDDLE	528	725	759	60	33	Q4	523	708	715	39	7	Q4
ZENNEHOLL ONZ	678	689	727	70	37	Q3	685	666	696	54	30	Q3
JEUUXLL MIDDLE	160	723	760	75	37	Q3	156	695	732	65	38	Q2
LXENIXU MIDDLE	614	727	778	84	51	Q1	618	712	756	79	44	Q1
PLAUXSVOLLX MIDDLE	723	738	779	73	41	Q2	726	719	747	60	28	Q3
Group Average	490	727	767	69	40	--	490	709	738	58	29	--

(1) Number of Matched Students: Those students at each campus whose TAKS results can be found in both current and prior years.

(2) 2010 Average Scale Score: The sum of prior year vertical scale scores of matched students, divided by the number of matched students.

(3) 2011 Average Scale Score: The sum of current year vertical scale scores of matched students, divided by the number of matched students.

(4) 2010 Failer Average Vertical Scale Growth: The average VSG for those matched students who failed the TAKS in the prior year. For information only, not used for accountability.

(5) 2011 Average VSG: The sum of the differences between the current and prior year vertical scale scores of matched students, divided by the number of matched students.

(6) 2011 Quartile: The average VSG values in column 5 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned. Quartiles may have fewer than or more than 10 campuses, depending on the values. Campuses in Q1 have shown the greatest improvement in TAKS performance, relative to the other schools in the group.

Any school with fewer than ten matched students does not have a VSG value calculated, and is, therefore, not included in the quartile distribution. In these cases, a dash (-) will be shown.

This listing is in campus ID order.

Note: All Values are based on students matched from 2011 to 2010. An Asterisk indicates less than five students tested.

2010-11 TAKS Participation

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2010-11 Campus Performance

Section I - Page 3
Total Students: 1,847
Grade Span: 09 - 12
School Type: Secondary

This section shows TAKS, TAKS (Accommodated), TAKS-M and/or TAKS-Alt participation rates for all students in grades 3-11.

Tested: The percent of students who took one or more tests on any TAKS assessment.

Not Tested: The percent of students (in the grades tested) who did not take any test.

Absent: The percent of students who were absent for every test.

Other: The percent of students whose answer documents were coded with a combination of the "Not Tested" categories, or whose testing was disrupted by illness or other similar events.

Total Count: This represents the number of students who were in school during the spring 2011 TAKS administration and is roughly equivalent to enrollment in the grades tested. The official "enrollment" numbers in grades 3-11 will not match exactly the number of students tested because enrollment is counted in the fall and students are tested in the spring.

LEP Exempt: The percent of students who received a limited English proficiency (LEP) exemption on every test.

The **Tested** section is shown two ways:

By Test Version

TAKS (1 or more): This shows the percent of students who were tested on the TAKS only or in combination with TAKS (Accommodated), TAKS-M or TAKS-Alt.

Not on TAKS: This shows the percent of students who were tested on one or more TAKS (Accommodated), TAKS-M, or TAKS-Alt test only.

By Acct Status

Acct System: This shows the percent of students whose performance on the TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt was used to determine a school's and district's accountability rating. The performance reported in the 2010-11 AEIS reports is based on this subset of non-mobile students.

Non-Acct System: The percent of students in the grades tested with tests results that are not used in the accountability system for one of the following reasons:

Mobile: This includes students who enrolled in the district or campus after late October (the fall PEIMS submission date).

Non-Acct Test: This includes students who tested entirely in TAKS-Alt, with an alternative assessment code of '1' or '4,' for all tests administered.

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disad	LEP
2011 TAKS Participation (Grades 3-11)														
Tested	98.6%	98.2%	98.6%	96.7%										67.5%
By Test Version														
TAKS (1 or more)	91.0%	91.3%	88.7%	90.6%										57.8%
Not on TAKS	7.6%	6.8%	9.9%	6.1%										9.6%
TAKS(Acc) Only	2.4%	1.4%	2.9%	2.2%										2.4%
TAKS-M Only	3.1%	3.2%	3.4%	2.4%										3.6%
TAKS-Alt Only	0.9%	1.1%	0.7%	0.9%										0.0%
Combination	1.3%	1.2%	1.2%	0.7%										3.6%
By Acct Status														
Acct System	94.0%	92.5%	93.5%	91.9%										63.9%
Non-Acct System	4.6%	5.6%	5.1%	4.8%										3.6%
Mobile	4.6%	5.6%	5.1%	4.8%										3.6%
Non-Acct Test	0.0%	0.0%	0.0%	0.0%										0.0%
Not Tested	1.4%	1.8%	1.4%	3.3%										32.5%
Absent	0.1%	0.1%	0.1%	0.1%										0.0%
LEP Exempt	0.9%	0.8%	0.6%	1.6%										26.5%
Other	0.4%	0.9%	0.5%	1.7%										6.0%
Total Count	3,231,780	4,060	1,023	1,378										83
2010 TAKS Participation (Grades 3-11)														
Tested	98.6%	97.2%	98.7%	94.8%	96.3%	91.1%	98.0%	95.0%	91.4%	100.0%	100.0%	93.9%	93.8%	57.1%
By Test Version														
TAKS (1 or more)	90.8%	89.7%	89.0%	88.0%	95.0%	91.4%	100.0%	93.3%	9.6%	85.5%	49.5%			
Not on TAKS	7.8%	7.5%	9.7%	6.1%	0.0%	0.0%	0.0%	0.0%	0.0%	6.7%	84.3%	8.3%	7.6%	
TAKS(Acc) Only	2.3%	1.4%	3.4%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	20.9%	1.8%	1.8%	1.9%	
TAKS-M Only	3.3%	3.9%	3.5%	3.3%	0.0%	0.0%	0.0%	0.0%	0.0%	40.9%	4.3%	5.7%	5.7%	
TAKS-Alt Only	0.8%	0.9%	0.7%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	11.3%	1.0%	1.0%	0.0%	
Combination	1.3%	1.2%	1.6%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	6.7%	11.3%	1.1%	0.0%	
By Acct Status														
Acct System	90.0%	85.7%	90.1%	85.1%	82.7%	83.5%	90.9%	93.3%	82.9%	100.0%	100.0%	37.4%	84.9%	50.5%
Non-Acct System	6%	7.6%	7.1%	6%	6%	7.6%	7.1%	1.7%	8.6%	0.0%	0.0%	56.5%	8.9%	6.7%
Mobile	3%	5.0%	5.6%	1.7%	3%	5.0%	5.6%	1.7%	8.6%	0.0%	0.0%	4.3%	3.6%	1.0%
Non-Acct Test	4%	2.6%	1.5%	0.0%	4%	2.6%	1.5%	0.0%	0.0%	0.0%	0.0%	52.2%	5.3%	5.7%
Not Tested	7%	8.9%	2.0%	5.0%	7%	8.9%	2.0%	5.0%	8.6%	0.0%	0.0%	6.1%	6.2%	42.9%
Absent	9%	0.6%	1.0%	0.0%	9%	0.6%	1.0%	0.0%	0.0%	0.0%	0.0%	2.6%	0.5%	0.0%
LEP Exempt	0%	5.4%	0.5%	3.3%	0%	5.4%	0.5%	3.3%	2.9%	0.0%	0.0%	0.0%	3.3%	32.4%
Other	8%	3.0%	0.5%	1.7%	8%	3.0%	0.5%	1.7%	5.7%	0.0%	0.0%	3.5%	2.4%	10.5%
Total Count	352	539	408	60	35	7	15	115	870	105				

A sum of the percents shown may not equal exactly 100 due to rounding and/or missing information.

TAKS Raw Scores for Spring 2011 Tests

Spring 2011 TAKS Reading (English) Performance Standards

Reading (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	36	22	61%
		Commended Performance		33	92%
	Grade 4	Met Standard	40	27	68%
		Commended Performance		37	93%
	Grade 5 ¹	Met Standard	42	30	71%
		Commended Performance		39	93%
	Grade 6	Met Standard	42	30	71%
		Commended Performance		39	93%
	Grade 7	Met Standard	48	31	65%
Commended Performance		44		92%	
Grade 8 ¹	Met Standard	48	35	73%	
	Commended Performance		45	94%	
Grade 9	Met Standard	42	27	64%	
	Commended Performance		37	88%	

Spring 2011 TAKS Reading (Spanish) Performance Standards

Reading (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	36	21	58%
		Commended Performance		32	89%
	Grade 4	Met Standard	40	26	65%
		Commended Performance		36	90%
	Grade 5 ¹	Met Standard	42	27	64%
Commended Performance		37		88%	

Spring 2011 TAKS English Language Arts Performance Standards²

English Language Arts		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 10	Met Standard	73	43	59%
		Commended Performance		64	88%
	Grade 11	Met Standard	73	42	58%
Commended Performance		63		86%	

The numbers and percents shown on this table are based on the first administration of the spring 2011 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2011 TAKS Mathematics (English) Performance Standards

Mathematics (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	40	26	65%
		Commended Performance		37	93%
	Grade 4	Met Standard	42	27	64%
		Commended Performance		39	93%
	Grade 5 ¹	Met Standard	44	28	64%
		Commended Performance		40	91%
	Grade 6	Met Standard	46	28	61%
		Commended Performance		42	91%
	Grade 7	Met Standard	48	27	56%
Commended Performance		43		90%	
Grade 8 ¹	Met Standard	50	29	58%	
	Commended Performance		45	90%	
Grade 9	Met Standard	52	28	54%	
	Commended Performance		44	85%	
Grade 10	Met Standard	56	32	57%	
	Commended Performance		50	89%	
Grade 11	Met Standard	60	31	52%	
	Commended Performance		53	88%	

Spring 2011 TAKS Mathematics (Spanish) Performance Standards

Mathematics (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Met Standard	40	28	70%
		Commended Performance		37	93%
	Grade 4	Met Standard	42	30	71%
		Commended Performance		38	90%
	Grade 5 ¹	Met Standard	44	32	73%
		Commended Performance		40	91%

Spring 2011 TAKS Writing (Spanish) Performance Standards³

Writing (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 4	Met Standard	32	15	47%
		Commended Performance		26	81%

The numbers and percents shown on this table are based on the first administration of the spring 2011 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

Spring 2011 TAKS Writing (English) Performance Standards³

Writing (English)	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 4	Met Standard	32	17
Commended Performance		28		88%
Grade 7	Met Standard	44	22	50%
	Commended Performance		38	86%

Spring 2011 TAKS Social Studies Performance Standards

Social Studies	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 8	Met Standard	48	21
Commended Performance		40		83%
Grade 10	Met Standard	50	25	50%
	Commended Performance		43	86%
Grade 11	Met Standard	55	24	44%
	Commended Performance		47	85%

Spring 2011 TAKS Science (English) Performance Standards

Science (English)	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 5	Met Standard	40	30
Commended Performance		37		93%
Grade 8	Met Standard	50	33	66%
	Commended Performance		44	88%
Grade 10	Met Standard	55	33	60%
	Commended Performance		49	89%
Grade 11	Met Standard	55	29	53%
	Commended Performance		49	89%

Spring 2011 TAKS Science (Spanish) Performance Standards

Science (Spanish)	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 5	Met Standard	40	31
Commended Performance		37		93%

¹ First administration TAKS and TAKS (Accommodated) standards.

² An essay rating of 2 or higher is required for Met Standard on the English Language Arts tests.

³ An essay rating of 2 or higher is required for Met Standard and an essay rating of 3 or higher is required for *Commended Performance* on the grades 4 and 7 writing tests.

The numbers and percents shown on this table are based on the first administration of the spring 2011 TAKS and TAKS (Accommodated) tests. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

PBM Special Education Monitoring Results Status

The system of special education monitoring is aligned with other PBM activities through the use of graduated interventions based on indicators of school district and charter school performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). Overall results on the PBMAS indicators, as well as instances of low performance on individual PBMAS indicators, are taken into account in determining required levels of intervention. The individual indicators address issues related to student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for special education programs; disproportionate student representation based on race or ethnicity or on limited English proficiency; and disciplinary actions. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-5226. The “as of date” for the statuses reported in the 2010-11 AEIS report is October 2011.

The definitions of each program status category are:

- *Local Interventions Implemented.* The LEA completed a local review process by a specified date as required in Stage 1A Intervention and retained materials and templates at the LEA.
- *Completed: Routine Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the CIP.
- *Completed: Noncompliance Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *Pending CIP Resubmission.* TEA review determined that one or more areas of the CIP did not meet minimum TEA requirements, and revision was necessary.
- *Pending TEA On-Site Action.* TEA review determined that: appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of the CIP, could not be verified through LEA documentation; imminent program performance and/or effectiveness concerns exist; and/or ongoing noncompliance for more than one year is identified, resulting in an on-site review to determine additional TEA intervention.
- *TEA On-Site Action Completed: Routine Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised a CIP. TEA will monitor implementation of the CIP.
- *TEA On-Site Action Completed: Noncompliance Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised a CIP that includes actions to address noncompliance with program requirements. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *Year After TEA On-Site Action: Routine Follow-up.* TEA completed an on-site review of the LEA program in the prior year. As a result, the LEA implemented and/or revised a CIP that continued throughout the subsequent year. TEA continues to monitor implementation of the CIP.
- *Year After TEA On-Site Action: Noncompliance Follow-up.* TEA completed an on-site review of the LEA program during the prior year. As a result the LEA implemented and/or revised a CIP

that included actions to address noncompliance with program requirements, and the CIP continued throughout the subsequent year. TEA continues to monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.

- *Year After TEA On-Site Action: Pending Report.* TEA has completed an on-site review of the LEA program. The on-site review report of findings is pending.
- *Year After TEA On-Site Action: Pending CIP Submission.* TEA has completed an on-site review of the LEA program. The LEA is developing a CIP that includes actions to address noncompliance with program requirements.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention.* TEA has completed an on-site review of the LEA program. As a result: ongoing noncompliance for longer than one year was identified/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; and/or CIP implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.
- *Pending Random Data Verification.* Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data and appropriate implementation of the program.
- *Pending Random Process Verification.* Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of the implementation of the monitoring system, including data reporting and accuracy of findings.
- *Oversight/Sanction/Intervention.* TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second CIP submission of an LEA at Stage 1, Stage 2, or Stage 3 Intervention was not adequate; (b) the CIP of an LEA at Stage 4 Intervention was not adequately developed after an on-site review; (c) ongoing noncompliance for longer than one year was identified; (d) CIP implementation was not proceeding as appropriate for any LEA; (e) the LEA previously was assigned on-site interventions and remained under escalated oversight during the period of transition after removal of those interventions; or (f) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
- *On-Site Intervention Assigned.* TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
- *LEA Closure.* The LEA was closed as a result of TEA sanctions.
- *Proposed Charter Non-Renewal.* The charter school has been notified of TEA's intent not to renew the charter.
- *Charter Operations Suspended.* The operations of the charter school were suspended by the Commissioner of Education or by the governing board of the charter school.
- *In Review.* TEA had not completed initial review of the information submitted by the LEA.

No status is shown for LEAs not selected for PBM intervention for special education program areas.

Detailed Summary of English Language Learners Progress Measure

Indicator Components	Details	
Assessments	TAKS, TAKS (Accommodated), TAKS-M, & TELPAS	
Subjects, Grades, Test Language	Reading/ELA in grades 3-11 in English (<i>TAKS/TAKS (Accommodated)/TAKS-M</i>) Reading component in grades 3-11 (<i>TELPAS</i>) If a student takes any combination of these tests, the best result is evaluated. If a student takes a Spanish version of TAKS and also takes TELPAS, only the TELPAS result is evaluated.	
Students	Current and monitored* LEP students enrolled in at least their second year in U.S. schools and tested in at least one of the assessments listed above (and not tested on any TAKS-Alt assessments). For the assessments and LEP students specified, the performance of students served in special education is included. <i>*A monitored LEP student is a student in his/her first or second year after exit from LEP status, as coded on their TAKS answer document.</i>	
Student Success Initiative	Grades 5 & 8 – includes first and second administration results (TAKS, TAKS (Accommodated), & TAKS-M)	
Years of Data (<i>Test Administration Used</i>)	TELPAS progress – 2011 and 2010 TELPAS met standard – 2011 TAKS/TAKS(Accommodated)/TAKS-M met standard – 2011	
Accountability Subset	The district indicator includes test results for students who were enrolled in the district in the fall and tested in the same district in the spring. The campus indicator includes students who were enrolled on the campus in the fall and tested in the same campus in the spring.	
Texas Projection Measure (TPM)	The TPM is not available for determining 2011 ratings.	
Progress Criteria	1) <i>Met Standard</i> on the TAKS/TAKS(Accommodated)/TAKS-M test, or 2) <i>Met TELPAS criteria.</i> (TELPAS criteria vary depending on years in U.S. schools and whether first time or previous TELPAS tester. <i>See TELPAS Criteria, below.</i>)	
TELPAS Criteria **	<i>1st time tester</i>	<i>Previous tester</i>
1st Year in U.S. Schools	Not Evaluated	Not Evaluated
2nd Year in U.S. Schools	<i>Intermediate</i> or higher	At least one level higher than the previous year or <i>Advanced</i> or higher
3rd Year in U.S. Schools	<i>Advanced</i> or higher	<i>Advanced</i> or higher
4 or more years in U.S. Schools	<i>Advanced High</i>	<i>Advanced High</i>
Monitored LEP students first or second year after exit from LEP status	N/A (Only TAKS evaluated.)	N/A (Only TAKS evaluated.)

** If years in U.S. schools is blank on the answer document, the student must achieve Advanced or higher to meet the TELPAS criteria.

For more information on the ELL Progress Indicator, see the *Frequently Asked Questions* at <http://www.tea.state.tx.us/perfreport/resources/index.html>

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AEIS Glossary

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These select indicators—disaggregated as shown—are statutorily required for the AEIS.

BE-Trans. Late Exit (code 3): Transitional bilingual/late exit.

BE-Dual Two-way (code 4): Dual language immersion/two-way.

BE-Dual One-way (code 5): Dual language immersion/one-way.

ESL Total: the aggregated performance of all current LEP students reported with ESL program type codes of '2' or '3'.

BE Total: The aggregated performance of all current LEP students reported with bilingual program type codes of '2,' '3,' '4,' or '5.'

ESL Content (code 2): ESL/content based.

ESL Pull-out (code 3): ESL/pull-out.

LEP With Services: the performance of current LEP students served in any BE/ESL instructional model (BE code = '2,' '3,' '4,' or '5' or ESL code = '2' or '3').

LEP No Services: the performance of current LEP students not served in any BE/ESL instructional model (BE code = '0' and ESL code = '0').

LEP students are included in each program in which they are reported to have participated. If a student was reported with both a bilingual instructional model and an ESL instructional model, the student is in the results for both models.

See the 2010-11 PEIMS Data Standards for complete descriptions of the separate Bilingual Education and ESL instructional models.

This is a new indicator for Section III for 2011.

Indicator:	State	Region 04	District	BE Total	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL Total	ESL Content	ESL Pull-out	LEP No Services	LEP with Services	Total LEP
TAKS Met 2011 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)														
Reading/ELA	2011	90%	90%	85%	78%	*	82%	89%	50%	41%	56%	78%	66%	66%
	2010	90%	91%	85%	77%	*	89%	*	60%	57%	71%	67%	70%	70%
Mathematics	2011	84%	86%	77%	79%	*	84%	88%	50%	41%	56%	67%	66%	66%
	2010	84%	84%	72%	72%	*	83%	*	57%	54%	64%	58%	70%	70%
Writing	2011	91%	91%	83%	83%	*	97%	98%	66%	33%	70%	*	*	*
	2010	91%	91%	75%	75%	*	92%	*	85%	84%	88%	*	*	*
Science	2011	81%	81%	83%	83%	*	47%	*	36%	44%	28%	*	*	*
	2010	81%	81%	75%	75%	*	*	*	30%	32%	14%	*	*	*
Soc Studies	2011	95%	96%	93%	93%	*	*	*	71%	78%	64%	*	71%	72%
	2010	94%	95%	92%	92%	*	*	*	79%	78%	*	*	79%	78%
All Tests	2011	76%	78%	68%	68%	*	76%	*	74%	20%	30%	*	51%	50%
	2010	76%	78%	66%	66%	*	74%	*	74%	30%	30%	*	50%	50%
Student Success Initiative														
Grade 5 Reading (English and Spanish)														
Students Requiring Accelerated Instruction	2011	13%	13%	26%	53%	*	60%	*	56%	60%	49%	*	65%	49%
	2010	15%	14%	26%	63%	66%	56%	56%	> 99%	56%	64%	*	65%	64%
TAKS Cumulative Met Standard (First and Second Administrations)	2011	93%	93%	83%	68%	*	40%	*	40%	40%	65%	67%	65%	67%
	2010	92%	92%	83%	63%	61%	56%	56%	40%	40%	60%	61%	60%	61%
Grade 5 Mathematics (English and Spanish)														
Students Requiring Accelerated Instruction	2011	14%	13%	25%	35%	*	80%	*	80%	44%	80%	44%	73%	48%
	2010	14%	13%	27%	65%	66%	44%	44%	80%	44%	80%	44%	47%	48%
TAKS Cumulative Met Standard (First and Second Administrations)	2011	93%	93%	82%	75%	*	67%	*	67%	60%	*	*	73%	75%
	2010	92%	93%	82%	46%	45%	50%	50%	67%	56%	40%	*	47%	48%
Progress of Prior Year TAKS Failers (Sum of Grades 4-11)														
Reading/ELA	2011	47%	50%	39%	27%	*	23%	20%	25%	23%	26%	*	25%	27%
	2010	50%	52%	42%	25%	25%	40%	*	37%	40%	17%	*	34%	36%
Mathematics	2011	42%	44%	35%	21%	*	13%	*	10%	13%	24%	*	20%	19%
	2010	45%	47%	38%	8%	8%	31%	*	10%	31%	13%	*	21%	20%
English Language Learners Progress Indicator														
2010-11		80%	82%	75%	61%	*	63%	76%	46%	74%	66%	81%	92%	67%
2009-10		79%	80%	79%	76%	67%	*	94%	*	76%	73%	87%	75%	76%