

Comprehensive

Comprehensive Glossary
2018–19 Texas Academic Performance Report

Comprehensive Glossary

2018–19 Texas Academic Performance Report

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade

Comprehensive Glossary
2018–

Comprehensive Glossary
2018–19 Texas Academic Performance Report
BE-Dual OneWay.

Comprehensive Glossary

2018–19 Texas Academic Performance Report

f Not included in Accountability: answer documents counted as participants but not used in determining the district or campus accountability rating

i Mobile: answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 6, 2018, or October 7, 2017, for summer 2018 EOCs)

i Other Exclusions. The following answer documents were excluded from the rating determination:

™ Answer documen(s)-492*ey01 Tc -6099ciJ /TT1 0/ cF7et5.7 0 T (O)16.T4i s.003 Tw 11.0

Comprehensive Glossary

2018–19 Texas Academic Performance Report

- (3) **Continued High School:** The percentage of the 2018 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

number of students in the 2018 cohort*

- (4) **Dropped Out:** The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2018 cohort*

- (5) **Graduates & TxCHSE:** The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the 2018 cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2018 cohort*

- (6) **Graduates, TxCHSE & Continuers:** The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018 plus

number of students from the cohort who received a TxCHSE by August 31, 2018 plus

Comprehensive Glossary

2018–19 Texas Academic Performance Report

- (2) **Received TxCHSE**: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2018}}{\text{number of students in the 2017 cohort*}}$$

- (3) **Continued High School**: The percentage of the 2017 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort*}}$$

- (4) **Dropped Out**: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2018} + \text{number of students from the cohort who received a TxCHSE by August 31, 2018}}{\text{number of students in the 2017 cohort*}}$$

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

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2018} + \text{number of students from the cohort who received a TxCHSE by August 31, 2018} + \text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort*}}$$

6-year Extended Longitudinal Rate

- (1) **Graduated**: The percentage who received their high school diploma by August 31, 2018, for the 2016 cohort. It is calculated as follows:

Comprehensive Glossary

2018–19 Texas Academic Performance Report

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 cohort*

(2) Received TxCHSE for the 2016

Comprehensive Glossary

2018–19 Texas Academic Performance Report

errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 85, 86, 87, 88, 89 or 90. See Annual Dropout Rate for a list of all the exclusions mandated by state statute for districts and campuses.

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

Additional Information about Federal Graduation Rates

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

- (1) 4-Year Federal Graduation Rate: Cohort of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018. It is calculated as follows:

Comprehensive Glossary
2018–19 Texas Academic Performance Report

Comprehensive Glossary
2018–19 Texas Academic Performance Report

Comprehensive Glossary
2018–19 Texas Academic Performance Report

Comprehensive Glossary
2018–19 Texas Academic Performance Report
Career/Military Readiness

6) Earn an Industry -Based Certification: A graduate earning an industry

Comprehensive Glossary
2018–19 Texas Academic Performance Report

Comprehensive Glossary
2018–19 Texas Academic Performance Report

Comprehensive Glossary
2018–19 Texas Academic Performance Report
CCMRrelated Indicators

Comprehensive Glossary

2018–19 Texas Academic Performance Report

Social Studies

Number of students in grade 11 & 12 in the 2017 –18 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

These indicators were used in determining the 2019 distinction designations

Comprehensive Glossary

2018–19 Texas Academic Performance Report

students may take one or more of these examinations, usually upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT tests.

Comprehensive Glossary

2018–19 Texas Academic Performance Report

number of students in grades 11 –12 who received credit for at least one mathematics course in 2017 –18

Science

number of students in grades 11 –

Comprehensive Glossary

2018–19 Texas Academic Performance Report

number of students in grades 9 –12 in 2017 –18 who received credit for at least one science advanced/dual -credit course

number of students in grades 9 –12 who received credit for at least one science course in 2017 –18

Social Studies

number of students in grades 9 –12 in 2017 –18 who received credit for at least one social studies advanced/dual -credit course

number of students in grades 9 –12 who received credit for at least one social studies course in 2017 –18

edo2

Comprehensive Glossary

2018–19 Texas Academic Performance Report

Profile

Student Information

Total Students: The total number of public school students who were reported in membership on October 26, 2018, at any grade from early childhood education through grade 12. Membership differs from enrollment as it does not include those students who are served in the district for less than two hours per day. For example, the count of Total Students includes students who attend a non-public school but receive some services, such as speech therapy for less than two hours per day—from their local school district. (Data source: TSDS PEIMS 40110)

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

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

Economically Disadvantaged:

Comprehensive Glossary

2018–19 Texas Academic Performance Report

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and

Comprehensive Glossary

2018–19 Texas Academic Performance Report

x 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

x 02—Other Health Impairment (OHI)

x 07—Emotional Disturbance (ED)

Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14)

Comprehensive Glossary
2018–19 Texas Academic Performance Report
the end of the school start window. (For 2017–18

Comprehensive Glossary

Comprehensive Glossary

2018–19 Texas Academic Performance Report

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

Teachers Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support Therapists, nurses, librarians, counselors, and other T

Comprehensive Glossary
2018–19 Texas Academic Performance Report

Comprehensive Glossary

2018–19 Texas Academic Performance Report

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this Glossary. If, after reading the Glossary you have questions about the calculation of TAPR indicators, contact P Ws 09.2 (r)-0.6 (m) Tj 3 (a)-2.6 (n) 575 (c)-3.4 (e)-6.6 (R)-6 (e) 4.2 (p)-5.8 (o)-9.2 (r)-0

Comprehensive Glossary

2018–19 Texas Academic Performance Report

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Comprehensive Glossary 2018–

Comprehensive Glossary
2018–19 Texas Academic Performance Report

Comprehensive Glossary

2018–19 Texas Academic Performance Report

Fine Arts (cont.)

I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

Science

A3010200	AP Biology
A3020000	AP Environmental Science

Comprehensive Glossary 2018–

Comprehensive Glossary
2018–19 Texas Academic Performance Report

Comprehensive Glossary
2018–19 Texas Academic Performance Report
Advanced Languages (Cont.)

11401920 Adv, 2nd Time, Turkish

Comprehensive Glossary
 2018–19 Texas Academic Performance Report
 Advanced Languages (Cont.)

I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VOther
I3663700	IB Languages Other Than English Level VIOther
I3996000	IB Languages Other Than English Level IOther