

Appendix K – Data Sources

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

The primary sources for all data used in the accountability system are Public Education Information Management System (PEIMS), the various assessment companies, and the General Educational Development (GED) testing service. The following tables describe these data sources in detail. The terms provided in these tables are referenced within the indicator discussion.

Assessments Used in Accountability

Organization Name	Description
ACT, Inc.	ACT, Inc. annually provides the agency with the ACT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an ACT test more than once, the agency receives the record for the most recent examination taken. The ACT data as of the June administration are used in creating the SAT/ACT indicator.
College Board	The College Board annually provides the agency with the SAT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an SAT test more than once, the agency receives the record for the most recent examination taken. The SAT data as of the June administration are used in creating the SAT/ACT indicator. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the May administration are used in creating the AP/IB indicator.
International Baccalaureate (IB)	International Baccalaureate provides the agency with the International Baccalaureate (IB) examination results of Texas public school students each year. The IB data as of the May administration are used in creating the AP/IB indicator.
Pearson	For the 2014–15 accountability ratings, Pearson is TEA’s primary contractor for the statewide assessment program, which includes the State of Texas Assessments of Academic Readiness (STAAR), Texas Assessment of Knowledge and Skills (TAKS), and Texas English Language Proficiency Assessment System (TELPAS) testing programs. In June of each year TEA receives the consolidated accountability file (CAF) from Pearson, which is used to determine the accountability calculations.

Organization Name	Description
TEA GED Database	A TEA database containing information about examinee performance on the GED tests is maintained by the TEA GED Unit. Unlike the information in most TEA data files, which is reported annually, receipt of a GED test(s) is reported as soon as the test is scored. A certificate is mailed once the examinee has passed all four tests, and the information is stored in a database. Candidates take GED tests at centers throughout the state in school districts, colleges and universities, education service centers (ESC), and correctional facilities. Tests are given year-round, and the results are transmitted electronically to TEA from the University of Texas Scoring Center.

PEIMS Record Types Used in Accountability

Record	Name	Description	Submission
101	Student Demographic Data	Demographic information about each student, including race, ethnicity, sex, date of birth, migrant status, as-of-status, campus of accountability, demographic revision confirmation code, student attribution code, crisis code, and economic disadvantaged status.	Fall/Summer
110	Student Enrollment Data	Enrollment information about each student, including grade, average daily attendance (ADA) eligibility, at-risk status, and indicators of the special programs in which he or she participates	Fall
203	Leaver Data	Last campus of enrollment and the leaver reason. Used to determine 4-, 5-, and 6-year longitudinal graduation rate. Graduation type is used to determine annual and 4-year graduation plan (RHSP/DAP rate). The leaver data are also used to determine annual dropout rate.	Fall
400	Basic Attendance Data	Information about each student for each of the 6 six-week attendance reporting periods in the year. For each student, for each six-week period, districts report grade level, number of days taught, days absent, and total eligible and ineligible days present and selected special program information.	Summer

Record	Name	Description	Submission
405	Special Education Attendance Data	Information about each student served in a special education program. For each student, for each six-week period, districts report grade-level and also instructional-setting codes.	Summer
415	Course Completion Data	Information about each student who was in membership in grades 9–12 and who completed at least one state-approved course during the school year. This record contains campus of enrollment, course sequence, pass/fail credit indicator, distance learning indicator, and dual credit indicator.	Summer/Extended
500	Flexible Attendance Data	Information about each student who attends Optional Flexible School Day Program, High School Equivalency Program, Electronic Course Program, or Credit/Promotion Recovery Program. This record contains campus of enrollment, flexible attendance program type, flex attend total eligible minutes, and flex attend total days eligible.	Summer
505	Flexible Special Education Attendance Data	Information about the special education flexible attendance data for each eligible special education student enrolled in an approved Flexible Attendance Program.	Summer

Student Groups

Group	Description
Economically Disadvantaged	<p>A student may be identified as economically disadvantaged by the district if he or she meets one of the following criteria:</p> <ul style="list-style-type: none"> • Meets eligibility requirements for <ul style="list-style-type: none"> ○ free or reduced-price meals under the National School Lunch and Child Nutrition Program; ○ programs under Title II of the Job Training Partnership Act (JTPA); ○ Food Stamp benefits; or ○ Temporary Assistance to Needy Families (TANF) or other public assistance • Receives a Pell grant or comparable state program of need-based financial assistance; or • Is from a family with an annual income at or below the official federal poverty line
English Language Learners (ELL)	<p>A student whose primary language is other than English and who is in the process of acquiring English. Students are identified as English language learners by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all students identified as ELL receive bilingual or English as a second language instruction, although most do.</p>
Race/Ethnicity	<p>Students are identified as one of seven racial/ethnic categories: African American, American Indian, Asian, Hispanic, Pacific Islander, White, or Two or More Races</p>
Special Education	<p>Services for children with disabilities that may include special instruction and related developmental, corrective, supportive, or evaluative services. A student who receives special instruction and related developmental, corrective, supportive, or evaluative services. A student's Admission, Review, and Dismissal (ARD) committee decides on the student's participation in testing and graduation programs.</p>

Opportunities for Data Correction

PEIMS

General Data. The PEIMS data collection has a prescribed process and set calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all reports, whether they show ratings or distinctions is wholly dependent on the accuracy of the information submitted by districts through PEIMS.* Districts are responsible for the accuracy of all their PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the *EDIT+* application to assist them in

verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window allows districts an opportunity to resubmit information if an error is detected. See the *PEIMS Data Standards* (at http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/) for more details about the correction windows and submission deadlines.

Person Identification Database (PID) Updates. PID changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable PID records. *PEIMS Data Standards* should be followed to ensure that PID updates submitted by districts are processed properly. For information please see the edit process for PID, online at <http://www.tea.texas.gov/index4.aspx?id=3866>.

Assessment Data

State Assessments. Student identification, demographic data, and scoring status information as entered on the answer document at the time of testing are used to determine the accountability subset and student groups for district and campus ratings. Districts have several opportunities to provide accurate information through PEIMS submissions, pre-coded data files provided to the test contractor, and updates to the answer documents at the time of testing. After the testing dates, districts have a corrections window when they are able to provide corrections to the test contractor and request corrected reports. However, only corrections made during the correction window to the *Test Taken Information* field are reflected in the Consolidated Accountability File (CAF) used for determining accountability ratings and subsequent reports (e.g. TAPR, TPRS, and School Report Cards).

SAT, ACT, AP, and IB. The student taking the SAT, ACT, AP, or IB tests identify the school to which scores are attributed. Schools are encouraged to verify campus summary information on these tests immediately upon receipt. Discrepancies should be reported to the testing companies, not to TEA. Once the testing companies have finalized results, subsequent corrections are not reflected in any national, state, district, or school results released.

Exclusions Based on Student Attribution Codes

Students who have been ordered by a juvenile court into a residential program or students in a residential facility are excluded from state accountability performance indicators. These exclusions are required under Texas Education Code (TEC) §39.055 and based on specific student attribution codes that are submitted by districts in the fall PEIMS submission.

Students with the following attribution codes are excluded from each of the indicators used to calculate the index scores and distinction designations. See *Appendix G – Inclusion or Exclusion of Performance Data* for the specific attribution codes used for each indicator.

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

STAAR Indicators Used in Accountability, System Safeguards, and Distinction Designations

See *Chapter 4 – Performance Index Indicators* for detailed information on the methodology used to evaluate the STAAR results in each index. See *Chapter 5 – Distinction Designations* for detailed information on the methodology used to evaluate each distinction designation. See *Chapter 8 – System Safeguards* for detailed information on the methodology used to evaluate system safeguards.

Year of Data: 2014–15

Source of Data: *Consolidated Accountability File (CAF)*. The testing contractor provides TEA, ESCs, and school districts with a CAF that contains all performance information as well as all demographic and program information for every student. Accountability calculations are based on the CAF.

Student Group Information: Depending on the index, performance results are reported for the following groups: All Students, Economically Disadvantaged, African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races, Students served by Special Education, and ELL. STAAR-based distinction designations indicators are evaluated for All Students only.

The testing contractor precodes student demographic and program information onto the test answer documents. The contractor uses either PEIMS data supplied by TEA or data files supplied directly by the district. The test answer documents may also be coded on the day of testing by district staff. The CAF provided by the testing contractor includes the most recent demographic and program information available. For the LEP field, if the student tested in TELPAS, the value on the CAF will be 'C.'

Other Information:

- *Grade 3–8 Mathematics.* Results of STAAR assessments in mathematics for grades 3–8 will be excluded from all four accountability indexes, distinction designations, and state system safeguards for 2015. The results will be included in federal system safeguards.
- *STAAR A and STAAR Alternate 2.* Results of STAAR A and STAAR Alternate 2 assessments for all subjects and grade levels and EOC tests will be excluded from all four accountability indexes, distinction designations, and state system safeguards for 2015. The results will be included in federal system safeguards.
- *Student Progress Measures.* The STAAR progress measures and ELL progress measure results are used in the Index 2 evaluations. In addition, the ELL progress measure results are included in the Index 1 and Index 3 evaluations. Detailed information about the STAAR progress measure is available online under the STAAR General Resources heading at <http://tea.texas.gov/student.assessment/staar/>. Detailed information about the ELL progress measure is available online under the General Resources heading at <http://tea.texas.gov/student.assessment/staar/>.

- *Substitute Assessments.* Students may substitute certain tests for corresponding end-of-course (EOC) assessments in order to meet graduation requirements. To receive credit for performance on a substitute assessment, districts must indicate on the STAAR answer document that they have received official results from an approved substitute assessment and verified the student's score in order to determine whether the student met the performance standard to qualify for a public high school diploma in Texas. The required equivalency standards for the eligible substitute assessment are available in the adopted commissioner's rule online <http://tea.texas.gov/index4.aspx?id=25769808515>. Students who achieve the equivalency standard on a substitute assessment are included in the phase-in satisfactory standard results for Index 1 and the postsecondary readiness standard results in Index 4. Substitute assessment results are not included in the Index 2 or Index 3 evaluations.
- *STAAR-L.* Performance on the linguistically-accommodated version of the STAAR science at grade 5 and 8, social studies at grade 8, Algebra I, biology, and U.S. history is evaluated in the ELL progress measure that is included in the calculations for Indexes 1, 2, and 3.
- *Algebra I Results for Middle School Students.* If a student takes the STAAR Algebra I EOC assessment and a STAAR mathematics grade level assessment, only the results of the Algebra I assessment are included in the accountability calculations for the campus and the district where the student tested.
- *TAKS Results.* The exit-level TAKS results from the 2014–15 school year are not included in the assessment results evaluated in the 2015 performance index calculations.
- *Foreign Exchange Students.* STAAR results for foreign exchange students are included in the 2015 accountability evaluations.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
<p>STAAR Phase-in Satisfactory Standard (Index 1 and System Safeguards)</p>	<p>Percentage of tests taken in 2014–15 that 1) met or exceeded the Phase-in 1 Level II standard, 2) met or exceeded the ELL progress measure, or 3) met the Final Level II passing standard through a substitute assessment. <i>(from CAF)</i></p>	<p>Index 1: All Students</p> <p>State System Safeguards:</p> <ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ Economically Disadvantaged ▪ ELL (Current and Monitored) <p>Federal System Safeguards:</p> <ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ Hispanic ▪ White ▪ Special Education ▪ Economically Disadvantaged ▪ ELL (Current and Monitored) 	<p>Index 1: Student Achievement</p> <p>State System Safeguards: Performance (excludes grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)</p> <p>Federal System Safeguards: Performance (includes grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
<p>STAAR Phase-in Satisfactory Standard (Index 3)</p>	<p>Percentage of tests taken in 2014–15 that 1) met or exceeded the Phase-in 1 Level II standard, or 2) met or exceeded the ELL progress measure. <i>(from CAF)</i></p>	<p>Index 3:</p> <ul style="list-style-type: none"> ▪ Economically Disadvantaged ▪ Two lowest performing racial/ethnic groups from 2013–14 	<p>Index 3: Closing Performance Gaps</p>
<p>STAAR Postsecondary Readiness Standard</p>	<p>Percentage of students tested in 2014–15 that 1) met the Final Level II standard or 2) met the Final Level II passing standard through a substitute assessment in two or more subject areas or one subject area if only one subject area is assessed. <i>(from CAF)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ 	<p>Index 4: Postsecondary Readiness</p>
<p>STAAR Advanced Standard</p>	<p>Percentage of tests taken in 2014–15 that met the Level III Advanced standard. ELL students in their second through fourth years in U.S. schools are credited as meeting the STAAR Advanced Standard by achieving the STAAR Final Level II standard. <i>(from CAF)</i></p>	<ul style="list-style-type: none"> ▪ Economically Disadvantaged ▪ Two lowest performing racial/ethnic groups from 2013–14 	<p>Index 3: Closing Performance Gaps</p>
<p>STAAR Met or Exceeded Progress</p>	<p>Percentage of tests taken in 2014–15 that met or exceeded the STAAR progress measure or the ELL progress measure. A transition proxy is applied to STAAR met or exceeded progress for those students making a transition from a Spanish to English version of STAAR reading. <i>(from CAF)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ ELL (Current and Monitored) 	<p>Index 2: Student Progress</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
STAAR Exceeded Progress	Percentage of tests taken in 2014–15 that exceeded the STAAR progress measure or the ELL progress measure. A transition proxy is applied to STAAR exceeded progress for those students making a transition from a Spanish to English version of STAAR reading. (from CAF)	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ ELL (Current and Monitored) 	Index 2: Student Progress
Greater Than Expected Student Growth in English Language Arts (ELA)	Percentage of tests taken in 2014–15 that exceeded growth in reading/ELA (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Greater Than Expected Student Growth in Mathematics	Percentage of tests taken in 2014–15 that exceeded growth in mathematics (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics
Grade 3 Reading Performance (Level III)	Percentage of grade 3 reading tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 4 Reading Performance (Level III)	Percentage of grade 4 reading tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 4 Writing Performance (Level III)	Percentage of grade 4 writing tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 5 Reading Performance (Level III)	Percentage of grade 5 reading tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 5 Science Performance (Level III)	Percentage of grade 5 science tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science
Grade 6 Reading Performance (Level III)	Percentage of grade 6 reading tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 7 Reading Performance (Level III)	Percentage of grade 7 reading tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 7 Writing Performance (Level III)	Percentage of grade 7 writing tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 8 Reading Performance (Level III)	Percentage of grade 8 reading tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Grade 8 Science Performance (Level III)	Percentage of Grade 8 science tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
Grade 8 Social Studies Performance (Level III)	Percentage of grade 8 social studies tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Social Studies
EOC Algebra I Performance (Level III)	Percentage of EOC Algebra I tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics
EOC English I Performance (Level III)	Percentage of EOC English I tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
EOC English II Performance (Level III)	Percentage of EOC English II tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
EOC Biology Performance (Level III)	Percentage of EOC Biology tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science
EOC U.S. History Performance (Level III)	Percentage of EOC U.S. History tests taken in 2014–15 that met the Level III Advanced standard (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Social Studies
Algebra I by Grade 8 - Participation	Percentage of 8th graders enrolled in Fall 2014 who took an EOC Algebra I test in the current school year or a prior school year. (from PEIMS 110 and CAF)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics
State System Safeguards - Participation (excluding grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)	<p style="text-align: center;">Number of answer documents (STAAR, STAAR L, TELPAS) with a score code S ----divided by--- Number of "scored" (S), "absent" (A), and "other" (O) assessments (from CAF)</p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ Economically Disadvantaged ▪ ELL (Current) 	State System Safeguards: Participation

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
Federal System Safeguards - Participation (including grade 3–8 mathematics, STAAR A, and STAAR Alternate 2)	Number of assessment answer documents (STAAR, STAAR L, STAAR A, STAAR Alternate 2, and TELPAS) with a score code of “Scored” (S) (from CAF) ----divided by--- Number of “Scored” (S), “Absent” (A), and “Other” (O) assessments (from CAF)	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ Hispanic ▪ White ▪ Special Education ▪ Economically Disadvantaged ▪ ELL (Current) 	Federal System Safeguards: Participation
Met Federal Limits on Alternative Assessments (District-Level Only)	Number of scored tests that met the STAAR Alternate 2 performance standard not to exceed one percent of the district’s total participation denominator. (from CAF)	<ul style="list-style-type: none"> ▪ All Students 	Federal System Safeguards: Met Federal Limits on Alternative Assessments

Graduation Rate

Years of Data: PEIMS submission 1 leaver data, 2009–10 through 2013–14; PEIMS submission 3 attendance data, 2008–09 through 2013–14; PEIMS submission 1 enrollment data, 2013–14; GED records as of August 31, 2014.

Student Group Information: Ten student groups are evaluated: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races, Students served by Special Education, and ELL.

	Race/Ethnicity	Special Education	ELL*
Source	PEIMS 101	PEIMS 405	PEIMS 400
Date	Summer of year of final status or Fall of year of final status for continuers	Summer of year of final status	Summer of year of final status

* Students who were ever identified as limited English proficient (LEP) since entering grade 9 in the Texas public school system.

Other Information:

- *Cohort Members.* A cohort is defined as the group of students who begin grade 9 in Texas public schools for the first time in a given school year plus students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort. Students stay with their original cohort, whether they are retained or promoted. Students are members of only one cohort.
- *Class vs. Cohort.* The denominator of the graduation rate calculation is defined as the “class.” For purposes of these rates, the class is the sum of students from the original cohort who have a final status of “graduated,” “received GED,” or “dropped out” as of August 31, 2014, or who have a final status of “continued” as of fall 2014. There are other students who are members of the original cohort but whose final status does not affect the graduation rate calculation. These are
 - students with a final status that are not considered to be either a graduate, continuer, GED recipient, or a dropout based on specific leaver codes (see table below);
 - students whose final status could not be determined because data errors prevented records from being matched or because final status records were not submitted; and
 - students who are excluded from accountability ratings due to state statutory requirements (see Annual Dropout Rate definition).

Students in the cohort but not in the class do not affect the graduation rate calculation—they are in neither the numerator nor the denominator.

Leaver Codes	
Code	Translation
01*	Graduated from a campus in this district or charter
03*	Died
16*	Return to home country
24*	College, pursue associate's or bachelor's degree
60*	Home schooling
66*	Removed-child protective services
78*	Expelled for offense under TEC §37.007, cannot return
81*	Enroll in TX private school
82*	Enroll in school outside Texas
83*	Withdrawn by district because not entitled to enrollment
85*	Graduated outside Texas before entering Texas public school, entered Texas public school, left again
86*	GED outside Texas

Code	Translation
87*	Enroll in university high school diploma program
88*	Court-ordered to a GED program, has not earned a GED
89*	Incarcerated in state jail or federal penitentiary as an adult
90*	Graduated from another state under provisions of the interstate compact on educational opportunity for military children
98	Other

* Students are not counted as dropouts in determining the 2015 state accountability ratings, since they are excluded from the denominator of the graduation rate and annual dropout rate calculations.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
Four-Year Longitudinal Graduation Rate	<p>Number of students in 2010–11 cohort (students who first attended 9th grade in 2010–11 or who transferred in to Texas public schools on grade in 2011–12, 2012–13, or 2013–14) who received a high school diploma by August 31, 2014 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2014 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ ELL 	<p>Index 4: Graduation Rate</p> <p>AADD: Postsecondary Readiness (All Students Only)</p>
Five-Year Longitudinal Graduation Rate	<p>Number of students in the 2009–10 cohort (students who first attended 9th grade in 2009–10 or who transferred in to Texas public schools on grade in 2010–11, 2011–12, or 2012–13) who received a high school diploma by August 31, 2014 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2013 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ ELL 	<p>Index 4: Graduation Rate</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
<p>Six-Year Longitudinal Graduation Rate</p>	<p>Number of students in the 2008–09 cohort (students who first attended 9th grade in 2008–09 or who transferred in to Texas public schools on grade in 2009–10, 2010–11, or 2011–12) who received a high school diploma by August 31, 2014 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2012 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ ELL 	<p>Index 4: Graduation Rate</p>

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
<p>Federal Four-Year Longitudinal Graduation Rate (without exclusions)</p>	<p>Number of students in 2010–11 cohort (students who first attended 9th grade in 2010–11 or who transferred in to Texas public schools on grade in 2011–12, 2012–13, or 2013–14) who received a high school diploma by August 31, 2014 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2014 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ Economically Disadvantaged ▪ ELL (Ever HS) 	<p>State System Safeguards: Graduation</p> <p>Federal System Safeguards: Graduation</p>
<p>Federal Five-Year Longitudinal Graduation Rate (without exclusions)</p>	<p>Number of students in the 2009–10 cohort (students who first attended 9th grade in 2009–10 or who transferred in to Texas public schools on grade in 2010–11, 2011–12, or 2012–13) who received a high school diploma by August 31, 2014 <i>(from PEIMS 101, 110, and 203)</i> ---divided by--- Number of students in the Class of 2013 <i>(from PEIMS 101, 110, 203, 400, 405, 500, 505 and GED)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ Economically Disadvantaged ▪ ELL (Ever HS) 	<p>State System Safeguards: Graduation</p> <p>Federal System Safeguards: Graduation</p>

Annual Dropout Rate

Year of Data: 2013–14

Student Group Information: Ten student groups are evaluated: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races, students served by Special Education, and ELL.

Numerator:

	Economic Status	Race/Ethnicity	Special Education
Source	PEIMS 101 (primary & secondary)	PEIMS 101 (primary & secondary)	PEIMS 405
Date	Fall 2013 (primary) Summer 2014 (primary) Fall 2014 (secondary)	Fall 2013 (primary) Summer 2014 (primary) Fall 2014 (secondary)	Fall 2013 Summer 2014

Denominator:

	Economic Status	Race/Ethnicity	Special Education
Source	PEIMS 101	PEIMS 101	PEIMS 405
Date	Fall 2013 Summer 2014	Fall 2013 Summer 2014	Fall 2013 Summer 2014

Use in 2015 Accountability: Annual Dropout Rate is used in determining Index 4 for high schools and districts in cases where the campus or district has grade 9, 10, 11, or 12 but does not have a longitudinal graduation rate.

Other Information:

- *School-Start Window.* This is the period of time between the first day of school and the last Friday in September. The end of the school-start window is the day that students served in the prior year must return to school to not be considered leavers. For the 2015 ratings cycle, the end of the school-start window is September 26, 2014.
- *Cumulative Denominator.* A cumulative count of students is used in the denominator with all annual dropout rate calculations. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.
- *Campus of Accountability.* Leavers are assigned to the campuses they were attending when they left the Texas public school system. A student served at a Disciplinary Alternative Education Program (DAEP) and/or a Juvenile Justice Alternative Education Program (JJAEP) is assigned to a "campus of accountability" based on the campus he or she last attended when one can be identified. Campus of accountability may be reported by the district or may be determined by the agency based on PEIMS attendance records reported for the prior year. A detailed table showing assignment in specific situations may be found in the section of the *PEIMS Data Standards* describing the student demographic data (Record Type 101).

- *Summer Dropouts.* Summer dropouts are attributed to the school year just completed, based on the last campus the student attended the previous school year.
- *Exclusions to the National Center for Education Statistics (NCES) Dropout Definition.* The definition of dropout that is used for state accountability differs slightly from the NCES definition of dropout that is required for federal accountability. For state accountability in 2015, the 2013–14 dropouts reported during the fall 2014 PEIMS data submission are processed using the NCES dropout definition with adjustments to exclude the following from being counted as dropouts:
 - Students who are ordered by a court to attend a high school equivalency certificate program but who have not yet earned a high school equivalency certificate
 - Students who were previously reported to the state as dropouts, including a student who is reported as a dropout, reenrolls, and drops out again, regardless of the number of times of reenrollment and dropping out
 - Students in attendance who are not in membership for purposes of average daily attendance
 - Students whose initial enrollment in a school in the United States in grades 7 through 12 was an unschooled refugee or asylee as defined by TEC §39.027(a-1)
 - Students who are in the district exclusively as a function of having been detained at a county detention facility but are otherwise not students of the district in which the facility is located
 - Students who are incarcerated in state jails and federal penitentiaries as adults or as persons certified to stand trial as adults

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
Annual Dropout Rate	<p style="text-align: center;">Number of grade 9–12 dropouts in 2013–14 (from PEIMS 203) ---divided by--- Number of grade 9–12 students who were in attendance at any time during the 2013–14 school year (from PEIMS 110, 400, 500)</p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races ▪ Special Education ▪ ELL 	Index 4: Graduation Rate

Graduation Plan

For 2015 accountability, graduation plan is based on the percentage of graduates who receive a Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP) diploma.

Year of Data: Class of 2014

Student Group Information: Eight student groups are evaluated: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races.

	Race/Ethnicity
Source	PEIMS 101
Date	Fall 2014

Use in 2015 Accountability: The longitudinal RHSP/DAP rate is used in determining Index 4; the annual rate may be used if a longitudinal rate is not available. Only the longitudinal RHSP/DAP rate is used to determine the distinction designation for postsecondary readiness.

Other Information:

- *Graduation Requirements.* The State Board of Education has by rule defined the graduation requirements for Texas public school students. For the class of 2014, the rule delineates specific requirements for three levels: minimum requirements, RHSP, and DAP.
- *Graduation Types.* RHSP graduates are students with type codes of 19, 22, 25, 28, or 31; DAP graduates are students with type codes of 20, 23, 26, 29, or 32. See the *PEIMS Data Standards* for more information.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
<p>Four-Year Longitudinal Recommended High School Plan (RHSP)/Distinguished Achievement Program (DAP) Rate</p>	<p>Number of graduates in the Class of 2014 who complete a 4-year RHSP or DAP <i>(from PEIMS 203)</i> ---divided by--- Number of graduates in the Class of 2014 with reported graduation plans (excludes graduates with Foundation High School Plan degree plans) <i>(from PEIMS 203)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races 	<p>Index 4: Graduation Plan</p> <p>AADD: Postsecondary Readiness</p>
<p>Annual Recommended High School Plan (RHSP)/Distinguished Achievement Program (DAP) Rate</p>	<p>Number of graduates in SY 2013–14 who completed a 4-year RHSP or DAP <i>(from PEIMS 203)</i> ---divided by--- Number of graduates in SY 2013–14 with reported graduation plans (excludes graduates with Foundation High School Plan degree plans) <i>(from PEIMS 203)</i></p>	<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races 	<p>Index 4: Graduation Plan</p>

College-Ready Graduates

Year of Data: 2013–14

Student Group Information: All Students

Other Information:

- *TAKS*. This measure includes the performance of juniors tested for the first time during the primary spring administration of 2013. The performance of exit-level TAKS retesters is not included.
- *SAT and ACT*. This measure includes the performance for the class of 2014. If a student takes an ACT or SAT test more than once, the performance used is for the most recent examination taken.
- *Special Education*. This indicator includes performance on TAKS-Accommodated but not on TAKS-Modified nor TAKS-Alternate.
- *Matching ID*. Students are included only once. The numerator consists of students matched across the multiple assessments using their unique IDs. A student must meet the ELA standard on either TAKS, SAT, or ACT and the mathematics standard on either TAKS, SAT, or ACT.

Indicator	Methodology					Student Groups Evaluated	Use in 2015 Accountability
College-Ready Graduates	Number of graduates who scored at or above the college-ready criteria on both ELA and mathematics <i>(from CAF, PEIMS 101, College Board, and ACT)</i> ---divided by--- Number of graduates with results in both subjects to evaluate <i>(from PEIMS 203)</i>					■ All Students	AADD: Postsecondary Readiness
	College-Ready Graduates Criteria						
	<u>Exit-Level TAKS</u> (spring 2013 only)		<u>SAT</u> (Class of 2014)		<u>ACT</u> (Class of 2014)		
	>=2200 scale score on ELA and a "3" or higher on essay	or	>=500 on Critical Reading and >=1070 Total	or	>=19 on English and >= 23 Composite		
	>=2200 scale score on Mathematics	or	>=500 on Math and >=1070 Total	or	>=19 on Math and >=23 Composite		

Index 4: Postsecondary Component – College and Career Readiness

Year of Data: 2013–14

Student Group Information: Eight student groups are evaluated: All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, and Two or More Races.

	Race/Ethnicity
Source	Assessment Demographics (TAKS) PEIMS 101 (primary for SAT, ACT, Annual Graduates, Advanced/Dual Credit Enrollment, and CTE Coherent Sequence) College Board and ACT (secondary SAT & ACT)
Date	Spring 2014 Fall 2014 (primary) Fall 2014 (secondary)

Indicator	Methodology					Student Groups Evaluated	Use in 2015 Accountability
<p>Index 4: Postsecondary Component - College and Career Readiness</p>	<p>Number of 2013–14 annual graduates who</p> <p>1) met TSI criteria in both reading/ELA and mathematics. <i>(from CAF, College Board, and ACT)</i></p>					<ul style="list-style-type: none"> ▪ All Students ▪ African American ▪ American Indian ▪ Asian ▪ Hispanic ▪ Pacific Islander ▪ White ▪ Two or More Races 	<p>Index 4: Postsecondary Component</p>
	<p>TSI Criteria</p>						
	<p><u>Exit-Level TAKS</u> (spring 2013 only)</p>		<p><u>SAT</u> (Class of 2014)</p>		<p><u>ACT</u> (Class of 2014)</p>		
	<p>>=2200 scale score on ELA and a "3" or higher on essay</p>	<p>or</p>	<p>>=500 on Critical Reading and >=1070 Total</p>	<p>or</p>	<p>>=19 on English and >= 23 Composite</p>		
	<p>>=2200 scale score on Mathematics</p>	<p>or</p>	<p>>=500 on Math and >=1070 Total</p>	<p>or</p>	<p>>=19 on Math and >=23 Composite</p>		
	<p style="text-align: center;">or</p> <p>2) completed and earned credit for at least two advanced/dual enrollment courses in 2012–13 or 2013–14 <i>(from PEIMS 415)</i></p> <p style="text-align: center;">or</p> <p>3) were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits <i>(from PEIMS 400, 101 [summer])</i></p> <p style="text-align: center;">---divided by---</p> <p style="text-align: center;">Number of 2013–14 annual graduates <i>(from PEIMS 203)</i></p>						

AP/IB Participation and Performance

Year of Data: 2013–14

Student Group Information: Not applicable. This indicator is calculated for *All Students* only

Use in 2015 Accountability: AP/IB performance and participation are used in determining the following distinction designations:

Distinction Designation	AP Examination	IB Examination
Academic Achievement in Reading/ELA	<ul style="list-style-type: none"> English Language and Composition English Literature and Composition 	<ul style="list-style-type: none"> English A: Literature English A: Language and Literature
Academic Achievement in Mathematics	<ul style="list-style-type: none"> Calculus AB Calculus BC Statistics 	<ul style="list-style-type: none"> Further Mathematics Math Studies Mathematics
Academic Achievement in Science	<ul style="list-style-type: none"> Biology Chemistry Physics B Physics C: Mechanics Physics C: Electricity and Magnetism Environment Science 	<ul style="list-style-type: none"> Biology Chemistry Physics Electronics Environmental Systems and Societies Design Technology
Academic Achievement in Social Studies	<ul style="list-style-type: none"> United States History European History World History United States Government and Politics Comparative Government and Politics Human Geography Microeconomics Macroeconomics Psychology 	<ul style="list-style-type: none"> History History Americas History Europe/ME World Religions Geography Economics Psychology Business and Management ITGS
Postsecondary Readiness	Performance on all AP and IB subject assessments is included.	

Other Information:

- Criterion score is 3 or more for AP and 4 or more for IB.
- Computer Science is not one of the mathematics distinction indicators for 2015 due to changes to the IB program.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
AP/IB Examination Participation: ELA	Number of 11th and 12th graders taking at least one AP or IB exam in ELA in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2013–14 <i>(from PEIMS 110)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
AP/IB Examination Participation: Mathematics	Number of 11th and 12th graders taking at least one AP or IB exam in math in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2013–14 <i>(from PEIMS 110)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics
AP/IB Examination Participation: Science	Number of 11th and 12th graders taking at least one AP or IB exam in science in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2013–14 <i>(from PEIMS 110)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science
AP/IB Examination Participation: Social Studies	Number of 11th and 12th graders taking at least one AP or IB exam in social studies in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Total students enrolled in 11th and 12th grades in 2013–14 <i>(from PEIMS 110)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Social Studies
AP/IB Examination Performance: ELA	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in ELA in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders with at least one AP or IB exam in ELA in 2013–14 <i>(from College Board or IB)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
AP/IB Examination Performance: Mathematics	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in math in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders with at least one AP or IB exam in math in 2013–14 <i>(from College Board or IB)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
AP/IB Examination Performance: Science	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in science in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders with at least one AP or IB exam in science in 2013–14 <i>(from College Board or IB)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science
AP/IB Examination Performance: Social Studies	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in social studies in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders with at least one AP or IB exam in social studies in 2013–14 <i>(from College Board or IB)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Social Studies
AP/IB Examination Performance: Any Subject	Number of 11th and 12th graders with at least one AP or IB score at or above the criterion score in any subject in 2013–14 <i>(from College Board or IB)</i> ---divided by--- Number of 11th and 12th graders with at least one AP or IB exam in any subject in 2013–14 <i>(from College Board or IB)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Postsecondary Readiness

SAT/ACT Results

Year of Data: 2013–14

Student Group Information: Not applicable. This indicator is calculated for All Students only.

Use in 2015 Accountability: SAT and ACT Results are used in determining Distinction Designations for Academic Achievement in Reading/ELA, Mathematics, Science, and Postsecondary Readiness.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
SAT/ACT Participation	Number of examinees taking either the SAT or ACT <i>(from College Board and ACT)</i> ---divided by--- Number of total graduates reported for the 2013–14 school year <i>(from PEIMS 203)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA Mathematics Postsecondary Readiness
SAT/ACT Performance	Number of examinees at or above the criterion score on the SAT or ACT <i>(from College Board and ACT)</i> ---divided by--- Number of examinees taking either the SAT or ACT <i>(from College Board and ACT)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Postsecondary Readiness
SAT Performance: Reading and Writing	Sum of total scores in reading and writing of all students who took the SAT <i>(from College Board)</i> ---divided by--- Number of examinees taking the SAT <i>(from College Board)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
SAT Performance: Mathematics	Sum of total scores in mathematics of all students who took the SAT <i>(from College Board)</i> ---divided by--- Number of examinees taking the SAT <i>(from College Board)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
ACT Performance: ELA	Sum of total scores in ELA of all students who took the ACT (from ACT) ---divided by--- Number of examinees taking the ACT (from ACT)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
ACT Performance: Mathematics	Sum of total scores in mathematics of all students who took the ACT (from ACT) ---divided by--- Number of examinees taking the ACT (from ACT)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics
ACT Performance: Science	Sum of total scores in science of all students who took the ACT (from ACT) ---divided by--- Number of examinees taking the ACT (from ACT)	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science

Advanced Course/Dual Enrollment Completion

Year of Data: 2013–14

Student Group Information: Not applicable. This indicator is calculated for All Students only.

Use in 2015 Accountability: This indicator is used in determining the distinction designation for academic achievement in reading/ELA, mathematics, science, social studies, and postsecondary readiness.

Other Information:

- Advanced Course/Dual Enrollment Completion by Subject. For 2015 and beyond, Advanced Course/Dual Enrollment completion percentages are calculated and available by subject for ELA, mathematics, science, and social studies.
- Advanced Course List. A list of courses designated as advanced is published each year in the TAPR Glossary. The most current list can be accessed online at <http://ritter.tea.state.tx.us/perfreport/tapr/2014/glossary.html>.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
Advanced/Dual Enrollment Course Completion Rate: Any Subject	Number of students in grades 11 and 12 in 2013–14 who received credit for at least one advanced/dual enrollment course <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2013–14 who completed at least one credit course <i>(from PEIMS 415)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Postsecondary Readiness
Advanced/Dual Enrollment Course Completion Rate: Reading/ELA	Number of students in grades 11 and 12 in 2013–14 who received credit for at least one advanced/dual enrollment course in ELA <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2013–14 who completed at least one credit course in reading/ELA <i>(from PEIMS 415)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA
Advanced/Dual Enrollment Course Completion Rate: Mathematics	Number of students in grades 11 and 12 in 2013–14 who received credit for at least one advanced/dual enrollment course in mathematics <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2013–14 who completed at least one credit course in mathematics <i>(from PEIMS 415)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Mathematics
Advanced/Dual Enrollment Course Completion Rate: Science	Number of students in grades 11 and 12 in 2013–14 who received credit for at least one advanced/dual enrollment course in science <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2013–14 who completed at least one credit course in science <i>(from PEIMS 415)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Science
Advanced/Dual Enrollment Course Completion Rate: Social Studies	Number of students in grades 11 and 12 in 2013–14 who received credit for at least one advanced/dual enrollment course in social studies <i>(from PEIMS 415)</i> ---divided by--- Number of students in grades 11 and 12 in 2013–14 who completed at least one credit course in social studies <i>(from PEIMS 415)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Social Studies

Attendance Rate

Year of Data: 2013–14

Student Group Information: Not applicable. This indicator is calculated for *All Students* only.

Use in Accountability 2015: Attendance is used in determining distinction designations for academic achievement in reading/ELA, mathematics, science, and social studies.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
Attendance Rate	Total number of days students in grade 1–12 are present during the 2013–14 school year <i>(from PEIMS 400)</i> ---divided by--- Total number of days students in grade 1–12 are in membership during the 2013–14 school year <i>(from PEIMS 400)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Reading/ELA Mathematics Science Social Studies

CTE-Coherent Sequence Graduates

Year of Data: 2013–14

Student Group Information: Not applicable. This indicator is calculated for *All Students* only.

Use in 2015 Accountability: CTE-coherent sequence graduation rate is used in determining distinction designations for postsecondary readiness.

Indicator	Methodology	Student Groups Evaluated	Use in 2015 Accountability
CTE-Coherent Sequence Graduates	Number of 2013–14 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits <i>(from PEIMS 400, 101 [summer])</i> ---divided by--- Number of 2013–14 annual graduates <i>(from PEIMS 203)</i>	<ul style="list-style-type: none"> ▪ All Students 	AADD: Postsecondary Readiness

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