

Appendix C – Data Sources

This appendix provides data sources for the four base indicators used in the state accountability system and the 11 indicators used in the Gold Performance Acknowledgment (GPA) system. The information is arranged alphabetically by indicator name.

For each indicator, the *Methodology* section shows the source for the numerator and denominator. *Determining Student Traits* shows the sources for the demographics used to disaggregate the "All Students" totals into the various student groups used in the accountability system. *Other Information* presents unique topics affecting each indicator.

The primary sources for all data used in the state accountability system are the Public Education Information Management System (PEIMS) data collection, the various assessment companies, and the General Educational Development (GED) division of TEA. Tables 12, 13, and 14 describe these data sources in detail. The terms provided in these tables are referenced with the indicators.

Table 12: PEIMS Record Types Used in Accountability

Record	Name	Description	Submission /Month
101	Student Demographic/ Identification Data	Demographic/identification information about each student, including the student's ethnicity, gender, date of birth, and migrant status.	1 st /October, 3 rd /June
110	Student Enrollment Data	Enrollment information about each student, including the student's grade, economically disadvantaged status, and indicators of the special programs in which the student participates.	1 st /October
203	Leaver Data	Information about all students served in grades 7-12 in 2002-03 school year who did not continue in enrollment in the same district the following fall. Leavers are students who graduated, dropped out, or left school for other non-dropout reasons, such as transferred to another public school district. This record contains last campus of enrollment, special education indicator, up to three leaver reasons, and additional information for graduates.	1 st /October
400	Basic Attendance Data	Information about each student for each of the six, 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.	3 rd /June
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, and dual credit indicator.	3 rd /June

Table 13: Assessment and Other Sources Used in Accountability

Organization Name	Description
ACT, Inc.	The 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 May administration is used in creating the SAT/ACT examinations 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 a SAT test more than once, the agency receives the record for the most recent examination taken. The SAT data as of May administration is used in creating the SAT/ACT examinations 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 May administration is used in creating the AP/IB examinations indicator.
International Baccalaureate Organisation (IBO)	The International Baccalaureate Organisation provides the agency with the International Baccalaureate (IB) examination results of Texas public school students each year. The IB data as of May administration is used in creating the AP/IB examinations indicator.
Pearson Education Measurement, Inc.	Pearson Education Measurement, Inc. is the contractor for the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment (SDAA). After each test administration, the agency receives student-level TAKS and SDAA data from PEM.
Division of General Educational Development (GED)	A TEA data file containing information about student performance on the GED tests. Unlike the information in most other TEA data files, which is reported annually, receipt of a GED certificate is reported as soon as the test is scored as passing. Candidates take GED tests at over 200 centers located throughout the state in school districts, colleges and universities, and education service centers. Tests are given year-round, and the results are transmitted electronically to the TEA.

Table 14: Student Traits

Trait	Description
Economic Status	A student may be identified as economically disadvantaged by the district if he / she: <ul style="list-style-type: none"> • meets eligibility requirements for: <ul style="list-style-type: none"> ○ the federal free or reduced price lunch programs; ○ Title II of the Job Training Partnership Act (JTPA); ○ Food Stamp benefits; ○ Aid to Families with Dependent Children (AFDC) or other public assistance; • received a Pell grant or funds from other comparable state program of needs-based financial assistance; or • is from a family with an annual income at or below the official federal poverty line.
Ethnicity	Districts assign student ethnicity from one of the following categories: <ul style="list-style-type: none"> • American Indian or Alaskan Native (<i>not evaluated separately for accountability</i>) • Asian or Pacific Islander (<i>not evaluated separately for accountability</i>) • Black, not of Hispanic origin • Hispanic • White, not of Hispanic origin

Opportunities for Data Correction

PEIMS

General Data. The PEIMS data collection system has a prescribed process and calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all reports, whether they show ratings, acknowledgments, or recognitions is wholly dependent on the accuracy of the information submitted.* 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 is provided, so that districts have an opportunity to resubmit information if an error is detected. See the PEIMS Data Standards (available at www.tea.state.tx.us/peims/standards/index.html) for the appropriate year 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 insure that PID updates submitted by districts are processed properly.

ASSESSMENT DATA

TAKS and SDAA. Demographic and scoring status information as entered on the answer document at the time of testing is used to determine the accountability subset for campus and district ratings. After the testing dates, districts are able to provide corrections to the test contractor and request corrected reports; however, those changes are not incorporated into the TAKS or SDAA results used for determining accountability ratings or subsequent reports (e.g. AEIS and School Report Cards). That is, districts do not have the option to change student demographics, program participation, or score code status for purposes of accountability after test results are known. They have multiple opportunities to provide accurate information through their PEIMS submissions, pre-coding data files provided to the test contractor, and updates to the TAKS answer document at the time of testing.

SAT, ACT, AP, and IB. The student taking the SAT, ACT, AP, or IB test identifies 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 TEA. Once the testing companies finalize results for yearly summaries, subsequent corrections are not reflected in any national, state, district, or school results released.

Indicator Data Sources

ADVANCED COURSE COMPLETION

Methodology:

$$\frac{\text{number of students in grades 9 through 12 who received credit for at least one advanced academic course (from PEIMS 415 record)}}{\text{number of students in grades 9 through 12 who received credit for at least one course (from PEIMS 415 record)}}$$

$$\frac{\text{number of students in grades 9 through 12 who received credit for at least one course (from PEIMS 415 record)}}{\text{number of students in grades 9 through 12 who received credit for at least one course (from PEIMS 415 record)}}$$

Year of Data: 2002-03

Determining Student Traits:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2002	October 2002

Other Information:

- A list of courses designated as advanced is published each year in the AEIS Glossary.

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE EXAM RESULTS

Methodology:

participation:

$$\frac{\text{number of 11th and 12th graders taking at least one AP or IB examination (from College Board and IBO)}}{\text{total non-special education students enrolled in 11th and 12th grades (from PEIMS 110 record)}}$$

performance:

$$\frac{\text{number of 11th and 12th graders with at least one score at or above the criterion score (from College Board and IBO)}}{\text{number of 11th and 12th graders with at least one AP or IB examination (from College Board and IBO)}}$$

Year of Data: 2002-03

Determining Student Traits:

	Economic Status	Ethnicity
Source	n/a	PEIMS 101 (primary) College Board and IBO (secondary)
Date	n/a	October 2002, May 2003

Other Information:

- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the ethnicity of every student.
- *Special Education.* Those students reported as special education on the student demographic (110) record on 2002-03 PEIMS Submission 1 are removed from the count of total grade 11 and 12 enrollees used in the denominator of the percent tested calculation.

ANNUAL DROPOUT RATE

Methodology:

$$\frac{\text{number of grade 7-8 students designated as 'official' dropouts (from PEIMS 203 record)}}{\text{number of grade 7-8 students who were in attendance at any time during the school year (from PEIMS 400 record)}}$$

Year of Data: 2002-03

Determining Student Traits:

Numerator

	Economic Status	Ethnicity
Source	110 (primary) 203 (secondary)	101 (primary) 203 (secondary)
Date	October 2002 October 2003	June 2003 October 2003

Denominator

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101 (primary) PEIMS 405 (secondary)
Date	October 2002	June 2003

Other Information:

- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the economic status or ethnicity of every student.
- *Economically Disadvantaged.* Those students who were NOT reported in enrollment in any district on the 2002-03 PEIMS Submission 1 cannot be coded as economically disadvantaged. If a student is economically disadvantaged at any district or campus, he/she will be deemed economically disadvantaged at all districts and campuses.
- *Underreported Leavers.* Information about students reported in either enrollment or attendance in grades 7-12 the prior year but who were not reported as either enrolled or as leavers in the current year can be found through the Edits+ reports. Previously this information was transmitted to districts in a mailing with their dropout information.
- *Leaver Codes.* Districts are required to report the status of all students who were enrolled in grades 7 - 12 in the district during the prior school year. Students either continue to be enrolled in the district or they leave the district. If students leave the district, the district reports a leaver reason for each student. Only students reported with selected PEIMS leaver codes (those indicated with an asterisk in the table, below) are defined as dropouts. Students reported with any of the other leaver codes are considered to be "other leavers".

Table 15: Leaver Codes

Code	Translation	Category of Leaver
01*	Graduated	Completed High School Program
02	Pursue Job/Job Training	Employment
03*	Died	Other
04	Join the Military	Employment
08	Pregnancy	Family
09	Marriage	Family
10	Alcohol/Other Drug Abuse Prob	Other
14	Age	Academic Performance
15	Homeless or Non-perm Resident	Family
16*	Return to Home Country	Other
19*	Failed Exit TAAS or TAKS/Met Grad Req	Completed High School Program
21*	Official Trans to Oth TX Dist	Moved to Other Educational Setting
22*	Alt Pgm-Working Toward Diploma/Certificate	Moved to Other Educational Setting
24*	College, Pursue Degree	Moved to Other Educational Setting
30*	Enter Health Care Facility	Other
31*	Completed GED	Completed High School Program
60*	Home Schooling	Moved to Other Educational Setting
61*	Incarcerated Outside District	Other
63*	Graduated-Returned-Left Again	Completed High School Program
64*	GED-Returned-Left Again	Completed High School Program
66*	Removed-Child Protective Svcs	Family
72*	Court Ordered Alternative Prog	Moved to Other Educational Setting
78*	Expelled, Cannot Return	Withdrawn by School District
79	Expelled, Can Return, Has Not	Withdrawn by School District
80*	Enroll In Other TX Public Sch	Moved to Other Educational Setting
81*	Enroll In TX Private School	Moved to Other Educational Setting
82*	Enroll In School Outside Texas	Moved to Other Educational Setting
83*	Administrative Withdrawal	Withdrawn by School District
84	Academic Performance	Academic Performance
99	Other (Unknown or Not Listed)	Other

* Codes with asterisks are not counted as dropouts in determining the 2004 state accountability ratings.

- *Excluded Records.* TEA performs an automated check against other state data sources to locate reported dropouts in other educational settings. Districts and campuses are held accountable for their *official* dropouts, that is, those reported dropouts whose records are *not* excluded by this automated check. The automated check at the state level removes dropout records from the count if they:
 - have received a GED certificate and appear on the Agency's automated GED file as of March of the year of the PEIMS submission;
 - are found in attendance or enrollment in another public school district;
 - are ADA ineligible;
 - have graduated from a Texas public school; or
 - if they have been previously counted as a dropout.
- *Campus of Accountability.* The vast majority of leavers are assigned to the campuses they were attending when they left the Texas public school system. However, a student being served at a Disciplinary Alternative Education Program (DAEP), a Juvenile Justice Alternative Education Program (JJAEP), or a short-term Alternative Education Program (AEP) is assigned to a "campus of accountability." 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).

ATTENDANCE RATE

Methodology:

$$\frac{\text{total number of days students in grades 1-12 were present (from PEIMS 400 record)}}{\text{total number of days students in grades 1-12 were in membership (from PEIMS 400 record)}}$$

Year of Data: 2002-03

Determining Student Traits:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2002	October 2002

Other Information:

- Attendance for the entire school year is used.

COMMENDED PERFORMANCE:

READING/ELA, MATHEMATICS, WRITING. SCIENCE, SOCIAL STUDIES

Methodology:

$$\frac{\text{number of test takers achieving } \textit{Commended Performance} \text{ on TAKS (by subject) (from Pearson)}}{\text{total number TAKS test takers (by subject) (from Pearson)}}$$

Year of Data: 2003-04

Determining Student Traits:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2003	October 2003

Other Information:

- Student information is pre-coded onto answer document from PEIMS (see record types, above), or pre-coded onto answer document from district-supplied data file or changes made on the answer document on the day of testing.

COMPLETION RATE**Methodology:**

$$\frac{\text{number of completers (from PEIMS 101, 110, 203, 400, 405 records and GED)}}{\text{number in class (original cohort) (from PEIMS 101, 110, 203, 400, 405 records and GED)}}$$

Year of Data: Class of 2003 (9th graders of 1999-2000, and their status in 2000-01, 2001-02, and 2002-03, and 2003-04)

Determining Student Traits:

	Economic Status	Ethnicity
Source	PEIMS 110	101
Date	June of year of final status	June of year of final status

Other Information:

- Results based on the original cohort, whether the students remain on grade level or not.

RECOMMENDED HIGH SCHOOL PROGRAM**Methodology:**

$$\frac{\text{number of graduates reported with graduation codes for Recommended High School Program or Distinguished Achievement Program (from PEIMS 203)}}{\text{number of graduates (from PEIMS 203)}}$$

Year of Data: Class of 2003

Determining Student Traits:

	Economic Status	Ethnicity
Source	PEIMS 110 (primary) PEIMS 203 (secondary)	101
Date	October 2002 October 2003	October 2002

Other Information:

- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the economic status of every student.

- The State Board of Education has by rule defined the graduation requirements for Texas public school students. The rule delineates specific requirements for three levels: minimum requirements, the Recommended High School Program (RHSP), and the Distinguished Achievement Program (DAP). Students who complete the requirements of the two more rigorous programs receive special acknowledgment on their diplomas.

SAT/ACT RESULTS

Methodology:

participation:

$$\frac{\text{number of graduates taking either the SAT or the ACT (from CB and ACT)}}{\text{total non-special education graduates (from PEIMS 203)}}$$

performance:

$$\frac{\text{number of examinees at or above the criterion score (from College Board and ACT)}}{\text{number of graduates taking either the SAT or ACT (from College Board and ACT)}}$$

Year of Data: Class of 2003

Determining Student Traits:

	Economic Status	Ethnicity
Source	n/a	PEIMS 101 (primary) College Board and ACT (secondary)
Date	n/a	October 2002, May 2003

Other Information:

- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the ethnicity of every student.
- *Special Education.* Those students reported as special education in all of the six-week periods on the 2003-04 PEIMS Submission 3, or for whom the graduation type code on the 203 leaver record indicates special education, are removed from the count of total graduates used in the denominator of the participation calculation.

STATE-DEVELOPED ALTERNATIVE ASSESSMENT

Methodology:

$$\frac{\text{number of SDAA tests meeting ARD expectations (from Pearson)}}{\text{number of SDAA tests taken (from Pearson)}}$$

Year of Data: 2003-04

Determining Student Traits:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2003	October 2003

Other Information:

- Student information is pre-coded onto answer document from PEIMS (see record types, above), or pre-coded onto answer document from district-supplied data file or changes made on the answer document on the day of testing.

TAAS/TASP EQUIVALENCY**Methodology:**

$$\frac{\text{number of graduates meeting TAAS/TASP equivalency standards for all subjects taken on their first TAAS exit-level administration (from Pearson)}}{\text{number of first-time tested graduates (from Pearson)}}$$

Year of Data: Class of 2003 (includes TAAS performance in 2001, 2002, and 2003)

Determining Student Traits:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2003	October 2003

Other Information:

- Student information is pre-coded onto answer document from PEIMS (see record types, above), or pre-coded onto answer document from district-supplied data file or changes made on the answer document on the day of testing.
- TEA’s Student Assessment Division calculates which students met the TASP equivalency.
- Class of 2003 includes TAAS performance of 10th graders (first-time test takers) in 2001, TAAS performance of 11th graders (first-time test takers) in 2002, and TAAS performance of 12th graders (first-time test takers) in 2003.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS**Methodology:**

$$\frac{\text{number of students passing TAKS (by subject) (from Pearson)}}{\text{total number TAKS test takers (by subject) (from Pearson)}}$$

Year of Data: 2003-04

Determining Student Traits:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2003	October 2003

Other Information:

- Student information is pre-coded onto answer document from PEIMS (see record types, above), or pre-coded onto answer document from district-supplied data file or changes made on the answer document on the day of testing.