

## Appendix D – Data Sources

This appendix provides data sources for the indicators used in the state accountability system, including those used to assign Gold Performance Acknowledgments (GPA). The information is arranged alphabetically by indicator name.

For each indicator, the *Methodology* section shows the source for the numerator and denominator. *Student Demographics* 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) data file. *Tables 26, 27, and 28* describe these data sources in detail. The terms provided in these tables are referenced within the indicator discussion.

**Table 28: Assessments 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 the June administration is 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 a SAT test more than once, the agency receives the record for the most recent examination taken. The SAT data as of the June administration is 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 is used in creating the AP/IB indicator.
International Baccalaureate Organization (IBO)	The International Baccalaureate Organization 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 is used in creating the AP/IB indicator.
Pearson Educational Measurement	Pearson Educational Measurement is the contractor for the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II). After each test administration, the TEA Student Assessment Division receives student-level TAKS and SDAA II data from Pearson.
TEA GED Database	A TEA database containing information about examinee performance on the GED tests is maintained by the Division of Student Support. Unlike the information in most other 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 five 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, and correctional facilities. Tests are given year-round, and the results are transmitted electronically to the TEA from the University of Texas Scoring Center after they have graded the tests.

**Table 29: PEIMS Record Types Used in Accountability**

<b>Record</b>	<b>Name</b>	<b>Description</b>	<b>Submission /Month</b>
101	Student Demographic/ Identification Data	Demographic/identification information about each student, including the student's ethnicity, gender, date of birth, migrant status, as-of-status, campus of accountability, and demographic revision confirmation code.	1 <sup>st</sup> /October, 3 <sup>rd</sup> /June
110	Student Enrollment Data	Enrollment information about each student, including the student's grade, ADA eligibility, economically disadvantaged status, at-risk status, and indicators of the special programs in which the student participates.	1 <sup>st</sup> /October
203	Leaver Data	Information about students served in grades 7-12 in the prior school year (2005-06) who did not continue in enrollment the following fall, and who did not move to another Texas public school district, graduate before 2005-06 school year, or receive a GED by August 31, 2006. 2005-06 leavers are students who graduated in that school year, dropped out, or left school for non-dropout reasons (e.g., enrolled in school outside the Texas public school system, or returned to home country). This record contains last campus of enrollment, special education indicator, the leaver reason, and additional information for graduates.	1 <sup>st</sup> /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 and selected special program information.	3 <sup>rd</sup> /June
405	Special Education Attendance Data	Information about each student served through the special education program. For each student, for each six-week period, districts report grade-level and also instructional-setting codes.	3 <sup>rd</sup> /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 <sup>rd</sup> /June

**Table 30: Student Demographics**

Trait	Description
Economic Status	<p>A student may be identified as economically disadvantaged by the district if he or she:</p> <ul style="list-style-type: none"> <li>• meets eligibility requirements for:               <ul style="list-style-type: none"> <li>○ the federal free or reduced price lunch programs;</li> <li>○ Title II of the Job Training Partnership Act (JTPA);</li> <li>○ Food Stamp benefits;</li> <li>○ Temporary Assistance to Needy Families (TANF) or other public assistance;</li> </ul> </li> <li>• received a Pell grant or funds from other comparable state program of needs-based financial assistance; or</li> <li>• is from a family with an annual income at or below the official federal poverty line.</li> </ul>
Ethnicity	<p>Districts assign student ethnicity from one of the following categories:</p> <ul style="list-style-type: none"> <li>• American Indian or Alaskan Native (<i>not evaluated separately for accountability</i>)</li> <li>• Asian or Pacific Islander (<i>not evaluated separately for accountability</i>)</li> <li>• Black, not of Hispanic origin</li> <li>• Hispanic</li> <li>• White, not of Hispanic origin</li> </ul>
At Risk	<p>A student is identified as at risk of dropping out of school based on state-defined criteria (TEC §29.081(d).) The statutory criteria for at risk status include each student who is under 21 years of age and who:</p> <ol style="list-style-type: none"> <li>1) was not advanced from one grade level to the next for one or more school years;</li> <li>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;</li> <li>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;</li> <li>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;</li> <li>5) is pregnant or is a parent;</li> <li>6) has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;</li> <li>7) has been expelled in accordance with TEC §37.007 during the preceding or current school year;</li> <li>8) is currently on parole, probation, deferred prosecution, or other conditional release;</li> <li>9) was previously reported through the PEIMS to have dropped out of school;</li> <li>10) is a student of limited English proficiency, as defined by TEC §29.052;</li> <li>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;</li> <li>12) is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments;</li> <li>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.</li> </ol>
Special Education Status	<p>Special education status indicates the student is participating in a special education instructional and related services program or a general education program using special education support services, supplementary aids, or other special arrangements.</p>

## Opportunities for Data Correction

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### PEIMS

*General Data.* The PEIMS data collection 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](http://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 ensure that PID updates submitted by districts are processed properly. For information please see the edit process for PID, online at [www.tea.state.tx.us/peims/pid/index.html](http://www.tea.state.tx.us/peims/pid/index.html).

### ASSESSMENT DATA

*TAKS and SDAA II.* Student identification, 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 II 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 identification, demographics, program participation, ARD decision coding, 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-coded data files provided to the test contractor, and updates to the TAKS or SDAA II answer documents 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

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### ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

#### Methodology:

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

**Year of Data:** 2005-06

#### Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2005	June 2006

#### Other Information:

- A list of courses designated as advanced is published each year in the *AEIS Glossary*. The most current list can be accessed online at <http://wwwdev.tea.state.tx.us/perfreport/aeis/2007/glossary.html#appendc>

### ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE EXAM RESULTS

#### Methodology:

##### *Participation:*

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

##### *Performance:*

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

**Year of Data:** 2005-06

#### Student Demographics:

	Economic Status	Ethnicity	Special Education Status
Source	n/a	PEIMS 101 (primary) College Board (secondary)	PEIMS 110
Date	n/a	October 2005 (primary) May 2006 (secondary)	October 2005

#### Other Information:

- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain ethnicity for a given student.

- *Special Education.* Those students reported as special education are removed from the count of grade 11 & 12 enrollees used in the denominator of the participation calculation.

## ANNUAL DROPOUT RATE

### Methodology for Grade 7-8 Annual Dropout Rate:

$$\frac{\text{number of dropouts (from PEIMS 203)}}{\text{number of students served during the school year, including ADA ineligible students (from PEIMS 110 and 400)}}$$

where students in grades 7 and 8 (numerator and denominator) are used in determining ratings under standard procedures.

### Methodology for Grade 7-12 Annual Dropout Rate:

$$\frac{\text{number of dropouts (from PEIMS 203)}}{\text{number of students served during the school year, including ADA ineligible students (from PEIMS 110 and 400)}}$$

where students in grades 7-12 (numerator and denominator) are used in determining ratings under AEA procedures.

**Year of Data:** 2005-06

### Student Demographics:

#### Numerator

	Economic Status	Ethnicity	Grade
<b>Source</b>	PEIMS 110 (primary) PEIMS 203 (secondary)	PEIMS 101 (primary & secondary)	PEIMS 400 (primary) PEIMS 101 (secondary)
<b>Date</b>	October 2005 (primary) October 2006 (secondary)	June 2006 (primary) October 2006 (secondary)	June 2006 (primary) October 2006 (secondary)

#### Denominator

	Economic Status	Ethnicity	Grade
<b>Source</b>	PEIMS 110	PEIMS 101	PEIMS 110 PEIMS 400
<b>Date</b>	October 2005	October 2005 June 2006	October 2005 June 2006

### Other Information:

- *Dropout Definition.* This year for the first time, TEA will use the more rigorous NCES dropout definition. See *Appendix I – NCES Dropout Definition* for a detailed explanation.
- *Leaver Codes.* Leaver codes have changed in accordance with the change in dropout definition. Because of the change this year, districts no longer report the status of grade 7-12 students if they moved to another Texas public school district, graduated in a previous school year (before 2005-06), or received a GED by August 31, 2006. The district must code all other grade 7-12 students who leave with one of the codes shown on

*Table 29.* Students who leave due to reasons identified with an asterisk are not counted as dropouts. Only students reported with leaver code 98 are defined as dropouts.

- *Economically Disadvantaged.* For the denominator of the dropout rate calculation, those students who were NOT reported in enrollment in any district on the 2005-06 PEIMS Submission 1 cannot be coded as economically disadvantaged. If a student is economically disadvantaged at any district or campus, he/she is deemed economically disadvantaged at all districts and campuses.
- *Underreported Students.* Information about students reported in either enrollment or attendance in grades 7-12 the prior year but who were not accounted for as movers, previous Texas graduates, or GED recipients and who were not reported as either enrolled or as leavers in the current year are identified as underreported students. Lists of these students can be found on the *EDIT+* reports.

**Table 31: Leaver Codes**

<b>Code</b>	<b>Translation</b>
01*	Graduated
03*	Died
16*	Return to Home Country
24*	College, Pursue Degree
60*	Home Schooling
66*	Removed-Child Protective Svcs
78*	Expelled, Cannot Return
81*	Enroll In TX Private School
82*	Enroll In School Outside Texas
83*	Administrative Withdrawal
85*	Graduated outside Texas-Returned-Left Again
86*	GED outside Texas
98	Other

\* Codes with asterisks are not counted as dropouts in determining the 2007 state accountability ratings.

- *Excluded Records.* Because of the changes to the reporting and processing of leaver data, the check for reported dropouts in other educational settings is now conducted prior to the PEIMS resubmission deadline, and excluded records no longer exist as part of leaver reporting.
- *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).

- *District of Accountability.* In two cases, TEA attributes dropouts across district boundaries to a district different from the reporting district:
  - A district that has a privately operated residential treatment center (RTC) within its geographic boundaries is not held accountable for students who drop out if they are from outside the district and were served at the center for fewer than 85 days.
  - A district that has a registered pre-adjudication detention center or post-adjudication correctional facility within its geographic boundaries is not held accountable for students who drop out if they are from another Texas school district, and they can be attributed to that district.

Beginning with the 2007 accountability cycle, students who cannot be attributed back to a sending district will be attributed to the district in which the RTC or correctional facility is located. In most cases, TEA is able to attribute the dropouts to the appropriate sending campus and district by using student attribution codes and attendance data collected through PEIMS.

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

## ATTENDANCE RATE

### Methodology:

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

**Year of Data:** 2005-06

### Student Demographics:

	Economic Status	Ethnicity
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2005	June 2006

## 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:** 2006-07

### Student Demographics:

	Economic Status	Ethnicity
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2006	October 2006

**Other Information:**

- *Student Information.* The testing contractor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

**COMPARABLE IMPROVEMENT:  
READING/ELA, MATHEMATICS**

**Methodology:**

$$\frac{\text{sum of matched student TGI values (by subject) (from Pearson)}}{\text{total number of matched TAKS test takers (by subject) (from Pearson)}}$$

**Years of Data:** 2007 and 2006 (Spring TAKS Administrations)

**Student Demographics:** Comparable Improvement is not disaggregated by ethnicity or economic status.

**Other Information:**

- *Texas Growth Index (TGI).* The TGI is an estimate of a student’s academic growth on the TAKS from one year to the next. See *Appendix E – Texas Growth Index* for a detailed explanation.
- *Group.* Each campus has a unique comparison group of 40 campuses which closely match that campus on six demographic characteristics, including percent of African American students, Hispanic students, White students, economically disadvantaged students, limited English proficient students, and mobile students. See *Appendix F – Campus Comparison Group* for a detailed explanation.
- *Quartiles.* Within each 40 member campus comparison group, campus average TGI values are arranged from highest to lowest. Campuses with average TGI values within the top quartile (the top 25%) of their group qualify for CI acknowledgment.

**COMPLETION RATE**

**Methodology for Completion Rate I:**

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

where “completers” = graduates plus continuers

**Methodology for Completion Rate II:**

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

where “completers” = graduates plus continuers plus GED recipients

**Years of Data:** PEIMS submission 1 leaver data, 2003-04 through 2006-07; PEIMS submission 3 attendance data, 2002-03 through 2005-06; and General Educational Development records as of August 31, 2006.

### Student Demographics:

	<b>Economic Status</b>	<b>Ethnicity</b>	<b>At Risk</b>
<b>Source</b>	PEIMS 110	PEIMS 101	PEIMS 110
<b>Date</b>	October of year of final status	June of year of final status or October of year of final status for continuers	October of year of final status

### Other Information:

- *Dropout Definition.* This year for the first time, TEA will use the more rigorous NCES dropout definition. Students who dropped out of the cohort in 2005-06 are defined using this definition; dropouts from the previous three years are defined with the previous definition. See *Appendix I – Change to NCES Dropout Definition* for a detailed explanation.
- *Class vs. Cohort.* The denominator of the Completion Rate calculation is defined as the “class.” The class is the sum of students from the original cohort who have a final status of “graduated,” “continued,” “received GED,” or “dropped out.” There are other students who are members of the original cohort but whose final status does not affect the completion rate calculation. These are:
  - students with a final status that is not considered to be either a completer or a dropout. Examples include students who left public school to be home schooled or students who returned to home country; and,
  - students whose final status could not be determined because data errors prevented records from being matched.

Students in the cohort but not in the class do not affect the completion rate calculation at all—they are neither in the numerator or the denominator. All rates are based on members of the class.
- *Cohort Members.* Students stay with their original cohort, whether they are retained or promoted. Students are members of one and only one cohort.
- *Standard and AEA Procedures.* The definition of a completer differs between standard and AEA procedures in that GED recipients are not considered to be completers under standard procedures, but are considered completers under AEA procedures. Completion Rate I is used for standard procedures. Completion Rate II is used for AEA procedures. Another difference between AEA and standard procedures is that under certain circumstances, completion rates for at-risk students are evaluated under AEA procedures. At-risk completion rates are not used under standard procedures.

## RECOMMENDED HIGH SCHOOL PROGRAM/DISTINGUISHED ACHIEVEMENT PROGRAM

### Methodology:

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

**Year of Data:** Class of 2006

**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>
<b>Source</b>	PEIMS 110 (primary) PEIMS 203 (secondary)	PEIMS 101
<b>Date</b>	June 2006 (primary) October 2006 (secondary)	October 2006

**Other Information:**

- *Graduation Requirements.* 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).
- *Graduation Types.* RHSP graduates are students with type codes of 10, 14, 15, 19, 22, or 25; DAP graduates are students with type codes of 09, 16, 17, 20, 23, or 26. See the *PEIMS Data Standards* for more 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.

**SAT/ACT RESULTS**

**Methodology:**

*Participation:*

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

*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 2006

**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>	<b>Special Education Status</b>
<b>Source</b>	n/a	PEIMS 101 (primary) College Board and ACT (secondary)	PEIMS 405 PEIMS 203
<b>Date</b>	n/a	October 2004 (primary) September 2006 (secondary)	June 2006, October 2006

**Other Information:**

- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain ethnicity for a given student.
- *Special Education.* Those students reported as special education in all six of the six-week attendance periods, or for whom the graduation type code on the 203 leaver record

indicates special education (graduation type codes 04, 05, 06, or 07) are removed from the count of total graduates used in the denominator of the participation calculation.

## STATE-DEVELOPED ALTERNATIVE ASSESSMENT II

### Methodology:

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

**Year of Data:** 2007 (Spring SDAA II Administration)

### Student Demographics:

	Economic Status	Ethnicity
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2006	October 2006

### Other Information:

- *Student Information.* The testing contractor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

## 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:** 2006-07

### Student Demographics:

	Economic Status	Ethnicity
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2006	October 2006

### Other Information:

- *Student Information.* The testing contractor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.
- *SSI Mobility Subset.*
  - Mobility between administrations of the TAKS for Student Success Initiative presents a special challenge for excluding mobile students. Tables 30, 31, and 32 below show different scenarios for inclusion and exclusion of mobile students in the campus accountability subset.
  - If discrepancies in student demographics are found between test administrations, the information on the first administration is used.

**Table 32: Accountability Subset for SSI - Grades 3 & 5 TAKS Reading**

	Was the student on your campus on <b>Oct. 27<sup>th</sup></b> (snapshot date)?	Did the student take (or have an answer document submitted for) the <b>Feb 20<sup>th</sup> TAKS Reading</b> on your campus?	Did the student take (or have an answer document submitted for) any <b>TAKS on April 17-20</b> on your campus?	Student is in your <b>accountability subset</b> for TAKS
Scenario 1	Yes	Yes	Yes	Yes
Scenario 2	Yes	Yes	No	No
Scenario 3	Yes	No	Yes	No
Scenario 4	No	Yes	Yes	No
Scenario 5	No	Yes	No	No
Scenario 6	No	No	No	No

**Table 33: Accountability Subset for SSI - Grade 5 TAKS Math**

	Was the student on your campus on <b>Oct. 27<sup>th</sup></b> (snapshot date)?	Did the student take (or have an answer document submitted for) the <b>April 3<sup>rd</sup> TAKS Math</b> on your campus?	Did the student take (or have an answer document submitted for) the <b>May 15<sup>th</sup> TAKS Math</b> on your campus?	Student is in your <b>accountability subset</b> for TAKS
Scenario 1	Yes	Yes	Yes	Yes
Scenario 2	Yes	Yes	No (passed test on April 3 <sup>rd</sup> or moved but cannot be found on another campus)	Yes
Scenario 3	Yes	Yes	No (moved within Texas and tested on other campus)	No
Scenario 4	Yes	No	Yes	No
Scenario 5	No	Yes	Yes	No
Scenario 6	No	Yes	No	No
Scenario 7	No	No	No	No

**Table 34: Accountability Subset for Non-SSI Grades and Subjects**

	Was the student on your campus on <b>Oct. 27<sup>th</sup></b> (snapshot date)?	Is the student on your campus (or have an answer document submitted) for the <b>day of testing</b> ?	Student is in your <b>accountability subset</b> for TAKS
Scenario 1	Yes	Yes	Yes
Scenario 2	Yes	No	No
Scenario 3	No	Yes	No
Scenario 4	No	No	No

**TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS – PROGRESS INDICATOR (AEA procedures only)**

**Methodology:**

$$\frac{\text{number of TAKS tests that meet the standard or have a } TGI \geq 0 \text{ and number of TAKS exit-level retests that meet the standard (from Pearson)}}{\text{number TAKS tests taken and number of TAKS exit-level retests that meet the standard (from Pearson)}}$$

**Years of Data:** 2007 and 2006

**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2006, October 2005	October 2006, October 2005

**Other Information:**

- *Texas Growth Index (TGI).* The TGI is an estimate of a student’s growth on the TAKS from one year to the next. See *Appendix E – Texas Growth Index* for a detailed explanation.
- *Matched Demographics.* If discrepancies in student demographics are found between test administrations, the information on the first administration is used.
- *Student Information.* The testing contractor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

**TEXAS SUCCESS INITIATIVE (TSI) – HIGHER EDUCATION READINESS  
COMPONENT: ELA, MATHEMATICS**

**Methodology:**

$$\frac{\text{number of test takers achieving TSI standard (by subject) (from Pearson)}}{\text{number of grade 11 test takers (by subject) (from Pearson)}}$$

**Year of Data:** 2006-07

**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2006	October 2006

**Other Information:**

- *TSI Standard.* The Texas Higher Education Coordinating Board sets the standard that students must achieve on the exit-level TAKS to be considered college ready.
- *Student Information.* The testing contractor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.