

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 31, 32, and 33* describe these data sources in detail. The terms provided in these tables are referenced within the indicator discussion.

Table 31: 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 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 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	Pearson is the contractor for the Texas Assessment of Knowledge and Skills (TAKS). After each test administration, the TEA Student Assessment Division receives student-level TAKS data from Pearson.
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 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 TEA from the University of Texas Scoring Center.

Table 32: PEIMS Record Types Used in Accountability

Record	Name	Description	Submission/ Month
101	Student Demographic Data	Demographic information about each student, including the student's ethnicity, sex, date of birth, migrant status, as-of-status, campus of accountability, demographic revision confirmation code, and student attribution code.	1 st /October, 3 rd /June
110	Student Enrollment Data	Enrollment information about each student, including the student's grade, Average Daily Attendance (ADA) eligibility, economically disadvantaged status, at-risk status, and indicators of the special programs in which the student participates.	1 st /October
203	Leaver Data	Information about students served in grades 7-12 in the prior school year (2008-09) who did not continue in enrollment the following fall, and who did not move to another Texas public school district, graduate before the 2008-09 school year, or receive a GED by August 31, 2009. 2008-09 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 the last campus of enrollment, the leaver reason, and additional information for graduates.	1 st /October
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.	3 rd /June
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.	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, distance learning indicator, and dual credit indicator.	3 rd /June

Table 33: Student Demographics

Trait	Description
At Risk	<p>A student is identified as at risk of dropping out of school based on state-defined criteria only (TEC §29.081). 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"> 1) was not advanced from one grade level to the next for one or more school years; 2) is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester; 3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument; 4) is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year; 5) is pregnant or is a parent; 6) has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year; 7) has been expelled in accordance with TEC §37.007 during the preceding or current school year; 8) is currently on parole, probation, deferred prosecution, or other conditional release; 9) was previously reported through the PEIMS to have dropped out of school; 10) is a student of limited English proficiency, as defined by TEC §29.052; 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official; 12) is homeless, as defined NCLB Title X, Part C, Section 725(2), the term “homeless children and youths,” and its subsequent amendments; or 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.
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"> • 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 assisted under Title II of the Job Training Partnership Act (JTPA); ○ Food Stamp benefits; ○ Temporary Assistance to Needy Families (TANF) or other public assistance; • received 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.
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>

Table 33: Student Demographics (continued)

Trait	Description
Ethnicity	<p>For the 2009-10 school year, districts reported race/ethnicity two ways for each student. Districts reported one of five ethnic codes for each student based on definitions in place in the <i>PEIMS Data Standards</i> for the data collection years through 2009-10. Districts also reported both race and ethnicity for each student using new codes based on the federal definitions for race and ethnicity. The collection of both sets of codes was implemented in PEIMS and also on the TAKS answer documents. For all accountability indicators, the 2010 system uses the ethnic codes collected under the former definition. The five student ethnicities are:</p> <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 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 ritter.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 ritter.tea.state.tx.us/peims/pid/index.html.

ASSESSMENT DATA

TAKS. 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 campus and district ratings. After the testing dates, districts are able to provide corrections to the test contractor and request corrected reports; however, only a portion of the changes made after testing are incorporated into the TAKS results used for determining accountability ratings or subsequent reports (e.g. AEIS and School Report Cards). For the files used for accountability, districts do not have the option to change student demographics, program participation, or score code status after test results are known.

Districts do have the opportunity to correct the TEST TAKEN INFO field for the tests taken during the primary administrations in the spring. Changes to this field that are submitted within the correction window will be included in the TAKS data files used in determining the 2010 accountability ratings.

Districts also have the opportunity to update the TAKS history file with the correct student ID information through the “*Online Viewing of Student History*” system. This is important because some students may not have Texas Projection Measure (TPM) results solely for the reason the student’s ID information does not match information previously submitted by the district that was loaded in the TAKS history file. If history updates were made by June 4, 2010, the TPM calculations for these students will be included in the final statewide results used for accountability purposes.

Districts 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 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 to TEA. Once the testing companies finalize results for yearly summaries, subsequent corrections are not reflected in any national, state, district, or school results released.

TREATMENT OF KNOWN COMPROMISED DATA

In cases where it has been confirmed that accountability data are compromised, the following actions will occur. Rating consequences are determined by the commissioner as described in *Chapter 4: The Basics – Determining a Rating*. The compromised data may be reported but will be annotated to indicate the irregularities and that the data could not be used for rating evaluations. In the year following the data irregularity, the school may not be able to use additional features, including Required Improvement, Texas Projection Measure (TPM), and the Exceptions Provision, to achieve a higher rating since the prior year results were compromised. When possible, the testing contractor may be asked to invalidate the assessment results used for accountability if district findings are known in time. Annotations on reports may appear on both campus and district reports and may continue into future years if the compromised data affects longitudinal indicators. Also, annotations may be required in future years to explain the lack of data for improvement calculations.

Indicator Data Sources

ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

Methodology:

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

Year of Data: 2008-09

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2008	June 2009

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 ritter.tea.state.tx.us/perfreport/aeis/2010/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: 2008-09**Student Demographics:**

	Economic Status	Ethnicity	Special Education Status
Source	n/a	PEIMS 101 (primary) College Board and IBO (secondary)	PEIMS 110
Date	n/a	October 2008 (primary) May 2009 (secondary)	October 2008

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 receiving special education services 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 (Standard Procedures):**

$$\frac{\text{number of grade 7-8 dropouts (from PEIMS 203)}}{\text{number of grade 7-8 students served during the school year, including ADA ineligible students and students in the Optional Flexible School Day Program (from PEIMS 110, 400, and 500)}}$$

Methodology for Grade 7-12 Annual Dropout Rate (AEA Procedures):

number of grade 7-12 dropouts (*from PEIMS 203*)

number of grade 7-12 students served during the school year, including ADA ineligible students and students in the Optional Flexible School Day Program (*from PEIMS 110, 400, and 500*)

Year of Data: 2008-09

Student Demographics:

Numerator

	Economic Status	Ethnicity	Grade
Source	PEIMS 110 (primary)	PEIMS 101 (primary & secondary)	PEIMS 110 (primary) PEIMS 400 (primary) PEIMS 500 (primary) PEIMS 101 (secondary)
Date	October 2008 (primary)	October 2008 (primary) June 2009 (primary) October 2009 (secondary)	October 2008 (primary) June 2009 (primary) October 2009 (secondary)

Denominator

	Economic Status	Ethnicity	Grade
Source	PEIMS 110	PEIMS 101	PEIMS 110 PEIMS 400 PEIMS 500
Date	October 2008	October 2008 June 2009	October 2008 June 2009

Other Information:

- *Leaver Codes.* Districts are not required to report the status of grade 7-12 students if they moved to and enrolled another Texas public school district, graduated in a previous school year (before 2008-09), or received a GED in Texas by August 31, 2009. The district must code all other grade 7-12 students who leave with one of the codes shown on *Table 34*. 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.
- *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.
- *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 current ratings cycle the end of the school start window was September 25, 2009.
- *Economically Disadvantaged.* Beginning in 2010, the economic status of a student is based on the economically disadvantaged information reported by the accountable district. In the past, a student was considered economically disadvantaged if any district reported the student as economically disadvantaged in the fall.

- *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).
- *HB 3092 Campuses.* House Bill 3092, passed during the 80th legislative session in 2007, amended TEC §39.072(d) by adding the underlined portion shown below:

(d) Notwithstanding any other provision of this code, for purposes of determining the performance of a school district under this chapter, including the accreditation status of the district, a student confined by court order in a residential program or facility operated by or under contract with the Texas Youth Commission, Texas Juvenile Probation Commission, or any other governmental entity, including a juvenile board, is not considered to be a student of the school district in which the program or facility is physically located. The performance of such a student on an assessment instrument or other academic excellence indicator adopted under Section 39.051 shall be determined, reported, and considered separately from the performance of students attending a school of the district in which the program or facility is physically located.

The base indicators (completion rates, dropout rates, and assessment results) and other performance indicators reported on the AEIS reports are processed in a manner to comply with this statute. See *Chapter 6* and Table 9 within that chapter for details about the inclusion or exclusion of performance data for these alternative education campuses.

- *Migrant Students.* Migrant students who return after the school-start window are not counted as dropouts.
- *Summer Dropouts.* For state accountability purposes, summer dropouts are attributed to the school year just completed, based on the last campus the student attended the previous school year.
- *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.
- *Exclusions to the NCES Dropout Definition.* House Bill 3 as passed by the 81st Texas Legislature in 2009 defined certain exclusions when evaluating dropout and completion rates for accreditation and performance ratings. However, the statute explicitly requires use of the current NCES dropout definition until the 2011-12 school year. The 2008-09

dropouts collected in the 2009-10 year (for the 2010 ratings) will be processed using current definitions with no new exclusions applied.

Table 34: 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 Svcs
78*	Expelled for criminal behavior under TEC §37.007, Cannot Return
81*	Enroll In TX Private School
82*	Enroll In School Outside Texas
83*	Withdrawn for nonresidence at time of enrollment, falsification of enrollment, or failure to provide proof of identification or immunization records
85*	Graduated outside Texas before entering Texas public school, then left Texas public school
86*	GED outside Texas
87*	Enroll in University High School Diploma Program
98	Other

* Codes with asterisks are not counted as dropouts in determining the 2010 state accountability ratings.

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: 2008-09

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2008	June 2009

COLLEGE-READY GRADUATES

Methodology:

$$\frac{\text{number of graduates who scored at or above the college-ready criteria on both ELA \& mathematics (from Pearson, College Board, and ACT)}}{\text{number of graduates with results in both subjects to evaluate (from PEIMS 203)}}$$

Year of Data: Class of 2009

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101 (primary) College Board and ACT (secondary)
Date	October 2009	October 2009 (primary) June 2009 (secondary)

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: 2009-10**Student Demographics:**

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2009	October 2009

Other Information:

- *Student Information.* The testing contractor, Pearson, 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:**

$$\frac{\text{sum of matched student vertical scale growth (by subject) (from Pearson)}}{\text{total number of students with vertical scale growth (by subject) (from Pearson)}}$$

Years of Data: 2010 and 2009 (Spring TAKS Administrations)**Student Demographics:** Comparable Improvement is not disaggregated by ethnicity or economic status.**Other Information:**

- *Vertical Scale Growth.* The Texas Growth Index (TGI) is no longer available for grades 3-8 in reading or mathematics beginning with the 2009-10 assessment results. For those grades and subjects, results are reported on a vertical scale. Growth is defined as a student's vertical scale score in the current year minus that student's vertical scale score from the prior year in the same subject and language. To create a campus average, the amount of vertical scale growth for each student is summed for all the students at a campus and divided by the number of students. Because the vertical scale is only used for grades 3-8, only campuses serving students in grades 4-8 are eligible for

acknowledgment on CI using this new methodology. See *Appendix E – Student Growth Measures* for more details.

- *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 vertical scale growth values are arranged from highest to lowest. Campuses with average growth within the top quartile (the top 25%) of their group qualify for CI acknowledgment.

COMPLETION RATE

Methodology for Completion Rate I:

$$\frac{\text{number of completers (from PEIMS 101, 110, and 203 records)}}{\text{number in class (from PEIMS 101, 110, 203, 400, and 500 records and GED)}}$$

where “completers” = graduates plus continuers

Methodology for Completion Rate II:

$$\frac{\text{number of completers (from PEIMS 101, 110, 203 records, and GED)}}{\text{number in class (from PEIMS 101, 110, 203, 400, and 500 records and GED)}}$$

where “completers” = graduates plus continuers plus GED recipients

Years of Data: PEIMS submission 1 leaver data, 2006-07 through 2009-10; PEIMS submission 3 attendance data, 2005-06 through 2008-09; PEIMS submission 1 enrollment data, 2009-10, and General Educational Development records as of August 31, 2009.

Student Demographics:

	Economic Status	Ethnicity	At Risk
Source	PEIMS 110	PEIMS 101	PEIMS 110
Date	October of year of final status by accountable district	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.* As of the 2010 ratings cycle, the completion rate methodology uses the NCES dropout definition for all years of the cohort (2005-06 through 2008-09).
- *Economically Disadvantaged.* Beginning in 2010 with the class of 2009, the economic status of a student is based on the economic disadvantage information reported by the accountable district in the student’s final year of the cohort. In the past, a student’s economic status was based on the information reported by the accountable district in the student’s final year of cohort; if the information was missing in the final year, the most recent non-missing economic disadvantage information from a previous year in the cohort was used.
- *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, GED recipient, or a dropout. Examples include students who left public school to be home schooled or students who returned to home country;
- 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,
- dropouts who are excluded from accountability ratings due to statute.

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:

number of graduates reported with graduation codes for *Recommended High School Program*
or *Distinguished Achievement Program* (from PEIMS 203)

number of graduates (from PEIMS 203)

Year of Data: Class of 2009

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2009	October 2009

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

- *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:

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

Year of Data: Class of 2009

Student Demographics:

	Economic Status	Ethnicity	Special Education Status
Source	n/a	PEIMS 101 (primary) College Board and ACT (secondary)	PEIMS 405
Date	n/a	October 2008 (primary) June 2009 (secondary)	June 2009, October 2009

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 receiving special education services 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, 07, 18, 19, or 20) are removed from the count of total graduates used in the denominator of the participation calculation.

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: 2009-10

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2009	October 2009

Other Information:

- *Student Information.* The testing contractor, Pearson, 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.

- *Prior Year Results.* For purposes of calculating RI, the prior year assessment results have been rebuilt to:
 - include all TAKS (Accommodated) results,
 - use only first administration results for grade 3 reading, and
 - use the new vertical scale for grades 3-8 reading and mathematics.

This makes 2009 and 2010 performance comparable and enables the use of RI for the TAKS indicator in 2010.

A 2010 preview indicator showing the rebuilt 2009 results was included on the 2008-09 AEIS reports. The preview indicator was based on the horizontal scale scores corresponding to the vertical scale score cuts that were established in January 2009. Following the spring 2009 TAKS administration, the horizontal scale scores corresponding to the vertical scale score cuts shifted for grades 6 and 8 reading (English version) and grades 3, 4, and 6 mathematics (Spanish version). Due to this discrepancy, the 2010 Preview Indicator shown on the 2008-09 AEIS reports may not exactly match the prior year data used for 2010 accountability. The 2009 data reported on the 2010 accountability data tables is based on the 2010 vertical scale standards.

- *Refugee/Asylee Exclusions.* A student is classified as a Refugee/Asylee if:
 - The student is coded as participating in a state-approved bilingual or ESL program; and,
 - The student is coded as LEP; and,
 - For each tested subject, the following is true:
 - For LAT grades and subjects, the LAT FORM and LAT Info areas must be filled in; and,
 - For all grades and subjects, column A of the Agency Use field must be filled in.For more information, see Appendix H of the *2010 Texas Student Assessment Program Coordinator Manual* at http://www.tea.state.tx.us/index3.aspx?id=3679&menu_id=793.
- *Accountability Subset Rules.* Table 35 illustrates the conditions under which a test result will be used for state accountability. For purposes of this table, students are assumed to be enrolled in the campus or district on the PEIMS October snapshot date.

Although the table reflects a campus perspective, the conditions shown also apply to districts. Substitute “district” for “campus” throughout this table in order to use it to determine district assessment results.

The left half of the table shows the testing dates for each subject and grade. The right half shows the conditions that must be met for a test result to be used.

Example: The results for a grade 5 student who took the second TAKS reading administration (R2) will count for the campus if the student had an answer document submitted for the first administration of reading (R1) or mathematics (M1) or for the science administration at the same campus. If this is not true, the second TAKS reading result will not count for the campus.

Example: The results for a grade 9 student who took TAKS reading will NOT count at the campus if the student’s TAKS mathematics results were found at another campus.

Table 35: Accountability Subset Rules

(In this table, students are assumed to be enrolled at the campus for the October snapshot date.)

When TAKS or TAKS (Accommodated)* Test GIVEN										When Test COUNTS for Accountability Rating			
2009-10 Testing Calendar										This test will be used ...	IF this test was taken at my campus—√...	AND these other conditions apply (if any).	
	Mar	April						May					
	3	6	7	27	28	29	30	18	19				
3				M	R					M	√.		
										R	√.		
4	W			M	R					W	√ or anywhere else and...	if M or R at my campus.	
										W	√ and...	if no M or R anywhere.	
											M	√.	
											R	√.	
5		M1	R1			SC		M2	R2	R1	√ and...	if no R2 or M2 anywhere.**	
										M1	√ and...	if no R2 or M2 anywhere.**	
										R2	√ and...	if R1 or M1 or SC at my campus.**	
										SC	√.		
										M2	√ and...	if M1 or R1 or SC at my campus.**	
6				M	R					Same as grade 3.			
7	W			M	R					Same as grade 4.			
8		M1	R1			SC	SS	M2	R2	R1	√ and...	if no R2 or M2 anywhere.**	
										M1	√ and...	if no R2 or M2 anywhere.**	
										R2	√ and...	if R1 or M1 or SC or SS at my campus.**	
										SC	√.		
										SS	√.		
											M2	√ and...	if M1 or R1 or SC or SS at my campus.**
9	R					M				R	√ or anywhere else and...	if M at my campus.	
										R	√ and...	if no M anywhere.	
											M	√.	
10	EL A			M		SC		SS		ELA	√ or anywhere else and...	if M, SC, or SS at my campus.	
										ELA	√ and...	if no M, SC, or SS anywhere.	
											M	√.	
											SC	√.	
											SS	√.	
11	EL A				M	SC		SS		Same as grade 10.			

* For accountability purposes, either a TAKS or TAKS (Accommodated) result is sufficient to meet the condition.

** Conditions for using these results have changed this year due to changes in the test administration calendar.

LEGEND:

R = reading; R1 = 1st administration of reading; R2 = 2nd administration of reading

M = mathematics; M1 = 1st administration of mathematics; M2 = 2nd administration of mathematics

W = writing

SC = science

SS = social studies

ELA = English Language Arts

- *Student Success Initiative (SSI) Mobility Subset.* Mobility between administrations of the TAKS for students in SSI grades (grades 5 and 8) presents a special challenge for excluding mobile students. Table 36 shows different scenarios for inclusion and exclusion of students in the campus accountability subset in the SSI grades. If discrepancies in student demographics are found between test administrations in these grades, the information from the first administration is used.

**Table 36: Accountability Subset for SSI -
Grades 5 & 8 TAKS Reading and Mathematics**

	Was the student on your campus on Oct. 30 th (snapshot date)?	Did the student take (or have answer documents submitted for) the April 6 & 7 TAKS Math and Reading on your campus?	Did the student have an answer document submitted for any TAKS April 28 th or 29 th on your campus?	Did the student take (or have answer documents submitted for) the May 18 & 19 TAKS Math and Reading on your campus?	Student is in your accountability subset for TAKS
Scenario 1	Yes	Yes	Yes	Yes	Yes
Scenario 2	Yes	Yes	Yes	No (answer documents for May 18 & 19 found at another campus)	No
Scenario 3	Yes	Yes	Yes	No (answer documents for May 18 & 19 cannot be found on another campus)	Yes
Scenario 4	Yes	Yes	No	Yes	Yes (reading & math only)
Scenario 5	Yes	Yes	No	No (answer documents for May 18 & 19 found at another campus)	No
Scenario 6	Yes	Yes	No	No (answer documents for May 18 & 19 cannot be found on another campus)	Yes (reading & math only)
Scenario 7	Yes	No	Yes	Yes	Yes
Scenario 8	Yes	No	Yes	No	Yes (science & soc. st. only)
Scenario 9	Yes	No	No	Yes	No
Scenario 10	Yes	No	No	No	No
Scenario 11	No	Yes or No	Yes or No	Yes or No	No

- *Source of Student Demographics across Test Administrations.* For students in grades other than the Student Success Initiative (SSI) grades, the source for demographic information is the primary April administration. This means that the demographics for students who take writing (grades 4 and 7) reading (grade 9) or ELA (grades 10 and 11) will be taken from their April answer documents. Demographics include ethnicity and economic status.

- *Student Attribution Codes.* The TAKS performance for some campuses and some students with certain attributes is excluded from district aggregate data due to statutory requirements. Three campus types that are specifically addressed in statute are Residential Treatment Facility campuses, Texas Juvenile Probation Commission (TJPC) campuses, and Texas Youth Commission (TYC) campuses. For 2010 accountability, data is excluded two ways: by excluding results for entire campuses for certain campus types and by excluding specific student results. Student results are excluded by using new PEIMS student attribution codes of 13, 14, 17, 18, 21, and 22. This is new for 2010. See Table 9 in *Chapter 6—Special Issues and Circumstances* for more information.

Table 37: Student Attribution Codes

Student Attribution Codes	
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
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
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

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

Methodology:

$$\frac{\text{number of TAKS tests that meet the standard or meet TPM (grades 3-10) or meet TGI (grade 11) and number of TAKS exit-level retests that meet the standard (from Pearson)}}{\text{number TAKS tests taken and number of TAKS exit-level retests that meet the standard (from Pearson)}}$$

Years of Data: 2010 and 2009

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2009, October 2008	October 2009, October 2008

Other Information:

- *Texas Growth Index (TGI) and Texas Project Measure (TPM).* Detailed TGI and TPM information is in *Appendix E – Student Growth Measures*.
- *Matched Demographics.* If discrepancies in student demographics are found between test administrations in the SSI grades, the information on the first administration is used. For students in grades other than the SSI grades, the source for demographic information is the primary April administration.

- *Student Information.* The testing contractor, Pearson, 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 PROJECTION MEASURE (TPM)

Methodology:

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

Year of Data: 2009-10

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2009	October 2009

Other Information:

- *TPM Based on Two Years of Data.* If test scores for the previous year are available for reading and mathematics, then a two-year projection will be provided for these subjects. In this case, the language (either English or Spanish) has to be the same for all the tests used for the calculation. If all test scores necessary for a two-year projection in the same language are not available, a single-year projection will be provided. For all other subjects, a single-year projection is provided if the student has tested in all subjects needed for the calculation.
- *Cross Language TPM Calculations.* Cross language TPM calculations projecting to reading, mathematics, or writing are only available for single-year calculations in which the mathematics test is in English and the reading test is in Spanish, and, if applicable, the writing test is also in Spanish.
- *TPM Based on a Combination of Forms.* A general form, Accommodated form, and/or linguistically accommodated test form can be combined for a TPM calculation. If a student tested with TAKS–M in one or more of those subjects, the TPM cannot be calculated.
- *TPM and the Student Success Initiative (SSI) Grades.* Whenever a student takes a retest, projections are made again in **all** subjects. However, for accountability, processing will use the best TPM value.
- *No TPM Information.* Some students do not have TPM results even though they tested in all subjects needed for the calculation. This may happen because a student’s ID information (e.g., PEIMS ID, name, and date of birth) does not match information previously submitted by the district that was loaded in the TAKS history file. Districts can resolve non-matching situations by updating the TAKS history file with the correct student ID information through the “*Online Viewing of Student History*” system. If

history updates were made by June 4, 2010, the TPM calculations are included in the final statewide results used for accountability purposes.

**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: 2009-10

Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2009	October 2009

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, 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.

