

**Accountability System Development for 2015  
Accountability Technical Advisory Committee (ATAC)**

**Options for Additional Postsecondary and Career Readiness Indicators**

In 2013, Index 4: Postsecondary Readiness measured graduation rates and diploma plans only. Both of these indicators were weighted equally (50% each) in the 2013 evaluations. In 2014, the index was expanded to include the STAAR component at the postsecondary readiness standard and the college-ready graduate indicator. Each of the four components were weighted equally (25% each) in 2014 to recognize the state's diverse student population and need to balance each component in order to credit alternative routes to postsecondary success.

Statute requires the continued expansion of postsecondary readiness indicators evaluated in Index 4 for 2015 accountability and beyond. This document includes a review of available data for additional Index 4 postsecondary indicators and possible options for 2015 accountability ratings.

**Available Indicators for Non-AEA Index 4 Calculations**

**Advanced Course/Dual Enrollment Completion.** Currently used as an indicator of postsecondary readiness for campus distinction designations, the Advanced Course/Dual Enrollment Completion indicator has been calculated and reported on the Texas Academic Performance Report (TAPR) and the Academic Excellence Indicator System (AEIS) reports since 2003. The indicator definition (or methodology) has been consistent over the years of availability, with the exception of additional advanced and dual enrollment course offerings each year.

Methodology:

$$\frac{\text{number of students in grades 9 through 12 who received credit for at least one advanced or dual enrollment course in a given school year (from PEIMS 415)}}{\text{number of students in grades 9 through 12 who completed at least one course in the same school year (from PEIMS 415)}}$$

This indicator is based on a count of students who complete at least one advanced course in grades 9-12. Of that count, the indicator is the percent of students who complete and receive credit for advanced courses or dual enrollment courses. Dual enrollment courses are those for which a student receives both high school and college credit.

Please see *Appendix B: Advanced Academic Courses of the 2013-14 TAPR Glossary* for a list all courses identified as advanced. Dual enrollment courses vary from campus to campus and are therefore not listed.

Deciding who receives credit for which college course is described in Texas Administrative Code §74.25 which states, in part: (b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

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Public Education Information Management System (PEIMS) data record number 415, *Course Completion Data*, is used to calculate the indicator which includes information about each student who was in membership in grades 9-12 and who completed at least one state-approved advanced or dual enrollment course during the school year. The PEIMS record contains campus of enrollment, course sequence, pass/fail credit indicator, and dual credit indicator. Course completion information is reported by districts after the close of each school year during the third PEIMS submission in June. Due to the timing of the submission, prior school year data reported to the agency is used for each accountability cycle.

Although only the All Students group is included in the postsecondary distinction designation evaluation, the indicator is calculated for every student group reported on the Texas Performance Reporting System (TPRS). Note that special education students are included in the results shown for the campus or district and the individual student groups.

**Career and Technical Education (CTE).** Career and technical education (CTE) programs offer a sequence of courses that provide students with coherent and rigorous content. There are several indicators available through existing TEA systems created to meet the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Additional measures of CTE program performance, effectiveness, and access are conducted by the Performance-Based Monitoring Analysis System (PBMAS). The agency also annually submits federally required data focused on CTE program areas to the U.S. Department of Education (USDE). PEIMS student enrollment codes identify CTE students for each of the measures reported by the agency. A code of 0 (not enrolled in any CTE courses); 1 (taking a CTE elective); or 2 (enrolled in a coherent sequence of CTE courses). CTE “concentrators” are students with a CTE Code of 2.

Nine PBMAS CTE indicators measure high school performance and course participation of students who are enrolled in either a career and technology coherent sequence of courses program or a tech prep program. These indicators cover the following categories:

- Academic achievement on the state assessments
- Dropout rates, graduation rates, and diploma program
- Course completion of nontraditional courses by gender

Low performance on one indicator or a pattern of poor performance across multiple PBM indicators leads to state monitoring and interventions for the district. Performance is evaluated at the school district level to meet state and federal program monitoring requirements. Performance is reported at the state, region, and school district levels. See the *2014 Performance-Based Monitoring Analysis System, State Longitudinal Report, Career and Technical Education*.

Performance of secondary school CTE students that are submitted to the USDE include performance on the PBMAS indicators listed above and performance on additional indicators, such as technical skill attainment (assessments aligned with industry-recognized standards or completion of certification/licensure requirements). Performance data are submitted for the state and school districts.

Potential indicators of performance for accountability purposes may include a measure of successful course completion among CTE concentrators or a measure of graduates who complete CTE concentration courses.

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**CTE Course Completion.** Of the nine PBMAS CTE indicators, there are two measures of CTE course participation and completion focused on the percent of male or female Career and Technical Education (CTE) students in Grades 9-12 who completed courses that are nontraditional for their gender. Of the numerous indicators created to meet Perkins reporting requirements, only two include measures of CTE students' course completion and measure only CTE Tech Prep students. The PBM system includes annual data validation analyses that examine districts' student assessment data and course completion data in order to ensure that data are reported accurately. The examination of the Student Assessment Data Validation Indicator #14: Discrepancy between PEIMS Career and Technical Education (CTE) Status and STAAR EOC Answer Documents Submitted provides a safety net for accurate district reporting if an indicator of CTE course completion were to be used for accountability.

**CTE Industry Certifications/Technical Skill Assessments.** In order to comply with the Carl D. Perkins CTE Improvement Act, TEA requires secondary school districts and charters to report end-of-program industry-recognized licensures and certifications to verify program technical skill attainment data. School districts are allowed to add or revise the list of end-of-program industry-recognized licensures and certification exams.

Districts report to the agency the number of students who attempted end-of-program industry-recognized certification and licensure exams that are available and appropriate for secondary students. Only the total number of students are reported for each district, therefore student group or campus level disaggregations are not possible. Relatively few industry-recognized certification assessments apply to secondary students (36,364), however, more than three-fourths of the students (77.2%) who take an exam pass the exam. A summary of the results of assessments is provided below.

State Level CTE Information	School Year 2010-11	
	Count	Percent
Total Enrollment	4,912,385	
CTE students enrolled (coherent sequence, tech prep program, or elective)	1,032,602	21.0%
CTE concentrators enrolled in secondary CTE courses	469,086	45.4%
Secondary CTE concentrators who attempted an end-of-program industry-recognized certification or licensure exam	36,364	7.8%
Percent examinees who passed an exam	28,082	77.2%

Source: 2010-11 AEIS and Texas Consolidated Annual Report for Fiscal Year 2011-2012 under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, p. 10.

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**CTE Graduates Indicator.** One option for an additional postsecondary indicator is a measure of annually reported graduates, currently the College-Ready Graduates denominator, who are CTE concentrators and complete one or more CTE courses during their last year of enrollment. For more information, see the *2014 Accountability Information Packet, Postsecondary Indicator Analysis*.

Possible Methodology:

$$\frac{\text{number of graduates (School Year 2012-13) reported as CTE concentrators who received credit for at least one CTE course in their last year of enrollment (from PEIMS 415)}}{\text{number of graduates reported for School Year 2012-13}}$$

**Texas P-20 Public Education Information Resource (TPEIR).** The Texas P-20 Public Education Information Resource (TPEIR) longitudinal data warehouse links students from pre-K through enrollment and graduation from Texas colleges (P-20). The warehouse was recently expanded to include pre-kindergarten, college readiness, and workforce (wage, industry, and employment) data. Reported indicators that may be of interest for accountability include the following:

- Higher education: college admissions and enrollment of public school graduates, persistence in college, and college graduation
- School to employment: college enrollment and/or employment of public school graduates and employment earnings by level of educational attainment

Of the available reports, the following report is the most relevant to the measurement of postsecondary readiness:

**Public High School Graduates Admission in Texas Public Four-Year Colleges.** This indicator provides information about Texas public high school graduates who applied to and/or enrolled in Texas public four-year colleges the fall semester immediately following high school graduation. This report also provides counts and percentages of students who were accepted to Texas public four-year colleges but did not enroll in the Texas public four-year colleges.

The indicator combines PEIMS data with the TPEIR data which includes Texas Higher Education Coordinating Board (THECB) information about enrollment in and graduation from Texas four-year public colleges. Only students who graduated from a Texas public high school and applied to a Texas public four-year college for the summer semester or fall semester immediately following high school graduation are included in this report. A significant limitation of this data is that out-of-state or private Texas higher education institutions are not included.

**Required Reporting Indicators of Postsecondary Readiness.** The 2012-13 Texas Academic Performance Reports (TAPR) for schools, districts, regions, and the state included two new indicators added to meet Texas Education Code §39.301(c)(11) and (12) requirements. The data do not include students who enrolled in in- or out-of-state non-public career schools or out-of-state colleges or universities.

**Graduates Enrolled in TX Institution of Higher Education (IHE).** The percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation. The indicator includes students who enrolled in a Texas public or independent institution of higher education including public community colleges.

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**Methodology:**

number of graduates during the 2010-11 school year who attended a public or independent college or university in Texas in the 2011-12 academic year

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number of graduates during the 2010-11 school year

**Graduates in TX IHE Completing One Year Without Remediation.** The percent of students who enrolled and began instruction at an institution of higher education in the school year following high school graduation and did not require a developmental education course based on the Texas Success Initiative. The indicator includes students who enrolled in a Texas public two- or four-year institution of higher education.

**Methodology:**

number of graduates during the 2010-11 school year who enrolled in a public college or university in Texas in the school year following the year they graduated

*and*

met the *Texas Success Initiative* requirement in all subject areas (reading, writing, and mathematics) and therefore were not required to enroll in a developmental education course

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number of graduates during the 2010-11 school year who enrolled in a public college or university in Texas in the school year following the year they graduated

**Index 4 New Postsecondary Indicator and Calculation**

The 2014 Index 4 calculation would have to change to accommodate a new postsecondary indicator. The following options explore possible ways to include an additional postsecondary indicator in Index 4.

**Compensatory Components of Index 4.** The state-level *2014 Index 4 Calculation Report and Data Table* shows the distribution of the overall performance in each of the four components of Index 4. Consideration may be given to an additional postsecondary indicator that either complements or compensates for the rigor of the existing Postsecondary Indicator - College-Ready Graduates.

**State Level 2014 Index 4: Postsecondary Readiness Calculation Report**

<b>Overall Performance</b>	<b>Score</b>	<b>Weight</b>	<b>Total Points</b>
STAAR Postsecondary Readiness	45.6	25%	11.4
Graduation Rate	88.8	25%	22.2
Graduation Plan	84.1	25%	21.0
Postsecondary Indicator	58.6	25%	14.7
<b>Index 4 Score</b>			<b>69</b>

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### ***Option 1: Add the new postsecondary indicator as a fifth component to Index 4.***

This option is similar to the addition of the 2013 Graduation Plan—RHSP/DAP indicator and the 2014 Postsecondary Indicator—College-Ready Graduates. An additional component added to 2015 Index 4 would be calculated in a similar manner (student group performance calculated for an overall component score).

Advantages:

- Offers another opportunity for successfully attaining the Index 4 target by the addition of an indicator to offset lower performance from other components
- Simple to describe and calculate

Disadvantages:

- Adding a component to the index calculation may adversely affect the overall index score.
- Requires a separate decision regarding weights of each component – either of equal weight (20% each component) or other distributions that may prioritize certain components
- Further “dilutes” the impact of an individual component on the overall outcome

### ***Option 2: Include an additional indicator in the postsecondary indicator component and choose the best performance of the new indicator and the existing postsecondary readiness indicator, College-Ready Graduates.***

This option is similar to the Graduation Rate component in which the best of the four-year or five-year longitudinal graduation rates are used for Index 4.

Advantages:

- Provides an alternative measure that complements or enhances the Index 4 Postsecondary component
- Indicator acts as a “help only” measure and will not adversely affect the Index 4 score.

Disadvantages:

- Adds another level of complexity to the Index 4 calculation
- Due to the compensatory nature of the index, the indicator plays a limited role in motivating increased postsecondary efforts.

**Selection of New Postsecondary Indicator.** The following summary is provided to assist with the selection of a new postsecondary indicator for 2014.

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<b>Summary of Possible Postsecondary Indicators</b>		
	<b>Primary Advantage</b>	<b>Possible Disadvantage</b>
Advanced Course/Dual Enrollment Completion	Used for Campus Distinction Designations	Focuses on high performing students
CTE Course Completion	Data Validation measure in place	Not previously reported
CTE Industry Certifications	Specifically required in statute	District-level aggregate data only (not collected at the student group or campus-level)
CTE Graduates Indicator	Annual Graduates currently used in Index 4/Data Validation measure in place	Not previously reported
	<b>Primary Advantage</b>	<b>Possible Disadvantage</b>
Public High School Graduates Admission in Texas Public Four-Year Colleges	Reported on TPEIR	Texas public four-year colleges only; out-of-state not included; private Texas higher education institutions not included.
Graduates Enrolled in TX Institution of Higher Education (IHE)	Reported on 2013 and 2014 TAPR	Out-of-state not included.
Graduates in TX IHE Completing One Year Without Remediation	Reported on 2013 and 2014 TAPR	Out-of-state not included; private Texas higher education institutions not included.

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### Options for Alternative Education Accountability (AEA) Provisions

Alternative education campuses (AECs) and charter districts that meet the alternative education accountability (AEA) registration criteria receive ratings under the performance index accountability system with certain provisions applicable to Index 4. Modified Index 4 targets, as well as Index 1, 2, and 3, were necessary and reflect the special circumstances of alternative education campuses and districts.

AEA provisions were transitioned through 2014 with the following changes applied for the first time:

- Dropout recovery schools were specifically defined in statute and required to meet the AEA registration criteria.
- Index 4 four-year, five-year, and six-year graduation rate indicator for AEA campuses was modified to give AECs and districts credit for continuing students, General Educational Development (GED) recipients, as well as graduates.
- Two Index 4 components were evaluated: graduation, continuers, and GED rates weighted in the index calculation at 75%; and college-ready performance on STAAR based on one or more tests at the final Level II standard weighted 25%.
- Additional Index 4 bonus points were applied from the postsecondary indicator, College-Ready Graduates, in addition to existing bonus points for the percent of students graduating under the Recommended High School Program or Distinguished Achievement Program (RHSP/DAP) and to the Excluded Students Credit that measures the difference in the federal and state defined graduation calculations which credit alternative campuses for successful dropout recovery.

**Review of Bonus Points.** The 2014 AEA Provisions included bonus point opportunities from three indicators:

- College-Ready Graduates
- Recommended High School Program or Distinguished Achievement Program (RHSP/DAP)
- Excluded Students Credit - measures the difference in the federal and state defined graduation calculations which credit alternative campuses for successful dropout recovery.

A maximum of 30 bonus points were allowable in 2014, compared to a maximum of 50 bonus points in 2013.

**Review of AEA Registration Criterion.** See *2014 Accountability Manual, Chapter 6 – Other Accountability System Processes*; AEA Provisions (pages 65 – 68).

Under consideration is the At-Risk Enrollment Criterion of 75 percent, which is verified through current-year PEIMS fall enrollment data. The at-risk enrollment criterion restricts use of AEA provisions to AECs that serve large populations of at-risk students and enhances at-risk data quality.

Currently, Dropout Recovery Schools (DRS) providing educational services targeted to dropout prevention and recovery of students in grades 9 -12 must meet the AEA registration criteria in order to be evaluated under AEA provisions. DRS campuses are campuses with enrollment of which at least 50 percent of the students are 17 years of age or older as reported for the fall PEIMS submission. See *2014 Accountability Manual, Chapter 6 – Other Accountability System Processes*; AEA Provisions (pages 65 – 68).

The ATAC may consider changes to the AEA registration criteria for AECs in order to meet the original intent of Senate Bill 1538, passed by the 83rd Texas Legislature (2013) (TEC § 39.0545). The table below provides the history of the AEA at-risk registration criteria and the counts of AEA

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evaluated AEA provisions. For more information, see the *2014 Alternative Education Accountability (AEA) Accountability Development*.

AEC At-Risk Registration Longitudinal Summary

	2014	2013	2011	2010	2009	2008	2007	2006
<b>At-Risk Registration Criterion<sup>1</sup></b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>75%</b>	<b>70%</b>	<b>65%</b>
<b>AECs of Choice</b>	90	309	359	362	351	341	319	337
<b>Residential Facilities<sup>2</sup></b>	82	87	92	98	97	82	79	80
<b>Dropout Recovery Schools</b>	228	n/a						
<b>Total AEA</b>	400	396	451	460	448	423	398	417

<sup>1</sup> Beginning in 2013, alternative education campuses (AECs) were also required to have at least 50% of their students enrolled in grades 6-12.

<sup>2</sup> Beginning in 2013, residential facilities are not rated.

#### ***Options for 2014 AEA Provisions of Index 4***

Options for including an additional postsecondary indicator in the Index 4 AEA calculation are provided below.

**Option 1:** Include the new indicator as a third component in AEA Index 4 calculations.

Advantages:

- Offers another opportunity for successfully attaining the Index target by the addition of an indicator to offset lower performance from other components.

Disadvantages:

- An additional component to the Index calculation may adversely affect the overall index score
- Requires a separate decision regarding weights of three components where disparate weight distributions may prioritize certain components.

**Option 2:** Add the new indicator as additional bonus points.

This option would include a decrease in the maximum number of bonus points allowable in 2015.

Advantages:

- Simple to explain and calculate
- Indicator acts as a "help only" measure and will not adversely affect the Index 4 score.

Disadvantages:

- May be necessary to reduce the total number of bonus points incrementally each year.

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**Attachment: Statutory Requirements for Additional Postsecondary Indicators**

Statutory Reference	Index 4: Postsecondary Readiness	Distinction Designations for Postsecondary Readiness	Reported
<b>Index Indicators (referenced in TEC §39.053)</b>			
(1) the results of assessment instruments required under Sections 39.023(a), (c), and (l), including the results of assessment instruments required for graduation retaken by a student, aggregated across grade levels by subject area, including...	% at Final Level II or above on one or more STAAR tests (includes STAAR EOC)	Index 4 - Percent at STAAR Postsecondary Readiness Standard (includes STAAR EOC)	Reported on accountability reports and TAPR.
(2) dropout rates, including dropout rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics of the United States Department of Education; and	Class of 2013 four-year graduation rate Class of 2012 five-year graduation rate	Class of 2013 four-year graduation rate Class of 2012 five-year graduation rate	Reported on accountability reports and TAPR.
(3) high school graduation rates, computed in accordance with standards and definitions adopted in compliance with the No Child Left Behind Act of 2001 (20 U.S.C. Section 6301 et seq.)	Grade 9-12 Annual dropout rate (if no graduation rate available) Class of 2013 four-year longitudinal RHSP/DAP rates Annual rate of RHSP/DAP graduates in school year 2012-13( if no longitudinal rate available)	Class of 2013 four-year longitudinal RHSP/DAP rates	Reported on accountability reports and TAPR.
(4) the percentage of students who successfully completed the curriculum requirements for the distinguished level of achievement under the foundation high school program;	First data collection in 2014-15 for reporting in 2015-16. First available for use in 2016-17 accountability cycle.		n/a
(5) the percentage of students who successfully completed the curriculum requirements for an endorsement under Section 28.025(c-1); and	First data collection in 2014-15 for reporting in 2015-16. First available for use in 2016-17 accountability cycle.		n/a
(6) at least three additional indicators of student achievement to evaluate district and campus performance, which must include either: (A) the percentage of students who satisfy the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board under Section 51.3062(f) on an assessment instrument in reading, writing, or mathematics designated by the Texas Higher Education Coordinating Board under Section 51.3062(c); or	College-Ready Graduates Indicator: Class of 2013 graduates meeting TSI college readiness standards based on TAKS, SAT, or ACT in either reading/ELA or mathematics	College-Ready Graduates Indicator: Class of 2013 graduates meeting TSI college readiness standards based on TAKS, SAT, or ACT in either reading/ELA or mathematics	College-Ready Graduates Indicator (as defined) reported on TAPR/AEIS since 2007.

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Statutory Reference	Index 4: Postsecondary Readiness	Distinction Designations for Postsecondary Readiness	Reported
<p>(B) the number of students who earn:</p> <p>(i) at least 12 hours of postsecondary credit required for the foundation high school program under Section 28.025 or to earn an endorsement under Section 28.025(c-1);</p> <p>(ii) at least 30 hours of postsecondary credit required for the foundation high school program under Section 28.025 or to earn an endorsement under Section 28.025(c-1);</p>	<p>First data collection in 2014-15 for reporting in 2015-16. First available for use in 2016-17 accountability cycle.</p>		<p>n/a</p>
<p>(iii) an associate's degree; or</p>	<p>Some data are available, but not currently reported for all institutions for use in accountability.</p>		<p>n/a</p>
<p>(iv) an industry certification.</p>	<p>Not evaluated in 2014, data for school year 2015-16 may be available for 2017 accountability ratings.</p>		<p>n/a</p>
<p>(c-1) An indicator adopted under Subsection (c) that would measure improvements in student achievement cannot negatively affect the commissioner's review of a school district or campus if that district or campus is already achieving at the highest level for that indicator.</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p>(c-2) The commissioner by rule shall determine a method by which a student's performance may be included in determining the performance rating of a school district or campus under Section 39.054 if, before the student graduates, the student:</p> <p>(1) satisfies the Texas Success Initiative (TSI) college readiness benchmarks prescribed by the Texas Higher Education Coordinating Board under Section 51.3062(f) on an assessment instrument designated by the Texas Higher Education Coordinating Board under Section 51.3062(c); or</p> <p>(2) performs satisfactorily on an assessment instrument under Section 39.023(c), notwithstanding Subsection (d).</p>	<p>(Note that SAT and ACT performance is included in the College-Ready Graduates indicator.)</p>	<p>n/a</p>	<p>n/a</p>

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Statutory Reference	Index 4: Postsecondary Readiness	Distinction Designations for Postsecondary Readiness	Reported
<b>Postsecondary Distinction Indicators (referenced in TEC §39.202)</b>			
(1)(A) Performed satisfactorily, as determined under the college readiness performance standard under Section 39.0241, on assessment instruments required under Section 39.023(a), (b), (c), or (l), aggregated across grade levels by subject area	% at Final Level II or above on one or more tests	Index 4 - Percent at STAAR Postsecondary Readiness Standard  (% at Final Level II or above on one or more STAAR tests)	Reported on accountability reports and TAPR.
OR  (1)(B) Met the standard for annual improvement, as determined by the agency under Section 39.034, on assessment instruments required under Section 39.023(a), (b), (c), or (l), aggregated across grade levels by subject area, for students who did not perform satisfactorily as described by Paragraph (A)	Evaluated in Index 2: Student Progress	n/a	Reported on accountability reports and TAPR.
(2)(A) Students who earned a nationally or internationally recognized business or industry certification or license		Data are currently collected but not currently reported in this manner.	
(2)(B) Students who completed a coherent sequence of career and technical courses		Data are available, but not currently reported in this manner.	PEIMS Course Completion Data
(2)(C) Students who completed a dual credit course or an articulated postsecondary course provided for local credit		Advanced Course/Dual Enrollment Completion in school year 2012-13	Advanced Course/Dual Enrollment Completion (as defined) reported on TAPR/AEIS since 2003.
(2)(D) Students who achieved applicable College Readiness Benchmarks or the equivalent on the Preliminary Scholastic Assessment Test (PSAT), the Scholastic Assessment Test (SAT), the American College Test (ACT), or the ACT Plan assessment program	(SAT and ACT performance is included in the College-Ready Graduates indicator.)	SAT/ACT Participation (tested) and Performance (met criterion)	SAT/ACT Participation and Performance (as defined) reported on TAPR/AEIS since 1994.
(2)(E) Students who received a score on either an advanced placement test or an international baccalaureate examination to be awarded college credit	n/a	AP/IB Examination Performance (met criterion: Any Subject).	AP/IB Examination Performance (met criterion: Any Subject) reported on TAPR/AEIS since 1998.
(3) Other factors for determining sufficient student attainment of postsecondary readiness	TBD	TBD	