

Appendix D – Accountability Glossary

Accountability Subset: The collection of assessment results that are used to determine district and campus accountability ratings. Only assessment results for those students enrolled in the same campus/district on both the snapshot date (the last Friday in October) and the testing date are used to determine campus/district performance.

AEA: Please see Alternative Education Accountability.

AEC: Please see Alternative Education Campus.

AEC of Choice: An AEC that provides accelerated instruction to students at risk of dropping out of school. At-risk students enroll at these schools specifically to expedite progress toward performing at grade level and completing high school.

Alternative Education Accountability (AEA): The specific provisions by which the performance of alternative education campuses is determined and accountability ratings are assigned. It is comprised of modified index targets and specific components in Index 4.

Alternative Education Campus (AEC): A school at which at least 75 percent of the students are considered at risk of dropping out of school and at least 50 percent of students are enrolled in grades 6–12. Schools must register each year to be considered AECs evaluated under AEA provisions.

Annual Dropout Rate: The percentage of students who drop out of school during one school year. For more information on dropouts and dropout rates, please visit http://tea.texas.gov/acctres/dropcomp_index.html.

Asylees/Refugees Exclusions: Results of students identified as refugees and/or asylees are not used in assigning ratings during their first five years in U.S. schools. To qualify as an unschooled asylee or refugee, both of the following criteria must be met:

- The student must be identified as limited English proficient (LEP) as defined by state law in Texas Education Code (TEC), Section 29.052 and must participate in a state-approved bilingual or English as a second language (ESL) program.
- The student's permanent record must contain appropriate documentation of asylee/refugee status. The student must
 - be an asylee as defined by 45 Code of Federal Regulations, Section 400.41 or a refugee as defined by 8 United States Code, Section 1101, *and*
 - have a Form I-94 Arrival/Departure record, or a successor document, issued by the United States Citizenship and Immigration Services that is stamped with "Asylee," "Refugee," or "Asylum."

For more information on qualifying as an unschooled asylee/refugee, refer to page 6 of the *2014–2015 STAAR Decision-Making Guide for LPACs* found online at <http://tea.texas.gov/student.assessment/ell/lpac/>.

Campus: A school that is operated by a charter district or traditional independent school district.

Campus Comparison Group: A set of 40 campuses unique to a school that most closely match that school in six categories. Campus comparison groups are used to award distinction designations. Please see Appendix H for further details.

Charter Operator: An entity that controls and is responsible for a school or schools that has/have been granted a charter under TEC, Subchapter D, Chapter 12.

Continuer: A student who has not graduated and enrolls in the fall semester in the Texas public school system any time after his or her anticipated graduation. For more information on continuers, please visit http://tea.texas.gov/acctres/dropcomp_index.html.

DAEP: Please see Disciplinary Alternative Education Program.

DAP: Please see Distinguished Achievement Program.

Data Integrity: Refers to the quality of the data used to determine an accountability rating. The integrity of data can be compromised either through intentional manipulation or through unintentional errors in data reporting. If data integrity is in question, it may not be possible to determine a reliable rating.

Disciplinary Alternative Education Program: A system of instruction provided in a setting other than a regular classroom, that is located on or off a regular school campus, that provides for the educational and behavioral needs of students, and that provides specialized supervision and counseling for its students. DAEP's are not assigned accountability ratings. The attendance and performance results of a student in a DAEP are attributed to his or her home campus.

Distinction Designations: Recognitions for campuses that are ranked in the top 25 percent of their campus comparison group in student progress and closing performance gaps and for academic achievement in English language arts/reading, mathematics, science, and social studies. Distinction designations are also awarded to both campuses and districts in postsecondary readiness. Please see chapter 5 for more information on distinction designations.

Distinguished Achievement Program: One of three graduation plans available to students who entered ninth grade prior to the 2014–15 school year. For more information about graduation plans in Texas, please visit <http://tea.texas.gov/graduation.aspx>.

District: A school or group of schools that is operated by a board of trustees or other, similar governing body. It includes both charter operators and traditional independent school districts.

Dropout Recovery School: An AEC of choice at which at least 50 percent of students are at least 17 years old as of September 1 of the current school year.

DRS: Please see Dropout Recovery School.

ELL: Please see English language learner.

English Language Learner: A student whose primary language is other than English and who is in the process of acquiring English.

Ever ELL (ELL [Ever HS]): Students reported in PEIMS as ELLs at any time while attending Grades 9–12 in a Texas public school.

GED: Please see General Educational Development.

General Educational Development: A proprietary, four-subject test designed to determine whether the education level of someone without a high school diploma is equivalent to successful completion of high school.

Graduation Rate: The percentage of students who are reported in PEIMS as graduates of the Texas public school system. The graduation rate can be either annual (the percentage of students who graduate in a given year) or longitudinal (the percentage of students in a cohort who begin ninth-grade together and graduate in either four or five years). For more information on graduation rates, please visit http://tea.texas.gov/acctres/dropcomp_index.html.

JJAEP: Please see Juvenile Justice Alternative Education Program.

Juvenile Justice Alternative Education Program: A disciplinary alternative education program (DAEP) operated under the authority of a county juvenile justice board. JJAEP's are not assigned accountability ratings. The attendance and performance results of a student in a JJAEP are attributed to his or her home campus.

Minimum High School Program: One of three graduation plans available to students who entered ninth grade prior to the 2014–15 school year. For more information about graduation plans in Texas, please visit <http://tea.texas.gov/graduation.aspx>.

Minimum-Size Criteria: A benchmark that sets the fewest number of performance results that must be available in order for those results to be used to assign accountability ratings. The minimum-size criteria vary by indicator. Please see chapter 4 of the accountability manual for more information.

PEG: Please see Public Education Grant.

Public Education Grant: A state-wide program that permits parents with children attending campuses that do not meet specific performance criteria to request that their children be transferred to another campus within the same district or to another district. Please see TEC, §29.201–29.205 and chapter 9 of the accountability manual for more information.

Recommended High School Program: One of three graduation plans available to students who entered ninth grade prior to the 2014–15 school year. For more information about graduation plans in Texas, please visit <http://tea.texas.gov/graduation.aspx>.

Registered AEC: A campus registered for evaluation by AEA provisions that meets the 11 registration requirements, 75 percent at-risk enrollment criterion, and 50 percent grades 6-12 enrollment criterion. This term includes AECs of Choice, DRS, and Residential Facilities.

Residential Treatment Facilities: Live-in private centers and programs, or detention centers and correctional facilities operated by the TJJD that provide educational services. The performance results of students in a residential treatment facility are excluded from state accountability ratings if appropriate PEIMS student attribution codes are submitted. Please see *Appendix G – Inclusion or Exclusion of Performance Data* for more information.

RHSP: Please see Recommended High School Program.

RTF: Please see Residential Treatment Facilities.

School Type: A specific label given to a campus for the purposes of determining its index targets. Which label a campus receives—elementary, middle school, elementary/secondary, or high school—is determined by the grades served by the campus as reported in the fall PEIMS enrollment snapshot.

Small Numbers Analysis: A process to determine if a rating is appropriate for small districts and campuses that do not meet minimum-size criteria using current year data. For more information about small numbers analysis, please visit the 2015 accountability web page at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>.

Snapshot Date: The “as of” date that is used to determine PEIMS enrollment information. October 31, 2014, is the PEIMS snapshot date for the 2014–15 school year.

Superintendent: The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

Texas Juvenile Justice Department: Created in 2011 when the operations of both Texas Juvenile Probation Commission (TJPC) and Texas Youth Commission (TYC) were transferred to the TJJD and all references to TJPC and TYC were changed to the new name.

TJJD: Please see Texas Juvenile Justice Department.

Uniform Average: The result of a calculation that aggregates current- and prior-year performance results for districts and campuses that do not meet minimum-size criteria. For more information, please see the small numbers analysis resource on the 2015 accountability web page at <http://ritter.tea.state.tx.us/perfreport/account/2015/index.html>.