

# Glossary

for the  
**Academic Excellence Indicator System**  
2000-01 Report

## Internet Access to the AEIS

AEIS information for every school and district is available on the internet. Visit the Division of Performance Reporting's website at <http://www.tea.state.tx.us/perfreport>.

**Accountability Rating:** This refers to the district and campus ratings assigned by the 2001 accountability system. Districts and campuses are evaluated on performance on the TAAS and the dropout rate. The four levels of ratings are:

- *Exemplary (district and campus);*
- *Recognized (district and campus);*
- *Academically Acceptable (district) / Acceptable (campus);* and
- *Academically Unacceptable (district) / Low-Performing (campus).*

Other rating labels:

*Alternative Education* - Campuses that applied and were identified as eligible to be evaluated under alternative education procedures receive a rating of *AE: Commended*, *AE: Acceptable*, *AE: Needs Peer Review*, or *AE: Not Rated*.

*Charters* - At the district level, open-enrollment charters receive the label *Charter*. At the school level, they are given one of the four rating categories listed above, based on the regular accountability system. They may also be rated under the alternative education procedures if appropriate. Note that the first year of operation for a charter school is a benchmark year and it is not rated; it is labeled *NR: Charter (New)*. If a charter had insufficient data to be evaluated for a rating (typically because of very low enrollment or very high student mobility), it will receive a rating label of *NR: Charter (Insufficient Data)*.

*NR: PK-K* - Campuses that do not serve students within the 1<sup>st</sup> through 12<sup>th</sup> grade span, such as pre-kindergarten centers and early education through kindergarten schools are not rated.

*Academically Unacceptable: SAI* - These districts have been designated as *Academically Unacceptable* due to a *Special Accreditation Investigation*. Special Accreditation Investigations may be conducted when excessive numbers of absences or exemptions of students eligible to be tested on state assessment instruments are determined; in response to complaints related to alleged violations of civil rights or other legal requirements; in response to compliance reviews of financial accounting practices and state and federal program requirements; when extraordinary numbers of students are placed in alternative education programs; and in response to allegations involving conflict between members of the board of trustees or between the board and the district administration.

*Suspended: Data Inquiry* - These districts and campuses have their ratings *Suspended* due to serious errors in the reporting of PEIMS data that affect one or more of the base indicators used for assigning accountability ratings. The errors are of such magnitude that the performance results are deemed to be unsuitable for evaluation for standard ratings purposes. The rating will be in effect until such time as an agency investigation determines otherwise.

For a more detailed explanation of the accountability system, see the *2001 Accountability Manual*. A copy of the manual was provided to each superintendent and principal in April 2001. It is also available on the Division of Performance Reporting's website at <http://www.tea.state.tx.us/perfreport/account/2001/manual/>. For a detailed explanation of the

accountability system used for alternative education schools, see the *2000-2001 Accountability Procedures for Alternative Education Manual*, available from the *TEA Office of Accountability, Development and Support*. It is also available online at <http://www.tea.state.tx.us/account.eval>.

**Accountability Subset:** This refers to the group of students whose performance on the TAAS is used to determine a school and district's accountability rating. While all students in grades 3-8 and 10 are required to take the TAAS, not every student's performance is used for their school or district's accountability rating:

- Only test takers who were enrolled in the district as of the last Friday in the previous October are included. This means that, for example, a student who moved into the district a week before the TAAS was given would not be included in the performance for that district or campus or any other, for accountability rating purposes. However, the results for students who move from school to school within the same district are used for accountability purposes. The test results go to the last school where the student was tested.
- For exit-level performance, only 10th graders tested in the spring administration are included in the subset. This includes 10th graders who are repeating the grade and may have previously taken the exit-level TAAS. It does not include test takers in the 11th or 12th grade who are taking the exit-level TAAS, even if they are taking it for the first time.
- While nearly all special education and LEP students take an assessment, some are exempted.

The TAAS Participation Report, included with the AEIS report, shows what percent of a district or school's test takers made up the *Accountability Subset*. Also see *Mobile Subset, TAAS*, and *TAAS Participation Report*.

**Additional Acknowledgment:** This refers to the school or district's performance on the additional indicators in the accountability system. For 2001, the accountability system includes performance on college admissions tests, the TAAS/TASP equivalency, Recommended High School Program, Comparable Improvement (campus-level only), and new for this year, Attendance Rate. Schools and districts may receive a rating of *Acknowledged* on one or more of these indicators; *Does Not Qualify* indicates that they did not meet the standards for the indicator(s); *Not Eligible* indicates that the school or district was not eligible due to *Low-Performing* or *Academically Unacceptable* status; *Not Applicable* indicates there were no data to be evaluated for the indicator, usually due to the grades served by the district or campus. Schools evaluated under the alternative education procedures are not eligible for additional acknowledgment.

Please refer to the *2001 Accountability Manual* for detailed information on the standards for additional acknowledgment. A copy of the manual was provided to each superintendent and principal in April 2001. It is also available on the Division of Performance Reporting's website at <http://www.tea.state.tx.us/perfreport/account/2001/manual/>. See *College Admissions Tests, TAAS/TASP Equivalency, Recommended High School Program, Attendance Rate*, and *Comparable Improvement*.

**Adopted Tax Rate (calendar year 2000) (District Profile only):** This is the locally adopted tax rate set for the 2000-01 school year. The total adopted rate is composed of a maintenance and operation rate (M&O) and a debt service rate (sometimes referred to as the Interest and Sinking fund rate). Rates are expressed per \$100 of taxable value. Taxes based on this rate were to be paid by taxpayers in early 2001. The state value shown for the adopted tax rates is the simple average of all the district rates. (*Source: Texas Comptroller of Public Accounts, July 2001*)

**Advanced Courses:** This indicator is based on a count of students who complete and receive credit for at least one advanced academic course in grades 9-12. This year, for the first time, the definition of advanced courses has been broadened to include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit.

Deciding who gets credit for which college course is described in Texas Administrative Code §74.25:

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.

*Appendix C* lists all courses noted as advanced, with the exception of courses designated only as dual enrollment. These cannot be listed, as the list could potentially include a large proportion of all high school courses.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. The values, expressed as a percent, are calculated as follows:

$$\frac{\text{number of students who completed at least one advanced academic course in 1999-2000}}{\text{number of students who completed at least one course in 1999-2000}}$$

Special education students are included in the results shown for the campus or district and the individual student groups. For purposes of comparison, advanced course completion rates are also shown for prior year (1998-99). The prior year values have been recomputed to include participation in dual enrollment courses. See *Appendix C: List of Advanced Courses*. (Source: PEIMS, June 2000, June 1999)

**Advanced Placement Examinations:** See *AP/IB Results*.

**Annual Dropout Rate:** See *Dropout Rate (Annual)*.

**AP/IB Results (District Performance only):** These refer to the results of the College Board Advanced Placement (AP) examinations and the International Baccalaureate (IB) examinations taken by Texas public school students in a given school year. High school students may take these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations.

Three values were calculated for this indicator:

- (1) The percent of students in grades 11 and 12 taking at least one AP or IB examination:

$$\frac{\text{number of 11th and 12th grade students taking at least one AP or IB examination}}{\text{number of 11th and 12th grade students}}$$

- (2) The percent of AP scores of 3 or above or IB scores of 4 or above:

$$\frac{\text{number of grade 11 \& 12 AP examination scores of 3 or above or IB scores of 4 or above}}{\text{number of grade 11 and 12 AP \& IB examination scores}}$$

- (3) The percent of examinees with at least one AP score of 3 or above or IB score of 4 or above:

$$\frac{\text{number of grade 11 \& 12 examinees with at least one AP score of 3 or above or IB score of 4 or above}}{\text{number of grade 11 and 12 AP or IB examinees}}$$

Note that “number of 11th and 12th graders” in the denominator of equation (1) does not include 11th and 12th grade students served in special education; however, all students who took at least one AP examination are included in the numerator.

This indicator is provided on district reports only. For purposes of year-to-year comparison, information is provided for students taking examinations in the 1999-2000 and 2000-01 school years. (Sources: *Educational Testing Service, a College Board contractor, Aug. 2001, Aug. 2000; The International Baccalaureate Organization, Aug. 2001, Aug. 2000; and PEIMS, Oct. 2000, Oct. 1999*)

**ARD Exempt:** This refers to the Admission, Review, and Dismissal committee that determines the education plan for every student in special education. See *Special Education* and *TAAS Participation Report*.

**Attendance Rate:** Attendance rates reported in AEIS are based on student attendance for the entire school year. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 1999-2000}}{\text{total number of days students were in membership in 1999-2000}}$$

In the past, attendance rate has been a base indicator, used as part of the calculation in determining district and campus accountability ratings. As of this year, attendance rate is an additional indicator. In order to qualify for Additional Acknowledgment for attendance, an elementary school must have a rate of at least 97.0%; a middle school or junior high school must have a rate of at least 96.0%; a high school must have a rate of at least 95.0%; multi-level schools and districts must have a rate of at least 96.0%. For a more detailed explanation of the accountability system, see the *2001 Accountability Manual*.

Attendance rates are shown for 1998-99 and 1999-2000. Only students in grades 1-12 are included in the calculations. (Source: *PEIMS, June 2000, June 1999*)

**Auxiliary Staff (District Profile only):** This shows the Full-Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked expressed as a fraction. (Source: *PEIMS, Oct. 2000*)

**Average Actual Salaries (regular duties only):** For each professional staff type, the total salary is divided by the total FTE count of staff who receive that salary. The total actual salary amount is pay for regular duties only and does not include supplemental payments for coaching, band and orchestra assignments, and club sponsorships. (Source: *PEIMS, Oct. 2000*)

**Average Teacher Salary by Years of Experience (regular duties only):** Total pay for teachers within each experience group is divided by the total teacher FTE for the group. The total actual salary amount is pay for regular duties only and does not include supplements. (Source: *PEIMS, Oct. 2000*)

**Average Years Experience of Teachers:** Weighted averages are obtained by multiplying each teacher’s FTE count by years of experience. These amounts are summed for all teachers and divided by the total teacher count, resulting in the averages shown. Average years experience refers to the total number of (completed) years of professional experience for the individual, while average years experience with a district refers to tenure, *i.e.*, the number of years employed in the reporting district, whether or not there has been any interruption in service. (Source: *PEIMS, Oct. 2000*)

**Budgeted Instructional Operating Expenditures by Program:** These are budgeted instructional operating expenditures categorized by the individual program for which they were budgeted: Regular Education (Basic Educational Services); Special Education (Services to Students with Disabilities); Compensatory Education (Accelerated); Career and Technology

Education; Bilingual/ESL Education (Bilingual and Special Language Programs); and Gifted and Talented Education. Percentages are expressed per total instructional operating expenditures. Instructional operating expenditures include those activities which deal directly with the instruction of pupils (functions 11, 95). Instructional Leadership expenditures (function 21) are not included. See *Appendix B. (Source: PEIMS, Oct. 2000)*

**Campus Group:** See *Comparable Improvement*.

**Class Size Averages by Grade and Subject:** These values show the average class size for elementary classes (by grade) and for secondary classes by subject for selected subjects. Classes identified as serving regular, as well as compensatory/remedial, gifted and talented, career & technology, and honors students are included in these averages. The method for calculating the number of classes differs depending on whether the class is elementary or secondary due to different reporting practices. For secondary classes, each unique combination of teacher and class time is counted as a class. Averages are determined by summing the number of students served and dividing by a calculated count of classes. For elementary classes, the teacher's FTE value is considered when determining class size. Districts do not report actual class size averages; these values are derived from Staff Responsibility records. Class averages are reported on both the campus and district reports. (*Source: PEIMS, Oct. 2000*)

**College Admissions Tests:** These include the College Board's SAT I and ACT, Inc.'s ACT Assessment. Both testing companies provide the agency with testing information annually on test participation and performance of the most recent graduating seniors at all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT I test more than once, the agency receives the record for the most recent SAT and ACT taken.

Three values are calculated for this indicator:

- (1) The percent of examinees who scored at or above the criterion score on either test (1110 on the SAT I, or 24 on the ACT):

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

- (2) The percent of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT I or the ACT}}{\text{number of graduates}}$$

- (3) The average score for each (SAT I total and ACT composite), calculated as follows:

$$\frac{\text{total score for all students who took the SAT I}}{\text{number of students who took the SAT I}}$$

and

$$\frac{\text{total score for all students who took the ACT}}{\text{number of students who took the ACT}}$$

Note that "graduates" in the denominator of equation (2) does not include special education graduates; however, special education graduates who took either the SAT I or ACT are included in the numerator. (See *Graduates*.) For purposes of year-to-year comparison, results are reported for graduating seniors in the class of 1999 and the class of 2000.

In order to qualify for Additional Acknowledgment for performance on college admissions tests, the school or district must have at least 70.0% of its graduates taking either the SAT I or the ACT, and 50.0% of examinees meeting or exceeding the criterion score on either test. (*Source:*

*Educational Testing Service, a College Board contractor (SAT I) Oct. 2000, Oct. 1999; ACT, Inc. (ACT) Oct. 2000, Oct. 1999; and PEIMS, Oct. 2000, Oct. 1999)*

**Comparable Improvement:** Comparable Improvement (CI) is a measure that shows how student performance on the TAAS test has changed (or grown) from one year to the next, and then compares that growth to that of the 40 schools that are demographically most similar to the target school.

*Campus Group* - The first step to determining a school's comparable improvement is to create the school's comparison group. Each school (also referred to as *campus*) has a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that school on six characteristics. (Note that only schools that carry a rating of *Exemplary*, *Recognized*, *Acceptable*, or *Low-Performing* are included in comparison groups. Also, schools that were initially *Not Rated* but were later granted a rating as a result of an appeal are *not* included in the comparison groups and are not eligible for additional acknowledgment for CI.)

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- the percent of African American students enrolled for 2000-01;
- the percent of Hispanic students enrolled for 2000-01;
- the percent of White students enrolled for 2000-01;
- the percent of economically disadvantaged students enrolled for 2000-01;
- the percent of limited English proficient (LEP) students enrolled for 2000-01; and
- the percent of mobile students as determined from 1999-2000 cumulative attendance.

All schools are first grouped by type (elementary, middle, high school, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. In the attached example (Appendix D, page 1) the target school (Sample H S) has 7.6% African American, 36.8% Hispanic, 53.9% White, 28.2% economically disadvantaged, 10.7% limited English proficient, and 23.7% mobile students. Of these features, the most predominant (*i.e.*, the largest percentage) is the percent of White students, followed by the percent of Hispanic students, the percent of economically disadvantaged students, the percent of mobile students, the percent of limited English proficient students, and finally, the percent of African American students. The following steps illustrate the group identification process:

- Step 1: 100 high school campuses having percentages closest to 53.9% White students are identified;
- Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 36.8% Hispanic;
- Step 3: 10 of the remaining 90 schools which are most distant from 28.2% economically disadvantaged students are eliminated;
- Step 4: 10 of the remaining 80 schools which are most distant from 23.7% mobile students are eliminated;
- Step 5: 10 of the remaining 70 schools which are most distant from 10.7% limited English proficient students are eliminated;
- Step 6: 10 of the remaining 60 schools which are most distant from 7.6% African American students are eliminated; and
- Step 7: 10 of the remaining 50 schools which are most distant from 7.6% African American and/or 28.2% economically disadvantaged students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus. Please note the following:

- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district’s average mobility is used as a proxy. This will happen for schools in their first year of operation.
- Districts are not grouped, nor is CI calculated for districts.

In the performance section of a campus AEIS report, the value given in the Campus Group column is the *median* of the values from the 40-school group for that campus. (The *median* is defined as that point in the distribution of values, above and below which one-half of the values fall.) However, on the profile section of the report, the value given in the Campus Group column is the *mean*, or average value. If a report contains question marks (?) in the Campus Group column, this means there were too few schools in the comparison group (specifically, fewer than 25 schools) to have confidence in the *median* values. Such small numbers are considered too unstable to provide an adequate comparison group value.

*Texas Learning Index (TLI)* - The TLI is a score that describes a student’s performance on the TAAS reading or mathematics test. It can be used to tell how far a student is above or below the passing standard. For example, the passing standard is a TLI of 70. If a student’s TLI is 72, then we know that while the student passed, he did not pass by as great a margin as a classmate whose TLI was 90. The TLI is available only for the TAAS (English version) reading and mathematics tests at grades 3 through 8 and 10.

*TLI Average Growth (TAG)* - Calculation of Comparable Improvement for a particular school is based on the growth in the students’ Texas Learning Index (TLI) scores on the TAAS reading and mathematics tests given from one year to the next.

Students included in a school’s CI are those who:

- took the spring 2001 TAAS reading and/or mathematics tests, in grades 4, 5, 6, 7, 8, or 10;
- are part of the 2001 *Accountability Subset* (see *TAAS*);
- can be matched to the spring 2000 TAAS administration—anywhere in the state—to find their prior year TLI score for reading, and/or mathematics. Note: tenth grade students tested in spring 2001 are matched to their eighth grade test of 1999; and growth is not calculated for third grade test takers since that is their first TAAS test; and
- scored a TLI of 84 or below in the 2000 TAAS administration. Students who score above a TLI of 84 are at the top of the score range. Since they are most likely to show loss rather than growth, they are removed from the TAG calculation and reported separately.

CI is calculated separately for TAAS reading and TAAS mathematics. For each matched student and each subject, TLI growth is determined by subtracting the prior year TLI value from the current year TLI value. The student-level TLI growth values are then aggregated to the campus level to create a TLI Average Growth (TAG) for each campus. The TAG values, rounded to two decimal places, are calculated as follows:

$$\text{TAG (reading)} = \frac{\text{sum of matched student TLI growth values for reading}}{\text{total number of matched students in reading}}$$

$$\text{TAG (mathematics)} = \frac{\text{sum of matched student TLI growth values for mathematics}}{\text{total number of matched students in mathematics}}$$

*Interpretation of Comparable Improvement* - Comparable Improvement is expressed as the quartile position of a school within its comparison group. For example, if a school is in the top quartile for reading, that means that the average growth in reading of the students tested at that school is greater than that of at least three-quarters of the schools in its comparison group.

Quartile positions are determined separately for reading and mathematics. First, the TAG values for the schools in the comparison group are arranged in order from highest to lowest, and then they are divided into four quartiles, with each quartile containing one-fourth of the schools:

- Q1 (top 25 percent of TAG values within the comparison group);
- Q2 (in the top 50 percent, but not in the top 25 percent);
- Q3 (in the bottom 50 percent, but not in the lowest 25 percent); and
- Q4 (lowest 25 percent).

Note the following points:

- Because there are 40 schools in a comparison group, there are 10 schools in each quartile (with the target school being the 11th school in its quartile). Exceptions to this rule occur when a group has tied TAG values at the border between quartiles, or when a school in a group has too few “matched students,” and is therefore not assigned a TAG value or a quartile. This will cause the number of schools in each quartile to vary.
- High growth (TAG) values do not necessarily imply that more students are passing the TAAS. It simply evaluates the performance growth of all students regardless of whether they passed or failed a test.
- A school’s quartile position can vary by subject. For instance, in the attached example (Appendix D, page 2), the target school is Q1 in reading with a TAG value of 5.38, and is Q2 in mathematics with a TAG value of 2.90. Quartile position is relative to the performance of the other schools in the group.
- A school may be Q1 for its own group and Q4 as a member of another school’s group. (However, the quartile value that matters is the one determined for the school’s own group.)
- Any school with fewer than 10 matched students for a subject will not have TAG values calculated and will not be assigned a quartile position.
- The number of matched students for reading may differ from the number of matched students for mathematics.

In order to qualify for Additional Acknowledgment for performance on Comparable Improvement, the school must be in Q1, and have at least 50.0% of their (matched) test takers scoring a TLI of 85 or greater in the prior year.

For a description of each aspect of the Comparable Improvement Report, see *Appendix D*. (Source: *PEIMS*, Oct. 2000, and June 2000; *TEA Division of Student Assessment*)

**Completion Rate / Student Status:** These longitudinal rates show the high school outcomes for a the cohort of grade 9 students. The outcomes are determined for the year graduation is expected (four years after entering grade 9). For the class of 2000, the indicator summarizes the outcomes for the grade nine cohort of 1996-97. This indicator is shown for districts as well as for high schools that have had continuous enrollment in grades 9-12 since at least the 1996-97 school year. The four final outcomes are:

- (1) Percent Graduated: Based on the 1996-97 cohort, this shows what percentage received a High School diploma by the end of the 1999-2000 school year. It is calculated as follows:

$$\frac{\text{Number of on-time graduates from the 1996-97 cohort plus early graduates}}{\text{Number of 9}^{\text{th}} \text{ graders in 1996-97 plus transfers in minus transfers out}}$$

- (2) Percent Received GED: Based on the 1996-97 cohort, this shows what percentage received a General Educational Development certificate by the end of the 1999-2000 school year. It is calculated as follows:

$$\frac{\text{Number of GED recipients from the 1996-97 cohort}}{\text{Number of 9}^{\text{th}} \text{ graders in 1996-97 plus transfers in minus transfers out}}$$

- (3) Percent Continued High School: Based on the 1996-97 cohort, this shows what percentage were enrolled as students for the 2000-01 school year. It is calculated as follows:

$$\frac{\text{Number of students from the 1996-97 cohort who were enrolled for the 2000-01 school year}}{\text{Number of 9}^{\text{th}} \text{ graders in 1996-97 plus transfers in minus transfers out}}$$

- (4) Percent Dropped Out: Based on the 1996-97 cohort, this shows what percentage dropped out and did not return by the end of the 1999-2000 school year. It is calculated as follows:

$$\frac{\text{Number of students from the 1996-97 cohort who dropped out before their on-time graduation date}}{\text{Number of 9}^{\text{th}} \text{ grade cohort plus transfers in minus transfers out}}$$

These four outcomes sum to 100%.

Students are taken out of the counts if during those four years:

- they moved out of state or out of the country;
- they died; or
- they are otherwise not reported in PEIMS.

For purposes of comparison, the completion rate / student status for the class of 1999 is also provided. For further information on these rates, see the *Report on Secondary School Completion and Dropouts 1999-00*. (Source: PEIMS, Oct. 2000, June 2000, Oct. 1999, June 1999, Oct. 1998, June 1998, Oct. 1997, June 1997, Oct. 1996, June 1996, June 1995, June 1994)

**Criterion Score:** This refers to the scores on SAT I and ACT college admissions tests and the AP and IB tests. For college admissions tests, the criterion scores are at least 24 on the ACT (composite) and at least 1110 on the SAT I (total). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. See *College Admissions Tests* and *AP/IB Results*.

**Data Quality** (*from District Profile Section*): For 2001, AEIS reports show the percent of errors a district made in two key data submissions: 1) the PID Error Rate, and 2) the Underreported Student Rate.

- (1) The Person Identification Database (PID) system ensures that each time information is collected for a student, the identifying information matches other data collections for that student. This allows linking student data such as enrollment records, which are collected in October, to attendance records, which are collected in June, or data to be matched across years. It also helps maintain student confidentiality by assigning an ID number that is not part of the student's identifying information.

Each district receives a report during the data submission process which shows any PID errors found. The district then has some time to correct the errors before their submission is finalized. While the PID error rate has declined significantly over the years, it is still considered to be unacceptably high, especially for calculating longitudinal measures such as the four-year dropout rate and the high school completion rate. The AEIS reports show the student PID error rate for PEIMS Submission 1 (Fall 2000).

The rate is calculated as follows:

$$\frac{\text{Number of student PID errors found in PEIMS submission 1 (fall 2000)}}{\text{Number of student records in PEIMS submission 1 (fall 2000)}}$$

- (2) Underreported students are 7<sup>th</sup> – 12<sup>th</sup> graders who were enrolled at any time the prior year, whom the district has not accounted for in the current year: In other words, they were not reported as returning to school, having graduated or received a GED, having died, having

dropped out or having transferred to another school. (For a more complete definition of leavers, see *Leaver Records*.) This is the first year the underreported student rate is shown in the AEIS reports.

The rate is calculated as follows:

$$\frac{\text{(Number of 7}^{\text{th}} - 12^{\text{th}} \text{ graders reported in enrollment or attendance in 1999-2000)} \\ \text{minus} \\ \text{(Number of those same students reported as returning in 2000-01 or as leavers)}}{\text{Number of 7}^{\text{th}} - 12^{\text{th}} \text{ graders reported in enrollment or attendance in 1999-2000}}$$

Note that in some cases districts *overreport* students as leavers when those students were not in attendance or enrollment at the district in the prior year. These overreported leavers are in the denominator of the above formula.

A rate greater than 10.0% or a number over 1,000 is over the current threshold and for this reason is noted with a double asterisk (\*\*). Districts with 5 or fewer underreported students and a rate greater than 10.0% are not considered to be over the threshold. Any district that exceeds this threshold cannot be rated *Exemplary* or *Recognized*. (Source: *PEIMS, Oct. 2000, June 2000, Oct. 1999*)

**Dropout:** A student is identified as a dropout if he or she is absent without an approved excuse or documented transfer and does not return to school by the fall of the following year, or if he or she completes the school year but fails to re-enroll the following school year.

Dropout counts are obtained from PEIMS records. Districts report the status of all students who were enrolled in grades 7 – 12 in the district during the prior school year in one of two ways: as being currently in school (Enrollment record) or as having left school (Leaver record). The Leaver record provides 43 possible reasons for leaving school. Generally, a school leaver can be put into one of four categories:

- (1) The student graduated or received a GED.
- (2) The student died.
- (3) The student left school with appropriate documentation of continuing education elsewhere.
- (4) The student left school for other reasons.

Students coded with one of the many reasons under the fourth category are considered dropouts. However, before the dropout rate is finalized, a statewide recovery system is run in which information about these students is merged with statewide enrollment and attendance records, graduation records, and GED records. Those students who are found in these files are excluded from the dropout rate for the school and district. See *Dropout Rate (Annual)*.

(Source: *PEIMS, Oct. 2000, June 2000, Oct. 1999, June 1999, Oct. 1998, and June 1998; and General Educational Development Information File;*)

**Dropout Rate (Annual):** The annual dropout rate is the count of dropouts summed across all grades, 7-12, divided by the number of students summed across all grades 7-12. It is calculated as follows:

$$\frac{\text{number of students who dropped out during the school year}}{\text{number of students who were in attendance at any time during the school year}}$$

Annual dropout rates are shown for 1998-99 and 1999-2000.

Note that a cumulative count of students is used in the denominator as well as the numerator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student who enrolled at the school throughout the school year. If the

student dropped out, the student was counted as a dropout for the district last attended (as well as for the campus where the student was enrolled in that district). See *Dropout and Leaver Record*. (Source: PEIMS, Oct. 2000, June 2000, Oct. 1999, and June 1999)

**Economically Disadvantaged:** The percent of economically disadvantaged students is calculated as the sum of the students coded as eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students:

$$\frac{\text{number of students coded as eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See *Comparable Improvement*. (Source: PEIMS, Oct. 2000, Oct. 1999; and TEA Division of Student Assessment)

**Educational Aides:** Educational aides are staff who are reported with a role of 033 (Educational Aide) or 035 (Interpreter for the Deaf or Hard of Hearing). These aides are referred to as paraprofessional staff. FTE counts of educational aides are expressed as a percent of the total staff FTE. (Source: PEIMS, Oct. 2000)

**End-of-Course Examination:** Students completing an Algebra I, Biology, English II, or U.S. History class must take an end-of-course (EOC) examination. The 2000-01 AEIS report shows two values for this indicator:

- (1) The percent of students who passed each end-of-course examination:

$$\frac{\text{number of students who passed the EOC examination}}{\text{number of students who took the EOC examination}}$$

- (2) The percent of students who took each end-of-course examination:

$$\frac{\text{number of students who took the EOC examination}}{\text{number of students enrolled in the grades taking the EOC examination}}$$

The grades included for reporting each examination are:

- Algebra I - grades 7-12
- Biology - grades 9-12
- English II - grades 9-12
- U.S. History - grades 9-12

Students may take end-of-course examinations at different times of the year. The passing and taking rates include the following test administrations:

- Algebra I 2001 - summer 2000, fall 2000, and spring 2001
- Algebra I 2000 - summer 1999, fall 1999, and spring 2000
- Biology 2001 - summer 2000, fall 2000, and spring 2001
- Biology 2000 - summer 1999, fall 1999, and spring 2000
- English II 2001 - summer 2000, fall 2000, and spring 2001
- English II 2000 - summer 1999, fall 1999 and spring 2000
- U.S. History 2001 - summer 2000, fall 2000, and spring 2001
- U.S. History 2000 - summer 1999, fall 1999 and spring 2000

The performance of special education students is included in all groups for this measure.

*Preview of 2003 Exit Level* - For planning purposes, the passing rates for each of the four end-of-course examinations can be used as a preview of the 2003 exit-level examination, and are labeled as such on the AEIS report. These tests are considered the best currently available

predictor of performance on the new exit-level examinations which will be administered beginning in 2003.

(Source: TEA Division of Student Assessment and PEIMS, Oct. 2000, and Oct. 1999)

**End-of-Course Examination Credit for Graduation:** Students eligible to take the spring 2001 exit-level TAAS at grade 10 may have chosen not to take the test if they had already met their testing requirements for graduation by passing end-of-course examinations. In order to be eligible for this credit, the student must have passed (by fall 2000) the end-of-course examinations for both Algebra I and Biology, and either U.S. History or English II. Students in this category were credited as passers in calculating the school and district's TAAS passing rate for the accountability ratings.

If a student met the end-of-course testing requirement for graduation but still chose to take the TAAS, his or her performance on the TAAS was used in calculating the school and district's accountability ratings.

**Enrollment:** See *Total Students*.

**Ethnic Distribution:** Students are reported as White, African American, Hispanic, Asian/Pacific Islander, and Native American. In the profile section, both counts and percentages of the total number of students are shown. (Source: PEIMS, Oct. 2000, Oct. 1999; Educational Testing Service; American College Testing Program; and TEA Division of Student Assessment)

**Exclusions:** These are staff who serve public school students, but are not included in the FTE totals for any of the other staff statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. **Shared Services Arrangement (SSA) Staff** (*District Profile only*) work in schools located in districts other than their employing district, or their payroll shows an organization code of "751" indicating they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support), Educational Aides, and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. **Contracted Instructional Staff** refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Source: PEIMS, Oct. 2000)

**FTE:** Full-Time Equivalent.

**Fund Balance Information** (*from District Profile Section*): The amount of unreserved, undesignated fund balance that existed at the end of the 1999-2000 school year is reported for each district.

The unreserved fund balance is not legally restricted and has two components, designated and undesignated. Designated requires board action to earmark fund balance for bona fide purposes that will be fulfilled within a reasonable period of time. Undesignated is available to finance monthly operating expenditures.

The amount reported here represents the difference between the total unreserved fund balance and the designated unreserved fund balance. The fund balance amount is expressed as a percent of the total budgeted expenditures (for the general fund) for the current (2000-01). (Source: *Financial Audit Report, Dec. 2000*)

**Graduates (Class of 2000):** In the profile section, this is the total number of graduates (including summer graduates) for the 1999-2000 school year, reported in the fall of 2000. The value

includes 12th graders who graduated as well as graduates from other grades. Students in special education who graduate are included in the totals and reported as a separate group; counts of students graduating under the advanced, advanced with honors diplomas, recommended high school, or distinguished achievement program are also shown.

Students graduating with the class of 2000 can be coded with one of the following types:

- Regular Graduation
- Advanced High School Program
- Advanced High School Honors Program
- Distinguished Achievement Program
- Recommended High School Program
- Minimum High School Program
- Special Education student completing an IEP

Graduates are calculated slightly differently for three of the indicators on the performance section of the AEIS report:

- College Admissions results do not indicate whether or not the examinee is served in special education; therefore, there is no way to know if a student taking the SAT or ACT is served in special education. However, because relatively few students served in special education take college admissions tests, only non-special education graduates are included in the denominator.
- The TAAS/TASP Equivalency denominator includes some special education graduates, but not all. It excludes those who graduate under an Individual Education Plan (IEP) and are therefore exempt from taking the exit-level TAAS, the performance measure used to create this indicator.
- The Recommended High School Program indicator includes all graduates, special education and non-special education.

See also *Completion Rate / Student Status* and *Recommended High School Program*. (Source: PEIMS, Oct. 2000)

**International Baccalaureate (IB):** See *AP/IB Results*.

**Leaver Records:** In the fall of each year, districts report all 7<sup>th</sup> through 12<sup>th</sup> grade students who were enrolled or in attendance at any point during the prior year but who did not re-enroll that fall. This group of "Leavers" includes students such as those who graduated or received a GED, moved to another district, state, or country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

After the data submission process is complete, PEIMS and several other statewide databases are searched to determine if any of the leaver records can appropriately be excluded from consideration as dropouts for the accountability system. Students' leaver records are excluded from the district and campus list of dropouts if the students:

- have remained enrolled in a public school somewhere in the state, according to the school district attendance and enrollment information provided through PEIMS;
- have received a General Educational Development (GED) certificate and appear on the GED information file at the time the recovery procedures are executed;
- graduated from any other district;
- were identified as a dropout in the past. A student will be counted only once as a dropout in his or her lifetime, even if the student drops out repeatedly in the future.

See *Data Quality Measures*. (Source: PEIMS, Oct. 2000, June 2000, Oct. 1999, June 1999, Oct. 1998, and June 1998; General Educational Development Information File; and TEA, *Secondary School Completion and Dropouts, 1999-00*, Texas Education Agency)

**Limited English Proficient (LEP):** These are counts of students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Pupils identified as LEP do not necessarily receive bilingual or English as a second language instruction, though most do. Percentages are calculated by dividing the number of LEP pupils by the total number of students in the school or district. See *Comparable Improvement* and *TAAS Participation Report*. (Source: *PEIMS, Oct. 2000*)

**Longitudinal Dropout Rate:** See *Completion Rate / Student Status*.

**Mobile Subset:** This refers to the group of TAAS test takers whose performance is excluded when determining a school or district's accountability rating. Students may take the test but be excluded for accountability ratings purposes if they were not enrolled in that district by the last Friday in the previous October. Note that this calculation is different from that used to determine Mobility (below). See *Accountability Subset, TAAS Participation Report*, and *Appendix E*.

**Mobility (from Campus Profile Section):** A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (*i.e.*, has missed six or more weeks at a particular school).

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number of mobile students in 1999-2000

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number of students who were in membership at any time during the 1999-2000 school year

This rate is calculated at the campus level. The district mobility rate shown in the profile section of campus reports is based on the count of mobile students identified at the campus level. That is, the rate reflects school-to-school mobility, even within the same district. See *Comparable Improvement*. (Source: *PEIMS, June 2000*)

**n/a:** This indicates data that are not available or are not applicable.

**Number of Students per Teacher:** This shows the total number of students divided by the total teacher FTE count. (Source: *PEIMS, Oct. 2000*)

**Paired Schools:** Schools that reported enrollment but do not have grades in which the TAAS is given (*e.g.* 9th grade centers, K-2 schools, etc.) are paired with schools with which they have a "feeder" relationship to determine accountability ratings. For example, Travis 9th Grade Center feeds its students into Navarro High School, a 10th-12th grade high school, so the district pairs these two schools for accountability purposes. The accountability ratings for these two schools are determined as follows: Travis' dropout rate is used along with Navarro's TAAS pass rates to determine Travis' rating. Navarro High School, on the other hand, has its own dropout rate and TAAS pass rates to determine its rating. For this reason, two schools that are paired can receive different ratings.

Schools are also paired to determine *Comparable Improvement (CI)* and *Progress of Prior Year TAAS Failers*, if they only test students in grade 3. While students at these schools have current year test scores, these two indicators measure change in student performance on the TAAS from prior year to current year. The schools must be paired with schools that test in grade 4. Note that this type of pairing does not affect the accountability ratings for these schools, but it will have an effect on whether or not they receive Additional Acknowledgment for Comparable Improvement. For more information, see *Comparable Improvement* and *Progress of Prior Year TAAS Failers*.

**Permits by Type (from District Profile Section):** This indicates the number of permits issued by permit type. Individuals may be issued more than one permit; for that reason only counts are shown, not percentages. Permit types are emergency for certified personnel, emergency for uncertified personnel, nonrenewable, temporary classroom assignment, district teaching, and temporary exemption. (Source: *PEIMS, Oct. 2000*)

**Per Pupil Expenditures:** Budgeted expenditures for groups of functions divided by the total number of students in the district or school. Note that the number shown is not the amount actually spent per pupil, but rather a per-pupil average of the total budget. Per pupil expenditures are shown for total expenditures and for various groupings of operating categories. See *Total Operating Expenditures by Function* for definitions of each functional group. See *Total Campus Budget by Function* for definitions of each functional group shown on the campus report. In the “per pupil” sections on both the district and campus reports, instructional leadership is combined with the instruction category in order to comply with legislative mandates that instructional costs per pupil and administrative costs per pupil be reported. Please note that when comparing averages for school-level expenditures, the state and district averages include all types of schools. To illustrate, a high school’s per pupil expenditures may not be comparable to the state average because the state value is the average per pupil expenditure of all schools in the state, including elementary and middle schools, which typically have lower per pupil expenditures than high schools. Other variables may include the experience level of teachers and administrators, types of instructional programs offered, and student characteristics. See *Appendix B*. (Source: PEIMS, Oct. 2000)

**Preview of 2003 Exit Level:** See *End-of-Course Examination*.

**Professional Staff:** This is a full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and, on the district profile, central administrators. Staff are grouped according to the PEIMS roles reported. Each type of professional staff is shown as a percentage of the total staff FTE. See *Appendix A*. (Source: PEIMS, Oct. 2000)

**Progress of Prior Year TAAS Failers:** The progress, or growth, shown with this measure is determined by comparing the performance of students who failed the TAAS in the prior year with their subsequent performance the following year. This year, the AEIS reports also show the percent of prior year TAAS failers who passed the TAAS the following year.

Specifically, for the 2001 measure, students included are those who:

- took the spring 2001 TAAS reading and/or mathematics tests in grades 4, 5, 6, 7, 8, or 10;
- are part of the *Accountability Subset*;
- can be matched to the spring 2000 TAAS administration—anywhere in the state—to find their prior year TLI (Texas Learning Index) score for reading and/or mathematics. Note: tenth grade students tested in spring 2001 are matched to their eighth grade test of 1999. Also, growth is not calculated for third grade test takers since that is their first TAAS test;
- scored a TLI of 69 or below in the 2000 TAAS administration. Students who scored above a TLI of 69 are excluded from this measure because they passed the test in 2000.

The growth is calculated separately for TAAS reading and TAAS mathematics. For each matched student, a growth value is determined by subtracting the prior year TLI value from the current year TLI value. The TAAS failer student-level growth values are then aggregated to the campus level to create average TLI growth measures for each campus. The reported measures, rounded to two decimal places, are calculated as follows:

$$\text{Growth (reading)} = \frac{\text{sum of growth values for reading}}{\text{total number of matched students who failed reading}}$$

$$\text{Growth (mathematics)} = \frac{\text{sum of growth values for mathematics}}{\text{total number of matched students who failed mathematics}}$$

Note that reports of *Progress of Prior Year TAAS Failers by grade* are available for each district and campus on the internet, within the AEIS report that appears on the Division of

Performance Reporting's website. Simply call up a campus or district report from the AEIS site (<http://www.tea.state.tx.us/perfreport/aeis/2001/>). A link below the line showing the *Progress of Prior Year TAAS Failers* will produce a separate report, by grade. See *Texas Learning Index*. (Source: TEA Division of Student Assessment)

**Reading Proficiency Tests in English (RPTE):** These tests are designed to measure annual growth in the English reading proficiency of second language learners, and are used along with English and Spanish TAAS to provide a comprehensive assessment system for limited English proficient (LEP) students.

The RPTE is constructed with items from each of three levels of proficiency — *Beginning*, *Intermediate*, and *Advanced*. LEP students in Grades 3-12 are required to take the RPTE until they achieve advanced proficiency. Once they achieve a rating of *Advanced* they are required to take the TAAS in subsequent years.

The AEIS reports show the percent of students who moved from a level of *Beginning* or *Intermediate* on the 2000 RPTE to each of the three levels on the 2001 test. Students included in the measure are those who:

- scored at the *Beginning* or *Intermediate* level on the spring 2000 RPTE;
- took the RPTE in spring 2001;
- were part of the *Accountability Subset*; and
- took the spring 2000 RPTE anywhere in the state.

(Source: TEA Division of Student Assessment)

**Recommended High School Program:** This indicator reports the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. It is calculated as follows:

$$\frac{\text{number of graduates reported with graduation codes for "Recommended High School Program," or "Distinguished Achievement Program"}}{\text{number of graduates}}$$

Note that all special education students are included in this calculation. In order to qualify for Additional Acknowledgment for this indicator, at least 35.0% of the school or district's graduates must have met or exceeded the requirements for the SBOE's Recommended High School Program or Distinguished Achievement Program. See *Graduates*. (Source: PEIMS, Oct. 2000, Oct. 1999)

**Retention Rates by Grade:** The retention rate, which is reported in the profile section, shows the percent of students in Texas public schools who enrolled in 2000-01 in the same grade as their grade in the last reported six-week period of the prior year (1999-2000). It is calculated as follows:

$$\frac{\text{number of students not advanced to the next grade}}{\text{number of students advanced to the next grade} + \text{number of students not advanced to the next grade}}$$

Note that all special education retention rates are calculated and reported separately from the rates of non-special education students because local retention practices appear to differ greatly between these two populations of students. Also, the AEIS report only shows retention rates for grades K-8. (Source: PEIMS, Oct. 2000, June 2000)

**Revenues by Source** (*District Profile only*): Budgeted revenues for groups of object categories are expressed as a percent of total revenue. The amounts appearing as revenue in any of the categories shown are the amounts that were budgeted by districts in the general fund (fund 199, including state food services), the National School Breakfast and Lunch Program (240, 701), and the debt service funds (599). The groups of object categories are:

- *Local Tax* – district income from local real and personal property taxes (5710 & 5761, less function 91 & 96 expenditures);
- *Other Local and Intermediate* – payments for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, all other local sources, and revenues from intermediate sources (county). Amounts budgeted in object 5746, TIF (Tax Increment Fund), appear as a footnote where appropriate and are not included in the *Other Local and Intermediate* total (5720-5745, 5747-5750, 5769);
- *State* – per capita and foundation program entitlements, revenue from other state-funded programs, and revenue from other state agencies. State revenue also includes Teacher Retirement System benefits paid by the State of Texas on behalf of employees in the district. For both the revenue and expenditures sections of the AEIS report, a footnote indicates the amount budgeted by each district for this particular object code. This footnote does not apply to Charter Schools (5800); and
- *Federal* – revenue received by the district directly from the federal government or distributed by the TEA or other state entities for programs such as career and technology education, programs for educationally disadvantaged children (*Education Consolidation and Improvement Act, and Elementary and Secondary Education Act*), food service programs, and other federal programs (5900).

The Special Revenue Funds (including Shared Services Arrangements) and the Capital Projects Funds are not reported to the TEA by districts and so do not appear here. See *Appendix B*. (Source: *PEIMS, Oct. 2000*)

**RPTE:** See *Reading Proficiency Tests in English*.

**SAT/ACT Results:** See *College Admissions Tests*.

**School Type:** For purposes of demographic grouping, schools are placed into one of four classifications based on lowest and highest grades in which students are enrolled at the school: Elementary, Middle, Secondary, and both Elementary/Secondary (K-12).

**SDAA:** See *State-Developed Alternative Assessment*.

**Special Education:** This refers to the population served by programs for students with disabilities. Students are placed in special education by their Admission, Review, and Dismissal (ARD) Committee, made up of their parent(s) or guardian, teacher, administrator, and other concerned parties. A student in special education may take the TAAS tests or the SDAA or be exempted from one or all of them; however, the performance of any special education student who takes the TAAS will be included in the performance of his or her school or district for accountability ratings evaluation purposes.

Other indicators that include the performance of students in special education are: advanced course completion, attendance rate, dropout rate, end-of-course examinations, completion rate, recommended high school program, TAAS cumulative pass rate, and TAAS/TASP equivalency. Information on the performance of special education students on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the profile section of the report, retention rates are shown separately for special education and non-special education students. See *State-Developed Alternative Assessment* and *TAAS*

*Participation Report. (Source: PEIMS, Oct. 2000, Oct. 1999, and TEA Division of Student Assessment)*

**Special Education Compliance Status:** The Texas Education Agency is required to report the special education compliance status (SpECS) of each district and charter in the state on the AEIS reports. Districts and charters may receive a status of:

- Desk Audit: Compliant
- Desk Audit: Self Evaluation Required
- Desk Audit: Site Visit Pending
- Site-Visit: Compliant
- Site-Visit: Corrective Action Compliant
- Site-Visit: Corrective Action Required (Under Review by TEA)
- Site-Visit: Corrective Action Required (Unresolved)
- Sanctions Imposed: Unresolved Corrective Actions

For a description of each status, refer to *Appendix F*. If you have questions about this item, contact the Division of Accountability, Development, and Support at (512) 463-9816. (*Source: Division of Accountability, Development, and Support*)

**Standardized Local Tax Base (Comptroller Valuation)** (*District Profile only*): The Comptroller conducts a study each year that uniformly evaluates the property values within school district boundaries. Locally assessed values may vary from the Comptroller's study values. The values certified by the Comptroller's Property Tax Division (Comptroller Valuation) are standardized in that they are deemed to be comparable across the state. Note that the values shown are final for tax year 2000. This is not the same property value used for school funding calculations.

*Value per Pupil:* school district property value, or Standardized Local Tax Base, divided by the total number of students. This per pupil figure is one definition of "wealth." Note that the values shown are final for tax year 2000.

*Value by Category:* shows aggregates of individual property tax categories expressed as a percent of the Comptroller's property value before the exemptions are applied. Note that the values shown are final for tax year 2000.

(*Source: Texas Comptroller of Public Accounts, July 2001*)

**State-Developed Alternative Assessment (SDAA):** This test, new for 2001, assesses special education students in Grades 3-8 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAAS is an inappropriate measure of their academic progress. This test assesses the areas of reading, writing, and mathematics. Students are assessed at their appropriate instructional levels, as determined by their admission, review, and dismissal (ARD) committees. The SDAA is administered on the same schedule as TAAS and is designed to measure annual growth based on appropriate expectations for each student as decided by the student's ARD committee. Because 2001 is a baseline year for this test, growth results will not be available to be included in AEIS until next year. Results of the alternative assessment are expected to become a part of the school accountability system in the future. See *TAAS Participation Report* and *Appendix E*. (*Source: TEA Division of Student Assessment*)

**Student Enrollment by Program:** Students are identified as served through the special education, career and technology education, bilingual/ESL education, or gifted and talented education programs. The percentages may reflect duplicate counts, as a student may be enrolled in more than one program. (*Source: PEIMS, Oct. 2000*)

**Students by Grade:** Percentages are calculated by dividing the number of students in each grade by the total number of students. (*Source: PEIMS, Oct. 2000*)

**Students with Disciplinary Placements:** Counts and percents of students placed in alternative education programs under Chapter 37 of the *Texas Education Code* (Discipline Law and Order) are shown (for the 1999-2000 school year) in the AEIS reports. Disciplinary placement counts are obtained from PEIMS records. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

(*Source: PEIMS, June 2000*)

**TAAS (Texas Assessment of Academic Skills):** Students in Texas public schools in grades 3 through 8 and 10 take this criterion-referenced test during the spring semester of each school year. It measures student achievement in the following subjects:

- Grade 3 - reading and mathematics (English and Spanish versions)
- Grade 4 - reading, mathematics, and writing (English and Spanish versions)
- Grade 5 - reading and mathematics (English and Spanish versions)
- Grade 6 - reading and mathematics (English and Spanish versions)
- Grade 7 - reading and mathematics
- Grade 8 - reading, mathematics, writing, science, and social studies
- Grade 10 - reading, mathematics, and writing (This last test is known as the exit-level test; students are required to pass it in order to qualify for graduation from high school.)

The AEIS report shows TAAS passing rates in two ways:

- *By Grade:* The report shows TAAS passing rates by grade for each subject area and for all tests taken. As shown above, the number of tests given varies by grade. This means that the number of tests included in “All Tests Taken” varies by grade. Two years of information are shown—for tests administered in the spring of 2001 and the spring of 2000.
- *Summed Across All Grades (Sum of 3-8 & 10):* The report also shows the passing rates summed across all grades by subject—as they are used in the accountability system to determine a school or district's rating. “All grades” refers to all grades tested at the particular school. For example, the passing rate for reading in an elementary school with a grade span of K-5 is calculated as follows:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

Other important information:

- Only test takers who were enrolled in the district as of the last Friday in the previous October are included. This means that, for example, a student who moved into the district a week before the TAAS was given would not be included in the performance for any district or campus. This is referred to as the “October subset” or the *Accountability Subset*.
- The results for students who move from school to school within the same district are included in the accountability subset. The test results go to the last school where the student was tested.
- For exit-level, only 10th graders tested in the spring administration are included in the count. This includes 10th graders who are repeating the grade and may have previously taken the exit-level TAAS. It does not include test takers in the 11th or 12th grade who are taking the exit-level TAAS.

- Students may choose not to take the exit-level TAAS if they have already met their testing requirements for graduation by passing End-of-Course examinations. Students in this category were credited as passers in calculating the school and district's TAAS passing rates for the accountability ratings. See *End-of-Course Examination Credit for Graduation* for more information.
- Although “All Tests Taken” is not a measure evaluated for accountability ratings purposes, it is shown on the AEIS report, both “by grade” and “summed across all grades.” This value shows the percent of students who passed every test they took. For example, a group of 100 students tested in Reading and Mathematics at the 3<sup>rd</sup> grade might have the following results: 90 students passed Reading and 80 students passed Mathematics. However, only 75 of those students passed BOTH Reading and Mathematics. For this reason, while the percent passing Reading would be 90%, and the percent passing Mathematics would be 80%, the percent passing All Tests Taken would be only 75%, not an average of 80% and 90%. All Tests Taken is always equal to or less than the percent of students who passed any of the individual subject areas. The more tests taken and considered for this measure, the more likely the All Tests Taken value will be lower than any of the individual subject areas. However, please note that for “summing across all grades,” Science and Social Studies results are not included in All Tests Taken.

For an explanation of TAAS participation see *TAAS Participation Report* and *Appendix E*.  
(Source: TEA Division of Student Assessment)

**TAAS Exit-level Cumulative Pass Rate** (from *District Performance Section*): The TAAS cumulative pass rate for the class of 2001 shows the percent of students who first took the exit-level test in spring 1999, and eventually passed all tests taken (in the same district) by spring 2001. This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAAS, which is a requirement for graduation from Texas public schools.

Test takers included in the *TAAS Exit-level Cumulative Pass Rate for the class of 2001*:

- Any student who took the test for the first time in spring 1999, including 11th and 12th graders. (Grade 10 students who are repeating the grade and taking the TAAS exit-level test for the second time are not included.)
- All special education students who took the test.
- All students who did not take the exit-level TAAS because they met their graduation requirements on the End-of-Course examinations (class of 2001 only).
- All students who took and failed one or more portions of the exit-level TAAS, but met their graduation requirements on the End-of-Course examinations (class of 2001 only).
- All above students, whether or not they were in the *Accountability Subset*.

Test takers NOT included in the *TAAS Exit-level Cumulative Pass Rate*:

- Students who first took the exit-level test in District A, but didn't pass all sections and then moved to District B and retested, are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who move out of state, or leave the country, or die before passing all tests taken are in the denominator but not the numerator. (These students cannot be removed because they are not specifically identified in the data.)
- Students who drop out of school before passing all tests taken are in the denominator but not the numerator.
- Students who moved into the state after the spring of 1999 are not included, even if they took the TAAS and graduated with the class of 2001.

The information is available by sex and ethnicity but not by economic status. The performance of special education students are included in all the values and are not reported separately.

Results of this indicator are also shown for the class of 2000. (*Source: TEA Division of Student Assessment*)

**TAAS Participation Report:** Every student enrolled in a Texas public school in grades 3, 4, 5, 6, 7, 8, and 10 must be given the opportunity to take the TAAS (Texas Assessment of Academic Skills) or the SDAA (State-Developed Alternative Assessment). Although it is the intention to test every student in these grades, there are circumstances under which some students are not tested. Also, of the students who are tested, not all students' test results are included in the school or district's accountability evaluations. The reasons for exclusion are as follows:

- Students may take the test but be excluded because they were not enrolled in that district by the last Friday in the previous October (*Mobile Subset*).
- Students may be absent during every test administration.
- Students served in special education may now take the SDAA (State-Developed Alternative Assessment) in grades 3-8. Because this test is designed to measure annual growth, and it was administered for the first time in 2001, the growth measure results will not be available for inclusion in the AEIS reports until next year.
- Students may receive an ARD (Admission, Review, and Dismissal) exemption for every test. (Note that fewer students were ARD exempt in 2001, because grades 3-8 special education students can now take the SDAA in reading, writing and mathematics.)
- Students may receive a LEP (Limited English Proficient) exemption for every test.
- Students may not test due to illness during testing or other test administration irregularities.

For the current year report (spring 2001), the percentages are based as much as possible on the total *number of students* for whom a TAAS or SDAA answer document was submitted.

Districts submit answer documents for each student enrolled at the time of the spring TAAS and SDAA administration in the grades tested. Students who take different tests (for example TAAS Mathematics and SDAA Reading) will have duplicate answer documents. The new methodology eliminates duplicate counts of students resulting from duplicate answer documents. This is a slight change from the way totals were calculated in the past. The prior year (spring 2000) totals shown on this year's report were recomputed using the new methodology to allow for valid comparisons of TAAS participation for 2000 and 2001.

The TAAS Participation Report provides a breakdown of categories of results that were included or excluded in the evaluations used to assign accountability ratings. *Appendix E* provides a description for each component of the TAAS Participation Report. (*Source: TEA Division of Student Assessment*)

**TAAS Passing Standard:** The standard for passing (or meeting minimum expectations on) the exit-level TAAS test is equivalent to correctly answering 70% of the items based on the October 1990 exit-level test. In the spring of 1994 the passing standards in reading and mathematics at grades 3-8 were aligned with the exit-level standard in order to measure student achievement across time. Students in grades 3-8 and 10 achieving a Texas Learning Index (TLI) score of 70 or higher meet minimum expectations in reading and mathematics. On the writing test, students must achieve a scale score of 1500 or higher to meet minimum expectations. The passing standard for the Spanish TAAS (reading, mathematics, and writing) also requires a scale score of 1500 or higher. (*Source: TEA Division of Student Assessment*)

**TAAS/TASP Equivalency:** This indicator shows the percent of graduates from the class of 2000 who did well enough on the exit-level TAAS to have a 75% likelihood of passing the Texas Academic Skills Program (TASP) test. To be counted for this indicator a student must have achieved a TLI of X-81 or higher on the TAAS reading test, a TLI of X-77 or higher on the TAAS mathematics test, and a scale score of 1540 or higher on the TAAS writing test.

Test takers included in the *TAAS/TASP Equivalency*:

- All 10th graders who took the test for the first time in spring 1998.
- All 11th graders who took the test for the first time in October 1998 or spring 1999.

- All 12th graders who took the test for the first time in October 1999 or spring 2000.

Test takers NOT included in the *TAAS/TASP Equivalency*:

- Students who were special education (ARD) exempt during all testing periods.
- Students who took the TAAS but did not get a Texas High School diploma
  - because they dropped out,
  - because they moved out of state, or
  - because they died.

Results of the *TAAS/TASP Equivalency* are also shown for the class of 1999. Note that the *Accountability Subset* does not apply to this indicator.

In order to qualify for Additional Acknowledgment for performance on the *TAAS/TASP Equivalency*, at least 80.0% of the school or district's graduates must have met or exceeded the TAAS/TASP equivalency standard. See *TAAS, TASP, and Graduates*. (Source: TEA Division of Student Assessment; PEIMS, Oct. 2000, and Oct. 1999)

**TASP:** The Texas Academic Skills Program measures reading, writing, and mathematics proficiency. It is required of all persons entering Texas public institutions of higher education for the first time. The TASP is administered by the Texas Higher Education Coordinating Board.

**Teachers by Ethnicity and Sex:** These are counts of teacher FTEs by the major ethnic groups and by sex. Counts are also expressed as a percent of the total teacher FTE. (Source: PEIMS, Oct. 2000)

**Teachers by Highest Degree Held (District Profile only):** This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. (Source: PEIMS, Oct. 2000)

**Teachers by Program (population served):** Teacher FTE counts are categorized by the type of student populations served. Regular education, special education, compensatory education, career and technology education, bilingual/ESL education, gifted and talented education, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (Source: PEIMS, Oct. 2000)

**Teachers by Years of Experience (District Profile only):** This is the FTE count of teachers with years of professional experience that fall into the ranges shown. Experience in these categories is the total years of experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source: PEIMS, Oct. 2000)

**Texas Learning Index:** See *TLI*.

**TLI (Texas Learning Index):** The TLI is a score that describes a student's performance on the TAAS reading or mathematics test. It can be used to tell how far a student is above or below the passing standard. For example, the passing standard is a TLI of 70. If a student's TLI is 72, then we know that while the student passed, he did not pass by as great a margin as a classmate whose TLI was 90. The TLI is available only for the TAAS (English version) reading and mathematics tests at grades 3 through 8 and 10.

**TLI Average Growth:** Improvement for a group of TAAS test takers is based on the growth in the students' Texas Learning Index (TLI) scores on the TAAS reading and mathematics tests from one year to the next. On the AEIS, TLI Average Growth is calculated at a campus-wide level for determining Comparable Improvement. CI is calculated only at the campus level. TLI Average

Growth is also calculated for reporting the Progress of Prior Year TAAS Failers. Note that this latter TLI Average Growth only looks at the performance of students who failed the TAAS in the prior year. See *Progress of Prior Year TAAS Failers* and *Comparable Improvement* for more information.

**Total Campus Budget by Function** (*Campus Profile only*): Operating expenditures, by function, are expressed as a percent of the total campus operating budget. Function codes appear in parentheses.

- *Instruction* – all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11); and, expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
- *Instructional Leadership* – managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
- *School Leadership* – directing and managing a school (23).
- *Other Campus Costs* – resource centers and libraries (12); curriculum and instructional staff development (13); support services, including guidance and counseling (31), social work (32) and health services (33); food services (35); cocurricular/extracurricular activities (36); plant maintenance and operations (51); security and monitoring services (52), and data processing services (53). The information in the campus group, district, and state columns show the total costs of these expenditures for campuses in the group, campuses in the district, and all campuses in the state, respectively. Other costs not found in campuses—such as central office administrative expenditures—are not included.

See *Appendix B*. (Source: PEIMS, Oct. 2000)

**Total Exclusions** (*District Profile only*): These expenditure amounts are omitted from the other financial information presented, in order to provide a more equalized financial picture. Function codes are shown in parentheses following each item.

- *Tuition Transfers for Grades/Services Not Offered* is the amount budgeted for the cost of obtaining instructional services from another district for grade levels not served or services not offered (91). This category also includes payments to other school districts under the Public Education Grant Program (94).
- *Wealth Equalization Transfers* is the amount budgeted by districts for the cost of reducing their property wealth to the required equalized wealth level (91). Payments to Charter Schools (96) are also included in this category.
- *Payments to Fiscal Agents/Members of Shared Services Arrangements (SSA)* is the amount budgeted for payments to a fiscal agent from a member district (or vice versa) for services provided (93). The portion of SSA payments budgeted in the Special Revenue Funds are no longer collected by TEA, and so do not appear in this amount.

See *Appendix B*. (Source: PEIMS, Oct. 2000)

**Total Expenditures by Object** (*District Profile only*): Total budgeted expenditures are grouped into operating and non-operating categories by object of expense. The operating categories are:

- *Payroll Costs* – gross salaries or wages and benefit costs for all employees (6100);
- *Professional and Contracted Services* – services rendered to school districts by firms, individuals and other organizations (6200);
- *Supplies and Materials* – supplies and materials including fuel for vehicles, other reading materials (not including the cost of state-adopted textbooks), and food service supplies (6300); and

- *Other Operating Costs* – other expenses necessary for the operation of the school district (6400).

The non-operating categories are:

- *Debt Service* – all expenditures for debt service including the retirement of debt and bond principal, and all interest expenses (6500); and
- *Capital Outlay* – expenditures for fixed assets, such as land, buildings, and equipment (6600).

The Special Revenue Funds (including Shared Services Arrangements) and the Capital Projects Funds are not reported to the TEA by districts and so do not appear here. (Source: PEIMS, Oct. 2000)

**Total Expenditures for Athletic Programs** (*District Profile only*): Budgeted expenditures for the costs of competitive athletic activities such as football, basketball, golf, swimming, baseball, etc. (program intent code 91). This includes costs associated with coaching as well as sponsors for drill team, cheerleaders, or any other organized activity to support athletics. However, this does not include band. (Source: PEIMS, Oct. 2000)

**Total Expenditures for Community Services** (*District Profile only*): Budgeted expenditures for activities or purposes other than regular public education. These are activities relating to the whole community, such as the operation of a school library, swimming pool, and playgrounds for the public (function 61). (Source: PEIMS, Oct. 2000)

**Total Operating Expenditures by Function** (*District Profile only*): Operating expenditures by function are expressed as a percent of total operating expenditures. Function codes appear in parentheses.

- *Instruction* – all activities dealing directly with the interaction between teachers and students, including instruction aided with computers (11); and, expenditures to provide resources for Juvenile Justice Alternative Education Programs (95).
  - *Instructional Related Services* – expenditures for educational resources and media, such as resource centers and libraries (12); and, curriculum development and instructional staff development (13).
  - *Instructional Leadership* – managing, directing, supervising, and providing leadership for staff who provide instructional services (21).
  - *School Leadership* – directing and managing a school (23).
  - *Support Services – Student* – guidance, counseling, and evaluation services (31); social work services (32); and, health services (33).
  - *Student Transportation* – transporting students to and from school (34). *Food Services*: food service operation, including cost of food and labor (35).
  - *Cocurricular/Extracurricular Activities* – school-sponsored activities during or after the school day that are not essential to the delivery of instructional services (36).
  - *Central Administration* – managing or governing the school district as an overall entity (41); costs associated with the purchase or sale of attendance credits either from the state or from other school district(s) (92); and for Charter Schools only, fund raising (81).
  - *Plant Maintenance and Operations* – keeping the physical plant and grounds in effective working condition (51). *Security and Monitoring Services*: keeping student and staff surroundings safe (52).
  - *Data Processing Services* – data processing services, whether in-house or contracted (53).
- (Source: PEIMS, Oct. 2000)

**Total Revenues** (*District Profile only*): The total for all revenues budgeted in the General Fund (199, including Food Services), the National School Breakfast and Lunch Program (240, 701), and the Debt Service Funds (599). *Total Revenues per Pupil* is total revenue divided by the total number of students. The Special Revenue Funds (including Shared Services Arrangements) and the Capital Projects Funds are not reported to the TEA by districts and so do not appear here.. (Source: PEIMS, Oct. 2000)

**Total Staff:** Total staff includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, Asian/Pacific Islander, and Native American). This FTE count is expressed as a percent of the total staff FTE. (Source: PEIMS, Oct. 2000)

**Total Students:** This is the total number of public school students who were reported in membership as of October 27, 2000 at any grade, from early childhood education through grade 12. Membership is a slightly different number from enrollment, because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (Source: PEIMS, Oct. 2000)

**TSSAS (Texas Successful Schools Award System):** TSSAS was created by the Texas Legislature for schools that exhibit the highest levels of sustained success or the greatest improvement in achieving education goals. Awards are in the form of either recognition or monetary disbursements. A portion of that amount is awarded to schools based upon criteria designed to recognize effective and innovative approaches to increasing the number of parents or guardians attending parent-teacher conferences. For more information on TSSAS, contact the Division of Accountability Development and Support at (512) 463-9837.

**Turnover Rate for Teachers** (*District Profile only*): This shows the total FTE count of teachers not employed in the district in the fall of 2000-01 who were employed as teachers in the district in the fall of 1999-2000, divided by the total teacher FTE count for the fall of 1999-2000. Social security numbers of reported teachers are compared from the two semesters to develop this information. Staff who remain employed in the district but not as teachers are counted as teacher turnover. (Source: PEIMS, Oct. 2000, Oct. 1999)



## Who to Call

Information about the calculation of all Academic Excellence Indicator System (AEIS) data elements is provided in this *Glossary*. Information on the calculation of accountability ratings and comparable improvement is included in the *2001 Accountability Manual*. If, after reading these documents, you have questions about the calculation of AEIS indicators, accountability ratings, or comparable improvement, contact the **Division of Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below. All telephone numbers are in the (512) area code.

<b>Subject</b>	<b>Contact</b>	<b>Number</b>
Alternative Education Accountability	Accountability, Development & Support.....	463-9642
Advanced Placement (AP) Programs	Advanced Academic Services.....	463-9455
ARD Exemptions	Special Education.....	463-9414
Charter Schools	Charter Schools .....	463-9575
College Admissions Tests		
Scholastic Assessment Tests (SAT I)	College Board, Southwestern Regional Office ....	891-8400
American College Testing (ACT)	ACT Regional Office .....	345-1949
Copies of AEIS reports		
On the internet	..... <a href="http://www.tea.state.tx.us/perfreport">http://www.tea.state.tx.us/perfreport</a>	
On paper or CD	Communications and Public Information.....	463-9000
DAEP (Disciplinary Alternative Education Program)	Chapter 37 – Safe Schools.....	463-9982
DEC Visits	Accountability Evaluations .....	463-9297
Distinguished Achievement Program	Advanced Academic Services.....	463-9455
International Baccalaureate (IB)	Advanced Academic Services.....	463-9455
On-site Investigations	Quality Compliance & Accountability Reviews ..	463-9495
Performance Objectives	Accountability Evaluations .....	463-9312
Public Education Grant (PEG) Program	Field Services.....	463-9354
Public Education Information		
Management System (PEIMS)	PEIMS Data Standards HelpLine .....	936-7346
Public Hearings	Accountability Evaluations .....	475-3112
Recommended High School Program	Curriculum.....	463-9581
Retention Policies	Curriculum.....	463-9581
Special Education	Special Education.....	463-9414
Special Education Compliance Status	Accountability Development & Support .....	463-9716
TAAS (Texas Assessment of Academic Skills)		
Student Assessment.....		463-9536
TAAS Testing Contractor	National Computer Systems.....(800)	252-9186
TASP (Texas Academic Skills Program)	State Board of Educator Certification (SBEC)....	469-3000
Texas Learning Index	Student Assessment.....	463-9536
TSSAS (Texas Successful Schools Award System).....		
Accountability Development & Support .....		463-9637

### Information on the Internet: <http://www.tea.state.tx.us/perfreport>

Accountability information provided at the agency website includes: *2001 Accountability Manual*, *2001 Accountability Ratings and Data Tables*; 2001 district and campus AEIS data (posted in mid-November); and Campus Comparison Groups (under Comparable Improvement) based on 2000-01 characteristics (posted in mid-November).

# Explanation of Performance Section for 2000-01

The Academic Excellence Indicator System (AEIS) reports performance on a variety of indicators for Texas public schools. Only district reports show all indicators. Your school's report shows results for the indicators that apply, depending on the school's grade span.

The indicators for a typical high school are: TAAS (Texas Assessment of Academic Skills); RPTE (Reading Proficiency Test in English) (*new in 2001*); Progress of Prior Year TAAS Failers; End-of-Course Exam; Attendance Rate; Dropout Rate; Completion Rate/Student Status; Advanced Courses; Recommended High School Program; TAAS/TASP Equivalency; and SAT/ACT Results. Note that both current and prior year data are shown for the indicators where available. For definitions and descriptions, see the *AEIS Glossary* (attached).

District reports include performance results for these indicators as well as for AP/IB tests and the TAAS Exit-level Cumulative Pass Rate. See the following page for the district-only indicators.

Definitions and descriptions of items found in the Performance Section and Profile Section are available in the *AEIS Glossary* (attached).

Schools receive a rating of *Exemplary*, *Recognized*, *Acceptable*, or *Low-Performing*. For an explanation of these ratings, see the *2001 Accountability Manual*. Alternative Education schools receive ratings of *AE: Commended*, *AE: Acceptable*, *AE: Needs Peer Review*, or *AE: Not Rated*.

TEXAS EDUCATION AGENCY  
Academic Excellence Indicator System  
2000-01 Campus Performance  
Accountability Rating: ACCEPTABLE

Section I - Page 2  
Total Students: 2,471  
Grade Span: 09 - 12  
School Type: Secondary

District Name: SAMPLE ISD  
Campus Name: SAMPLE HIGH SCHOOL  
Campus #: 55555444

Indicator:

TAAS % Passing Grade 10	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pac. Is.	Male	Female	Econ. Disadv.
Reading 2000	90.0%	86.8%	87.8%	86.8%	83.1%	81.0%	96.8%	-	100.0%	83.5%	90.1%	79.9%
Writing 2000	90.3%	86.2%	86.2%	86.2%	86.4%	80.0%	92.8%	-	100.0%	83.3%	88.3%	37.5%
Math 2000	89.1%	84.7%	89.8%	85.6%	80.2%	79.5%	94.3%	-	100.0%	83.1%	86.2%	76.4%
All Tests 2000	90.7%	85.6%	91.4%	88.5%	81.7%	80.7%	94.0%	-	100.0%	83.8%	87.5%	37.5%
Reading 2001	89.3%	88.5%	89.6%	88.5%	84.7%	85.3%	95.5%	-	100.0%	88.0%	89.0%	86.5%
Writing 2001	89.3%	84.3%	87.5%	84.3%	77.6%	81.1%	92.9%	-	100.0%	85.2%	83.5%	33.3%
Math 2001	86.8%	84.3%	87.8%	84.3%	66.7%	67.7%	88.8%	-	100.0%	70.9%	77.8%	64.7%
All Tests 2001	80.4%	74.6%	80.5%	74.6%	67.4%	69.1%	85.9%	-	88.9%	72.4%	76.5%	16.7%
Progress of Prior Year TAAS Failers												
Sum of 4-8 & 10												
Average TLI Growth	10.89	12.10	7.0%	9.51	11.78	5.56	8.60	-	-	9.04	10.25	8.20
Reading 2000	9.32	10.07	9.0%	10.31	9.92	11.11	8.60	-	*	5.97	10.76	7.56
Math 2000	10.97	12.75	8.4%	6.39	9.72	7.46	4.80	-	-	5.76	7.18	5.80
Reading 2001	8.82	7.56	50.0%	39.0%	43.5%	25.0%	40.0%	-	-	6.50	2.10	36.7%
Writing 2001	52.2%	53.2%	54.5%	42.1%	60.5%	50.0%	50.0%	-	*	32.0%	50.0%	40.0%
Math 2001	49.0%	51.4%	48.6%	42.1%	45.0%	30.8%	50.0%	-	*	46.7%	60.5%	40.0%
All Tests 2001	57.4%	61.4%	50.0%	39.7%	40.6%	39.1%	58.5%	-	-	44.7%	53.5%	40.0%
RPTE % Change												
Sum of 3-12												
Rated "Beginning" in 2000	44.8%	44.2%	?	-	-	-	-	-	*	-	-	-
% Beg. 2001	36.1%	32.5%	?	-	-	-	-	-	*	-	-	-
% Adv. 2001	19.1%	23.4%	?	-	-	-	-	-	*	-	-	-
Rated "Intermediate" in 2000												
% Beg. 2001	5.4%	1.2%	?	18.7%	-	18.7%	-	-	-	20.0%	16.6%	21.4%
% Int. 2001	32.3%	29.1%	66.7%	81.2%	-	81.2%	-	-	-	80.0%	83.3%	78.5%
% Adv. 2001	62.3%	69.8%	-	-	-	-	-	-	-	-	-	-
TAAS % Passing (Sum of 3-8 & 10)												
Accountability Subset												
Reading 2001	88.9%	85.2%	89.2%	86.9%	83.1%	81.1%	96.8%	-	100.0%	83.5%	90.1%	80.0%
Writing 2001	87.4%	84.0%	90.0%	86.2%	86.4%	78.0%	92.8%	-	100.0%	83.9%	88.3%	37.5%
Math 2001	87.9%	85.7%	88.8%	85.6%	80.2%	79.6%	94.4%	-	100.0%	83.2%	86.3%	76.5%
All Tests 2001	90.2%	83.8%	91.0%	88.5%	81.3%	80.7%	94.0%	-	100.0%	88.9%	87.3%	37.5%
Reading 2000	87.4%	83.8%	89.7%	85.6%	84.7%	85.4%	95.5%	-	100.0%	88.0%	89.0%	86.6%
Writing 2000	87.4%	84.0%	88.2%	84.3%	77.6%	81.1%	92.9%	-	100.0%	85.2%	83.5%	33.3%
Math 2000	82.1%	78.8%	77.9%	74.6%	66.7%	67.9%	88.8%	-	100.0%	71.0%	77.9%	64.8%
All Tests 2000	79.9%	74.6%	80.3%	74.6%	67.4%	69.1%	85.9%	-	88.9%	72.4%	76.5%	16.7%
End-of-Course Exam (% Passing)												
(Preview of 2003 Exit Level)												
Algebra I												
% Passing 2001	43.9%	41.0%	25.2%	24.7%	18.6%	23.5%	36.1%	-	*	23.5%	26.1%	24.8%
% Passing 2000	43.9%	41.0%	26.5%	24.7%	18.6%	23.5%	36.1%	-	?	23.5%	26.1%	24.8%
Biology												
% Passing 2001	80.3%	80.9%	81.7%	81.1%	72.4%	75.3%	92.9%	*	100.0%	84.7%	78.1%	75.4%
% Passing 2000	80.3%	80.9%	82.4%	80.3%	72.4%	75.3%	92.9%	*	100.0%	84.7%	78.1%	75.4%
English II												
% Passing 2001	77.7%	75.1%	80.3%	75.3%	65.3%	79.2%	82.5%	-	77.8%	69.6%	80.1%	69.1%
% Passing 2000	77.7%	75.1%	77.8%	75.3%	65.3%	79.2%	82.5%	-	77.8%	69.6%	80.1%	69.1%
US History												
% Passing 2001	72.1%	66.6%	67.4%	66.7%	53.5%	59.4%	85.2%	*	83.3%	67.6%	66.0%	56.6%
% Passing 2000	72.1%	66.6%	66.0%	66.7%	53.5%	59.4%	85.2%	*	83.3%	67.6%	66.0%	56.6%

A dash (-) indicates that no students were in that classification.

An asterisk (\*) indicates that fewer than 5 students were in this classification.

A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

# Explanation of Performance Section for 2000-01 (continued)

n/a - indicates that the data are not available or are not applicable.

## Indicators Continued

Attendance Rate	95.6%	94.4%	94.7%	92.0%	91.6%	91.4%	92.7%	97.9%	91.7%	92.4%	91.6%	89.2%
1999-2000	95.4%	93.1%	95.1%	88.3%	87.7%	86.5%	90.2%	97.4%	87.9%	88.8%	86.3%	82.8%
Annual Dropout Rate (Gr. 7-12)	1.3%	1.6%	1.5%	2.3%	2.2%	2.5%	2.5%	0.0%	2.9%	1.7%	1.8%	2.9%
1998-99	1.6%	1.2%	1.3%	1.4%	1.2%	2.5%	0.8%	0.0%	1.5%	1.4%	1.5%	1.7%
Completion Rate/Student Status Rate												
Class of 2000	80.7%	77.9%	83.8%	83.5%	86.9%	80.5%	81.8%	100.0%	78.6%	88.1%	80.8%	78.6%
% Graduated	4.8%	5.5%	2.0%	3.3%	1.8%	3.8%	4.7%	0.0%	4.0%	2.7%	1.9%	1.8%
% Received GED	7.3%	9.9%	3.5%	8.1%	6.5%	9.4%	8.8%	0.0%	10.9%	5.4%	10.3%	16.1%
% Continued HS	7.3%	9.9%	3.5%	8.1%	6.5%	9.4%	8.8%	0.0%	10.9%	5.4%	10.3%	16.1%
% Dropped Out												
Class of 1999	79.5%	71.4%	84.0%	78.0%	78.6%	67.9%	85.3%	90.0%	76.3%	79.5%	70.2%	58.2%
% Graduated	4.0%	5.5%	2.7%	2.2%	2.1%	2.1%	2.5%	0.0%	2.6%	1.9%	2.2%	1.8%
% Received GED	8.0%	12.2%	4.2%	9.6%	11.2%	12.9%	4.9%	10.0%	10.3%	9.0%	13.8%	32.7%
% Continued HS	8.0%	12.2%	4.2%	9.6%	11.2%	12.9%	4.9%	10.0%	10.3%	9.0%	13.8%	32.7%
% Dropped Out												
% Adv. Courses												
1999-2000	20.1%	15.8%	13.9%	15.6%	10.2%	10.3%	25.6%	42.9%	14.6%	16.6%	7.6%	3.0%
1998-99	20.1%	15.1%	15.7%	14.9%	7.6%	11.1%	25.8%	37.3%	12.2%	17.4%	6.2%	1.3%
% Rec. HS Pam.												
Class of 2000	38.6%	13.2%	37.3%	13.2%	2.4%	6.3%	31.7%	16.7%	11.3%	15.0%	2.6%	0.0%
Class of 1999	15.0%	12.0%	0.0%	12.0%	0.6%	4.6%	28.1%	55.6%	10.6%	13.2%	1.5%	0.0%
TAAS/TASP Equiv.												
Class of 2000	58.5%	50.1%	53.1%	50.1%	35.4%	40.7%	75.6%	45.5%	51.5%	48.9%	34.8%	3.2%
Class of 1999	53.5%	43.1%	50.0%	43.1%	21.8%	36.3%	68.8%	88.9%	46.9%	40.1%	24.6%	-
SAT/ACT Results												
% At/Above Crit.	27.3%	30.8%	18.2%	30.8%	4.1%	32.1%	49.4%	55.6%	35.3%	27.6%	n/a	n/a
Class of 2000	27.2%	30.8%	20.0%	30.8%	4.1%	32.1%	49.4%	55.6%	35.3%	27.6%	n/a	n/a
Class of 1999												
% Tested	62.2%	50.8%	55.9%	50.8%	49.7%	27.2%	64.4%	100.0%	48.9%	52.3%	n/a	n/a
Class of 2000	61.8%	50.8%	62.3%	50.8%	49.7%	27.2%	64.4%	100.0%	48.9%	52.3%	n/a	n/a
Class of 1999												
Mean SAT I Score	989	1008	954	1008	834	1012	1103	1147	1040	987	n/a	n/a
Class of 2000	989	1008	960	1008	834	1012	1103	1147	1040	987	n/a	n/a
Class of 1999												
Mean ACT Score	20.2	19.8	19.5	19.8	17.3	22.7	21.7	21.9	20.0	19.7	n/a	n/a
Class of 2000	20.2	19.8	19.8	19.8	17.3	22.7	21.7	21.9	20.0	19.7	n/a	n/a
Class of 1999												

Two performance indicators are shown at the district level only: *AP/IB Results* show participation and performance on Advanced Placement Exams and International Baccalaureate Exams by high school students. *TAAS Cumulative Pass Rate* shows the district's success at getting all of their students to pass the TAAS exit-level test. For more information on these indicators, see the *AEIS Glossary*.

## District-only Indicators

T E X A S E D U C A T I O N A G E N C Y  
Academic Excellence Indicator System  
2000-01 District Performance  
Accountability RATING: ACADEMICALLY ACCEPTABLE

Section I - Page 1

Indicator:	State	Region 04	District	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS Cumulative Pass Rate - Exit	91.6%	91.6%	87.3%	82.9%	85.5%	94.0%	*	88.9%	86.2%	88.3%	n/a	n/a
Class of 2001	91.6%	91.6%	87.3%	82.9%	85.5%	94.0%	*	88.9%	86.2%	88.3%	n/a	n/a
Class of 2000												
AP/IB Results												
% Tested	12.7%	12.0%	12.9%	4.9%	9.8%	21.3%	*	37.9%	12.0%	13.6%	n/a	n/a
2000-01	12.7%	12.0%	12.9%	4.9%	9.8%	21.3%	*	37.9%	12.0%	13.6%	n/a	n/a
1999-2000												
% Scores >= Crit.	53.9%	67.5%	56.4%	9.1%	60.4%	61.7%	*	56.5%	59.8%	53.5%	n/a	n/a
2000-01	53.9%	67.5%	56.4%	9.1%	60.4%	61.7%	*	56.5%	59.8%	53.5%	n/a	n/a
1999-2000												
% Examinees >= Crit.	57.9%	70.5%	63.3%	6.7%	70.4%	73.0%	*	63.6%	63.3%	63.2%	n/a	n/a
2000-01	57.9%	70.5%	63.3%	6.7%	70.4%	73.0%	*	63.6%	63.3%	63.2%	n/a	n/a
1999-2000												

**APPENDIX B  
FINANCIAL ACCOUNTING CODES FOR REVENUE AND EXPENDITURE ITEMS  
(In Alphabetical Order by Label)**

LABEL	FUNCTION(S)	OBJECT(S)	PROGRAM(S)
<b>BUDGETED INSTRUCTIONAL OPERATING EXPENDITURES BY PROGRAM</b>			
Regular Education	11,95	6100-6400	11
Special Education	11,95	6100-6400	23
Compensatory Education	11,95	6100-6400	24
Career & Technology Ed.	11,95	6100-6400	22
Bilingual/ESL Education	11,95	6100-6400	25
Gifted & Talented Education	11,95	6100-6400	21
<b>PER PUPIL EXPENDITURES</b>			
Total Expenditures	All	All 6000s	All
Total Operating Expenditures by Function*	Sum of Detail Below	6100-6400	All
Instruction and Instructional Leadership*	11,95,21	6100-6400	All
School Leadership*	23	6100-6400	All
Central Administration	41,92(or 81/Chtrr Schools)	6100-6400	All
Other Operating	12,13,31-36,51-53	6100-6400	All
Other Campus Costs**	12,13,31-33,35,36,51-53	6100-6400	All
<b>REVENUES BY SOURCE</b>			
Local Tax	n/a	5710,5761 (less functn 91&96 expend.)	n/a
Other Local & Intermediate	n/a	5720-5745,5747-5750,5769	n/a
State	n/a	5800	n/a
Federal	n/a	5900	n/a
<b>TOTAL EXCLUSIONS</b>			
Tuition Transfers for Grades/Services Not Offered	91,93,94,96	All 6000s	All
Wealth Equalization Transfers	91,96	All 6000s	All
Payments to Fiscal Agents/Members of SSA	93	All 6000s	All
<b>TOTAL EXPENDITURES</b>			
<b>TOTAL EXPENDITURES BY OBJECT</b>			
Operating	All	6100-6400	All
Payroll Costs	All	6100	All
Professional and Contracted Services	All	6200	All
Supplies and Materials	All	6300	All
Other Operating Costs	All	6400	All
Non-Operating	All	6500-6600	All
Debt Service	All	6500	All
Capital Outlay	All	6600	All
<b>TOTAL EXPENDITURES FOR ATHLETIC PROGRAMS</b>			
<b>TOTAL EXPENDITURES FOR COMMUNITY SERVICES</b>			
<b>TOTAL OPERATING EXPENDITURES BY FUNCTION*</b>			
Instruction*	11,95	Sum of Detail Below	All
Instructional-Related Services	12,13	6100-6400	All
Instructional Leadership*	21	6100-6400	All
School Leadership*	23	6100-6400	All
Support Services - Student	31,32,33	6100-6400	All
Student Transportation	34	6100-6400	All
Food Services	35	6100-6400	All
Cocurricular/Extracurricular Activities	36	6100-6400	All
Central Administration	41,92(or 81/Chtrr Schools)	6100-6400	All
Plant Maintenance & Operations	51	6100-6400	All
Security and Monitoring Services	52	6100-6400	All
Data Processing Services	53	6100-6400	All
Other Campus Costs**	12,13,31-33,35,36,51-53	6100-6400	All
<b>TOTAL REVENUES</b>			
	n/a	All 5000s	n/a

Beginning in 1996-97, districts reported only what was budgeted in the General Fund (199, incl. 101), the NSL Funds (240, 701), and the Debt Services Fund (599). Amounts budgeted for the Tax Increment Fund (TIF), function 97 or object 5746, are not included, but appear as a footnote where appropriate.

\* Indicates the item appears on the Campus Profile as well as District Profile. All items not marked appear only on the District Profile.

\*\* Indicates the item appears on the Campus Profile only.

**APPENDIX A  
PEIMS ROLE IDENTIFICATIONS**

<b>CENTRAL ADMINISTRATORS</b>	
004 Ass't/Assoc. Superintendent	
012 Instructional Officer (Central Office)	
027 Superintendent/CAO/CEO/President	
040 Athletic Director (Central Office)	
043 Business Manager	
044 Tax Assessor and/or Collector	
045 Director - Personnel/Human Resources	
<b>CAMPUS ADMINISTRATORS</b>	
003 Assistant Principal	
012 Instructional Officer (not Central Office)	
020 Principal	
040 Athletic Director (not Central Office)	
<b>PROFESSIONAL SUPPORT STAFF</b>	
002 Art Therapist	
005 Associate School Psychologist	
006 Audiologist	
007 Corrective Therapist	
008 Counselor	
011 Educational Diagnostician	
013 Librarian	
015 Music Therapist	
016 Occupational Therapist	
017 Orientation & Mobility Instructor	
018 Physical Therapist	
019 Physician	
021 Recreational Therapist	
022 School Nurse	
023 School Psychologist	
024 Social Worker	
026 Speech Therapist	
028 Teacher Supervisor	
030 Visiting Teacher	
032 Vocational Education Coordinator	
041 Teacher Facilitator	
042 Teacher Appraiser	
054 Department Head	
055 Registrar	
056 Athletic Trainer	
058 Other Campus Professional Support	
080 Other Non-Campus Professional Personnel	
<b>TEACHERS</b>	
025 Special Duty Teacher	
029 Teacher	
047 Substitute Teacher	
<b>EDUCATIONAL AIDES</b>	
033 Educational Aide	
035 Interpreter	
<b>AUXILIARY STAFF</b>	
Employment record, but no responsibility records.	

# Advanced Academic Courses 2000-01 Academic Excellence Indicator System

## English Language Arts

A3220100	English Language And Composition
A3220200	English Literature And Composition
A3220300	International English Language
I3220300	English III
I3220400	English IV
03221100	Research/Technical Writing
03221200	Creative/Imaginative Writing
03221800	Independent Study In English
03231000	Independent Study/Journalism
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study/Speech
03221600	Humanities
03221500	Literary Genres
03231902	Advanced Broadcast Journalism

## Mathematics

A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100300	Mathematics Higher Level
I3100400	Advanced Mathematics Subsidiary Level
03101100	Pre-Calculus
03102500	Independent Study in Mathematics (1 <sup>st</sup> time)
03102501	Independent Study in Mathematics (2 <sup>nd</sup> time)

## Computer Science

A3580100	Computer Science I
A3580200	Computer Science II
I3580200	Computer Science I
I3580300	Computer Science II
03580200	Computer Science I
03580300	Computer Science II

- All courses shown were for the 1999-2000 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

**Science**

A3010200	Biology
A3020000	Environmental Science
A3040000	Chemistry
A3050001	Physics B
A3050002	Physics C
I3010200	Biology
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II

**Social Studies/History**

A3310100	Micro Economics
A3310200	Macro Economics
A3330100	United States Government And Politics
A3330200	Comparative Government And Politics
A3340100	United States History
A3340200	European History
A3350100	Psychology
I3301100	History, Standard Level
I3301200	History: Africa, Higher Level
I3301300	History: Americas, Higher Level
I3301400	History: East And Southeast Asia, Higher Level
I3301500	History: Europe, Higher Level
I3302100	Geography, Standard Level
I3302200	Geography, Higher Level
I3303100	Economics, Standard Level
I3303200	Economics, Higher Level
I3304100	Psychology, Standard Level
I3304200	Psychology, Higher Level
I3366010	Philosophy
I3000100	Theory Of Knowledge
03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

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- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

**Fine Arts**

A3150200	Music Theory
A3500100	History Of Art
A3500200	Art/General Portfolio
A3500300	Art/Drawing
I3250200	Music SL
I3250300	Music HL
I3600100	Art/Design HL
I3600200	Art/Design SL-A
I3600300	Art/Design SL-B
I3750200	Theatre Arts SL
I3750300	Theatre Arts HL
03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV

**Advanced Languages (Modern or Classical)**

A3410100	French IV Language
A3410200	French V Literature
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Catullus-Horace)
A3440100	Spanish IV Lang
A3440200	Spanish V Literature

- All courses shown were for the 1999-2000 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

I3120400	Japanese IV
I3120500	Japanese V
I3410400	French IV
I3410500	French V
I3420400	German IV
I3420500	German V
I3430400	Latin IV
I3430500	Latin V
I3440400	Spanish IV
I3440500	Spanish V
I3450400	Russian IV
I3450500	Russian V
I3480400	Hebrew IV
I3480500	Hebrew V
I3490400	Chinese IV
I3490500	Chinese V
I3996000	Other Foreign Language IV
I3996100	Other Foreign Language V
03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110777	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120777	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400777	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430777	Latin VII

- All courses shown were for the 1999-2000 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

03440400	Spanish IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450777	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460777	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470777	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480777	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490777	Chinese VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Language IV
03996100	Other Foreign Language V
03996200	Other Foreign Language VI
03996300	Other Foreign Language VII

- All courses shown were for the 1999-2000 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

# 2000-01 Campus Comparison Group

TARGET CAMPUS NAME: SAMPLE H S  
 TARGET CAMPUS #: 999999001  
 DISTRICT NAME: SAMPLE ISD  
 CAMPUS TYPE: SECONDARY SCHOOL

CAMPUS NUMBER	CAMPUS NAME	DISTRICT NAME	% WHITE	% HISPANIC	% ECON	% MOBILITY	% LEP	% AFR_AMER
002901001	XNDRYWS H S	XNDRYWS ISD	56.9	40.2	16.0	16.2	2.5	1.3
003001001	YLGON H S	YLGON ISD	51.9	31.5	38.0	18.2	5.4	15.7
003101001	BARTLYTT H S	BARTLYTT ISD	53.0	31.5	40.6	19.5	2.3	15.1
003201001	LULQNG H S	LULQNG ISD	58.3	39.1	38.4	15.7	4.9	9.4
003301001	NW BRXUNF H S	NW BRXUNF ISD	51.6	39.1	29.2	23.2	4.1	1.9
003401001	GRLXND H S	GRLXND ISD	53.8	42.0	29.2	24.6	6.6	14.0
003501001	QRVONG H S	QRVONG ISD	49.4	42.0	29.2	27.8	13.8	11.6
003601001	ORVONG ISD	ORVONG ISD	51.1	42.0	29.2	28.0	8.8	18.9
003701001	QRVONG ISD	QRVONG ISD	55.4	42.0	29.2	22.5	7.9	18.9
003801001	ROCHXRDSAN H S	ROCHXRDSAN ISD	58.4	42.0	29.2	20.7	13.1	18.9
003901001	YNNOS H S	YNNOS ISD	57.3	42.0	29.2	20.7	2.4	18.9
004001001	FYRRQS ISD	FYRRQS ISD	58.1	42.0	29.2	20.7	6.3	18.9
004101001	FLXTANOX H S	FLXTANOX ISD	50.6	46.0	29.2	22.5	3.9	18.9
004201001	FLXTANOX H S	FLXTANOX ISD	58.2	46.0	29.2	22.5	3.9	18.9
004301001	SYMNALY H S	SYMNALY ISD	56.9	41.2	29.2	22.5	1.3	18.9
004401001	GANZXLYS H S	GANZXLYS ISD	49.9	39.0	29.2	22.5	2.3	18.9
004501001	MYMPOS H S	MYMPOS ISD	50.0	39.0	29.2	22.5	2.3	18.9
004601001	CHXNNLVQYW H S	CHXNNLVQYW ISD	56.7	27.7	29.2	17.8	5.2	18.9
004701001	LXNGXHM CRYK H S	LXNGXHM CRYK ISD	58.5	19.7	29.2	22.1	4.9	18.9
004801001	STYRLONG H S	STYRLONG ISD	58.6	27.0	29.2	21.6	2.1	18.9
004901001	DABQY H S	DABQY ISD	49.9	25.3	29.2	17.3	4.5	18.9
005001001	BOG SPRONG H S	BOG SPRONG ISD	55.4	38.7	29.2	23.5	3.8	18.9
005101001	GYARGY WYST H S	GYARGY WYST ISD	57.4	42.3	29.2	27.8	9.9	18.9
005201001	STXNTAN H S	STXNTAN ISD	56.8	39.2	29.2	31.1	5.7	18.9
005301001	BXY CQTY H S	BXY CQTY ISD	49.5	37.0	29.2	22.1	6.2	18.9
005401001	DYVQNY H S	DYVQNY ISD	54.7	44.6	29.2	20.5	2.4	18.9
005501001	LYY FRYSHMXN H S	LYY FRYSHMXN ISD	56.5	33.4	29.2	19.1	3.2	18.9
005601001	MODLXND FRYSHMXN H S	MODLXND FRYSHMXN ISD	52.9	35.5	29.2	28.6	3.9	18.9
005701001	YAY H S	YAY ISD	55.3	35.5	29.2	36.6	6.3	18.9
005801001	DUMXS H S	DUMXS ISD	54.1	43.5	29.2	42.0	4.9	18.9
005901001	SWYTTWXTYR H S	SWYTTWXTYR ISD	57.3	35.3	29.2	30.2	1.3	18.9
006001001	WAADSBARA H S	WAADSBARA ISD	54.2	40.8	29.2	19.8	5.0	18.9
006101001	YLDARXDA H S	YLDARXDA ISD	57.5	42.0	29.2	16.0	3.9	18.9
006201001	SANARX H S	SANARX ISD	53.6	46.1	29.2	17.6	3.9	18.9
006301001	TULOX H S	TULOX ISD	50.0	40.6	29.2	14.2	4.0	18.9
006401001	SAMPLE H S	SAMPLE ISD	53.9	36.8	29.2	23.7	10.7	18.9
006501001	RXNKON H S	RXNKON ISD	51.9	41.6	29.2	12.8	7.0	18.9
006601001	YL CXMPA H S	YL CXMPA ISD	51.0	33.9	29.2	13.6	2.8	18.9
006701001	TXYLAR H S	TXYLAR ISD	52.7	29.1	29.2	15.1	3.6	18.9
006801001	FLARYSVOLLY H S	FLARYSVOLLY ISD	49.8	49.1	29.2	14.1	2.7	18.9
006901001	DYNVYR CQTY H S	DYNVYR CQTY ISD	55.6	42.0	29.2	35.6	2.8	18.9

Percent of students identified as Hispanic

Percent of students identified as economically disadvantaged

Percent of students identified as White

Percent of students identified as mobile

Percent of students identified as African American

Percent of students identified as limited English proficient (LEP)

\*\*\* ORDER OF COLUMNS WILL VARY ON LISTS FOR OTHER CAMPUSES \*\*\*

\*\* THIS CAMPUS HAS A MISSING MOBILITY RATE, SO ITS DISTRICT'S MOBILITY RATE WAS USED INSTEAD.  
 NOTE THAT THE GROUP AVERAGE (SHOWN AT THE BOTTOM OF THE COLUMN) DOES NOT INCLUDE THIS SUBSTITUTED VALUE.

# 2000-01 Comparable Improvement

Appendix D  
(cont.)

**(5) Percent of All Matched Students Scoring a TLI ≥ 85 in Prior Year:** The number of matched students whose TLI in the prior year was 85 or more, divided by the number of all matched students (including those whose TLI was 85 or more).

**(4) Prior Year Failer TLI Average Growth:** The TLI Average Growth for those matched students who failed the TAAS in the prior year.

**(3) Prior Year Campus TLI Average:** The sum of the prior TLI values of matched students, divided by the number of matched students.

This listing is in campus ID number order.

**(1) Number of Matched Students:** Those students at each campus whose TAAS results can be found in both current and prior years, and whose TLI was 84 or less in the prior year.

**(6) TLI Average Growth (TAG):** The prior year Campus TLI (column 3) subtracted from the current year Campus TLI (column 2). Note: due to rounding, some TAG values will be slightly different.

**(2) Current Year Campus TLI Average:** The sum of the current year TLI values of matched students, divided by the number of matched students.

Any school with fewer than ten matched students does not have a TAG value calculated, and is, therefore, not included in the quartile distribution.

**(7) Quartile Position within the Comparison Group for TAG:** The TAG values in column 6 are sorted from highest to lowest for the 40 campuses in the comparison group. Then four quartiles (Q1, Q2, Q3, & Q4) are assigned, with 10 campuses in each. Campuses in Q1 have shown the greatest improvement in TAAS performance, relative to other schools in the group.

TARGET CAMPUS NAME: SAMPLE H S  
TARGET CAMPUS #: 9999990001  
DISTRICT NAME: SAMPLE ISD  
CAMPUS TYPE: SECONDARY SCHOOL

T E X A S E D U C A T I O N A G E N C Y  
2000-01 COMPARABLE IMPROVEMENT  
ADDITIONAL ACKNOWLEDGMENT: DOES NOT QUALIFY

CAMPUS NAME	READING		MATHMATICS		(5) % > 84 YR TLI	(6) TLI AVG GROWTH	(7) QUAR-TILE
	(1) NUMBER MATCHED STUDENTS	(2) CURRENT YEAR AVG TLI	(3) PRIOR YEAR AVG TLI	(4) PRIOR YEAR FAILER TAG			
XNDRYMS H S	82	79.90	74.49	3.79	60.6	5.41	02
YLGON H S	53	80.47	75.13	5.75	64.2	5.34	03
RYBELL H S	23	81.39	72.83	14.43	63.5	8.57	01
XUMFYL H S	112	81.24	73.13	15.07	67.1	8.11	01
XWD H S	170	80.19	74.41	9.11	71.9	5.78	02
XND H S	56	84.52	77.59	20.50	83.9	6.93	02
HUR H S	17	82.18	77.47	-3.00	77.9	4.71	03
HUR H S	24	80.71	74.17	15.67	68.8	6.54	02
DSAN H S	108	77.66	74.16	15.67	65.8	4.91	03
DSAN H S	112	80	77.66	15.67	65.8	4.91	03
H S	150	80	77.66	15.67	65.8	4.91	03
ON H S	159	77	77.66	15.67	65.8	4.91	03
OX H S	43	85	77.66	15.67	65.8	4.91	03
LY H S	95	75	77.66	15.67	65.8	4.91	03
YS H S	39	77	77.66	15.67	65.8	4.91	03
CHXNNYLVQW H S	112	79	77.66	15.67	65.8	4.91	03
LXNGHAM CRYK H S	15	83	77.66	15.67	65.8	4.91	03
STYRLONG H S	417	70.65	74.51	12.68	80.8	4.54	03
DABQY H S	74	74.18	74.18	12.49	65.8	7.36	01
BOG SPRONG	8	74.59	74.59	8.97	75.6	5.53	02
GTARGY WYST	74	74.94	74.94	13.50	80.0	2.76	04
STXNTAN H S	72	73	72.73	16.50	76.1	8.27	01
BXY CQTY H S	73	71	73.71	11.43	65.9	5.36	02
DYVQNY H S	74	74	74.54	6.25	62.9	5.46	02
LYY FRYSHMX	73	73	73.97	13.66	66.5	7.94	01
MODLXND FRY	8	71	71.61	8.44	67.3	4.96	03
YAY H S	74	74	74.45	3.86	64.3	3.25	04
DUMXS H S	32	78.22	73.34	8.22	51.5	4.88	03
SMALLVILLE H S	68	80.41	75.09	7.60	75.2	5.32	02
WAADSBARA H S	33	70.79	72.97	-3.58	62.9	-2.18	04
YLDARXDA H S	8	-	-	-	-	-	-
SANARX H S	50	81.54	76.34	10.17	67.5	5.20	03
TULQX H S	165	78.63	75.03	8.22	67.4	3.60	04
* SAMPLE H S	86	78.40	72.67	9.41	76.7	5.72	02
RXNKON H S	107	82.58	73.71	19.46	74.5	8.87	01
YL CXMPA H S	118	77.45	70.17	9.98	45.9	7.28	01
OLLY H S	48	81.69	74.21	9.80	61.0	7.48	01
CQTY H S	142	77.89	72.87	10.27	66.4	5.02	03
GROUP AVERAGE	81	79.58	74.07	9.69	69.9	5.51	03

NOTE: ALL VALUES ARE BASED ON STUDENTS WHO CAN BE MATCHED FROM CURRENT TO PRIOR YEAR TAAS. VALUES IN COLUMNS 1, 2, 3, 4, 6, AND 7 ARE BASED ON THOSE MATCHED STUDENTS WITH A TLI OF 84 OR LESS IN THE PRIOR YEAR. VALUES SHOWN IN COLUMN 5 ARE BASED ON ALL MATCHED STUDENTS IN THE PRIOR YEAR. CURRENT YEAR IS 2001 WHILE PRIOR YEAR IS 2000 FOR GRADES 3 - 8, AND 1999 FOR GRADE 10 (EXIT-LEVEL).

# 2000-01 TAAS Participation Report

District Name: SAMPLE I  
 Campus Name: SAMPLE HIG  
 Campus #: 555555444

T E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 2000-01 Campus Performance  
 Accountability Rating: ACCEPTABLE

Section I - Page 3  
 Total Students: 2,471  
 Grade Span: 09 - 12  
 School Type: Secondary

Indicator: State District Campus

Asian/  
Pac. Is.

Male

Female

Econ. Special  
Disadv. Educ.

Native  
Can

Indicator	State	District	Campus	Asian/ Pac. Is.	Male	Female	Econ. Special Disadv. Educ.
2001 TAAS Participation Grades 3-8 & 10							
Tested	96.2%	95.6%		100.0%	91.7%	92.9%	89.8%
Acct Subset	85.0%	84.6%		100.0%	89.4%	89.3%	88.3%
Mobile Subset	4.8%	3.6%		0.0%	2.2%	3.6%	1.5%
Sci/Soc St only	0.0%	0.1%		0.0%	0.0%	0.0%	0.0%
SDAA only	0.0%	0.1%		0.0%	0.0%	0.0%	0.0%
Not Tested	3.8%	4.4%		0.0%	8.3%	7.1%	10.2%
Absent	0.6%	0.9%		0.0%	1.6%	1.0%	0.3%
ARD Exempt	1.1%	1.3%		0.0%	6.7%	5.8%	9.5%
LEP Exempt	1.4%	1.0%		0.0%	0.0%	0.0%	0.0%
Other	0.7%	1.0%		0.0%	0.0%	0.3%	0.0%
Total Count	2,156,695	4,882	98	15	312	309	325
2000 TAAS Participation Grades 3-8 & 10							
Tested	90.3%	89.3%		100.0%	93.9%	95.5%	81.3%
Acct Subset	85.6%	85.4%		100.0%	90.5%	91.7%	75.0%
Mobile Subset	4.6%	4.9%		0.0%	3.4%	3.8%	6.3%
Sci/Soc St only	0.1%	0.0%		0.0%	0.0%	0.0%	0.0%
Not Tested	9.7%	10.0%		0.0%	6.1%	4.5%	18.8%
Absent	0.6%	1.1%		0.0%	2.7%	1.4%	12.5%
ARD Exempt	7.1%	7.6%		0.0%	10.1%	10.1%	26.3%
LEP Exempt	1.3%	1.0%		0.0%	0.0%	0.0%	0.0%
Other	0.7%	1.0%		0.0%	0.9%	0.9%	5.3%
Total Count	2,105,249	4,882	98	15	312	309	325

**Tested:** The percent of students who took one or more of the TAAS or SDAA tests.

**Acct Subset:** The percent of students whose performance on at least one TAAS test was used in determining accountability ratings for districts and schools. This includes 10th grade students who chose not to take the exit-level TAAS because they met the End-of-Course examination credit for graduation.

**Mobile Subset:** The percent of students who enrolled in the district after late October (the fall PEIMS submission date).

**Sci/Soc St only:** The percent of students who only took the TAAS science and/or social studies tests.

**SDAA:** The percent of students who took only the State-Developed Alternative Assessment.

The performance of these students is not currently considered when determining the school or district's accountability rating.

**LEP Exempt:** The percent of students who received a limited English proficiency (LEP) exemption on every test.

**Total Count:** This represents the number of students who were in school during the spring TAAS administration and is roughly equivalent to enrollment in the grades tested. The official "enrollment" numbers in grades 3-8 & 10 will not match exactly the number of students tested because enrollment is counted in the fall and students are tested in the spring.

**Note change to total:** Typically, only one answer document per student is counted; however, there are instances where a student may have multiple answer documents, because (for example) they take the English TAAS for math, Spanish TAAS for reading, and the SDAA for writing. This year, a new methodology eliminates double or triple counting students. The prior year (spring 2000) totals shown on this year's report were recomputed using the new methodology to allow for valid comparisons of TAAS participation for 2000 and 2001.

**Not Tested:** The percent of students (in the grades tested) who did not take any test.

**Absent:** The percent of students who were absent for every TAAS test.

**ARD Exempt:** The percent of students who received a special education exemption on every test.

**Other:** The percent of students whose answer documents were coded with a combination of the "Not Tested" categories, or whose testing was disrupted by illness or other similar events.

\*\*\* The Accountability Subset for this Campus includes 2 students in 2001, and 0 students in 2000 who qualified for End-of-Course exam credit and did not take the exit-level TAAS test.

A sum of the percents shown may not equal exactly 100 due to rounding and/or missing information.

## Special Education Compliance Status 2001

The Texas Education Code (TEC) requires the Texas Education Agency to determine the special education compliance status (SpECS) of each school district and charter school in the state. For 2001, the Agency determined the SpECS of each school district and charter school in accordance with the methodology described below. The SpECS of each school district and charter school is based upon information available to the Agency as of August 15, 2001.

### 1. Desk Audit: Compliant

In accordance with Section 29.010 of the TEC, the Agency has adopted and implemented a comprehensive system for monitoring school district and charter school compliance with federal and state laws relating to special education. The Agency's monitoring system provides for the ongoing analysis of district special education data and of complaints filed with the Agency concerning special education services. The analysis of data is conducted in accordance with the Agency's Special Education Data Analysis System (DAS). During the 2000-2001 school year, the Agency evaluated the results of DAS in September and a second time in January. On each occasion, the Agency considered the DAS results as part of its process of selecting school districts and charter schools to receive a District Effectiveness and Compliance (DEC) on-site monitoring visit. **Desk Audit: Compliant** is the 2001 SpECS assigned to all districts and charter schools that were not selected to receive a DEC on-site visit during the 2001-2002 school year based on the DAS and that are not identified as having one of the following seven categories of SpECS.

### 2. Desk Audit: Self-Evaluation Required

Based on its evaluation of the results of the DAS in September 2000, the Agency selected certain school districts to participate in a self-evaluation of their special education programs in the Spring of 2001. Each of these school districts reported having twenty or fewer special education students in their overall student enrollment. In order to ensure the alignment of a district's self-evaluation with the DEC process, the Agency postponed the completion of the district self-evaluations from the Spring of 2001 to the 2001-02 school year. **Desk Audit: Self-Evaluation Required** is the 2001 SpECS assigned to each school district that will be required to conduct a self-evaluation of its special education program during the 2001-02 school year based on the September 2000 DAS results.

### 3. Desk Audit: Site Visit Pending

This is the SpECS assigned to each school district and charter school selected to receive a DEC visit during the 2001-02 school year based on either the September 2000 or January 2001 DAS results.

### 4. Site-Visit: Compliant

This is the SpECS assigned to each school district and charter school that received a DEC visit during the 2000-01 school year and the report of the visit contained no special education citations.

### 5. Site-Visit: Corrective Action Compliant

This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2000-01 school year (based on special education compliance citations noted during an on-site monitoring visit by the Agency) which resulted in a finding by the Agency, on or before August 15, 2001, that the corrective actions were sufficient to bring the school district or charter school into compliance with federal and state laws relating to special education.

**6. Site-Visit: Corrective Action Required (Under Review by TEA)**

This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2000-01 school year (based on special education compliance citations noted during an on-site monitoring visit by the Agency), and the corrective actions were still being reviewed for sufficiency by the Agency as of August 15, 2001.

**7. Site-Visit: Corrective Action Required (Unresolved)**

This is the SpECS assigned to each school district and charter school involved in the implementation of corrective actions during the 2000-01 school year (based on special education compliance citations noted during an on-site monitoring visit by the Agency), and the Agency has notified the district or charter school that the corrective actions are unacceptable or insufficient to bring the district or charter school into compliance or the Agency has conducted one or more Corrective Action Review (CAR) follow-up visits to the district or charter school, and, as of August 15, 2001, citations still remain and corrective actions continue to be unresolved.

**8. Sanctions Imposed: Unresolved Corrective Actions**

This is the SpECS assigned to each school district and charter school for which one or more of the sanctions or interventions authorized by state law or rule have been imposed by the Agency as a result of issues or concerns relating to the district's or charter school's special education program.

If you have questions about *Special Education Compliance Status*, please contact the Division of Accountability, Development, and Support at (512) 463-9716. (Source: *Division of Accountability, Development and Support*)