

# Glossary

for the

## Academic Excellence Indicator System

2005-06 Report

**Accountability Rating:** This refers to the district and campus ratings assigned by the 2006 state accountability system. Districts and campuses are evaluated on performance on the TAKS, SDAA II, completion rate and annual dropout rate. Possible ratings are:

- *Exemplary;*
- *Recognized;*
- *Academically Acceptable;*
- *Academically Unacceptable;*
- *Not Rated: Other;* and
- *Not Rated: Data Integrity Issues.*

The above ratings apply to districts (including charter operators) and schools rated under the standard accountability procedures.

Additionally, alternative education accountability (AEA) ratings are issued to campuses and charters registered to be evaluated under AEA procedures. Possible AEA ratings are:

- *AEA: Academically Acceptable;*
- *AEA: Academically Unacceptable;* and
- *AEA: Not Rated – Other.*

For a more detailed explanation of the accountability system, see the *2006 Accountability Manual* available at [www.tea.state.tx.us/perfreport/account/2006/manual/](http://www.tea.state.tx.us/perfreport/account/2006/manual/).

**Accountability Subset:** This refers to the group of non-mobile students whose performance on the TAKS and SDAA II is used in determining a school's and district's accountability rating. Specifically, the subsets have been calculated as follows:

*Campus-level accountability subset:* If a student was in one campus on October 28, 2005, but then moved to another campus before the last TAKS or SDAA II test, that student's performance was taken out of the accountability subset for both campuses, whether the campuses are in the same district or different districts. Campuses are held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

*District-level accountability subset:* If a student was in one district on October 28, 2005, but then moved to another district before the last TAKS or SDAA II test, that student's performance was taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance was included in that district's results, even though it does not count for either campus. This means that district performance results do not match the sum of the campus performance results.

TAKS/SDAA II/TAKS-I Participation, included in the AEIS report, shows what percent of a district's or school's test takers are mobile and are not included in the *Accountability Subset*. For additional information on accountability subsets, see Chapter 2 of the *2006 Accountability Manual*. Also see *Mobile, TAKS/SDAA II/TAKS-I Participation*, and *Appendix E*.

**Adopted Tax Rate (calendar year 2005) (District Profile only):** This is the locally adopted tax rate set for the 2005 calendar 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 2006. 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 2006*)

**Advanced Course/Dual Enrollment Completion:** This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses 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 identified as advanced, with the exception of courses designated only as dual enrollment. Dual enrollment courses are not shown, as the courses vary from campus to campus and 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:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2004-05}}{\text{number of students in grades 9-12 who completed at least one course in 2004-05}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* for advanced course/dual enrollment completion. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2006 Accountability Manual*.

Special education students are included in the results shown for the campus or district and the individual student groups. For purposes of comparison, course completion rates are also shown for the prior year (2003-04). See also *Appendix C*. (*Source: PEIMS, June 2005, June 2004*)

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

**All Funds:** This shows financial information broken down by fund type (general fund only and all funds). *All Funds* consists of four fundamental fund groups: General Fund (fund codes 101-199 and 420), Special Revenue Funds (fund codes 200/300/400), Debt Service Funds (fund code 599), and Capital Projects Funds (fund codes 601 and 699). It also includes the

Enterprise Fund, National School Breakfast and Lunch Program (fund code 701). Within the general fund, fund code 420—Foundation School Program and Other State Aid—is used by charter schools only.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2004-05). See *Appendix B. (Source: PEIMS, March 2006)*

**Annual Dropout Rate:** Two annual dropout rate indicators are shown:

- (1) *Annual Dropout Rate (Gr 7-8)*. This includes only grades 7 and 8. This is the rate used in determining a campus or district accountability rating under standard procedures. It is calculated as follows:

$$\frac{\text{number of students in grades 7 and 8 designated as "official" dropouts}}{\text{number of students in grades 7 and 8 who were in attendance at any time during the school year}}$$

Annual dropout rates for grades 7 and 8 are shown for 2004-05 and 2003-04.

- (2) *Annual Dropout Rate (Gr 7-12)*. This includes grades 7 through 12. This is the rate used in determining a campus or charter operator accountability rating under alternative education accountability (AEA) procedures. It is calculated as follows:

$$\frac{\text{number of students in grades 7-12 designated as "official" dropouts}}{\text{number of students in grades 7-12 who were in attendance at any time during the school year}}$$

Annual dropout rates for grades 7 through 12 are shown for 2004-05 and 2003-04.

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. Within a district, each dropout is assigned to a campus based on attendance or reported campus of accountability. Students who fail to enroll in school after release from correctional facilities or residential treatment centers are not counted as dropouts for the districts in which the facilities are located if the serving districts are not the students' home districts. Dropout rates for districts serving Texas Youth Commission facilities do not include dropouts from the facilities unless the dropouts have been attributed to the regular campuses through campus of accountability procedures. For a more complete description of dropout rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2004-05* reports, available at [www.tea.state.tx.us/research/](http://www.tea.state.tx.us/research/). See also *Dropout and Leaver Record. (Source: PEIMS, Oct. 2005, June 2005, Oct. 2004, and June 2004)*

**AP/IB Results:** These refer to the results of the College Board's Advanced Placement (AP) examinations and the International Baccalaureate Organization's 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. Requirements vary by college and by subject tested.

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of students in grades 11 and 12 taking at least one AP or IB examination:

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

- (2) *Examinees >= Criterion*. The percent of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP or IB examinees who scored at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP or IB examinees}}$$

- (3) *Scores >= Criterion*. This shows the percent of scores at or above the criterion score (3 on AP or 4 on IB):

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP \& IB examination scores at or above criterion}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grade AP \& IB examination scores}}$$

The denominator of equation (1) does not include 11<sup>th</sup> and 12<sup>th</sup> grade students served in special education; however, all students who took at least one AP or IB examination are included in the numerator. The performance of special education students is included in both the numerator and denominator of the other equations.

Schools and districts may qualify for *Gold Performance Acknowledgment* for participation and performance on AP/IB results (measures (1) and (2) above). For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2006 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board*, Jan. 2006, April 2005; *The International Baccalaureate Organization*, Aug. 2005, Aug. 2004; and *PEIMS*, Oct. 2005, Oct. 2004)

**ARD:** This refers to the Admission, Review, and Dismissal committee that determines the individual education plan for every student in special education. See also *Special Education* and *TAKS/SDAA II/TAKS-I Participation*.

**At-Risk:** A student is identified as at risk of dropping out of school based on state-defined criteria (§TEC 29.081.) At-risk status is obtained from PEIMS 110 records. The percent of at-risk students is calculated as the sum of the students coded as at risk, divided by the total number of students in membership:

$$\frac{\text{number of students coded as at-risk}}{\text{total number of students}}$$

A column showing at-risk student performance is shown on the district, region, and state reports. While this column is not available on the campus-level reports, counts of at-risk students are shown in the *Profile* section of the campus reports (as well as the district, region, and state reports).

The statutory criteria for at-risk status include each student who is under 21 years of age and who:

- 1) was not advanced from one grade level to the next for one or more school years;
- 2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the

preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;

- 3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- 4) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- 5) is pregnant or is a parent;
- 6) has been placed in an alternative education program in accordance with §TEC 37.006 during the preceding or current school year;
- 7) has been expelled in accordance with §TEC 37.007 during the preceding or current school year;
- 8) is currently on parole, probation, deferred prosecution, or other conditional release;
- 9) was previously reported through the PEIMS to have dropped out of school;
- 10) is a student of limited English proficiency, as defined by §TEC 29.052;
- 11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- 12) is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments; or
- 13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

For information on the identification of at-risk students, see the Division of School Financial Audits website at [www.tea.state.tx.us/school.finance/audit/sce\\_presentation.html](http://www.tea.state.tx.us/school.finance/audit/sce_presentation.html). (*Sources: PEIMS, Oct. 2005; Texas Education Code, 79<sup>th</sup> Texas Legislature*)

**Attendance Rate:** Attendance rates reported in AEIS are based on student attendance for the entire school year. Only students in grades 1-12 are included in the calculations. Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2004-05}}{\text{total number of days students were in membership in 2004-05}}$$

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their attendance rate. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2006 Accountability Manual*.

Attendance rates are shown for 2004-05 and 2003-04. (*Source: PEIMS, June 2005, June 2004*)

**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. (Source: PEIMS, Oct. 2005)

**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. 2005)

**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. 2005)

**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 FTE count, resulting in the averages shown. This measure refers to the total number of (completed) years of professional experience for the individual in any district. (Source: PEIMS, Oct. 2005)

**Average Years Experience of Teachers with District:** 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 FTE count, resulting in the averages shown. This measure refers to tenure, *i.e.*, the number of years employed in the reporting district, whether or not there has been any interruption in service.

**Campus Group:** Each campus is in a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that campus on six characteristics. Comparison groups are provided so that schools can compare their performance to that of other schools with whom they are demographically similar. Comparison groups are also used for determining the Comparable Improvement *Gold Performance Acknowledgments*.

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 2005-06;
- the percent of Hispanic students enrolled for 2005-06;
- the percent of White students enrolled for 2005-06;
- the percent of economically disadvantaged students enrolled for 2005-06;
- the percent of limited English proficient (LEP) students enrolled for 2005-06; and
- the percent of mobile students as determined from 2004-05 cumulative attendance.

All schools are first grouped by type (elementary, middle, secondary, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. For example, assume a high school has 40.5% African American, 20.9% Hispanic, 32.5% White, 35.6% economically disadvantaged, 11.2% limited English proficient, and 21.7% mobile students. Of these features, the most predominant (*i.e.*, the largest) is the percent of African

American students, followed by the percent of economically disadvantaged students, the percent of White students, the percent of mobile students, the percent of Hispanic students, and finally, the percent of limited English proficient students. The following steps illustrate the group identification process:

- Step 1: 100 secondary campuses having percentages closest to 40.5% African American 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 35.6% economically disadvantaged;
- Step 3: 10 of the remaining 90 schools that are most distant from 32.5% White students are eliminated;
- Step 4: 10 of the remaining 80 schools that are most distant from 21.7% mobile students are eliminated;
- Step 5: 10 of the remaining 70 schools that are most distant from 20.9% Hispanic students are eliminated;
- Step 6: 10 of the remaining 60 schools that are most distant from 11.2% limited English proficient students are eliminated; and
- Step 7: 10 of the remaining 50 schools that are most distant from 20.9% Hispanic students and/or 32.5% White 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.

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.) In 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.

See *Comparable Improvement* and *Texas Growth Index*.

**Campus #:** The campus number is the unique 9 digit identifying number assigned to every Texas public school. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9-- is used primarily for regular districts, 8-- for charter

operators), and ending with the campus number (generally 00- for high schools, 04- for middle schools, and 1-- for elementary schools).

**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. Districts do not report actual class size averages. The class size averages are computed by the TEA based on the teacher role and class schedule information reported in the PEIMS 090 record by the district each fall. The following principles are used in deriving the average class sizes:

- 1) classes identified as serving regular, compensatory/remedial, gifted and talented, career and technology, and honors students are included in calculation;
- 2) subjects in the areas of English language arts, mathematics, science, social studies, foreign language, computer science, business education, vocational, and self-contained are included in the calculation;
- 3) classes where the number of students served is reported to be zero are not included in the calculation;
- 4) service codes with the "SR" prefix are not included in the calculation;
- 5) only teacher roles coded as "special duty teacher", "teacher", and "substitute teacher" are included in the calculation;
- 6) only class settings coded as "regular class" are included in the calculation;
- 7) missing partial FTE counts are not included in the calculation;
- 8) if a teacher teaches more than one class at the same time, the records are combined into a single class; and
- 9) elementary classes where the number of students exceeds 100 are excluded from the calculation.

The methodology differs depending on whether the class is elementary or secondary due to differences in reporting practices for these two types of teacher schedules. 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 (in a given subject at the campus) and dividing by the calculated count of classes.

For elementary classes, the number of records reported for each grade is considered. For example, a teacher teaching a variety of subjects to the same group of fourth graders all day should have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. Average class sizes are calculated by summing all the students served (in a given grade at the campus) and dividing by the sum of the teacher FTE counts for those records. So, for example, a full-time mathematics teacher with five sections of fourth graders, with 20 different students in each, would have an average of  $100/5$  or 20 students.

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



**College Readiness Indicators:** In response to legislative action and an executive order from the Governor, the *Performance* section of the AEIS report has been restructured to group certain indicators under this heading. These indicators help provide a picture of college preparedness at a given high school, and can be used by educators as they work to ensure that students are able to perform college-level course work at institutions of higher education.

The indicators include:

- Advanced Course/Dual Enrollment Completion;
- Recommended High School Program/Distinguished Achievement Program;
- RHSP/DAP Graduates;
- AP/IB Results;
- Texas Success Initiative (TSI) Higher Education Readiness Component; and
- SAT/ACT Results.

**College Readiness – Texas Success Initiative:** See *Texas Success Initiative (TSI) – Higher Education Readiness Component*.

**Commended Performance:** See *TAKS*.

**Community Services (2004-05) (District Profile only):** 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 (objects 6100-6400, function 61).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2004-05). See also *Appendix B. (Source: PEIMS, March 2006)*

**Comparable Improvement:** Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS mathematics and reading/English language arts tests has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

CI is calculated separately for reading/ELA and mathematics, based on individual student *Texas Growth Index* (TGI) values. The student-level TGI values are aggregated to the campus level to create an average TGI for each campus. The average TGI values for the 40 member group are rank ordered. Schools that fall into the first quartile (*i.e.* top 10 schools of the 40 in their campus group), receive *Gold Performance Acknowledgment* for CI.

For a complete explanation of *Gold Performance Acknowledgments*, refer to *Chapter 5* of the *2006 Accountability Manual*; for a detailed explanation of TGI, see *Appendix E* of the manual, available at [www.tea.state.tx.us/perfreport/account/2006/manual/index.html](http://www.tea.state.tx.us/perfreport/account/2006/manual/index.html). See also *Campus Group, Texas Growth Index*, and *Appendix D*.

**Completion Rate:** This indicator shows the status of a group (cohort) of students after four years in high school. The cohort consists of students who first attended ninth grade in 2001-02. They are followed through their expected graduation as the Class of 2005. Any student who transferred into the 2001-02 cohort is added to it, and any student who transfers out of the 2001-02 cohort is subtracted from it.

- A student who *transfers into the cohort* is one who, for example, moves into the cohort from another high school in Texas or from out of state.
- A student who *transfers out of the cohort* is one who, for example, moves to another high school in Texas; note that these students are then *transferred into the cohort* of the receiving high school and district. There are also students who move out of the state or out of the country, or students who transfer to private schools or who are home-schooled. These types of transfers cannot be tracked and are taken out of the cohort.
- Students do not change cohorts even if they repeat a grade or skip a grade. If they begin with the 2001-02 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2001-02, but takes 6 years to graduate (*i.e.*, in May 2007) is still part of the 2001-02 cohort; they are not switched to the 2003-04 cohort.
- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.
- Students who met their high school graduation requirements but failed all or part of the exit-level TAKS test are taken out of the completion rate calculation; they are not in the denominator or the numerator.

This indicator is computed and reported for districts as well as for high schools that have had continuous enrollment in grades 9-12 since at least the 2001-02 school year. Campuses that only serve some of these grades and campuses that have been in existence for fewer than five years have their district's rate substituted.

The four possible student outcomes are:

- (1) *Graduated*. Based on the 2001-02 cohort, this shows the percent who received their high school diploma on time or earlier — by the end of the 2004-05 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by the end of 2004-05}}{\text{number of students in the 2001-02 cohort*}}$$

- (2) *Received GED*. Based on the 2001-02 cohort, this shows the percentage who received a General Educational Development certificate before March 1, 2006. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED}}{\text{number of students in the 2001-02 cohort*}}$$

- (3) *Continued High School*. Based on the 2001-02 cohort, this shows the percentage still enrolled as students in the fall of the 2005-06 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2005-06 school year}}{\text{number of students in the 2001-02 cohort*}}$$

- (4) *Dropped Out (4-yr)*. Based on the 2001-02 cohort, this shows the percentage who dropped out and did not return by the fall of the 2005-06 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2005-06 school year}}{\text{number of students in the 2001-02 cohort}^*}$$

These four outcomes sum to 100% (some totals may not equal exactly 100% due to rounding).

For the 2005-06 AEIS reports, the Completion Rate is shown three different ways:

- (1) *Completion /Student Status Rate*. This shows all of the above measures separately. The prior rate (class of 2004) is also shown.
- (2) *Completion Rate II (w/GED)*. This indicator sums together the first three of the above outcomes: the percent of students in the 2001-02 cohort who received their high school diplomas by the end of the 2004-05 school year, those who received GEDs, and those who were still enrolled as high school students for the 2005-06 school year. The rate is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by the end of 2004-05, received GEDs or were enrolled for the 2005-06 school year}}{\text{number of students in the 2001-02 cohort}^*}$$

This rate was used for determining the 2006 alternative education accountability ratings. For comparison, the prior rate (class of 2004) is also shown.

- (3) *Completion Rate I (w/o GED)*. This indicator sums together the first and third of the above outcomes: the percent of students in the 2001-02 cohort who received their high school diplomas by the end of the 2004-05 school year and those who were still enrolled as high school students for the 2005-06 school year. The rate is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by the end of 2004-05 or were enrolled for the 2005-06 school year}}{\text{number of students in the 2001-02 cohort}^*}$$

In 2006, for the first time, this rate was used in determining the 2006 standard accountability ratings. For comparison, the prior rate (class of 2004) is also shown.

\* The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 19, 21, 22, 24, 30, 31, 60, 61, 63, 64, 66, 72, 78, 80, 81, 82, or 83.

Completion rates for districts serving Texas Youth Commission facilities do not include students from the facilities unless the students have been attributed to the regular campuses through campus of accountability procedures.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2004-05*. (Source: PEIMS, Oct. 2005, June 2005, Oct. 2004, June 2004, Oct. 2003, June 2003, Oct. 2002, June 2002, Oct. 2001, June 2001, June 2000, June 1999, and General Educational Development Information File)

**Criterion Score:** This refers to the scores on SAT 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 (total). For AP and IB tests, the criterion scores are

at least 3 on AP tests, and at least 4 on IB tests. These criterion scores were set by the Commissioner of Education. Each college and university establishes its own score criteria for admitting or granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results*.

**Data Quality** (*District Profile only*): The AEIS reports show the percent of errors a district made in two key data submissions: 1) the PID Error rate in PEIMS Student Data, and 2) the percent of Underreported Students in PEIMS Student Leaver Data.

- (1) *PID Error Rate*. 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 student data to be linked, 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 that does not divulge the student's identifying information.

During the data submission process each district has the ability to run PID Discrepancy Reports that show any PID errors found. The district then has time to correct the errors before its submission is finalized. While the PID error rate has declined significantly over the years, any amount of error has a detrimental effect on the calculation of longitudinal measures such as the four-year dropout rate and the high school completion rate. The AEIS reports show the PID error rate in PEIMS Student Data, collected in Submission 1 (Oct. 2005).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2005)}}{\text{number of student records in PEIMS submission 1 (fall 2005)}}$$

- (2) *Percent of Underreported Students*. 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 nor were they reported as a leaver. Leaver reasons include: 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*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of returning students + leavers (incl. overreported leavers) + underreported students}}$$

Note that in some cases districts *overreport* students as leavers. This means that a district might report a student as having left the district, but there is no record of the student having been at the district in the prior year. These students are not taken out of the above formula.

Under the accountability rating system, there have been consequences for districts that exceeded certain thresholds for this measure. For 2006, in order to receive a rating of *Exemplary* or *Recognized*, a district's percent and number of underreported students could not exceed 2.0% or 100, respectively. (*Source: PEIMS, Oct. 2005, June 2005, Oct. 2004*)

**Distinguished Achievement Program:** See *RHSP/DAP Graduates*.

**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 30 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.

Many students coded with reasons under the fourth category are considered dropouts. However, before the annual dropout rate is finalized, a statewide reconciliation system is run in which information about reported leavers is merged with statewide enrollment and attendance records, graduation records, and GED records. Students who are found in these files, indicating that they should not be counted as dropouts, are excluded from the annual dropout rate for the school and district. Students not found in those files are considered *official* dropouts. See also *Annual Dropout Rate*. (Source: PEIMS, Oct. 2005, June 2005, Oct. 2004, June 2004, Oct. 2003, and June 2003; and General Educational Development Information File)

**Dropout Rate:** See *Annual Dropout Rate*.

**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 also *Campus Group* and *Total Students*. (Source: PEIMS, Oct. 2005, Oct. 2004; and TEA Student Assessment Division)

**Educational Aides:** Educational aides are staff who are reported with a role of 033 (Educational Aide), 036 (Certified Interpreter), or 037 (Non-Certified Interpreter). These aides are referred to as paraprofessional staff. The FTE counts of educational aides are expressed as a percent of the total staff FTE. (Source: PEIMS, Oct. 2005)

**English Language Learners Progress Measure:** This indicator, reported for the first time on the 2005-06 AEIS reports, shows the percent of current and monitored (former) limited English proficient (LEP) students who meet any of the following criteria:

- the student meets the passing standard on the TAKS English reading/ELA test,

- the student meets the proficiency level on the Reading Proficiency Tests in English (RPTE) based on years in U.S. schools for first-time RPTE testers, or
- the student shows progress on the RPTE from the prior year.

Other information:

- *Spanish*. Results from the Spanish TAKS tests are not included.
- *TELPAS*. Results from the Texas English Language Proficiency Assessment System (TELPAS) Texas Observation Protocols (TOP) are not included.
- *Prior Year*. No prior year data is shown. Only one year of this new indicator is reported on the 2005-06 AEIS reports—progress based on 2005-06 results.
- *LEP*. As is true for other AEIS indicators, the LEP column for this measure is defined as current LEP students only, thus the All Students values and the LEP students values for this indicator are not the same.
- *RPTE Change*. Because this new indicator incorporates RPTE performance, the RPTE Change indicator previously published on the AEIS reports is no longer reported.

(Source: TEA Student Assessment Division)

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

**Equity Transfers (2004-05)** (*District Profile only*): The amount, “excluded from revenues,” is the expenditures reported by districts for reducing their property wealth to the required equalized wealth level (function 91). The amount, “excluded from expenditures,” is the expenditures reported by districts for the cost of reducing their property wealth to the required equalized wealth level (function 91). Payments to Charter Schools (function 96) are also included in both items in this category.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2004-05). See also *Appendix B*. (Source: PEIMS, March 2006)

**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 in each of these categories are shown. (Source: PEIMS, Oct. 2005, Oct. 2004; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

**FTE:** Full-Time Equivalent.

**Fund Balance Information** (*District Profile only*): The amount of undesignated, unreserved fund balance that existed at the end of the 2004-05 school year is reported for each district.

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

The amount reported in the AEIS report is the undesignated component, calculated as the difference between the total unreserved fund balance and the designated unreserved fund

balance. This balance amount is expressed as a percent of the total budgeted expenditures (for the general fund) for the current year (2005-06) as specified in statute.

A district can have a negative undesignated, unreserved fund balance when the district's reserved fund balance is greater than the district's total fund balance.

Note that while other finance items are now reported as actual, fund balance information is still expressed as a percent of total *budgeted* expenditures for the current year as required in statute. (*Source: Financial Audit Report, Jan. 2006*)

**General Fund:** This is a governmental fund used for operations of on-going organizations and activities. The amounts reported in this fund classification are reported separately from *All Funds*. General fund reporting includes fund codes 101-199 and 420. Fund 420, Foundation School Program and Other State Aid, is included in the general fund for charter schools only.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2004-05). See also *Appendix B*. (*Source: PEIMS, March 2006*)

**Gold Performance Acknowledgment:** A school or district may qualify for *Gold Performance Acknowledgment* for their students' performance on the following indicators:

- Advanced Course/Dual Enrollment Completion
- AP/IB Examination Results
- Attendance Rate
- Commended Performance on TAKS: Reading/English Language Arts
- Commended Performance on TAKS: Mathematics
- Commended Performance on TAKS: Writing
- Commended Performance on TAKS: Science
- Commended Performance on TAKS: Social Studies
- Comparable Improvement: Reading/ English Language Arts (*campus only*)
- Comparable Improvement: Mathematics (*campus only*)
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- TSI – Higher Education Readiness Component: English Language Arts
- TSI – Higher Education Readiness Component: Mathematics

Schools and districts receive one of three possible categories for each indicator.

*Acknowledged* signifies they met the *Gold Performance* standard for the indicator; *Does Not Qualify* signifies that they were evaluated but did not meet the standard for the indicator or that the school or district was *Academically Unacceptable*; *Not Applicable* signifies there were no data to be evaluated for the indicator, usually due to the grades served by the district or campus. Schools labeled as *Not Rated: Other*, or districts labeled *Not Rated: Data Integrity*

*Issues* are not evaluated for *Gold Performance Acknowledgment* and are noted as *Not Applicable*.

Refer to the *2006 Accountability Manual* for detailed information on the standards for *Gold Performance Acknowledgment*. The manual is available on the Division of Performance Reporting's website at [www.tea.state.tx.us/perfreport/account/2006/manual/index.html](http://www.tea.state.tx.us/perfreport/account/2006/manual/index.html).

See also *Advanced Course/Dual Enrollment Completion, AP/IB Results, Attendance Rate, Comparable Improvement, RHSP/DAP Graduates, SAT/ACT Results, Texas Success Initiative (TSI) - Higher Education Readiness Component, and TAKS*.

**Graduates (Class of 2005):** In the *Profile* section, this is the total number of graduates (including summer graduates) for the 2004-05 school year, as reported by districts in the fall of 2005. 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 are also reported as a separate group. Counts of students graduating under the recommended high school or distinguished achievement programs are also shown.

Students graduating with the class of 2005 could be coded with one of the following graduation types:

- Minimum High School Program
- Recommended High School Program
- Distinguished Achievement Program
- Special Education student completing an IEP

Counts of graduates are calculated slightly differently for two graduation-related indicators on the *Performance* section of the AEIS report:

- College Admissions results do not indicate whether 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 fewer students served in special education take college admissions tests, only non-special education graduates are included in the denominator.
- The RHSP/DAP (Recommended High School Program/Distinguished Achievement Program) indicator includes all graduates, special education and non-special education in both the numerator and denominator.

See also *Completion Rate* and *RHSP/DAP Graduates*. (Source: PEIMS, Oct. 2005)

**Instructional Expenditure Ratio (2004-05)** (*District Profile only*): This measure, required by TEC 44.0071, indicates the percentage of the district's total actual expenditures for the 2004-05 fiscal year that were used to fund direct instructional activities. The instructional expenditure ratio is a district-level only measure, and is calculated as follows:

$$\frac{\text{expenditures reported in function codes 11, 12, 13, 31 and object codes 6112 through 6499}}{\text{expenditures reported in function codes 11-52, 92, and 95 and object codes 6112 through 6499}}$$

expenditures reported in function codes 11-52, 92, and 95 and object codes 6112 through 6499

Contact the School Financial Audits Division at (512) 463-9095 for further details on this measure. (Source: PEIMS, March 2006)



**Instructional Staff Percent** (*District Profile only*): This measure, required by TEC 44.0071, indicates the percentage of the district's full-time equivalent employees whose job function was to directly provide classroom instruction to students during the 2005-06 school year. The instructional staff percent is a district-level only measure, and is calculated as follows.

$$\frac{\text{total number of hours district staff reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the School Financial Audits Division at (512) 463-9095 for further details about this measure. See *Appendix A. (Source: PEIMS, Oct. 2005)*

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

**Leaver Record:** 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 the following 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 accountability ratings purposes. 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 reconciliation procedures are executed;
- graduated from any other district;
- were found to have been ineligible for state Foundation School Program funding;
- were found to have been reported as dropouts from more than one district, and the data cannot confirm which district the students last attended; or
- were identified as a dropout in the past. A student is counted only once as an official dropout in the statewide accountability system, even if the student drops out repeatedly.

See also *Data Quality. (Source: PEIMS, Oct. 2005, June 2005, Oct. 2004, June 2004, Oct. 2003, and June 2003; General Educational Development Information File; Secondary School Completion and Dropouts in Texas Public Schools, 2004-05, Texas Education Agency)*

**Limited English Proficient (LEP):** These are students identified as limited English proficient by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. Not all pupils identified as LEP receive bilingual or English as a second language instruction, although most do. In the *Profile* section of the reports, the percent of LEP students is calculated by dividing the number of LEP pupils by the total number of students in the school or district.

The LEP column in the *Performance* section shows the performance of students identified as LEP in the current year only; former LEP students are not included in this column.

See also *Campus Group* and *TAKS/SDAA II/TAKS-I Participation*. (Source: *PEIMS, Oct. 2005*)

**Met Standard:** This refers to the TAKS passing standard. For a detailed explanation, see *TAKS Panel Recommendation*.

**Mobile:** This indicates the percent of student test results not included in the accountability system because the students move to a different school or district between the fall and spring. See *Accountability Subset*. Note that this definition is different from that used to determine student *Mobility* (below). See also *TAKS/SDAA II/TAKS-I Participation* and *Appendix E*.

**Mobility (*Campus Profile only*):** 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 2004-05

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number of students who were in membership at any time during the 2004-05 school year

This rate is calculated at the campus level. The mobility rate shown in the *Profile* section of campus reports under the “district” column is based on the count of mobile students identified at the campus level. That is, the district mobility rate reflects school-to-school mobility, within the same district or from outside the district. See also *Campus Group*. (Source: *PEIMS, June 2005*)

**n/a:** This indicates that data 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. 2005*)

**Paired Schools:** For accountability purposes, schools that reported enrollment but did not have grades in which the state-mandated test was given (*e.g.* K-2 schools) are paired with schools with which they have a “feeder” relationship to determine accountability ratings. For example, assuming Travis Primary (K-2) feeds students into Navarro Elementary (3-5), the district would pair these two schools for accountability purposes. This means that the TAKS performance of Navarro Elementary is also used for rating Travis Primary and is reported on the AEIS report for Travis Primary.

**Panel Recommendation:** See *TAKS Panel Recommendation*.

**PBM Special Education Monitoring Results Status:** This label appears on the cover of AEIS reports for districts with a special education monitoring status. For a complete explanation of each label, see *Appendix G*.

**Performance of Mobile Students (*State Performance only*):** This additional report shows the aggregate state-level performance of students who were excluded from the district accountability subset due to mobility across districts between October and the time of testing. It is calculated for each TAKS subject as:

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number of mobile students who passed each test

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number of mobile students tested

Mobile student results are shown at [www.tea.state.tx.us/perfreport/aeis/2006/state.html](http://www.tea.state.tx.us/perfreport/aeis/2006/state.html). Scroll down to *Performance of Mobile Students* (past TAKS) and click on the link.

The report shows performance by subject summed across all grades tested. For purposes of comparison, *Performance of Mobile Students* is shown for 2006 and 2005 (at the 2006 passing standards). This indicator is not available at the region, district, or campus level. See also *Mobile*. (Source: *Student Assessment Division*)

**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 also *Appendix A*. (Source: *PEIMS, Oct. 2005*)

**Progress of Prior Year TAKS Failers (Sum of Grades 4 – 11):** This indicator provides two measures that show the progress of students who failed the reading/ELA portion or the mathematics portion of the TAKS in the prior year.

- (1) *Percent of Failers Passing TAKS.* Of the students who failed the TAKS in the prior year, this measure shows the percent that passed the corresponding assessment in the current year.

For 2006, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2005 but passed in 2006}}{\text{number of matched students who failed in 2005}}$$

Note that these students—who passed the TAKS in 2006—were subject to the panel recommended standard at all grade levels, including grade 11.

- (2) *Average TGI Growth.* For students who failed the TAKS in the prior year, this measure shows their average growth (or change) between the prior year and current year.

For 2006, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{sum of individual student TGI values}}{\text{total number of students with TGI values}}$$

For 2006, students included in these measures are those who:

- took the spring 2006 TAKS reading/ELA and/or mathematics tests in grades 4-11 (progress is not calculated for third grade test takers since that is their first TAKS test);
- are part of the *Accountability Subset*;
- can be matched to the spring 2005 TAKS administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2005 TAKS administration of reading/ELA and/or mathematics (using the 2005 student-level passing standard).

Reports for both these measures *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. To view these reports, access the HTML version of a campus or district report from the AEIS site ([www.tea.state.tx.us/perfreport/aeis/2006/](http://www.tea.state.tx.us/perfreport/aeis/2006/)). The link below *Progress of Prior Year TAKS Failers* produces a separate report that provides the progress of prior year failers by grade. See also *Texas Growth Index* in this *Glossary*. For a more complete explanation of

the *Texas Growth Index*, see *Appendix E* in the *2006 Accountability Manual*. (Source: Student Assessment Division)

**Reading Proficiency Tests in English (RPTE):** See *English Language Learner Progress Measure*.

**Recommended High School Program:** See *RHSP/DAP Graduates*.

**Retention Rates by Grade:** The retention rate, reported in the *Profile* section, shows the percent of students in Texas public schools who enrolled in fall of 2005-06 in the same grade as their grade in the last reported six-week period of the prior year (2004-05). It is calculated as follows:

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

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.

The AEIS report only shows retention rates for grades K-8. Retention rates for all grades may be found in *Grade-Level Retention in Texas Public Schools, 2004-05*, available from TEA. (Source: PEIMS, Oct. 2005, June 2005)

**RHSP/DAP Graduates:** This indicator shows 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:

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

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

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their RHSP/DAP rate. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2006 Accountability Manual*. See also *Graduates*. (Source: PEIMS, Oct. 2005, Oct. 2004)

**RPTE Change** (Reading Proficiency Tests in English): Effective this year, this indicator has been replaced with the *English Language Learners* indicator. See *English Language Learners Progress Measure*.

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

Three values are calculated for this indicator:

- (1) *Tested*. This shows the percent of graduates who took either college admissions test:

number of graduates who took either the SAT or the ACT

number of non-special education graduates

Note that “graduates” in the denominator of equation (1) does not include special education graduates; however, special education graduates who took either the SAT or ACT are included in the numerator. (See *Graduates*.)

- (2) *At/Above Criterion*. This shows the percent of examinees who scored at or above the criterion score on either test (1110 on the SAT, or 24 on the ACT):

number of examinees who scored at or above criterion

number of examinees

- (3) *Mean Score*. This shows the average (mean) score for the SAT total and the mean score for the ACT composite, calculated as follows:

total score (math plus verbal) for all students who took the SAT

number of students who took the SAT

and

total composite score for all students who took the ACT

number of students who took the ACT

Schools and districts may qualify for *Gold Performance Acknowledgment* based on their SAT/ACT performance and participation. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2006 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board*, Jan. 2006, April 2005; *ACT, Inc. (ACT)* Oct. 2005, Oct. 2004; and *PEIMS*, Oct. 2005, Oct. 2004)

**School Type:** For purposes of creating the Campus Groups, schools are placed into one of four classifications based on the lowest and highest grades in which students are enrolled (in membership) at the school: *elementary*, *middle* (including junior high school), *secondary*, and both *elementary/secondary* (K-12). Generally speaking, elementaries are PK-5 or PK-6; middle schools are 6-8, and secondary schools are 9-12.

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

**SEM:** See *Standard Error of Measurement*.

**Special Education:** This refers to the population served by programs for students with disabilities. Assessment decisions for students in special education programs are made by their Admission, Review, and Dismissal (ARD) committee. The ARD committee is made up of their parent(s) or guardian, teacher, administrator, and other concerned parties. In the 2005-06 school year, a student in special education may have been administered the TAKS, SDAA II, or TAKS-I tests. If they were exempted from all state-administered tests, they must have been assessed using a locally-determined alternate assessment (LDAA). Results from LDAA tests are not reported on the AEIS reports.

Other indicators that include the performance of students in special education are: advanced course/dual enrollment completion, attendance rate, annual dropout rates, completion rate, RHSP/DAP, ELL Progress Measure, TAKS exit-level cumulative pass rate, and the Texas Success Initiative. Information that would allow the separation of 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 also *State-Developed Alternative Assessment II* and *TAKS/SDAA II/TAKS-I Participation*. (Source: PEIMS, Oct. 2005, Oct. 2004, and TEA Student Assessment Division)

**Special Education Compliance Status:** See PBM Special Education Monitoring Results Status.

**Staff Exclusions:** These are counts of individuals who serve public school students, but are not included in the FTE totals for any of the other employee 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* work in schools located in districts other than their employing district, or their assigned organization (in PEIMS) shows a code of 751, indicating that 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 (District and Campus Profiles)* 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. 2005)

**Standard Error of Measurement (SEM):** A way to understand the standard error of measurement as it relates to tests is the following:

If a single student were to take the same test repeatedly (with no new learning taking place between testings and no memory of questions), the standard deviation of his/her repeated test scores is denoted as the standard error of measurement.

The TAKS transition plan implemented by the State Board of Education used the standard error of measurement to phase in the student passing standard over three years (2002-03 to 2004-05 for grades 3-10). The grade 11 standard moved to panel recommendation in 2005-06. For a complete explanation of the plan, see *TAKS Panel Recommendation*. (Source: Student Assessment Division)

**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 2005. This is not the property value used for school funding calculations.

- *Value (after exemptions)*. This refers to the market value of all property in a district, minus certain exemptions and deductions. The value after exemptions reflects deductions for the state-mandated homestead exemptions, the disabled veterans' exemptions, the school tax ceiling for homeowners over age 65 or disabled, and other state-mandated exemptions.

- *Value per Pupil*. This refers to 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 2005. At the state level, the per pupil amount is created by dividing by the total number of students in districts with property value. Some districts don't have property value. Their students are not included.
- *Value by Category*. This shows aggregates of individual property tax categories expressed as a percent of the Comptroller's property value *before* the exemptions are applied. Thus, the sum of the category values will exceed the value used for per pupil calculations. Note that the values shown are final for tax year 2005.
  - *Business* –
    - + real property: commercial and industrial;
    - + real and tangible personal property: utilities; and
    - + personal property: commercial and industrial.
  - *Residential* – real property: single-family, residential; multifamily, residential; and inventory.
  - *Land* – real property: vacant lots and tracts; acreage at market value, and farm and ranch improvements; acreage at productivity value.
  - *Oil and Gas* – real property: oil, gas, and other minerals.
  - *Other* – tangible personal property: other; and intangible personal property.

(Source: Texas Comptroller of Public Accounts, July 2006)

**State-Developed Alternative Assessment II (SDAA II):** This test assesses special education students in Grades 3-10 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom TAKS is not an appropriate measure of their academic progress.

SDAA II tests are given in the areas of reading/ELA, writing, and mathematics, in grades 3-10. Students are assessed at their appropriate instructional levels, as determined by their Admission, Review, and Dismissal (ARD) committees. The SDAA II is administered on the same schedule as TAKS.

Two indicators are reported for SDAA II:

- (1) *SDAA II Examinations Met ARD Expectations:* This is a single measure showing the percent of SDAA II tests that met ARD expectations, summed across grades (3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, or 10<sup>th</sup>) and subjects (reading/ELA, writing, and/or mathematics):

$$\frac{\text{number of SDAA II tests meeting ARD expectations}}{\text{number of SDAA II tests taken}}$$

This indicator is used in determining state accountability ratings for campuses and districts.

- (2) *SDAA II Examinees Met ARD Expectations:* This shows the percent of SDAA II examinees who met ARD expectations on each subject area test, summed across the grades tested:

$$\frac{\text{number of SDAA II examinees meeting ARD expectations, by subject}}{\text{number of SDAA II examinees, by subject}}$$

Other important information:

- *All Tests Taken.* The second indicator — (2) above — also shows the percent meeting expectations on *all tests taken*. That is, if a grade 4 student meets expectations on his mathematics and reading tests but fails to meet expectations on the writing test, then he has *not met* expectations on all tests taken.
- *Accountability Subset.* Only the SDAA II performance of students who were part of the *Accountability Subset* are included. For more information on SDAA II and accountability, refer to the *2006 Accountability Manual*.

See also *Accountability Subset*, and *TAKS/SDAA II/TAKS-I Participation*. (Source: *Student Assessment Division*)

**Student Enrollment by Program:** Students are identified as served in programs and/or courses for Special Education, Career and Technology Education, Bilingual/ESL Education, or Gifted and Talented Education. The percentages do not sum to 100, as a student may be enrolled in more than one of these programs. (Source: *PEIMS, Oct. 2005*)

**Student Success Initiative (SSI):** In 1999, as part of the mandate for the new TAKS tests, the Texas Legislature included new grade advancement testing requirements. For the 2005-06 school year, students in 3<sup>rd</sup> grade needed to pass the reading portion of the TAKS in order to be promoted to the 4<sup>th</sup> grade, and students in 5<sup>th</sup> grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 6<sup>th</sup> grade. Students were given three opportunities to pass each required test. In addition to promotion based on passing the test, some students were promoted based on the recommendation of their grade placement committee (GPC), given the committee members unanimously decided that the student was likely to perform on grade level after receiving accelerated instruction. The AEIS report shows four measures for this indicator:

- (1) *Students Requiring Accelerated Instruction.* For each subject and grade, this shows the percent of students who did not pass the first administration of the TAKS. Students who did not pass the test during the first administration must be provided accelerated instruction in preparation for the second administration:

$$\frac{\text{number of eligible students who did not meet the standard in the first administration}}{\text{number of eligible students in the first administration}}$$

The number of eligible students is calculated from the test answer documents and includes all students who were tested, students who should have been tested but were absent, and students who were not tested for other reasons. (The count of *eligible students* does not include students who have a special education or LEP exemption.) Students who were absent during the first administration or were not tested for other reasons are included in the counts of students requiring accelerated instruction.

- (2) *TAKS Cumulative Met Standard.* For each subject and grade, this shows the cumulative (and unduplicated) percent of students who took and passed the tests in the first and second administrations combined:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$



The values shown for this measure are the ones used in determining state accountability ratings. In most cases, this value does not match the TAKS performance shown by grade in the first few pages of this AEIS report. The “by grade” results are based on the first administration of each test only.

- (3) *TAKS Failers Promoted by Grade Placement Committee.* This shows the percent of students who failed all attempts to pass but were promoted to the next grade by their grade placement committee:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who failed all administrations}}$$

Because 2006 is the second year grade 5 students are subject to SSI requirements, only one year is shown for this measure.

- (4) *TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year).* This presents two calculations for students who failed in 2005.

For those who were promoted, the first measure shows the percentage who passed the TAKS in 2006. Using grade 3 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 4 TAKS reading in 2006}}{\text{number of students who were promoted by their GPC and took grade 4 TAKS reading}}$$

For those who were retained, the second measure shows the percentage who passed the TAKS in 2006. Using grade 3 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 3 TAKS reading in 2006}}{\text{number of students retained and took grade 3 TAKS reading in 2006}}$$

Because 2006 is the second year grade 5 students are subject to SSI requirements, only one year is shown for this measure.

The values include results from both the English and Spanish versions of the TAKS and also include results of students who were administered SDAA II tests in the subsequent year.

Students in grade 8 will have to pass the reading and mathematics tests beginning in 2007-08. For more information on the Student Success Initiative, go to the website for TEA’s Student Assessment Division at [www.tea.state.tx.us/student.assessment/](http://www.tea.state.tx.us/student.assessment/). (*Source: Student Assessment Division*)

**Students by Grade:** Percentages are calculated by dividing the number of students in each grade by the total number of students. (*Source: PEIMS, Oct. 2005*)

**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 2004-05 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:

number of students with one or more disciplinary placements

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number of students who were in attendance at any time during the school year

The following 19 reason codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61.

(Source: PEIMS, June 2005)

**TAAS/TASP Equivalency:** This indicator is no longer reported on the AEIS reports. It has been replaced by the Texas Success Initiative. See the *Texas Success Initiative (TSI) – Higher Education Readiness Component*.

**TAKS (Texas Assessment of Knowledge and Skills):** The Texas Assessment of Knowledge and Skills (TAKS) is a comprehensive testing program for public school students in grades 3–11. The TAKS is designed to measure to what extent a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level.

The grades and subjects shown on the AEIS reports are:

- Grade 3 – reading (first administration only) and mathematics
- Grade 4 – reading, mathematics, and writing
- Grade 5 – reading (first administration only), mathematics (first administration only), and science
- Grade 6 – reading and mathematics
- Grade 7 – reading, mathematics, and writing
- Grade 8 – reading, mathematics, science, and social studies (grade 8 science is new for 2006)
- Grade 9 – reading and mathematics
- Grade 10 – English language arts, mathematics, science, and social studies
- Grade 11 – English language arts, mathematics, science, and social studies. These tests are known as the exit-level test; students are required to pass them in order to qualify for graduation from high school.

All TAKS tests in grades 3 through 6 are available in either English or Spanish. The AEIS reports show performance on these separately.

Each one of these tests is linked directly to the Texas Essential Knowledge and Skills (TEKS) curriculum. The TEKS is the state-mandated curriculum for Texas public school students. Essential knowledge and skills taught at each grade build upon the material learned in previous grades. For more information on TEKS, see the *Texas Essential Knowledge and Skills* website at [www.tea.state.tx.us/teks/](http://www.tea.state.tx.us/teks/).

For 2005-06, the AEIS report shows percent passing TAKS in several ways. Below are key definitions:

- *TAKS Met 2006 Standard, By Grade.* The first indicator shown on the report is percent passing TAKS by grade for each subject area and for all tests taken. Please note the following:

- *Student Success Initiative*. Only performance from the *first* administration of grade 3 and 5 reading and grade 5 mathematics is shown by grade. Results that include the second administration can be found on the AEIS reports under *Student Success Initiative*.
- *Grade 8 Science*. Performance on this new TAKS test is shown at the 2006 passing standard of 2 SEM below Panel Recommendation. In 2007 it will be 1 SEM below, and in 2008—the first year it is used for accountability—it will be set at Panel Recommendation.
- *Test Administrations Included*. The results shown are for the first administration in the spring for grades 3-10. Students in grade 11 usually take the exit-level test for the first time in the spring semester of their junior year. However, for 2006, under certain circumstances they may have taken the test for the first time in the previous June or October. The performance of these early testers is included in the results shown on the AEIS if they took and passed all four tests.
- *All Tests Taken*. As described above, the number of tests given varies by grade. This means that the number of tests included in “All Tests Taken” varies by grade.
- *TAKS Met Standard (Sum of All Grades Tested)*. Three different indicators are shown which sum TAKS results (by subject) across grades.
  - *TAKS Met 2006 Standard (Sum of All Grades Tested, EXCLUDING grade 8 Science) (Standard Accountability Indicator)*. The accountability indicator used for campuses and districts evaluated under standard procedures: This measure includes the cumulative passing rate from the first and second administrations for grade 3 reading and grade 5 reading and mathematics. Performance on grade 8 science is not included.
  - *TAKS Met 2006 Standard (Sum of All Grades Tested, INCLUDING grade 8 Science) (Standard Accountability Indicator)*. This new measure is provided as a preview of performance in 2008, when grade 8 science will be included in the accountability system, and the standard will be panel recommendation. Only two rows are shown—*Science* and *All Tests*—because science (and its effect on All Tests Taken) is the only subject not shown at Panel Recommendation elsewhere on the report. See *TAKS Panel Recommendation* below for additional information.
  - *TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING grade 8 Science)*. This measure refers to the highest performance level on the TAKS, as set by the State Board of Education. Students who achieve Commended Performance have shown a thorough understanding of the knowledge and skills at their grade level. Unlike the Met Standard level, there has been no phase-in period for this standard. For all subjects and grades, a scale score of 2400 or above is commended. Performance on grade 8 science is not included in the commended results. Schools and districts may qualify for *Gold Performance Acknowledgment* based on their TAKS Commended Performance on reading/ELA, writing, mathematics, social studies, and science (not including grade 8 science). For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2006 Accountability Manual*.

Other important information:

- *Sum of all grades tested*. This refers to the grades tested at the particular school. For example, the percent passing reading in an elementary school with a grade span of K-5 is calculated as follows:

number of students who passed the reading test in grades 3, 4, & 5

number of students who took the reading test in grades 3, 4, & 5

- *Rounding of Met Standard Percent.* TAKS performance on the AEIS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Masking for Very High and Very Low Performance.* Since 2004, more stringent masking rules have applied to results for the TAKS and SDAA II tests. In cases where performance is at or near 100%, the value is shown as “>99%.” In cases where performance is at or near 0%, the value is shown as “<1%.” It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA).
- *TAKS Met Standard for 2005.* For purposes of comparison, prior year performance on TAKS is shown at the 2006 student passing standards. Specifically, on the 2005 AEIS reports, the grade 11 TAKS test passing standards were set at 1 SEM below Panel Recommendation. These have been recalculated at Panel Recommendation to provide an “apples to apples” comparison of 2006 to 2005.
- *Accountability Subset.* Only test takers who were enrolled on the last Friday in the previous October are included in the calculations shown on the AEIS reports. This is referred to as the “October subset” or the *Accountability Subset*. For the district, a student who moved into the district after October 28, 2005 would not have their performance included at the district level. At the campus level, a student who changed to a different campus within the same district after October 28, 2005 would not have their performance included at that school, though it would be included at the district level. See *Accountability Subset* for more information.
- *All Tests Taken.* 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 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.

See also *Appendix F* and *TAKS/SDAA II/TAKS-I Participation*. (Source: TEA Student Assessment Division)

**TAKS Commended Performance:** See *TAKS*.

**TAKS Exit-level Cumulative Pass Rate** (*District Performance only*): The TAKS cumulative pass rate shows the percent of students who first took the TAKS exit-level test in spring 2005, and eventually passed all TAKS tests taken (in the same district) by spring 2006. (Students

who failed the first time had four additional opportunities to retake test(s) before their graduation date.) This measure is intended to show the relative success of districts in their efforts to help all their students pass the exit-level TAKS, which is a requirement for graduation from Texas public schools.

Test takers included in the *TAKS Exit-level Cumulative Pass Rate* for the class of 2006:

- Any student who took the test for the first time in spring 2005.
- All special education students who took the test.
- All above students, whether or not they were in the *Accountability Subset*.

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

- Students who first took the exit-level test in District A, did not pass all sections and then moved to District B and retested. These students are taken out of both the numerator and denominator, whether or not they eventually passed all tests taken.
- Students who moved out of state, left the country, or died before passing all tests taken. These students are in the denominator but not the numerator. They cannot be removed because they are not specifically identified in the data.
- Students who dropped 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 2005 are not included, even if they took the TAKS and graduated with the class of 2006.

(Source: TEA Student Assessment Division)

**TAKS Inclusive (TAKS-I):** Beginning in 2006, students served in special education could take the new Texas Assessment of Knowledge and Skills Inclusive (TAKS-I) in subjects and grades where the SDAA II was not available. Results of TAKS-I summed across grades are shown by subject (*i.e.*, ELA, mathematics, science, social studies). *All Tests Taken* is not shown for TAKS-I because TAKS-I is being phased-in and is only tested at grades and subjects where the SDAA II is not available. In 2006 TAKS-I was assessed for these subjects and grades:

- ELA (grade 11)
- Mathematics (grade 11)
- Science (grades 5 – English and Spanish, 8, 10, and 11)
- Social Studies (grades 8, 10, and 11)

TAKS-I uses the TAKS met standard and commended student passing standards. In 2006, met standard is at PR for all subjects and grades except grade 8 science, which is at 2 SEM below PR. See also *TAKS/SDAA II/TAKS-I Participation*. (Source: Student Assessment Division)

**TAKS Met Standard:** This refers to the TAKS passing standard. For a detailed explanation, see *TAKS Panel Recommendation* below. See also *Appendix F*.

**TAKS Panel Recommendation:** This refers to the final phased-in passing standard set by the SBOE for the TAKS. In November 2002, the State Board of Education adopted two performance standards for the TAKS: *Met Standard* (i.e. passing) and *Commended Performance* (i.e. high performance). These standards were adopted based on recommendations from educators and citizens who served on TAKS standard-setting panels. Because the TAKS is more challenging than its predecessor, the Texas Assessment of Academic Skills (TAAS), the Board agreed to a transition plan to phase in *Met Standard* over several years. (*Commended Performance* has no phase-in period.)

The transition plan used the standard error of measurement (SEM) to phase in the panel's recommended passing standards over three years. For 2003, the standard was set at 2 SEM below Panel Recommendation (PR). For 2004, for grades 3 through 10, the passing standard was set at 1 SEM below PR, and 2 SEM below PR for grade 11\*. For 2005 for grades 3 through 10, the passing standard was set at Panel Recommendation, and 1 SEM below PR for grade 11\*. In general, this phase-in meant that in 2004, students needed to correctly answer one to three fewer questions than in 2005.

\* There has been a one-year delayed phase-in for grade 11, exit-level TAKS. This was because the grade 10 tests were built to be predictors of performance on the grade 11 tests. Therefore, the standards in place when students took the grade 10 TAKS was extended to grade 11 so that for both years those students were required to meet the same passing standard.

*TAKS Grade 8 Science.* For 2006, TAKS *Met Standard* for all grades, 3-11, and subjects is at Panel Recommendation, with the exception of the new grade 8 TAKS science. The grade 8 science passing standard is at 2 SEM below PR. See also *TAKS* and *Appendix F*.

**TAKS Passing Standard:** See *TAKS Panel Recommendation*.

**TAKS Progress Measure** (*AEA Campus and AEA Charter Operator Performance only*): This measure is used in determining accountability ratings under alternative education accountability (AEA) procedures. The TAKS Progress Measure is based on *tests* taken. It sums performance results across grades 3 through 12 and across all subjects. It is calculated as follows:

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

This measure is only shown on the AEIS reports for campuses and charter operators evaluated under the AEA procedures in 2006. Prior year results are provided regardless of whether the campus or charter operator was evaluated under AEA procedures in 2005.

- *AEA Campus.* On reports for registered alternative education campuses, the value shown for the *Campus Group* column is a dash (-); the value for the *District* column is an asterisk (\*) unless the campus is run by an AEA charter operator; and the *State* column shows aggregates of the AEA campuses only.
- *AEA Charter Operator.* On reports for AEA charter operators, the value shown for the *State* and *Region* columns show aggregates of the AEA campuses only.

- *2005 Performance.* For purposes of comparison, prior year performance on this measure is shown at the 2006 student passing standards.

For more information on this measure, see *Chapter 10* in the *2006 Accountability Manual*.

**TAKS/SDAA II/TAKS-I Participation:** Every student enrolled in a Texas public school in grades 3-11 must be given the opportunity to take a state-administered assessment. Results from the TAKS (Texas Assessment of Knowledge and Skills) and the SDAA II (State-Developed Alternative Assessment II) are used in determining accountability ratings. A new test, the TAKS Inclusive (TAKS-I) was not used in determining ratings for 2006, but is reported on the AEIS.

Although it is the intention to include every student's test performance in the accountability system, there are circumstances under which some students are tested, but their performance is not reported. The reasons for exclusion are as follows:

- Students may take the TAKS or SDAA II but be excluded from the results reported because they were not enrolled in that district by the last Friday in the previous October (shown as *Mobile*).
- Students may have been coded with the Katrina-Rita Indicator code. The performance of students displaced due to either Hurricane Katrina or Hurricane Rita was removed from the accountability data and not used in determining ratings in 2006.
- Students may take only the TAKS-I.

Other students are not tested. Reasons for not testing are as follows:

- Students may receive an ARD (Admission, Review, and Dismissal) exemption for the TAKS, but not take the SDAA II or the TAKS-I. These students must take a locally-determined alternate assessment.
- Students may receive a LEP (Limited English Proficient) exemption for every test and take only the Reading Proficiency Tests in English (RPTE) and local tests.
- Students may be absent during every test administration.
- Tests may not be scored due to illness during testing or other test administration irregularities.

The percentages of students participating and not participating in testing are based as much as possible on the *total number of students enrolled* at the time of testing. Districts are required to submit a TAKS or SDAA II answer document for every student enrolled in grades 3 through 11. Students who take subject tests from different assessments (for example, TAKS mathematics and SDAA II reading) will have multiple answer documents. The methodology used to create *TAKS/SDAA II/TAKS-I Participation* eliminates, as much as possible, duplicate counts of students resulting from multiple answer documents. *Appendix E* provides a description for each component of *TAKS/SDAA II/TAKS-I Participation*. (*Source: Student Assessment Division*)

**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 FTEs. (*Source: PEIMS, Oct. 2005*)

**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. 2005*)

**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. 2005*)

**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. 2005*)

**Texas Growth Index (TGI)**: The Texas Growth Index (TGI) is an estimate of a student's academic growth on the TAKS tests over two consecutive years (in consecutive grades). For the state accountability system, it is used to calculate Comparable Improvement in reading/ELA and mathematics for *Gold Performance Acknowledgments*, and to calculate the TAKS Progress Indicator under the alternative education accountability procedures. Average TGI is also one of the measures reported for prior year TAKS failers.

A TGI of zero means that the year-to-year change in average scale score is equal to the average predicted changes as calculated in the 2003 to 2004 base comparison years. A positive TGI means the group demonstrated growth that is larger than the expected growth for that group. A negative TGI indicates the group grew less than expected.

For a detailed explanation of how TGI is determined and used, refer to *Appendix E* of the *2006 Accountability Manual*.

**Texas Success Initiative (TSI) – Higher Education Readiness Component**: The Texas Success Initiative (TSI) is a program designed to improve student success in college. It requires students to be assessed in reading, writing and mathematics skills prior to enrolling in college, and to be advised based on the results of that assessment.

Students may be exempted from taking a test for the Texas Success Initiative if they have a high enough score on their exit-level TAKS tests for mathematics and English language arts, as set by the Texas Higher Education Coordinating Board (THECB). The qualifying scores are scale scores of 2200 on their TAKS mathematics and English language arts with a written composition score of 3 or higher on the writing component. This indicator shows the percent of students who achieved this level or proficiency by subject (English language arts and mathematics) for 2006 and 2005. This year, results on the *TSI – Higher Education Readiness Component* were evaluated for GPA in the state accountability system. This indicator replaced the *TAAS/TASP Equivalency* acknowledgment.

**Total Expenditures by Object (2004-05)** (*District Profile only*): Total actual expenditures are grouped by object of expense. Total actual expenditures for groups of object categories are



expressed as a percentage of total expenditures. The values in the Per Student column show actual expenditure object categories divided by the total number of 2004-05 students in membership. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total.

Object codes appear in parentheses.

- *Payroll Costs* – gross salaries or wages and benefit costs for all employees (6100);
- *Other Operating Costs* – services rendered to school districts by firms, individuals and other organizations; supplies and materials including fuel for vehicles; other reading materials (not including the cost of state-adopted textbooks); food service supplies; and other expenses necessary for the operation of the school district (6200-6400).
- *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).

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2004-05). See also *Appendix B. (Source: PEIMS, March 2006)*

**Total Operating Expenditures by Function (2004-05):** Actual total operating expenditures are grouped by function of expense. Actual operating expenditures for groups of function categories are expressed as a percent of actual total operating expenditures. The values in the Per Student column show actual operating expenditures by function divided by the total number of 2004-05 students in membership. Per student operating expenditures are shown for total operating expenditures and for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total.

When comparing averages for school-level expenditures note that the state and district averages include all types of schools. For example, a high school's per student expenditure may not be comparable to the state average because the state value includes elementary and middle schools, which typically have lower per student expenditures than high schools. Other variables that may affect comparisons are the experience level of teachers and administrators, the types of instructional programs offered, and the student characteristics.

Some charter schools used function "00" to report expenditure data. This amount will be included in their total operating expenditures. For these charter schools, the sum of the individual functions (listed below) will not sum to the total amount since function "00" is not a line item amount.

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* (District Profile Only) – transporting students to and from school (34).
- *Food Services* – food service operation, including cost of food and labor (35).
- *Cocurricular Activities* – school-sponsored activities during or after the school day that are not essential to the delivery of instructional services (36).
- *Central Administration* (District Profile Only) – 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).
- *Other Campus Costs* – (Campus Profile Only) combines functions 35, 36, 51, 52, 53 above.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2004-05). See also *Appendix B. (Source: PEIMS, March 2006)*

**Total Operating Expenditures by Program (2004-05):** Actual total operating expenditures are grouped by program of expense. Actual operating expenditures for groups of program categories are expressed as a percent of actual total operating expenditures. The values in the Per Student column show actual total operating expenditures divided by the total number of 2004-05 students in membership. Per student operating expenditures are shown for total operating expenditures by program for various groupings of operating categories. Note that the number shown is not the amount actually spent on each and every student, but rather a per-student average of the total.

Program codes appear in parentheses.

- *Regular* – costs to provide the basic services for education/instruction to students not in special education (11).
- *Gifted & Talented Education* – the cost to assess students for program placement and provide instructional services beyond the basic educational program, designed to meet the needs of students in gifted and talented programs (21).
- *Career & Technology Education* – the cost to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or homemaking. This may include apprenticeship and job training activities (22).

- *Special Education* – services to students with disabilities. The costs incurred to evaluate, place and provide educational and/or other services to students who have Individual Educational Plans (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students’ abilities and/or learning needs (23).
- *Accelerated Education* – the cost to use instructional strategies in accordance with campus/district improvement plans to provide services in addition to those allocated for basic services for instruction, thereby increasing the amount and quality of instructional time for students at risk of dropping out of school and the costs incurred to provide services in support of Title I, Part A schoolwide campuses with at least 40% educationally disadvantaged students. (24, 30).
- *Bilingual/ESL Education* – cost to evaluate, place and provide educational and/or other services that are intended to make the students proficient in the English language, primary language literacy, composition and academic language related to required courses (25).
- *Other* – costs incurred to provide services to students who are separated from the regular classroom to a nondisciplinary or disciplinary alternative education program (26, 28, 29).
- *Athletics/Related Activities* (District Profile only) – costs incurred to provide for participation in competitive athletic activities, including coaching costs as well as for sponsors of drill team, cheerleaders, pep squad or other organized activity to support athletics excluding band (91).

Note this item is reported as *actual* operating expenditures by program, not *budgeted*. Accordingly, the information is from the prior year (2004-05). See also *Appendix B*. (Source: PEIMS, March 2006)

**Total Revenues by Source (2004-05)** (*District Profile only*): Actual total revenues are grouped by revenue source. Actual revenues for groups of object categories are expressed as a percent of total revenue. The values in the Per Student column show actual total revenues divided by the total number of students in membership during the 2004-05 school year. Per-student revenues are shown for total revenues by source for various groupings of revenue categories. Note that the number shown is not the amount actually received for each and every student, but rather a per-student average of the total.

The amounts appearing as revenue in any of the categories shown are the amounts that were reported by districts for the general fund and all funds. Object codes appear in parentheses.

- *Local Tax* – district income from local real and personal property taxes (objects 5710-5719, less functions 91 & 96 expenditures);
- *Other Local and Intermediate* – revenue for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, revenues from intermediate sources (county), and all other local sources (objects 5720-5769);
- *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 (object 5800 series); 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 (object 5900 series).

Note this item is reported as *actual* revenues, not *budgeted*. Accordingly, the information is from the prior year (2004-05). See also *Appendix B. (Source: PEIMS, March 2006)*

**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. 2005*)

**Total Students:** This is the total number of public school students who were reported in membership on October 28, 2005 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. 2005*)

**Turnover Rate for Teachers (District Profile only):** This percent shows the total FTE count of teachers from the fall of 2004-05 who were subsequently not employed in the district in the fall of 2005-06, divided by the total teacher FTE count for the fall of 2004-05. Social security numbers for teachers employed in the district in the fall of 2004-05 were checked to verify their employment status in the same district in the fall of 2005-06. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (*Source: PEIMS, Oct. 2005, Oct. 2004*)

**Value by Category:** See *Standardized Local Tax Base (comptroller valuation)*.



## 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 is available in the *2006 Accountability Manual*. If, after reading these documents, you have questions about the calculation of AEIS indicators or accountability ratings, 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>
Accountability Ratings (methodology)	Performance Reporting.....	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting.....	463-9704
Advanced Courses	Curriculum.....	463-9581
Advanced Placement (AP) Programs	Curriculum.....	463-9581
Charter Schools	Charter Schools .....	463-9575
College Admissions Tests:		
SAT	College Board, Southwestern Regional Office .....	891-8400
ACT	ACT Regional Office.....	345-1949
Copies of AEIS reports	.....	<a href="http://www.tea.state.tx.us/perfreport">http://www.tea.state.tx.us/perfreport</a>
DAEP (Disciplinary Alternative Education Program)		
	Chapter 37, TEC – Safe Schools.....	463-9982
Distinguished Achievement Program	Curriculum.....	463-9581
Dropouts and Completers	Accountability Research.....	475-3523
Gold Performance Acknowledgment	Performance Reporting.....	463-9704
General Inquiry	School Governance and General Inquiries .....	475-3697
JJAEP (Juvenile Justice Alternative Education Program)		
	Chapter 37, TEC – Safe Schools.....	463-9982
Limited English Proficient Students		
Testing Issues	Student Assessment .....	463-9536
Other Issues	Curriculum (Bilingual Education Program Unit).....	475-3555
No Child Left Behind Act	NCLB Program Coordination .....	463-9374
PBM Special Education Monitoring Results Status		
	Program Monitoring and Interventions .....	463-9414
PEIMS	PEIMS HelpLine.....	936-7346
Public Hearings	Interventions and Special Investigations .....	463-9290
Recommended High School Program	Curriculum.....	463-9581
Retention Policy	Curriculum.....	463-9581
School Finance	School Financial Audits.....	463-9095
School Report Card	Performance Reporting.....	463-9704
SDAA II	Student Assessment .....	463-9536
Special Education		
Testing Issues	Student Assessment .....	463-9536
Other Issues	Special Education.....	463-9414
Statutory (Legal) Issues	Legal Services .....	463-9720
TAKS	Student Assessment .....	463-9536
TAKS-Inclusive	Student Assessment .....	463-9536
TAKS Testing Contractor	Pearson Educational Measurement.....	(800) 252-9186
Texas Success Initiative (TSI)	Texas Higher Education Coordinating Board .....	427-6100

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

# Explanation of Performance Section for 2005-06

Definitions and descriptions of items found in the Performance Section and Profile Section are available in the text portion of the *AEIS Glossary* (preceding pages).

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: TAKS (Texas Assessment of Knowledge and Skills); TAKS Inclusive; SDAA II (State-Developed Alternative Assessment); TAKS Exit-Level Cumulative Pass Rate; English Language Learners Progress Measure (*New for 2006*); Attendance Rate; Completion Rates; Dropout Rates; Advanced Courses; Recommended High School Program; AP/IB Results; Texas Success Initiative – Higher Education Readiness Component; and SAT/ACT Results.

Where available, both current and prior year data are shown for the indicators.

District Name: SAMPLE ISD  
Campus Name: SAMPLE HIGH SCHOOL  
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  
2005-06 Campus Performance

Section I - Page 1  
Total Students: 2,624  
Grade Span: 09 - 12  
School Type: Secondary

Indicator:	State	District	Campus Group	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
TAKS Met 2006 Standard Grade 11														
Eng Lang Arts 2006	89%	88%	90%	88%	83%	84%	95%	*	82%	88%	87%	43%		
2005	87%	88%	85%	88%	86%	81%	96%	*	> 99%	87%	90%	75%		
Mathematics 2006	78%	79%	79%	75%	67%	77%	91%	*	92%	83%	76%	25%		
2005	72%	72%	68%	75%	64%	66%	89%	*	> 99%	77%	73%	23%		
Science 2006	76%	73%	71%	73%	60%	68%	87%	*	91%	79%	68%	20%		
2005	71%	72%	63%	72%	53%	62%	92%	*	> 99%	76%	69%	40%		
Soc Studies 2006	94%	92%	94%	91%	88%	89%	96%	*	> 99%	94%	89%	67%		
2005	91%	91%	90%	91%	92%	84%	96%	*	> 99%	93%	88%	92%		
All Tests 2006	66%	64%	64%	64%	47%	57%	82%	*	75%	70%	58%	20%		
2005	60%	61%	55%	61%	42%	49%	84%	*	> 99%	63%	60%	18%		
TAKS Met 2006 Standard (Sum of All Grades Tested) (Standard Accountability Indicator)														
Reading/ELA 2006	87%	81%	88%	84%	80%	79%	94%	*	85%	82%	86%	50%		
2005	83%	78%	77%	79%	70%	75%	89%	*	95%	76%	82%	51%		
Mathematics 2006	75%	69%	60%	59%	45%	51%	80%	*	85%	62%	57%	39%		
2005	71%	65%	58%	61%	44%	54%	81%	*	90%	63%	59%	39%		
Science 2006	70%	61%	64%	61%	44%	51%	84%	*	86%	68%	55%	42%		
2005	63%	55%	57%	62%	41%	53%	83%	*	91%	67%	56%	33%		
Soc Studies 2006	87%	84%	88%	85%	78%	80%	96%	*	95%	82%	82%	70%		
2005	87%	84%	86%	87%	82%	81%	95%	*	> 99%	89%	86%	76%		
All Tests 2006	67%	58%	53%	51%	35%	41%	74%	*	74%	54%	48%	34%		
2005	62%	54%	48%	49%	30%	39%	74%	*	83%	50%	48%	25%		
SDAA II Examinations (Sum of All Grades Tested) (Standard Accountability & AEA Indicator)														
2006	84%	94%	78%	94%	98%	86%	92%	*	*	94%	93%	94%		
2005	79%	95%	72%	98%	98%	96%	> 99%	*	*	98%	98%	98%		
SDAA II Examinees (Sum of All Grades Tested) (New for 2006); Attendance Rate; Completion Rates; Dropout Rates; Advanced Courses; Recommended High School Program; AP/IB Results; Texas Success Initiative – Higher Education Readiness Component; and SAT/ACT Results.														
Reading/ELA 2006	87%	94%	79%	93%	98%	83%	89%	*	*	92%	97%	93%		
2005	82%	96%	81%	98%	98%	96%	> 99%	*	*	97%	> 99%	98%		
Mathematics 2006	86%	95%	78%	95%	97%	89%	95%	*	*	97%	90%	95%		
2005	80%	97%	72%	98%	98%	96%	> 99%	*	*	98%	96%	98%		
Writing 2006	68%	91%	62%	*	*	*	*	*	*	*	*	*		
2005	65%	80%	67%	*	*	*	*	*	*	*	*	*		
All Tests 2006	74%	89%	63%	90%	96%	79%	88%	*	*	91%	89%	90%		
2005	68%	91%	48%	97%	97%	94%	> 99%	*	*	96%	97%	97%		
TAKS-I (Sum of All Grades Tested) (Met Standard)														
ELA 2006	30%	40%	13%	*	*	*	*	*	*	*	*	*		
2006	13%	19%	16%	*	*	*	*	*	*	*	*	*		
2005	20%	16%	20%	*	*	*	*	*	*	*	*	20%		
Science 2006	31%	19%	33%	40%	*	*	*	*	*	*	*	40%		
2006	31%	19%	33%	40%	*	*	*	*	*	*	*	40%		
English Language Learners Progress Measure 2005-06	66%	59%	52%	42%	*	39%	60%	*	80%	38%	47%	0%		
Attendance Rate 2004-05	95.7%	94.5%	94.7%	92.2%	91.6%	91.7%	93.0%	*	96.1%	92.1%	92.3%	89.3%		
2003-04	95.7%	94.9%	94.6%	93.4%	93.1%	92.6%	94.3%	*	97.2%	93.3%	93.5%	91.5%		
Annual Dropout Rate (Gr 7-12) (AEA Indicator) 2004-05	0.9%	1.5%	0.8%	2.3%	2.5%	2.7%	1.6%	0.0%	0.0%	2.1%	2.5%	3.1%		
2003-04	0.9%	1.2%	0.7%	1.6%	1.0%	2.4%	1.4%	0.0%	0.0%	2.0%	1.2%	2.8%		

For TAKS, TAKS-I, and SDAA II indicators, an asterisk (\*) indicates that fewer than 5 students were in this classification, including zero students.

For TAKS, TAKS-I, and SDAA II indicators, > 99% masks performance at 100% or close to it. In cases where the performance would be 0% or close to it, the number is also masked, with < 1%.

For all other indicators, an asterisk (\*) indicates that fewer than 5 students were in this classification, excluding zero students



# Explanation of Performance Section for 2005-06 (continued)

## Indicators at Other Levels

District Name: SAMPLE ISD  
 Campus Name: SAMPLE ELEMENTARY SCHOOL  
 Campus #: 555555999

T E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 2005-06 Campus Performance

Section I - Page 6  
 Total Students: 213  
 Grade Span: PK - 03  
 School Type: Elementary

Indicator:	State	District	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Progress of Prior Year TAKS Failers (Sum of Grades 4-11) Percent of Failers Passing TAKS													
Reading/ELA 2006	51%	47%	33%	57%	39%	*	*	*	50%	44%	*	48%	50%
Reading/ELA 2005	45%	44%	44%	44%	54%	*	*	*	64%	38%	*	46%	50%
Average TGI Growth													
Reading/ELA 2006	0.56	0.40	0.51	0.76	0.37	*	*	*	0.68	0.41	*	0.54	0.71
Reading/ELA 2005	0.53	0.53	0.65	0.34	0.48	*	*	*	0.34	0.50	*	0.36	0.16
Student Success Initiative Grade 3 Reading (English and Spanish)													
Students Requiring Accelerated Instruction 2006	12%	24%	40%	61%	26%	*	*	*	46%	33%	*	41%	33%
Students Requiring Accelerated Instruction 2005	13%	18%	15%	31%	38%	*	*	*	38%	26%	*	33%	50%
TAKS Cumulative Met Standard (First and Second Administrations) 2006	94%	87%	92%	70%	74%	*	*	*	65%	76%	*	69%	67%
TAKS Cumulative Met Standard (First and Second Administrations) 2005	93%	89%	92%	81%	86%	*	*	*	67%	96%	*	80%	63%
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)													
Retained in Grade 3 2006	86%	70%	> 99%	*	*	*	*	*	*	*	*	*	*
Retained in Grade 3 2005	76%	86%	*	*	*	*	*	*	*	*	*	*	*

Elementary schools have a unique indicator, the *Student Success Initiative*, which covers TAKS reading in grade 3 and TAKS reading and mathematics in grade 5. The campus shown has a grade span of PK-3, and shows only TAKS reading.

In addition to the grade 7-12 dropout rate, the *Annual Dropout Rate* is reported for grades 7-8 only, making it a unique indicator for middle and junior high schools.

District Name: SAMPLE ISD  
 Campus Name: SAMPLE MIDDLE SCHOOL  
 Campus #: 555555777

T E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 2005-06 Campus Performance

Section I - Page 5  
 Total Students: 307  
 Grade Span: 06 - 08  
 School Type: Middle

Indicator:	State	District	Campus	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
Annual Dropout Rate (Gr 7-8) (Standard Accountability Indicator)													
2004-05	0.2%	0.0%	0.2%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2003-04	0.2%	0.6%	0.6%	0.6%	1.2%	1.7%	*	*	1.2%	1.7%	*	0.3%	4.0%

The *At Risk* column appears on the district-, region-, and state-level reports, but not on campus reports.

## District-only Indicator

District Name: SAMPLE ISD  
 District #: 555555

Indicator:	State	Region 04	District	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP	At Risk
TAKS Exit-Level Cumulative Pass Rate Class of 2005	91%	91%	87%	79%	83%	96%	*	100%	87%	87%	71%	85%	65%	77%

The *TAKS Cumulative Pass Rate* indicator is shown at the district level only. It shows the district's success at getting all of their students to pass the TAKS exit-level test.



## PEIMS Role Identifications (In Alphabetical Order by Label)

**CENTRAL ADMINISTRATORS**

027 ..... Superintendent/CAO/CEO/President

**CAMPUS ADMINISTRATORS**

003 ..... Assistant Principal

**EITHER CENTRAL OR CAMPUS ADMINISTRATORS\***

004 ..... Assistant/Associate/Deputy Superintendent

012 ..... Instructional Officer

020 ..... Principal

028 ..... Teacher Supervisor

040 ..... Athletic Director

043 ..... Business Manager

044 ..... Tax Assessor and/or Collector

045 ..... Director - Personnel/Human Resources

055 ..... Registrar

**PROFESSIONAL SUPPORT STAFF**

002 ..... Art Therapist

005 ..... Psychological Associate

006 ..... Audiologist

007 ..... Corrective Therapist

008 ..... Counselor

011 ..... Educational Diagnostician

013 ..... Librarian

015 ..... Music Therapist

016 ..... Occupational Therapist

017 ..... Certified Orientation &amp; Mobility Specialist

018 ..... Physical Therapist

019 ..... Physician

021 ..... Recreational Therapist

022 ..... School Nurse

023 ..... LSSP/Psychologist

024 ..... Social Worker

026 ..... Speech Therapist/Speech-Lang Pathologist

030 ..... Visiting Teacher

032 ..... Work-Based Learning Site Coordinator

041 ..... Teacher Facilitator

042 ..... Teacher Appraiser

054 ..... Department Head

056 ..... Athletic Trainer

058 ..... Other Campus Professional Personnel

080 ..... Other Non-Campus Professional Personnel

**TEACHERS**

025 ..... Special Duty Teacher

029 ..... Teacher

047 ..... Substitute Teacher

**EDUCATIONAL AIDES**

033 ..... Educational Aide

036 ..... Certified Interpreter

037 ..... Non-Certified Interpreter

**AUXILIARY STAFF**

Employment record, but no responsibility records.

\* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

## Financial Accounting Codes for Revenue and Expenditure Items (In Alphabetical Order by Label)

Label	Funds*	Function(s)	Object(s)	Program(s)
<b>ACTUAL EXPENDITURE INFORMATION</b>				
<b>BY FUNCTION</b>				
COMMUNITY SERVICES	General and All	61	6100-6400	All
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below (includes Function 00**)	6100-6400	All
Instruction***	General and All	11,95	6100-6400	All
Instructional-Related Services***	General and All	12,13	6100-6400	All
Instructional Leadership***	General and All	21	6100-6400	All
School Leadership***	General and All	23	6100-6400	All
Support Services – Student***	General and All	31,32,33	6100-6400	All
Student Transportation	General and All	34	6100-6400	All
Food Services	General and All	35	6100-6400	All
Cocurricular Activities	General and All	36	6100-6400	All
Central Administration	General and All	41,92 (or 81/Chtr Schools)	6100-6400	All
Plant Maintenance & Operations	General and All	51	6100-6400	All
Security and Monitoring Services	General and All	52	6100-6400	All
Data Processing Services	General and All	53	6100-6400	All
Other Campus Costs****	General and All	35,36,51-53	6100-6400	All
<b>BY OBJECT</b>				
TOTAL EXPENDITURES	General and All	All <sup>S</sup>	All 6000s	All
Payroll Costs	General and All	All <sup>S</sup>	6100	All
Other Operating Costs	General and All	All <sup>S</sup>	6200-6400	All
Debt Service	General and All	All <sup>S</sup>	6500	All
Capital Outlay	General and All	All <sup>S</sup>	6600	All
<b>ACTUAL PROGRAM EXPENDITURE INFORMATION</b>				
<b>BY PROGRAM</b>				
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100-6400	Sum of Detail Below
Regular Education	General and All	00,11-13,21,23,31-36,51,52,91 <sup>†</sup> , 92,95,96 <sup>†</sup> ,99	6100-6400	11
Special Education	General and All	00,11-13,21,23,31-36,51,52,91 <sup>†</sup> , 92,95,96 <sup>†</sup> ,99	6100-6400	23
Accelerated Education	General and All	00,11-13,21,23,31-36,51,52,91 <sup>†</sup> , 92,95,96 <sup>†</sup> ,99	6100-6400	24, 30
Career & Technology Education	General and All	00,11-13,21,23,31-36,51,52,91 <sup>†</sup> , 92,95,96 <sup>†</sup> ,99	6100-6400	22
Bilingual/ESL Education	General and All	00,11-13,21,23,31-36,51,52,91 <sup>†</sup> , 92,95,96 <sup>†</sup> ,99	6100-6400	25
Gifted & Talented Education	General and All	00,11-13,21,23,31-36,51,52,91 <sup>†</sup> , 92,95,96 <sup>†</sup> ,99	6100-6400	21
Athletics/Related Activities	General and All	00,11-13,21,23,31-36,51,52,91 <sup>†</sup> , 92,95,96 <sup>†</sup> ,99	6100-6400	91
Other	General and All	00,11-13,21,23,31-36,51,52,91 <sup>†</sup> , 92,95,96 <sup>†</sup> ,99	6100-6400	26, 28, 29

continued

ACTUAL REVENUE INFORMATION				
BY SOURCE				
<b>TOTAL REVENUES</b>	General and All	n/a	5000s	n/a
Local Tax	General and All	n/a	5710–5719 (less function 91 & 96 expenditures)	n/a
Other Local & Intermediate	General and All	n/a	5720–5769	n/a
State	General and All	n/a	5800	n/a
Federal	General and All	n/a	5900	n/a
<b>EQUITY TRANSFERS<sup>††</sup></b>	General and All	91,96	All 6000s	All

- \* Funds – The general fund includes fund codes 101 – 199. Fund code 420 is also included in the general fund for charter schools only. All funds includes the general fund plus fund codes 200/300/400 series, 599, 601, 699, and 701.
- \*\* Function '00' amounts reported by charter schools as expenditures are included in the total, but not included in the individual functions; therefore, the sum of the individual items will not sum to the total amount for total operating expenditures.
- \*\*\* 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.
- § Excludes Intergovernmental Charges (function 90 series) except functions 92 & 95.
- † Functions 91 and 96 represent tuition transfers for grades not offered, not "Equity Transfers."
- †† Functions 91 and 96 represent the expenditure amount reported for the cost of reducing property wealth to the required equalized wealth level and payments to charter schools, respectively.

See the *Financial Resource Guide* (at <http://www.tea.state.tx.us/school.finance/index.html>) for explanations of the fund, function, object, and program codes.

# Advanced Academic Courses

## 2005-06 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
03221500	Literary Genres
03221600	Humanities
03221800	Independent Study in English
03231000	Independent Study in Journalism
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study in Speech

### Mathematics

A3100101	Calculus AB
A3100102	Calculus BC
A3100200	AP Statistics
I3100100	Mathematical Methods Subsidiary Level
I3100200	Mathematical Studies Subsidiary Level
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
I3580400	Informational Technology in a Global Society
03580200	Computer Science I
03580300	Computer Science II

- All courses shown were for the 2004-05 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
I3010201	Biology II
I3020000	Environmental Systems
I3040001	Chemistry I
I3040002	Chemistry II
I3050001	Physics I
I3050002	Physics II

**Social Studies/History**

A3310100	Microeconomics
A3310200	Macroeconomics
A3330100	United States Government and Politics
A3330200	Comparative Government and Politics
A3340100	United States History
A3340200	European History
A3350100	Psychology
A3360100	Human Geography
A3370100	World History
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
I3303300	Business and Management I (IBBMT1)
I3303400	Business and Management II (IBBMT2)
I3304100	Psychology, Standard Level
I3304200	Psychology, Higher Level
I3366010	Philosophy
I3000100	Theory of Knowledge
03310301	Economics Advanced Studies
03380001	Social Studies Advanced Studies

- All courses shown were for the 2004-05 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.

**Fine Arts**

A3150200	Music Theory
A3500100	History Of Art
A3500300	Art/Drawing
A3500400	Art/Two-Dimensional Design Portfolio
A3500500	Art/Three-Dimensional Design Portfolio
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 Arts 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

- All courses shown were for the 2004-05 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.

**Advanced Languages (Modern or Classical)**

A3410100	French IV Language
A3410200	French V Literature
A3420100	German IV Language
A3430100	Latin IV (Vergil)
A3430200	Latin V (Latin Literature)
A3440100	Spanish IV Language
A3440200	Spanish V Literature
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
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII

- All courses shown were for the 2004-05 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.

03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	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 2004-05 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.



# 2005-06 Campus Comparison Group

Target Campus Name: SAMPLE SCH00L  
 Target Campus #: 999999999  
 District Name: SAMPLE ISD  
 Campus Type: Middle School

Texas Education Agency  
 Campus Comparison Group for 2005-06

PAGE 1

Campus Number	Campus Name	District Name	% Afr_Amer	% White	% Econ	% Mobility	% Hispanic	% LEP
02300652	MAXAN MIDDLE	TIYYOON ISD	36.3	35.8	49.3	29.0	20.3	6.9
02300653	INTOL MIDDLE	TIYYOON ISD	56.5	25.2	52.6	27.3	15.1	2.5
02300654	AYTO MIDDLE	TIYYOON ISD	51.0	27.0	48.8	27.3	16.7	2.6
02300655	AUDIO NULP	TIYYOON ISD	55.5	23.2	48.2	25.6	16.8	2.2
02300656	FLAVIS MIDDLE	TIYYOON ISD	42.2	38.9	56.9	32.5	16.0	2.0
02300657	HONLY NOTZ	TIYYOON ISD	37.6	35.1	57.2	21.4	25.0	2.0
02300658	TOXAS MIDDLE	TIYYOON ISD	42.8	35.1	57.2	21.4	25.0	2.0
02300659	YIBOLTY-OYYAU MIDDLE	TIYYOON ISD	51.9	14.3	58.5	19.0	44.4	2.0
02300660	SAMPLE SCHOOL	TIYYOON ISD	49.2	14.3	58.5	27.2	14.4	2.0
02300661	RUSH MIDDLE	TIYYOON ISD	46.7	21.8	38.0	25.2	14.8	2.0
02300662	WOST INTERMEDIATE	TIYYOON ISD	40.4	17.9	42.7	25.2	14.8	2.0
02300663	J HOLLAN LOOD MIDDLE	TIYYOON ISD	56.7	12.4	58.5	22.5	20.0	2.0
02300664	WYYTAN H BYLD MIDDLE	TIYYOON ISD	44.2	20.0	46.5	13.9	37.7	2.0
02300665	G W TONNONOL MIDDLE	TIYYOON ISD	54.2	6.8	60.3	13.9	25.2	2.0
02300666	H BOB DANIOY SL INTOLNOD	TIYYOON ISD	51.8	12.9	57.1	16.2	32.2	2.0
02300667	GLACO L BLANDONBULG INTO	TIYYOON ISD	57.1	15.2	55.8	13.7	32.9	2.0
02300668	YATO HIGHYANDS J H	TIYYOON ISD	45.9	32.2	51.3	14.8	4.8	2.0
02300669	HODGOS BOND MIDDLE	TIYYOON ISD	38.3	8.8	47.8	14.7	9.8	2.0
02300670	YATO OYNYPTA MIDDLE	TIYYOON ISD	49.2	19.7	36.5	12.8	7.7	2.0
02300671	STAXXOLD MIDDLE	TIYYOON ISD	38.8	12.3	45.5	16.2	4.8	2.0
02300672	STAXXOLD INTERMEDIATE SC	TIYYOON ISD	38.7	12.6	49.7	13.7	32.9	2.0
02300673	XUDSON MIDDLE	TIYYOON ISD	35.8	58.1	37.2	14.8	0.7	2.0
02300674	ODWIN N WOYYS MIDDLE	TIYYOON ISD	46.0	11.9	59.0	24.2	8.5	2.0
02300675	BANNOY MIDDLE	TIYYOON ISD	49.1	14.4	65.0	32.2	5.7	2.0
02300676	NALSHAY J H	TIYYOON ISD	41.6	42.3	59.2	18.3	1.9	2.0
02300677	PLICO T YOUNG MIDDLE	TIYYOON ISD	48.4	41.5	57.4	15.0	0.5	2.0
02300678	XASPOL XUNITOL HIGH	TIYYOON ISD	39.6	52.0	61.9	14.7	2.9	2.0
02300679	J H LOWO INTERMEDIATE	TIYYOON ISD	45.8	45.5	67.2	12.8	2.9	2.0
02300680	VINCONT MIDDLE	TIYYOON ISD	47.7	29.6	54.6	18.6	8.6	2.0
02300681	CLOCTOTT MIDDLE	TIYYOON ISD	44.3	46.7	61.6	16.2	2.2	2.0
02300682	TLAVTS J H	TIYYOON ISD	38.9	55.0	57.9	18.8	1.8	2.0
02300683	DAINGOLFLOYD J H	TIYYOON ISD	43.5	43.2	65.2	19.0	2.4	2.0
02300684	NITO NOSOS NS	TIYYOON ISD	35.8	30.3	67.2	18.0	8.3	2.0
02300685	NOWTON MIDDLE	TIYYOON ISD	42.1	54.4	59.0	18.2	0.0	2.0
02300686	BALNOTT J H	TIYYOON ISD	40.0	26.3	48.5	15.7	3.3	2.0
02300687	NICHVOYS J H	TIYYOON ISD	36.1	28.6	64.4	30.8	9.4	2.0
02300688	WODGWOOD MIDDLE	TIYYOON ISD	37.7	27.5	55.2	27.0	3.9	2.0
02300689	DANNY XONOS MIDDLE	TIYYOON ISD	40.6	34.1	29.2	18.5	3.0	2.0
02300690	DOYYA ICONHOWOL	TIYYOON ISD	40.3	34.5	27.8	20.2	4.2	2.0
02300691	CLOWYOY MIDDLE	TIYYOON ISD	39.1	38.4	7.9	15.7	3.1	2.0
	Group Average		44.6	27.1	51.0	20.8	23.0	4.6

Percent of students identified as Economically Disadvantaged

Percent of students identified as White

Percent of students identified as African American

Percent of students identified as mobile

Percent of students identified as Hispanic

Percent of students identified as limited English proficient (LEP)

Campus ID Numbers:  
 This listing is in Campus ID number order.

\*\*\* 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.

# 2005-06 Comparable Improvement

Target Campus Name: SAMPLE SCHOOL  
 Target Campus #: 999999999  
 District Name: SAMPLE ISD  
 Campus Type: Middle School

Texas Education Agency  
 2005-06 Comparable Improvement:

Target Campus  
 (identified by asterisk)

Campus Name	(1) Number of Matched Students		(2) 2005 Average Scale Score: The sum of the current year scale scores of matched students, divided by the number of matched students.		(3) 2006 Average Scale Score: The sum of the current year scale scores of matched students, divided by the number of matched students.		(4) 2006 Estimated Average Scale Score: The sum of the estimated scale score for matched students, divided by the number of matched students.		(5) 2005 Failer Average TGI for those matched students who failed the TAKS in the prior year.		(6) 2006 Average TGI: The average TGI for those matched students who failed the TAKS in the prior year.		Quar-tile
	2005 Avg Scale Score	2006 Avg Scale Score	2005 Avg Failer TGI	2006 Avg Scale Score	2005 Avg Failer TGI	2006 Avg Scale Score	2005 Avg Failer TGI	2006 Avg Scale Score	2005 Avg Failer TGI	2006 Avg Scale Score	2005 Avg Failer TGI		
NOYAN MIDDLE	466	2257	2294	0.46	-0.56	0.2	474	2210	0.30	-0.22	0.4	0.3	
LANCIOL MIDDLE SCHOOL	408	2247	2282	0.38	-0.04	0.3	401	2229	0.53	-0.14	0.4	0.4	
NANOL MIDDLE	534	2242	2263	0.27	-0.12	0.2	523	2160	0.15	-0.32	0.4	0.4	
PAYO AYTO MIDDLE SCH	494	2242	2277	0.40	-0.05	0.2	488	2202	0.46	-0.05	0.2	0.2	
AUDIO NULPHY MIDDLE	305	2246	2284	0.76	-0.08	0.3	298	2216	0.82	-0.17	0.1	0.1	
TLAVIS MIDDLE	448	2253	2289	0.47	-0.02	0.2	442	2244	0.52	-0.29	0.4	0.4	
HONLY NOT7GOL MIDDLE	855	2209	2255	0.47	0.07	0.2	862	2236	0.41	0.01	0.2	0.2	
TEXAS MIDDLE	856	2256	2318	0.57	0.16	0.1	866	2179	0.31	-0.18	0.3	0.3	
YIBOLTY-OYYAU MIDDLE	524	2221	2294	0.07	0.02	0.2	524	2225	0.42	-0.09	0.2	0.2	
SAMPLE SCHOOL	543	2221	2269	0.55	0.02	0.2	543	2300	0.54	-0.18	0.3	0.3	
BUSH MIDDLE	412	2210	2282	0.91	0.09	0.1	412	2290	0.39	-0.09	0.3	0.3	
WOST IT	357	2200	2277	0.93	0.21	0.1	357	2254	0.62	0.13	0.1	0.1	
J HOLN	874	2200	2282	0.01	-0.23	0.4	874	2204	0.33	-0.06	0.2	0.2	
WTYATA	540	2200	2275	0.65	-0.01	0.2	540	2206	0.59	-0.03	0.2	0.2	
G W TO	606	2200	2275	0.21	-0.13	0.4	606	2160	0.47	-0.12	0.1	0.1	
H BOB	114	2221	2277	0.99	0.13	0.1	114	2307	0.64	-0.19	0.3	0.3	
GLACO	828	2221	2306	1.06	0.26	0.1	828	2324	0.86	-0.23	0.4	0.4	
YATO H	114	2322	2337	0.11	-0.25	0.4	114	2289	0.30	-0.35	0.4	0.4	
HODGOS	884	2252	2287	0.30	-0.04	0.3	884	2273	0.86	0.33	0.4	0.4	
YATO O	771	2260	2287	0.32	-0.09	0.3	771	2218	0.30	-0.35	0.4	0.4	
STAXXO	881	2230	2242	0.22	-0.04	0.3	881	2162	0.33	-0.13	0.1	0.1	
STAXXO	389	2232	2309	0.81	0.22	0.1	389	2270	0.62	0.13	0.1	0.1	
XUDSON MIDDLE	406	2299	2347	0.82	0.07	0.1	406	2267	0.47	-0.12	0.1	0.1	
ADMIAN WOYYS MIDDLE	892	2242	2272	0.32	-0.06	0.3	892	2226	0.64	-0.19	0.3	0.3	
Y J H	1003	2237	2277	0.59	-0.00	0.2	1003	2216	0.30	-0.35	0.4	0.4	
F YOUNG MIDDLE	648	2262	2268	1.06	0.26	0.1	648	2289	0.86	-0.23	0.4	0.4	
XUNIOL HIGH	279	2236	2274	0.11	-0.25	0.4	279	2289	0.30	-0.35	0.4	0.4	
LOWO INTERMEDIAT	535	2246	2240	0.30	-0.04	0.3	535	2218	0.30	-0.35	0.4	0.4	
VINCONT MIDDLE	706	2199	2282	0.22	-0.09	0.3	706	2193	0.33	-0.13	0.1	0.1	
CLOTTOTT MIDDLE	382	2249	2268	0.22	-0.04	0.3	382	2135	0.62	0.13	0.1	0.1	
TLAVIS J H	205	2234	2306	0.82	0.07	0.1	205	2276	0.47	-0.12	0.1	0.1	
DAINGOLFIOYD J H	264	2232	2280	0.32	-0.06	0.3	264	2226	0.64	-0.19	0.3	0.3	
NITO NOSOS NS	488	2233	2284	0.22	-0.09	0.3	488	2219	0.30	-0.35	0.4	0.4	
NOWTON MIDDLE	184	2234	2264	0.32	-0.04	0.3	184	2161	0.33	-0.13	0.1	0.1	
BALNOTT J H	780	2292	2294	0.82	0.07	0.1	780	2267	0.47	-0.12	0.1	0.1	
NICHOLS J H	596	2275	2277	0.32	-0.06	0.3	596	2216	0.30	-0.35	0.4	0.4	
WODWOOD MIDDLE	741	2251	2249	0.22	-0.09	0.3	741	2239	0.33	-0.13	0.1	0.1	
DANNY XONOS MIDDLE	570	2297	2302	0.82	0.07	0.1	570	2277	0.48	-0.19	0.3	0.3	
DOYYA ICONHOWL INT	610	2250	2294	0.32	-0.06	0.3	610	2284	0.45	-0.32	0.4	0.4	
CLOWOY MIDDLE	914	2285	2275	0.59	-0.00	0.2	914	2209	0.35	-0.09	0.3	0.3	
Group Average	537	2252	2280	0.43	-0.03	--	539	2214	0.37	-0.10	--	--	--

(6) 2006 Average TGI: The sum of the current year TGI values of matched students, divided by the number of matched students.

(7) Quartile: The average TGI 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 TAKS performance, relative to the other schools in the group.

Other information:  
 • Some campuses receiving CI acknowledgments happen to have negative TGI values. A negative TGI does not mean that performance of students declined from the prior year. The TGI is a statistic with a mean of zero; negative values for students indicate growth was less than expected.  
 • Any school with fewer than ten matched students does not have an average TGI value calculated, and is, therefore, not included in the quartile distribution. In these cases, a dash (-) will be shown.

This listing is in campus ID order.

Note: All Values are based on students matched from 2006 to 2005. An Asterisk indicates less than five students tested.

# 2005-06 TAKS/SDAA II/TAKS-I Participation

Name: SAMPLE ISD  
 Name: SAMPLE HIGH S  
 : 555555444

Section I - Page 4  
 Total Students: 2,624  
 Grade Span: 09 - 12  
 School Type: Secondary

E X A S E D U C A T I O N A G E N C Y  
 Academic Excellence Indicator System  
 2005-06 Campus Performance

Tested: The percent of students who took one or more of the TAKS, SDAA II and/or TAKS-I tests.

Indicator:	State	District	Campus Group	African American	Hispanic	White	Native American	Asian/Pacific Is	Male	Female	Special Ed	Econ Disad	LEP
2006 TAKS/SDAA II/TAKS-I Participation (Grades 3-11)	97.1%	96.1%	96.3%	93.4%									
By Assessment													
TAKS (1 or more)	90.7%	88.7%	89.5%	87.8%									61.6%
Not on TAKS	6.4%	7.5%	7.1%	5.6%									58.6%
TAKS-I Only	0.1%	0.0%	0.2%	0.0%									3.0%
SDAA II Only	5.4%	6.0%	5.0%	5.6%									3.0%
TAKS-I/SDAAII Only	0.8%	1.5%	0.4%	0.0%									0.0%
By Acct Status													
Acct System	90.5%	90.0%	90.3%	87.7%									59.6%
Non-Acct System	6.5%	6.2%	5.8%	5.7%									2.0%
Mobile	5.6%	4.8%	5.1%	5.3%									2.0%
Non-Acct Test	0.2%	0.0%	0.2%	0.0%									0.0%
Katrina/Rita	0.8%	1.4%	0.0%	0.4%									0.0%
Not Tested	2.9%	3.9%	3.7%	6.6%									38.4%
Absent	0.2%	0.3%	-	0.7%									1.0%
ARD Exempt	0.7%	0.4%	0.9%	0.0%									0.0%
LEP Exempt	1.0%	1.1%	0.2%	1.2%									0.0%
Other	1.0%	1.9%	1.5%	4.6%									24.2%
Katrina/Rita	0.0%	0.1%	0.0%	0.0%									13.1%
Total Count	3,001,657	5,713	585	2,029									99
2005 TAKS/SDAA II Participation (Grades 3-11)													
Tested	97.0%	96.8%	95.4%	94.1%									77.7%
By Assessment													
TAKS (1 or more)	90.8%	89.0%	88.6%	86.2%									66.0%
SDAA II Only	6.2%	7.8%	6.6%	7.8%									11.7%
By Ability Status													
At Risk	91.3%	92.1%	91.1%	90.7%									72.8%
Below Basic	4.6%	4.6%	5.2%	3.4%									4.9%
Basic	3.2%	3.2%	4.7%	5.9%									22.3%
Exceeded	0.3%	0.3%	0.8%	0.2%									0.0%
Exceeded	0.6%	0.6%	1.5%	2.1%									1.9%
Other	1.6%	1.6%	0.2%	0.6%									6.8%
Total Count	2,951,773	5,894	471	1,973	608	622	3	45	1,005	960	251	981	103

The Tested section is shown two ways:

**By Assessment**

**TAKS (1 or more):** This shows the percent of students who were tested on the TAKS only or on a combination of TAKS with TAKS-I and/or SDAA II.

**Not on TAKS:** This shows the percent of students who were tested on TAKS-I only, or SDAA II only, or both TAKS-I and SDAA II, but not TAKS.

**By Acct Status**

**Acct System:** This shows the percent of students whose performance on the TAKS and/or SDAA II was used to determine a school's and districts accountability rating. The performance reported in the 2005-06 AEIS reports is based on this subset of non-mobile students.

**Non-Acct System:** The percent of students in the grades tested with tests results that are not used in the accountability system for one of the following reasons:

**Mobile:** This includes students who enrolled in the district or campus after late October (the fall PEIMS submission date).

**Non-Acct Test:** This includes non-mobile students who were tested only on the TAKS-I, or only on grade 8 science.

**Katrina-Rita:** This includes non-mobile students whose performance was excluded because they were displaced due to Hurricanes Katrina or Rita.

**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 TAKS/SDAA II/TAKS-I administration and is roughly equivalent to enrollment in the grades tested. The official "enrollment" numbers in grades 3-11 will not match exactly the number of students tested because enrollment is counted in the fall and students are tested in the spring.

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

## TAKS Raw Scores for Spring 2006 Tests

### Spring 2006 TAKS Reading (English) Performance Standards

Reading (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3 <sup>1</sup>	Panel Recommendation	36	24	67%
		Commended Performance		34	94%
	Grade 4	Panel Recommendation	40	27	68%
		Commended Performance		37	93%
	Grade 5 <sup>1</sup>	Panel Recommendation	42	29	69%
		Commended Performance		39	93%
	Grade 6	Panel Recommendation	42	26	62%
		Commended Performance		38	90%
	Grade 7	Panel Recommendation	48	35	73%
Commended Performance		45		94%	
Grade 8	Panel Recommendation	48	34	71%	
	Commended Performance		45	94%	
Grade 9	Panel Recommendation	42	26	62%	
	Commended Performance		36	86%	

### Spring 2006 TAKS Reading (Spanish) Performance Standards

Reading (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3 <sup>1</sup>	Panel Recommendation	36	23	64%
		Commended Performance		33	92%
	Grade 4	Panel Recommendation	40	25	63%
		Commended Performance		36	90%
	Grade 5 <sup>1</sup>	Panel Recommendation	42	28	67%
		Commended Performance		37	88%
	Grade 6	Panel Recommendation	42	23	55%
		Commended Performance		35	83%

### Spring 2006 TAKS English Language Arts Performance Standards<sup>2</sup>

English Language Arts		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 10	Panel Recommendation	73	46	63%
		Commended Performance		64	88%
	Grade 11	Panel Recommendation	73	43	59%
Commended Performance		62		85%	

The numbers and percents shown on this table are based on the first administration of the spring 2006 TAKS test. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

### Spring 2006 TAKS Mathematics (English) Performance Standards

Mathematics (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Panel Recommendation	40	27	68%
		Commended Performance		37	93%
	Grade 4	Panel Recommendation	42	28	67%
		Commended Performance		39	93%
	Grade 5 <sup>1</sup>	Panel Recommendation	44	30	68%
		Commended Performance		40	91%
	Grade 6	Panel Recommendation	46	29	63%
		Commended Performance		41	89%
	Grade 7	Panel Recommendation	48	28	58%
Commended Performance		44		92%	
Grade 8	Panel Recommendation	50	30	60%	
	Commended Performance		45	90%	
Grade 9	Panel Recommendation	52	31	60%	
	Commended Performance		45	87%	
Grade 10	Panel Recommendation	56	33	59%	
	Commended Performance		51	91%	
Grade 11	Panel Recommendation	60	33	55%	
	Commended Performance		53	88%	

### Spring 2006 TAKS Mathematics (Spanish) Performance Standards

Mathematics (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Panel Recommendation	40	27	68%
		Commended Performance		37	93%
	Grade 4	Panel Recommendation	42	28	67%
		Commended Performance		37	88%
	Grade 5 <sup>1</sup>	Panel Recommendation	44	30	68%
		Commended Performance		39	89%
	Grade 6	Panel Recommendation	46	29	63%
		Commended Performance		40	87%

### Spring 2006 TAKS Writing (Spanish) Performance Standards<sup>3</sup>

Writing (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 4	Panel Recommendation	32	20	63%
Commended Performance		28		88%	

The numbers and percents shown on this table are based on the first administration of the spring 2006 TAKS test. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

### Spring 2006 TAKS Writing (English) Performance Standards<sup>3</sup>

Writing (English)	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 4	Panel Recommendation	32	20
Commended Performance		29		91%
Grade 7	Panel Recommendation	44	27	61%
	Commended Performance		39	89%

### Spring 2006 TAKS Social Studies Performance Standards

Social Studies	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 8	Panel Recommendation	48	25
Commended Performance		42		88%
Grade 10	Panel Recommendation	50	29	58%
	Commended Performance		45	90%
Grade 11	Panel Recommendation	55	27	49%
	Commended Performance		49	89%

### Spring 2006 TAKS Science (English) Performance Standards

Science (English)	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 5	Panel Recommendation	40	30
Commended Performance		37		93%
Grade 8	Panel Recommendation	50	33	66%
	One SEM Below		30	60%
	Two SEM Below (2006 Standard)		27	54%
	Commended Performance		44	88%
Grade 10	Panel Recommendation	55	34	62%
	Commended Performance		49	89%
Grade 11	Panel Recommendation	55	29	53%
	Commended Performance		49	89%

### Spring 2006 TAKS Science (Spanish) Performance Standards

Science (Spanish)	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 5	Panel Recommendation	40	31
Commended Performance		37		93%

<sup>1</sup> February 2006 (first administration) Grades 3 and 5 Reading TAKS standards, and April (first administration) Grade 5 Mathematics TAKS standards.

<sup>2</sup> An essay rating of 2 or higher is required for Met Standard on the English Language Arts tests.

<sup>3</sup> An essay rating of 2 or higher is required for Met Standard and an essay rating of 3 or higher is required for *Commended Performance* on the grades 4 and 7 writing tests.

The numbers and percents shown on this table are based on the first administration of the spring 2006 TAKS test. It should not be used to anticipate the exact number and percent correct required to achieve *Met Standard* or *Commended Performance* levels on future test administrations. This is because the numbers may differ slightly from those shown above to ensure that equivalent standards are maintained for each TAKS administration.

## PBM Special Education Monitoring Results Status

The system of special education program monitoring is aligned with other Performance-Based Monitoring (PBM) activities through the use of graduated interventions based on indicators of district and charter performance and program effectiveness. These indicators are part of the Performance-Based Monitoring Analysis System (PBMAS). The individual PBMAS indicators related to special education address student participation in, and performance on, assessment instruments; graduation and dropout rates; over-identification of students for the special education program; disproportionate representation based on race or ethnicity, or on limited English proficiency; ARD committee exemptions from TAKS and SDAA II; and disciplinary actions. District and charter special education data are reviewed regularly as are complaints filed with TEA about special education services. For further information or questions about this status, please contact the Program Monitoring and Interventions Division at (512) 463-9414. The “as of date” for the statuses reported in the 2005-06 AEIS report is September 29, 2006.

The definitions of each program status category are:

- *Local Interventions Implemented.* The Local Education Agency (LEA) completed a local review process by a specified date as required in Stage 1A Intervention and retained materials and templates at the LEA.
- *Completed: Routine Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the Continuous Improvement Plan (CIP).
- *Completed: Noncompliance Follow-up.* The LEA data and documentation met TEA requirements for completion of process. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *Pending CIP Resubmission.* TEA review determined that one or more areas of the CIP did not meet minimum TEA requirements and revision was necessary.
- *Pending TEA On-Site Action.* The LEA documentation indicated that the LEA implementation of the review process did not meet minimum TEA requirements. As a result, additional TEA intervention will occur.
- *TEA On-Site Action Completed: Routine Follow-up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised a CIP. TEA will monitor implementation of the CIP.
- *TEA On-Site Action Completed: Noncompliance Follow-Up.* TEA has completed an on-site review of the LEA program. As a result, the LEA has implemented and/or revised a CIP that includes actions to address noncompliance with program requirements. TEA will monitor implementation of the CIP and systemic correction of areas of noncompliance identified by the review.
- *TEA On-Site Action Completed: Oversight/Sanction/Intervention.* TEA has completed an on-site review of the LEA program. As a result, ongoing noncompliance for longer than one year was identified and/or CIP implementation was not proceeding as appropriate for the LEA. TEA oversight, sanctions, and interventions were implemented as a result.

- *Pending Random Data Verification.* Regardless of whether a stage of intervention initially was assigned, an LEA may be subject to random selection for data review to ensure the integrity of monitoring system data.
- *Pending Random Process Verification.* Regardless of review results or stage of intervention, an LEA may be subject to random selection for process review to ensure the integrity of the implementation of the monitoring system.
- *Oversight/Sanction/Intervention.* TEA oversight, sanctions, and interventions were implemented under the following circumstances: (a) the second CIP submission of an LEA at Stage 1, Stage 2, Stage 3, or State Supervision Intervention was not adequate; (b) the CIP of an LEA at the State Supervision Intervention level was not adequately developed after a special program compliance review; (c) ongoing noncompliance for longer than one year was identified; (d) CIP implementation was not proceeding as appropriate for any LEA; or (e) TEA could not verify appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of a CIP.
- *On-Site Intervention Assigned.* TEA has assigned a technical assistance team, special purpose monitor, conservator, or management team to oversee correction of noncompliance and/or implementation of program and monitoring requirements.
- *Proposed Charter Non-Renewal.* The charter school has been notified of TEA's intent not to renew the charter.
- *Campus Closure.* The campus was closed as a result of TEA sanctions.
- *In Review.* TEA had not completed initial review of the information submitted by the LEA.
- No status is shown for LEAs not selected for intervention in PBM for Special Education.