

Glossary

for the

Academic Excellence Indicator System

2006-07 Report

Accountability Rating: This refers to the district and campus ratings assigned by the 2007 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 *2007 Accountability Manual* available at www.tea.state.tx.us/perfreport/account/2007/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 reported in membership at one campus on October 27, 2006, but moves to another campus before the TAKS or SDAA II test, that student's performance was removed from the accountability results for both campuses, whether the campuses were in the same district or different districts. Campuses were 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 27, 2006, but then moved to another district before the 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 did not count for either campus. This

means that district performance results do not match the sum of the campus performance results.

TAKS/TAKS-I/SDAA II/TAKS-Alt 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 and examples of how the accountability subset is determined, see Chapter 2 of the *2007 Accountability Manual*. Also see *Mobile, TAKS/TAKS-I/SDAA II/TAKS-Alt Participation*, and *Appendix E*.

Adopted Tax Rate (calendar year 2006) (District Profile only): This is the locally adopted tax rate set for the 2006 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 2007. 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 2007*)

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:

$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced or dual enrollment course in 2005-06}}{\text{number of students in grades 9-12 who completed at least one course in 2005-06}}$$

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 chapter 5 of the *2007 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 (2004-05). See also *Appendix C*. (*Source: PEIMS, June 2006, June 2005*)

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

All Funds: Financial information is 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, and the 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 operators only.

Note that all financial data shown by fund is *actual* data, not *budgeted*. Accordingly, the information is from the prior year (2005-06). See *Appendix B. (Source: PEIMS, March 2007)*

Annual Dropout Rate: Three 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 accountability rating under standard procedures (for campuses that have one or both of those grades) or the district's rating. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8}}{\text{number of grade 7 and 8 students who were in attendance at any time during the 2005-06 school year}}$$

- (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 AEA procedures (for campuses or charters that have one or more of those grades). It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 through 12}}{\text{number of grade 7-12 students who were in attendance at any time during the 2005-06 school year}}$$

- (3) *Annual Dropout Rate (Gr 9-12)*. This includes grades 9 through 12. This new measure shows the dropout rates for the high school grades. It is a report-only measure and is not used in determining accountability ratings. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9 through 12}}{\text{number of grade 9-12 students who were in attendance at any time during the 2005-06 school year}}$$

Beginning with dropouts reported for the 2005-06 school year, TEA used a more rigorous dropout definition, based on the federal definition. For this reason, in 2007 a school leaver provision was in place, stating that a campus or district rating cannot be lowered because of performance on annual dropout rate. Further, because dropout rates for 2005-06 are not comparable to those reported for 2004-05, they are shown for 2005-06 only. See *Appendix I* of the *2007 Accountability Manual* for more information on the new dropout definition.

All three annual rates appear on district, region, and state-level AEIS reports. Reports for secondary campuses evaluated under standard procedures show the grade 7-8 and grade 9-12 rates. Reports for secondary campuses evaluated under AEA procedures show the grade 7-8 and grade 7-12 rates.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of

mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay. For a more complete description of dropout rates, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2005-06* reports, available at www.tea.state.tx.us/research/. See also *Dropout and Leaver Record*. (Source: PEIMS, Oct. 2005, Oct. 2006 and June 2006)

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. 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 11th and 12th 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 *2007 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board*, Aug. 2006, Jan. 2006; *The International Baccalaureate Organization*, Aug. 2006, Aug. 2005; and *PEIMS*, Oct. 2006, Oct. 2005)

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/TAKS-I/SDAA II/TAKS-Alt 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.

(Sources: PEIMS, Oct. 2006; Texas Education Code, 79th 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:

$$\frac{\text{total number of days students were present in 2005-06}}{\text{total number of days students were in membership in 2005-06}}$$

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 *2007 Accountability Manual*.

Attendance rates are shown for 2005-06 and 2004-05. (Source: PEIMS, June 2006, June 2005)

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. 2006)

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. 2006)

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. 2006)

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. 2006)

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 assigned to 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 2006-07;
- the percent of Hispanic students enrolled for 2006-07;
- the percent of White students enrolled for 2006-07;
- the percent of economically disadvantaged students enrolled for 2006-07;
- the percent of limited English proficient (LEP) students enrolled for 2006-07; and
- the percent of mobile students as determined from 2005-06 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 Graduates;
- AP/IB Results;
- Texas Success Initiative (TSI) Higher Education Readiness Component;
- SAT/ACT Results; and
- College-Ready Graduates

College-Ready Graduates: This new indicator of college readiness is shown in the AEIS reports for the first time this year. It was created in response to a new statute (TEC §39.051(b)(13)) that requires establishing an indicator of "... the measure of progress toward preparation for postsecondary success."

To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. The criteria for each is:

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a "3" or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Three values are calculated for this indicator:

- (1) *Eng Lang Arts*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT English language arts tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \textit{ criterion for ELA}}{\text{number of graduates (class of 2006) with ELA results to evaluate}}$$

- (2) *Mathematics*. This shows the percent of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \textit{ criterion for mathematics}}{\text{number of graduates (class of 2006) with mathematics results to evaluate}}$$

- (3) *Both Subjects*. This shows the percent of graduates who scored at or above the criterion score on *both* the TAKS, SAT, or ACT ELA and mathematics tests.

$$\frac{\text{number of graduates who scored at or above the } \textit{College-Ready} \textit{ criteria on both ELA \& mathematics}}{\text{number of graduates (class of 2006) with results in both subjects to evaluate}}$$

This indicator differs from the TSI – Higher Education Readiness Component, in several ways:

- it includes performance on the SAT and ACT;
- it is based on prior year graduates rather than current year 11th graders;
- it provides an overall measure of both subjects combined; and
- performance is tied to the campus and district where the student graduated, while the TSI indicator uses the campus and district where the TAKS tests were administered.

(Sources: TEA Student Assessment Division, *The College Board*, Aug. 2006, ACT, Inc. Oct. 2006; and PEIMS, Oct. 2006)

Commended Performance: See TAKS.

Community Services (2005-06) (*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). Community Services expenditures are shown as a stand-alone amount and are not included in total operating expenditures.

Note this item is reported as *actual* expenditures, not *budgeted*. Accordingly, the information is from the prior year (2005-06). See also *Appendix B*. (Source: PEIMS, March 2007)

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 *2007 Accountability Manual*; for a detailed explanation of TGI, see *Appendix E* of the manual, available at www.tea.state.tx.us/perfreport/account/2007/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 2002-03. They are followed through their expected graduation as the Class of 2006. Any student who transferred into the 2002-03 cohort is added to it, and any student who transfers out of the 2002-03 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 2002-03 ninth grade cohort, they remain with that cohort. This means, for example, that a student who started the ninth grade in 2002-03, but takes 6 years to graduate (*i.e.*, in May 2008) is still part of the 2002-03 cohort; they are not switched to the 2004-05 cohort.

Other important information:

- Beginning with the 2007 accountability cycle, TEA began using a more rigorous dropout definition, based on the federal definition. This affected dropouts reported for the 2005-06 school year. Because dropouts are counted according to the dropout definition in place the year they drop out, the number of dropouts reported for that year was higher than it was for prior years. That is, students in the class of 2006 who left school in 2005-06 were subject to a more rigorous dropout definition than the definition that applied to students from the same class who left in previous years. For this reason, in the 2007 accountability system a school leaver provision was in place, stating that a campus or district rating cannot be lowered because of performance on completion rate. See table below for changes in leaver codes, and see also *Appendix I* of the *2007 Accountability Manual* for more information on the new dropout definition.

- As a result of using the more rigorous dropout definition for 2005-06, the completion rates for the class of 2006 are, in most cases, lower than those of the previous year.
- Special Education students who graduate with an Individualized Education Program (IEP) are included as graduates.
- 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 2002-03 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 2002-03 cohort, this shows the percent who received their high school diploma on time or earlier — by the end of the 2005-06 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by the end of 2005-06}}{\text{number of students in the 2002-03 cohort}^*}$$

- (2) *Received GED*. Based on the 2002-03 cohort, this shows the percentage who received a General Educational Development certificate by August 31, 2006. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED}}{\text{number of students in the 2002-03 cohort}^*}$$

- (3) *Continued High School*. Based on the 2002-03 cohort, this shows the percentage still enrolled as students in the fall of the 2006-07 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled for the 2006-07 school year}}{\text{number of students in the 2002-03 cohort}^*}$$

- (4) *Dropped Out (4-yr)*. Based on the 2002-03 cohort, this shows the percentage who dropped out and did not return by the fall of the 2006-07 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before the fall of the 2006-07 school year}}{\text{number of students in the 2002-03 cohort}^*}$$

- * 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 the following leaver reason codes. (Note that the leaver reason codes vary, based on year.)

Year	Leaver reason codes <i>NOT</i> included
2002-03	03, 16, 19, 21, 22, 24, 30, 31, 60, 61, 63, 64, 66, 72, 78, 80, 81, 82, 83
2003-04	03, 16, 19, 21, 22, 24, 30, 31, 60, 61, 63, 64, 66, 72, 78, 80, 81, 82, 83
2004-05	03, 16, 19, 21, 22, 24, 30, 31, 60, 61, 63, 64, 66, 72, 78, 80, 81, 82, 83
2005-06	03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86

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

For the 2006-07 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 2005) 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 2002-03 cohort who received their high school diplomas by the end of the 2005-06 school year, those who received GEDs, and those who were still enrolled as high school students for the 2006-07 school year. This rate is used for determining the alternative education accountability ratings
- (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 2002-03 cohort who received their high school diplomas by the end of the 2005-06 school year and those who were still enrolled as high school students for the 2006-07 school year. This rate is used for determining the standard accountability ratings.

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

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2005-06*. (Sources: PEIMS, Oct. 2006, June 2006, Oct. 2005, June 2005, Oct. 2004, June 2004, Oct. 2003, June 2003, Oct. 2002, June 2002, June 2001, June 2000, and General Educational Development Information File)

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

Criterion Score: This refers to the scores on SAT and ACT college admissions tests, the AP and IB tests, and the new college-ready indicator. 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. For college-ready criterion scores, see *College-Ready Graduates*.

Please note that 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. 2006).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in PEIMS submission 1 (fall 2006)}}{\text{number of student records in PEIMS submission 1 (fall 2006)}}$$

- (2) *Percent of Underreported Students.* Underreported students are 7th-12th graders who were enrolled at any time the prior year and who were not accounted for through district records or TEA processing in the current year. A district is required to submit a leaver record for any student served in grades 7-12 the previous year, unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to another Texas public school district, or returned to the district on time, or returned by the last Friday in September. Leaver reasons include: graduated, died, or dropped out. (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of grade 7-12 students who were served in the district in the 2005-06 school year}}$$

Under the accountability system, there have been consequences for districts that exceeded certain thresholds for this measure. However, for 2007, a school leaver provision was in place in the accountability system that states a district rating cannot be lowered because of performance on underreported students.

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

Dropout: A dropout is a student who is enrolled in public school in grades 7-12, does not return to public school the following fall, is not expelled, and does not graduate, receive a GED, continue school outside the public school system, begin college, or die.

Dropout counts are obtained from PEIMS records. Based on the attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records, TEA identifies students for whom districts do not need to submit leaver records. School districts must account for all other students by submission of leaver reasons. The leaver record provides 13 possible reasons for leaving school, including one which indicates the student is a dropout (98).

This year for the first time, TEA used a more rigorous dropout definition, based on the federal definition. See *Appendix I* of the *2007 Accountability Manual* for information on the new dropout definition. See also *Annual Dropout Rate*. (Source: PEIMS, Oct. 2006)

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. 2006, Oct. 2005; 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. 2006)

English Language Learners Progress Measure: This indicator 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.
- *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.

Two years of data are shown for purposes of comparison. See *Appendix H* for a detailed summary of the English language learners progress measure. (Source: TEA Student Assessment Division)

Enrollment: See *Total Students*.

Equity Transfers (2005-06) (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 (2005-06). See also *Appendix B*. (Source: PEIMS, March 2007)

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. 2006, Oct. 2005; 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 2005-06 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 (2006-07) 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. 2007*)

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 (2005-06). See also *Appendix B*. (Source: *PEIMS, March 2007*)

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*. Schools and charter operators evaluated under AEA procedures are not eligible for GPA.

Refer to chapter 5 in the *2007 Accountability Manual* for detailed information on the standards for *Gold Performance Acknowledgment*.

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 2006): In the *Profile* section, this is the total number of graduates (including summer graduates) for the 2005-06 school year, as reported by districts in the fall of 2006. 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 2006 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 three graduation-related indicators on the *Performance* section of the AEIS report:

- SAT/ACT 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 as well as the new *College-Ready Graduates* indicator include all graduates, special education and non-special education, in both the numerator and denominator.

See also *College-Ready Graduates, Completion Rate, and RHSP/DAP Graduates*.
(Source: PEIMS, Oct. 2006)

Instructional Expenditure Ratio (2005-06) (*District Profile only*): This measure, required by TEC 44.0071, indicates the percentage of the district's total actual expenditures for the 2005-06 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:

expenditures reported in function codes 11, 12, 13, 31 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. See *Appendix B* for function and expenditure code labels. (Source: PEIMS, March 2007)

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 2006-07 school year. The instructional staff percent is a district-level only measure, and is calculated as follows.

total number of hours district staff reported under expenditure
object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31

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. 2006)

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

Leaver Record: Leaver reporting changed significantly for this year. In the past, districts were required to report on all 7th through 12th grade students who were enrolled or in attendance at any point during the prior year but did not re-enroll the following year. Beginning with the PEIMS submissions during the 2006-07 school year, TEA identifies students for whom districts do not need to submit leaver records, by reviewing attendance and enrollment records of all districts, the records of Texas graduates for the last several years, and GED certificate records. School districts must account for all other students by submission of leaver reasons. This group of "leavers" includes students such as those who graduated, moved to another state, or country, died, or dropped out. This information is sent to TEA in Submission 1 of the annual PEIMS data collection.

Also, beginning with the leaver collection for the 2005-06 school year (PEIMS submission 1 of the fall of 2006) TEA is using a more rigorous dropout definition, based

on the federal definition. As a result, numerous leaver codes were deleted, consolidated, or changed.

See *Appendix I* of the *2007 Accountability Manual* for more detailed information on the new dropout definition. See also *Data Quality*. (Source: *PEIMS, Oct. 2006; Secondary School Completion and Dropouts in Texas Public Schools, 2005-06, 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; students who are no longer considered limited English proficient are not included in this column.

See *Campus Group* and *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation*. (Source: *PEIMS, Oct. 2006*)

Met Standard: This refers to the TAKS passing standard set by the State Board of Education for each TAKS subject and grade. For a detailed explanation, see *TAKS Panel Recommendation*.

Mobile: This measure, which is part of the *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation* section of the AEIS, 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.

Note that this measure is different from *Mobility*, which is defined below. See also *Accountability Subset*.

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).

number of mobile students in 2005-06

number of students who were in membership at any time during the 2005-06 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 2006*)

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. 2006*)

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:

$$\frac{\text{number of mobile students who passed each test}}{\text{number of mobile students tested}}$$

Mobile student results are shown at www.tea.state.tx.us/perfreport/aeis/2007/state.html. Scroll down to *Performance of Mobile Students* (past the TAKS indicators) 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 2007 and 2006. This indicator is not available at the region, district, or campus level. See also *Mobile*. (*Source: TEA 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. 2006*)

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 2007, the reported values for reading/ELA and mathematics are calculated as:

$$\frac{\text{number of matched students who failed in 2006 but passed in 2007}}{\text{number of matched students who failed in 2006}}$$

Note that these students—who passed the TAKS in 2007—were subject to the panel recommendation 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 2007, the reported values for reading/ELA and mathematics are calculated as:

sum of individual student TGI values for students who failed in 2006

total number of students with TGI values who failed in 2006

For 2007, students included in these measures are those who:

- took the spring 2007 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 2007 Accountability Subset;
- can be matched to the spring 2006 TAKS administration—anywhere in the state—to find their prior year score for reading/ELA and/or mathematics;
- failed the 2006 TAKS administration of reading/ELA and/or mathematics (using the 2006 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/2007/). 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 *2007 Accountability Manual*. (Source: TEA Student Assessment Division)

Reading Proficiency Tests in English (RPTE): See *English Language Learner Progress Measure*. Beginning in 2007-08, RPTE will be referred to as Texas English Language Proficiency Assessment System (TELPAS) reading.

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 the fall of 2006-07 in the same grade as their grade in the last reported six-week period of the prior year (2005-06). It is calculated as follows:

total students not advanced to the next grade

total students advanced to the next grade + 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, 2005-06*, available from TEA. (Source: PEIMS, Oct. 2006, June 2006)

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 *2007 Accountability Manual*. See also *Graduates*. (Source: *PEIMS*, Oct. 2006, Oct. 2005)

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:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{number of non-special education graduates}}$$

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):

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

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

$$\frac{\text{total score (mathematics plus critical reading) for all students who took the SAT}}{\text{number of students who took the SAT}}$$

and

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

Despite the addition of the *writing* portion of the SAT, the criterion score continues to be based on mathematics and critical reading only.

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 *2007 Accountability Manual*. See also *Criterion Score*. (Sources: *The College Board*, Aug. 2006, Jan. 2006; *ACT, Inc. (ACT)* Oct. 2006, Oct. 2005; and *PEIMS*, Oct. 2006, Oct. 2005)

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 (*i.e.* 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. Schools whose grade spans do not exactly match these, are grouped with the school type most similar to their grade span.

SDAA II: 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 2006-07 school year, a student in special education may have been administered the TAKS, SDAA II, TAKS-Alt, 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, college-ready graduates, 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/TAKS-I/SDAA II/TAKS-Alt Participation*. (Source: *PEIMS*, Oct. 2006, Oct. 2005, 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. 2006)

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 and remains so for 2006-07. The newest assessment, grade 8 science, was at was at 2 SEM in 2006, 1 SEM in 2007, and will be at panel recommendation for the spring 2008 administration. For a complete explanation of the plan, see *TAKS Panel Recommendation*. (Source: TEA 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 2006. 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 2006. 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 do not 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 2006.
 - *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 2007)

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 (3rd, 4th, 5th, 6th, 7th, 8th, 9th, or 10th) 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 was used in determining the 2007 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 *2007 Accountability Manual*.
- *Last year for SDAA II.* The spring of 2007 was the last administration of the SDAA II. Beginning with the 2007-08 school year, students may take the TAKS, TAKS

(Accommodated), TAKS-Modified, or TAKS-Alternate. For more information on how these assessments will affect a school or district's future accountability ratings, see chapters 16 and 17 of the *2007 Accountability Manual*.

See also *Accountability Subset*, and *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation*.
(Source: TEA 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. 2006*)

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 2006-07 school year, students in 3rd grade needed to pass the reading portion of the TAKS in order to be promoted to the 4th grade, and students in 5th grade needed to pass both the reading and mathematics portions of the TAKS in order to be promoted to 6th 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). The committee members needed to agree 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:

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

- (4) *TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year).* This presents two calculations for students who failed in 2006.

For those who were promoted, the first measure shows the percentage who passed the TAKS in 2007. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 TAKS reading in 2007}}{\text{number of students who were promoted by their GPC and took grade 6 TAKS reading}}$$

For those who were retained, the second measure shows the percentage who passed the TAKS in 2007. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 TAKS reading in 2007}}{\text{number of students retained and took grade 5 TAKS reading in 2007}}$$

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.

Note that the highest grade served in many elementary schools is grade 5. In these cases, only the performance of 5th graders who were retained will be reported. The performance of the students promoted to 6th grade will appear in the middle school report.

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/. (*Source: TEA 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. 2006*)

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 2005-06 school year) in the AEIS reports. Disciplinary placement counts are obtained from PEIMS records. Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

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

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 2006)

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 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/.

For 2006-07, the AEIS report shows percent passing TAKS in several ways. Below are key definitions:

- *TAKS Met 2007 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: TAKS Cumulative Met Standard.*
 - *TAKS-Inclusive.* Performance on the TAKS-I is not included in the performance shown by grade.

- *Grade 8 Science.* Performance on the second-year of this test is shown at a passing standard of 1 SEM below Panel Recommendation (scale score of 2041). In 2008—the first year it is used for accountability—it will be set at Panel Recommendation (scale score of 2100).
- *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, under certain circumstances they may take the test for the first time in the previous 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.
- *Sum of All Grades Tested.* Three indicators are shown which sum TAKS results (by subject) across grades.
 - *TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I) (Standard Accountability Indicator).* This is the accountability indicator used for campuses and districts evaluated under standard procedures. It 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, nor is performance on any of the TAKS-I assessments.
 - *TAKS Met 2008 Standard (Sum of All Grades Tested, INCLUDING grade 8 Science and TAKS-I) (2008 Preview at Panel Recommendation).* This measure is provided as a preview of performance in 2008. There are two major differences between this performance and the one used as the standard accountability indicator: It includes the performance of students taking grade 8 science, at panel recommendation, as well as the TAKS-I performance for ELA (grade 11), mathematics (grade 11), science (grades 5 – English and Spanish, 8, 10, and 11), and social studies (grades 8, 10, and 11). See *TAKS-Inclusive and TAKS Panel Recommendation* for additional information.
 - *TAKS Commended Performance (Sum of All Grades Tested, EXCLUDING grade 8 Science and TAKS-I).* This measure refers to the highest performance level on the TAKS, a scale score of 2400, 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. Schools and districts may qualify for *Gold Performance Acknowledgment* based on their TAKS Commended Performance on reading/ELA, writing, mathematics, social studies, and science. Because the accountability system did not include grade 8 science or TAKS-I results, the commended performance evaluated for GPA also excludes these results. For a more detailed explanation of *Gold Performance Acknowledgment*, see the *2007 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)*.
- *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 27, 2006 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 27, 2006 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 3rd 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/TAKS-I/SDAA II/TAKS-Alt Participation*. (Source: TEA Student Assessment Division)

TAKS (Accommodated): See *TAKS-Inclusive*.

TAKS-Alternate (TAKS-Alt): This is an assessment based on alternate academic standards and is designed for students with significant cognitive disabilities. Students served in special education programs who met participation requirements were administered the TAKS-Alt field test in spring 2007. These field test results are not reported on the 2006-07 AEIS. However, participation in the field test is shown in the *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation* section of the reports. The earliest possible use of the TAKS-Alt results in the state accountability system is 2010. See the Student Assessment Division website for more information, at www.tea.state.tx.us/student.assessment/.

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 2006, and eventually passed all TAKS tests taken (in the same district) by spring 2007. (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 2007:

- Any student who took the test for the first time in spring 2006.
- 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 2006 are not included, even if they took the TAKS and graduated with the class of 2007.

(Source: TEA Student Assessment Division)

TAKS Inclusive (TAKS-I) (*Known as TAKS (Accommodated) beginning in 2007-08*): The TAKS includes a form called TAKS-I for students served by special education who meet the eligibility requirements for certain specific accommodations. The TAKS-I has the same test items as the TAKS, but includes format accommodations (*e.g.* larger font, fewer items per page) and contains no embedded field-test items. Since 2006, students who qualified could take TAKS-I in subjects and grades where the SDAA II was not available — ELA (grade 11), mathematics (grade 11), science (grades 5 (English and Spanish), 8, 10, and 11), and social studies (grades 8, 10, and 11).

This year, performance on TAKS-I is not shown separately on the AEIS reports; rather, it is included in the *TAKS Met 2008 Standard Preview Indicator*. See also *TAKS/TAKS-I/SDAA II/TAKS-Alt Participation*. (Source: TEA 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-Modified (TAKS-M): This is an alternate assessment based on modified academic achievement standards. It is being developed for the 2007-08 school year to meet the

federal requirements for the 2% policy to assess certain students with disabilities. This test will be for students who do not meet the participation requirements for TAKS-Alt and for whom regular TAKS or TAKS (Accommodated) is not appropriate. The TAKS-M results will be reported in AEIS for the first time in 2008. However, the earliest possible use for the TAKS-M results in state accountability is in 2010. See TEA's Student Assessment Division website for more information: www.tea.state.tx.us/student.assessment/.

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 was 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 standard 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. Beginning with the 2005-06 test administrations, the passing standard on the grade 11 TAKS is at Panel Recommendation.

TAKS Grade 8 Science. For the 2007 spring administration, the grade 8 science passing standard was 1 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:

number of TAKS tests that meet the standard or have a TGI ≥ 0 and
number of TAKS exit-level retests that meet the standard

number of TAKS tests taken and
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 2007. Prior year results are provided regardless of whether the campus or charter operator was evaluated under AEA procedures in 2006.

- *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. 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.

For more information on this measure, see *Chapter 10* in the *2007 Accountability Manual*.

TAKS/TAKS-I/SDAA II/TAKS-Alt Participation: This indicator presents percentages of students tested and not tested on the TAKS, TAKS-I, SDAA II, or TAKS-Alt, as well as percentages of students included and excluded in determining accountability ratings. For 2007, results from the TAKS and the SDAA II were used in determining accountability ratings. The TAKS-I (known as the TAKS (Accommodated) beginning 2007-08) was not used in determining ratings for 2007, and is not reported on the 2006-07 AEIS reports, although it is included with the regular TAKS in the 2008 preview indicator. A new test, the TAKS-Alt, was also administered as a field test in 2007. Performance on this test was not used in determining accountability ratings, and is not reported on the 2006-07 AEIS reports.

Although it is the intention to include every student's test performance in the accountability system, there are circumstances under which some students were tested, but their performance was 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 take only the TAKS-I or TAKS-Alt.

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

- Students may have received an ARD (Admission, Review, and Dismissal) exemption for the TAKS, but not taken the SDAA II, TAKS-I, or TAKS-Alt. These students must have taken a locally-determined alternate assessment (LDAA). Participation on the LDAA is not shown on the AEIS reports.
- Students may have received a LEP (Limited English Proficient) exemption for every test and taken only the Reading Proficiency Tests in English (RPTE) and local tests.
- Students may have been 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/TAKS-I/SDAA II/TAKS-Alt 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/TAKS-I/SDAA II/TAKS-Alt Participation. (Source: TEA 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. 2006)

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. 2006)

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. 2006)

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. 2006)

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 *2007 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 2007 and 2006. Results on the *TSI – Higher Education Readiness Component* were evaluated for GPA in the state accountability system.

This indicator is subject to accountability subset rules. For more detailed information, see chapter 5 of the *2007 Accountability Manual*. (Source: *Division of Student Assessment*)

Total Expenditures by Object (2005-06) (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 2005-06 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 (2005-06). See also *Appendix B*. (Source: *PEIMS, March 2007*)

Total Operating Expenditures by Function (2005-06): 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 2005-06 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. 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 (2005-06). See also *Appendix B. (Source: PEIMS, March 2007)*

Total Operating Expenditures by Program (2005-06): 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 2005-06 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; it is a per-student average of the total. Program codes appear in parentheses. The sum of operating expenditures by program area is less than total operating expenditures by function because a significant portion of expenditures have no program area designated

and are reported as “99” meaning “undistributed.” These are not included in any of the program categories shown or in the total operating expenditure amount by program. Also, functions included differ between the two breakdowns (by program versus by function).

- *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 (2005-06). See *Appendix B* for details. (Source: *PEIMS, March 2007*)

Total Revenues by Source (2005-06) (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 2005-06 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 (2005-06). See also *Appendix B. (Source: PEIMS, March 2007)*

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. 2006*)

Total Students: This is the total number of public school students who were reported in membership on October 27, 2006 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. 2006*)

Turnover Rate for Teachers (District Profile only): This percent shows the total FTE count of teachers from the fall of 2005-06 who were subsequently not employed in the district in the fall of 2006-07, divided by the total teacher FTE count for the fall of 2005-06. Social security numbers for teachers employed in the district in the fall of 2005-06 were checked to verify their employment status in the same district in the fall of 2006-07. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (*Source: PEIMS, Oct. 2006, Oct. 2005*)

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 state accountability ratings is available in the *2007 Accountability Manual*. If, after reading these documents, you have questions about the calculation of AEIS indicators or accountability ratings, contact **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.

Subject	Contact	Number
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 http://www.tea.state.tx.us/perfreport	
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).....	475-9581
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
TAT (Technical Assistance Team)		
Methodology for List	Performance Reporting.....	463-9704
Implementation of Team	Program Monitoring and Interventions	463-9414
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 2006-07

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); SDAA II (State-Developed Alternative Assessment); English Language Learners Progress Measure; Attendance Rate; Annual Dropout Rates; Completion Rates; Advanced Courses; Recommended High School Program/DAP; AP/IB Results; Texas Success Initiative – Higher Education Readiness Component; SAT/ACT Results; and College-Ready Graduates (*new for 2007*).

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

Annual Dropout Rate for grades 9-12 is new for 2007. Also, because of the change in dropout definition, only one year is shown.

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

TEXAS EDUCATION AGENCY
Academic Excellence Indicator System
2006-07 Campus Performance

Section I - Page 1
Total Students: 2,544
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 2007 Standard														
^ Grade 11 Eng Lang Arts 2007	91%	89%	91%	89%	88%	83%	95%	*	91%	86%	92%	90%		
2006	89%	88%	90%	88%	83%	84%	95%	*	82%	88%	87%	43%		
Mathematics 2007	81%	78%	80%	78%	70%	68%	93%	*	> 99%	79%	77%	75%		
2006	78%	79%	73%	79%	67%	77%	91%	*	92%	83%	76%	25%		
Science 2007	78%	69%	74%	69%	54%	57%	91%	*	73%	69%	68%	71%		
2006	76%	73%	71%	73%	60%	68%	87%	*	91%	70%	68%	20%		
Soc Studies 2007	94%	90%	93%	90%	88%	82%	99%	*	> 99%	92%	88%	> 99%		
2006	94%	92%	94%	91%	88%	89%	96%	*	> 99%	94%	89%	67%		
All Tests 2007	70%	61%	68%	61%	45%	50%	85%	*	73%	62%	61%	67%		
2006	66%	64%	61%	64%	47%	57%	82%	*	75%	70%	58%	20%		
TAKS Met 2007 Standard (Sum of All Grades Tested, EXCLUDING TAKS-I) (Standard Accountability Indicator)														
Reading/ELA 2007	89%	83%	87%	85%	79%	81%	95%	> 99%	93%	80%	89%	58%		
2006	87%	81%	88%	84%	80%	79%	94%	*	85%	82%	86%	50%		
Mathematics 2007	77%	70%	66%	58%	43%	50%	81%	> 99%	93%	58%	58%	32%		
2006	75%	69%	60%	59%	45%	51%	80%	*	85%	62%	57%	39%		
Science 2007	71%	59%	63%	54%	40%	42%	81%	*	78%	55%	54%	36%		
2006	70%	61%	64%	61%	44%	51%	84%	*	86%	68%	55%	42%		
Soc Studies 2007	89%	82%	89%	83%	77%	77%	95%	*	96%	84%	83%	65%		
2006	87%	84%	88%	85%	78%	80%	96%	*	95%	89%	82%	70%		
All Tests 2007	70%	61%	57%	49%	32%	39%	75%	> 99%	83%	47%	50%	30%		
2006	67%	58%	53%	51%	35%	41%	74%	*	74%	54%	48%	34%		
SDAA II Examinations (Sum of All Grades Tested) Met ARD Expectations (Standard Accountability & AEA Indicator)														
2007	89%	91%	90%	76%	74%	76%	84%	*	*	78%	72%	76%	76%	80%
2006	84%	94%	78%	94%	98%	86%	92%	*	*	94%	93%	94%	97%	88%
SDAA II Examinees (Sum of All Grades Tested) Met ARD Expectations														
Reading/ELA 2007	91%	90%	94%	74%	73%	80%	83%	*	*	77%	68%	74%		
2006	87%	94%	79%	93%	98%	83%	89%	*	*	92%	97%	93%		
Mathematics 2007	90%	90%	91%	79%	77%	82%	85%	*	*	81%	76%	79%		
2006	86%	95%	78%	95%	97%	89%	95%	*	*	97%	90%	95%		
Writing 2007	79%	94%	93%	*	*	*	*	*	*	*	*	*		
2006	68%	91%	62%	*	*	*	*	*	*	*	*	*		
All Tests 2007	82%	86%	83%	71%	67%	75%	78%	*	*	73%	65%	71%		
2006	74%	89%	63%	90%	96%	79%	88%	*	*	91%	89%	90%		
English Language Learners Progress Measure														
2006-07	70%	68%	55%	60%	*	59%	*	*	67%	52%	67%	0%	50%	50%
2005-06	66%	59%	52%	42%	*	39%	60%	*	80%	38%	47%	0%	41%	44%
Attendance Rate														
2005-06	95.5%	94.1%	94.6%	92.4%	91.7%	92.2%	93.0%	*	96.7%	92.2%	92.7%	89.3%	91.7%	91.8%
2004-05	95.7%	94.5%	94.7%	92.2%	91.6%	91.7%	93.0%	*	96.1%	92.1%	92.3%	89.3%	91.5%	91.8%
Annual Dropout Rate (Gr 9-12)														
2005-06	3.7%	5.9%	2.4%	5.9%	5.6%	7.1%	5.3%	0.0%	0.0%	6.8%	5.0%	9.3%	5.0%	14.7%

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

For TAKS 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 2006-07 (continued)

Indicators Continued

Completion/Student Status Rate (Gr 9-12)														
Class of 2006														
Graduated	80.4%	74.3%	85.3%	74.4%	75.1%	65.8%	81.1%	*	100.0%	73.6%	75.1%	62.7%	71.3%	15.8%
Received GED	2.3%	2.4%	1.9%	2.4%	1.8%	0.9%	4.3%	*	0.0%	2.3%	2.4%	0.0%	3.1%	0.0%
Continued HS	8.6%	13.0%	4.4%	12.9%	14.2%	19.8%	6.0%	*	0.0%	13.4%	12.5%	21.7%	11.8%	47.4%
Dropped Out (4-yr)	8.8%	10.4%	8.4%	10.4%	8.9%	13.5%	8.6%	*	0.0%	10.7%	10.0%	15.7%	13.8%	36.8%
Class of 2005														
Graduated	84.0%	77.5%	87.7%	77.8%	74.9%	73.6%	84.0%	*	86.7%	75.9%	79.4%	78.3%	72.3%	0.0%
Received GED	3.8%	5.5%	3.2%	5.5%	3.6%	6.6%	6.7%	*	0.0%	6.7%	4.6%	2.9%	6.2%	0.0%
Continued HS	7.9%	10.3%	3.9%	10.0%	13.8%	12.6%	4.1%	*	13.3%	12.6%	7.8%	11.6%	12.0%	53.8%
Dropped Out (4-yr)	4.3%	6.6%	3.1%	6.6%	7.8%	7.1%	5.2%	*	0.0%	4.7%	8.2%	7.2%	9.5%	46.2%
Completion Rate II (w/GED) (AEA Indicator)														
Class of 2006														
Class of 2006	91.2%	89.6%	91.6%	89.6%	91.1%	86.5%	91.4%	*	100.0%	89.3%	90.0%	84.3%	86.2%	63.2%
Class of 2005	95.7%	93.4%	96.9%	93.4%	92.2%	92.9%	94.8%	*	100.0%	95.3%	91.8%	92.8%	90.5%	53.8%
Completion Rate I (w/o GED) (Standard Accountability Indicator)														
Class of 2006														
Class of 2006	88.9%	87.3%	89.7%	87.3%	89.3%	85.6%	87.1%	*	100.0%	87.0%	87.5%	84.3%	83.1%	63.2%
Class of 2005	91.9%	87.9%	93.9%	87.8%	88.6%	86.3%	88.1%	*	100.0%	88.5%	87.3%	89.9%	84.3%	53.8%

College Readiness Indicators

COLLEGE READINESS INDICATORS														
Advanced Course/Dual Enrollment Completion														
2005-06														
2005-06	21.0%	16.9%	17.1%	11.0%	11.6%	27.8%	*	38.9%	14.4%	19.8%	1.1%	10.3%	5.2%	
2004-05														
2004-05	20.5%	17.1%	16.1%	17.2%	9.8%	12.2%	28.2%	*	38.7%	15.2%	19.2%	1.6%	10.0%	8.1%
RHSP/DAP Graduates														
Class of 2006														
Class of 2006	75.7%	76.6%	69.1%	76.6%	71.1%	75.2%	80.8%	-	84.6%	72.1%	81.0%	5.3%	69.9%	40.0%
Class of 2005														
Class of 2005	72.3%	69.2%	66.1%	69.2%	60.8%	71.5%	72.7%	-	86.7%	62.1%	75.0%	16.7%	62.8%	*
AP/IB Results														
Tested														
2006														
2006	18.9%	24.3%	11.3%	24.5%	11.4%	15.1%	40.6%	*	64.3%	20.2%	28.4%	n/a	n/a	n/a
2005														
2005	18.4%	28.8%	12.8%	28.9%	11.0%	19.2%	47.9%	-	74.1%	28.0%	29.6%	n/a	n/a	n/a
Examinees >= Criterion														
2006														
2006	51.3%	31.9%	40.0%	31.9%	16.1%	14.6%	39.9%	-	44.4%	30.4%	32.9%	n/a	n/a	n/a
2005														
2005	51.8%	38.1%	32.8%	38.1%	3.7%	30.2%	44.0%	-	60.0%	38.3%	37.8%	n/a	n/a	n/a
Scores >= Criterion														
2006														
2006	47.2%	30.6%	30.5%	30.6%	9.6%	13.8%	35.3%	-	50.0%	31.4%	30.0%	n/a	n/a	n/a
2005														
2005	47.4%	35.5%	31.1%	35.5%	2.5%	24.8%	40.0%	-	50.9%	32.1%	38.4%	n/a	n/a	n/a
Texas Success Initiative (TSI) - Higher Education Readiness Component														
Eng Lang Arts 2007														
2007	53%	45%	48%	45%	33%	30%	70%	*	55%	43%	47%	20%	30%	9%
2006														
2006	40%	35%	*	34%	23%	31%	45%	*	45%	29%	38%	< 1%	26%	10%
Mathematics 2007														
2007	54%	52%	51%	52%	38%	43%	71%	*	73%	56%	49%	25%	36%	< 1%
2006														
2006	51%	47%	*	46%	29%	41%	65%	*	58%	48%	45%	< 1%	33%	11%
SAT/ACT Results														
Tested														
Class of 2006														
Class of 2006	65.8%	49.5%	58.2%	49.5%	60.0%	27.5%	54.4%	-	92.3%	49.1%	49.8%	n/a	n/a	n/a
Class of 2005														
Class of 2005	65.5%	60.0%	62.5%	60.0%	72.1%	37.8%	61.3%	-	92.9%	57.0%	62.2%	n/a	n/a	n/a
At/Above Criterion														
Class of 2006														
Class of 2006	27.1%	28.6%	19.8%	28.6%	1.4%	9.8%	51.5%	-	75.0%	26.4%	30.8%	n/a	n/a	n/a
Class of 2005														
Class of 2005	27.4%	28.2%	17.6%	28.2%	0.0%	21.6%	50.0%	-	53.8%	33.3%	24.7%	n/a	n/a	n/a
Mean SAT Score														
Class of 2006														
Class of 2006	991	982	983	982	830	944	1085	-	1205	966	996	n/a	n/a	n/a
Class of 2005														
Class of 2005	992	987	967	987	810	942	1118	-	1137	1036	953	n/a	n/a	n/a
Mean ACT Score														
Class of 2006														
Class of 2006	20.1	18.2	19.8	18.2	16.3	18.8	20.2	-	?	17.0	19.2	n/a	n/a	n/a
Class of 2005														
Class of 2005	20.0	17.0	19.4	17.0	14.5	17.6	21.4	-	?	16.5	17.3	n/a	n/a	n/a
College-Ready Graduates														
Class of 2006														
Class of 2006	48%	40%	44%	40%	26%	30%	54%	*	82%	34%	46%	0%	27%	*
Eng Lang Arts														
Eng Lang Arts	52%	54%	46%	54%	28%	48%	72%	*	91%	57%	51%	8%	39%	*
Mathematics														
Mathematics	35%	30%	29%	30%	11%	19%	47%	*	82%	28%	33%	0%	16%	*
Both Subjects														

High schools and district reports show the *College Readiness Indicators* grouped together.

For indicators other than TAKS or SDAA II, a dash (-) indicates that no students were in that classification.

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

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

College-Ready Graduates is a new indicator for 2007.

Indicators at Other Levels

Explanation of Performance Section for 2006-07 (continued)

November 2007

AEIS Glossary

TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2006-07 Campus Performance															Section I - Page 5 Total Students: 453 Grade Span: EE - 06 School Type: Elementary		
Indicator:	State	District	Campus Group	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	2007	50%	49%	40%	37%	20%	43%	*	*	*	40%	33%	*	37%	55%		
	2006	51%	47%	33%	24%	27%	25%	*	*	*	10%	36%	*	20%	*		
Mathematics	2007	34%	28%	36%	23%	44%	8%	*	*	*	18%	27%	*	19%	13%		
	2006	32%	28%	44%	10%	8%	11%	*	*	*	11%	8%	*	11%	*		
Average TGI Growth																	
Reading/ELA	2007	0.55	0.59	0.61	0.67	0.65	0.68	*	*	*	0.80	0.54	*	0.67	0.89		
	2006	0.56	0.40	0.60	0.10	0.29	-0.07	*	*	*	0.08	0.11	*	0.02	-0.50		
Mathematics	2007	0.33	0.26	0.44	0.41	0.69	0.21	*	*	*	0.23	0.58	*	0.39	0.05		
	2006	0.34	0.37	0.43	0.14	0.14	0.13	*	*	*	-0.17	0.36	*	0.21	*		
Student Success Initiative																	
Grade 3 Reading (English and Spanish)																	
Students Requiring Accelerated Instruction																	
	2007	12%	17%	17%	28%	55%	20%	*	*	*	41%	16%	*	29%	19%		
	2006	12%	24%	20%	26%	38%	24%	*	*	*	33%	19%	*	27%	33%		
TAKS Cumulative Met Standard (First and Second Administrations)																	
	2007	94%	89%	90%	89%	82%	90%	*	*	*	84%	93%	*	89%	91%		
	2006	94%	87%	91%	88%	88%	88%	*	*	*	78%	> 99%	*	88%	83%		
TAKS Failers Promoted by Grade Placement Committee																	
	2006	48.5%	60.7%	50.0%	*	*	*	-	-	-	*	-	*	*	*		
	2005	49.0%	47.6%	50.0%	60.0%	60.0%	-	-	-	*	*	*	60.0%	-			
TAKS Met Standard/SDAA II Met ARD Expectations (Failed in Previous Year)																	
Promoted to Grade 4	2007	33%	36%	37%	17%	*	20%	*	*	*	17%	*	*	< 1%	20%		
	2006	38%	< 1%	50%	*	*	*	*	*	*	*	*	*	*	*		

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. Only TAKS reading for grade 3 is shown on this report.

On middle schools and junior high schools, the *Annual Dropout Rate* is reported for grades 7 – 8. Because of the change in dropout definition, only one year is shown.

TEXAS EDUCATION AGENCY Academic Excellence Indicator System 2006-07 Campus Performance															Section I - Page 7 Total Students: 394 Grade Span: 06 - 08 School Type: Middle		
Indicator:	State	District	Campus Group	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) 2005-06																	
	0.4%	0.1%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%			

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

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.

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 2007	84%	83%	80%	68%	77%	94%	*	92%	83%	79%	20%	72%	29%	59%
Class of 2006	87%	87%	86%	87%	77%	93%	*	100%	86%	86%	50%	79%	47%	75%

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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

061 Asst/Assoc/Deputy Exec Director

062 Component/Department Director

063 Coordinator/Manager/Supervisor

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 & 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

064 Specialist/Consultant

065 Field Service Agent

079 Other ESC 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)
ACTUAL EXPENDITURE INFORMATION				
BY FUNCTION				
COMMUNITY SERVICES	General and All	61	6100-6400	All
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	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/Chrtr 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
BY OBJECT				
TOTAL EXPENDITURES	General and All	All [§]	All 6000s	All
Payroll Costs	General and All	All [§]	6100	All
Other Operating Costs	General and All	All [§]	6200-6400	All
Debt Service	General and All	All [§]	6500	All
Capital Outlay	General and All	All [§]	6600	All
ACTUAL PROGRAM EXPENDITURE INFORMATION				
BY PROGRAM				
TOTAL OPERATING EXPENDITURES	General and All	Sum of Detail Below	6100-6400	Sum of Detail Below
Regular Education	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,96 [†] ,99 ****	6100-6400	11
Special Education	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,96 [†] ,99 ****	6100-6400	23
Accelerated Education	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,96 [†] ,99 ****	6100-6400	24, 30
Career & Technology Education	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,96 [†] ,99 ****	6100-6400	22
Bilingual/ESL Education	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,96 [†] ,99 ****	6100-6400	25
Gifted & Talented Education	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,96 [†] ,99 ****	6100-6400	21
Athletics/Related Activities ^{§§}	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,96 [†] ,99 ****	6100-6400	91
Other	General and All	11-13,21,23,31-36,51,52, 91 [†] , 92,95,96 [†] ,99 ****	6100-6400	26, 28, 29

continued

ACTUAL REVENUE INFORMATION				
BY SOURCE				
TOTAL REVENUES	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
EQUITY TRANSFERS ^{††}	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 include the general fund plus fund codes 200/300/400 series, 599, 601, 699, and 701.

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

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

**** At the campus level, only functions 11-13, 21, 23, 31 – 33, and 95 are included in expenditures by program area.

§ Excludes Intergovernmental Charges (function 90 series) except functions 92 & 95.

§§ Athletics/Related Activities is not included at the campus level.

† 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.

††† The 6400 object codes include: 6629, 6631, 6639, 6649, and 6659 which is only applicable to charter schools excluding open enrollment college and university charters. Note that these object codes are not included in the 6600 code series.

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

2006-07 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 st time)
03102501	Independent Study in Mathematics (2 nd 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 2005-06 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

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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

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- 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
03420400	German IV

- All courses shown were for the 2005-06 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.

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 2005-06 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.

2006-07 Campus Comparison Group

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

Texas Education Agency
 2006-07 Campus Comparison Group

Percent of students identified as White

Percent of students identified as Economically Disadvantaged

PAGE 1

Campus Number	Campus Name	District Name	Afr_Amer	% White	% Econ	Mobility	Hispanic	% LEP
022006562	NOVAN MIDDLE	TIYYOON ISD	36.3	35.8	49.3	29.0	20.3	6.9
	TIOL MIDDLE	TIYYOON ISD	56.5	25.2	52.6	27.3	15.1	2.5
	DL MIDDLE	TIYYOON ISD	51.0	27.0	48.8	27.3	16.7	2.6
	AYTO MIDDLE	TIYYOON ISD	55.5	23.2	48.2	25.6	16.8	2.2
923906052	AUDIO NULPI	TIYYOON ISD	42.2	38.9	56.9	32.5	16.0	2.0
923909562	TLAVIS MID	YO ISD	37.6	35.1	57.2	21.0	25.0	
015916564	HONLY NOTZ	ON ISD	42.8	14.3	58.5	21.4	40.0	
019907562	TOXAS MIDD	L TANA	51.9			19.0	4.0	
019908561	YIBOLTY-OYYAU MIDDLE	YIBOLTY-OYYAU ISD	49.2			27.2	1.0	
999999999	> SAMPLE SCHOOL	SAMPLE ISD	46.7			22.4	15.0	
057903567	BUSH MIDDLE	CALLOYTON-FALNOLS BLANC	40.4	21.8	38.6	25.2	14.9	5.4
057956103	WOST INTERMEDIATE	CODAL HIYY ISD	56.7	17.9	42.7			3.9
057907561	J HOLNAN LOOD MIDDLE SCH	DUNCANVIYYO ISD	56.2	12.4	58.5			6.8
057907562	WIYYIAN H BYLD MIDDLE SC	DUNCANVIYYO ISD	44.2	20.0	46.5			5.2
057907563	G W TONNONOL MIDDLE SCHO	DUNCANVIYYO ISD	54.2	6.8	60.3			6.4
057907108	H BOB DANIOY SL INTOLNOD	DUNCANVIYYO ISD	51.8	12.9	57.1	18.4	32.2	5.9
057907110	GLACO L BLANDONBULG INTO	DUNCANVIYYO ISD	57.1	15.2	55.8	19.7	25.0	4.7
057916562	YATO HIGHYANDS J H	LICHALDSON ISD	45.9	32.2	51.3	22.5	20.0	7.7
079907567	HODGOS BOND MIDDLE	FOLT BOND ISD	38.3	8.8	47.8	14.3	37.7	7.2
079907568	YATO OYNPJA MIDDLE	FOLT BOND ISD	49.2	19.7	36.5	13.9	25.2	4.9
079910561	STAXXOLD MIDDLE	STAXXOLD NSD	38.8	12.3	45.5	16.2	32.2	4.8
	STAXXOLD INTERMEDIATE SC	STAXXOLD NSD	38.7	12.6	49.7	13.7	32.9	6.3
	XUDSON MIDDLE	YONGVIOU ISD	35.8	58.1	37.2	14.8	4.8	0.7
	ODWIN N WOYYS MIDDLE	SPLING ISD	46.0	11.9	59.0	24.2	33.0	8.5
	BANNOY MIDDLE	SPLING ISD	49.1	14.4	65.0	32.2	33.4	5.7
	NALSHAYY J H	NALSHAYY ISD	41.6	42.3	59.2	18.3	15.2	1.9
	PLICO T YOUNG MIDDLE	NALSHAYY ISD	48.4	41.5	57.4	15.0	9.8	0.5
	XASPOL XUNTIOL HIGH	XASPOL ISD	39.6	52.0	61.9	14.7	7.7	2.9
621956156	J H LOWO INTERMEDIATE	XASPOL ISD	45.8	45.5	67.2	12.8	7.4	2.9
623910568	VINCONT MIDDLE	BOAUNONT ISD	47.7	29.6	54.6	18.6	18.2	8.6
639909561	CLOCTOTT MIDDLE	PALIS ISD	44.3	46.7	61.6	16.2	7.2	2.2
639909562	TLAVIS J H	PALIS ISD	38.9	55.0	57.9	18.8	5.0	1.8
672902561	DAINGOLFIOYD J H	DAINGOLFIOYD-YONO STAL I	43.5	43.2	65.2	19.0	11.1	2.4
674956562	NITO NOSOS NS	NACOGDOCHOS ISD	35.8	30.3	67.2	18.0	31.8	8.3
676902561	NOWTON MIDDLE	NOWTON ISD	42.1	54.4	59.0	18.2	1.5	0.0
220901052	BALNOTT J H	ALYINGTON ISD	40.0	26.3	48.5	15.7 **	22.5	3.3
220901053	NICHOYS J H	ALYINGTON ISD	36.1	28.6	64.4	30.8	28.5	9.4
220905060	WODGWOOD MIDDLE	POLT MOLTH ISD	37.7	27.5	55.2	27.0	32.5	3.9
220908564	DANNY XONOS MIDDLE	NANSFIOYD ISD	40.6	34.1	29.2	18.5	20.1	3.0
220908205	DOYYA ICONHOWOL INTOLNO	NANSFIOYD ISD	40.3	34.5	27.8	20.2	18.5	4.2
220912562	CLOWYOY MIDDLE	CLOWYOY ISD	39.1	38.4	7.9	15.7	17.1	3.1
	Group Average		44.6	27.1	51.0	20.8	23.0	4.6

Target Campus (identified by >)

Campus Type Code: Elementary, Middle, Secondary, or Multi-level

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.

2006-07 Comparable Improvement

GPA: The report shows if the target school earned GPA for Comparable Improvement.

(5) 2006 Failer Average TGI: The average TGI for those matched students who failed the TAKS in the prior year. For information only, not used for accountability.

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

Texas Education Agency
2006-07 Comparable Improvement:
Gold Performance Acknowledgment: Reading/ELA

(3) 2007 Average Scale Score: The sum of the current year scale scores of matched students, divided by the number of matched students.

(4) 2007 Estimated Average Scale Score: The sum of the estimated scale score for matched students, divided by the number of matched students.

(6) 2007 Average TGI: The sum of the current year TGI values of matched students, divided by the number of matched students.

(2) 2006 Average Scale Score: The sum of the prior year scale scores 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.

Target Campus (identified by >)

Campus Name	(1) Number Matched Students	Reading/ELA							Mathematics						
		(2) 2006 Avg Scale Score	(3) 2007 Avg Scale Score	(4) 2007 Est Avg Scale Score	(5) 2006 Failer Avg TGI	(6) 2007 Avg TGI	(7) Quar-tile	(1) Number Matched Students	(2) 2006 Avg Scale Score	(3) 2007 Avg Scale Score	(4) 2007 Est Avg Scale Score	(5) 2006 Failer Avg TGI	(6) 2007 Avg TGI	(7) Quar-tile	
NOYAN MIDDLE	466	2257	2294	2297	0.46	-0.56	Q2	474	2210	2190	2219	0.50	-0.22	Q4	
LANCIOL MIDDLE SCHOO	408	2247	2279	2282	0.38	-0.04	Q3	401	2216	2203	2229	0.53	-0.14	Q3	
NANOL MIDDLE	534	2242	2263	2278	0.27	-0.12	Q4	523	2195	2160	2207	0.15	-0.32	Q4	
PAYO AYTO MIDDLE SCH	494	2242	2277	2280	0.40	-0.05	Q2	488	2206	2202	2210	0.46	-0.05	Q2	
AUDIO NULPHY MIDDLE	305	2246	2275	2284	0.76	-0.08	Q3	298	2194	2216	2198	0.82	-0.17	Q1	
TLAVIS MIDDLE	448	2253	2289	2290	0.47	-0.02	Q2	442	2236	2205	2244	0.52	-0.29	Q4	
HONLY NOTZGOL MIDDLE	855	2209	2255	2245	0.47	0.07	Q2	862	2182	2179	2181	0.41	-0.01	Q2	
TOXAS MIDDLE	856	2256	2318	2294	0.57	0.16	Q1	866	2242	2225	2247	0.31	-0.18	Q3	
YIBOLTY-OYYAU MIDDLE	524	2221	2271	2271	0.69	0.07	Q2	524	2221	2225	2249	0.42	-0.09	Q2	
> SAMPLE SCHOOL	543	2221	2271	2271	0.55	0.02	Q1	543	2221	2225	2300	0.54	-0.18	Q3	
BUSH MIDDLE	412	2221	2271	2271	0.91	0.09	Q1	412	2221	2225	2290	0.39	-0.09	Q3	
WOST I	837	2221	2271	2271	0.93	0.21	Q1	837	2221	2225	2254	0.62	-0.13	Q1	
J HOLN	874	2221	2271	2271	0.01	-0.23	Q4	874	2221	2225	2204	0.33	-0.06	Q2	
WIIYYIA	540	2221	2271	2271	0.65	-0.01	Q2	540	2221	2225	2206	0.59	-0.03	Q2	
G W TO	506	2221	2271	2271	0.21	-0.13	Q4	506	2221	2225	2160	0.47	-0.12	Q1	
H BOB	414	2221	2271	2271	0.99	0.13	Q1	414	2221	2225	2307	0.64	-0.19	Q3	
GLACO	828	2221	2271	2271	1.06	0.26	Q1	828	2221	2225	2289	0.86	0.23	Q1	
YATO H	114	2322	2306	2337	0.11	-0.25	Q4	114	2248	2281	2236	0.30	-0.35	Q4	
HODGOS	184	2252	2283	2287	0.30	-0.04	Q3	1505	2210	2193	2218	0.24	-0.18	Q2	
YATO O	271	2260	2277	2287	0.32	-0.09	Q3	1279	2190	2162	2193	0.24	-0.18	Q2	
STAXXO	881	2230	2242	2247	0.22	-0.04	Q3	377	2135	2135	2134	0.24	-0.18	Q2	
STAXXOL	389	2232	2309	2275	0.81	0.22	Q1	389	2219	2270	2251	0.24	-0.18	Q2	
XUDSON MIDDLE	406	2299	2347	2336	0.82	0.07	Q1	403	2266	2267	2276	0.24	-0.18	Q2	
ODWIN N WOYYS MIDDLE	892	2242	2272	2278	0.32	-0.06	Q3	907	2217	2226	2216	0.24	-0.18	Q2	
MIDDLE	1003	2237	2277	2274	0.59	-0.00	Q2	1012	2204	2219	2212	0.24	-0.18	Q2	
Y J H	648	2262	2268	2268	0.24	-0.00	Q2	648	2204	2193	2197	0.24	-0.18	Q2	
YOUNG MIDDLE	279	2236	2274	2274	0.24	-0.00	Q2	279	2279	2264	2322	0.24	-0.18	Q2	
XUNIOL HIGH	335	2246	2240	2240	0.24	-0.00	Q2	335	2157	2161	2159	0.24	-0.18	Q2	
J H LOWO INTERMEDIAT	278	2199	2282	2282	0.24	-0.00	Q2	278	2244	2234	2282	0.24	-0.18	Q2	
VINCONT MIDDLE	706	2200	2219	2219	0.24	-0.00	Q2	706	2155	2126	2165	0.24	-0.18	Q2	
CLOCTOTT MIDDLE	382	2249	2268	2268	0.24	-0.00	Q2	382	2232	2223	2230	0.24	-0.18	Q2	
TLAVIS J H	205	2234	2306	2306	0.24	-0.00	Q2	205	2164	2159	2201	0.24	-0.18	Q2	
DAINGOLFIOYD J H	264	2233	2280	2280	0.24	-0.00	Q2	264	2226	2204	2226	0.24	-0.18	Q2	
NITO NOSOS NS	488	2232	2284	2284	0.24	-0.00	Q2	488	2220	2235	2228	0.30	0.06	Q1	
NOWTON MIDDLE	184	2234	2264	2264	0.24	-0.00	Q2	184	2169	2196	2184	0.40	0.07	Q1	
BALNOTT J H	780	2292	2294	2294	0.24	-0.00	Q2	780	2236	2216	2229	0.38	-0.11	Q3	
NICHOYS J H	596	2275	2277	2277	0.24	-0.00	Q2	596	2230	2241	2239	0.35	-0.03	Q2	
WODGWOOD MIDDLE	741	2251	2249	2249	0.24	-0.00	Q2	741	2184	2145	2177	0.18	-0.31	Q4	
DANNY XONOS MIDDLE	570	2297	2302	2302	0.24	-0.00	Q2	570	2227	2200	2221	0.48	-0.19	Q3	
DOYYA ICONHOWOL INT	610	2250	2294	2294	0.24	-0.00	Q2	610	2284	2278	2330	0.45	-0.32	Q4	
CLOWYOY MIDDLE	914	2285	2275	2275	0.24	-0.00	Q2	914	2209	2191	2201	0.35	-0.09	Q3	
Group Average	537	2252	2280	2283	0.43	-0.03	--	539	2214	2208	2222	0.37	-0.10	--	

Note: All values are based on students matched from 2007 to 2006. An Asterisk indicates less than five students tested.

2006-07 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation

November 2007

AEIS Glossary

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This section shows TAKS, TAKS-I, SDAA II and/or TAKS-Alt participation rates for all students in grades 3-11.

Name: SAMPLE ISD
 Name: SAMPLE HIGH
 : 555555444

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

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 2006-07 Campus Performance

Section I - Page 4
 Total Students: 2,544
 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
2007 TAKS/TAKS-I/SDAA II/TAKS-Alt Participation (Grades 3-11)														
Tested	97.7%	96.1%	96.9%	91.8%										1%
By Program														
TAKS (1 or more)	91.1%	88.1%	89.9%	84.6%										7%
Not on TAKS	6.7%	8.0%	7.6%	7.1%										4%
TAKS-I Only	0.3%	0.1%	0.7%	0.4%										2%
SDAA II Only	4.6%	5.7%	4.7%	5.6%										9%
TAKS-Alt Only	0.4%	0.4%	0.3%	0.2%										2%
Combination	1.4%	1.8%	1.3%	1.0%										1%
By Acct Status														
Acct System	91.6%	89.6%	89.7%	82.6%										6%
Non-Acct System	6.1%	6.4%	6.8%	9.1%										5%
Mobile	5.4%	5.9%	5.4%	8.6%										1%
Non-Acct Test	0.7%	0.6%	1.0%	0.6%										4%
Not Tested														
Not Tested	2.3%	3.9%	3.1%	8.2%										9%
Absent	0.2%	0.4%	0.3%	1.1%										2%
ARD Exempt	0.3%	0.6%	0.9%	1.6%										0%
LEP Exempt	1.0%	0.9%	0.3%	1.0%										4%
Other	0.8%	2.0%	1.2%	4.6%										3%
Total Count	3,040	283	5,392	703	1,992									
2006 TAKS/TAKS-I/SDAA II Participation (Grades 3-11)														
Tested	97.1%	96.1%	96.3%	93.4%										5%
By Program														
TAKS (1 or more)	90.7%	88.7%	89.5%	82.8%	81.8%	87.9%	94.3%	*	89.7%	84.3%	91.7%	23.0%	85.3%	58.6%
Not on TAKS	6.4%	7.5%	7.1%	8.2%	8.1%	7.1%	4.3%	*	2.6%	7.4%	3.8%	48.1%	7.1%	3.0%
TAKS-I Only	0.1%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
SDAA II Only	5.4%	6.0%	5.0%	5.6%	5.4%	5.4%	5.6%	*	2.6%	7.4%	3.8%	48.1%	7.1%	3.0%
TAKS-I/SDAA II Only	0.8%	1.5%	0.4%	0.8%	0.8%	0.8%	0.8%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
By Acct Status														
Acct System	90.5%	90.0%	90.3%	87.9%	87.9%	87.9%	94.0%	*	89.7%	86.5%	89.9%	64.3%	89.1%	59.6%
Non-Acct System	6.5%	6.2%	6.2%	9.1%	9.1%	9.1%	9.1%	*	2.6%	5.1%	5.6%	6.8%	3.3%	2.0%
Mobile	5.6%	6.4%	6.4%	8.6%	8.6%	8.6%	8.6%	*	2.6%	4.7%	5.1%	6.4%	2.6%	2.0%
Non-Acct Test	0.2%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Katrina/Rita	0.8%	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.4%	0.5%	0.4%	0.7%	0.0%
Not Tested														
Not Tested	2.9%	3.9%	3.7%	8.6%	8.6%	8.6%	8.6%	*	7.7%	8.3%	4.5%	28.9%	7.5%	38.4%
Absent	0.2%	0.4%	0.3%	1.1%	1.1%	1.1%	1.1%	*	0.0%	1.1%	0.4%	3.0%	0.6%	1.0%
ARD Exempt	0.7%	0.6%	0.3%	1.0%	1.0%	1.0%	1.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
LEP Exempt	1.0%	0.9%	0.3%	1.0%	1.0%	1.0%	1.0%	*	0.0%	1.3%	1.1%	0.0%	1.9%	24.2%
Other	1.0%	1.1%	1.1%	4.6%	4.6%	4.6%	4.6%	*	7.7%	5.9%	2.9%	26.0%	5.0%	13.1%
Katrina/Rita	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%
Total Count	3,001,657	5,713	585	2,029	649	729	592	4	39	1,011	1,004	235	1,022	99

The Tested section is shown two ways:

By Program
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, SDAA II and/or TAKS-Alt.
Not on TAKS: This shows the percent of students who were tested on TAKS-I only, SDAA II only, TAKS-Alt only, or a combination, 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 district's accountability rating. The performance reported in the 2006-07 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, TAKS-Alt, or only on grade 8 science.

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 2007 TAKS/TAKS-I/SDAA II/TAKS-Alt 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.

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

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

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

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

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

TAKS Raw Scores for Spring 2007 Tests

Spring 2007 TAKS Reading (English) Performance Standards

Reading (English)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3 ¹	Panel Recommendation	36	23	64%
		Commended Performance		34	94%
	Grade 4	Panel Recommendation	40	27	68%
		Commended Performance		37	93%
	Grade 5 ¹	Panel Recommendation	42	29	69%
		Commended Performance		39	93%
	Grade 6	Panel Recommendation	42	27	64%
		Commended Performance		37	88%
	Grade 7	Panel Recommendation	48	32	67%
Commended Performance		44		92%	
Grade 8	Panel Recommendation	48	33	69%	
	Commended Performance		44	92%	
Grade 9	Panel Recommendation	42	28	67%	
	Commended Performance		36	86%	

Spring 2007 TAKS Reading (Spanish) Performance Standards

Reading (Spanish)		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3 ¹	Panel Recommendation	36	23	64%
		Commended Performance		33	92%
	Grade 4	Panel Recommendation	40	25	63%
		Commended Performance		36	90%
	Grade 5 ¹	Panel Recommendation	42	27	64%
		Commended Performance		37	88%
	Grade 6	Panel Recommendation	42	25	60%
		Commended Performance		36	86%

Spring 2007 TAKS English Language Arts Performance Standards²

English Language Arts		Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 10	Panel Recommendation	73	44	60%
		Commended Performance		64	88%
	Grade 11	Panel Recommendation	73	42	58%
Commended Performance		62		85%	

The numbers and percents shown on this table are based on the first administration of the spring 2007 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 2007 TAKS Mathematics (English) Performance Standards

Mathematics (English)	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Panel Recommendation	40	27
	Commended Performance	37		93%
Grade 4	Panel Recommendation	42	28	67%
	Commended Performance		39	93%
Grade 5¹	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	32	57%
	Commended Performance		50	89%
Grade 11	Panel Recommendation	60	33	55%
	Commended Performance		53	88%

Spring 2007 TAKS Mathematics (Spanish) Performance Standards

Mathematics (Spanish)	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 3	Panel Recommendation	40	27
	Commended Performance	37		93%
Grade 4	Panel Recommendation	42	28	67%
	Commended Performance		37	88%
Grade 5¹	Panel Recommendation	44	29	66%
	Commended Performance		39	89%
Grade 6	Panel Recommendation	46	29	63%
	Commended Performance		40	87%

Spring 2007 TAKS Writing (Spanish) Performance Standards³

Writing (Spanish)	Standard	Total Points Possible	Number Correct	Percent Correct
	Grade 4	Panel Recommendation	32	18
	Commended Performance	27		84%

The numbers and percents shown on this table are based on the first administration of the spring 2007 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 2007 TAKS Writing (English) Performance Standards³

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	26	59%
	Commended Performance		39	89%

Spring 2007 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	28	51%
	Commended Performance		49	89%

Spring 2007 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	32	64%
	One SEM Below (2007 Standard)		29	58%
	Commended Performance		43	86%
Grade 10	Panel Recommendation	55	35	64%
	Commended Performance		50	91%
Grade 11	Panel Recommendation	55	29	53%
	Commended Performance		49	89%

Spring 2007 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%

¹ February 2007 (first administration) Grades 3 and 5 Reading TAKS standards, and April (first administration) Grade 5 Mathematics TAKS standards.

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

³ 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 2007 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, ethnicity, or 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 2006-07 AEIS report is September 28, 2007.

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.* TEA review determined that: appropriate implementation of TEA monitoring processes, including submission of accurate data, appropriate implementation of intervention requirements, and/or appropriate implementation of the CIP could not be verified through LEA documentation; imminent program performance and/or effectiveness concerns exist; and/or ongoing noncompliance for more than one year is identified, resulting in an on-site review to determine additional TEA intervention.
- *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/confirmed; appropriate implementation of the TEA monitoring process, including submission of accurate data and appropriate implementation of intervention requirements, could not be verified; 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 and appropriate implementation of the program.
- *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, including data reporting and accuracy of findings.
- *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, or Stage 3 Intervention was not adequate; (b) the CIP of an LEA at the Stage 4 Intervention level was not adequately developed after an on-site 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.

Detailed Summary of English Language Learners Progress Measure

Accountability Component	Assessment	ELL Measure Reported in the 2006-07 AEIS Reports
Grades Evaluated	TAKS	Grades 3 - 11
	RPTE (First-Time and Previous Testers)	Grades 3 - 11
Proficiency Criteria for LEP Students Tested on Both TAKS and RPTE	TAKS and RPTE (First-Time and Previous Testers)	1) <i>Met Standard</i> on the TAKS English Reading/ELA test, or 2) meeting the student proficiency level on the RPTE based on years in U.S. schools for first-time RPTE testers, or 3) showing progress on the RPTE from the prior year for previous testers.
Proficiency Criteria for LEP Students Tested on Only TAKS or RPTE	TAKS and RPTE (First-Time and Previous Testers)	LEP students for whom only a TAKS answer document is available must meet the TAKS performance standard. LEP students for whom only an RPTE answer document is available must meet the proficiency level or show progress based on years in U.S. schools.
Student Success Initiative (SSI) Administrations Evaluated	TAKS	Results from the first and second administrations of the TAKS grade 3 and grade 5 reading tests are incorporated.
Special Education Student Performance	TAKS and RPTE (First-Time and Previous Testers)	Performance of special education students who take the RPTE (for LEP students) or TAKS (for LEP and monitored LEP students) is included in the indicator.
Accountability Subset	TAKS and RPTE (First-Time and Previous Testers)	The district indicator includes test results for students who were enrolled in the district on the Public Education Information Management System (PEIMS) fall enrollment snapshot date. The campus indicator includes students who were enrolled on the campus on the PEIMS fall enrollment snapshot date.
LEP students 1st year in U.S. schools	TAKS	Not Evaluated
	RPTE (First-Time Testers)	Not Evaluated
	RPTE (Previous Testers)	Not Evaluated
LEP students 2nd year in U.S. schools	TAKS	<i>Met Standard</i> on TAKS English Reading/ ELA test.
	RPTE (First-Time Testers)	First-time RPTE testers must score <i>Intermediate</i> or higher.
	RPTE (Previous Testers)	Previous RPTE testers must score at least one level higher than the previous year or score <i>Advanced</i> or higher.

Accountability Component	Assessment	ELL Measure Reported in the 2006-07 AEIS Reports
LEP students 3rd year in U.S. schools	TAKS	<i>Met Standard</i> on the TAKS English Reading/ ELA test.
	RPTE (First-Time Testers)	First-time RPTE testers must score <i>Advanced</i> or higher.
	RPTE (Previous Testers)	Previous RPTE testers must score <i>Advanced</i> or higher.
LEP students 4 or more years in U.S. schools	TAKS	<i>Met Standard</i> on the TAKS English Reading/ ELA test.
	RPTE (First-Time Testers)	First-time RPTE testers must score <i>Advanced High</i> .
	RPTE (Previous Testers)	Previous RPTE testers must score <i>Advanced High</i> .
Monitored LEP students first or second year after exit from LEP status	TAKS	<i>Met Standard</i> on the TAKS English Reading/ ELA test.
	RPTE (First-Time Testers)	N/A
	RPTE (Previous Testers)	N/A