
GLOSSARY

DEFINITION OF TERMS AND DATA SOURCES

Bracketed items indicate sections in the school-level pages

ACCOUNTABILITY SYSTEM - TEXAS EDUCATION AGENCY (TEA):

State accountability ratings are based on a framework that evaluates the performance of each public campus and district in the state. The framework includes a range of indicators that provide a thorough assessment of campus and district effectiveness. The system considers results from the STAAR testing program, graduation rates, and other postsecondary readiness indicators. The performance of the following individual groups of students is evaluated - All Students, African American, American Indian, Asian, Hispanic, Pacific Islander, White, Two or More Races, students served by Special Education, students formerly served by Special Education, Economically Disadvantaged students, English Learners (ELs), continuously enrolled students, and non-continuously enrolled students.

Three labels were used to rate the overall performance of districts and campuses in 2013 through 2017 – *Met Standard, Met Alternative Standard, or Improvement Required*. In 2018 districts were rated A, B, C, D, or F while campuses were rated using the same labels as 2013-2017.

In 2018, campuses and districts could also receive a label of *Not Rated: Harvey Provision* if they met the criteria for the Hurricane Harvey Provision and would otherwise have been rated *Improvement Required*. Campuses began receiving A-F ratings in 2019.

For 2013 through 2017, accountability ratings were based on achieving a target established for each of the following performance indexes:

Index 1: Student Achievement provides a snapshot of performance across subjects.

Index 2: Student Progress measures year-to-year student progress by subject and student group.

Index 3: Closing Performance Gaps tracks advanced academic achievement of economically disadvantaged students and the lowest performing racial/ethnic student groups.

Index 4: Postsecondary Readiness emphasizes the importance of earning a high school diploma that provides students with the

foundation necessary for success in college, the workforce, job training programs, or the military.

In 2018, a new system was implemented that assigns a scaled score in each of the following domains and combines the domain scores to determine an overall score:

Domain 1: Student Achievement evaluates performance across all subjects for all students, College, Career, and Military Readiness indicators, and graduation rates.

Domain 2: School Progress measures district and campus outcomes in two areas: the number of students that grow at least one year academically as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Domain 3: Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators in this domain align the state accountability system with the federal Every Student Succeeds Act.

ACT [COLLEGE BOUND]:

The ACT is a national college-admission exam. It assesses both the general educational level of high school students and their readiness for college-level work. The ACT consists of four tests: English, mathematics, reading, and science reasoning. Students receive a score on each test and a composite score. The tests are curriculum-based and universally accepted by U.S. colleges and universities. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50 percent chance of obtaining a B or higher or about a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college courses. ACT College Readiness Benchmarks are 18 in English, 22 in math, 22 in reading, and 23 in science. The percentage of students meeting all four college readiness benchmarks is displayed. The percentage is calculated by taking the number of examinees who scored at or above the criterion divided by the number of examinees.

GIFTED AND TALENTED [SCHOOL BASED PROGRAMS]:

Programs designed to meet the needs of the gifted/talented and high achieving students in their schools are identified as Vanguard Magnet and Neighborhood G/T Schools. The programs are developed around TEA/HISD Gifted and Talented standards and policies, yet can be tailored to meet the specific needs of each campus as long as the program meets all requirements as specified in the Texas State Plan:

- **K-5:** Neighborhood G/T (NGT) or Vanguard Magnet (VM).
- **Grades 6–8:** Pre-Advanced Placement, Advanced Placement, Neighborhood G/T (NGT), and Vanguard Magnet (VM).
- **Grades 9–12:** Pre-Advanced Placement, Advanced Placement, Neighborhood G/T (NGT), Vanguard Magnet (VM), Pre-International Baccalaureate, International Baccalaureate (IB), and Dual Credit.

ADVANCED DEGREES [TEACHER AND STAFF PROFILE]:

The percentage of teachers at the school who have advanced degrees is the proportion of teachers whose highest degree earned is a master's or doctoral degree.

ADVANCED PLACEMENT (AP) AND PRE-AP (SECONDARY) [SCHOOL BASED PROGRAMS]:

The College Board's **Advanced Placement (AP) Program** provides students with the opportunity to take college-level coursework and exams while in high school and middle school. Students may earn college credit or advanced placement in college courses via the AP Program. AP courses allow students to develop and hone skills necessary for success in college and careers. Critical thinking skills and time management are practiced daily in AP courses. Each AP course concludes with a college-level exam. AP teachers are required to submit a course syllabus to the College Board for approval.

Pre-AP courses are designed to prepare students for subsequent instruction in AP courses. As such, Pre-AP courses embed the same skills and processes that students need to perform tasks on subsequent AP exams. For example, Pre-AP World Geography is designed to prepare students for success in AP World History. While Pre-AP World Geography engages students with different content, Pre-AP World Geography teachers examine expectations for exam performance in AP World History and develop ways to scaffold instruction based on those same exam expectations. Starting in the 2020-2021 school year, schools will have to purchase the official Pre-AP program to designate courses as Pre-AP.

ALTERNATIVE PLACEMENTS [STUDENT OUTCOMES]:

Alternative placement is a disciplinary action in which a student has been placed in an alternative educational program that is in a setting other than the student's regular classroom. Placement occurs in accordance with Section 37.008 of the Texas Education Code. The number of alternative placements in an academic year is displayed.

ANNUAL DROPOUT RATE (GR. 7–8) [STUDENT OUTCOMES]:

The annual student dropout rate is calculated as the number of dropouts in grades 7 and 8, divided by the number of students enrolled in grades 7 and 8. This calculation is based on a cumulative count of student enrollment. The dropout rate is the previous year's rate reported by the Texas Education Agency.

AP/PRE-AP; IB/PRE-IB [STUDENT PROFILE]:

The percentage of AP/Pre-AP; IB/Pre-IB students indicates the proportion of students enrolled in courses identified as honors in the special explanation code in the District Master Catalog, including advanced placement (AP), pre-advanced placement (Pre-AP), international baccalaureate middle years program (MYP), international baccalaureate (IB) high school program, dual credit, and select Career and Technical Education (CTE) courses that earn an honors grade point.

ATTENDANCE RATE [STUDENT OUTCOMES]:

The attendance rate is the ratio of total students' days present to total days in membership for the respective school year. The methodology for the attendance rate was updated for 2017-2018 data to more closely reflect the methodology used in the Texas Academic Performance Report (TAPR), with the exception that students in grades pre-kindergarten through twelfth are included in the calculation. Student Attendance rate is a lagging indicator for students; the prior year is reported.

ATTENDANCE RATE [TEACHER AND STAFF PROFILE]:

The attendance rate is the ratio of teachers' hours present to the total number of teacher hours present plus hours absent (both compliance and requested) for the respective school year. A blank indicates that the attendance rate data were not reported. An asterisk (*) indicates there were fewer than five teachers with attendance data. The current year is reported.

AT-RISK [STUDENT PROFILE]:

The at-risk rate is based on enrollment from pre-kindergarten through twelfth grade. This rate includes at-risk categories identified by the state in Section 29.081 of the Texas Education Code. For example, elementary students in pre-kindergarten through third grade have been designated as “at-risk” of dropping out of school if they did not perform satisfactorily on a readiness test. Secondary students have been identified as “at-risk” if they failed two or more foundation courses during a semester in the preceding or current school year or are not maintaining such an average in the current semester. Elementary and secondary school students are designated as “at-risk” of dropping out of school if they have limited proficiency in English, did not perform satisfactorily on a statewide assessment established through Subchapter B of Chapter 39 of the Texas Education Code, or were not advanced from one grade level to the next for one or more school years. Additional criteria include students who are pregnant and/or a parent, are homeless, have been previously reported as a dropout, reside in a residential placement facility, are in the custody or care of the Department of Protective and Regulatory Services, have attended a disciplinary alternative education program during the current or preceding school year, are on conditional release through the judicial courts, or have been expelled during the preceding or current school year.

BILINGUAL [STUDENT PROFILE]:

The percentage of bilingual students is the proportion of students identified as English Language Learners (ELL) and provided bilingual education services, including basic curriculum skills in their native language and language skill development in English.

CAREER AND TECHNICAL EDUCATION (CTE) [SCHOOL BASED PROGRAMS]:

Educational programs developed around a variety of career pathways, which include both rigorous academic and career courses leading to industry certification/licensures, an associate degree, and/or a baccalaureate degree comprise career and technical education. A variety of educational programs can be selected from one of the clusters listed below:

- Agriculture, Food, and Natural Resources
- Architecture and Construction
- Arts, A/V Technology, and Communications
- Business Management and Administration
- Education and Training
- Finance

- Government and Public Administration
- Health Science
- Hospitality and Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections, and Security
- Manufacturing
- Marketing
- Science, Technology, Engineering, and Mathematics
- Transportation, Distribution, and Logistics

High schools offer complete CTE programs. When a CTE program is identified at a middle school (*), it indicates that a high school credit course is offered at the middle schools, but that it is not a CTE pathway.

CHANCERY STUDENT MANAGEMENT SYSTEM (SMS) :

Chancery was first implemented during the 2005–2006 year. This student-information system enables teachers and principals to generate reports and record absences, tardiness, and course and conduct grades online. It also provides student data to any system that needs data from HISD’s student information system, such as Transportation Services, Food Services, Federal and State Compliance, the textbook warehouse, and Parent Student Connect.

COLLEGE, CAREER, AND MILITARY READINESS (CCMR):

The College, Career, and Military Readiness Performance Status component measures students’ preparedness for college, the workforce, or the military.

COMPENSATORY EDUCATION [TEACHER AND STAFF PROFILE]:

Compensatory Education includes programs and instructional services designed for at-risk students. These programs and services are funded with State Compensatory Education funds.

DISCIPLINARY ACTIONS [STUDENT OUTCOMES]:

Disciplinary actions are those actions recorded in accordance with Chapter 37 (Discipline, Law and Order) of the Texas Education Code. Disciplinary codes reported include in-school suspensions, out-of-school suspensions, expulsions, and alternative placements. The total number of reported disciplinary actions is also included.

DISTINGUISHED OR RECOMMENDED GRADUATES [STUDENT OUTCOMES]: The number of students meeting the diploma requirements for the Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with Endorsement (FHSP-E), or Foundation High School Plan with Distinguished Level of Achievement (FHSP-DLA) programs is reported. Students earning these diplomas must complete prescribed and rigorous sets of courses and assignments, and meet other criteria specified for each high school degree program.

DROPOUT RATE (4-YEAR) [STUDENT OUTCOMES]: The four-year dropout rate is the percentage of students in a cohort who dropped out and did not return to school before completing four years of high school. Beginning with 2010-2011, the annual dropout rates for grades 7 and 8 and the four-year graduation and dropout rates were calculated with mandated exclusions as specified by Texas Education Code 39.053.

ECONOMIC DISADVANTAGE [STUDENT PROFILE]: Economically disadvantaged students are reported as the percentage of students approved for free or reduced price lunch or identified for other public assistance at the school.

ENGLISH AS A SECOND LANGUAGE (ESL) [STUDENT PROFILE]: The percentage of English Language Learners (ELLs) is the proportion of students participating in an English language development program including intensive English instruction in all subjects, focusing on the language arts through the use of English as a Second Language methodology.

ENGLISH LEARNER (EL) [STUDENT PROFILE]: The percentage of students whose primary language is other than English and who are in the process of acquiring English is reported. Not all students identified as ELs receive bilingual or English as a second language instruction. The terms “English Language Learner (ELL),” “English Learner (EL),” and “Limited English Proficient (LEP)” refer to the same group of students.

ENROLLMENT [STUDENT PROFILE]: The number of students enrolled and in membership at the school on the last Friday in October for each of the years reported comprises enrollment. It includes the number of students who were served at least two hours per day.

EXPULSIONS [STUDENT OUTCOMES]: The number of disciplinary removals from a school is reported. Expulsion requires a formal hearing with school administrators.

GENERAL FUND
The General Fund is the primary operating fund, consisting of the general operations, capital acquisition program, and on-behalf payments. While the General Fund represents over 80 percent of all HISD revenues and expenditures, there are also other funds that support the various programs and services necessary to operate and maintain the school system.

GIFTED/TALENTED [STUDENT PROFILE]: The percentage of students who participated in a Gifted/Talented program is reported. Gifted/Talented programs offer a challenging, differentiated, and extended curriculum to develop higher-order thinking skills and encourage independence and decision-making.

GRADES SERVED: The grade levels taught at the school during the respective year are reported. Pre-kindergarten students include those eligible for free services and those supported by tuition.

GRADUATE COUNT [STUDENT OUTCOMES]: The number of graduates is reported for each graduate cycle.

GRADUATION RATE (4-YEAR) [STUDENT OUTCOMES]: The percentage of students in a cohort of first-time ninth graders who graduated after completing four years of high school represents the graduation rate. Rates are not calculated for campuses that do not meet the TEA criteria for calculating them, but graduates from these campuses are included in district level rates. Beginning with 2010-2011, the annual dropout rates for grades 7 and 8 and the four-year graduation and dropout rates were calculated with mandated exclusions as specified by Texas Education Code 39.053.

IN-SCHOOL SUSPENSIONS [STUDENT OUTCOMES]: The disciplinary reassignment to another classroom or campus-based Disciplinary Alternative Education Program (DAEP) where instruction is provided is reported. In-school suspension is used as an alternative to out-of-school suspension to support maximum academic engagement. The number of in-school suspensions in an academic year is reported.

INTERNATIONAL BACCALAUREATE (IB) PROGRAMMES [SCHOOL BASED PROGRAMS]:

IB World Schools have the flexibility to customize the recommended HISD curriculum (scope, sequence, and/or pace), use an alternate curriculum, and/or use an alternate assessment practice for grade recording and reporting in lieu of the HISD recommendation. Each IB World School is regularly evaluated by the IB to ensure that the standards and practices of its IB programme(s) are being maintained. As part of the process, the school engages in a self-study that is a reflective practice and key element in the school's continual improvement. A current list of HISD schools offering IB programmes can be found at <https://www.houstonisd.org/ib>.

The **IB primary years programme (PYP)** prepares students to become active, caring, lifelong learners who demonstrate respect for themselves and others and have the capacity to participate in the world around them. It focuses on the development of the whole child.

The **IB middle years programme (MYP)** provides a challenging framework that encourages students to make practical connections between their studies and the real world. The MYP is inclusive by design; students of all interests and academic abilities can benefit from their participation.

The **IB diploma programme (DP)** aims to develop students who have excellent breadth and depth of knowledge, students who flourish physically, intellectually, emotionally, and ethically.

The **IB career-related programme (CP)** is a framework of international education addressing the needs of students engaged in career-related education. It leads to further/higher education apprenticeships and/or employment.

LIMITED ENGLISH PROFICIENT (LEP) [STUDENT PROFILE]:

Please see English Learner (EL).

MAGNET ENROLLMENT [STUDENT PROFILE]:

The number of students enrolled in a magnet program is reported. NA indicates there is no magnet program on the campus.

MAGNET PROGRAMS [SCHOOL BASED PROGRAMS]:

As part of the Houston Independent School District, magnet programs exist to strengthen the social and economic foundation of Houston by assuring its youth the highest-quality elementary and secondary education available anywhere. It is a system of educational choices developed to serve students with specialized interests, talents, and needs. Historically, the magnet programs have received support from the public, and it is essential to the continued success of the magnet schools system that all HISD magnet programs function efficiently and that all magnet students are successful. Magnet programs are distinguished by their ability to focus on a single area and use that focus to engage and motivate students. No one focus is considered superior to another, each is just different. This means that a school will provide a curriculum that goes into greater depth and complexity within its focused area than is offered by the district's regular curriculum. As a result, magnet programs can offer a wide variety of school choices that appeal to the diverse interests and needs of our student population.

MAGNET PROGRAM—PROGRAM DESIGNS:

- **SCHOOL-WIDE PROGRAMS (SWP)**—School-Wide Programs are established at existing schools that have a specific attendance zone and are designed to serve all qualified students attending the school. All *qualified* students who live within the attendance zone and attend the school will automatically participate in the magnet program; there is no need to apply. In addition, students from throughout HISD may apply to the program. Pre-K students do not qualify for magnet except at the Montessori, magnet dual language, and language immersion programs.

The number of students that any school building can accommodate is its building capacity. The enrollment goal for each SWP is building capacity. To determine how many spaces may be offered to students from outside the school's zone, five percent of the building capacity spaces are set aside and reserved for any new students who move into the zone during the school year. The remaining number of available spaces is the number of magnet students a school may accept for the year.

SCHOOL-WITHIN-A-SCHOOL (SWAS)—School-within-a-school programs are established at existing schools that have a specific attendance zone. They are designed to serve only a subset of the school's population. Students from throughout HISD (even students zoned to the school) must apply to be considered for the

program. Students must qualify, be invited, sign the entrance agreement, and enroll. The program is designed to serve only the students in the magnet program.

- **SEPARATE AND UNIQUE SCHOOLS (SUS)**—These magnet programs are established on campuses that do not have an attendance zone. Students from throughout HISD may apply to the program. Students must qualify, be invited, return the entrance agreement, and enroll. The program is designed to serve all the students in the school.

PROGRAM TYPES:

- **CAREER ACADEMIES** provide courses in diverse career concentrations to prepare students for a vast range of professional and occupational workforce opportunities. A number of programs prepare students for vocational certifications, while others offer dual credit courses that provide a chance to earn college credit while in high school. Career academy themes include law, communications, business administration, culinary arts, medical, and others.
- **EARLY COLLEGE HIGH SCHOOLS** offer students an opportunity to earn a high school diploma and an associate's degree or up to two years of college credit towards a bachelor's degree — tuition free. The Early College model provides a personalized environment that blends high school and college in a rigorous yet supportive environment that provides academic and social support services to ensure student success.
- **FINE ARTS AND/OR PERFORMING AND VISUAL ARTS** build on academics to give students opportunities for creative expression. Young artists work together to produce high-quality performances, publications, and exhibitions that reflect their understanding of the arts, develop critical-thinking and problem solving skills, and enhance their self-esteem. Excellence in the arts is considered an integrated, natural extension of the academic program.
- **FUTURES ACADEMY (FA)** students have the option to earn an associate's degree and receive career training in high-demand technical fields. The degree and "stackable" industry credentials are aimed at providing students a variety of career opportunities after high school. Students may begin rewarding careers in high-growth, high-wage technical fields, or transfer earned college credits to institutions of higher education and continue their college education.

- **INTERNATIONAL BACCALAUREATE (IB)** programs offer an advanced academic curriculum that focuses on problem-solving and independent critical-thinking skills, which better prepare students for college and a lifetime of learning.
- **INTERNATIONAL STUDIES** students learn about varied cultures, learn to speak different languages, and learn to use technologies important in our global society. Students learn the communication skills necessary to succeed in our rapidly-changing world.
- **LANGUAGE** programs offer students an opportunity to learn one or multiple languages in an instructional setting that integrates subject content presented in English and another language. Models vary depending on the language and school level. These programs provide a continuum of learning experiences that lead to the development of advanced linguistic skills.
- **MAGNET VANGUARD** is a program that serves students who have been identified as potentially gifted and/or talented in intellectual ability or creativity. A Magnet Vanguard offers a differentiated curriculum that is both accelerated and enriched. Admission to the Magnet Vanguard program requires testing and the use of the Vanguard application.
- **MONTESSORI** is a system of education that is both a philosophy of child development and a methodology of guiding each child's development to its full potential. In a Montessori School, children grow in an environment of mutual respect to become responsible world citizens. Every classroom is equipped with Montessori materials. Children experience a spiraling, connected curriculum founded on Montessori principles.
- **SCIENCE, TECHNOLOGY, ENGINEERING, AND MATHEMATICS (STEM)** schools offer a variety of programs at different grade levels. Elementary and middle school STEM programs offer a broad spectrum of STEM activities such as robotics, environmental science, health science, and engineering, which lay the foundation for more specialized STEM studies in high school. The STEM high school portfolio provides an array of industry-specific disciplines that prepare students to enter a pipeline of talent for the medical, energy, technology, science, and engineering professions.
- **SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, AND MATHEMATICS (STEAM)** programs add arts to STEM curriculum by drawing on design principles and encouraging creative solutions. These programs aim to teach students to think critically and have an engi-

neering or design approach towards real-world problems while building on their mathematics and science base.

- **SINGLE-GENDER COLLEGE PREPARATORY** programs focus on single-gender college preparatory academics and leadership development through community service. These programs aim to develop the full potential of every student by fostering an educational environment that encourages critical thinking, inspires student confidence, and nurtures both the intellectual and social development necessary to graduate from college and become successful leaders in the global community.

MIGRANT EDUCATION PROGRAM [SCHOOL BASED PROGRAMS]:

The Migrant Education Program (MEP) is a federally-funded program authorized under Title I, Part C of the Every Student Succeeds Act (ESSA) to provide educational services and support to address the needs of migratory students. A migrant student refers to any child under the age of 22 years old whose parent, guardian, spouse or himself/herself works in the fishing or agricultural industry and has moved from one school district to another within the previous 36 months for the purpose of engaging in temporary or seasonal employment. The goal of the MEP is to help migratory students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle in order to succeed in school and to successfully transition to post-secondary education or employment.

MULTILINGUAL PROGRAMS [SCHOOL BASED PROGRAMS]:

Students identified as English Learners (ELs) are provided instruction according to program placement recommendations made by the campus-based Language Proficiency Assessment Committee (LPAC). Students identified as EL are served in one of the following programs: Bilingual Cultural Heritage, Dual Language, English as a Second Language, Summer Limited English Proficiency Language, or Transitional Bilingual program.

- **TRANSITIONAL BILINGUAL PROGRAM (TBP):**
The TBP is a bilingual program model whereby English Learners (ELs) receive primary language instruction for concept development while acquiring English. English instruction increases annually from one grade level to the next. Starting in grade 3, students who meet set program indicators progress into the pre-exit phase of the program, which emphasizes English instruction while main-

taining introduction or reinforcement of concepts in the primary language. Students who meet program exit requirements anytime between grades 1–5 are reclassified as English Proficient (EP) and are mainstreamed into the all English curriculum.

- **DUAL LANGUAGE PROGRAM (DL):**
The DL is a bilingual program model whereby English Learners (ELs) are allowed to fully develop and maintain their primary language while learning English, with schools adopting either the 80/20 or 50/50 program model. A Two-Way model is a program that promotes bilingualism and biliteracy while integrating students proficient in English and students identified as English learners. Instruction is provided to both groups of students in an instructional setting where language learning is integrated with content instruction. All efforts are made to serve an equal number of native English speakers and EL students in Dual Language schools. A One-Way model adheres to the same pedagogy as the Two-Way, but only serves students identified as English learners. Students who meet exit criteria requirements in either model anytime between grades 1–5 are reclassified as English Proficient (EP) but continue to participate in the Dual Language program.
- **BILINGUAL CULTURAL HERITAGE PROGRAM (BCHP):**
The BCHP serves English Learners (ELs) who are speakers of Vietnamese in grades PK–5. The program consists of primary language support for concept development and cultural enrichment activities for heritage maintenance. The BCHP is embedded within an intensive program of English language development using English as a Second Language methodology. Certified Vietnamese bilingual teachers provide native language support to students as needed.
- **ENGLISH AS A SECOND LANGUAGE (ESL):**
English as a Second Language programs are offered for non-Spanish speaking elementary students identified as English Learners (ELs). This program is also offered for all secondary students identified as ELs. The content-based program provides instruction in all subjects by an ESL-certified teacher, whereas students served via a pull-out model only receive instruction by an ESL-certified teacher in Language Arts. The domains of listening, speaking, reading, and writing are addressed in ESL classrooms through the use of Sheltered Instruction methodologies.

- **SUMMER LIMITED ENGLISH PROFICIENCY (LEP) LANGUAGE PROGRAM:**

The Summer LEP Language Program is designed to provide students who are classified as English Learners (ELs) and who will be entering kindergarten or first grade in the fall with the opportunity to further develop their oral and literacy language skills and help prepare them for the development of initial literacy in school. This tuition-free program offers a minimum of 120 hours of bilingual or ESL instruction. Participation is on a voluntary basis.

NUMBER [TEACHER PROFILE]:

The number of teachers employed by HISD as of the Fall Public Education Information Management System (PEIMS Snapshot for each of the years is reported. Other professional staff (e.g., nurses and counselors) are not included.

OUT-OF-SCHOOL SUSPENSIONS [STUDENT OUTCOMES]:

Reported are disciplinary removals from school for students who engage in conduct identified in the Student Code of Conduct adopted under TEC Section 37.001 as conduct for which students may be suspended. An out-of-school suspension is limited to three days.

PROMOTION RATE [STUDENT OUTCOMES]:

The percentage of students promoted to the next grade at the conclusion of each school year is reported. Students with multiple impairments have been excluded from the calculation. For the calculation, students' grade levels at the end of the previous school year are compared with their grade levels during the following school year. This calculation is based on the number of students identified in the PEIMS summer attendance record at the end of the previous school year and also in the PEIMS Fall record during the following school year. Promotion rates are calculated for grades 1–8. A blank indicates that the data were not available.

PSAT/NMSQT [COLLEGE BOUND]:

The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is a national examination administered in October each year by the College Board. The PSAT was redesigned in 2015 to have two sections: Evidence-Based Reading & Writing (ERW) and Math. Each section is scored between 160 and 760 with a Total Score between 320 and 1520. The PSAT/NMSQT serves as preparation for the SAT. Students receive a customized report that assesses their performance on the PSAT with suggestions to improve their skills. For

juniors only, the PSAT/NMSQT also serves as a qualifying examination for numerous scholarship programs that are sponsored by corporations, colleges and universities, and other organizations, including the National Merit scholarships. PSAT/NMSQT participation and performance is reported.

PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS):

PEIMS is a statewide data collection and reporting system operated by the Texas Education Agency. It includes extensive information on students, staffing, and school budget/finances, and serves as the fundamental database for many statewide reports on public education, such as the Texas Academic Performance Report (TAPR). The Fall PEIMS data submission date is the last Friday in October for each of the years reported. Except where otherwise noted, student and staff information is taken from this PEIMS database.

RACE/ETHNICITY [STUDENT PROFILE]:

Reported are the percentages of ethnic/racial composition of the student population enrolled at the school as of the last Friday in October for each of the years reported. Beginning with 2009–2010, the categories were changed to comply with the new requirements issued by the United States Department of Education. The categories are:

- African American
- American Indian or Alaskan Native
- Asian
- Hispanic
- Native Hawaiian-Pacific Islander (combined with Asian)
- White
- Two or More Races

SAT [COLLEGE BOUND]:

The SAT is a college-entrance exam developed by the College Board. The SAT provides a standard by which the skills of students applying for colleges and universities can be compared nationally. Standardized tests are designed to allow college admissions officers to judge all students by a common measuring stick. Standardized test scores compensate for the uncertainty surrounding high school grades, school-to-school differences, and teaching quality, for example. The SAT was redesigned for 2016, consisting of two sections: Evidence-Based Reading & Writing (ERW) and Math. Each section is scored between 200 and 800 with a Total Score between 400 and 1600. Prior to 2016, the SAT consisted of three sections: Critical Reading, Mathematics,

and Writing; each section was scored from 200 to 800 with a Total Composite score between 600 and 2400. The average scale scores for each section are reported for each school for the graduating class of each of the years reported. Also reported are the percentage of seniors who took the SAT and the percentage of those taking the SAT who met the College and Career Readiness Benchmark of 1550 across all three sections on the version prior to the redesign. After the redesign, the benchmark standards are now 480 for ERW and 530 for Math.

SPECIAL EDUCATION [STUDENT PROFILE]:

The percentage of students identified as eligible for special education services is reported.

Disability Categories

Auditory Impairment (AI)	Non-Categorical Early Childhood(NCEC)
Autism (AU)	Other Health Impairment (OHI)
Deaf-Blindness (DB)	Specific Learning Disability (LD)
Emotional Disturbance (ED)	Speech/Language Impairment (SI)
Intellectual Disability (ID)	Traumatic Brain Injury (TBI)
Multiple Disabilities (MD)	Visual Impairment (VI)
Orthopedic Impairment (OI)	

SPECIAL EDUCATION SERVICES [SCHOOL BASED PROGRAMS]:

Eligible children with disabilities, ages 3-21, are entitled to receive a free appropriate public education (FAPE) under the Individuals with Disabilities Act (IDEA) for special education and related services outlined in the individualized education program (IEP). The IEP is developed by the Admission, Review, and Dismissal (ARD)/IEP committee. Students who meet the eligibility criteria for one or more of the following disability categories and need special education to receive an appropriate education are served by the district:

HISD Office of Special Education provides services for students with disabilities in the least restrictive environment. A continuum of service options from least to most restrictive environment is available in our schools and includes:

Special Education Services

EXPLORE	Behavior Support Class (BSC)
Preschoolers Acquiring Learning Skills (PALS)	Successfully Aiming for Excellence (SAFE)
Skills for Learning and Living (SLL)	Harper Alternative
Preparing Students for Independence (PSI)	Visual Impairment Services
Structured Learning Class (SLC-Alt)	Auditory Impairment Services
Transition Reading for Essential Knowledge (TREK or SLC Standard)	Community Services
Co-Teach, In-Class Support Facilitation	18+ Transition (Campus)
Resource	18+ Transition (Community)
HEART	HISD HCC Lifeskills
HISD HCC Transition	Project SEARCH
SOAR	Speech/Language Services

The following related services are provided to eligible students:

- Assistive Technology
- Physical Therapy
- Occupational Therapy
- Counseling
- Psychological Services
- Music Therapy
- Adapted Physical Education

STAAR and STAAR EOC [STUDENT ACHIEVEMENT]:

In 2012, the State of Texas Assessments of Academic Readiness (STAAR) replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program assesses grades 3–8, the same grades and subjects that were tested on TAKS. The STAAR English reading and mathematics subtests were administered to grades 3–8. The STAAR Spanish reading and mathematics subtests were administered to grades 3–5. The writing subtest was administered to grades 4 and 7

in English and to grade 4 in Spanish; science was administered to grades 5 and 8 in English and grade 5 in Spanish; and social studies was administered in English to grade 8. Students enrolled in high school courses are required to take the following STAAR End-of-Course (EOC) assessments to be eligible for high school graduation: English I (combined reading and writing), English II (combined reading and writing), Algebra I, Biology, and U.S. History. Results for grades 3–8 and EOC assessments presented are the percent of students who met the Satisfactory Phase-In I Performance Standard (2015–2016) or the Approaches Grade Level Standard (2016–2019). The results of all STAAR tests administered at the Spring administration are included, with the exception of results for STAAR Alternate 2, an assessment for students in grades 3–8 and high school who have significant cognitive disabilities and are receiving special education services. An asterisk (*) indicates fewer than five students were tested and results are not reported. A blank means no test results were reported.

Students may additionally meet the state’s end-of-course graduation requirements through qualifying scores on substitute assessments (ACT, SAT, Advanced Placement, International Baccalaureate, and Texas Success Initiative Assessment). While only one Spring 2018 EOC assessment districtwide was a valid substitute assessment, 708 EOC assessments met these conditions for the Spring 2019 administration. For reporting in District and School Profiles 2018-2019, STAAR EOC results for on Algebra I and English I do not include substitute assessments. Passing rates for 2018-2019 STAAR EOC at the Meets Grade Level Standard may not reflect passing ratings reported in the state accountability system.

STAFF [TEACHER AND STAFF PROFILE]:

Reported is the number of positions funded in the following categories:

- Teachers
- Assistant Principals
- Counselors
- Educational Aides: includes educational and interpreter aides.
- Other Professional Staff: includes Librarians, Registrars, Therapists, Social Workers, Athletic Trainers Educational Diagnosticians, School Nurses, and other professional staff (unless otherwise listed).

TEACHERS BY PROGRAM [TEACHER PROFILE]:

The numbers of teachers reported include both teachers and long-term substitutes. The numbers of teachers are reported by position funding source. Funding sources include regular education, bilingual/ESL, compensatory education, gifted/talented education, special education, and other. Percentages are expressed as a percent of the total number of teachers.

TEXAS ACADEMIC PERFORMANCE REPORT (TAPR):

An information management system (that replaced the Academic Excellence Indicator System or AEIS in 2012–2013) produced by the Texas Education Agency for the public schools of Texas that uses a standard collection of performance and profile data. Performance data are comprised of TAPR performance indicators: STAAR; student attendance; dropout rate; advanced courses; and school completion information. The profile section contains information on student and staff demographics, school programs, and class size.

TITLE I [STUDENT PROFILE]:

The percentage of students identified as receiving instructional and/or support services through the federally-funded Title I program is reported. Supplemental instruction includes reading, language arts, mathematics, and bilingual/ESL. The percentage of students identified as Title I is reported.

VANGUARD MAGNET [SCHOOL BASED PROGRAMS]:

In Houston Independent School District, the terms “Vanguard” and “G/T” (Gifted and Talented) are interchangeable. Vanguard Magnet programs are programs which operate in pre-selected Magnet schools in accordance with the district Gifted and Talented standards as well as the district Magnet standards, and are centered on the principle of parent choice. With few exceptions, schools with Vanguard Magnet programs also offer classes/services for other non-G/T students such as regular, ELL, and special education. However, the G/T services at these campuses are one and the same for all G/T eligible students, regardless of whether they are zoned or non-zoned/transfer students. The entire Gifted and Talented program at Vanguard Magnet schools is designated as Vanguard Magnet. The Magnet specialty in Vanguard Magnet schools is the Gifted and Talented focus. Any zoned students interested in participating in the Gifted and Talented program can apply for the Vanguard Magnet program and proceed with the necessary assessment, if needed. All qualified zoned students can be served in a Vanguard Magnet program. Vanguard Magnet programs are Board

approved programs only. The following schools are the only schools that are Board approved for Vanguard Magnet programs: Askew, Carrillo, De Zavala, Herod, Oak Forest, River Oaks, Roosevelt, Travis, and Windsor Village elementary schools; Black, Burbank, Hamilton, and Lanier middle schools; T.H. Rogers K-8 School, and Carnegie Vanguard High School.

NEIGHBORHOOD G/T K-12 (NGT) [SCHOOL BASED PROGRAMS]:

Neighborhood G/T programs are Gifted and Talented programs which operate in all schools. They are designed to provide G/T services on a campus for all G/T students who are zoned to that campus and for any non-zoned G/T student on a valid transfer (other than Vanguard magnet transfers). All G/T students on the campus are served in G/T classes with appropriately trained and qualified teachers. Neighborhood G/T schools often operate other magnet programs with such specialties as Fine Arts, Math and Science, and so on, but not with a Vanguard specialty.

YEARS OF EXPERIENCE [TEACHER AND STAFF PROFILE]:

The average total number of years of experience for teachers, which includes similar professional experience both inside and outside of the district, is reported.