

2005–2006 Performance Indicators Accountability System Glossary of Terms

TAKS: % Passing

Percent of all non-Special Education and Special Education students tested on the English or Spanish TAKS passing the test at the state standards.

TAKS: % Commended

Percent of all non-Special Education and Special Education students tested on the English or Spanish TAKS reaching the commended performance level.

SDAA II: % Meeting ARD Expectations

A passing rate is computed, by instructional grade level, for all grades and subjects based on the number of students who met their ARD committee's expectations divided by the total number of students who took the SDAA II.

Participation: TAKS and SDAA II

A separate absence from testing rate is calculated for TAKS and SDAA II. Both rates take the number of students absent for reading and for math on the TAKS or the SDAA II divided by the number of valid answer documents submitted.

Stanford 10: % At or Above National Average

Percent of non-Special Education students that scored at or above the 40th national percentile rank on the Stanford 10.

Aprenda 3: % At or Above National Average

Percent of non-Special Education students that scored at or above the 40th national percentile rank on the Aprenda 3.

Student Attendance

Attendance is obtained from the Department of Federal and State Compliance. The rates are the ones calculated for the summer PEIMS submission. A separate elementary, middle, and high school rate is calculated for the Regions and for multilevel schools.

Retention Rates for Grades 5 and 8 (2005–06)

The end-of-year SASI file from 2005–06 is matched to the 2006–07 SASI file as of September 1, 2006, to determine which students were retained. The number of students used in the denominator are the number of matched cases of students that were in both files.

Longitudinal 4-Year Dropout Rate

The four-year dropout rate for the Class of 2005 is defined as the number of students from the cohort who dropped out before the fall of the 2005–06 school year divided by number of students in the 2001–02 cohort. This indicator is calculated as part of the Texas Education Agency's Completion/Student Status Rate.

Dropout Rate

The dropout data are obtained from the Texas Education Agency and are the rates used for accountability purposes. The annual dropout rate is the count of dropouts summed across all grades, 7–12, divided by the number of students who were in attendance at any time during the school year summed across all grades, 7–12.

Four-Year Completion Rate

The completion rate data are obtained from the Texas Education Agency's AEIS report. The four-year completion rate for the Class of 2005 is defined as the number of graduates from the 2001–02 9th grade cohort plus students still in school divided by the number of 9th graders in 2001–02 plus transfers in, minus transfers out.

PSAT Participation

The data provided present the percent of sophomores taking the Preliminary Scholastic Aptitude Test (PSAT) in October of the school year.

PSAT Performance

This provides the percent of sophomores and juniors who scored at or above 46 on the PSAT. A separate goal is calculated for Math and Verbal performance.

SAT Performance

The percent of students who scored at or above the criterion score on the SAT college entrance exam test is calculated by taking the number of examinees who scored at or above 1000 divided by number of examinees.

ACT Performance

The percent of students who scored at or above the criterion score on the ACT college entrance exam is calculated by taking the number of examinees who scored at or above 21 divided by number of examinees.

SAT/ACT-Percent Tested

This indicator comes from the Texas Education Agency's AEIS report. The percent of graduates who took either college admissions test is calculated by taking the number of graduates who took either the SAT or the ACT divided by number of graduates. Due to the release of the data, Region totals can not be calculated.

Texas Scholars

The data reflect the percent of graduates completing the Recommended High School Diploma Program or Distinguished Achievement Diploma Program as identified verbally by schools in June of the year to the Department of Development and Community.

Texas Education Agency Accountability Rating

The rating that schools receive from the Texas Education Agency for the current school year will be used for this indicator.

Expected

The expected performance is the difference between the actual performance from the previous year and the district's Goal in 2008 divided by the number of years left to reach the Goal 2008.

For example, the Expected 2006 value is calculated by taking the Goal 2008 value and subtracting the Actual 2005 value, dividing by 3, and adding it to the Actual 2005 value. For new schools, the previous year's actual academic performance is set at "0" for the calculation.

Goal 2007/2008

Overall performance goals are set for either 2007 or 2008 depending on when the data are available. Indicators that have a lag year (e.g., the annual dropout rate) have a goal year of 2007. The goals set for 2007/2008 reflect the performance expectations set forth by the district. They are NOT necessarily tied to "Exemplary" performance categories in the state's accountability system.

Number of Goals

The number of goals reflects the data elements that have data in them for the current year (Actual 2006) and the previous year (Actual 2005). If either year's data are blank or an asterisk, it is not counted as a goal.

Number of Goals Met

A goal is considered met if the actual performance meets or exceeds the expected performance OR if it meets or exceeds the district Goal 2007/2008.

Percentage of Goals Met

Percentage of goals met is the number of goals met divided by the number of goals.