2015-16 Annual Report and Texas Academic Performance Report (TAPR)

SECTION 1 – Texas Academic Performance Report and Glossary

SECTION 2 – PEIMS Financial Standard Report (2015-16 Financial Actual Report)

SECTION 3 – District Accreditation Status

SECTION 4 – Campus Performance Objectives

SECTION 5 – Report on Violent or Criminal Incidents

SECTION 6 – Student Performance in Postsecondary Institutions

This report fulfills YES Prep Public Schools' legal responsibilities regarding Texas Education Code (TEC) §39.306, which requires every district's board of trustees to publish an annual report that includes the TAPR, district accreditation status, campus performance objectives, information on violent or criminal incidents, and information on the performance of the previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board (THECB).

If you have any QUESTIONS about this report, please contact Stephanie S. Jones, Managing Director of Federal & State Compliance, at (713) 967-9037 or stephanie.jones@yesprep.org.

Thank you for your interest and support!

2015-16 Texas Academic Performance Report

District Name: **YES PREP PUBLIC SCHOOLS INC**

District Number: **101845**

2016 Accountability Rating: **Met Standard**

This district is a Charter District.

2016 Special Education Determination Status:

Needs Intervention

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District Name: YES PREP PUBLIC SCHOOLS INC
County Name: HARRIS
District Number: 101845

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above Grade 6														
Reading	2016	69%	71%	**61%**	47%	63%	67%	38%	82%	-	*	19%	60%	35%
Mathematics	2016	72%	75%	**71%**	51%	75%	75%	63%	95%	-	*	27%	72%	57%
STAAR Percent at Level II Satisfactory Standard or Above Grade 7														
Reading	2016	71%	72%	**69%**	59%	69%	70%	100%	91%	-	*	16%	69%	37%
Mathematics	2016	69%	72%	**76%**	58%	77%	65%	88%	91%	-	*	21%	76%	54%
Writing	2016	69%	69%	**70%**	66%	70%	65%	*	86%	-	*	11%	69%	38%
STAAR Percent at Level II Satisfactory Standard or Above Grade 8 **														
Reading	2016	87%	88%	**88%**	79%	89%	100%	83%	96%	-	*	31%	87%	69%
Mathematics	2016	82%	83%	**86%**	71%	88%	100%	83%	92%	-	*	31%	86%	77%
Science	2016	75%	77%	**74%**	60%	76%	75%	83%	96%	-	*	19%	74%	49%
Social Studies	2016	63%	65%	**63%**	55%	63%	*	*	96%	-	*	11%	62%	34%
STAAR Percent at Level II Satisfactory Standard or Above End of Course														
English I	2016	65%	65%	**80%**	72%	80%	91%	83%	88%	-	*	24%	80%	53%
English II	2016	67%	67%	**85%**	81%	86%	73%	*	87%	-	-	31%	84%	53%
Algebra I	2016	78%	78%	**78%**	64%	79%	91%	*	*	-	-	39%	77%	63%
Biology	2016	87%	87%	**94%**	90%	94%	96%	100%	96%	-	*	48%	94%	81%
U.S. History	2016	91%	91%	**97%**	93%	98%	100%	-	93%	-	*	58%	97%	91%
STAAR Percent at Level II Satisfactory Standard or Above All Grades														
All Subjects	2016	75%	76%	**77%**	64%	78%	77%	71%	92%	-	72%	26%	76%	52%

District Name: YES PREP PUBLIC SCHOOLS INC
County Name: HARRIS
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
Reading	2016	73%	74%	**75%**	64%	77%	77%	72%	89%	-	80%	24%	75%	46%
Mathematics	2016	76%	78%	**77%**	59%	80%	77%	74%	93%	-	63%	30%	77%	61%
Writing	2016	69%	69%	**70%**	66%	70%	65%	*	86%	-	*	11%	69%	38%
Science	2016	79%	80%	**84%**	73%	84%	90%	94%	96%	-	*	33%	83%	62%
Social Studies	2016	77%	78%	**75%**	68%	75%	71%	*	95%	-	*	25%	74%	44%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	47%	**47%**	36%	48%	46%	41%	77%	-	69%	7%	46%	12%
Reading	2016	46%	48%	**44%**	34%	45%	47%	41%	69%	-	56%	6%	43%	10%
Mathematics	2016	43%	46%	**43%**	26%	45%	44%	50%	73%	-	*	7%	44%	22%
Writing	2016	41%	42%	**40%**	35%	40%	55%	*	73%	-	*	*	39%	9%
Science	2016	47%	50%	**52%**	42%	53%	62%	50%	83%	-	*	7%	52%	22%
Social Studies	2016	47%	50%	**44%**	40%	44%	43%	*	74%	-	*	9%	43%	11%
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	19%	**14%**	9%	14%	15%	10%	43%	-	24%	2%	13%	2%
Reading	2016	17%	18%	**11%**	8%	11%	12%	*	35%	-	*	*	11%	1%
Mathematics	2016	19%	21%	**14%**	7%	15%	16%	19%	45%	-	*	2%	14%	4%
Writing	2016	15%	15%	**10%**	8%	10%	*	*	41%	-	*	*	10%	*
Science	2016	16%	18%	**17%**	14%	17%	19%	*	47%	-	*	*	16%	3%
Social Studies	2016	22%	24%	**19%**	15%	19%	*	*	55%	-	*	3%	18%	2%

District Name: YES PREP PUBLIC SCHOOLS INC
County Name: HARRIS
District Number: 101845

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	62%	**58%**	50%	58%	61%	61%	69%	-	*	49%	58%	55%
Reading	2016	60%	61%	**57%**	49%	58%	55%	*	68%	-	*	53%	57%	53%
Mathematics	2016	63%	63%	**58%**	52%	58%	67%	72%	70%	-	*	45%	58%	57%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	17%	**11%**	9%	11%	17%	16%	22%	-	*	8%	11%	10%
Reading	2016	16%	17%	**12%**	10%	12%	17%	*	25%	-	*	8%	12%	12%
Mathematics	2016	17%	18%	**9%**	9%	9%	17%	19%	18%	-	*	8%	9%	8%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	35%	**35%**	22%	37%	*	*	*	-	*	12%	35%	28%

District Name: YES PREP PUBLIC SCHOOLS INC
County Name: HARRIS
District Number: 101845

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 5 Reading														
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 6														
	2016	11%	**11%**	**22%**	50%	16%	*	*	*	-	-	*	21%	7%

District Name: YES PREP PUBLIC SCHOOLS INC
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

		State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative														
Grade 8 Reading														
Students Meeting Level II Standard on First STAAR Administration														
	2016	80%	**81%**	**80%**	71%	80%	88%	*	96%	-	*	19%	79%	50%
Students Requiring Accelerated Instruction														
	2016	20%	**19%**	**20%**	29%	20%	*	*	*	-	*	81%	21%	50%
STAAR Cumulative Met Standard														
	2016	86%	**87%**	**87%**	79%	88%	100%	83%	96%	-	*	29%	87%	68%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2015	97%	**98%**	**84%**	*	83%	-	-	*	-	-	88%	85%	95%
STAAR Met Standard (Non-Proficient in Previous Year)														
Promoted to Grade 9														
	2016	12%	**9%**	**36%**	*	36%	-	-	*	-	-	*	36%	*
Retained in Grade 8														
	2016	44%	**50%**	*	-	*	-	-	-	-	-	-	*	*
Grade 8 Mathematics														
Students Meeting Level II Standard on First STAAR Administration														
	2016	71%	**73%**	**78%**	61%	80%	88%	83%	92%	-	*	17%	78%	63%
Students Requiring Accelerated Instruction														
	2016	29%	**27%**	**22%**	39%	20%	*	*	*	-	33%	83%	22%	38%
STAAR Cumulative Met Standard														
	2016	81%	**83%**	**86%**	71%	88%	100%	83%	92%	-	*	29%	86%	76%

District Name: YES PREP PUBLIC SCHOOLS INC
County Name: HARRIS
District Number: 101845

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	76%	**77%**	-	-	-	-	-	53%	83%	53%	47%	53%	52%
Reading	2016	73%	74%	**75%**	-	-	-	-	-	48%	*	48%	38%	48%	46%
Mathematics	2016	76%	78%	**77%**	-	-	-	-	-	61%	*	61%	61%	61%	61%
Writing	2016	69%	69%	**70%**	-	-	-	-	-	39%	-	39%	25%	39%	38%
Science	2016	79%	80%	**84%**	-	-	-	-	-	64%	*	64%	33%	64%	62%
Social Studies	2016	77%	78%	**75%**	-	-	-	-	-	45%	-	45%	29%	45%	44%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	47%	**47%**	-	-	-	-	-	13%	*	13%	6%	13%	12%
Reading	2016	46%	48%	**44%**	-	-	-	-	-	11%	*	11%	7%	11%	10%
Mathematics	2016	43%	46%	**43%**	-	-	-	-	-	21%	*	21%	23%	21%	22%
Writing	2016	41%	42%	**40%**	-	-	-	-	-	9%	-	9%	*	9%	9%
Science	2016	47%	50%	**52%**	-	-	-	-	-	22%	*	22%	21%	22%	22%
Social Studies	2016	47%	50%	**44%**	-	-	-	-	-	12%	-	12%	*	12%	11%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	19%	**14%**	-	-	-	-	-	2%	*	2%	1%	2%	2%
Reading	2016	17%	18%	**11%**	-	-	-	-	-	1%	*	1%	*	1%	1%
Mathematics	2016	19%	21%	**14%**	-	-	-	-	-	5%	*	5%	3%	5%	4%
Writing	2016	15%	15%	**10%**	-	-	-	-	-	*	-	*	*	*	*
Science	2016	16%	18%	**17%**	-	-	-	-	-	3%	-	3%	*	3%	3%

District Name: YES PREP PUBLIC SCHOOLS INC
County Name: HARRIS
District Number: 101845

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2015-16 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 04	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	24%	**19%**	-	-	-	-	-	2%	-	2%	*	2%	2%
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	62%	**58%**	-	-	-	-	-	56%	*	56%	47%	56%	54%
Reading	2016	60%	61%	**57%**	-	-	-	-	-	57%	*	57%	37%	57%	52%
Mathematics	2016	63%	63%	**58%**	-	-	-	-	-	56%	*	56%	56%	56%	56%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	17%	**11%**	-	-	-	-	-	11%	*	11%	11%	11%	11%
Reading	2016	16%	17%	**12%**	-	-	-	-	-	14%	*	14%	9%	14%	13%
Mathematics	2016	17%	18%	**9%**	-	-	-	-	-	8%	*	8%	13%	8%	9%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	35%	**35%**	-	-	-	-	-	31%	*	31%	15%	31%	28%

TEXAS EDUCATION AGENCY

District Name: YES PREP PUBLIC SCHOOLS INC
County Name: HARRIS
District Number: 101845

Texas Academic Performance Report
2015-16 District Participation

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	-	94%	100%	100%	100%
Included in Accountability	94%	94%	**99%**	98%	99%	96%	100%	99%	-	94%	98%	99%	97%
Not Included in Accountability													
Mobile	4%	4%	**1%**	1%	1%	4%	0%	0%	-	0%	2%	1%	1%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	1%	-	0%	0%	0%	2%
Not Tested	1%	1%	**0%**	0%	0%	0%	0%	0%	-	6%	0%	0%	0%
Absent	1%	1%	**0%**	0%	0%	0%	0%	0%	-	6%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

District Name: YES PREP PUBLIC SCHOOLS INC
County Name: HARRIS
District Number: 101845

Texas Academic Performance Report
2015-16 District Attendance and Postsecondary Readiness

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.8%	**96.9%**	96.0%	97.0%	96.4%	97.3%	96.6%	-	96.3%	95.3%	97.0%	96.7%
2013-14	95.9%	95.9%	**96.9%**	96.2%	97.0%	96.8%	97.5%	97.3%	-	91.7%	95.9%	97.0%	97.2%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.4%	**0.0%**	0.0%	0.0%	0.0%	0.0%	1.8%	-	*	0.0%	0.0%	0.0%
2013-14	0.5%	0.3%	**0.3%**	0.6%	0.3%	0.0%	0.0%	0.0%	-	*	0.0%	0.3%	0.4%
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	2.2%	**0.6%**	0.5%	0.6%	0.0%	0.0%	0.0%	-	0.0%	0.5%	0.6%	1.9%
2013-14	2.2%	2.2%	**0.6%**	0.5%	0.6%	0.0%	*	0.0%	-	0.0%	0.0%	0.6%	2.4%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	88.5%	**91.2%**	91.7%	91.4%	60.0%	-	*	-	-	78.6%	91.7%	55.6%
Received GED	0.6%	0.5%	**0.4%**	0.0%	0.4%	0.0%	-	*	-	-	0.0%	0.5%	0.0%
Continued HS	4.1%	4.3%	**6.7%**	8.3%	6.2%	40.0%	-	*	-	-	14.3%	6.4%	11.1%
Dropped Out	6.3%	6.6%	**1.8%**	0.0%	1.9%	0.0%	-	*	-	-	7.1%	1.5%	33.3%
Graduates and GED	89.6%	89.0%	**91.6%**	91.7%	91.8%	60.0%	-	*	-	-	78.6%	92.2%	55.6%
Grads, GED, & Cont	93.7%	93.4%	**98.2%**	100.0%	98.1%	100.0%	-	*	-	-	92.9%	98.5%	66.7%
Class of 2014													
Graduated	88.3%	87.8%	**88.1%**	93.6%	87.3%	*	-	*	-	*	76.5%	88.5%	57.1%
Received GED	0.8%	0.6%	**0.0%**	0.0%	0.0%	*	-	*	-	*	0.0%	0.0%	0.0%
Continued HS	4.3%	4.6%	**8.7%**	4.3%	9.4%	*	-	*	-	*	17.6%	8.3%	28.6%
Dropped Out	6.6%	7.0%	**3.1%**	2.1%	3.3%	*	-	*	-	*	5.9%	3.2%	14.3%
Graduates and GED	89.1%	88.5%	**88.1%**	93.6%	87.3%	*	-	*	-	*	76.5%	88.5%	57.1%
Grads, GED, & Cont	93.4%	93.0%	**96.9%**	97.9%	96.7%	*	-	*	-	*	94.1%	96.8%	85.7%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	89.9%	**96.0%**	97.9%	95.7%	*	-	*	-	*	94.1%	95.9%	71.4%
Received GED	1.0%	1.0%	**0.4%**	2.1%	0.2%	*	-	*	-	*	0.0%	0.5%	0.0%
Continued HS	1.3%	1.4%	**0.6%**	0.0%	0.7%	*	-	*	-	*	0.0%	0.7%	14.3%
Dropped Out	7.2%	7.8%	**2.9%**	0.0%	3.3%	*	-	*	-	*	5.9%	2.9%	14.3%
Graduates and GED	91.5%	90.8%	**96.4%**	100.0%	96.0%	*	-	*	-	*	94.1%	96.3%	71.4%
Grads, GED, & Cont	92.8%	92.2%	**97.1%**	100.0%	96.7%	*	-	*	-	*	94.1%	97.1%	85.7%
Class of 2013													
Graduated	90.4%	89.7%	**97.4%**	92.3%	97.8%	100.0%	-	*	-	*	100.0%	97.2%	*
Received GED	1.1%	1.0%	**0.3%**	3.8%	0.0%	0.0%	-	*	-	*	0.0%	0.4%	*
Continued HS	1.3%	1.4%	**1.0%**	3.8%	0.7%	0.0%	-	*	-	*	0.0%	1.2%	*
Dropped Out	7.2%	7.9%	**1.3%**	0.0%	1.5%	0.0%	-	*	-	*	0.0%	1.2%	*
Graduates and GED	91.5%	90.7%	**97.7%**	96.2%	97.8%	100.0%	-	*	-	*	100.0%	97.6%	*
Grads, GED, & Cont	92.8%	92.1%	**98.7%**	100.0%	98.5%	100.0%	-	*	-	*	100.0%	98.8%	*

TEXAS EDUCATION AGENCY

District Name: YES PREP PUBLIC SCHOOLS INC
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District Number: 101845

Texas Academic Performance Report
2015-16 District Attendance and Postsecondary Readiness

	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	90.2%	**98.0%**	92.3%	98.5%	100.0%	-	*	-	*	100.0%	98.0%	*
Received GED	1.4%	1.3%	**0.7%**	3.8%	0.4%	0.0%	-	*	-	*	0.0%	0.4%	*
Continued HS	0.6%	0.6%	**0.3%**	3.8%	0.0%	0.0%	-	*	-	*	0.0%	0.4%	*
Dropped Out	7.2%	7.9%	**1.0%**	0.0%	1.1%	0.0%	-	*	-	*	0.0%	1.2%	*
Graduates and GED	92.3%	91.5%	**98.7%**	96.2%	98.9%	100.0%	-	*	-	*	100.0%	98.4%	*
Grads, GED, & Cont	92.8%	92.1%	**99.0%**	100.0%	98.9%	100.0%	-	*	-	*	100.0%	98.8%	*
Class of 2012													
Graduated	90.9%	90.0%	**96.8%**	100.0%	96.4%	-	-	-	-	-	81.8%	97.7%	-
Received GED	1.5%	1.3%	**0.9%**	0.0%	1.0%	-	-	-	-	-	0.0%	0.6%	-
Continued HS	0.6%	0.6%	**0.5%**	0.0%	0.5%	-	-	-	-	-	9.1%	0.6%	-
Dropped Out	7.0%	8.1%	**1.9%**	0.0%	2.0%	-	-	-	-	-	9.1%	1.1%	-
Graduates and GED	92.4%	91.3%	**97.7%**	100.0%	97.5%	-	-	-	-	-	81.8%	98.3%	-
Grads, GED, & Cont	93.0%	91.9%	**98.1%**	100.0%	98.0%	-	-	-	-	-	90.9%	98.9%	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	88.5%	**91.0%**	91.7%	91.2%	60.0%	-	*	-	-	78.6%	91.4%	55.6%
Class of 2014	88.3%	87.8%	**88.0%**	91.7%	87.4%	*	-	*	-	*	77.8%	88.6%	62.5%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	89.9%	**95.8%**	95.8%	95.8%	*	-	*	-	*	94.4%	95.9%	75.0%
Class of 2013	90.4%	89.7%	**97.4%**	92.3%	97.8%	100.0%	-	*	-	*	100.0%	97.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	85.3%	**98.3%**	90.9%	98.8%	*	-	*	-	-	61.9%	98.4%	60.0%
Class of 2014	85.5%	84.1%	**99.3%**	97.7%	99.5%	*	-	*	-	*	76.9%	99.2%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	82.1%	**98.3%**	90.9%	98.8%	*	-	*	-	-	61.9%	98.4%	60.0%
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	83.5%	**98.0%**	88.6%	98.7%	*	-	*	-	-	58.3%	98.2%	66.7%
2013-14	83.8%	82.4%	**99.1%**	97.7%	99.3%	*	-	*	-	*	78.6%	99.2%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	80.2%	**98.0%**	88.6%	98.7%	*	-	*	-	-	58.3%	98.2%	66.7%
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	56.0%	**88.5%**	77.5%	89.9%	100.0%	*	77.4%	-	*	64.4%	88.0%	63.0%
2013-14	53.2%	54.3%	**85.1%**	78.0%	85.7%	87.5%	-	100.0%	-	*	60.5%	85.4%	60.0%
English Language Arts													
2014-15	29.0%	28.3%	**51.6%**	44.1%	52.1%	90.0%	*	46.7%	-	*	33.9%	48.7%	16.0%
2013-14	28.9%	27.7%	**45.4%**	63.3%	43.5%	62.5%	-	100.0%	-	*	26.8%	44.6%	0.0%
Mathematics													
2014-15	43.8%	46.5%	**67.2%**	64.2%	67.4%	60.0%	*	80.0%	-	*	42.3%	68.1%	45.8%
2013-14	42.4%	44.5%	**68.3%**	70.1%	68.0%	57.1%	-	100.0%	-	*	42.1%	67.5%	28.6%

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Texas Academic Performance Report

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Science													
2014-15	12.7%	12.8%	**21.0%**	12.6%	22.5%	0.0%	*	6.9%	-	*	9.3%	20.4%	8.3%
2013-14	13.4%	13.5%	**17.8%**	20.3%	17.2%	37.5%	-	40.0%	-	*	7.5%	17.3%	0.0%
Social Studies													
2014-15	28.4%	29.1%	**23.6%**	20.0%	24.1%	30.0%	*	16.7%	-	*	10.5%	21.9%	3.8%
2013-14	27.8%	28.7%	**17.8%**	3.7%	19.2%	12.5%	-	20.0%	-	*	4.7%	15.1%	14.3%
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	37.3%	**54.9%**	27.9%	58.4%	48.1%	40.0%	51.6%	-	50.0%	25.0%	55.1%	33.6%
2013-14	33.1%	35.6%	**52.2%**	18.8%	57.9%	39.1%	*	17.6%	-	16.7%	24.3%	52.8%	39.1%
English Language Arts													
2014-15	15.7%	17.1%	**18.6%**	13.1%	19.1%	33.3%	20.0%	25.0%	-	16.7%	10.5%	17.3%	2.1%
2013-14	15.4%	16.7%	**15.7%**	14.7%	15.9%	21.7%	*	10.0%	-	9.1%	7.4%	15.1%	0.0%
Mathematics													
2014-15	19.4%	20.5%	**24.6%**	19.9%	24.9%	22.2%	20.0%	45.8%	-	0.0%	12.4%	24.4%	4.6%
2013-14	18.8%	19.6%	**23.7%**	16.0%	25.2%	18.2%	*	10.0%	-	20.0%	11.0%	23.0%	2.5%
Science													
2014-15	5.2%	5.4%	**7.3%**	3.5%	7.9%	0.0%	0.0%	3.4%	-	0.0%	2.4%	6.9%	0.8%
2013-14	5.6%	5.7%	**6.1%**	4.7%	6.3%	13.0%	*	4.0%	-	9.1%	2.1%	5.8%	0.0%
Social Studies													
2014-15	19.5%	20.5%	**14.0%**	9.9%	14.5%	14.8%	0.0%	13.6%	-	33.3%	4.5%	13.0%	1.3%
2013-14	18.3%	19.3%	**8.3%**	1.2%	9.3%	8.7%	*	8.0%	-	0.0%	1.3%	7.2%	1.3%
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	44.0%	**46.0%**	44.0%	45.0%	*	-	*	-	-	14.0%	45.0%	0.0%
Mathematics													
2014-15	38.0%	40.0%	**46.0%**	35.0%	47.0%	*	-	*	-	-	24.0%	45.0%	40.0%
Both Subjects													
2014-15	35.0%	37.0%	**40.0%**	35.0%	40.0%	*	-	*	-	-	14.0%	38.0%	0.0%
Either Subject													
2014-15	45.0%	47.0%	**52.0%**	44.0%	52.0%	*	-	*	-	-	24.0%	52.0%	40.0%
College and Career Ready Graduates													
2014-15	74.5%	73.0%	**93.3%**	91.4%	93.3%	*	-	*	-	-	70.8%	92.1%	66.7%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	11.0%	**21.4%**	20.0%	21.2%	*	-	*	-	-	0.0%	23.1%	0.0%
Mathematics													
2014-15	7.1%	8.0%	**19.8%**	11.4%	20.1%	*	-	*	-	-	8.3%	21.1%	33.3%
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	49.2%	**92.5%**	91.4%	92.4%	*	-	*	-	-	66.7%	91.4%	66.7%

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	8.1%	**0.0%**	0.0%	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	48.3%	**97.8%**	94.3%	98.1%	*	-	*	-	-	79.2%	97.7%	66.7%
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	39.8%	**0.0%**	0.0%	0.0%	*	-	*	-	-	0.0%	0.0%	0.0%
2013-14	46.4%	43.5%	**0.0%**	0.0%	0.0%	*	-	*	-	*	0.0%	0.0%	*
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	26.2%	**69.0%**	55.8%	70.9%	70.0%	*	51.6%	-	*	n/a	68.0%	n/a
2014	23.5%	24.8%	**70.0%**	62.4%	70.5%	87.5%	-	100.0%	-	*	n/a	69.1%	n/a
English Language Arts													
2015	15.1%	15.2%	**34.0%**	38.1%	33.2%	50.0%	*	45.2%	-	*	n/a	32.7%	n/a
2014	15.0%	15.3%	**36.3%**	47.1%	34.8%	62.5%	-	100.0%	-	*	n/a	35.0%	n/a
Mathematics													
2015	6.8%	7.0%	**24.7%**	17.7%	25.6%	40.0%	*	12.9%	-	*	n/a	23.9%	n/a
2014	6.5%	6.8%	**29.5%**	30.6%	29.2%	37.5%	-	60.0%	-	*	n/a	29.8%	n/a
Science													
2015	10.2%	10.5%	**20.5%**	12.4%	21.9%	10.0%	*	6.5%	-	*	n/a	20.6%	n/a
2014	6.9%	7.0%	**17.8%**	16.5%	17.6%	37.5%	-	40.0%	-	*	n/a	17.5%	n/a
Social Studies													
2015	14.4%	15.9%	**23.8%**	19.5%	24.5%	30.0%	*	16.1%	-	*	n/a	22.2%	n/a
2014	13.8%	15.9%	**19.5%**	9.4%	20.6%	12.5%	-	20.0%	-	*	n/a	17.5%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2015	49.1%	52.6%	**52.0%**	42.9%	52.9%	42.9%	*	50.0%	-	-	n/a	52.0%	n/a
2014	51.3%	55.0%	**58.8%**	54.7%	59.6%	28.6%	-	40.0%	-	*	n/a	59.0%	n/a
English Language Arts													
2015	43.7%	47.1%	**42.2%**	32.6%	43.7%	60.0%	*	28.6%	-	-	n/a	39.8%	n/a
2014	44.7%	48.7%	**50.1%**	55.0%	50.3%	20.0%	-	20.0%	-	*	n/a	49.2%	n/a
Mathematics													
2015	51.7%	57.4%	**47.6%**	40.0%	48.8%	*	-	*	-	-	n/a	49.4%	n/a
2014	53.6%	60.6%	**55.0%**	61.5%	54.3%	*	-	*	-	*	n/a	54.9%	n/a
Science													
2015	35.4%	38.3%	**29.0%**	50.0%	27.7%	*	-	*	-	-	n/a	29.2%	n/a
2014	45.7%	50.7%	**30.0%**	28.6%	28.8%	*	-	*	-	*	n/a	30.4%	n/a
Social Studies													
2015	40.1%	45.4%	**39.7%**	54.5%	38.5%	*	-	40.0%	-	-	n/a	41.3%	n/a
2014	41.6%	46.4%	**50.8%**	25.0%	52.4%	*	-	*	-	-	n/a	48.0%	n/a

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
Tested													
Class of 2015	68.3%	72.1%	**?**	?	?	*	-	*	-	?	n/a	?	n/a
Class of 2014	66.3%	70.3%	**?**	?	?	*	-	*	-	*	n/a	?	n/a
At/Above Criterion													
Class of 2015	24.3%	25.0%	**18.4%**	22.2%	18.0%	*	-	*	-	*	n/a	16.6%	n/a
Class of 2014	25.1%	26.1%	**16.5%**	16.7%	15.9%	20.0%	-	*	-	*	n/a	16.5%	n/a
Average SAT Score													
All Subjects													
Class of 2015	1394	1386	**1406**	1343	1409	*	-	*	-	*	n/a	1400	n/a
Class of 2014	1417	1405	**1422**	1424	1421	1402	-	*	-	*	n/a	1419	n/a
English Language Arts and Writing													
Class of 2015	912	905	**907**	875	909	*	-	*	-	*	n/a	904	n/a
Class of 2014	925	916	**919**	940	915	936	-	*	-	*	n/a	917	n/a
Mathematics													
Class of 2015	482	481	**499**	468	501	*	-	*	-	*	n/a	497	n/a
Class of 2014	491	488	**503**	485	505	466	-	*	-	*	n/a	502	n/a
Average ACT Score													
All Subjects													
Class of 2015	20.6	21.5	**18.8**	18.8	18.8	*	-	*	-	-	n/a	18.8	n/a
Class of 2014	20.6	21.3	**19.1**	17.6	19.3	*	-	*	-	*	n/a	19.1	n/a
English Language Arts													
Class of 2015	20.1	21.0	**17.7**	17.6	17.7	*	-	*	-	-	n/a	17.6	n/a
Class of 2014	20.0	20.7	**18.0**	18.1	17.9	*	-	*	-	*	n/a	18.0	n/a
Mathematics													
Class of 2015	20.9	21.9	**20.4**	20.7	20.3	*	-	*	-	-	n/a	20.4	n/a
Class of 2014	21.2	22.0	**21.2**	18.9	21.4	*	-	*	-	*	n/a	21.1	n/a
Science													
Class of 2015	20.7	21.5	**19.0**	18.4	18.9	*	-	*	-	-	n/a	19.0	n/a
Class of 2014	20.7	21.2	**18.7**	15.0	19.2	*	-	*	-	*	n/a	18.7	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	60.0%	**71.9%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	59.6%	**69.6%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	71.7%	**83.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	70.2%	**68.7%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Student Information	District Count	District Percent	State Count	State Percent
Total Students:	9,514	100.0%	5,284,252	100.0%
Students by Grade:				
Early Childhood Education	0	0.0%	13,009	0.2%
Pre-Kindergarten	0	0.0%	220,390	4.2%
Kindergarten	0	0.0%	376,505	7.1%
Grade 1	0	0.0%	409,767	7.8%
Grade 2	0	0.0%	411,080	7.8%
Grade 3	0	0.0%	409,157	7.7%
Grade 4	0	0.0%	396,895	7.5%
Grade 5	0	0.0%	393,941	7.5%
Grade 6	1,994	21.0%	390,379	7.4%
Grade 7	1,672	17.6%	389,411	7.4%
Grade 8	1,616	17.0%	386,455	7.3%
Grade 9	1,443	15.2%	428,470	8.1%
Grade 10	1,217	12.8%	386,290	7.3%
Grade 11	850	8.9%	351,888	6.7%
Grade 12	722	7.6%	320,615	6.1%
Ethnic Distribution:				
African American	1,066	11.2%	666,933	12.6%
Hispanic	8,124	85.4%	2,760,302	52.2%
White	109	1.1%	1,507,225	28.5%
American Indian	46	0.5%	20,855	0.4%
Asian	148	1.6%	212,973	4.0%
Pacific Islander	0	0.0%	7,392	0.1%
Two or More Races	21	0.2%	108,572	2.1%
Economically Disadvantaged	7,918	83.2%	3,118,758	59.0%
Non-Educationally Disadvantaged	1,596	16.8%	2,165,494	41.0%
English Language Learners (ELL)	1,286	13.5%	979,868	18.5%
Students w/ Disciplinary Placements (2014-2015)	1	0.0%	76,611	1.4%
At-Risk	3,938	41.4%	2,645,402	50.1%
Graduates (Class of 2015):				
Total Graduates	504	100.0%	313,397	100.0%
By Ethnicity (incl. Special Ed.):				
African American	35	6.9%	39,692	12.7%
Hispanic	463	91.9%	148,966	47.5%
White	3	0.6%	104,377	33.3%
American Indian	0	0.0%	1,335	0.4%
Asian	3	0.6%	13,090	4.2%
Pacific Islander	0	0.0%	486	0.2%
Two or More Races	0	0.0%	5,451	1.7%

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Student Information	District Count	District Percent	State Count	State Percent
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	10	2.0%	46,723	14.9%
Recommended H.S. Program/DAP	494	98.0%	251,524	80.3%
Foundation High School Plan (No Endorsement)	0	0.0%	8,982	2.9%
Foundation High School Plan (Endorsement)	0	0.0%	523	0.2%
Foundation High School Plan (DLA)	0	0.0%	5,645	1.8%
Special Education Graduates	24	4.8%	23,541	7.5%

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Student Information	- Non-Special Education Rates - District	State	- Special Education Rates - District	State
Retention Rates by Grade:				
Kindergarten	-	1.9%	-	8.2%
Grade 1	-	4.1%	-	7.4%
Grade 2	-	2.7%	-	3.4%
Grade 3	-	2.0%	-	1.6%
Grade 4	-	1.0%	-	0.8%
Grade 5	-	0.9%	-	1.0%
Grade 6	4.9%	0.6%	1.0%	0.8%
Grade 7	3.0%	0.8%	1.0%	0.9%
Grade 8	1.4%	0.8%	2.5%	1.3%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
PID Errors (students) ##	-	-	-	-
Underreported Students	43	0.6%	7,834	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	-	18.9
Grade 1	-	19.1
Grade 2	-	19.1
Grade 3	-	19.1
Grade 4	-	19.0
Grade 5	-	20.8
Grade 6	26.4	20.4
Secondary:		
English/Language Arts	22.6	17.1
Foreign Languages	20.6	19.1
Mathematics	21.7	18.1
Science	23.6	19.1
Social Studies	23.6	19.5

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Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	996.0	100.0%	688,142.2	100.0%
Professional Staff:	931.5	93.5%	442,538.0	64.3%
Teachers	642.4	64.5%	347,272.1	50.5%
Professional Support	181.1	18.2%	67,755.2	9.8%
Campus Administration (School Leadership)	83.8	8.4%	20,170.5	2.9%
Central Administration	24.2	2.4%	7,340.2	1.1%
Educational Aides:	18.6	1.9%	65,803.2	9.6%
Auxiliary Staff:	45.8	4.6%	179,800.9	26.1%
Total Minority Staff:	586.5	58.9%	331,599.3	48.2%
Teachers by Ethnicity and Sex:				
African American	80.6	12.5%	34,949.8	10.1%
Hispanic	98.9	15.4%	90,214.9	26.0%
White	196.7	30.6%	211,190.4	60.8%
American Indian	0.0	0.0%	1,242.9	0.4%
Asian	12.2	1.9%	5,134.3	1.5%
Pacific Islander	190.2	29.6%	819.3	0.2%
Two or More Races	63.7	9.9%	3,720.6	1.1%
Males	192.3	29.9%	81,756.8	23.5%
Females	450.1	70.1%	265,515.3	76.5%
Teachers by Highest Degree Held:				
No Degree	25.7	4.0%	3,524.0	1.0%
Bachelors	502.6	78.2%	259,559.7	74.7%
Masters	110.0	17.1%	82,029.5	23.6%
Doctorate	4.1	0.6%	2,158.9	0.6%
Teachers by Years of Experience:				
Beginning Teachers	174.6	27.2%	27,995.4	8.1%
1-5 Years Experience	361.3	56.3%	94,786.9	27.3%
6-10 Years Experience	71.7	11.2%	75,285.1	21.7%
11-20 Years Experience	29.2	4.5%	94,649.7	27.3%
Over 20 Years Experience	5.5	0.8%	54,555.0	15.7%
Number of Students per Teacher	14.8	n/a	15.2	n/a

District Name: YES PREP PUBLIC SCHOOLS INC
County Name: HARRIS
District Number: 101845

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Profile

Staff Information	District	State
Average Years Experience of Teachers:	3.8	10.9
Average Years Experience of Teachers with District:	2.0	7.3
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$47,092	$45,507
1-5 Years Experience	$51,728	$47,996
6-10 Years Experience	$58,403	$50,459
11-20 Years Experience	$59,189	$53,794
Over 20 Years Experience	$63,628	$60,613
Average Actual Salaries (regular duties only):		
Teachers	$51,654	$51,891
Professional Support	$63,334	$61,145
Campus Administration (School Leadership)	$69,077	$75,654
Central Administration	$120,278	$99,111
Instructional Staff Percent:	68.1	64.5
Turnover Rate for Teachers:	27.7	16.5
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,116.6
Educational Aides	0.0	230.6
Auxiliary Staff	0.0	493.6
Contracted Instructional Staff:	0.0	1,914.4

District Name: YES PREP PUBLIC SCHOOLS INC
County Name: HARRIS
District Number: 101845

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2015-16 District Profile

Program Information	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	1,207	12.7%	968,569	18.3%
Career & Technical Education	83	0.9%	1,284,748	24.3%
Gifted & Talented Education	0	0.0%	404,540	7.7%
Special Education	546	5.7%	453,955	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	20,650.0	5.9%
Career & Technical Education	0.0	0.0%	15,311.2	4.4%
Compensatory Education	0.0	0.0%	10,066.4	2.9%
Gifted & Talented Education	0.0	0.0%	6,656.1	1.9%
Regular Education	532.4	82.9%	252,100.4	72.6%
Special Education	109.9	17.1%	30,567.0	8.8%
Other	0.0	0.0%	11,921.0	3.4%

Link to:
PEIMS Financial Standard Reports/
2014-2015 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
'##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

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Glossary

November 2016

2015–16 Texas Academic Performance Report

Accountability Rating: The labels assigned to districts and campuses by the state academic accountability system that indicate acceptable and unacceptable performance or that a district or campus is not rated. Possible ratings are as follows:

- *Met Standard*
- *Met Alternative Standard*
- *Improvement Required*
- *Not Rated*
- *Not Rated: Data Integrity Issues*

For a detailed explanation of this year's accountability system, see the *2016 Accountability Manual*, available at http://tea.texas.gov/2016accountabilitymanual.aspx.

Accountability Subset: The collection of STAAR assessment results that are used to determine district and campus accountability ratings.

Campus-level accountability subset: Campuses are held accountable for the performance of only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 30, 2015* then moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus.

District-level accountability subset: A district is held accountable for the performance of only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 30, 2015* then moved to another district before the testing date, that student's performance is not included in the accountability results for either district. If that student had moved from one campus to another in the same district, however, his or her performance would have been included in the district's results, even though it was not included in the results for either campus. This can cause districts performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2015, the accountability subset date is for the prior year, October 31, 2014.

Advanced/Dual-Credit Course Completion: The percentage of students who complete and receive credit for at least one advanced course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses is described in Texas Administrative Code §74.25.

Appendix B lists all courses identified as advanced, with the exception of courses designated only as dual-credit. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

$$\frac{\textbf{number of students in grades 11 and 12 in 2014–15 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for least one course in 2014–15}}$$

This indicator was used in awarding distinction designations to high schools in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual.* *(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3*).

Advanced Placement Examinations: Please see *AP/IB Results.*

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2014–15 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2014–15 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 9 through 12 during the 2014–15 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2014–15 school year}}$$

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculation.

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 effect of mobility by including in the denominator every student ever reported in attendance at the district or

campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix K in the *2016 Accountability Manual*. See also *Dropout* and *Leaver Record. (Source of data: PEIMS; Record 203, Student – School Leaver; Record 400, Student – Basic Attendance; Record 500, Student – Flexible Attendance Data, Submissions 1, 3, and 4)*

Annual Graduates: The count of students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. *(Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)*

AP/IB Course Completion: The percentage of annual graduates who completed at least one Advanced Placement (AP) course and/or the International Baccalaureate's (IB) course in the 2011–12 to 2014–15 school years.

$$\frac{\textbf{number of 2014–15 annual graduates who completed at least one AP or IB course in the 2011–12 to 2014–15 school years}}{\textbf{Number of 2014–15 annual graduates}}$$

AP/IB Results (Participation): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations and/or the International Baccalaureate's (IB) Diploma Program examinations.

The percentage of students in grades 11 and 12 taking at least one AP or IB examination

$$\frac{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders in the 2014–15 school year taking at least one AP or IB examination}}{\textbf{total students enrolled in 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ grades}}$$

AP/IB Results (Examinees >= Criterion): The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of 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.

The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB)

$$\frac{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders with at least one AP or IB score at or above criterion}}{\textbf{number of 11}^{\textbf{th}}\textbf{ and 12}^{\textbf{th}}\textbf{ graders with at least one AP or IB examination}}$$

This indicator was used in determining the 2016 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual*. *(Sources of data: The College Board, Aug. 2015,*

Jan. 2015; The International Baccalaureate Organization, Aug. 2015, Aug. 2014; and PEIMS; Record 101, Student – Demographic, Submission 1)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1).

$$\frac{\textbf{number of students in the 2014–15 school year considered as at risk}}{\textbf{total number of students}}$$

(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

Attendance Rate: The percentage of days that students were present in 2014–15 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grade 1–12 were present in 2014–15}}{\textbf{total number of days that students in grade 1–12 were in membership in 2014–15}}$$

This indicator was used in awarding distinction designations in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual*. *(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)*

Auxiliary Staff *(not on campus profile)***:** The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percent of day worked. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the PEIMS role IDs included in each category.

- *Teachers*. Teachers, special duty teachers, and substitute teachers. Substitute teachers are people who are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- *Campus Administration*. Principals, assistant principals, and other administrators reported with a specific school ID.
- *Central Administration. (not on campus profile)* Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.
- *Professional Support*. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. *(Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Submission 1)*

Average Years' Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Average Years' Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)*

Bilingual Education (BE) Dual-language program that enables English language learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the transitional bilingual/early exit, the transitional bilingual/late exit, the dual language immersion/one-way, and the dual language immersion/two-way instructional models.

Bilingual Education/English as a Second Language Reports: The performance for selected indicators disaggregated by bilingual and English as a second language (ESL) instructional models. The TAPR shows the statutorily-required performance indicators disaggregated by eleven columns for students identified as limited English proficient (LEP) in the current school year.

For definitions of the BE/ESL instructional programs, see the *PEIMS Data Standards,* available at http://tea.texas.gov/index4.aspx?id=25769817517.

Campus Number: A unique nine-digit number assigned to every public school. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254), followed by a three-digit district number (9XX is used primarily for traditional campuses, 8XX for charter campuses), and ending with a three-digit campus number (typically 00X_ for high schools, 04Xfor middle schools, and 1XX for elementary schools).

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a given subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the numbers of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as it is for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported to be zero are not included.
- Service codes with the "SR" prefix are not included.
- Teacher roles coded as "teacher" and/or "substitute teacher" are included.
- Only class settings coded as "regular class" are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

Cohort: a group of students who begin grade 9 for the first time in the same school year plus any students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort

A cohort is formed when a group of students begins ninth grade, regardless of whether the school that they attend has students in any other grades.

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

College Admissions Tests: Please see *SAT/ACT Results.*

College-Ready Graduates: The percentage of graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT test, or the ACT test. The criteria for each are as follows:

Subject	TSIA		SAT		ACT
ELA	at least 351 on Reading	OR	at least 500 on Critical Reading AND at least 1070 Total	OR	at least 19 on English AND at least 23 Composite
Math	at least 350 on Mathematics	OR	at least 500 on Math AND at least 1070 Total	OR	at least 19 on Math AND at least 23 Composite

The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criterion for ELA in 2014–15}}{\textbf{number of 2014–15 annual graduates with ELA results to evaluate}}$$

Mathematics.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criterion for mathematics in 2014–15}}{\textbf{number of 2014–15 annual graduates with mathematics results to evaluate}}$$

Both Subjects.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criteria on } \textbf{\textit{both}} \textbf{ ELA \& mathematics in 2014–15}}{\textbf{number of 2014–15 annual graduates with results in both subjects to evaluate}}$$

Either Subject.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criteria on } \textbf{\textit{either}} \textbf{ ELA or mathematics in 2014–15}}{\textbf{number of 2014–15 annual graduates with results in either subjects to evaluate}}$$

Performance is shown for the classes of 2015 and 2014.

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2014, ACT, Inc. Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver, Submissions 1 and 3)

College and Career Ready Graduates: The number of 2014–15 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates
- Completing and earning credit for at least two advanced/dual-credit courses in the 2013–14 or 2014–15 school year
- Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

(Sources of data: consolidated accountability file [CAF], THECB, College Board, and ACT)

Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year: The percentage of annual graduates who complete two or more advanced or dual-credit courses.

$$\frac{\text{number of 2014–15 annual graduates who completed 2 or more advanced/dual credit courses in the current and/or prior school year}}{\text{Number of 2014–15 annual graduates}}$$

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion of Twelve or More Hours of Postsecondary Credit: The percentage of annual graduates who earn at least 12 hours of postsecondary credit in the 2011–12 to 2014–15 school years.

$$\frac{\text{number of 2014–15 annual graduates who completed 12 or more hours of postsecondary credit in the 2011–12 to 2014–15 school years}}{\text{Number of 2014–15 annual graduates}}$$

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion Rate: Please see *Longitudinal Rates.*

County District Number (CDN): Please see District Number

County District Campus Number (CDCN): Please see Campus Number

CTE Coherent Sequence Graduate: The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study.

$$\frac{\text{number of 2014–15 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2014–15 annual graduates}}$$

(Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; Record 203, Student – School Leaver, Submissions 1 and 3; Record 400, Student – Basic Attendance, Submission 1)

Data Quality *(not on campus profile)***:** The percentage of errors made by district in two key data submissions: the PID in PEIMS Student Data and the PEIMS Student Leaver Data.

(1) **The PID Error Rate cannot be reported for the 2015–16 school year due to the transition from PEIMS Edit+ to TSDS.**

(2) *Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. 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 and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2014–15, the end of the school-start window was September 25, 2015.) (For a more complete definition of leavers, see *Leaver Records*.)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2014–15 school year}}$$

(Source of data: General Educational Development Information File; PEIMS; Record 101, Student – Demographic, Submission 1; Record 110, Student – Enrollment, Submission 1; Record 400, Student – Basic Attendance, Submission 3; Record 500, Student – Flexible Attendance Data, Submission 3)

Distinction Designations: Recognitions for outstanding achievement in the following academic areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

Only those districts and campuses that receive a *Met Standard* rating are eligible for distinction designations. Charter districts and alternative education campuses evaluated by alternative education accountability (AEA) provisions are not eligible for distinction designations. See Chapter 5 in the *2016 Accountability Manual* for more information.

Distinguished Achievement Program: Please see *RHSP/DAP Graduates.*

District Number: A unique six-digit number assigned to every public school district. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254) followed by a three-digit district number (9XX for traditional districts, 8XX for charter operators).

Dropout: A student who was enrolled in public school in grade 7–12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Dropout counts are obtained from PEIMS records. For more information, see *Annual Dropout Rate. (Source of data: PEIMS; Record 203, Student – School Leaver, Submissions 1, 3)*

Dropout Rate: Please see *Annual Dropout Rate.*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

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

See also *Total Students. (Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; and TEA Student Assessment Division*)

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all PEIMS Role IDs. *(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)*

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes both ESL content and ESL pull-out instructional models.

English Language Learners (ELLs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms "English Language Learner," "English Learner," and "Limited English Proficient" (LEP) are used interchangeably.

Inclusion and exclusion of ELL performance varies by indicator:

- ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual*.
- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. *(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)*

Enrollment: Please see *Total Students.*

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. *(Source of data: PEIMS; Record 101, Student – Demographic, Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)*

Expenditure Information: Information available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Foundation High School Program (FHSP): Please see *Graduation Plan.*

Full Time Equivalent (FTE): A measure of the extent to which a person (or responsibility) occupies a full-time position; it is calculated for each staff member reported in PEIMS. FTE values are used in various staff reports as well as input to the Budget and Actual financial allocation process.

An employee who works half time and has a reported actual salary of $30,000 has a full-time equivalent salary of $60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)*

Fund Balance Information: Information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2014–15 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Plan (FHSP)

See also *College-Ready Graduates, Longitudinal Rate, RHSP/DAP Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)*

Graduation Plan: The percentage of students who graduated under one of the following:

- FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2015 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2015 with reported FHSP graduation plans)}}$$

- FHSP-E Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2015 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2015 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Longitudinal Rate) (Class of 2015, Class of 2014) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2015 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2015 with reported graduation plans}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\textbf{number of graduates from the Class of 2015 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2015 with reported graduation plans}}$$

- FHSP-DLA Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2014–15 who earn an FHSP-DLA}}{\textbf{number of graduates in SY 2014-15 with reported FHSP graduation plans (excludes graduates with RHSP and DAP degree plans)}}$$

- FHSP-E Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Texas State Board of Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2014–15 who earn an FHSP-E}}{\textbf{number of graduates in SY 2014–15 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2014–15 with reported graduation plans}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2014–15) The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2014–15 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. See the *PEIMS Data Standards* for more information. Results are shown for the Class of 2015 and the Class of 2014. See also *Graduates. (Source of data: PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)*

For additional information about graduation programs please see http://tea.texas.gov/graduation.aspx

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\textbf{number of graduates during the 2013–14 school year who attended a public or independent college or university in Texas in the 2014–15 academic year}}{\textbf{number of graduates during the 2013–14 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included. *(Source of data: Texas Higher Education Coordinating Board)*

Graduates in TX IHE Completing One Year Without Remediation: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

$$\frac{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated } \textit{and} \text{ met the } \textit{Texas Success Initiative} \text{ requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students who attended Texas public two- or four-year institutions of higher education are included.

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Source of data: Texas Higher Education Coordinating Board, Fall 2016)*

Graduation Rate: Please see *Longitudinal Rates.*

Instructional Expenditure Ratio (2014–15): This information is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Instructional Staff Percent *(district profile only)***:** The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2014–15 school year. The instructional staff percent is a district-level measure and is calculated as follows:

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

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

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

Leaver Record: The PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit a leaver record for each student who graduated, enrolled in school in another state, returned to his or her home country, died, or dropped out.

See *Data Quality. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3); Secondary School Completion and Dropouts in Texas Public Schools, 2014–15, Texas Education Agency)*

LEP (Limited English Proficient): Please see *English Language Learner.*

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate).*

For the *4-Year Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2010–11. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2014.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2009–10. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2013.

Additional Information on Cohorts:

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma in four years or fewer by August 31, 2015 for the 2015 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2015 cohort*}}$$

(2) *Received GED:* For the 2015 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2015 cohort*}}$$

(3) *Continued High School:* The percent of the 2015 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(4) *Dropped Out:* The percent of the 2015 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2015 cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2015 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\textbf{number of students in the 2015 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2015, for the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2014 cohort*}}$$

(2) *Received GED:* For the 2014 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2014 cohort*}}$$

(3) *Continued High School:* The percent of the 2014 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(4) *Dropped Out:* The percent of the 2014 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2014 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\textbf{number of students in the 2014 cohort*}}$$

Six-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2015, for the 2013 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2013 cohort*}}$$

(2) *Received GED:* For the 2013 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2013 cohort*}}$$

(3) *Continued High School:* The percent of the 2013 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\textbf{number of students in the 2013 cohort*}}$$

(4) *Dropped Out:* The percent of the 2013 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\textbf{number of students in the 2013 cohort*}}$$

(5) *Graduates & GED.* The percentage of graduates and GED recipients in the 2013 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015}}{\textbf{number of students in the 2013 cohort*}}$$

(6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2013 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015 plus number of students from the cohort who received a GED by August 31, 2015 plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\textbf{number of students in the 2013 cohort*}}$$

* 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 leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, GED recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2015 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2010–11. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2015}}{\textbf{number of students in the 2014 cohort**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15*. *(Sources: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3 and General Educational Development Information File)*

Masking: Concealing the performance results of small groups of students to comply with the Federal Educational Rights and Privacy Act (FERPA)

Please see Special Symbols for additional information.

Membership: The count of enrolled students that does not include those students who are served 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 of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

Mobility *(campus profile only)***:** The count and percentage of students who have been in membership at a school for less than 83% of the school year (i.e., missed six or more weeks).

$$\frac{\textbf{number of mobile students in 2014–15}}{\textbf{number of students who were in membership at any time during the 2014–15 school year}}$$

This rate is calculated at the campus level. The mobility rate shown in the "district" column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. *(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)*

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Paired Schools: Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. A campus that does not serve grade levels at which STAAR is administered is paired with another campus in the same district for accountability purposes. For example, Travis Primary (K–2) feeds students into Navarro Elementary (3–5). The district pairs

these two campuses for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used as the rating Travis Primary. For more information about paring, please see Chapter 6 in the *2016 Accountability Manual*.

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Progress of Prior-Year Non-Proficient Students *(Percent of students who did not reach the satisfactory standard on at least one STAAR assessment in the previous year)***:** The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alt 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2016, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched students who did not reach the satisfactory standard in 2015 but passed in 2016}}{\textbf{number of matched students who did not reach the satisfactory standard in 2015}}$$

For 2016, students in grades 4–8 included in these measures are those who

- took the spring 2016 STAAR, STAAR A or STAAR Alt 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 test takers because that is the first STAAR test;
- are part of the 2016 accountability subset;
- can be matched to the spring 2015 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2015 STAAR administration of ELA/reading and/or mathematics.

(Source of data: TEA Student Assessment Division)

Recommended High School Program: Please see *Graduation Plan.*

Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2015 in the same grade in which they were reported for the last six-week period of the prior school year (2014–15).

$$\frac{\textbf{the number of students enrolled in the same grade from one school year to the next}}{\textbf{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2014–15,* available from TEA. *(Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)*

Revenue Information: Please see the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

SAT/ACT Results: Participation and performance of graduating seniors from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT test more than once, the agency receives the record for the most recent examination taken.

Four values are calculated for this indicator:

(1) *Tested:* The percentage of graduates who took either college admissions test:

$$\frac{\textbf{number of graduates who took either the SAT or the ACT}}{\textbf{Total number of graduates reported}}$$

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\textbf{number of graduating examinees who scored at or above the criterion score}}{\textbf{number of graduating examinees taking either the SAT or the ACT}}$$

(3) *Average SAT Score:* The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

$$\frac{\textbf{sum of total scores (critical reading + writing + mathematics) of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

(4) *Average ACT Score:* The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

$$\frac{\textbf{sum of total composite scores of all students who took the ACT}}{\textbf{number of students who took the ACT}}$$

See also *Criterion Score. (Sources: The College Board, Aug. 2015, Jan. 2015; ACT, Inc. (ACT) Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)*

School Type: A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2016 Accountability Manual*.

Snapshot Date: The first submission of data to PEIMS of a new school year. Enrollment information submitted by this date is used for accountability. It is the last Friday of October. October 30, 2015, is the PEIMS snapshot date for the 2015–16 school year.

Special Education: The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2015–16 school year, a student in special education may have been administered the STAAR, STAAR A, or STAAR Alt 2.

Other indicators that include the performance of students served by special education are advanced course/dual-credit course completion, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP/FHSP rates. Information that would allow the separation of performance of students in special education 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 (district profile only) for students receiving special education services are shown separately. See *STAAR Special Education Assessments* and *STAAR Participation. (Source of data: PEIMS; Record 163, Student – Special Education Program, Submission 1)*

Special Education Determination Status *(district TAPR only)*: The 2015–16 TAPR provides the 2015–16 special education integrated intervention stage/determination status for each district on the cover page of the report. This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/.

Additional resources include the PBMAS Manual and the State Performance Plan at the following links:

http://tea.texas.gov/pbm/PBMASManuals.aspx

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

Special Symbols: Characters used to indicate certain, specific circumstances. The 2015–16 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- An asterisk (*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- '-' Indicates zero observations reported for this group.
- n/a indicates that the data are not available or not applicable.
- '**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.
- '##' Indicates that PID Error rate information cannot be reported in 2015–16 due to the transition from PEIMS Edit+ to TSDS.

For more information, see the *Explanation of Masking* at https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/masking.html.

STAAR (State of Texas Assessments of Academic Readiness): A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR test is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at http://tea.texas.gov/curriculum/teks/

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
  - Grade 3 – reading and mathematics
  - Grade 4 – reading, mathematics and writing
  - Grade 5 – reading, mathematics (1st and 2nd administration cumulative) and science
  - Grade 6 – reading and mathematics
  - Grade 7 – reading, mathematics and writing
  - Grade 8 – reading, mathematics (1st and 2nd administration cumulative), science, and social studies
- *By End-of-Course (EOC) Subject:*
  - English I
  - English II
  - Algebra I
  - U.S. History
  - Biology

- *All Grades:*
  - *STAAR Percentage at Level II Satisfactory Standard or Above* (All Grades). The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, All Subjects, combines all subjects and all grades.
  - *STAAR Percentage at Postsecondary Readiness Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Final Level II performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the postsecondary level or better and 2) students who scored at the postsecondary level or better on two or more assessments. A student who took more than one assessment and scored at the postsecondary level on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.
  - *STAAR Percentage at Advanced Standard.* The percentage of tests that met or exceeded the Advanced Level III performance standard. This indicator was part of determining the score for Index 3.
  - *STAAR Percentage Met or Exceeded Progress.* The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See Chapter 4 of the *2016 Accountability Manual* for more information. This indicator was used in determining the score for Index 2.
  - *STAAR Percentage Exceeded Progress.* The percentage of tests that exceeded the progress measure expectations. This indicator was used in determining the score for Index 2.

Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the State of Texas Assessments of Academic Readiness (STAAR®) content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual*.
- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.
- *Special Education. STAAR and STAAR A results are included in all indices. STAAR Alt 2 results are included in Index 1, Index 2, and Index 3.*
- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.

- *Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
- *Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at https://rptsvr1.tea.texas.gov/perfreport/account/2016/masking.html.

See *STAAR Participation* and *Student Success Initiative. (Source of data: TEA Student Assessment Division)*

STAAR Participation: The percentage of students who were administered a STAAR assessment. Includes STAAR, STAAR A, STAAR Alt 2, TELPAS, and STAAR-L. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents (STAAR, STAAR A, STAAR Alternate 2, STAAR-L, TELPAS) with a score code of "S", 2) STAAR Alternate 2 testers with a score code of "N", 3) STAAR, STAAR A or STAAR Alternate 2 reading testers with a score code of "A" or "O" who also have a scored TELPAS assessment, and 4) year 1-5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment.
  - *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
  - *Not included in Accountability:* answer documents counted as participants, but not used in determining the district or campus accountability rating
    - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall PEIMS submission dates (October 30, 2015, or October 31, 2014 for summer 2015 EOCs)
    - *Other Exclusions.* The following answer documents were excluded from the rating determination:
      - Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.
      - Answer documents of students who are either an ELL who has been is school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
      - Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
      - Answer documents of STAAR Alt 2 testers with a score code of N.
- *Not Tested:* answer documents with score codes A or O
  - *Absent:* answer documents with a score code A
  - *Other:* answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. *(Source of data: TEA Student Assessment Division)*

Staff Exclusions *(not on campus profile):* The 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* are staff who work in schools located in districts other than their employing district or whose 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 of data: PEIMS; Record 055, District Finance Data – Contracted Instructional Staff, Record 060 – Staff Data – Employment Payroll Accounting, Submission 1)*

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1)*

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that requires students to demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8.

For 2016, the TAPR shows the following for each SSI grade:

(1) *Students Meeting Level II 2015–16 Satisfactory Standard on First STAAR Administration*: The percentage of students who met Level II Satisfactory Standard during the first administration. It is calculated as follows:

$$\frac{\textbf{number of students who met Level II Satisfactory Standard in the first administration}}{\textbf{number of students tested in the first administration}}$$

(2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

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

(3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the tests in the first and second administrations combined. It is calculated as follows:

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

(4)* *STAAR Non-Proficient Students Promoted by Grade Placement Committee (GPC):* The percentage of students who were non-proficient after all attempts to pass but were promoted to the next grade by their GPC. It is calculated as follows:

$$\frac{\textbf{number of students promoted by their GPC}}{\textbf{cumulative number of students who did not pass all administrations}}$$

(5)* *STAAR Met Standard (Non-Proficient in Previous Year):*

- *Promoted to Grade 6 or 9*: The percentage of students who passed the STAAR in 2016 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\textbf{number of students promoted by their GPC who passed grade 6 STAAR reading in 2016}}{\textbf{number of students who were promoted by their GPC and took grade 6 STAAR reading in 2016}}$$

- *Retained in Grade 5 or 8*: The percentage of students who passed the STAAR in 2016 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\textbf{number of students retained who passed grade 5 STAAR reading in 2016}}{\textbf{number of students retained and took grade 5 STAAR reading in 2016}}$$

* This item does not apply to Mathematics in 2016, because the grade 3–8 Mathematics was not included in the 2015 accountability.

For more information, see TEA's Student Assessment Division SSI site at http://tea.texas.gov/student.assessment/ssi/

(Source of data: TEA Student Assessment Division)

Students by Grade: The count of students in each grade divided by the total number of students. *(Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)*

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). 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:

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

For 2015–16, the following 19 action 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 of data: PEIMS; Record 425, Disciplinary Action Data, Submission 3)*

Superintendent: The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

Tax Information: This information, including tax rates and assessed district property values, is available on the *PEIMS Financial Standard Reports* at http://tea.texas.gov/financialstandardreports/.

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Program *(population served) (district profile only)***:** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. 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 of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Texas Success Initiative Assessment (TSIA): The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

$$\frac{\textbf{number of 2014–15 annual graduates who met the TSI criteria on the TSIA}}{\textbf{number of 2014–15 annual graduates}}$$

(Source of data: THECB [applicable scores from June 2011 through October 2015] and Record 203, Student – School Leaver, Submissions 1 and 3)

Total Staff: The total count of staff which 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, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. *(Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)*

Total Students: The total number of public school students who were reported in membership on October 30, 2015, at any grade from early childhood education through grade 12. Membership differs 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 of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)*

Turnover Rate for Teachers *(not on campus profile)***:** The percentage of teachers from the fall of 2014–15 who were not employed in the district in the fall of 2015–16. It is calculated as the total FTE count of teachers from the fall of 2014–15 who were not employed in the district in the fall of 2015–16, divided by the total teacher FTE count for the fall of 2014–15. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 090, Staff Data – Responsibilities, Submission 1)*

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, 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.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT Regional Office	(512) 320-1850
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Curriculum (Bilingual Education Program Unit)	(512) 463-9581
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Federal Accountability	Federal and State Education Policy	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Education	(512) 463-9414
STAAR (all assessments)	Student Assessment	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
TAIS	Texas Accountability Intervention System	(512) 463-9414
TELPAS	Student Assessment	(512) 463-9536

Information on the Internet: http://tea.texas.gov/accountability/

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
060 ..... Executive Director
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/Truant Officer
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

087 ..... Teacher
047 ..... Substitute Teacher

EDUCATIONAL AIDES

033 ..... Educational Aide
036 ..... 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.

Advanced Academic Courses
2015–16 Texas Academic Performance Reports

- All courses shown were for the 2014–15 school year.
- An "A" prefix indicates a College Board Advanced Placement course.
- An "I" prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (1st Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II ,Higher Level
I3580400	IB Information Technology In A Global Society SL

Fine Arts

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
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music SL
I3250300	IB Music HL
I3250500	IB Theatre/Film - HL
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
I3600300	IB Art Design SL-B
I3750200	IB Theatre Arts SL
I3750300	IB Theatre Arts HL
I3830200	IB Dance - HL

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
I3010200	IB Biology
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL
I3040001	IB Chemistry I
I3050001	IB Physics I

Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3370100	AP World History
I3301100	IB History
I3301200	IB History: Africa
I3301300	IB History: Americas
I3301400	IB History: East and Southeast Asia
I3301500	IB History: Europe
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (Modern or Classical)

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
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers 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

Advanced Languages (cont.)

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
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV

2015-2016 Actual Financial data

Totals for Yes Prep Public Schools Inc (101845)

Total Membership: 9,514

	District							Sta
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%
Receipts								
Total Revenue	89,433,546	100.00%	9,400	103,969,061	100.00%	10,928	58,796,907,294	10(
Local Tax	0	0.00%	0	0	0.00%	0	26,455,661,555	4
Other Local and Intermediate	7,373,392	8.24%	775	10,468,511	10.07%	1,100	2,349,072,062	
State	82,060,154	91.76%	8,625	82,917,104	79.75%	8,715	24,001,676,516	4(
Federal	0	0.00%	0	10,583,446	10.18%	1,112	5,990,497,161	1(
Total Receipts	89,433,546	100.00%	9,400	103,969,061	100.00%	10,928	79,076,472,196	10(
Total Revenue	89,433,546	100.00%	9,400	103,969,061	100.00%	10,928	58,796,907,294	10(
Equity Transfers	0	0.00%	0	0	0.00%	0	1,659,235,826	
Total Other Resources	0	0.00%	0	0	0.00%	0	18,620,329,076	2
Disbursements								
Total Expenditures								
BY OBJECT	82,228,333	100.00%	8,643	98,715,908	100.00%	10,376	64,767,380,510	10(
Payroll (Objects 6100)	57,933,894	70.45%	6,089	64,468,207	65.31%	6,776	38,907,642,648	6(
Other Operating (Objects 6200-6400)	23,068,163	28.05%	2,425	32,738,697	33.16%	3,441	10,955,841,240	1(
Debt Service (Objects 6500)	1,226,276	1.49%	129	1,509,004	1.53%	159	7,300,880,526	1
Capital Outlay (Objects 6600)	0	0.00%	0	0	0.00%	0	7,603,016,096	1
BY FUNCTION (Objects 6100-6400 only)								
Debt Service (71)	0		0	0		0	149,281	
Facilities Acquisition & Construction (81)	0		0	0		0	363,840,575	
Total Operating Expenditures	81,002,057	100.00%	8,514	97,206,904	100.00%	10,217	49,499,494,032	10(
Instruction (11,95)	38,361,679	47.36%	4,032	42,922,596	44.16%	4,512	28,078,212,757	5(
Instructional Res Media (12)	131,171	0.16%	14	131,171	0.13%	14	596,968,139	
Curriculum/Staff Develop (13)	3,837,532	4.74%	403	4,567,009	4.70%	480	1,079,964,071	
Instructional Leadership (21)	2,412,883	2.98%	254	2,431,360	2.50%	256	756,662,275	
School Leadership (23)	6,383,005	7.88%	671	6,921,692	7.12%	728	2,871,203,149	
Guidance Counseling Svcs (31)	2,690,157	3.32%	283	2,807,614	2.89%	295	1,764,695,464	
Social Work Services (32)	1,582,106	1.95%	166	1,620,835	1.67%	170	131,529,766	

Health Services (33)	314,982	0.39%	33	314,982	0.32%	33	496,777,676	
Transportation (34)	5,185,884	6.40%	545	5,185,884	5.33%	545	1,406,946,577	
Food (35)	92,416	0.11%	10	3,568,574	3.67%	375	2,794,517,327	
Extracurricular (36)	1,904,260	2.35%	200	3,265,579	3.36%	343	1,452,331,030	
General Administration (41,92)	7,540,624	9.31%	793	8,800,728	9.05%	925	1,545,042,287	
Plant Maint/Operation (51)	7,107,450	8.77%	747	11,125,890	11.45%	1,169	4,902,348,081	
Security/Monitoring (52)	21,998	0.03%	2	21,998	0.02%	2	443,468,185	
Data Processing Services (53)	3,435,910	4.24%	361	3,520,992	3.62%	370	956,927,919	
Community Services (61)	0	0.00%	0	0	0.00%	0	221,899,329	
Total Disbursements	82,228,333	100.00%	8,643	98,715,908	100.00%	10,376	76,944,709,361	10
Total Expenditures	82,228,333	100.00%	8,643	98,715,908	100.00%	10,376	64,767,380,510	10
Equity Transfers	0	0.00%	0	0	0.00%	0	1,659,235,826	
Total Other Uses	0	0.00%	0	0	0.00%	0	9,922,469,353	1
Intergovernmental Charge	0	0.00%	0	0	0.00%	0	595,623,672	

Program Expenditures

Operating Expenditures - Program	57,458,258	100.00%	6,039	62,255,110	100.00%	6,544	36,778,299,808	10
Regular	44,250,667	77.01%	4,651	45,048,057	72.36%	4,735	22,101,503,025	6
Gifted and Talented	0	0.00%	0	0	0.00%	0	412,775,016	
Career and Technical	0	0.00%	0	0	0.00%	0	1,403,587,116	
Students with Disabilities	2,616,445	4.55%	275	3,795,702	6.10%	399	5,595,169,798	1
Accelerated Education	6,828,470	11.88%	718	6,916,934	11.11%	727	1,773,289,297	
Bilingual	72,469	0.13%	8	148,703	0.24%	16	836,638,263	
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	143,556,319	
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	223,027,599	
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	26,121,857	
T1 A Schoolwide-St Comp>=40%	1,835,595	3.19%	193	4,485,805	7.21%	471	1,947,322,924	
Athletics/Related Activities	1,640,285	2.85%	172	1,645,582	2.64%	173	970,746,104	
High School Allotment	214,327	0.37%	23	214,327	0.34%	23	446,570,319	
Prekindergarten	0	0.00%	0	0	0.00%	0	897,992,171	

	District	Sta
Instructional Expenditure Ratio	52.8%	

Texas Education Agency

2015-2016 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2015-2016 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2011 FIRST Rating | 2011 Accountability Rating | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2015-2016 Accreditation Status | Reason For Status | Notes

Show 100 entries Search: 101845

CDN	Name	ESC	2015 FIRST Rating	2015 Accountability Rating	2015-2016 Accreditation Status	Reason For Status	Notes
101845	YES PREPARATORY PUBLIC SCHOOLS	4	Substandard Achievement	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,205 total entries)

Previous 1 Next

yes prep
PUBLIC SCHOOLS

MISSION

YES Prep Public Schools will **increase** the number of **students** from underserved communities who **graduate** from college prepared to **lead**.

MISSION OUTCOMES

BUILD
consistently excellent schools that prepare all students to graduate from college

SERVE
Houston's underserved communities at scale

VISION

Every child in Houston will have **equitable access** to a public school that delivers an **excellent, college-ready** education.

GOAL

By **2020**, we will **quadruple** the number of YES Prep **college-ready graduates**.



yesprep
PUBLIC SCHOOLS

STRATEGIC PRIORITIES



PRIORITY 1

Deeply engage the parents and communities we serve



PRIORITY 2

Recruit, develop, sustain, and retain extraordinary talent



PRIORITY 3

Build a diverse organization that values inclusivity and transparency



PRIORITY 4

Innovate and implement clear, manageable, and high-leverage academic systems



PRIORITY 5

Harness technology and operating systems that promote efficiency and accountability



PRIORITY 6

Be financially strategic and sustainable on public funding

YES Prep Public Schools, Inc. (101845)
Report on Violent or Criminal Incidents

Campus Name	Campus Number	Number of Incidents	Rate	Type: PEIMS Code	Description of Behavior
East End	101845003	1	0.5%	14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 - TEC 37.007(a)(1)
West	101845005	1	0.9%	14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 - TEC 37.007(a)(1)
Northside	101845007	1	0.7%	12	Unlawful Carrying of an Illegal Knife under Penal Code 46.02 - TEC 37.007(a)(1)(Illegal knife - blade longer than 5.5 inches)
White Oak	101845009	2	1.3%	14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 - TEC 37.007(a)(1)

YES Prep Public Schools' "school violence prevention and violence intervention policies and procedures used to protect students" can be found in the Unified Student Handbook on our website, www.yesprep.org. The handbook is available in English and Spanish.

Texas High School Graduates from FY2014
Enrolled in Texas Public or Independent Higher Education in FY 2015

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	YES PREP PUBLIC SCHOOLS INC								
	101845003	YES PREP - EAST END							
		Four-Year Public University	37	18	5	4	8	1	1
		Two-Year Public Colleges	19	10	3	2	1	3	0
		Independent Colleges & Universities	1						
		Not Trackable	4						
		Not Found	22						
		Total High School Graduates	83						
	101845004	YES PREP - GULFTON							
		Four-Year Public University	25	10	9	3	2	1	0
		Two-Year Public Colleges	14	6	0	5	2	1	0
		Independent Colleges & Universities	7						
		Not Trackable	16						
		Not Found	9						
		Total High School Graduates	71						
	101845101	YES PREP - NORTH CENTRAL							
		Four-Year Public University	50	27	6	5	7	5	0
		Two-Year Public Colleges	11	4	0	4	1	2	0
		Independent Colleges & Universities	4						
		Not Trackable	9						
		Not Found	23						
		Total High School Graduates	97						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2014
Enrolled in Texas Public or Independent Higher Education in FY 2015

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	101845001	YES PREP - SOUTHEAST							
		Four-Year Public University	40	6	8	6	15	5	0
		Two-Year Public Colleges	19	5	4	5	4	1	0
		Independent Colleges & Universities	9						
		Not Trackable	2						
		Not Found	10						
		Total High School Graduates	80						
	101845002	YES PREP - SOUTHWEST							
		Four-Year Public University	54	23	7	12	7	5	0
		Two-Year Public Colleges	13	6	1	2	3	1	0
		Independent Colleges & Universities	7						
		Not Trackable	3						
		Not Found	14						
		Total High School Graduates	91						
	101845010	YES PREP NORTH FOREST							
		Four-Year Public University	12	4	3	1	1	2	1
		Two-Year Public Colleges	2						
		Independent Colleges & Universities	3						
		Not Trackable	4						
		Not Found	12						
		Total High School Graduates	33						

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.