

International Leadership of Texas
Texas Academic Performance Report (TAPR)
2018-2019



Presented for Public Hearing February 19, 2020

Prepared by Tiffany Harrod
Executive Director of Assessment & Data Analysis
In compliance with Texas Education Code §39.306

TAPR Overview

The TAPR provides information on the performance of students in each school and district in Texas. The reports also provide extensive information on school and district staff, programs, and student demographics.

- This is the 6th year of the Texas Academic Performance Report
- State law requires that this report is presented in a public hearing – *no action is required*
- The report was published by TEA and made available to the public in December 2019

ANNUAL REPORT



2018-2019 Performance Report

2019 Accountability Ratings: B

**2019 Special Education Determination Status:
Meets Requirements**

Section 1

2018-19 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - ❑ PEIMS
 - ❑ Student Assessment Data
- Beginning in 2017-18, TAPR is published in 2 different formats
 - ❑ A comprehensive, “dynamic” online data system
 - Data are added as they become available
 - ❑ A PDF version (the “PDF TAPR”)
 - Only includes major, statutorily-required data points
 - Designed to allow districts to fulfill their public notification requirements (i.e., the Annual Report)

2019 Performance Summary

Accountability Ratings & Distinction Designations

ILTexas District – 85 (B)

Dallas Area Campuses

ILTexas Garland Elementary

74 (C)

ILTexas Garland Middle School

81 (B)

Academic Achievement in Social Studies

ILTexas Garland High School

87 (B)

Academic Achievement in ELA/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness
Top 25 Percent Closing Performance Gaps

ILTexas Lancaster Elementary

64 (D)

ILTexas Lancaster Middle School

74 (C)

ILTexas Lancaster-Desoto High School

692 (A)

Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent Comparative Academic Growth
Top 25 Percent Closing Performance Gaps

2019 Performance Summary

Accountability Ratings & Distinction Designations

ILTexas District – 85 (B)

Tarrant Area Campuses

ILTexas Arlington Elementary

63 (D)

ILTexas Grand Prairie Elementary

82 (B)

Top 25 Percent Comparative Academic Growth

ILTexas Arlington Middle School

79 (C)

ILTexas Grand Prairie Middle School

80 (B)

Academic Achievement in Science
Top 25 Percent Comparative Academic Growth
Top 25 Percent Closing Performance Gaps

ILTexas East Ft. Worth Elementary

69 (D)

ILTexas East Ft. Worth Middle School

61 (D)

ILTexas Arlington-Grand Prairie High School

91 (A)

Academic Achievement in ELA/Reading
Academic Achievement in Mathematics
Academic Achievement in Social Studies
Top 25 Percent Comparative Academic Growth
Postsecondary Readiness
Top 25 Percent Closing Performance Gaps

ILTexas North Richland Hills Elementary

69 (D)

ILTexas North Richland Hills Middle School

81 (B)

Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent Closing Performance Gaps

ILTexas Keller Elementary

89 (B)

Academic Achievement in Science

ILTexas Keller Middle School

87 (B)

Academic Achievement in ELA/Reading
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness

ILTexas Saginaw Elementary

70 (C)

ILTexas Saginaw Middle School

70 (C)

ILTexas Keller-Saginaw High School

89 (B)

Academic Achievement in ELA/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Postsecondary Readiness

2019 Performance Summary

Accountability Ratings & Distinction Designations

ILTexas District – 85 (B)

Harris Area Campuses

ILTexas Katy Elementary 75 (C)	ILTexas Westpark Elementary 74 (C) Academic Achievement in ELA/Reading	ILTexas Windmill Lakes Elementary 74 (C)	ILTexas Orem Elementary 45 (F) Improvement Required
ILTexas Katy Middle School 82 (B) Academic Achievement in ELA/Reading Academic Achievement in Science Top 25 Percent Comparative Academic Growth Postsecondary Readiness Top 25 Percent Closing Performance Gaps	ILTexas Westpark Middle School 79(C) Academic Achievement in ELA/Reading	ILTexas Windmill Lakes Middle School 70 (C)	ILTexas Orem Middle School 48 (F) Improvement Required
ILTexas Katy-Westpark High School Not Rated		ILTexas Windmill Lakes-Orem High School 65 (D)	
	ILTexas College Station Elementary 71 (C)	ILTexas College Station Middle School 71 (C)	

Student Achievement

2018-19 Texas Academic Performance Report (TAPR)

➤ STAAR Performance

- ❑ All 3 performance rates
 - *Approaches Grade Level or Above*
 - *Meets Grade Level or Above*
 - *Masters Grade Level*
- ❑ Reported for
 - Each Assessment
 - All Grades All Subjects
 - All Grades by Subject
- ❑ Performance data includes results from **2019 Accountability Year**

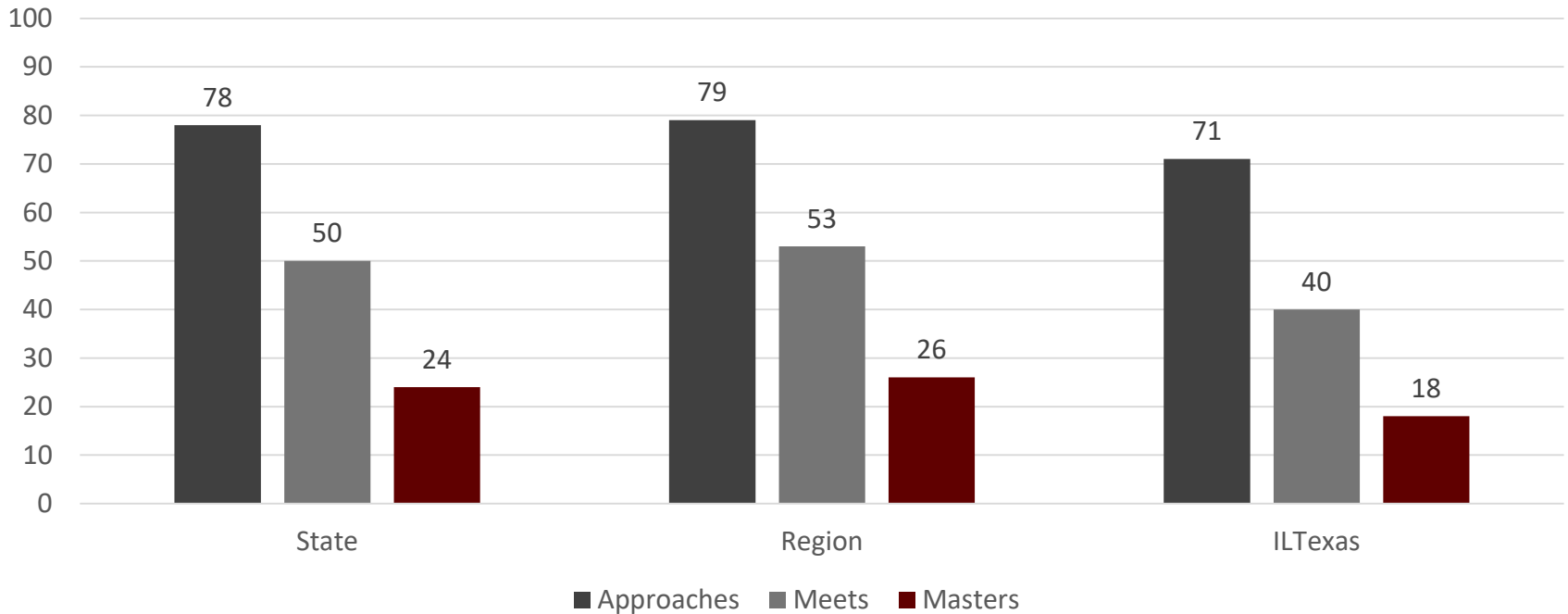
Summer 2018 EOCs	December 2018 EOCs	Spring 2019 EOCs and all Grades 3-8 Assessments (including 1 st and 2 nd administrations of Grades 5 and 8 Reading and Math)
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- ❑ Only includes results for students in the **accountability subset**
 - Students taking assessments who were enrolled in the district/campus on the preceding fall snapshot date (last Friday of October)

2019 STAAR

Approaches-Meets-and Masters

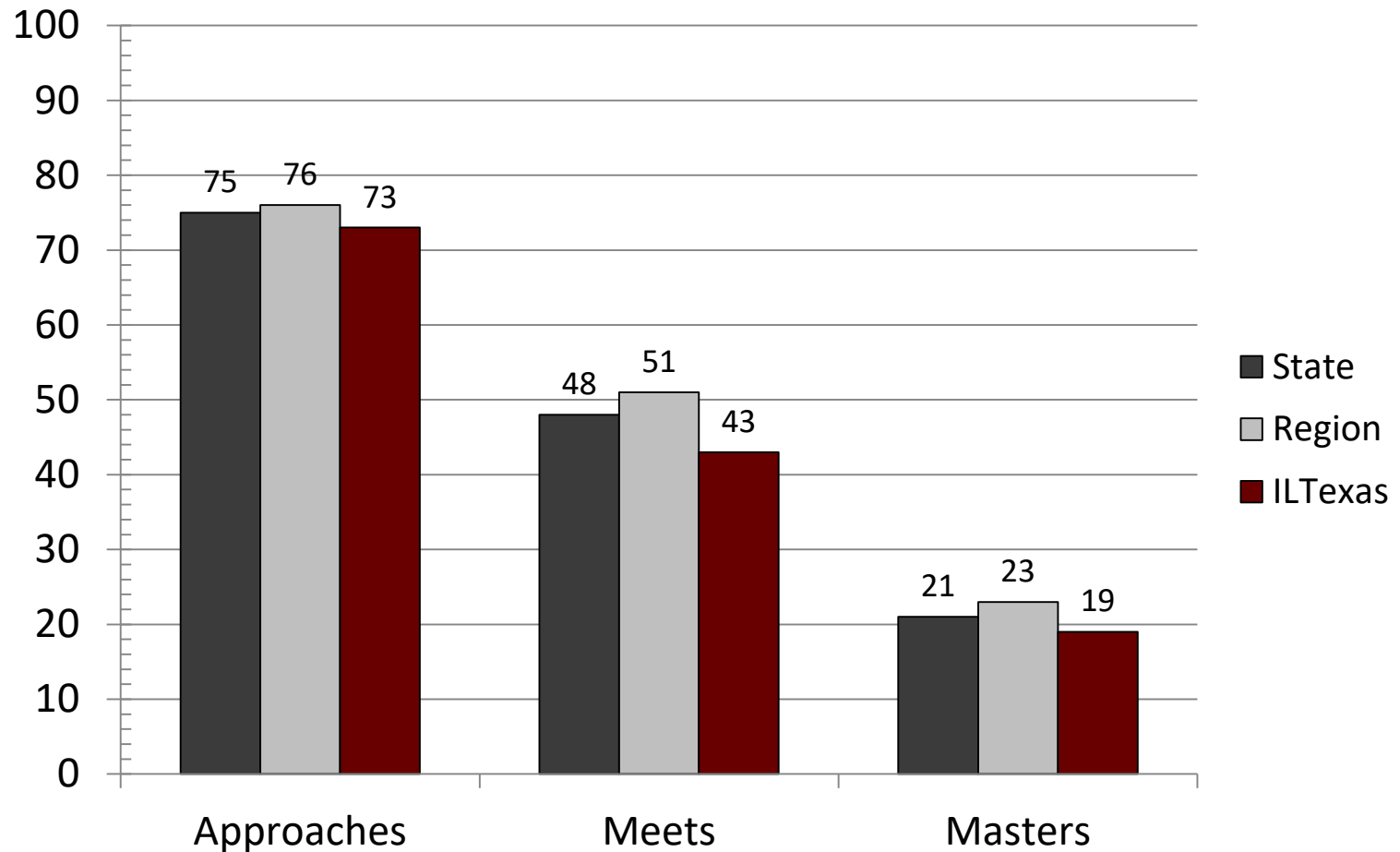
All Grades, All Subjects



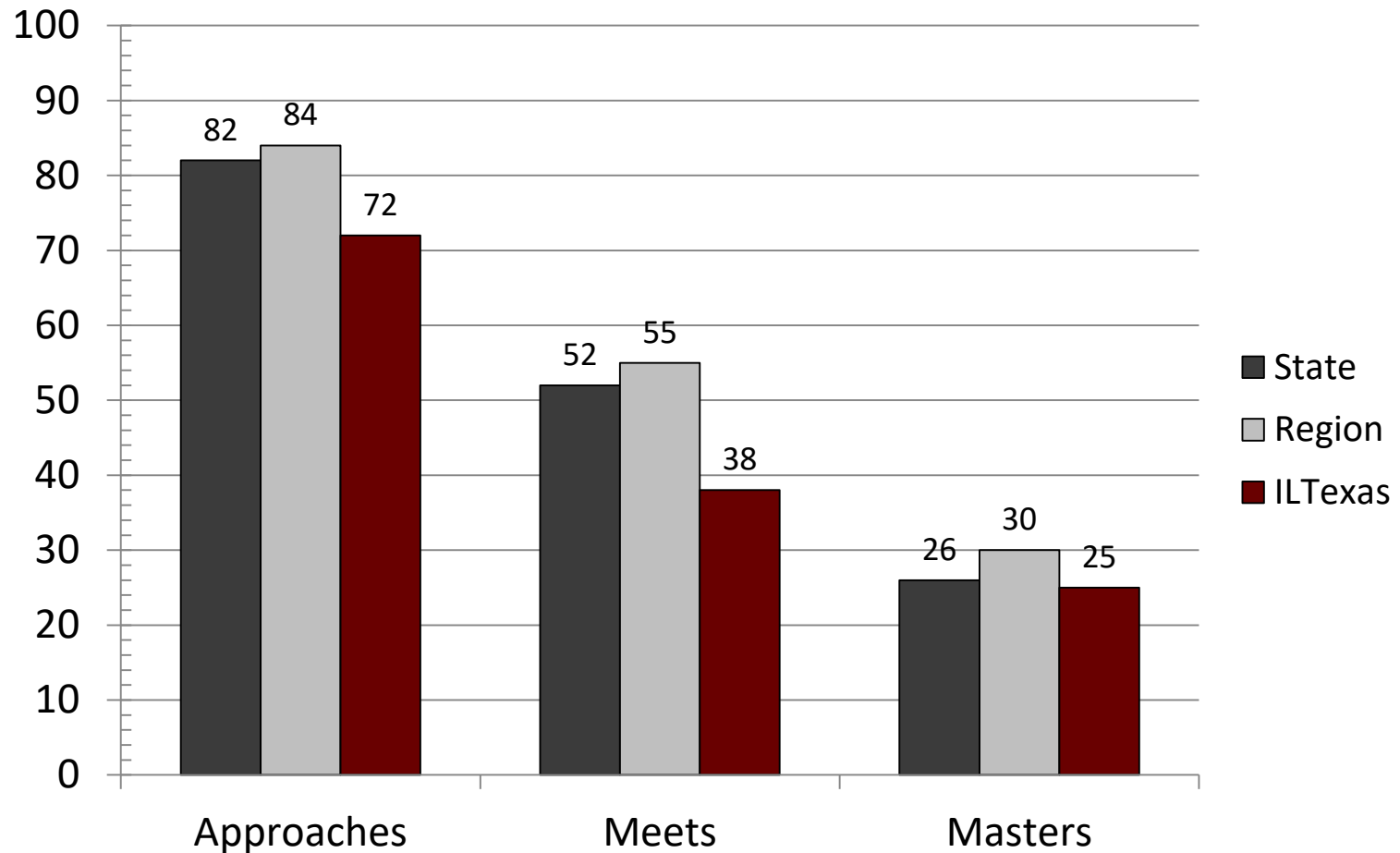
Calculated Averages

State	Region	District
51%	53%	42%
Scaled Score 82(B)	Scaled Score 84(B)	Scaled Score 73(C)

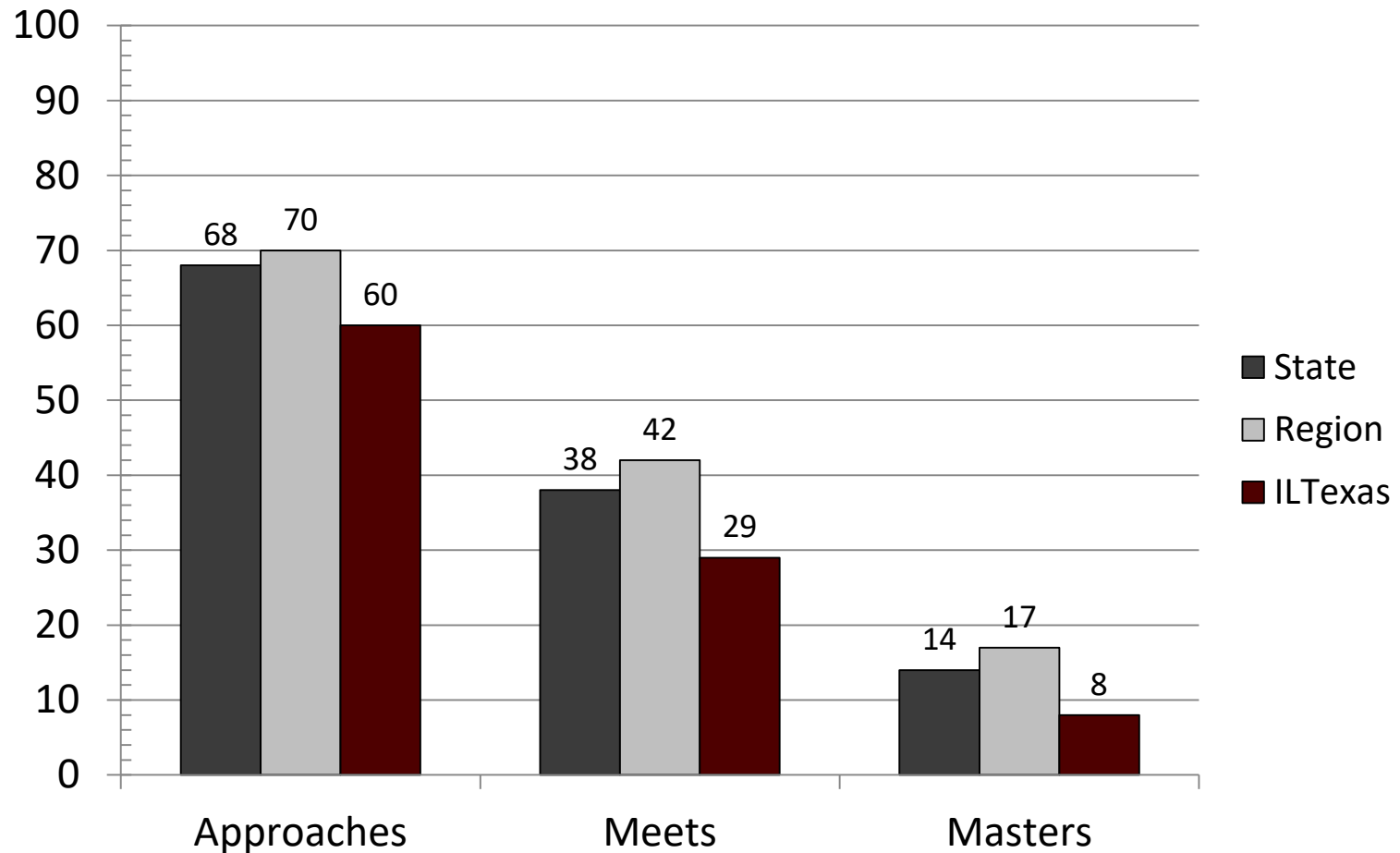
2019 All Grades ELA/Reading Performance Percent at Meets Grade Level or Above



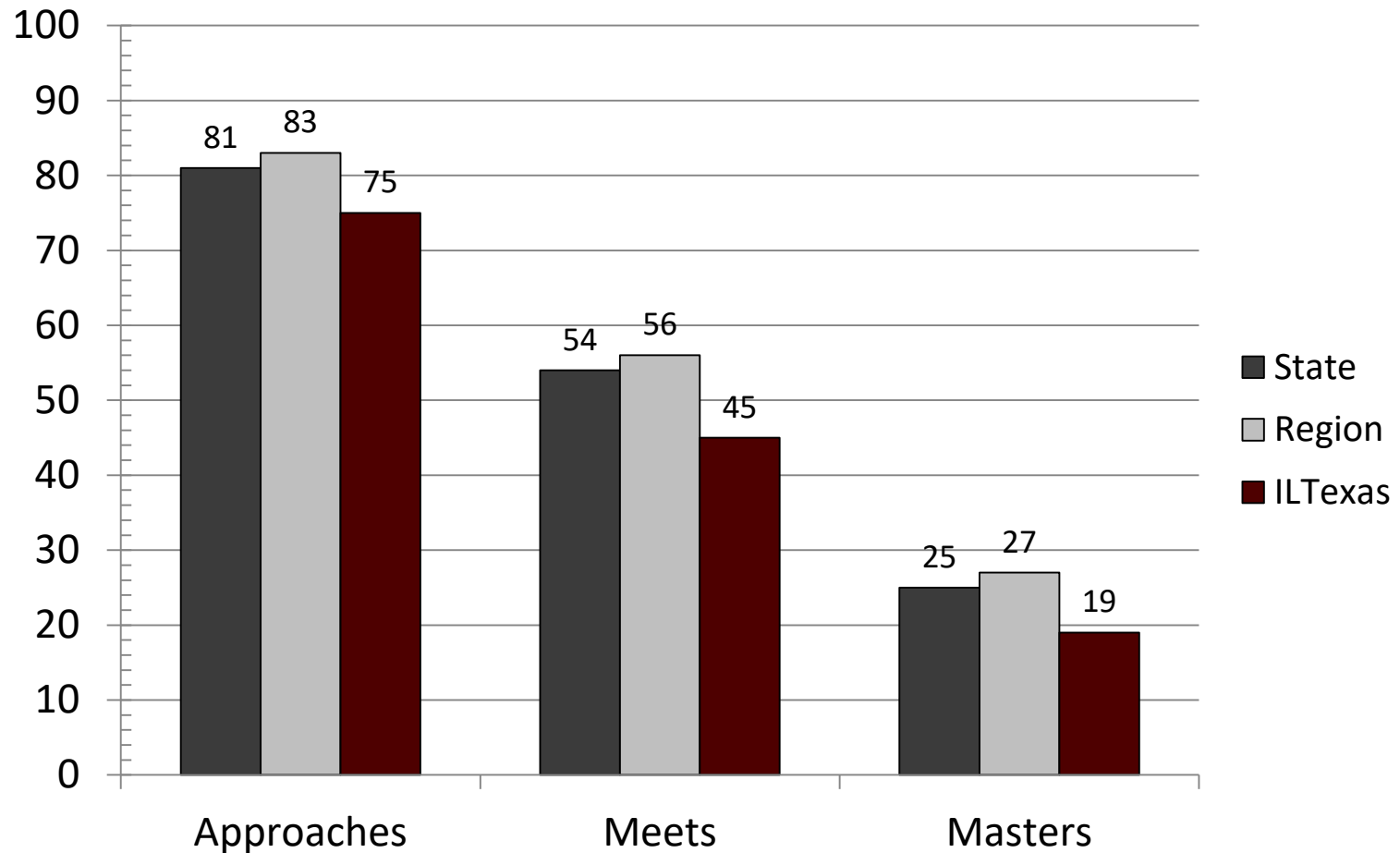
2019 All Grades Mathematics Performance Percent at Meets Grade Level or Above



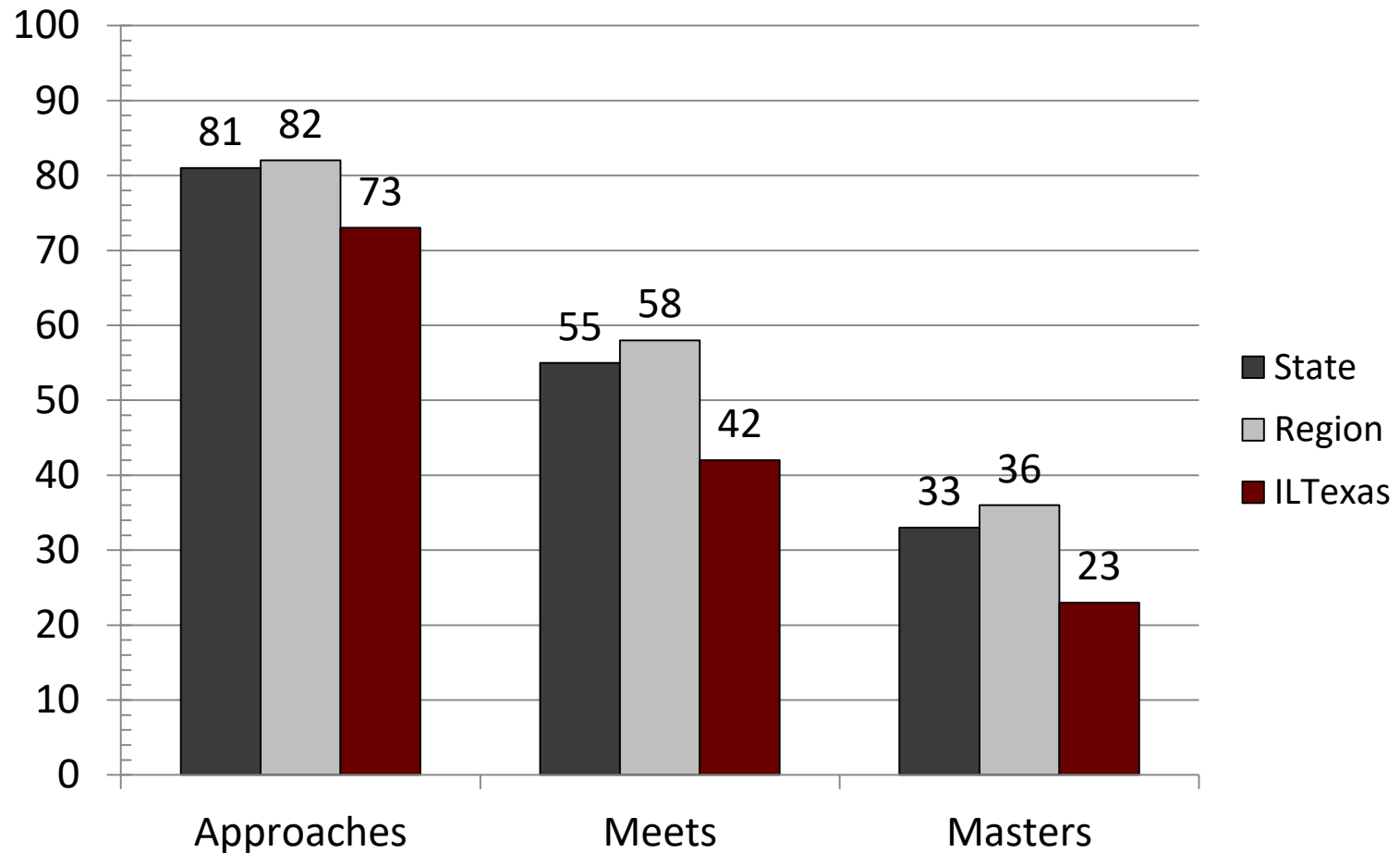
2019 All Grades Writing Performance Percent at Meets Grade Level or Above



2019 All Grades Science Performance Percent at Meets Grade Level or Above



2019 All Grades Social Studies Performance Percent at Meets Grade Level or Above

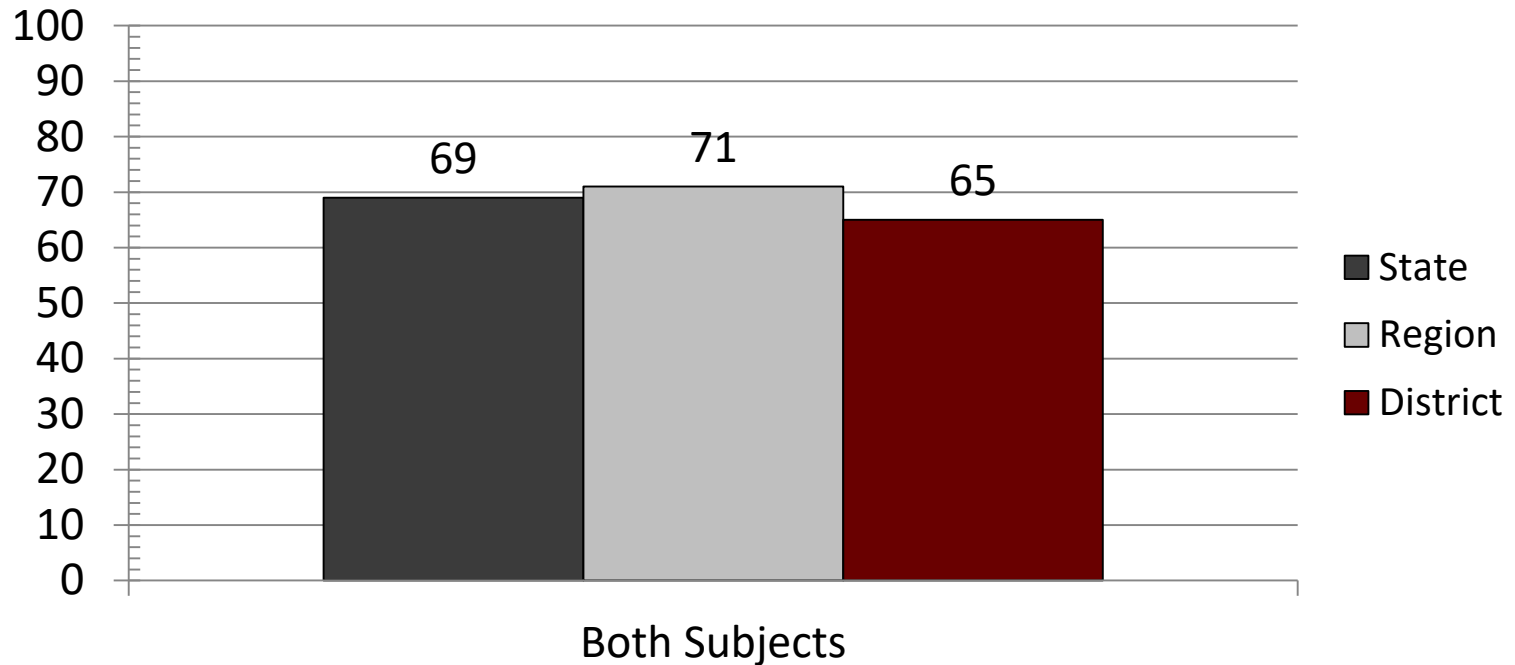


School Progress

2018-19 Texas Academic Performance Report (TAPR)

- Progress
 - ❑ Academic Growth (School Progress Domain)
- Prior Year and Student Success Initiative
 - ❑ Progress of Prior Year Non-Proficient Students
 - ❑ Student Success Initiative (SSI)
- Bilingual Education/English as a Second Language
 - ❑ Includes performance and progress measures (disaggregated by various program instructional models) for students identified as current ELs in the 2018-19 school year

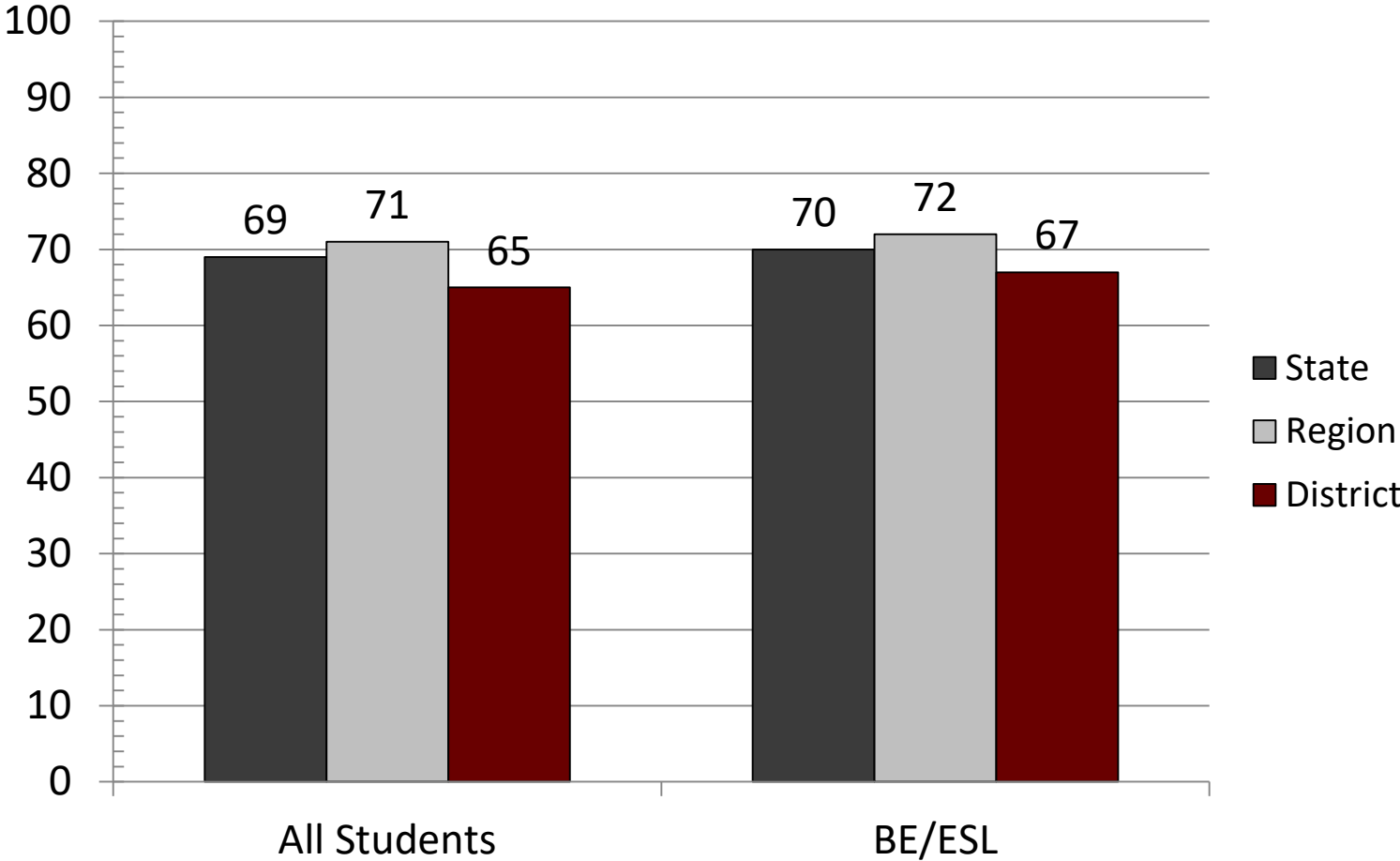
School Progress - Academic Growth All Grades, Both Subjects



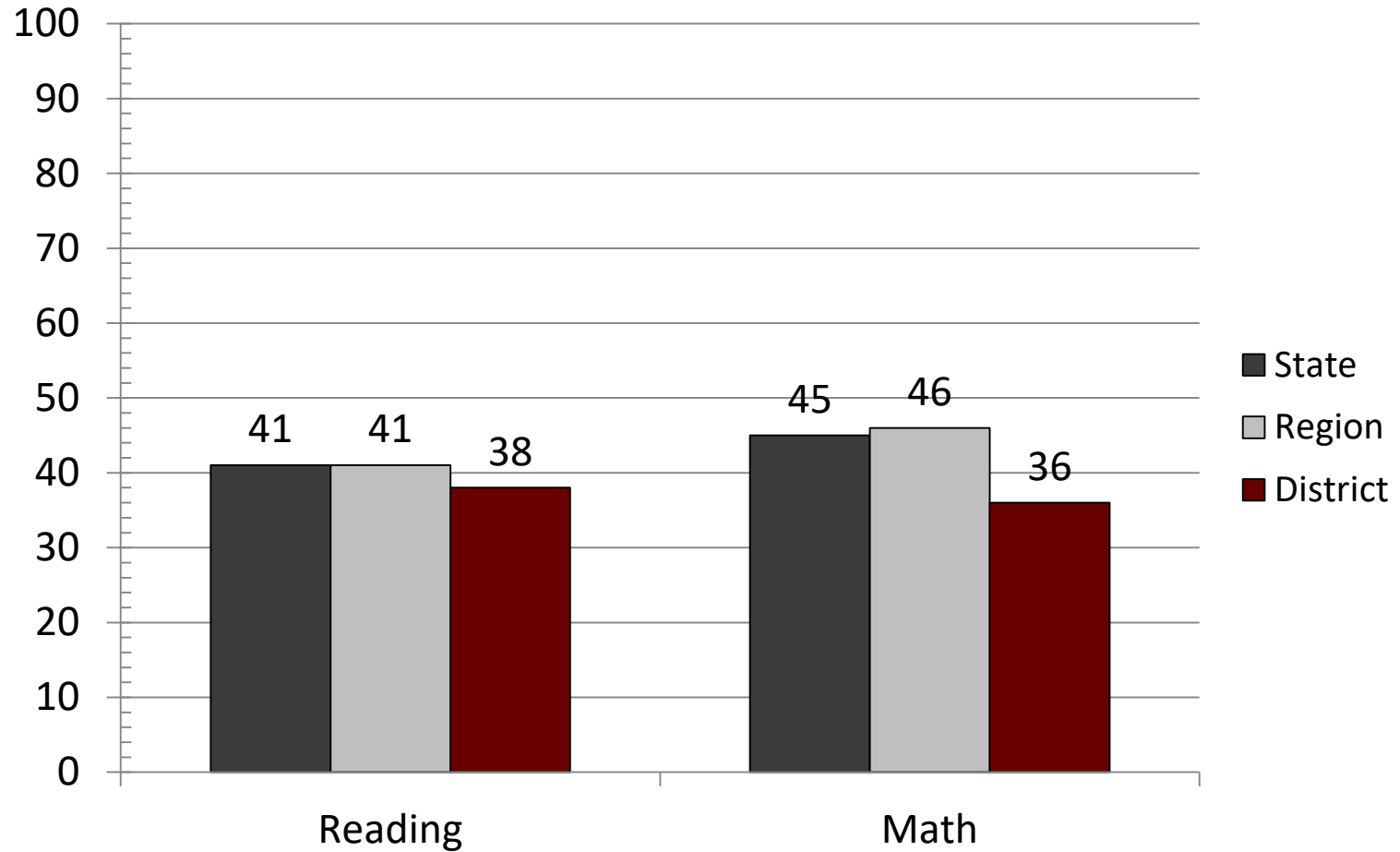
Calculated Averages

State	Region	District
69% Scaled Score 79(C)	71% Scaled Score 82(B)	61% Scaled Score 69(D)

School Progress - Academic Growth All Grades ELA/Reading and Mathematics

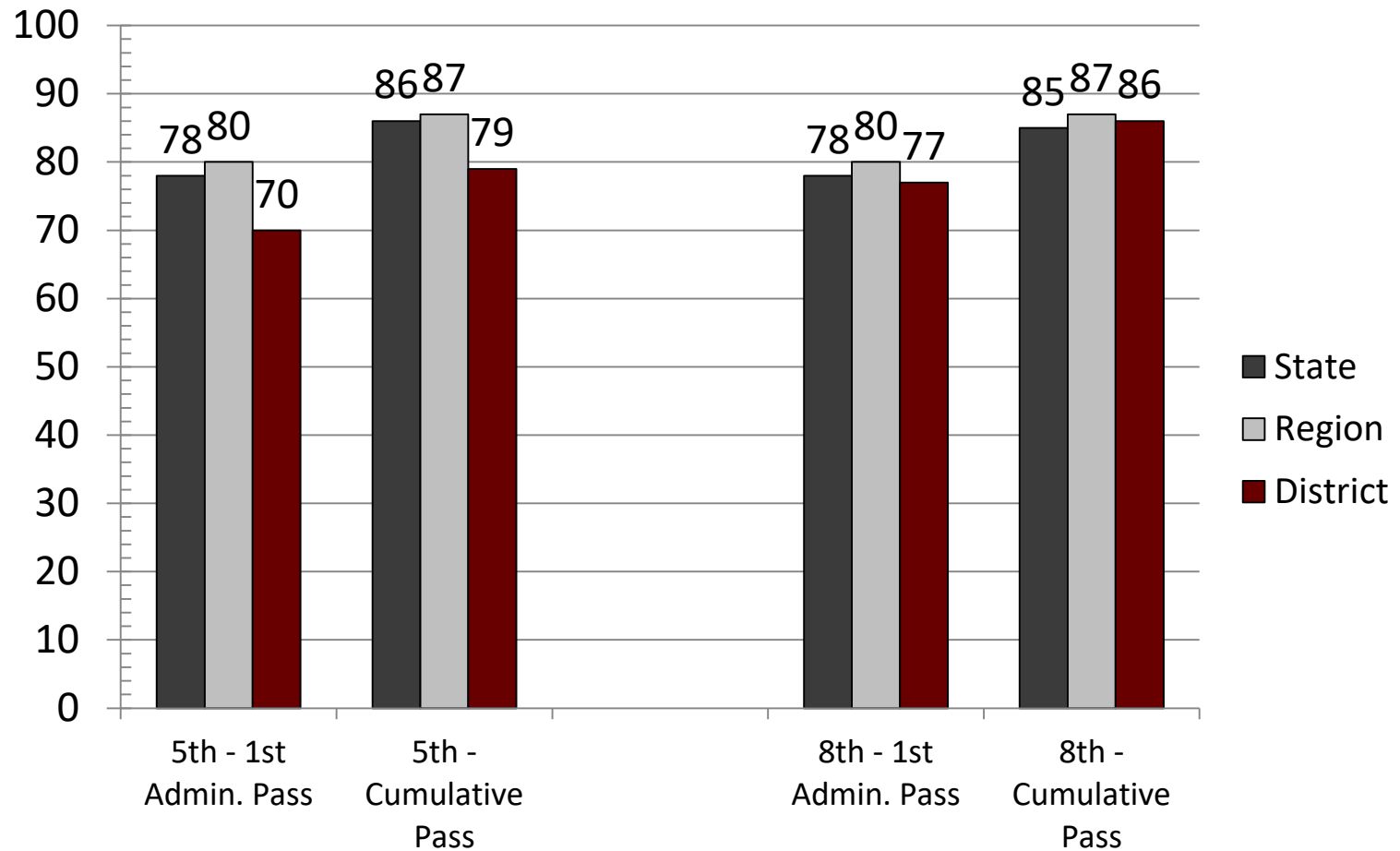


Progress of Prior-Year Non-Proficient Students



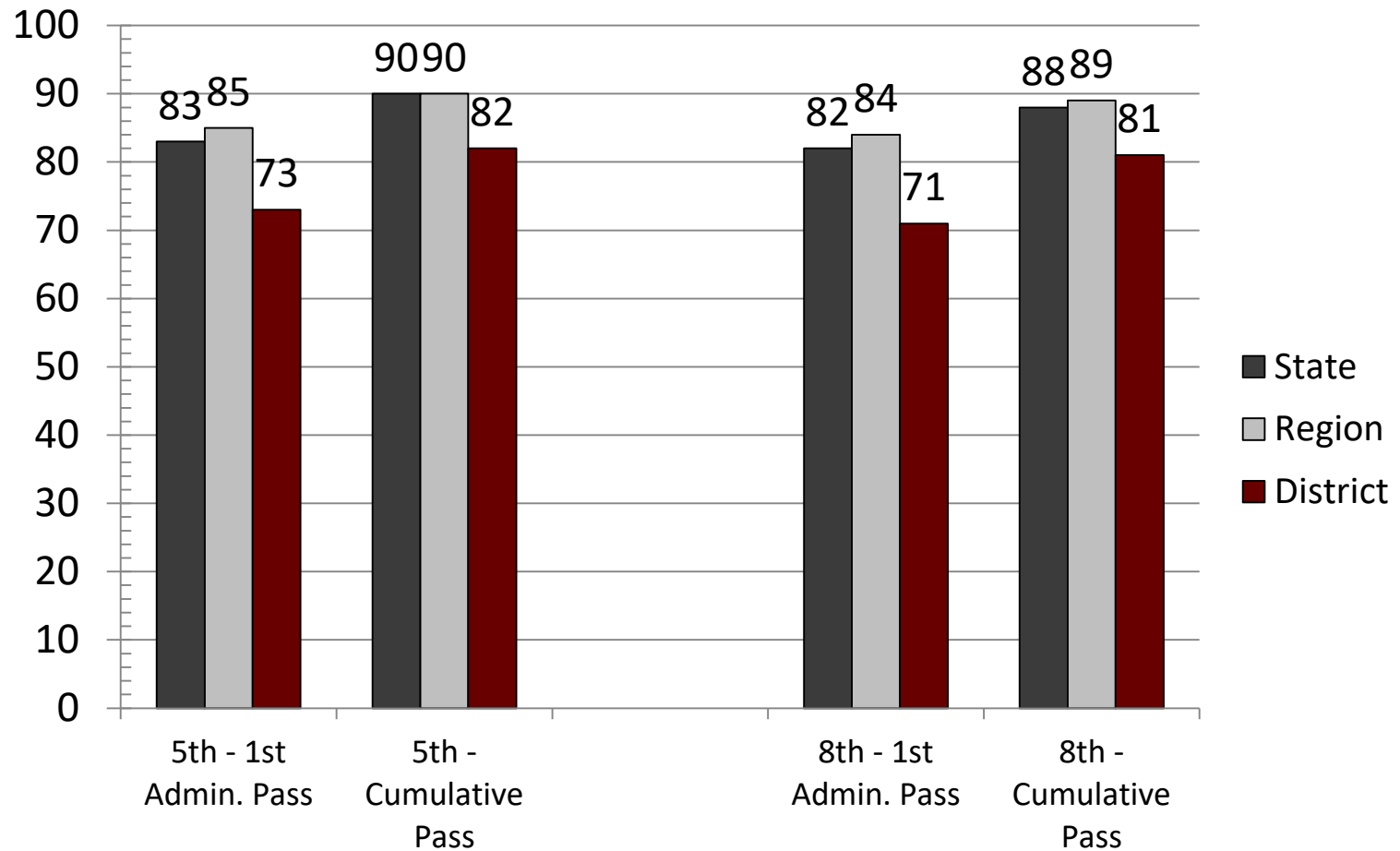
Student Success Initiative

STAAR Cumulative Met Standard-Reading



Student Success Initiative

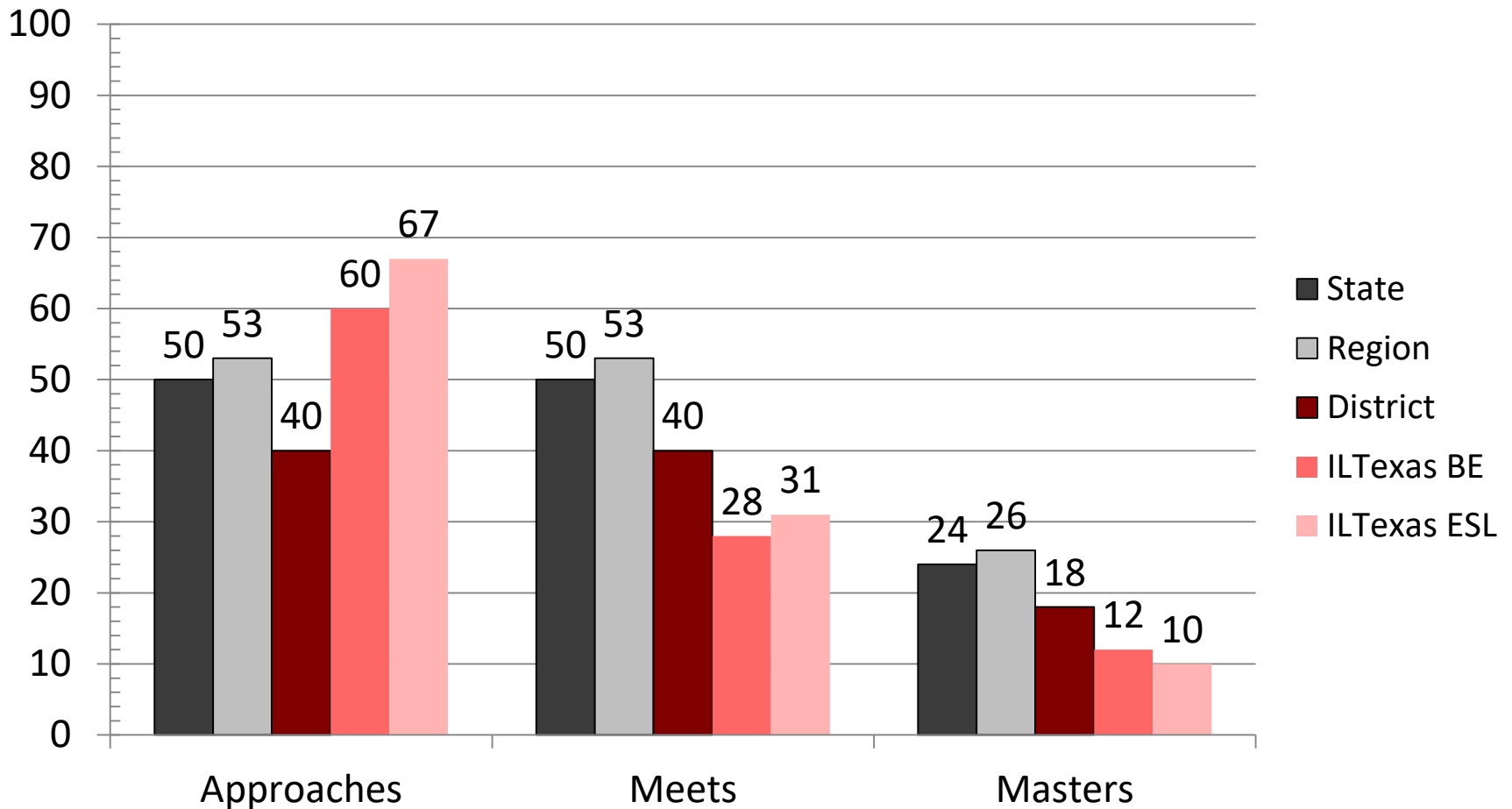
STAAR Cumulative Met Standard-Mathematics



2019 STAAR

All Grades, All Subjects at Meets

Bilingual Education and English as a Second Language

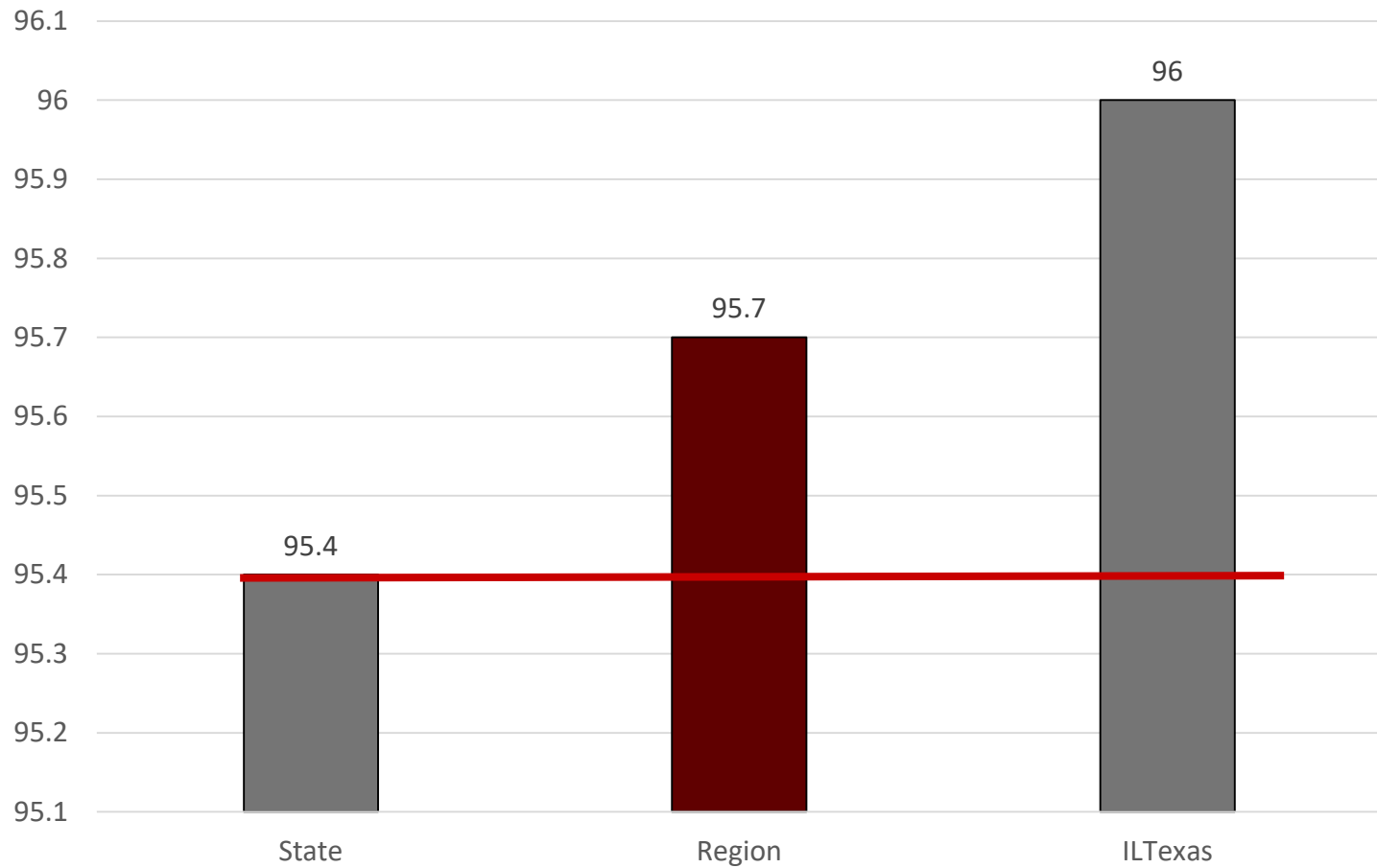


Additional Data

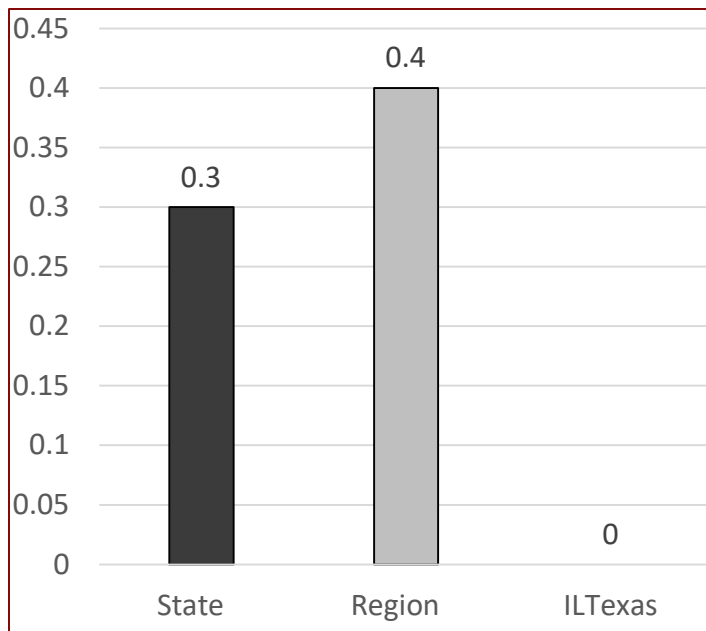
2018-19 Texas Academic Performance Report (TAPR)

- Attendance, Graduation, and Dropout Rates
 - ❑ Attendance Rate
 - ❑ Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
 - ❑ 4-year Longitudinal Graduation Rates (State and Federal Rates)
 - ❑ 5-year Extended Longitudinal Graduation Rates (State)
 - ❑ 6-year Extended Longitudinal Graduation Rates (State)
 - ❑ Graduation Plan Rates (Longitudinal and Annual)
- Graduation Profile

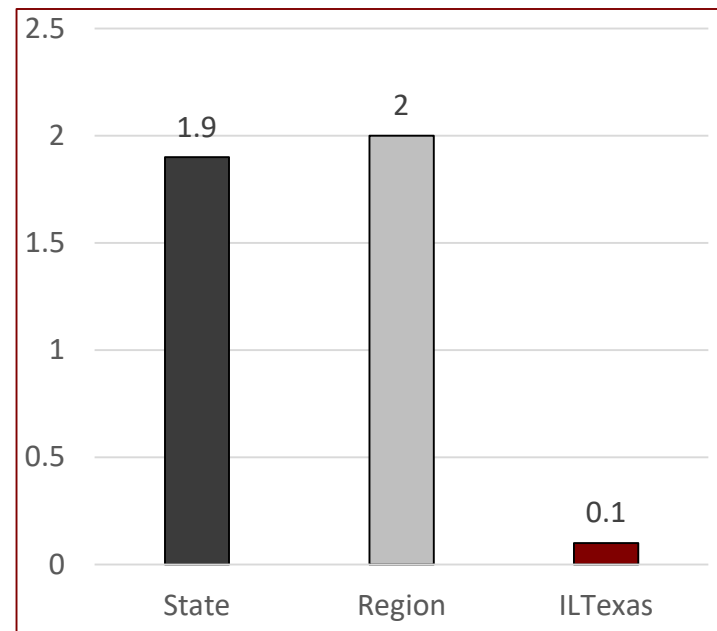
School Year Attendance



2017-18 School Year Annual Dropout Rate

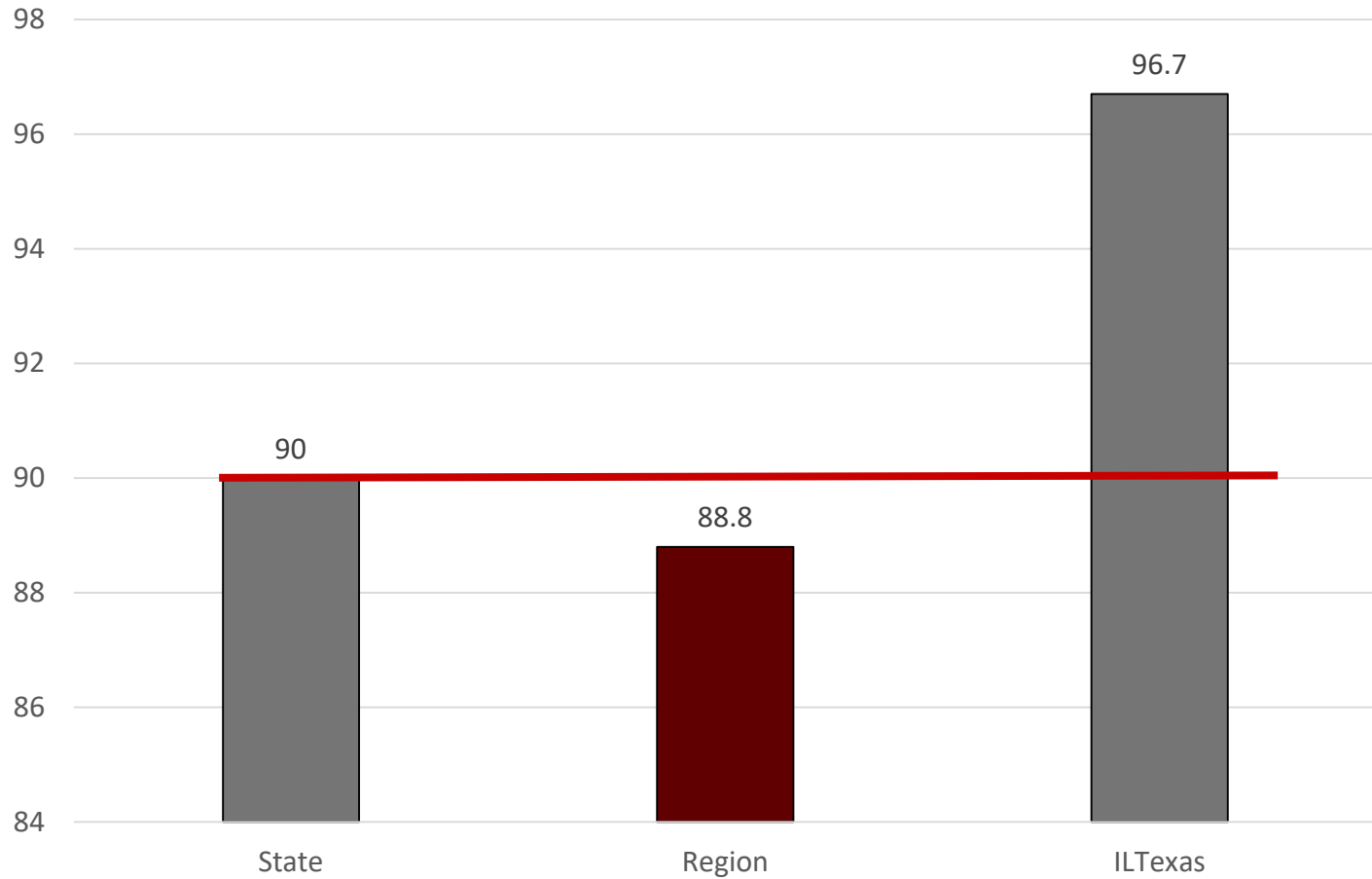


Grades 7-8

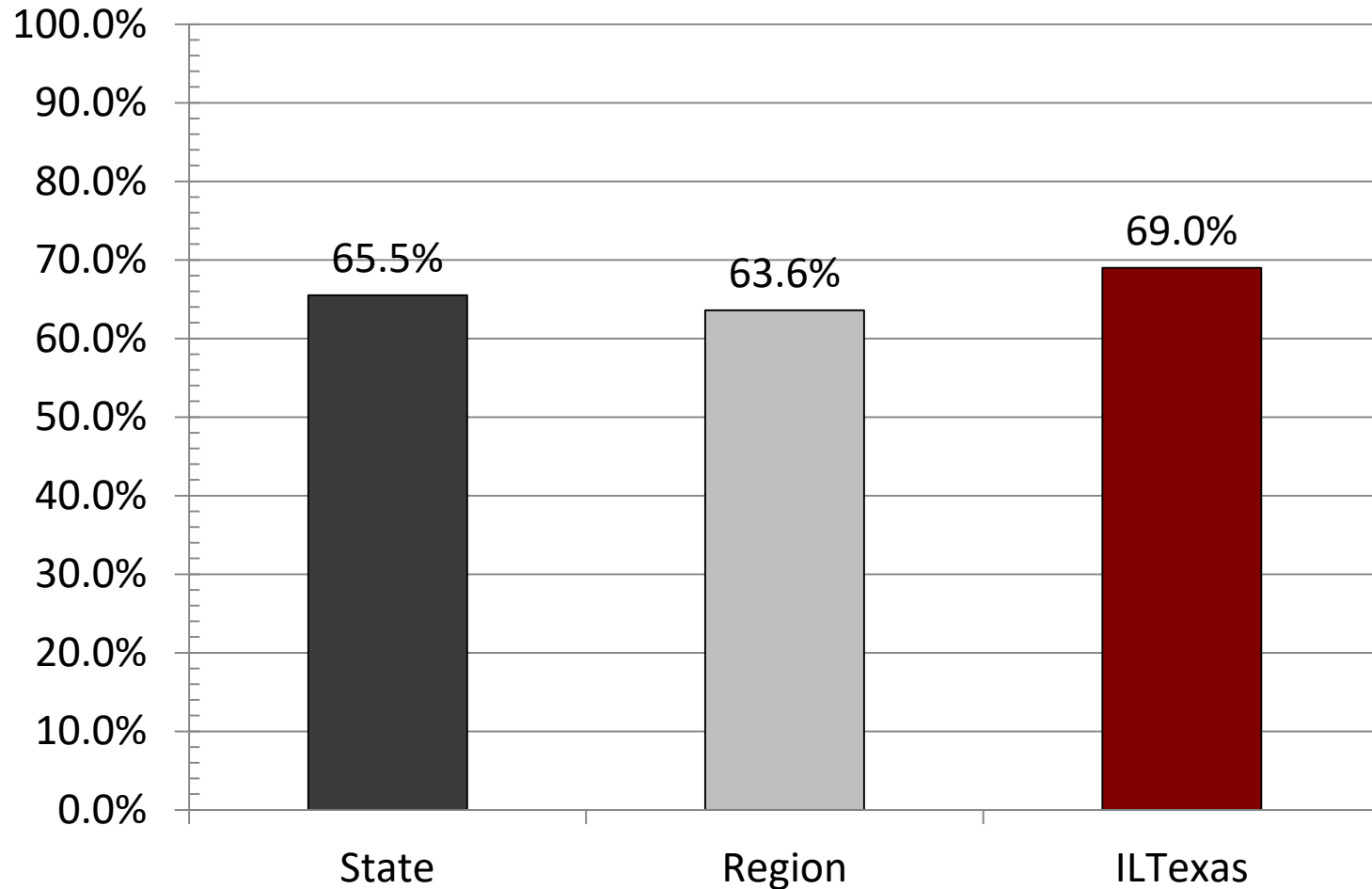


Grades 9-12

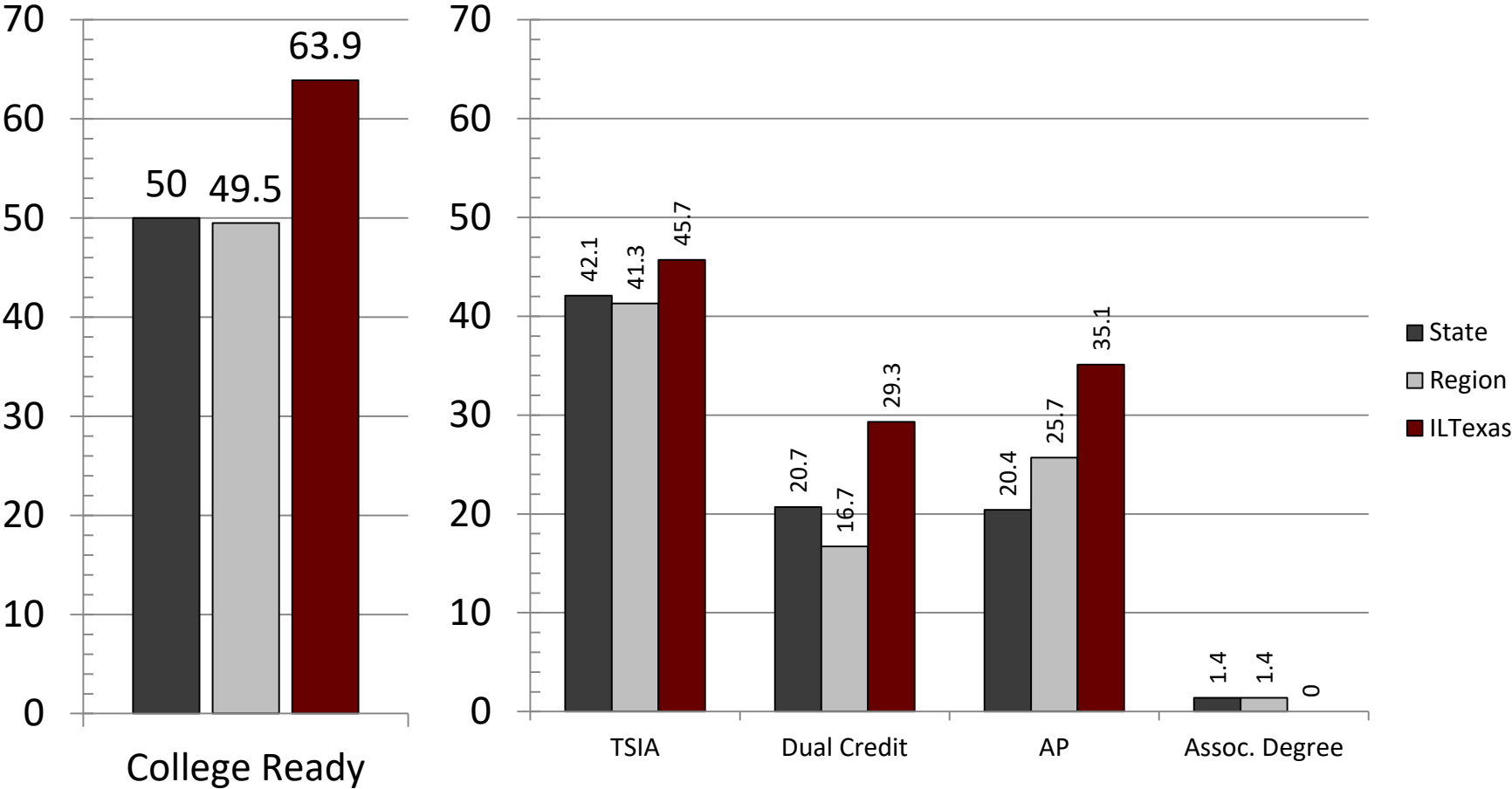
Class of 2018 Graduation Rate



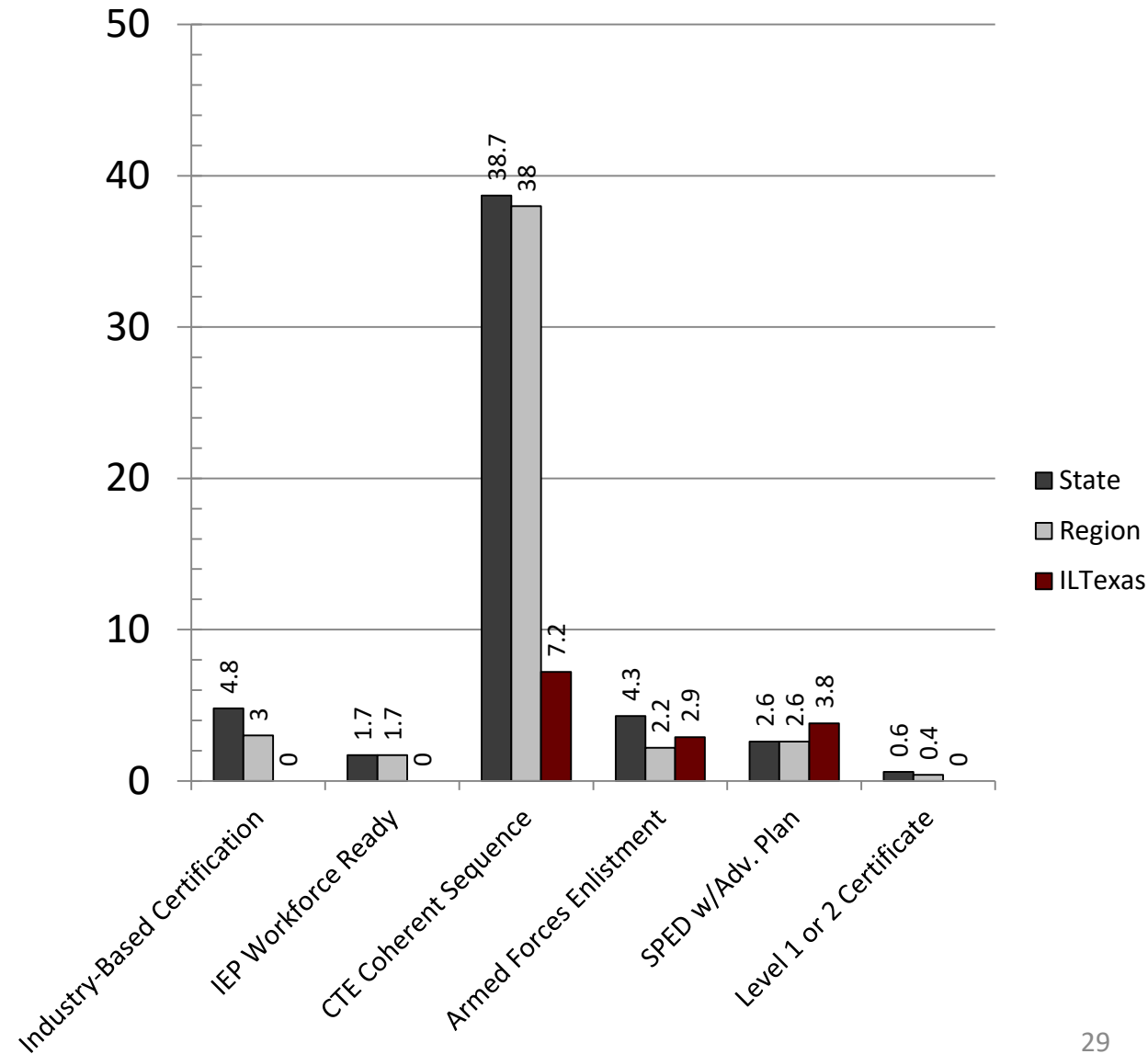
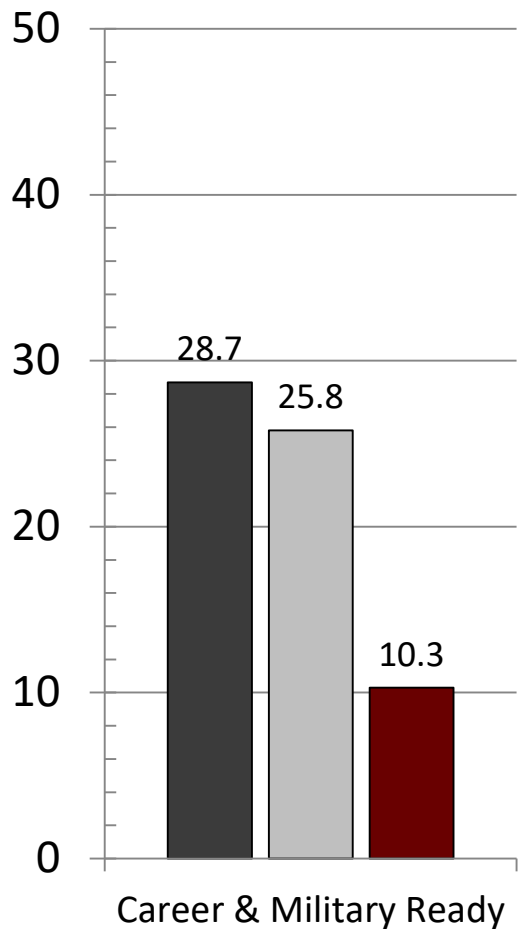
Class of 2018 CCMR Graduates



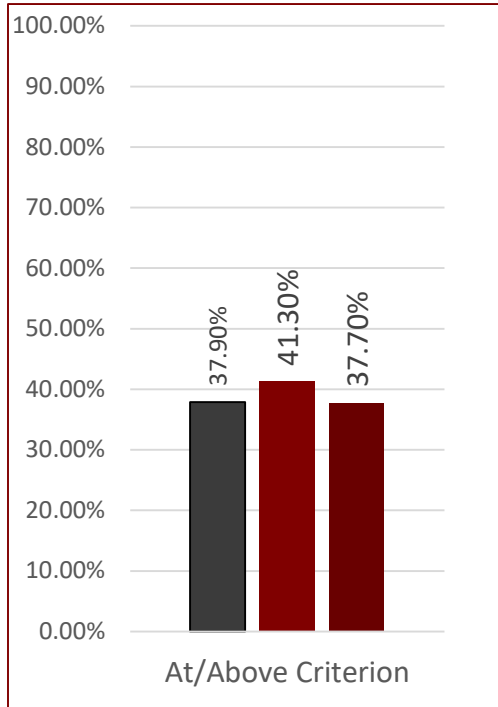
Class of 2018 College Ready Graduates



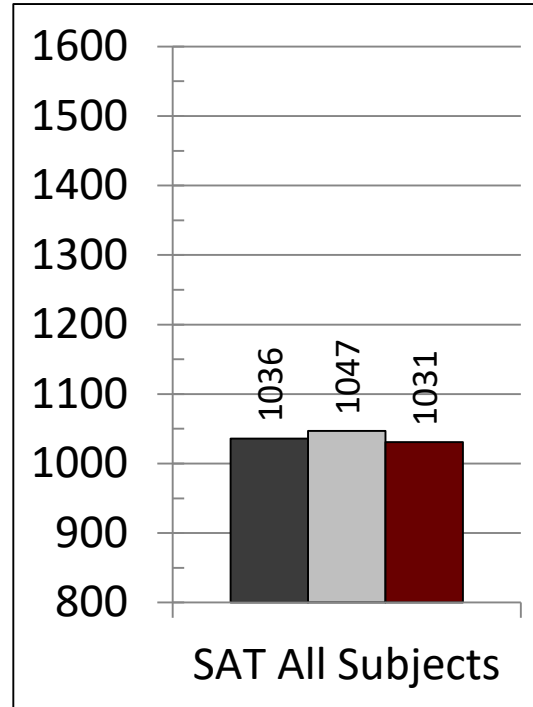
Class of 2018 Career/Military Ready Graduates



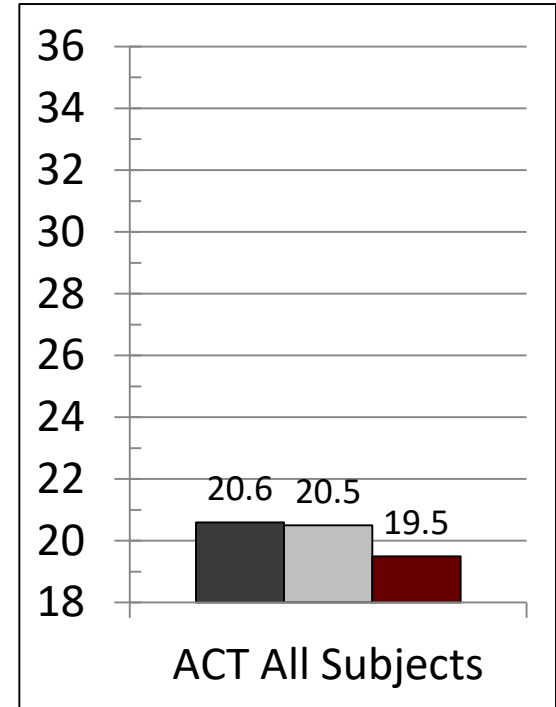
Class of 2018 SAT/ACT Results



At or Above
Criterion



Average Score



Additional Data

2018-19 Texas Academic Performance Report (TAPR)

- Student Information
 - ❑ Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, and class size information)
- Staff Information
 - ❑ Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)
- Program Information
 - ❑ Student Enrollment by Program
 - ❑ Teachers by Program (population served)

2019 Student Ethnic Distribution

	District	State
African American	29.1%	12.6%
Hispanic	49.8%	52.6%
White	13.1%	27.4%
American Indian	0.2%	0.4%
Asian	4.5%	4.5%
Pacific Islander	0.1%	0.2%
Two of More Races	3.2%	2.4%

2019 Student Demographics

	District	State
Economically Disadvantaged	63.2%	60.6%
English Language Learners	26.4%	19.5%
Students w/Disciplinary Placements (2017-18)	0%	1.4%
At-Risk	56.7%	50.1%
Students with Disabilities	5.3%	9.6%

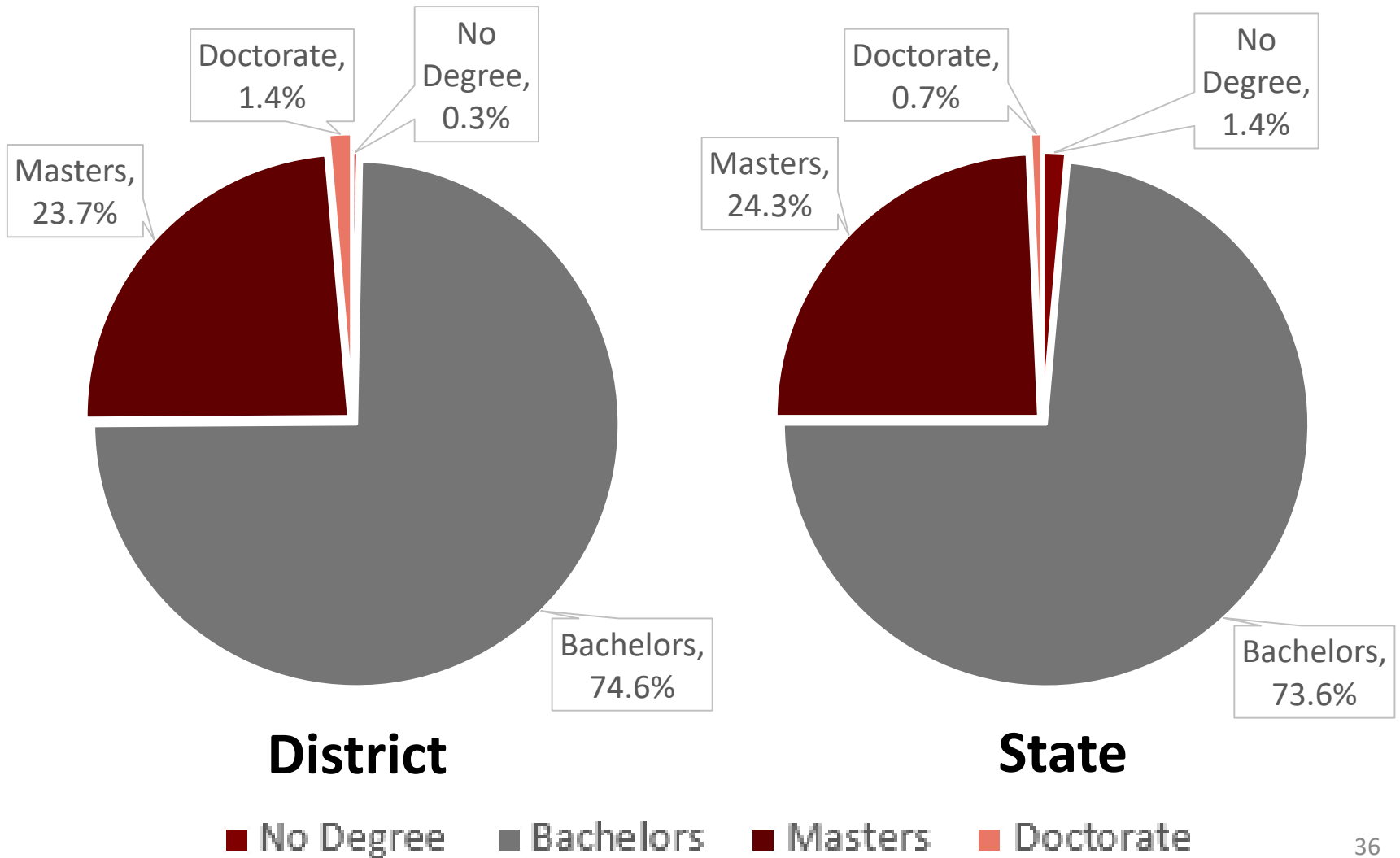
2019 Professional Staff Distribution

	District	State
Teachers	63.3%	49.8%
Professional Support	8.4%	10.1%
Campus Administration (School Leadership)	4.3%	3.0%
Central Administration	2.0%	1.1%

2019 Teacher Ethnic Distribution

	District	State
African American	24.9%	10.6%
Hispanic	34.7%	27.7%
White	28.1%	58.4%
American Indian	0.2%	0.3%
Asian	10.8%	1.7%
Pacific Islander	0.0%	0.2%
Two of More Races	1.3%	1.1%

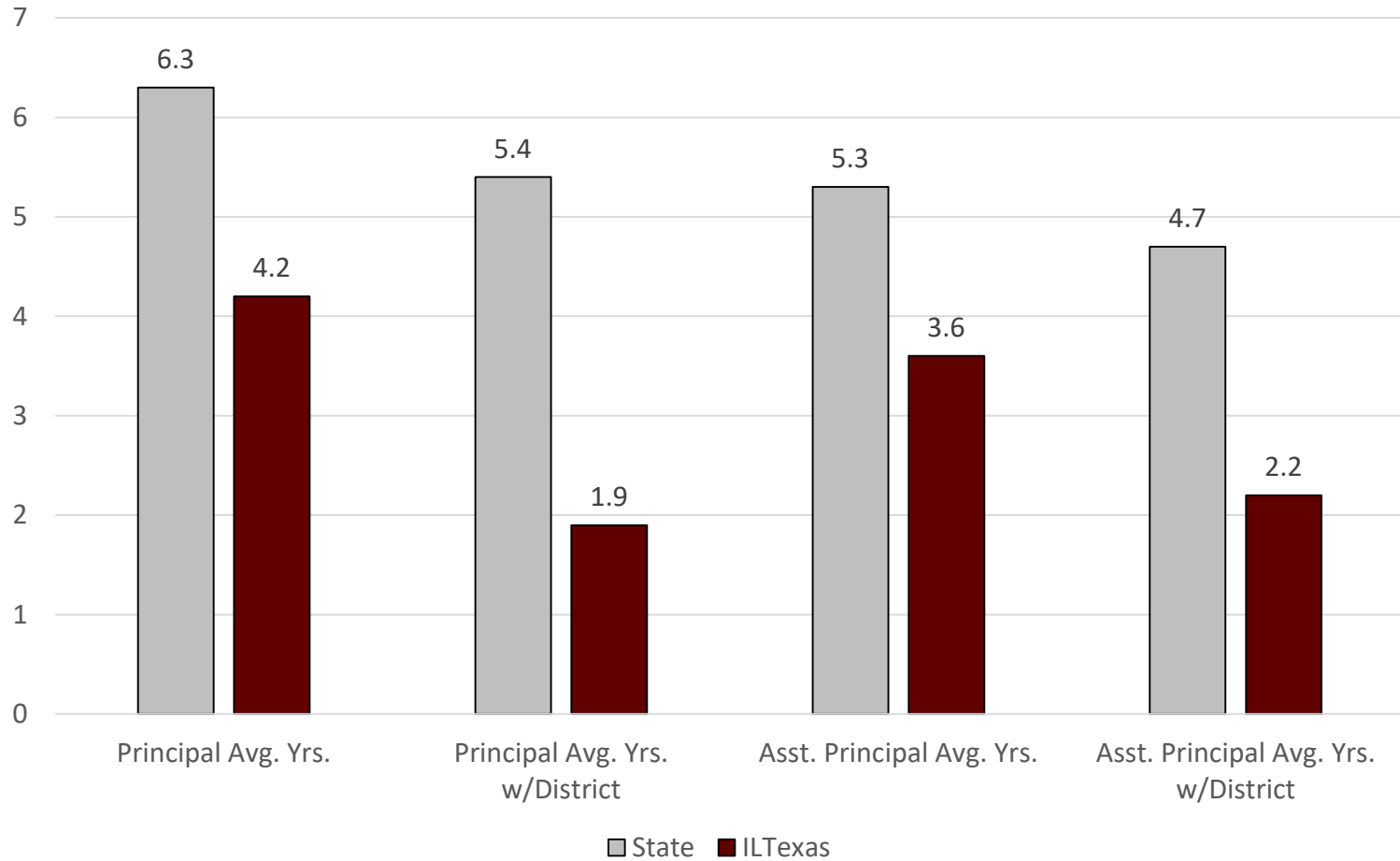
2019 Teachers by Highest Degree Held



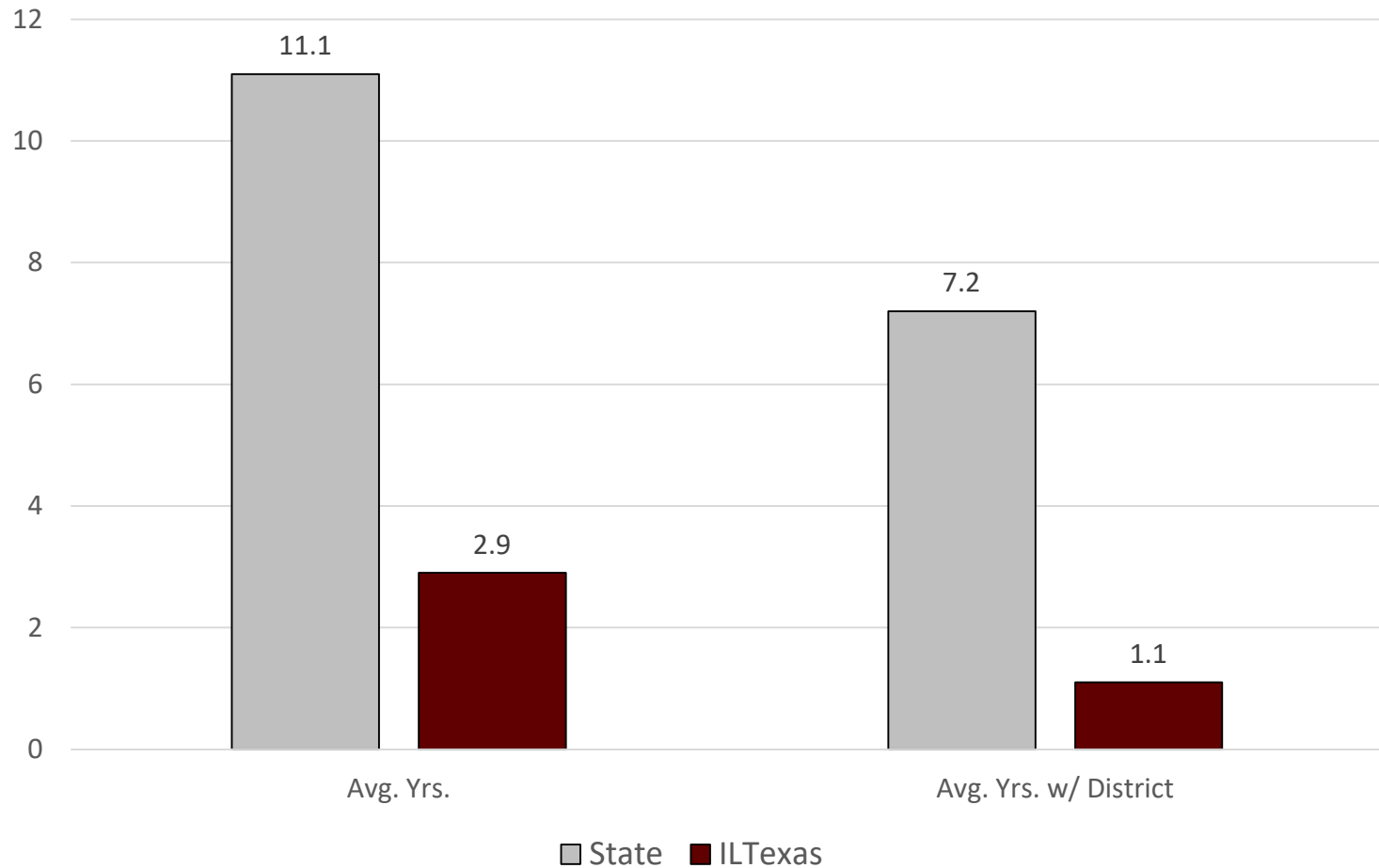
2019 Teachers by Years of Experience

	District	State
Beginning Teachers	26.1%	7.0%
1-5 Years of Experience	60.6%	28.9%
6-10 Years of Experience	6.2%	19.0%
11-20 Years of Experience	6.1%	29.3%
Over 20 Years of Experience	1.0%	15.7%

Experience of Campus Leadership



Average Years of Experience of Teachers



2019 Enrollment by Program

	District	State
Bilingual/ESL	69.9%	19.7%
Career & Technical Education	10.0%	26.3%
Gifted & Talented Education	5.5%	8.1%
Special Education	5.4%	9.6%

PEIMS FINANCIAL STANDARD REPORT



Section 2

PEIMS Financial Standard Reports (2017-18 Financial Actual Reports)

2017-18 Actual Financial Data (District)

- Receipts
- Fund Balances
- Disbursements
- Program Expenditures
- Tax Rates
- 2016 Tax Year State Certified Property Values
- Unassigned Fund Balance (% of Total Budgeted Expenditures)

2017-18 Actual Financial Data (Each Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

PEIMS Financial Standard Reports

2017-2018 Financial Actual Report

	District					
	General Fund	%	Per Student	All Funds	%	Per Student
Receipts						
Total Revenue	128,931,247	100.00%	7,993	141,517,938	100.00%	8,773
Local Tax	0	0.00%	0	0	0.00%	0
Other Local and Intermediate	1,858,293	1.44%	115	3,485,387	2.46%	216
State	126,965,792	98.48%	7,871	128,530,219	90.82%	7,968
Federal	107,162	0.08%	7	9,502,332	6.71%	589
Total Receipts	130,339,311	100.00%	8,080	142,926,002	100.00%	8,860
Total Revenue	128,931,247	98.92%	7,993	141,517,938	99.01%	8,773
Recapture	0	0.00%	0	0	0.00%	0
Total Other Resources	1,408,064	1.08%	87	1,408,064	0.99%	87
Net Assets (Charters schools)						
Total Net Assets**	N/A			-5,778,552	-4.08%	-358
Unrestricted Net Assets	N/A			-5,778,552	-4.08%	-358
Temporarily Restricted Net Assets	N/A			0	0.00%	0
Permanently Restricted Net Assets	N/A			0	0.00%	0

PEIMS Financial Standard Reports

2017-2018 Financial Actual Report

		District					
		General Fund	%	Per Student	All Funds	%	Per Student
Disbursements							
<u>Total Expenditures</u>							
	BY OBJECT	135,586,321	100.00%	8,405	147,749,416	100.00%	9,159
	Payroll (Objects 6100)	80,934,717	59.69%	5,017	84,890,905	57.46%	5,263
	Other Operating (Objects 6200-6400)	25,888,096	19.09%	1,605	34,095,003	23.08%	2,114
	Debt Service (Objects 6500)	28,763,508	21.21%	1,783	28,763,508	19.47%	1,783
	Capital Outlay (Objects 6600)	0	0.00%	0	0	0.00%	0
	<u>Total Disbursements</u>	135,586,321	100.00%	8,405	147,749,416	100.00%	9,159
	Total Expenditures	135,586,321	100.00%	8,405	147,749,416	100.00%	9,159
	Recapture	0	0.00%	0	0	0.00%	0
	Total Other Uses	0	0.00%	0	0	0.00%	0
	Intergovernmental Charge	0	0.00%	0	0	0.00%	0

PEIMS Financial Standard Reports

2017-2018 Financial Actual Report

		<u>District</u>					
		General Fund	%	Per Student	All Funds	%	Per Student
Program Expenditures							
	Operating Expenditures - Program	82,041,103	100.00%	5,086	88,706,271	100.00%	5,499
	Regular	59,987,119	73.12%	3,719	61,256,953	69.06%	3,797
	Gifted and Talented	64,555	0.08%	4	77,380	0.09%	5
	Career and Technical	1,965,479	2.40%	122	2,092,338	2.36%	130
	Students with Disabilities	4,111,441	5.01%	255	5,783,362	6.52%	359
	Accelerated Education	170,637	0.21%	11	639,114	0.72%	40
	Bilingual	8,446,909	10.30%	524	8,696,055	9.80%	539
	Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0
	Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0
	Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0
	T1 A Schoolwide-St Comp>=40%	5,746,642	7.00%	356	8,611,896	9.71%	534
	Athletics/Related Activities	1,548,321	1.89%	96	1,549,173	1.75%	96
	High School Allotment	0	0.00%	0	0	0.00%	0
	Prekindergarten	0	0.00%	0	0	0.00%	0
Instructional Expenditure Ratio							
					<u>District</u>		
	Instructional Expenditure Ratio				64.40%		

DISTRICT ACCREDITATION STATUS



Section 3

2018-19 District Accreditation Status

- Each year, TEA assigns one of four accreditation statuses to each district in the state:
 1. *Accredited*
 2. *Accredited-Warned*
 3. *Accredited-Probation*
 4. *Not Accredited-Revoked*

- In assigning an accreditation status to a district, TEA considers
 - Academic accountability ratings
 - Financial accountability ratings
 - Data integrity
 - Program-area deficiencies identified through PBMAS (now called Results Driven Accountability, or RDA)

- The District's 2018-19 Accreditation Status is: ***Accredited***

DISTRICT & CAMPUS PERFORMANCE OBJECTIVES



Section 4

Campus Performance Objectives

- Campus Improvement Plans (CIP)
 - ❑ Each campus has developed and is implementing a CIP, as required by TEC §11.253
 - ❑ Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
 - ❑ Each campus **periodically measures progress** toward its performance objectives
 - ❑ Updated CIPs (which show each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus



2019-2020 District Goals

- **Goal #1**
By the end of 2019-2020 school year, ILTexas will increase student performance from 71% to at least 80% at the Approaches Performance Level and will increase student performance from 40% to at least 50% at the meets performance level on state assessments in Reading and Math.
- **Goal #2**
By the end of the 2019-2020 school year, we will increase the teacher retention rate from 72% to at least 80%.
- **Goal #3**
By the end of the 2019-2020 school year, ILTexas campuses rated F (formerly IR), will score a at least 60% on their combined overall score from the current average of 46.5% for these campuses.
- **Goal #4**
By the end of the 2019-2020 school year, ILTexas campuses newly identified as in need of comprehensive support will score a at least 60% on their Domain III from the current average of 30% for these campuses.
- **Goal #5**
By June 2020, the percentage of College & Career ready graduates will increase from 92% to 95%.

REPORT ON VIOLENT OR CRIMINAL INCIDENTS



Section 5

Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
 - ❑ Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)
 - ❑ Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - ❑ Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act
- The district's report for the 2018-19 school year is available for review at the district's central office and at each campus in the district

2018-2019 Violent and Criminal Incidents

Reason Code	Description	Number of Incidents Across District
12	Used, Exhibited, Or Possessed An Illegal Knife TEC §37.007(a) (1) (B) (Illegal knife blade longer than 5.5 inches)	1
14	Used, Exhibited, Or Possessed A Prohibited Weapon Under Penal Code §46.05 – TEC §37.007(a)(1)(D)	1
18	Indecency With A Child – TEC §37.007(a)(2)(D)	1
District Total	(3) Incident Types	3

Total Membership: 18,261

School Violence Prevention and Interventions

- District-wide Emergency Operations Plan
- District Director of Safety and Security
- District-wide Student Code of Conduct
- District-wide Security Doors and Cameras (all campuses)
- Red Ribbon Week – Drug Prevention Activities
- Dating Violence Awareness
- Anti-bullying Awareness
- Suicide Awareness/Prevention
- Resiliency Awareness
- Managing Anger/Self-Control
- Conflict Resolution

STUDENT PERFORMANCE IN POSTSECONDARY INSTITUTIONS



Section 6

Student Performance in Postsecondary Institutions

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- The most current report is for **2016-17 High School Graduates**
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2016-17 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2018
 - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2017**, **Spring 2018**, and **Summer 2018** are added together and averaged to determine the GPA

High School Graduates from 2017 Enrolled in Texas Public or Independent Higher Education in 2018

ILTexas Garland High School	Total Graduates	GPA for 1 st Year in Public Higher Education in Texas					
		< 2.0	2.0 – 2.49	2.5 – 2.99	3.0 – 3.49	> 3.5	Unknown
Four-Year Public University	23	4	3	2	8	6	0
Two-Year Public Colleges	27	9	3	2	6	3	4
Independent Colleges & Universities	4						
Not Trackable	9						
Not Found	16						
Total High School Graduates	79						

Section 7

TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The *TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the *TAPR Glossary* is scheduled for release in late spring

Questions/Discussions

- Opportunity for Questions and Comments from School Board
- Opportunity for Comments from the Community



For more information,
please contact:

Eddie Conger
Superintendent
econger@iltexas.org
972-479-9078

2018-19 Texas Academic Performance Report

District Name: **INTERNATIONAL LEADERSHIP OF TEXAS**

District Number: **057848**

2019 Accountability Rating: **B**

This district is a Charter District.

2019 Special Education Determination Status:

Meets Requirements

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

		Region		African		American		Pacific		Two or	Special	Special	Continu-	Non-	EL		
		State	10	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	ously	Continu-	Econ	(Current	
											Races	(Current)	Enrolled	ously	Disadv	& Monitored)	
												(Former)		Enrolled			
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	78%	69%	63%	68%	80%	*	91%	*	71%	40%	80%	76%	65%	62%	66%
	2018	77%	78%	70%	65%	67%	84%	*	90%	*	77%	39%	42%	77%	68%	63%	67%
At Meets Grade Level or Above	2019	45%	48%	39%	33%	36%	54%	*	64%	*	40%	23%	36%	44%	35%	31%	35%
	2018	43%	45%	35%	31%	30%	57%	*	56%	*	39%	24%	23%	45%	32%	28%	27%
At Masters Grade Level	2019	27%	30%	24%	20%	20%	39%	*	44%	*	29%	13%	28%	27%	22%	18%	19%
	2018	25%	27%	19%	15%	14%	39%	*	36%	*	23%	8%	3%	28%	16%	12%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	81%	68%	63%	66%	79%	*	91%	*	75%	34%	80%	75%	64%	61%	68%
	2018	78%	79%	68%	59%	67%	83%	*	93%	*	74%	37%	61%	77%	66%	62%	69%
At Meets Grade Level or Above	2019	49%	52%	36%	29%	33%	53%	*	65%	*	40%	20%	44%	42%	33%	30%	35%
	2018	47%	50%	37%	31%	31%	59%	*	77%	*	46%	25%	10%	49%	34%	29%	35%
At Masters Grade Level	2019	25%	28%	16%	12%	14%	29%	*	39%	*	21%	9%	16%	20%	14%	11%	14%
	2018	23%	26%	16%	12%	12%	28%	*	46%	*	24%	6%	0%	25%	14%	12%	14%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	75%	63%	61%	58%	76%	*	89%	*	78%	28%	53%	73%	61%	56%	59%
	2018	73%	73%	61%	55%	57%	79%	*	84%	-	75%	22%	34%	77%	58%	53%	51%
At Meets Grade Level or Above	2019	44%	46%	34%	30%	28%	53%	*	60%	*	46%	13%	32%	46%	32%	25%	29%
	2018	46%	47%	36%	30%	32%	58%	*	60%	-	43%	14%	20%	50%	33%	28%	26%
At Masters Grade Level	2019	22%	24%	16%	13%	12%	27%	*	45%	*	25%	3%	18%	27%	15%	12%	14%
	2018	24%	26%	18%	15%	14%	34%	*	33%	-	28%	6%	14%	31%	15%	12%	10%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	59%	50%	57%	72%	*	84%	*	67%	26%	62%	70%	57%	52%	59%
	2018	78%	79%	63%	53%	62%	81%	*	87%	-	75%	38%	46%	79%	60%	56%	57%
At Meets Grade Level or Above	2019	48%	51%	32%	24%	28%	50%	*	68%	*	51%	16%	41%	45%	30%	25%	30%
	2018	49%	51%	33%	28%	28%	58%	*	65%	-	38%	12%	17%	50%	30%	25%	26%
At Masters Grade Level	2019	28%	32%	19%	14%	13%	36%	*	55%	*	34%	9%	29%	29%	17%	13%	16%
	2018	27%	30%	18%	12%	13%	38%	*	49%	-	22%	8%	11%	33%	15%	11%	13%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	68%	54%	52%	47%	69%	*	82%	*	73%	18%	40%	66%	51%	46%	49%
	2018	63%	64%	49%	45%	44%	68%	40%	73%	-	58%	12%	31%	66%	45%	42%	39%
At Meets Grade Level or Above	2019	35%	38%	24%	21%	18%	41%	*	52%	*	40%	12%	20%	39%	22%	17%	19%
	2018	39%	42%	28%	25%	22%	48%	40%	51%	-	35%	9%	17%	47%	24%	21%	19%
At Masters Grade Level	2019	11%	13%	6%	3%	4%	12%	*	23%	*	15%	2%	3%	17%	4%	3%	5%
	2018	11%	14%	5%	4%	3%	14%	20%	19%	-	7%	3%	3%	13%	4%	3%	3%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	79%	76%	78%	89%	*	94%	-	89%	33%	63%	88%	78%	75%	74%
	2018	84%	85%	78%	74%	77%	89%	*	92%	*	81%	32%	63%	84%	77%	74%	72%
At Meets Grade Level or Above	2019	54%	57%	46%	42%	42%	65%	*	78%	-	54%	14%	25%	64%	44%	39%	36%
	2018	54%	57%	45%	38%	43%	64%	*	73%	*	49%	14%	25%	56%	44%	39%	37%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

		Region		African American			American Indian		Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
		State	10	District	Hispanic	White	Indian	Asian									
At Masters Grade Level	2019	29%	33%	26%	21%	22%	45%	*	50%	-	35%	5%	15%	42%	24%	20%	19%
	2018	26%	29%	20%	15%	17%	36%	*	45%	*	16%	2%	8%	28%	19%	15%	13%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	91%	82%	77%	82%	89%	*	100%	-	87%	50%	70%	91%	81%	79%	80%
	2018	91%	91%	82%	75%	82%	92%	*	97%	*	93%	38%	67%	88%	81%	78%	81%
At Meets Grade Level or Above	2019	58%	61%	45%	35%	43%	66%	*	83%	-	50%	19%	30%	60%	43%	37%	42%
	2018	58%	60%	42%	33%	40%	65%	*	85%	*	36%	14%	33%	55%	40%	35%	40%
At Masters Grade Level	2019	36%	40%	28%	20%	25%	46%	*	63%	-	35%	11%	10%	43%	25%	21%	24%
	2018	30%	33%	19%	13%	17%	32%	*	51%	*	7%	5%	8%	32%	16%	14%	17%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	62%	51%	60%	82%	*	93%	-	72%	27%	48%	80%	59%	54%	55%
	2018	76%	76%	59%	49%	57%	83%	*	88%	*	70%	23%	46%	77%	56%	52%	52%
At Meets Grade Level or Above	2019	49%	50%	36%	25%	32%	62%	*	73%	-	54%	13%	15%	60%	32%	27%	28%
	2018	41%	42%	23%	16%	21%	44%	*	52%	*	18%	9%	25%	35%	21%	17%	18%
At Masters Grade Level	2019	24%	25%	16%	9%	12%	38%	*	41%	-	30%	5%	8%	32%	13%	10%	10%
	2018	17%	18%	7%	4%	4%	18%	*	23%	*	5%	3%	4%	12%	6%	4%	4%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	70%	65%	62%	61%	81%	*	93%	*	76%	20%	52%	75%	64%	60%	60%
	2018	69%	71%	64%	63%	61%	72%	*	84%	*	63%	31%	42%	69%	63%	60%	59%
At Meets Grade Level or Above	2019	37%	41%	33%	29%	30%	52%	*	63%	*	39%	9%	26%	39%	32%	28%	28%
	2018	39%	42%	31%	31%	26%	52%	*	52%	*	31%	14%	19%	37%	30%	25%	23%
At Masters Grade Level	2019	18%	20%	15%	11%	12%	29%	*	37%	*	20%	3%	17%	20%	14%	12%	10%
	2018	19%	21%	13%	11%	11%	27%	*	23%	*	10%	4%	15%	18%	12%	10%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	83%	71%	62%	71%	87%	*	98%	*	82%	28%	68%	81%	70%	66%	69%
	2018	77%	79%	68%	60%	66%	81%	*	89%	*	71%	38%	41%	76%	66%	64%	65%
At Meets Grade Level or Above	2019	47%	51%	33%	25%	31%	52%	*	68%	*	31%	12%	23%	44%	31%	27%	31%
	2018	44%	49%	30%	24%	26%	48%	*	69%	*	33%	15%	26%	47%	27%	25%	26%
At Masters Grade Level	2019	21%	25%	11%	8%	9%	22%	*	33%	*	8%	3%	14%	17%	10%	9%	10%
	2018	18%	22%	9%	8%	7%	14%	*	31%	*	8%	5%	11%	19%	7%	7%	6%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	72%	70%	68%	83%	*	93%	-	79%	27%	56%	79%	70%	67%	64%
	2018	74%	76%	75%	72%	73%	90%	*	86%	*	82%	28%	71%	78%	75%	72%	70%
At Meets Grade Level or Above	2019	49%	52%	44%	41%	40%	60%	*	71%	-	50%	14%	22%	47%	43%	39%	36%
	2018	48%	51%	47%	37%	44%	73%	*	75%	*	66%	16%	50%	54%	46%	42%	41%
At Masters Grade Level	2019	29%	32%	25%	23%	20%	43%	*	57%	-	21%	4%	11%	31%	24%	19%	16%
	2018	29%	32%	27%	23%	24%	47%	*	52%	*	24%	8%	29%	33%	26%	22%	21%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	77%	69%	66%	66%	87%	*	93%	-	76%	32%	64%	77%	68%	65%	64%
	2018	72%	75%	70%	57%	70%	88%	*	94%	*	79%	25%	63%	74%	69%	65%	67%
At Meets Grade Level or Above	2019	43%	46%	34%	26%	30%	56%	*	82%	-	38%	14%	14%	45%	32%	28%	29%
	2018	40%	44%	37%	26%	32%	63%	*	77%	*	47%	12%	42%	52%	34%	31%	32%
At Masters Grade Level	2019	17%	20%	12%	10%	8%	23%	*	46%	-	6%	2%	7%	20%	10%	8%	10%

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District Name: INTERNATIONAL LEADERSHIP OF TEXAS
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		Region		African		American		Pacific		Two or	Special	Special	Continu-	Non-	EL		
	2018	State	10	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	ously	Continu-	Econ	(Current	
											Races	(Current)	Enrolled	ously	Disadv	&	
											Races	(Former)	Enrolled	Enrolled	Monitored)		
Grade 7 Writing	2018	18%	23%	16%	12%	11%	32%	*	58%	*	26%	7%	21%	28%	14%	11%	14%
At Approaches Grade Level or Above	2019	70%	72%	67%	65%	64%	79%	*	93%	-	71%	23%	44%	74%	66%	62%	61%
	2018	69%	71%	69%	65%	65%	87%	*	87%	*	82%	23%	58%	71%	68%	63%	62%
At Meets Grade Level or Above	2019	42%	45%	35%	33%	30%	51%	*	63%	-	35%	12%	15%	43%	33%	28%	27%
	2018	43%	46%	40%	35%	34%	62%	*	71%	*	58%	13%	42%	44%	39%	35%	32%
At Masters Grade Level	2019	18%	21%	11%	11%	8%	21%	*	26%	-	12%	2%	4%	18%	10%	8%	6%
	2018	15%	17%	12%	8%	9%	22%	*	38%	*	24%	5%	8%	16%	11%	8%	9%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	86%	82%	86%	95%	-	94%	-	89%	39%	78%	89%	85%	83%	81%
	2018	86%	86%	86%	81%	86%	93%	*	95%	*	96%	40%	83%	91%	85%	82%	82%
At Meets Grade Level or Above	2019	55%	58%	46%	40%	45%	67%	-	56%	-	46%	16%	26%	49%	45%	41%	35%
	2018	49%	52%	41%	36%	40%	57%	*	45%	*	54%	6%	28%	55%	38%	35%	30%
At Masters Grade Level	2019	28%	31%	16%	12%	14%	30%	-	34%	-	25%	4%	4%	17%	15%	13%	9%
	2018	27%	29%	19%	16%	17%	28%	*	24%	*	14%	2%	0%	28%	17%	14%	13%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	90%	81%	72%	83%	94%	-	93%	-	76%	34%	62%	88%	80%	79%	83%
	2018	86%	87%	80%	68%	83%	88%	*	94%	*	78%	32%	75%	95%	76%	76%	82%
At Meets Grade Level or Above	2019	57%	60%	38%	29%	37%	68%	-	59%	-	44%	15%	19%	51%	36%	34%	31%
	2018	51%	54%	35%	28%	34%	46%	*	67%	*	52%	10%	25%	61%	29%	29%	33%
At Masters Grade Level	2019	17%	19%	8%	4%	7%	20%	-	22%	-	16%	6%	5%	13%	7%	6%	7%
	2018	15%	17%	7%	5%	5%	10%	*	30%	*	9%	4%	0%	16%	5%	4%	6%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	85%	77%	85%	96%	*	97%	-	94%	42%	67%	92%	83%	82%	82%
	2018	76%	78%	75%	70%	73%	83%	*	97%	*	79%	33%	48%	89%	72%	69%	69%
At Meets Grade Level or Above	2019	51%	55%	49%	36%	47%	82%	*	78%	-	60%	23%	33%	59%	47%	43%	40%
	2018	52%	54%	46%	39%	43%	59%	*	75%	*	62%	12%	30%	70%	40%	38%	35%
At Masters Grade Level	2019	25%	29%	23%	14%	20%	45%	*	51%	-	40%	9%	21%	30%	22%	17%	16%
	2018	28%	31%	21%	14%	17%	33%	*	53%	*	38%	8%	4%	36%	17%	15%	13%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	72%	66%	58%	65%	84%	*	88%	-	74%	28%	54%	74%	65%	62%	60%
	2018	65%	68%	62%	59%	56%	78%	*	92%	*	76%	17%	43%	82%	57%	53%	50%
At Meets Grade Level or Above	2019	37%	41%	31%	24%	28%	45%	*	69%	-	37%	12%	29%	41%	29%	26%	25%
	2018	36%	40%	27%	28%	21%	37%	*	58%	*	35%	10%	22%	46%	23%	18%	17%
At Masters Grade Level	2019	21%	25%	15%	12%	12%	27%	*	36%	-	23%	7%	8%	22%	13%	11%	11%
	2018	21%	24%	14%	11%	10%	23%	*	38%	*	15%	8%	13%	27%	11%	7%	7%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	69%	80%	80%	77%	89%	*	88%	*	78%	30%	56%	83%	79%	77%	67%
	2018	65%	66%	81%	77%	79%	85%	*	89%	*	96%	21%	80%	84%	79%	77%	64%
At Meets Grade Level or Above	2019	50%	52%	63%	60%	59%	72%	*	82%	*	64%	14%	33%	66%	61%	56%	47%
	2018	44%	47%	63%	58%	60%	72%	*	75%	*	80%	13%	67%	65%	62%	57%	42%
At Masters Grade Level	2019	11%	14%	13%	11%	10%	24%	*	28%	*	17%	3%	0%	16%	12%	9%	7%
	2018	7%	8%	9%	4%	6%	19%	*	23%	*	20%	4%	0%	7%	10%	4%	1%

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Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	70%	83%	77%	82%	89%	*	89%	*	81%	28%	91%	86%	80%	77%	68%
	2018	67%	69%	79%	71%	77%	86%	*	84%	*	94%	19%	57%	85%	73%	75%	61%
At Meets Grade Level or Above	2019	49%	52%	65%	61%	61%	72%	*	82%	*	71%	13%	27%	69%	61%	60%	37%
	2018	48%	50%	62%	54%	59%	74%	*	68%	*	82%	6%	43%	70%	56%	56%	40%
At Masters Grade Level	2019	8%	10%	10%	6%	7%	17%	*	26%	*	19%	3%	0%	10%	10%	5%	4%
	2018	8%	9%	9%	6%	7%	15%	*	11%	*	12%	0%	0%	11%	7%	5%	2%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	87%	85%	86%	82%	89%	*	98%	*	76%	45%	73%	91%	82%	82%	80%
	2018	83%	84%	87%	83%	87%	88%	*	93%	*	89%	41%	83%	90%	85%	85%	78%
At Meets Grade Level or Above	2019	61%	64%	57%	57%	53%	65%	*	80%	*	56%	9%	53%	69%	53%	52%	53%
	2018	55%	57%	57%	51%	54%	63%	*	75%	*	67%	11%	50%	65%	53%	52%	51%
At Masters Grade Level	2019	37%	42%	36%	38%	28%	45%	*	66%	*	35%	2%	20%	45%	32%	27%	28%
	2018	32%	35%	31%	25%	29%	30%	*	54%	*	41%	7%	17%	41%	27%	26%	25%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	89%	91%	90%	89%	95%	-	98%	*	92%	75%	88%	94%	89%	88%	83%
	2018	87%	88%	91%	90%	90%	95%	*	95%	*	100%	52%	92%	94%	90%	89%	79%
At Meets Grade Level or Above	2019	62%	64%	60%	57%	55%	76%	-	80%	*	77%	13%	44%	76%	53%	52%	38%
	2018	59%	62%	64%	56%	59%	80%	*	80%	*	87%	20%	75%	74%	59%	56%	42%
At Masters Grade Level	2019	25%	28%	22%	16%	18%	37%	-	43%	*	31%	2%	6%	36%	16%	14%	8%
	2018	24%	27%	23%	19%	19%	36%	*	32%	*	35%	9%	33%	32%	18%	17%	9%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	97%	96%	98%	94%	*	100%	-	100%	83%	*	98%	97%	97%	92%
	2018	92%	92%	94%	94%	94%	94%	*	94%	*	100%	55%	100%	96%	92%	94%	86%
At Meets Grade Level or Above	2019	73%	74%	83%	83%	81%	87%	*	91%	-	75%	46%	*	87%	78%	79%	69%
	2018	70%	72%	72%	68%	71%	76%	*	76%	*	100%	27%	83%	78%	67%	66%	45%
At Masters Grade Level	2019	45%	48%	53%	54%	49%	62%	*	55%	-	50%	29%	*	59%	46%	46%	25%
	2018	40%	44%	40%	35%	38%	43%	*	53%	*	80%	14%	33%	47%	33%	33%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	71%	66%	70%	84%	67%	92%	94%	78%	33%	62%	81%	69%	66%	66%
	2018	77%	78%	71%	64%	69%	84%	73%	89%	85%	78%	31%	55%	81%	68%	65%	64%
At Meets Grade Level or Above	2019	50%	53%	40%	33%	37%	59%	40%	70%	76%	48%	15%	28%	52%	37%	33%	33%
	2018	48%	51%	39%	32%	35%	59%	48%	67%	56%	47%	14%	30%	54%	36%	32%	30%
At Masters Grade Level	2019	24%	26%	18%	14%	14%	32%	18%	43%	35%	25%	5%	13%	26%	16%	13%	13%
	2018	22%	24%	16%	12%	13%	28%	23%	38%	32%	19%	5%	10%	25%	14%	11%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	73%	69%	71%	84%	56%	91%	88%	79%	31%	64%	80%	71%	68%	66%
	2018	74%	75%	73%	68%	70%	84%	62%	88%	67%	80%	29%	55%	80%	71%	67%	65%
At Meets Grade Level or Above	2019	48%	51%	43%	38%	40%	60%	38%	69%	63%	49%	14%	28%	52%	41%	36%	34%
	2018	46%	49%	42%	36%	39%	63%	52%	63%	33%	50%	14%	31%	54%	40%	35%	31%
At Masters Grade Level	2019	21%	23%	19%	16%	16%	33%	19%	42%	13%	25%	5%	13%	24%	18%	15%	14%
	2018	19%	22%	18%	15%	15%	32%	14%	32%	17%	20%	5%	11%	23%	16%	13%	11%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	84%	72%	66%	71%	84%	73%	93%	100%	77%	35%	68%	80%	70%	67%	70%
	2018	81%	82%	73%	63%	72%	86%	89%	92%	100%	79%	35%	59%	82%	70%	68%	70%
At Meets Grade Level or Above	2019	52%	55%	38%	30%	35%	57%	33%	73%	100%	44%	15%	31%	49%	35%	32%	35%
	2018	50%	52%	38%	30%	34%	58%	47%	74%	60%	44%	14%	26%	54%	34%	31%	33%
At Masters Grade Level	2019	26%	30%	18%	13%	14%	32%	20%	49%	67%	24%	6%	15%	26%	16%	13%	15%
	2018	24%	27%	16%	12%	13%	27%	32%	46%	60%	19%	6%	9%	28%	13%	11%	13%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	70%	60%	58%	56%	73%	50%	87%	*	72%	21%	42%	70%	58%	54%	55%
	2018	66%	68%	58%	54%	54%	76%	50%	80%	*	68%	18%	42%	68%	56%	52%	49%
At Meets Grade Level or Above	2019	38%	42%	29%	27%	24%	45%	33%	57%	*	39%	12%	18%	41%	27%	22%	23%
	2018	41%	44%	33%	30%	28%	54%	25%	61%	*	44%	11%	27%	45%	31%	28%	25%
At Masters Grade Level	2019	14%	17%	8%	6%	6%	16%	0%	25%	*	14%	2%	3%	17%	7%	5%	5%
	2018	13%	15%	8%	6%	6%	17%	13%	29%	*	14%	4%	5%	14%	7%	5%	6%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	75%	66%	74%	89%	80%	95%	*	83%	43%	61%	88%	72%	70%	68%
	2018	80%	81%	71%	63%	70%	86%	71%	93%	100%	80%	33%	56%	87%	67%	65%	62%
At Meets Grade Level or Above	2019	54%	56%	45%	34%	42%	72%	40%	76%	*	61%	16%	26%	65%	41%	37%	34%
	2018	51%	53%	39%	30%	37%	58%	43%	68%	67%	49%	13%	37%	60%	34%	31%	27%
At Masters Grade Level	2019	25%	27%	19%	12%	16%	40%	20%	45%	*	33%	6%	11%	32%	16%	13%	11%
	2018	23%	25%	15%	10%	12%	27%	29%	37%	33%	23%	6%	10%	27%	12%	10%	8%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	73%	63%	71%	87%	*	91%	-	81%	40%	61%	85%	69%	68%	64%
	2018	78%	80%	69%	65%	64%	83%	100%	92%	*	79%	28%	55%	88%	62%	59%	54%
At Meets Grade Level or Above	2019	55%	58%	42%	32%	38%	60%	*	75%	-	47%	19%	39%	62%	35%	34%	30%
	2018	53%	56%	37%	35%	32%	49%	80%	62%	*	44%	15%	34%	59%	29%	26%	21%
At Masters Grade Level	2019	33%	36%	23%	18%	19%	39%	*	41%	-	30%	12%	21%	39%	17%	17%	12%
	2018	31%	34%	19%	15%	16%	29%	40%	42%	*	23%	9%	17%	35%	14%	11%	7%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Progress

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
County Name: DALLAS
District Number: 057848

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	62	53	50	52	53	*	76	*	53	46	42	59	51	50	56
	2018	63	64	49	44	49	54	*	65	-	53	38	45	63	46	45	46
Grade 4 Mathematics	2019	65	67	50	44	50	59	*	72	*	52	42	55	55	50	46	52
	2018	65	67	46	40	44	61	*	72	-	50	56	45	63	43	39	45
Grade 5 ELA/Reading	2019	81	83	83	82	82	83	*	88	-	86	65	88	86	82	82	85
	2018	80	82	74	72	74	79	*	83	*	63	68	90	82	73	73	74
Grade 5 Mathematics	2019	83	85	82	81	83	80	*	95	-	88	75	73	85	82	80	82
	2018	81	82	74	75	73	74	*	91	*	72	77	81	82	73	73	72
Grade 6 ELA/Reading	2019	42	46	44	42	42	52	*	58	*	52	36	43	45	44	42	42
	2018	47	50	40	38	39	48	*	47	*	38	27	30	44	39	39	40
Grade 6 Mathematics	2019	54	58	47	47	45	51	*	53	*	48	37	52	47	47	46	45
	2018	56	60	46	43	45	54	*	61	*	47	39	46	64	43	45	44
Grade 7 ELA/Reading	2019	77	78	78	75	77	82	*	87	-	83	66	87	81	77	76	78
	2018	76	77	75	69	76	81	*	76	*	74	75	81	76	74	73	76
Grade 7 Mathematics	2019	63	65	63	62	60	69	*	88	-	74	48	54	62	63	59	62
	2018	67	69	63	58	62	74	*	80	*	69	56	74	68	62	62	63
Grade 8 ELA/Reading	2019	77	78	77	78	78	68	-	81	-	65	59	68	76	77	77	79
	2018	79	80	77	77	78	74	*	79	*	78	74	81	80	77	77	79
Grade 8 Mathematics	2019	84	84	80	80	80	76	*	86	-	84	68	85	85	79	80	81
	2018	81	80	72	69	74	67	*	68	*	63	73	71	79	70	70	74
End of Course English II	2019	69	71	75	79	75	74	*	74	*	68	76	83	77	73	73	68
	2018	67	67	71	75	72	68	*	67	*	68	31	75	75	68	73	68
End of Course Algebra I	2019	75	78	69	72	65	72	*	82	*	63	32	65	76	66	64	68
	2018	72	75	67	61	69	61	*	84	*	72	29	55	77	63	63	63
All Grades Both Subjects	2019	69	71	65	63	65	67	61	78	75	66	54	65	69	64	63	65
	2018	69	71	61	58	61	66	69	72	68	60	55	62	71	59	59	60
All Grades ELA/Reading	2019	68	70	66	64	66	68	64	78	*	66	56	68	70	66	65	67
	2018	69	70	62	59	63	66	69	68	64	59	54	63	69	61	61	62
All Grades Mathematics	2019	70	72	64	62	63	66	59	79	*	66	52	63	67	63	62	63
	2018	70	72	60	57	59	65	68	76	71	61	56	61	72	57	57	58

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

		State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	38%	36%	38%	38%	17%	56%	-	48%	15%	37%	36%
	2018	38%	39%	31%	32%	30%	42%	*	28%	-	27%	11%	30%	29%
Mathematics	2019	45%	46%	36%	35%	37%	35%	*	50%	-	33%	14%	36%	36%
	2018	47%	47%	34%	29%	34%	45%	*	58%	-	37%	17%	32%	32%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	70%	64%	68%	81%	*	90%	-	80%	24%	64%	61%
Students Requiring Accelerated Instruction														
	2019	22%	20%	30%	36%	32%	19%	50%	10%	-	20%	76%	36%	39%
STAAR Cumulative Met Standard														
	2019	86%	87%	79%	75%	78%	88%	*	94%	-	89%	30%	74%	71%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	83%	*	*	*	-	-	-	-	*	*	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	85%	73%	66%	73%	83%	*	97%	-	72%	33%	68%	69%
Students Requiring Accelerated Instruction														
	2019	17%	15%	27%	34%	27%	17%	25%	3%	-	28%	67%	32%	31%
STAAR Cumulative Met Standard														
	2019	90%	90%	82%	76%	82%	89%	*	100%	-	87%	47%	78%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	96%	100%	*	*	-	-	-	-	-	*	*	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	80%	77%	71%	77%	93%	-	91%	-	68%	26%	74%	64%
Students Requiring Accelerated Instruction														
	2019	22%	20%	23%	29%	23%	7%	-	9%	-	32%	74%	26%	36%
STAAR Cumulative Met Standard														
	2019	85%	87%	86%	82%	86%	95%	-	94%	-	89%	36%	83%	77%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	99%	99%	*	*	*	-	-	-	-	-	-	*	*
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	84%	71%	63%	72%	91%	-	89%	-	60%	27%	68%	65%
Students Requiring Accelerated Instruction														
	2019	18%	16%	29%	37%	28%	9%	-	11%	-	40%	73%	32%	35%
STAAR Cumulative Met Standard														
	2019	88%	89%	81%	72%	83%	94%	-	93%	-	76%	31%	79%	79%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	98%	98%	*	*	-	-	-	-	-	-	-	*	-

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 10	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 EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	71%	60%	-	*	60%	-	67%	48%	67%	56%	64%	64%
	2018	77%	78%	71%	57%	*	-	57%	*	61%	61%	*	38%	59%	59%
At Meets Grade Level or Above	2019	50%	53%	40%	28%	-	*	28%	-	31%	7%	31%	22%	30%	29%
	2018	48%	51%	39%	24%	*	-	24%	*	25%	25%	*	17%	24%	24%
At Masters Grade Level	2019	24%	26%	18%	12%	-	*	12%	-	10%	3%	10%	6%	11%	11%
	2018	22%	24%	16%	8%	*	-	8%	*	8%	8%	*	5%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	73%	63%	-	*	63%	-	65%	36%	65%	58%	64%	64%
	2018	74%	75%	73%	59%	-	-	59%	*	62%	62%	*	39%	60%	60%
At Meets Grade Level or Above	2019	48%	51%	43%	30%	-	*	30%	-	32%	7%	32%	13%	31%	31%
	2018	46%	49%	42%	26%	-	-	26%	*	24%	24%	*	16%	25%	25%
At Masters Grade Level	2019	21%	23%	19%	15%	-	*	15%	-	11%	7%	11%	0%	13%	12%
	2018	19%	22%	18%	8%	-	-	8%	*	8%	8%	*	3%	8%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	84%	72%	67%	-	*	67%	-	70%	50%	70%	53%	68%	68%
	2018	81%	82%	73%	66%	*	-	66%	*	66%	66%	-	44%	66%	66%
At Meets Grade Level or Above	2019	52%	55%	38%	32%	-	*	32%	-	32%	0%	32%	26%	32%	32%
	2018	50%	52%	38%	28%	*	-	28%	*	29%	29%	-	24%	28%	28%
At Masters Grade Level	2019	26%	30%	18%	15%	-	*	15%	-	12%	0%	12%	12%	13%	13%
	2018	24%	27%	16%	11%	*	-	11%	*	11%	11%	-	8%	11%	11%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	70%	60%	42%	-	-	42%	-	61%	-	61%	42%	52%	52%
	2018	66%	68%	58%	34%	-	-	34%	-	52%	52%	-	60%	42%	42%
At Meets Grade Level or Above	2019	38%	42%	29%	16%	-	-	16%	-	25%	-	25%	17%	21%	21%
	2018	41%	44%	33%	15%	-	-	15%	-	21%	21%	-	20%	18%	18%
At Masters Grade Level	2019	14%	17%	8%	3%	-	-	3%	-	6%	-	6%	0%	5%	5%
	2018	13%	15%	8%	1%	-	-	1%	-	5%	5%	-	0%	3%	3%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	75%	51%	-	*	51%	-	78%	*	78%	80%	64%	64%
	2018	80%	81%	71%	48%	-	-	48%	-	64%	64%	-	9%	56%	55%
At Meets Grade Level or Above	2019	54%	56%	45%	25%	-	*	25%	-	34%	*	34%	20%	29%	29%
	2018	51%	53%	39%	14%	-	-	14%	-	27%	27%	-	0%	20%	20%
At Masters Grade Level	2019	25%	27%	19%	7%	-	*	7%	-	10%	*	10%	0%	8%	8%
	2018	23%	25%	15%	2%	-	-	2%	-	8%	8%	-	0%	5%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	73%	*	-	*	-	-	57%	80%	57%	67%	57%	58%
	2018	78%	80%	69%	-	-	-	-	-	43%	43%	-	50%	43%	43%
At Meets Grade Level or Above	2019	55%	58%	42%	*	-	*	-	-	21%	20%	21%	67%	21%	22%
	2018	53%	56%	37%	-	-	-	-	-	16%	16%	-	17%	16%	16%
At Masters Grade Level	2019	33%	36%	23%	*	-	*	-	-	7%	0%	7%	33%	7%	7%
	2018	31%	34%	19%	-	-	-	-	-	4%	4%	-	17%	4%	5%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects															
	2019	69%	71%	65%	67%	-	*	67%	-	62%	*	62%	55%	64%	64%
	2018	69%	71%	61%	57%	*	*	57%	-	58%	58%	-	69%	58%	58%
All Grades ELA/Reading															
	2019	68%	70%	66%	69%	-	*	69%	-	65%	*	65%	56%	67%	66%
	2018	69%	70%	62%	60%	-	*	60%	-	61%	61%	-	75%	60%	60%
All Grades Mathematics															
	2019	70%	72%	64%	66%	-	*	66%	-	59%	*	59%	53%	62%	62%
	2018	70%	72%	60%	56%	*	-	56%	-	56%	56%	-	64%	56%	56%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading															
	2019	41%	41%	38%	38%	-	*	38%	-	34%	*	34%	40%	35%	36%

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 10	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 EL
Mathematics	2018	38%	39%	31%	25%	-	-	25%	-	32%	32%	-	*	29%	29%
	2019	45%	46%	36%	39%	-	*	38%	-	35%	*	35%	38%	36%	36%
	2018	47%	47%	34%	33%	-	-	33%	-	32%	32%	-	*	33%	32%

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Participation

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	92%	92%	93%	92%	90%	94%	85%	93%	92%	93%	92%
Not Included in Accountability													
Mobile	4%	4%	7%	8%	6%	8%	10%	5%	15%	6%	8%	7%	6%
Other Exclusions	1%	1%	1%	0%	1%	0%	0%	1%	0%	0%	0%	1%	2%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	100%	98%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	94%	93%	94%	95%	97%	96%	100%	95%	93%	94%	94%
Not Included in Accountability													
Mobile	4%	4%	5%	7%	5%	4%	0%	3%	0%	5%	5%	5%	4%
Other Exclusions	1%	1%	1%	0%	1%	0%	2%	0%	0%	0%	0%	1%	3%
Not Tested	1%	1%	0%	0%	0%	0%	2%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	2%	0%	0%	0%	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District Attendance, Graduation, and Dropout Rates

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.7%	96.0%	95.8%	96.1%	95.4%	95.9%	97.3%	89.5%	95.6%	94.3%	95.9%	96.7%
2016-17	95.7%	96.0%	96.7%	96.9%	96.7%	95.9%	96.6%	97.6%	96.5%	96.3%	95.8%	96.6%	97.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.4%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	2.0%	0.1%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2016-17	1.9%	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	88.8%	96.7%	97.1%	97.7%	91.4%	*	100.0%	-	100.0%	90.9%	96.5%	94.1%
Received TxCHSE	0.4%	0.2%	0.9%	0.0%	0.8%	2.9%	*	0.0%	-	0.0%	0.0%	0.9%	0.0%
Continued HS	3.8%	4.8%	1.9%	2.9%	1.6%	2.9%	*	0.0%	-	0.0%	9.1%	2.6%	5.9%
Dropped Out	5.7%	6.1%	0.5%	0.0%	0.0%	2.9%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.4%	89.1%	97.6%	97.1%	98.4%	94.3%	*	100.0%	-	100.0%	90.9%	97.4%	94.1%
Graduates, TxCHSE, and Continuers	94.3%	93.9%	99.5%	100.0%	100.0%	97.1%	*	100.0%	-	100.0%	100.0%	100.0%	100.0%
Class of 2017													
Graduated	89.7%	88.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	5.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	89.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	6.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	93.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	92.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District Attendance, Graduation, and Dropout Rates

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	6.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	92.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	91.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	7.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	92.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	93.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	88.8%	96.7%	97.1%	97.7%	91.4%	*	100.0%	-	100.0%	90.9%	96.5%	94.1%
Class of 2017	89.7%	88.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	71.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	88.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	4.2%	1.5%	0.0%	2.4%	0.0%	*	0.0%	-	0.0%	20.0%	1.8%	12.5%
Class of 2017	6.0%	6.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	82.4%	92.2%	87.9%	93.6%	90.6%	*	100.0%	-	80.0%	60.0%	92.7%	75.0%
Class of 2017	60.8%	52.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	86.5%	93.6%	87.9%	96.0%	90.6%	*	100.0%	-	80.0%	80.0%	94.5%	87.5%
Class of 2017	85.9%	87.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	43.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	87.1%	100.0%	100.0%	100.0%	100.0%	-	*	*	*	100.0%	100.0%	100.0%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	4.2%	1.4%	0.0%	2.4%	0.0%	*	0.0%	-	0.0%	20.0%	1.0%	11.8%
2016-17	7.2%	7.5%	40.0%	-	*	*	-	-	-	-	*	*	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	82.1%	91.8%	88.2%	92.9%	90.9%	*	100.0%	-	80.0%	60.0%	92.4%	70.6%
2016-17	56.5%	43.6%	20.0%	-	*	*	-	-	-	-	*	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	84.7%	93.3%	88.2%	95.2%	90.9%	*	100.0%	-	80.0%	80.0%	93.3%	82.4%
2016-17	84.0%	84.6%	97.5%	100.0%	98.0%	92.9%	-	*	*	*	75.0%	95.1%	100.0%

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	208	100.0%	347,893	100.0%
By Ethnicity:				
African American	34	16.3%	43,502	12.5%
Hispanic	126	60.6%	173,272	49.8%
White	33	15.9%	107,052	30.8%
American Indian	1	0.5%	1,226	0.4%
Asian	9	4.3%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	5	2.4%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	14	6.7%	49,432	14.2%
Foundation H.S. Program (Endorsement)	3	1.4%	16,542	4.8%
Foundation H.S. Program (DLA)	191	91.8%	272,526	78.3%
Special Education Graduates	10	4.8%	25,962	7.5%
Economically Disadvantaged Graduates	105	50.5%	166,956	48.0%
LEP Graduates	17	8.2%	21,359	6.1%
At-Risk Graduates	45	21.6%	144,805	41.6%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District College, Career, and Military Readiness (CCMR)

District Name: INTERNATIONAL LEADERSHIP OF TEXAS

County Name: DALLAS

District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	63.6%	69.0%	42.6%	77.0%	59.1%	*	88.9%	-	70.0%	90.0%	65.7%	58.8%
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	49.5%	63.9%	35.3%	72.2%	57.6%	*	77.8%	-	60.0%	20.0%	61.0%	35.3%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	58.0%	71.6%	70.6%	69.8%	78.8%	*	77.8%	-	60.0%	20.0%	72.4%	23.5%
Mathematics													
2017-18	46.0%	44.1%	46.2%	29.4%	45.2%	54.5%	*	77.8%	-	60.0%	0.0%	41.0%	5.9%
Both Subjects													
2017-18	42.1%	41.3%	45.7%	29.4%	45.2%	54.5%	*	66.7%	-	60.0%	0.0%	41.0%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	16.7%	29.3%	23.5%	27.0%	39.4%	*	44.4%	-	20.0%	0.0%	25.7%	0.0%
2016-17	19.9%	15.3%	45.0%	44.4%	46.0%	35.7%	-	*	*	*	0.0%	36.6%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	25.7%	35.1%	5.9%	47.6%	21.2%	*	44.4%	-	0.0%	20.0%	38.1%	35.3%
2016-17	20.1%	25.3%	33.8%	11.1%	44.0%	14.3%	-	*	*	*	0.0%	26.8%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	1.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	1.0%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	1.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	25.8%	10.3%	10.3%	10.7%	7.6%	*	16.7%	-	10.0%	80.0%	10.0%	29.4%
2016-17	13.2%	11.0%	2.5%	0.0%	2.0%	0.0%	-	*	*	*	0.0%	4.9%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	3.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	2.7%	1.5%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	1.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	1.0%	1.2%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	38.0%	7.2%	8.8%	5.6%	9.1%	*	11.1%	-	20.0%	0.0%	6.7%	0.0%
2016-17	17.3%	15.3%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.2%	2.9%	0.0%	3.2%	3.0%	*	11.1%	-	0.0%	0.0%	1.9%	0.0%
2016-17	2.2%	1.5%	2.5%	0.0%	2.0%	0.0%	-	*	*	0.0%	0.0%	4.9%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.6%	3.8%	5.9%	4.8%	0.0%	*	0.0%	-	0.0%	80.0%	4.8%	29.4%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.5%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	*	0.0%	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	25.5%	57.2%	47.1%	58.7%	66.7%	*	44.4%	-	40.0%	20.0%	60.0%	23.5%
2016-17	23.4%	15.5%	18.8%	11.1%	20.0%	21.4%	-	*	*	*	12.5%	19.5%	40.0%
Mathematics													
2017-18	23.7%	16.7%	30.3%	20.6%	33.3%	30.3%	*	22.2%	-	40.0%	0.0%	29.5%	0.0%
2016-17	19.8%	11.7%	12.5%	11.1%	8.0%	28.6%	-	*	*	*	12.5%	9.8%	0.0%
Both Subjects													
2017-18	18.1%	12.2%	28.4%	20.6%	31.0%	30.3%	*	11.1%	-	40.0%	0.0%	28.6%	0.0%
2016-17	12.9%	6.6%	7.5%	0.0%	8.0%	7.1%	-	*	*	*	0.0%	4.9%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	62.0%	100.0%	100.0%	100.0%	100.0%	*	100.0%	-	100.0%	100.0%	100.0%	100.0%
2016-17	50.5%	53.4%	3.8%	11.1%	4.0%	0.0%	-	*	*	*	0.0%	7.3%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.8%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	1.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	1.4%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.2%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.2%	0.1%	0.0%	0.0%	0.0%	0.0%	-	*	*	*	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	31.8%	33.9%	19.6%	33.1%	31.5%	*	97.1%	*	0.0%	n/a	30.9%	n/a
2017	26.2%	32.7%	44.0%	20.7%	39.2%	33.3%	*	100.0%	*	14.3%	n/a	34.1%	n/a
English Language Arts													
2018	15.3%	20.1%	15.7%	8.4%	16.4%	21.3%	*	20.6%	*	0.0%	n/a	14.4%	n/a
2017	15.9%	21.5%	11.9%	3.4%	13.8%	9.3%	*	35.3%	*	0.0%	n/a	10.2%	n/a
Mathematics													
2018	7.3%	9.7%	6.0%	3.7%	3.6%	4.5%	*	41.2%	*	0.0%	n/a	3.9%	n/a
2017	7.2%	9.8%	9.5%	3.4%	1.1%	1.9%	*	100.0%	*	0.0%	n/a	1.1%	n/a
Science													
2018	10.8%	13.4%	1.8%	0.0%	2.3%	0.0%	*	8.8%	*	0.0%	n/a	2.1%	n/a
2017	10.9%	14.3%	9.8%	3.4%	5.3%	9.3%	*	88.2%	*	0.0%	n/a	5.7%	n/a
Social Studies													
2018	14.5%	18.2%	18.6%	15.9%	16.7%	15.7%	*	52.9%	*	0.0%	n/a	17.5%	n/a
2017	15.0%	19.6%	21.4%	15.5%	18.5%	18.5%	*	88.2%	*	14.3%	n/a	18.2%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	54.8%	37.6%	14.3%	41.6%	28.6%	*	51.5%	-	-	n/a	33.0%	n/a
2017	49.1%	53.7%	41.0%	25.0%	25.7%	44.4%	-	74.4%	-	*	n/a	20.0%	n/a
English Language Arts													
2018	42.5%	45.1%	20.9%	22.2%	16.0%	26.3%	*	42.9%	-	-	n/a	12.2%	n/a
2017	41.3%	44.0%	23.1%	*	11.5%	40.0%	-	66.7%	-	-	n/a	16.7%	n/a
Mathematics													
2018	52.8%	60.2%	33.3%	*	27.3%	*	-	50.0%	-	-	n/a	18.2%	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	58.4%	71.0%	*	*	*	-	76.9%	-	-	n/a	*	n/a
2018 Science	38.0%	43.5%	30.0%	-	42.9%	-	-	*	-	-	n/a	33.3%	n/a
2017 Social Studies	38.3%	41.9%	18.8%	*	0.0%	20.0%	-	33.3%	-	-	n/a	0.0%	n/a
2018 Social Studies	44.6%	48.6%	14.7%	11.8%	7.8%	21.4%	*	33.3%	-	-	n/a	12.0%	n/a
2017 Social Studies	41.4%	46.2%	17.1%	22.2%	2.9%	40.0%	-	33.3%	-	*	n/a	0.0%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	79.0%	100.0%	100.0%	91.3%	93.9%	*	100.0%	-	60.0%	n/a	89.3%	n/a
2016-17	73.5%	77.6%	100.0%	100.0%	80.0%	78.6%	-	100.0%	100.0%	100.0%	n/a	73.2%	n/a
At/Above Criterion													
2017-18	37.9%	41.3%	37.7%	18.9%	30.4%	48.4%	*	75.0%	-	*	n/a	27.0%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1047	1031	949	999	1066	*	1220	-	*	n/a	979	n/a
English Language Arts and Writing													
2017-18	521	525	514	485	502	546	*	562	-	*	n/a	490	n/a
Mathematics													
2017-18	515	522	517	464	498	520	*	658	-	*	n/a	488	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.5	19.5	18.5	18.5	21.2	*	24.0	-	*	n/a	18.0	n/a
English Language Arts													
2017-18	20.3	20.0	19.1	18.2	18.0	21.5	*	23.0	-	*	n/a	17.2	n/a
Mathematics													
2017-18	20.6	20.6	19.7	18.6	18.7	20.1	*	26.3	-	*	n/a	18.3	n/a
Science													
2017-18	20.9	20.7	19.6	18.7	18.9	20.7	*	23.1	-	*	n/a	18.6	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Other Postsecondary Indicators

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

	State	Region 10	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	45.7%	77.4%	56.0%	85.5%	76.6%	55.6%	78.3%	40.0%	74.3%	52.1%	79.1%	81.9%
2016-17	37.1%	39.4%	66.7%	47.5%	77.6%	54.5%	*	63.1%	*	42.1%	33.9%	73.0%	70.8%
English Language Arts													
2017-18	17.3%	17.5%	14.3%	12.2%	14.1%	16.5%	12.5%	19.6%	*	6.1%	4.3%	13.0%	7.5%
2016-17	16.8%	17.4%	16.1%	15.6%	15.7%	17.2%	*	18.3%	*	10.5%	0.0%	15.0%	2.3%
Mathematics													
2017-18	20.7%	21.8%	14.9%	13.2%	15.8%	11.9%	25.0%	20.2%	0.0%	15.2%	9.8%	14.5%	8.5%
2016-17	19.5%	20.4%	6.5%	6.2%	7.2%	3.8%	*	8.8%	*	5.9%	3.5%	6.6%	0.8%
Science													
2017-18	21.2%	21.9%	39.7%	34.8%	39.6%	45.5%	12.5%	40.2%	*	47.1%	34.8%	39.6%	30.2%
2016-17	5.7%	7.3%	9.8%	10.8%	7.7%	11.6%	*	16.1%	-	0.0%	0.0%	8.4%	5.7%
Social Studies													
2017-18	22.8%	26.4%	30.4%	25.5%	28.1%	38.5%	42.9%	46.1%	*	26.5%	6.4%	27.4%	13.3%
2016-17	21.8%	25.3%	36.8%	32.6%	34.1%	41.0%	*	54.9%	*	31.6%	3.2%	37.0%	15.6%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	54.1%	68.8%	77.8%	66.0%	78.6%	-	*	*	*	50.0%	65.9%	60.0%
2015-16	54.7%	53.7%	67.2%	71.4%	58.6%	84.6%	-	*	-	-	*	62.2%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	58.5%	56.9%	57.1%	56.7%	60.0%	-	*	-	*	*	60.0%	*
2015-16	55.7%	53.7%	41.0%	50.0%	23.5%	54.5%	-	*	-	-	*	45.8%	*

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	18,261	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	0	0.0%	15,122	0.3%
Pre-Kindergarten	0	0.0%	238,810	4.4%
Kindergarten	1,880	10.3%	373,435	6.9%
Grade 1	1,927	10.6%	386,567	7.1%
Grade 2	1,964	10.8%	387,490	7.2%
Grade 3	1,888	10.3%	395,637	7.3%
Grade 4	1,878	10.3%	411,805	7.6%
Grade 5	1,870	10.2%	417,388	7.7%
Grade 6	1,864	10.2%	417,587	7.7%
Grade 7	1,725	9.4%	406,716	7.5%
Grade 8	1,433	7.8%	404,933	7.5%
Grade 9	686	3.8%	436,449	8.1%
Grade 10	515	2.8%	400,571	7.4%
Grade 11	346	1.9%	372,899	6.9%
Grade 12	285	1.6%	350,991	6.5%
Ethnic Distribution:				
African American	5,319	29.1%	684,349	12.6%
Hispanic	9,085	49.8%	2,847,629	52.6%
White	2,400	13.1%	1,484,069	27.4%
American Indian	44	0.2%	20,362	0.4%
Asian	814	4.5%	242,247	4.5%
Pacific Islander	13	0.1%	8,254	0.2%
Two or More Races	586	3.2%	129,490	2.4%
Economically Disadvantaged	11,548	63.2%	3,283,812	60.6%
Non-Educationally Disadvantaged	6,713	36.8%	2,132,588	39.4%
Section 504 Students	882	4.8%	354,440	6.5%
English Learners (EL)	4,813	26.4%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	75,963	1.4%
Students w/ Dyslexia	246	1.3%	194,074	3.6%
At-Risk	10,363	56.7%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	978		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	381	39.0%	221,426	42.4%
Students with Physical Disabilities	319	32.6%	114,118	21.9%
Students with Autism	104	10.6%	71,373	13.7%
Students with Behavioral Disabilities	169	17.3%	107,604	20.6%
Students with Non-Categorical Early Childhood	5	0.5%	7,387	1.4%

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	0.3%	1.7%	0.0%	6.2%
Grade 1	1.1%	3.1%	1.3%	5.5%
Grade 2	0.6%	1.8%	0.0%	2.3%
Grade 3	0.2%	1.1%	0.0%	0.9%
Grade 4	0.3%	0.5%	0.0%	0.5%
Grade 5	0.2%	0.5%	0.0%	0.6%
Grade 6	0.1%	0.4%	0.0%	0.5%
Grade 7	0.2%	0.6%	0.0%	0.6%
Grade 8	0.2%	0.4%	0.0%	0.7%
Grade 9	1.1%	7.2%	0.0%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	339	6.9%	6,321	0.3%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	17.2	18.9
Grade 1	19.2	18.8
Grade 2	18.2	18.7
Grade 3	22.6	18.9
Grade 4	22.4	19.2
Grade 5	23.6	21.2
Grade 6	22.2	20.4
Secondary:		
English/Language Arts	17.0	16.6
Foreign Languages	20.4	18.9
Mathematics	17.7	17.8
Science	20.1	18.9
Social Studies	18.5	19.3

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	1,871.0	100.0%	719,502.5	100.0%
Professional Staff:	1,457.4	77.9%	461,380.1	64.1%
Teachers	1,183.6	63.3%	358,450.1	49.8%
Professional Support	156.8	8.4%	72,848.5	10.1%
Campus Administration (School Leadership)	80.3	4.3%	21,812.7	3.0%
Central Administration	36.7	2.0%	8,268.8	1.1%
Educational Aides:	202.2	10.8%	74,292.4	10.3%
Auxiliary Staff:	211.3	11.3%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	15.0	n/a	4,414.0	n/a
Part-time	1.0	n/a	572.0	n/a
Counselors				
Full-time	44.0	n/a	12,433.0	n/a
Part-time	1.0	n/a	1,097.0	n/a
Total Minority Staff:	1,306.4	69.8%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	295.2	24.9%	37,875.6	10.6%
Hispanic	410.8	34.7%	99,261.7	27.7%
White	332.3	28.1%	209,288.6	58.4%
American Indian	2.0	0.2%	1,236.1	0.3%
Asian	128.3	10.8%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	15.0	1.3%	4,074.5	1.1%
Males	299.0	25.3%	85,138.1	23.8%
Females	884.7	74.7%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	3.2	0.3%	4,932.1	1.4%
Bachelors	883.4	74.6%	263,991.5	73.6%
Masters	280.1	23.7%	87,059.6	24.3%
Doctorate	17.0	1.4%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	308.8	26.1%	24,953.3	7.0%
1-5 Years Experience	717.8	60.6%	103,762.4	28.9%
6-10 Years Experience	73.3	6.2%	68,136.0	19.0%
11-20 Years Experience	71.9	6.1%	105,158.7	29.3%
Over 20 Years Experience	11.9	1.0%	56,439.7	15.7%
Number of Students per Teacher	15.4	n/a	15.1	n/a

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	4.2	6.3
Average Years Experience of Principals with District	1.9	5.4
Average Years Experience of Assistant Principals	3.6	5.3
Average Years Experience of Assistant Principals with District	2.2	4.7
Average Years Experience of Teachers:	2.9	11.1
Average Years Experience of Teachers with District:	1.1	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$44,953	\$47,218
1-5 Years Experience	\$44,680	\$50,408
6-10 Years Experience	\$47,750	\$52,786
11-20 Years Experience	\$49,364	\$56,041
Over 20 Years Experience	\$48,667	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$45,266	\$54,122
Professional Support	\$60,638	\$64,069
Campus Administration (School Leadership)	\$74,256	\$78,947
Central Administration	\$76,932	\$103,400
Instructional Staff Percent:	79.8%	64.5%
Turnover Rate for Teachers:	32.9%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

District Name: INTERNATIONAL LEADERSHIP OF TEXAS
 County Name: DALLAS
 District Number: 057848

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Staff Information

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	12,764	69.9%	1,066,099	19.7%
Career & Technical Education	1,832	10.0%	1,424,391	26.3%
Gifted & Talented Education	1,009	5.5%	436,361	8.1%
Special Education	978	5.4%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	464.8	39.3%	23,092.5	6.4%
Career & Technical Education	35.2	3.0%	17,483.0	4.9%
Compensatory Education	0.0	0.0%	9,548.1	2.7%
Gifted & Talented Education	0.0	0.0%	7,164.0	2.0%
Regular Education	668.2	56.5%	255,885.2	71.4%
Special Education	15.4	1.3%	32,449.2	9.1%
Other	0.0	0.0%	12,828.0	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

Guidelines

2018–19 Texas Academic Performance Report

December 2019

The intent of these guidelines is to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not a substitute for districts' knowledge and full understanding of Texas Education Code (TEC), §39.306 and §39.362, or 19 Texas Administrative Code, §61.1022.

TEC, §39.306, requires each district's board of trustees to publish an annual report that includes the PDF TAPR as well as the information summarized below under "Annual Report."

Statute requires that each district's board of trustees hold a public hearing to discuss the district's annual report within 90 days of receiving the PDF TAPR; however, because this year's release date coincides with the start of winter break for many districts, the 90 day count will begin on the first day the district returns from winter break. Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places.

1. Annual Report The PDF TAPR comprises the main part of the district's annual report, and it must be published in the same format as provided by TEA. Districts may promote the online TAPR system as well, but the annual report must use the PDF TAPR. In addition to the PDF TAPR, a district's annual report must include the campus performance objectives and the progress toward those objectives, district accreditation status, each campus awarded a distinction designation or rated *F*, the district's current special education compliance status (included in the district PDF TAPR cover page), information on violent or criminal incidents and prevention and intervention policies, findings that resulted from evaluations conducted under the Safe and Drug-Free Schools and Communities Act of 1994, 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). Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

Districts are encouraged to provide a copy of the *TAPR Glossary*. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in late spring. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. PEIMS Financial Standard Reports (2017–18 Financial Actual Reports) The financial section of the TAPR is provided by the State Funding Division. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

For more information on the financial reports, please contact the State Funding Division at (512) 463-9238.

Guidelines

2018–19 Texas Academic Performance Report

December 2019

3. **District Accreditation Status** Each district’s annual report must include the 2018–19 accreditation status. Information on accreditation status is available online at <http://tea.texas.gov/accredstatus/>. The report must also include any campuses that earned a distinction designation or was rated *F*.
4. **Campus Performance Objectives** TEC, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus’s progress toward meeting those objectives must be included in the district’s annual report.
5. **Special Education Determination Status** (*district PDF TAPR only*) The annual report must include the district’s special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.
6. **Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
 - The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the report of violent or criminal incidents, please see the Safe and Healthy Schools website at http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/.

7. **Student Performance in Postsecondary Institutions** TEC, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

The Texas Higher Education Coordinating Board (THECB) publishes a report listing this information for each high school in Texas (sorted by county and district) on its website at <http://www.txhighereddata.org/index.cfm?objectid=B299B000-3F79-11E9-B09D0050560100A9>. The report is titled *Report of 2016–2017 High School Graduates’ Enrollment and Academic Performance in Texas Public Higher Education in FY 2018*. The first page explains the purpose of the report and data calculation methods.

2018–19 Texas Academic Performance Report

If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

- 8. Public Hearings** Statute requires that districts hold a hearing for public discussion of the annual report within 90 calendar days of the date of the release of the PDF TAPR; however, because this year's release date coincides with the start of winter break for many districts, the 90 day count will begin on the first day the district returns from winter break. Districts may combine the hearing with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.
- 9. Accessing the PDF TAPR** The TAPR is available through TEAL Accountability (<https://tealprod.tea.state.tx.us/TSP/TEASecurePortal/Access/LogonServlet>) or the TEA public website (<https://tea.texas.gov/perfreport/tapr/index.html>). The PDF TAPR is designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each report is an even number of pages.

TEAL Accountability is for district use only and provides basic materials districts need to meet the legal requirements related to TAPR.

- 10. Publishing the Report** A district can upload its PDF TAPR to the district website or direct others to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places, such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.
- 11. Requirement for Notice on District Website** TEC, §39.362, requires each district to post the most recent PDF TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2018–19 TAPR.

Guidelines

2018–19 Texas Academic Performance Report

December 2019

- 12. Data Modification** By the time the TAPR is published, the window to correct inaccurate data submitted by a district has already closed. Districts must correct TSDS PEIMS data used in the TAPR per the procedures described in the *Texas Education Data Standards*. Districts must submit corrections for STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests to the appropriate testing contractor. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.
- 13. Summary Report** In addition to publishing the complete PDF TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.
- 14. Common Questions** Districts are encouraged to make a copy of the *TAPR Glossary* available locally. The glossary provides definitions, describes methodologies, lists sources for data in the TAPR, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.
- **Time Frame** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. The *TAPR Glossary* provides additional information on data sources.
 - **PDF and System Data Sources** Although the online TAPR system will be updated as new data become available, the TAPR compiles data sets at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
 - **The Accountability Subset** The PDF TAPR includes the STAAR results of only those students enrolled in the campus or district as of October 26, 2018 (for the spring 2019 test). See the *TAPR Glossary* or the [2019 Accountability Manual](#) for a more complete explanation of the accountability subset criteria.
 - **Masking** The TAPR applies masking rules to STAAR assessment results and other performance indicators when needed to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/masking.html>.
- 15. Recommended Meetings** Beyond the requirement to widely publish the district annual report and PDF TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

Comprehensive Glossary

2018–19 Texas Academic Performance Report

Cover Page

2019 Accountability Rating: The overall rating earned by the district or campus for 2019.

2019 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination status based on an evaluation of each district's Results Driven Accountability (RDA) indicators (formerly Performance Based Monitoring Analysis 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: <https://tea.texas.gov/si/SPEDmonitoring/>

Additional resources include the RDA Manual and the State Performance Plan at the following links: <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>

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

2019 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*district TAPR only*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated.

Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test.

Performance

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 assessment 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/>.

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Other Important Information:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. 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 (with and without accommodations) and STAAR Alternate 2 results are included.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR.

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/2019/masking.html>.

STAAR Performance

The STAAR Performance section of the TAPR displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading, mathematics, and writing

Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science

Grade 6 – reading and mathematics

Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

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STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

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For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 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 2017–18 STAAR administration of ELA/reading and/or mathematics.

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

For 2019, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

number of students who took the assessment 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:

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

number of students who took the assessment in the first administration

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

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

cumulative number of students who took the assessment in either of the first two administrations

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- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC)*: The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level

number of students who did not pass the assessment in the first, second, or third administrations

- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted and Retained*: The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

Promoted to Grade 6 or 9: The percentage of students who passed the STAAR in 2019 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

number of students promoted by their GPC who passed grade 6 reading STAAR in 2019

number of students who were promoted by their GPC and took grade 6 reading STAAR in 2019

Retained in Grade 5 or 8: The percentage of students who passed the STAAR in 2019 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

number of students retained who passed grade 5 reading STAAR in 2019

number of students retained and took grade 5 reading STAAR in 2019

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables English 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 following:

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

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BE-Dual One-Way. Bilingual program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

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 the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): 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. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Participation

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O

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- *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 TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)
 - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. 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%. (Data source: STAAR and TELPAS File)

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2017–18 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:

total number of days that students in grades 1–12 were present in 2017–18

total number of days that students in grades 1–12 were in membership in 2017–18

This indicator was used in awarding distinction designations in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 42400)

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

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- 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 or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

number of dropouts in grades 7 and 8 during the 2017–18 school year

number of students in grades 7 and 8 in attendance at any time during the 2017–18 school year

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

number of dropouts in grades 9–12 during the 2017–18 school year

number of students in grades 9–12 in attendance at any time during the 2017–18 school year

Both annual dropout 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 calculations.

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, 2017–18](#) reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the [2019 Accountability Manual](#) (Data source: TSDS PEIMS 40203, 40110, 42400, and 42500)

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).

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For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2017.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2016.

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 2014–15 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2014–15 but takes 5 years to graduate (i.e., graduates in May 2019) is still part of the 2018 cohort; he or she is not switched to the 2019 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2018. 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, 2018 for the 2018 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2018**

number of students in the 2018 cohort*

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2018. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2018 cohort*

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- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

number of students in the 2018 cohort*

- (4) *Dropped Out*: The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2018 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the 2018 cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2018 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018 plus number of students from the cohort who were enrolled in the fall of the 2018–19 school year

number of students in the 2018 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2017 cohort*

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- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2018}}{\text{number of students in the 2017 cohort}^*}$$

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort}^*}$$

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort}^*}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2018} \end{aligned}}{\text{number of students in the 2017 cohort}^*}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2018} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year} \end{aligned}}{\text{number of students in the 2017 cohort}^*}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2016 cohort. It is calculated as follows:

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number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 cohort*

- (2) *Received TxCHSE*: For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2016 cohort*

- (3) *Continued High School*: The percentage of the 2016 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

number of students in the 2016 cohort*

- (4) *Dropped Out*: The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2016 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018
plus
number of students from the cohort who received a TxCHSE by August 31, 2018**

number of students in the 2016 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018
plus
number of students from the cohort who received a TxCHSE by August 31, 2018
plus
number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

number of students in the 2016 cohort*

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data

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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, TxCHSE 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 2014–15. They are followed through their expected graduation with the Class of 2018. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2018 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2013–14. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2017 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2012–13. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2016. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, 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, 2017–18](#). (Data source: TSDS PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

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

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RHSP/DAP Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2018 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2018 with reported graduation plans
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2018 who complete a 4-year FHSP-E
number of graduates in the Class of 2018 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2018 who complete a 4-year FHSP-DLA
number of graduates in the Class of 2018 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) 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.

**number of graduates from the Class of 2018 who complete a 4-year RHSP or
DAP or FHSP-E or FHSP-DLA**
number of graduates in the Class of 2018 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP
**number of graduates in SY 2017–18 with reported graduation plans (excludes
graduates with FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2017–18 who earn an FHSP-E

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number of graduates in SY 2017–18 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2017–18 who earn an FHSP-DLA

number of graduates in school year (SY) 2017–18 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 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.

number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2017–18 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, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the [Texas Education Data Standards](#) for more information. Results are shown for the Class of 2017 and the Class of 2018. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

Annual 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 2017–18 are also shown:

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

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

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Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

Limited English Proficient (LEP): 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 learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

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 \(d-1\)](#). *(Data source: TSDS PEIMS 40100)*

number of students in the 2017–18 school year considered as at risk

total number of students

Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. *(Data source: TSDS PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math. *(Data source: TSDS PEIMS 43415)*
- 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
- 4) **Earn an Associate’s Degree:** A graduate earning an associate’s degree while in high school. *(Data source: TSDS PEIMS 40100/49010)*
- 5) **OnRamps Course Credits:** A graduate completing an OnRamps course and receiving at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

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Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an industry-based certification under 19 TAC §74.1003. *(Data source: TSDS PEIMS 48011)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: TSDS PEIMS 40203)*
- 8) **CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:** A CTE coherent sequence graduate who has completed and received credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 43415 and 40110 [summer])*
- 9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*
- 10) **Current Special Education Students with Advanced Degree Plans:** A graduate who graduates under an advanced degree plan and is identified as a current special education student *(Data source: TSDS PEIMS 40203 and 40110)*
- 11) **Graduate with Level I or Level II Certificate:** A graduate earning a Level I or Level II certificate in any workforce education area. *(Data source: THECB)*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the eleven criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, 9, 10, or 11 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, 9, 10, or 11. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

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TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

TSI Criteria						
<u>TSIA</u>		<u>SAT*</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= 350 on Mathematics	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables.

The percentages are calculated as follows:

English Language Arts.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2017–18

number of 2017–18 annual graduates

Mathematics.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2017–18

number of 2017–18 annual graduates

Both Subjects.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics in 2017–18

number of 2017–18 annual graduates

Either Subject.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics in 2017–18

number of 2017–18 annual graduates

Dual Course Credits: The percentage of annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics (Data source: TSDS PEIMS 43415)

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number of 2017–18 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2017–18 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

number of 2017–18 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2017–18 annual graduates

Associate’s Degree: The percentage of annual graduates who earned an associate’s degree before graduation. *(Data source: TSDS PEIMS 40100)*

number of 2017–18 annual graduates who earned an associate’s degree before graduation

number of 2017–18 annual graduates

Associate’s Degree but not Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

Associate’s Degree and Career/Military Ready: The percentage of annual graduates who met associate’s degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*.

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and qualified for three hours of university or college credit *(Data source: OnRamps program)*

number of 2017–18 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2017–18 annual graduates

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 48011)*

number of 2017–18 annual graduates who earned an approved industry-based certification

number of 2017–18 annual graduates

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Graduate with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2017–18 annual graduates}}$$

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators. (Data source: TSDS PEIMS 43415 and 40110)

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2017–18 annual graduates}}$$

U.S. Armed Forces Enlistment: The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces}}{\text{number of 2017–18 annual graduates}}$$

Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 40110)

$$\frac{\text{number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2017–18 annual graduates}}$$

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate (Data source: THECB)

$$\frac{\text{number of 2017–18 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2017–18 annual graduates}}$$

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CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board’s TSIA at any point since June 2011. (Data source: THECB)

$$\frac{\text{number of 2017–18 annual graduates who took the TSIA}}{\text{number of 2017–18 annual graduates}}$$

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA (Data source: THECB and TSDS PEIMS 40203)

Percentages are calculated and shown for reading and mathematics together and separately.

$$\frac{\text{number of 2017–18 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2017–18 annual graduates}}$$

CTE Coherent Sequence (Annual Graduates): 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. (Data source: TSDS PEIMS 40100, 40203, and 42400)

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2017–18 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (Data source: TSDS PEIMS 43415)

English Language Arts.

$$\frac{\text{number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2017–18 annual graduates}}$$

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Mathematics.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2017–18 annual graduates

Both Subjects.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2017–18 annual graduates

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2014–15 to 2017–18 school years. (*Data source: TSDS PIEMS 43415*)

number of 2017–18 annual graduates who completed and earned credit for at least one AP or IB course in the 2014–15 to 2017–18 school years

number of 2017–18 annual graduates

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

All Subjects

Number of students in grades 11 & 12 in the 2017–18 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics

number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science

number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

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Social Studies

Number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

These indicators were used in determining the 2019 distinction designations for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees \geq Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 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. (Data source: College Board and IB)

All Subjects

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

English Language Arts

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

These indicators were used in determining the 2019 distinction designations for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders \geq Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school

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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. *(Data source: College Board and IB)*

All Subjects

number of 11th and 12th graders in 2017–18 with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores. For the class of 2017 and previous years, the scores were based on each student’s most recent examination. Because of the change to using highest score, only the class of 2018 is shown.

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

number of 2017–18 graduates who took either the SAT or the ACT

number of 2017–18 graduates reported

(2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

**number of 2017–18 graduating examinees who scored at or above the
criterion score on either the SAT or the ACT**

**number of 2017–18 graduating examinees taking either the SAT or the
ACT**

(3) *At/Above Criterion for All Graduates:* The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

**number of 2017–18 graduating examinees who scored at or above the
criterion score on either the SAT or the ACT**

number of 2017–18 graduates reported

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. *(Data source: College Board and TSDS PEIMS 40203)*

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Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

- (2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. (*Data source: College Board and TSDS PEIMS 40203*)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

- (2) *Average ACT Score (English Language Arts):* The average score for the ACT English and Reading combined. The maximum score is 36.

sum of ACT English and Reading combined scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

- (3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

sum of ACT mathematics scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

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(4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

sum of ACT science scores of all 2017-18 graduates who took the ACT

number of 2017-18 graduates who took the ACT

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and earned three hours of college credit (*Data source: OnRamps program*)

number of 2017–18 annual graduates who completed an OnRamps course and earned three hours of college credit before graduation

number of 2017–18 annual graduates

Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)

number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2017–18 annual graduates

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. 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 Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: (*Data source: TSDS PEIMS 43415*)

Any Subject

number of students in grades 11–12 in 2017–18 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2017–18

English Language Arts

number of students in grades 11–12 in 2017–18 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2017–18

Mathematics

number of students in grades 11–12 in 2017–18 who received credit for at least one mathematics advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one mathematics course in 2017–18

Science

number of students in grades 11–12 in 2017–18 who received credit for at least one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2017–18

Social Studies

number of students in grades 11–12 in 2017–18 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: TSDS PEIMS 43415)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced courses. 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 Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: TSDS PEIMS 43415)

Any Subject

number of students in grades 9–12 in 2017–18 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2017–18

English Language Arts

number of students in grades 9–12 in 2017–18 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2017–18

Mathematics

number of students in grades 9–12 in 2017–18 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2017–18

Science

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number of students in grades 9–12 in 2017–18 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2017–18

Social Studies

number of students in grades 9–12 in 2017–18 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#).
(Data source: TSDS PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): 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.

number of graduates during the 2016–17 school year who attended a public or independent college or university in Texas in the 2017–18 academic year

number of graduates during the 2016–17 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.
(Data source: THECB)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course: 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.

number of graduates during the 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated
and
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

number of graduates during the 2016–17 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. (Data source: THECB)

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Profile

Student Information

Total Students: The total number of public school students who were reported in membership on October 26, 2018, at any grade from early childhood education through grade 12. Membership differs from enrollment as 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 non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district. *(Data source: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

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. *(Data source: TSDS PEIMS 40100, 30040, 30050, 30090)*

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

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

(Data source: TSDS PEIMS 40100 and TEA Student Assessment Division)

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.

Section 504 Students: The count and percentage of students identified as receiving section 504 services.

English Learners (ELs): 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 Learner” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the [2019 Accountability Manual](#).
- EL 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 ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as ELs receive bilingual or English as a second language instruction. *(Data source: TELPAS file)*

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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:

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

For 2018–19, the following 19 disciplinary action codes 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. *(Data source: TSDS PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia.

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 \(d-1\)](#).

$$\frac{\text{number of students in the 2018–19 school year considered as at risk}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40110)

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

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- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

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

number of mobile students in 2017–18

**number of students who were in membership at any time during the
2017–18 school year**

This rate is calculated at the campus level and disaggregated by race/ethnicity. 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. *(Data source: TSDS PEIMS 42400)*

Retention Rates by Grade (*not on campus profile*): The percentage of students in Texas public schools who enrolled in fall 2018 in the same grade in which they were reported for the last six-week period of the prior school year (2017–18).

the number of students enrolled in the same grade from one school year to the next

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–9. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2017–18*, available from TEA. *(Data source: TSDS PEIMS 40110)*

Data Quality (*not on campus profile*): The percentage of errors made by district in the TSDS PEIMS Student Leaver Data.

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 Texas high school equivalency certificate (TxCHSE) 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

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the end of the school start window. (For 2017–18 the end of the school-start window was September 28, 2018.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2017–18 school year

(Data source: Texas High School Equivalency Certificate Information File; TSDS PEIMS 40100, 40110, 42400, and 42500)

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 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 number 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 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 as 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.

(Data source: TSDS PEIMS 30090)

Staff Information

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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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 TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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 TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 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 percentage of day worked. *(Data source: TSDS PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, FTE count less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcount not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 Part-time Counselor. On the district report the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix A for TSDS PEIMS Role IDs (Professional Support Staff). *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of 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 percentage of the total staff FTE. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: TSDS PEIMS 30050)

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. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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. *(Data source: TSDS PEIMS 30050)*

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. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30060)*

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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 TSDS PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). 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.

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 2017–18 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. (*Data source: TSDS PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19. It is calculated as the total FTE count of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19, divided by the total teacher FTE count for the fall of 2017–18. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: TSDS PEIMS 30050 and 30090*)

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 TSDS 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

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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. (Data source: TSDS PEIMS 30055 and 30060)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis.

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. (Data source: TSDS PEIMS 40110, 41163 and 41169)

Teachers by Program (population served): 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 percentage of total teacher FTEs. (Data source: TSDS PEIMS 30040, 30050 and 30090)

Kindergarten Readiness

Kindergarten (KG) Ready: Assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the [Commissioner's List of Reading Instruments](#). Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2018–19, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the [Commissioner's List of Reading Instruments](#). Students may take multiple assessments.

Eligible Students: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

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Eligible Students Who Did Not Attend PK: Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

Student Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

number of kindergarten ready students

all kindergarten students who were assessed for kindergarten readiness

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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	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	(319) 337-1270
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 Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations.....	(512) 463-9414
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
RDA Special Education Monitoring Results Status		
	Results Driven Accountability.....	(512) 463-9704
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 Populations.....	(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
Effective Schools Framework	School Improvement.....	(512) 463-5226
TELPAS	Student Assessment	(512) 463-9536

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PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

- 004Assistant/Associate/Deputy Superintendent
- 027Superintendent/CAO/CEO/President
- 061Asst/Assoc/Deputy Exec Director
- 062Component/Department Director
- 063Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

- 003Assistant Principal
- 020Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

- 012Instructional Officer
- 028Teacher Supervisor
- 040Athletic Director
- 043Business Manager
- 044Tax Assessor and/or Collector
- 045Director - Personnel/Human Resources
- 055Registrar
- 060Executive Director

PROFESSIONAL SUPPORT STAFF

- 002Art Therapist
- 005Psychological Associate
- 006Audiologist
- 007Corrective Therapist
- 008Counselor
- 011Educational Diagnostician
- 013Librarian
- 015Music Therapist
- 016Occupational Therapist
- 017Certified Orientation & Mobility Specialist
- 018Physical Therapist
- 019Physician
- 021Recreational Therapist
- 022School Nurse
- 023LSSP/Psychologist
- 024Social Worker
- 026Speech Therapist/Speech-Lang Pathologist
- 030Visiting Teacher/Truant Officer
- 032Work-Based Learning Site Coordinator
- 041Teacher Facilitator
- 042Teacher Appraiser
- 054Department Head
- 056Athletic Trainer
- 058Other Campus Professional Personnel
- 064Specialist/Consultant
- 065Field Service Agent
- 079Other ESC Professional Personnel
- 080Other Non-Campus Professional Personnel
- 100Instructional Materials Coordinator
- 101Legal Services
- 102Communications Professional
- 103Research/Evaluation Professional
- 104Internal Auditor
- 105Security
- 106District/Campus Information Technology Professional

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107	Food Service Professional
108	Transportation
109	Athletics
110	Custodial
111	Maintenance
112	Business Services Professional
113	Other District Exempt Professional Auxiliary
114	Other Campus Exempt Professional Auxiliary

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.

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Advanced Academic Courses

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- All courses shown were for the 2018–19 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 (First Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
03580370	Discrete Math for Computer Science
03580395	Robotics Programming and Design
12701410	Applied Math for Tech Professionals
13001000	Math Appl in Ag/Food and Nat/Resources
13016700	Accounting II
13016900	Statistical and Business Decision Making
13018000	Financial Mathematics
13020970	Math for Medical Professionals
13032950	Manufacturing Engineering Technology II
13036700	Engineering Mathematics
13037050	Robotics II
13037600	Digital Electronics
A3100101	AP Calculus AB

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Mathematics (cont.)

A3100102	AP Calculus BC
A3100200	AP Statistics
A3580100	AP Computer Science A
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
A3580300	AP Computer Science Principles
N1100014	AP Research
N1130026	AP Seminar
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society, SL
I3580500	IB Information Technology In A Global Society

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Ensemble
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
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing Portfolio
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio

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Fine Arts (cont.)

I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level-A
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050003	AP Physics I: Algebra Based
A3050004	AP Physics II: Algebra Based
A3050005	AP Physics C: Electricity and Magnetism
A3050006	AP Physics C: Mechanics
I3010201	IB Biology, Standard Level
I3010202	IB Biology, Higher Level
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology, Standard Level
I3030002	IB Design Technology, Higher Level
I3040002	IB Chemistry, Standard Level
I3040003	IB Chemistry, Higher Level
I3050002	IB Physics, Standard Level
I3050003	IB Physics, Higher Level
13000700	Advanced Animal Science
13002100	Advanced Plant and Soil Science
13020600	Anatomy and Physiology
13020700	Medical Microbiology
13020800	Pathophysiology
13023000	Food Science
13029500	Forensic Science
13036400	Biotechnology I
13036450	Biotechnology II
13037100	Principles of Technology
13037200	Scientific Research and Design
13037210	Scientific Research and Design II
13037220	Scientific Research and Design III
13037300	Engineering Design and Problem Solving
13037500	Engineering Science

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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
A3360200	AP Human Geography (Elective)
A3370100	AP World History
I3301100	IB History, Standard Level
I3301200	IB History: Africa, Higher Level
I3301300	IB History: Americas, Higher Level
I3301400	IB History: East and Southeast Asia, Higher Level
I3301500	IB History: Europe, Higher Level
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
03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03110910	Adv, 1st Time, Arabic
03110920	Adv, 2nd Time, Arabic
03110930	Adv, 3rd Time, Arabic
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03120910	Adv, 1st Time, Japanese

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03120920	Adv, 2nd Time, Japanese
03120930	Adv, 3rd Time, Japanese

Advanced Languages (Cont.)

03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03400910	Adv, 1st Time, Italian
03400920	Adv, 2nd Time, Italian
03400930	Adv, 3rd Time, Italian
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03410910	Adv, 1st Time, French
03410920	Adv, 2nd Time, French
03410930	Adv, 3rd Time, French
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03420910	Adv, 1st Time, German
03420920	Adv, 2nd Time, German
03420930	Adv, 3rd Time, German
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03440910	Adv, 1st Time, Spanish
03440920	Adv, 2nd Time, Spanish
03440930	Adv, 3rd Time, Spanish
03450400	Russian IV
03450500	Russian V

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03450600	Russian VI
03450700	Russian VII
03450910	Adv, 1st Time, Russian
03450920	Adv, 2nd Time, Russian
03450930	Adv, 3rd Time, Russian
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03470910	Adv, 1st Time, Portuguese
03470920	Adv, 2nd Time, Portuguese
03470930	Adv, 3rd Time, Portuguese
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03490910	Adv, 1st Time, Chinese
03490920	Adv, 2nd Time, Chinese
03490930	Adv, 3rd Time, Chinese
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03510910	Adv, 1st Time, Vietnam
03510920	Adv, 2nd Time, Vietnam
03510930	Adv, 3rd Time, Vietnam
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03520910	Adv, 1st Time, Hindi
03520920	Adv, 2nd Time, Hindi
03520930	Adv, 3rd Time, Hindi
03980400	American Sign Language IV
03530910	Adv, 1st Time, Urdu
03530920	Adv, 2nd Time, Urdu
03530930	Adv, 3rd Time, Urdu
11401910	Adv, 1st Time, Turkish

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11401920	Adv, 2nd Time, Turkish
11401930	Adv, 3rd Time, Turkish
11403610	Adv, 1st Time, Korean
11403620	Adv, 2nd Time, Korean
11403630	Adv, 3rd Time, Korean
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
A3400400	AP Italian 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
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

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Advanced Languages (Cont.)

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