

AEA (Alternative Education Accountability) - Under the state accountability system, alternative education campuses (AECs) have the option to be evaluated under alternative education accountability (AEA) procedures and receive accountability ratings based on different performance standards and indicators/measures than those used for regular campuses.

AEC (Alternative Education Campus) - Alternative education programs provide accelerated instructional services to students at risk of dropping out of school. In order to be evaluated under AEA procedures, each registered AEC must have at least 75% at-risk students enrolled on the AEC verified through PEIMS fall enrollment data.

AEIS (Academic Excellence Indicator System) - AEIS pulls together a wide range of information on the performance of students in each school and district in Texas every year. This information is put into annual AEIS reports, which are available each year in the fall. All indicators used for state accountability are reported in the AEIS, with additional disaggregation depicting how each grade level and different populations performed. The reports also show participation rates on the state-administered tests. Indicators that will potentially be used in future accountability ratings are also published in the AEIS when possible.

AU (Academically Unacceptable) - If campus performance is below any accountability standard, the campus is considered an academically unacceptable campus.

AYP (Adequate Yearly Progress) - Under the accountability provisions in the federal No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state are evaluated for AYP – the measure of progress toward the goal of 100% of students achieving defined standards. Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle/junior high schools). If a campus, district, or state that is receiving Title I, Part A funding fails to meet AYP for two consecutive years, that campus, district, or state is subject to certain requirements such as offering supplemental education services, offering school choice, and/or taking corrective actions.

CAM (Campus Administrator Mentor) - Experienced, former educators who mentor administrators involved in CAMP.

CAMP (Campus Administrator Mentor Program) - Campuses entering stage I of the School Improvement Program participate CAMP. This administrator mentoring and coaching program is provided by SIRC.

Campus - An organizational unit operated by the school district that is eligible to receive a campus rating in the state accountability rating system.

Campus Accountability Subset: Only test results for students enrolled on the same campus on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date are included in a campus performance measure.

CIT (Campus Intervention Team) - If a campus has been identified as academically unacceptable, the commissioner appoints a campus intervention team.

CI (Comparable Improvement) - Campuses with similar indicators are grouped to examine differences in achievement and growth

Completer – To count as a “completer” for standard accountability procedures, a student must have received a high school diploma with his/her class (or earlier) or have re-enrolled in the fall as a continuing student.

Completion Rate I - The longitudinal Completion Rate I reflects the percentage of students from a class of beginning ninth graders who complete their high school education by their anticipated graduation date.

Completion Rate II – This longitudinal rate indicates the percent of students who graduate, receive a General Educational Development (GED) certificate, or who are continuing their education four years after first attending grade 9. These students’ progress is tracked over the four years using data provided to the Texas Education Agency (TEA) by districts and charters and data available in the statewide GED database. Graduates, continuing students (students who return to school for a fifth year), and GED recipients are counted as completers in the calculation of this rate.

DAEP (Disciplinary Alternative Education Program) – DAEP refers to alternative education settings for students temporarily removed for disciplinary purposes from their regular instructional settings. Chapter 37 of the TEC stipulates that school districts must meet the educational and behavioral needs of students assigned to DAEPs but leaves program design and content to local discretion.

Data Validation Monitoring - The purpose of the data validation monitoring function is to monitor the accuracy of data submitted by school districts and used in the state's accountability rating and performance-based monitoring (PBM) systems, including student assessment data, leaver/dropout data, and school discipline data.

Dropout – A dropout is a student who was enrolled in a Texas public school in grades 7 – 12 but did not return to a Texas public school the following fall within the “school start window”, was not expelled, did not graduate, receive a GED, continue high school outside the Texas public school system, or begin college, or pass away.

Dropout Rate - The longitudinal dropout rate reflects the percentage of students from the same class who drop out before completing their high school education. Texas uses the National Center for Education Statistics (NCES) dropout definition.

EOC (End of Course Assessments) - In 2007 Senate Bill 1031 was passed, which called for the development of “end-of-course assessment instruments for secondary-level courses in Algebra I, Algebra II, geometry, biology, chemistry, physics, English I, English II, English III, world geography, world history and United States history.” The purpose of the end-of-course (EOC) assessments is to measure students’ academic performance in core high school courses and to become part of the graduation requirements beginning with the freshman class of 2011–2012. The EOC assessments for lower-level courses must include questions to determine readiness for advanced coursework. The assessments for higher-level courses must include a series of special purpose questions to measure college readiness and the need for developmental coursework in higher education. In

addition, a student's score on each EOC assessment will be worth 15% of the student's final grade for that course.

ENAR (Evaluation, Needs Assessment and Recommendation) - A process conducted following data disaggregation and initial analysis. During the ENAR process the factors impacting student performance are identified and recommendations for actions are delineated.

ESC TT (Education Service Center's Turnaround Team) – This team from a regional Education Service Center (ESC) provides technical assistance to low-performing campuses, external and internal CITs and TATs.

External member of a CIT - If a campus has been identified as academically unacceptable, the commissioner appoints a campus intervention team. At least fifty percent (50%) of the membership of the CIT must be external to the district or charter holder, and an external member must be designated by the LEA to serve as a TEA contact. The external member(s) may not be an employee of the entity and may not have a contractual relationship to the entity through either a management company or services contract.

GPA (Gold Performance Acknowledgement) – The Gold Performance Acknowledgement (GPA) system acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings such as attendance rate and advanced placement results.

Hurricane Ike Provision: If the 2009 rating is AEA: Academically Unacceptable, then eligible charters and AECs will be rated AEA: Not Rated – Other.

ISAM (Intervention and Stage Activity Manager) - ISAM is used by TEA for submission of AU intervention materials and collection of associated data.

LEA (Local Education Agency) - This refers to a public school district, open enrollment charter school or regional Education Service Center.

Leaver – A student leaver may be any one of the following: a student who graduates, receives a GED certificate, continues high school outside the Texas public school system or begins college, is expelled, passes away or drops out.

Mover – A mover is a student who moves from one public school district to another, within Texas. A leaver record is not required for a mover. School districts may confirm that students have moved to other Texas public school districts by searching the PID Enrollment Tracking (PET) application. The final determination of whether students have moved is made by TEA.

PBM (Performance Based Monitoring) - The Division of Performance-Based Monitoring is responsible for developing performance-based indicators and elements that will facilitate a coordinated approach to the monitoring of local education agencies. The specific functions of the division include developing indicators, reviewing district and campus performance data, identifying risk areas, and coordinating with other agency divisions to ensure the effective implementation of a data-driven, risk-based monitoring system focused on improving student performance.

PBMAS (Performance Based Monitoring Analysis System) – The Performance-Based Monitoring Analysis System is an automated data system that reports annually on the performance of school districts and charter schools in selected program areas such as bilingual education/English as a second language, career and technical education, special education, and certain Title programs under the No Child Left Behind Act.

PEG (Public Education Grant) - The PEG program permits parents whose children attend schools on the PEG list to request that their children transfer to another campus within the same district or to another district. If a transfer is granted to another district, funding is provided to the receiving district. A school at which 50 percent or more of the students failed any of the TAKS subjects in any two of the preceding three years, or a school that was rated Academically Unacceptable in one of the preceding three years, is included on the PEG List. Through the PEG program, districts receive a slightly higher allocation of funding from the state for each PEG-transferred student.

PEIMS (Public Education Information Management System) - PEIMS is a state-wide data management system for public education information in the State of Texas. PEIMS encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

PEIMS Reporting – School districts submit their data in a standardized electronic format. Currently, the major categories of data collected are: organization data; budgeted financial data; actual financial data; staff data; student demographic and program participation data; student attendance and course completion data; retention and "school leaver" information (graduates, dropouts, etc.) Student enrollment status is reported for three dates during the school year - the school-start window, the fall "as of" (October snapshot) date, and the final day of school.

Performance Reporting - This division of TEA is responsible for determining district and school accountability ratings as well as Gold Performance Acknowledgments. It also produces the Academic Excellence Indicator System (AEIS) reports, Snapshot, Pocket Edition, and the School Report Card.

PET (PID Enrollment Tracking) – PET is an extension of PID in PEIMS that maintains up-to-date enrollment and withdrawal data for all students in Texas PK – 12th public schools. PET was developed to improve the school leaver reporting by assisting districts in finding students who have left the district to attend school at another district within the Texas public school system and in identifying the previous Texas district of enrollment for a student newly enrolling in a district.

PID (Person Identification Database) - This system used by TEA to manage and store identifying data on individuals who are reported to TEA. These individuals include: students and staff who are reported through the Public Education Information Management System (PEIMS) and recipients of high school equivalency credentials (based on GED). The PID database should contain one record for each person. Each record contains: SSN/Alt ID, First, Middle, and Last Name, Generation Code, Maiden Name, Date of Birth, Sex Code, and Ethnic Code.

Reconstitution – As per § 39.132 if a campus has been a low-performing campus for a period of two consecutive years or more, the commissioner shall order the closure of the district or charter program on the campus or reconstitute the campus. In reconstituting the campus, a special campus intervention team shall be assembled for the purpose of deciding which educators may be retained at that campus. Reconstitution of a campus involves removal or reassignment of some or all campus administrative and/or instructional personnel, taking into consideration proactive measures the district or campus has taken regarding campus personnel. The implementation of a campus reconstitution or redesign, approved by the commissioner of education, must also provide a rigorous and relevant academic program, provide personal attention and guidance to students, promote high expectations for all students and address comprehensive school-wide improvements that cover all aspects of a school's operation.

Repurpose – Repurposing a campus involves ceasing the operation of a campus function and establishing an alternative purpose for campus operations. An example of repurposing is to close an elementary campus and reopen the campus as a magnet high school.

Residential Facility: Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers.

Restructure - In Stage 4 of the School Improvement Program, the LEA oversees the planning process to undertake a major reorganization of a campus, making fundamental reforms, such as significant changes in the campus' staffing and governance.

Rtl (Response to Intervention) - Response to Intervention is a method of academic intervention designed to provide early, effective assistance to children who are having difficulty learning. Rtl seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulties..

RI (Required Improvement) – Campuses or districts initially rated Academically Unacceptable may achieve an Academically Acceptable rating using the Required Improvement feature. Districts and campuses whose performance is Academically Unacceptable for any TAKS subject, Annual Dropout Rate, or Completion Rate I measure are evaluated for RI. In order for “Required Improvement” to move a campus to Academically Acceptable the campus must have shown enough improvement on any deficient indicators to be able to meet the current year accountability standard in 2 years.

School Start Window - This is the period of time between the first day of school and the last Friday in September. Students must return during the school start window to be counted as having returned to school and not be counted as leavers from the prior year.

SIP (School Improvement Plan) - All Academically Unacceptable campuses are required to develop and implement a continuous improvement planning process and create a SIP designed to improve student performance in the area(s) not meeting the required performance standard in the state's accountability rating system.

SIP (School Improvement Program) - Title I schools that do not meet AYP for two consecutive years in either reading, math, graduation rate and/or attendance enter the School Improvement Program as mandated by NCLB. SIRC assists campuses through the school improvement process.

SIRC (School Improvement Resource Center) - The School Improvement Resource Center works in conjunction with TEA to improve student performance on federal standards and the No Child Left Behind Act. SIRC provides schools with information, clarification, resources, and technical assistance regarding the school improvement process.

SLP (School Leaver Provision) - A campus or district's completion rate or dropout rate cannot serve as the sole cause for a lowered accountability rating. This is referred to as the School Leaver Provision. In 2008, the Commissioner of Education eliminated the use of the SLP in 2009 and beyond.

SSI (Student Success Initiative) - Student Success Initiative (SSI) grade advancement requirements apply to the TAKS reading and mathematics tests at grade 5, and the reading and mathematics tests at grade 8. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction.

TAKS Accommodated - This assessment has the same questions as the TAKS, but allows certain accommodations for students with disabilities. Performance in these tests is being phased into the accountability system over three years. The TAKS (Accommodated) results below are included in the TAKS Progress indicator beginning in 2008. In 2010, performance on all TAKS (Accommodated) tests will be used in the accountability system.

TAKS Alt - An assessment designed for students with significant cognitive disabilities to meet the federal requirements mandated under the No Child Left Behind Act. According to federal regulations, all students will be assessed on grade-level curriculum which includes those students receiving special education services. Students with significant cognitive disabilities may be assessed with alternate standards using an assessment that is linked to the grade-level curriculum through prerequisite skills. One percent of the tested population can count as proficient for Adequate Yearly Progress calculations.

TAKS LAT - TAKS Linguistically Accommodated Testing (LAT) is a process that enables students who qualify for a limited-English-proficient exemption to take TAKS mathematics, science, and reading tests with accommodations designed to help them better understand the language used on the tests.

TAKS Modified - TAKS–M is an alternate assessment based on modified academic achievement standards designed for students receiving special education services who meet participation requirements. It covers the same grade-level content as TAKS, but TAKS–M tests have been changed in format (larger font, fewer items per page, etc.) and test design (fewer answer choices, simpler vocabulary and sentence structure, etc.).

TAKS Progress Indicator - TAKS Progress Indicator: The TAKS Progress indicator includes TAKS tests meeting the student passing standard or meeting the Texas Projection Measure (TPM) at grades 3-10 or meeting the Texas Growth Index (TGI) grade 11 and TAKS exit-level retests meeting the student passing standard at the spring administrations (April/May and March) or in the previous fall or summer (October and July).

TAP (Technical Assistance Provider) - Campuses entering stage 2 or above of the School Improvement Program received the services of a TAP. These individuals provide consultant services aimed at increasing the campus's leadership capacity for school improvement. SIRC coordinates the services of a TAP.

TAT (Technical Assistance Team) - If a campus is rated academically acceptable for the current school year but would be rated as academically unacceptable if performance standards to be used for the following school year were applied to the current school year, a technical assistance team (TAT) is created to assist the campus in executing a school improvement plan and any other school improvement strategies the commissioner determines appropriate.

TEASE (Texas Education Agency Secure Environment) – TEASE is the authentication portal through which many TEA web application users access TEA information resources. Most TEASE users are in school districts or regional education service centers. A user must request access to a Web application using a request form specific to that application.

TGI (Texas Growth Index) – The Texas Growth Index (TGI) is an estimate of a student's academic growth on the TAKS over two consecutive years (in consecutive grades). For the state accountability system, it is used in two ways : 1) to calculate Gold Performance Acknowledges for Comparable Improvement in Reading/ELA and mathematics and 2) to calculate the TAKS Progress Indicator under the alternative education accountability (AEA) procedures.

Title 1 - This program provides financial assistance to LEAs and schools with high numbers or percentages of economically disadvantaged children to help ensure that all children meet challenging state academic standards.

TPM (Texas Projection Measure) – The Texas Projection Measure (TPM) is a statistic that will indicate whether a student is projected to meet the standard (pass the TAKS) at the projection grade (a future grade the student will be in). The TPM projects student scores to a future grade using the student's current year TAKS scores along with information about the TAKS scores of other students at the school. The TPM will be used in grades 3–10 mathematics, reading, English language arts, writing (except for grade 7 writing)., science, and social studies. A TPM will not be available for grade 8 science until 2010.

TTC (Texas Turnaround Center) – The purpose of this center is to meet the legislative requirement for the commissioner to establish a regional network of highly trained turnaround teams to assist in turning around under-performing campuses. The Texas Turnaround Center supports the regional ESC Turnaround Teams.

TxCC (Texas Comprehensive Center) – The Texas Comprehensive Center provides technical assistance and support to the Texas Education Agency to assure Texas has an education system with the capacity and commitment to eliminate achievement gaps and enable all students to achieve at high levels.

TxHSRR (Texas High School Redesign and Restructuring Grant) - The Texas High School Redesign and Restructuring Grant provides high school campuses rated Academically Unacceptable with the resources to build capacity for implementing innovative, school-wide initiatives designed to improve student performance on the campus. Additionally, this grant seeks to create a demonstration project that will provide case studies and models for successful practices in turning around low-performing high schools.

TxPEP (Texas Principal Excellence Program) - The Texas Principal Excellence Program is designed to produce improvements in student achievement, graduation rates and teacher retention through the expansion of principal leadership and management skills. Principals from campuses that are rated Academically Unacceptable for the first time are required to participate, as well as principals that have been newly assigned to a campus rated AU Year 2,3, or 4. This program is also open to any Texas principal, assistant principal, or aspiring principal interested in participating.

Vertical Scale Score - A vertical scale refers to a conversion of a raw score (the basic score on a test) onto a scale that is common to all assessments that measure a similar content area across different grades. With a vertical scale, a student's scale score in one grade can be compared to that student's scale score in another grade so it is possible to determine how much the student has progressed in that content area. In 2009 students taking English TAKS grades 3–8 reading and mathematics and Spanish TAKS grades 3–6 reading and mathematics received vertical scale scores on their Confidential Student Reports; however, this information was provided for information only. In 2010 the vertical scale scores will replace the current scale scores for students taking English TAKS reading and mathematics in grades 3–8 and Spanish TAKS reading and mathematics in grades 3–6.