



**Table 31: PEIMS Record Types Used in Accountability**

<b>Record</b>	<b>Name</b>	<b>Description</b>	<b>Submission/ Month</b>
101	Student Demographic Data	Demographic information about each student, including the student's ethnicity, sex, date of birth, migrant status, as-of-status, campus of accountability, demographic revision confirmation code, and student attribution code.	1 <sup>st</sup> /October, 3 <sup>rd</sup> /June
110	Student Enrollment Data	Enrollment information about each student, including the student's grade, ADA eligibility, economically disadvantaged status, at-risk status, and indicators of the special programs in which the student participates.	1 <sup>st</sup> /October
203	Leaver Data	Information about students served in grades 7-12 in the prior school year (2006-07) who did not continue in enrollment the following fall, and who did not move to another Texas public school district, graduate before 2006-07 school year, or receive a GED by August 31, 2007. 2006-07 leavers are students who graduated in that school year, dropped out, or left school for non-dropout reasons (e.g., enrolled in school outside the Texas public school system, or returned to home country). This record contains last campus of enrollment, the leaver reason, and additional information for graduates.	1 <sup>st</sup> /October
400	Basic Attendance Data	Information about each student for each of the 6 six-week attendance reporting periods in the year. For each student, for each six-week period, districts report grade level, number of days taught, days absent, and total eligible and ineligible days present and selected special program information.	3 <sup>rd</sup> /June
405	Special Education Attendance Data	Information about each student served through the special education program. For each student, for each six-week period, districts report grade-level and also instructional-setting codes.	3 <sup>rd</sup> /June
415	Course Completion Data	Information about each student who was in membership in grades 9-12 and who completed at least one state-approved course during the school year. This record contains campus of enrollment, course sequence, pass/fail credit indicator, distance learning indicator, and dual credit indicator.	3 <sup>rd</sup> /June

**Table 32: Student Demographics**

Trait	Description
Economic Status	<p>A student may be identified as economically disadvantaged by the district if he or she:</p> <ul style="list-style-type: none"> <li>• meets eligibility requirements for:               <ul style="list-style-type: none"> <li>○ the federal free or reduced price lunch programs;</li> <li>○ Title II of the Job Training Partnership Act (JTPA);</li> <li>○ Food Stamp benefits;</li> <li>○ Temporary Assistance to Needy Families (TANF) or other public assistance;</li> </ul> </li> <li>• received a Pell grant or funds from other comparable state program of needs-based financial assistance; or</li> <li>• is from a family with an annual income at or below the official federal poverty line.</li> </ul>
Ethnicity	<p>Districts assign student ethnicity from one of the following categories:</p> <ul style="list-style-type: none"> <li>• American Indian or Alaskan Native (<i>not evaluated separately for accountability</i>)</li> <li>• Asian or Pacific Islander (<i>not evaluated separately for accountability</i>)</li> <li>• Black, not of Hispanic origin</li> <li>• Hispanic</li> <li>• White, not of Hispanic origin</li> </ul>
At Risk	<p>A student is identified as at risk of dropping out of school based on state-defined criteria (TEC §29.081). The statutory criteria for at risk status include each student who is under 21 years of age and who:</p> <ol style="list-style-type: none"> <li>1) was not advanced from one grade level to the next for one or more school years;</li> <li>2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;</li> <li>3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;</li> <li>4) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;</li> <li>5) is pregnant or is a parent;</li> <li>6) has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;</li> <li>7) has been expelled in accordance with TEC §37.007 during the preceding or current school year;</li> <li>8) is currently on parole, probation, deferred prosecution, or other conditional release;</li> <li>9) was previously reported through the PEIMS to have dropped out of school;</li> <li>10) is a student of limited English proficiency, as defined by TEC §29.052;</li> <li>11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</li> <li>12) is homeless, as defined NCLB Title X, Part C, Section 725(2), the term “homeless children and youths,” and its subsequent amendments; or</li> <li>13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</li> </ol>
Special Education Status	<p>Special education status indicates the student is participating in a special education instructional and related services program or a general education program using special education support services, supplementary aids, or other special arrangements.</p>

## Opportunities for Data Correction

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### PEIMS

*General Data.* The PEIMS data collection has a prescribed process and calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all reports, whether they show ratings, acknowledgments, or recognitions is wholly dependent on the accuracy of the information submitted.* Districts are responsible for the accuracy of all their PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the *EDIT+* application to assist them in verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window is provided so that districts have an opportunity to resubmit information if an error is detected. See the *PEIMS Data Standards* (available at [www.tea.state.tx.us/peims/standards/index.html](http://www.tea.state.tx.us/peims/standards/index.html)) for the appropriate year for more details about the correction windows and submission deadlines.

*Person Identification Database (PID) Updates.* PID changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable PID records. *PEIMS Data Standards* should be followed to ensure that PID updates submitted by districts are processed properly. For information please see the edit process for PID, online at [www.tea.state.tx.us/peims/pid/index.html](http://www.tea.state.tx.us/peims/pid/index.html).

### ASSESSMENT DATA

*TAKS.* Student identification, demographic, and scoring status information as entered on the answer document at the time of testing is used to determine the accountability subset for campus and district ratings. After the testing dates, districts are able to provide corrections to the test contractor and request corrected reports; however, those changes are not incorporated into the TAKS results used for determining accountability ratings or subsequent reports (e.g. AEIS and School Report Cards). That is, districts do not have the option to change student identification, demographics, program participation, or score code status for purposes of accountability after test results are known. They have multiple opportunities to provide accurate information through their PEIMS submissions, pre-coded data files provided to the test contractor, and updates to the TAKS answer documents at the time of testing.

For 2008, districts also had the opportunity to correct the TEST TAKEN INFO field for the tests taken during the primary administrations in the spring. Changes to this field that were submitted within the correction window will be included in the TAKS data files used in determining the 2008 accountability ratings.

*SAT, ACT, AP, and IB.* The student taking the SAT, ACT, AP, or IB test identifies the school to which scores are attributed. Schools are encouraged to verify campus summary information on these tests immediately upon receipt. Discrepancies should be reported to the testing companies, not to TEA. Once the testing companies finalize results for yearly summaries, subsequent corrections are not reflected in any national, state, district, or school results released.

## Indicator Data Sources

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### ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

#### Methodology:

$$\frac{\text{number of students in grades 9 through 12 who received credit for at least one advanced course (from PEIMS 415)}}{\text{number of students in grades 9 through 12 who completed at least one course (from PEIMS 415)}}$$

**Year of Data:** 2006-07

#### Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2006	June 2007

#### Other Information:

- A list of courses designated as advanced is published each year in the *AEIS Glossary*. The most current list can be accessed online at <http://www.tea.state.tx.us/perfreport/aeis/2008/glossary.html#appendc>

### ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE EXAM RESULTS

#### Methodology:

##### *Participation:*

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders taking at least one AP or IB examination (from College Board and IBO)}}{\text{total non-special education students enrolled in 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grades (from PEIMS 110)}}$$

##### *Performance:*

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one score at or above the criterion score (from College Board and IBO)}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one AP or IB examination (from College Board and IBO)}}$$

**Year of Data:** 2006-07

#### Student Demographics:

	Economic Status	Ethnicity	Special Education Status
Source	n/a	PEIMS 101 (primary) College Board (secondary)	PEIMS 110
Date	n/a	October 2006 (primary) May 2007 (secondary)	October 2006

#### Other Information:

- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain ethnicity for a given student.

- *Special Education.* Those students reported as special education are removed from the count of grade 11 & 12 enrollees used in the denominator of the participation calculation.

## ANNUAL DROPOUT RATE

### Methodology for Grade 7-8 Annual Dropout Rate:

$$\frac{\text{number of dropouts (from PEIMS 203)}}{\text{number of students served during the school year, including ADA ineligible students (from PEIMS 110 and 400)}}$$

where students in grades 7 and 8 (numerator and denominator) are used in determining ratings under standard procedures.

### Methodology for Grade 7-12 Annual Dropout Rate:

$$\frac{\text{number of dropouts (from PEIMS 203)}}{\text{number of students served during the school year, including ADA ineligible students (from PEIMS 110 and 400)}}$$

where students in grades 7-12 (numerator and denominator) are used in determining ratings under AEA procedures.

**Year of Data:** 2006-07

### Student Demographics:

#### Numerator

	Economic Status	Ethnicity	Grade
<b>Source</b>	PEIMS 110 (primary)	PEIMS 101 (primary & secondary)	PEIMS 400 (primary) PEIMS 101 (secondary)
<b>Date</b>	October 2006 (primary)	June 2007 (primary) October 2007 (secondary)	June 2007 (primary) October 2007 (secondary)

#### Denominator

	Economic Status	Ethnicity	Grade
<b>Source</b>	PEIMS 110	PEIMS 101	PEIMS 101 PEIMS 110 PEIMS 400
<b>Date</b>	October 2006	October 2006 June 2007	October 2006 October 2006 June 2007

### Other Information:

- *Dropout Definition.* For the second year, TEA will use the more rigorous NCES dropout definition. See *Appendix I* for a detailed explanation.
- *Leaver Codes.* Leaver codes have changed in accordance with the change in dropout definition. Because of the change, districts no longer report the status of grade 7-12 students if they moved to another Texas public school district, graduated in a previous school year (before 2006-07), or received a GED by August 31, 2007. The district must code all other grade 7-12 students who leave with one of the codes shown on *Table 33*.

Students who leave due to reasons identified with an asterisk are not counted as dropouts. Only students reported with leaver code 98 are defined as dropouts.

- *Economically Disadvantaged.* For the denominator of the dropout rate calculation, those students who were NOT reported in enrollment in any district on the 2006-07 PEIMS Submission 1 cannot be coded as economically disadvantaged. If a student is economically disadvantaged at any district or campus, he/she is deemed economically disadvantaged at all districts and campuses.
- *Underreported Students.* Information about students reported in either enrollment or attendance in grades 7-12 the prior year but who were not accounted for as movers, previous Texas graduates, or GED recipients and who were not reported as either enrolled or as leavers in the current year are identified as underreported students. Lists of these students can be found on the *EDIT+* reports.

**Table 33: Leaver Codes**

<b>Code</b>	<b>Translation</b>
01*	Graduated
03*	Died
16*	Return to Home Country
24*	College, Pursue Degree
60*	Home Schooling
66*	Removed-Child Protective Svcs
78*	Expelled, Cannot Return
81*	Enroll In TX Private School
82*	Enroll In School Outside Texas
83*	Administrative Withdrawal
85*	Graduated outside Texas-Returned-Left Again
86*	GED outside Texas
87*	Enroll in University High School Diploma Program
98	Other

\* Codes with asterisks are not counted as dropouts in determining the 2008 state accountability ratings.

- *Excluded Records.* Because of the changes to the reporting and processing of leaver data, the check for reported dropouts in other educational settings is now conducted prior to the PEIMS resubmission deadline, and excluded records no longer exist as part of leaver reporting.
- *Campus of Accountability.* Leavers are assigned to the campuses they were attending when they left the Texas public school system. A student served at a Disciplinary Alternative Education Program (DAEP) and/or a Juvenile Justice Alternative Education Program (JJAEP) is assigned to a "campus of accountability" based on the campus he or she last attended when one can be identified. Campus of accountability may be reported

















