

2019–20 School Report Card (SRC) Definitions

* Due to COVID-19, all campuses and districts received a label of *Not Rated: Declared State of Disaster* for the 2019–20 school year. Therefore, several data points have not been updated.

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. Indicates the amount of improvement or growth made from year to year. Due to COVID-19, 2020 growth scores are not provided.

Annual Dropout Rate: Annual Dropout Rate (Gr 9–12) is reported for high schools only. The annual dropout rate is the number of students who dropped out (in grades 9–12) expressed as a percentage of the number of students in attendance in grades 9–12 at any time during the 2018–19 school year.

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

Class Size Averages: Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

College, Career, and Military Ready: The percentage of annual graduates who demonstrated college, career, or military (CCMR) readiness by meeting at least one of the eleven criteria provided in Chapter 2 of the [2020 Accountability Manual](#).

Distinction Designations: Distinction designations are awarded in recognition of outstanding achievement in specific areas. For 2020, distinction designations were not awarded due to COVID-19.

Economically Disadvantaged: The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

English Learners: English Learners (ELs) are students identified as having limited English proficiency (LEP), or as ELs, by the Language Proficiency Assessment Committee (LPAC).

Expenditures per Student: This is calculated as total expenditures for 2018–19 divided by the total membership for 2018–19. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2018–19 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

Federal Graduation Rate (4-Year): This indicator shows the status of students after four years in high school and uses the National Center for Education Statistics (NCES) dropout definition and the federal calculation for graduation rate. For further information, see the report [Secondary School Completion and Dropouts in Texas Public Schools, 2018-19](#).

Instructional Expenditure Ratio: This is calculated as instructional and related expenditures for 2018–19 divided by total expenditures for 2018–19. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the 2018-2019 PEIMS Financial Actual Reports at <http://tea.texas.gov/financialstandardreports/>.

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Instructional Staff Percent: The percentage of the district's full time employees (FTEs) whose job function was to provide classroom instruction directly to students during the 2018–19 school year. For more information, contact the Office of School Finance at 512-463-9238.

Longitudinal Rates: These indicators show the status 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). The four-year rate includes students who first attended ninth grade in 2015–16, showing their final status with the Class of 2019. The five-year rate includes students who first attended ninth grade in 2014–15, showing their final status at the end of 2019. The six-year rate includes students who first attended ninth grade in 2013–14, showing their final status at the end of 2019. These show the percentage of students who graduated, received a Texas Certificate of High School Equivalency (TxCHSE), continued high school, or dropped out.

Membership: See Total Students.

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

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR in the prior year but passed the corresponding assessment in the current year. Due to COVID-19, this data is not updated for the 2019–20 year.

Race/Ethnicity: Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and two or more races.

RHSP/DAP Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

RHSP/DAP/FHSP-E/FHSP-DLA Graduates: The percentage of graduates who, after four years, were reported as having satisfied the course requirements for the Recommended High School Program (RHSP), Distinguished Achievement Program (DAP), Foundation High School Program (FHSP) with an endorsement (FHSP-E) or the distinguished level of achievement (FHSP-DLA).

SAT/ACT Results: The report provides three indicators: (1) Tested shows the percentage of 2018–19 and 2017–18 graduates who took either the SAT or the ACT, (2) Average SAT Score for 2018–19 graduates, and (3) Average ACT Score for 2018–19 graduates.

Special Education: The population of students served in special education programs.

STAAR: The State of Texas Assessments of Academic Readiness (STAAR®) is 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 tested grade level, or after each course for which an EOC assessment exists. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course assessments are given for English I and II, Algebra I, Biology, and U.S. History. Due to COVID-19, this data is not updated for the 2019–20 year.

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Measures for the STAAR are shown: STAAR Percent at Approaches Grade Level Standard or Above, Meets Grade Level Standard or Above, and Masters Grade Level. These performance levels are used to determine the Student Achievement domain score, School Progress, Part B: Relative Performance result, and are used within the Closing the Gaps domain components. Due to COVID-19, this data is not updated for the 2019–20 year.

Student Success Initiative: The Student Success Initiative (SSI) shows performance on STAAR reading in grades 5 and 8, including performance for students who were not proficient in the past year and re-tested on the assessments. Due to COVID-19, this data is not updated for the 2019–20 year.

Total Students: This is the total number of public school students who were reported in membership on October 26, 2019, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by 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 public school.

Special Symbols: The 2019-20 SRC uses the following special symbols:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates that no students are in this classification.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.