# Attachment A-6. Extant Data

Below we list the administrative data files that we will request from TEA.

**Student Data Files (PEIMS)**

***Course Completion Data Files***

| **Variable Name** | **Description (Variable Label)** | **Variable Name (Source Files)** |
| --- | --- | --- |
| pidrep | PEIMS ID replacement | id1 |
| district | District identification number | district |
| campus | Campus identification number | campus |
| cour\_seq | Portion of a course | course\_seq |
| cour\_res | Course result | course\_result |
| credit | Credit received or not | credit |
| cred\_rea | Reason a course credit received or not | credit\_reason |
| dualcred | Received both high school and college credit | dual\_credit |
| di\_learn | Distance learning class | dstnc\_learn |
| dupdate1 | Date the row was updated | dtupdate |

***Enrollment Data Files***

| **Variable Name** | **Description (Variable Label)** | **Variable Name (Source Files)** |
| --- | --- | --- |
| astatus | Status as-of-date code | as\_of\_status |
| atrisk | At risk of dropping out | at\_risk |
| attributi | Attribution of student | attribution |
| biling | Bilingual Education Program participant | bilingual |
| campus | ID of the campus in which the student was enrolled | campus |
| district | District ID | district |
| economic | Economic disadvantage status | economic |
| esl | English as Second Language Program participant | esl |
| ethnic | Ethnic origin | ethnic\_old |
| grade | Current grade level | grade |
| lep | Limited English proficiency | lep |
| leplang | Home language | lep\_language |
| sept1\_ag | Age on Sept. 1 of current year | sept1\_age |
| sex | Sex | sex |
| speced | Special education program or services | speced |
| title1 | ESEA Title 1 Part A participant | chapter1/title1 |
| lunch | Free or reduced-price lunch | lunch\_part |
| vocedsta | Career and Technology Education (C&TE) course | voced\_stat |
| camnotea | TEA-determined campus number | campus\_accnt |
| camnodis | district-reported campus number | campus\_accnt\_rpt |
| ethnativ | American Indian or Alaskan | amer\_ind\_alask |
| ethasian | Asian | asian |
| ethblack | Black or African American | black\_african\_amer |
| eth\_race | Aggregate ethnicity code | eth\_race |
| ethnew | Ethnic origin and race | ethnic |
| ethpacif | Hawaiian Pacific Islander | hawaiian\_pac\_islander |
| ethhispa | Hispanic Latino | hisp\_latino |
| ethwhite | White | white |

***STAAR Data Files***

| **Variable Name** | **Description (Variable Label)** | **Variable Name (Source Files)** |
| --- | --- | --- |
| pidrep | PEIMS ID replacement | id1 |
| peims\_yr | Student data(successfully or otherwise merged with  PEIMS data) | in\_peims\_school\_year |
| mscale | Mathematics scale score | m\_ssc |
| minmth | Mathematics MET standard | m\_met |
| minred | Reading/ELA MET standard | r\_met |
| rescale | Reading/ELA scale score | r\_ssc |

**School Data Files (TAPR)**

***Campus Data Files***

| **Variable Name** | **Description (Variable Label)** | **Variable Name (Source Files)** |
| --- | --- | --- |
| campus | Campus identification number | campus |
| cname | Name of the campus | cname |
| p\_lgrade | Lowest grade reported at the campus for enrollment | lowgrade |
| p\_hgrade | Highest grade reported at the campus for enrollment | highgrade |
| o\_lgrade | Lowest grade offered at the campus | org\_lowgrade |
| o\_hgrade | Highest grade offered at the campus | org\_highgrade |
| district | District identification number | district |
| camptype | Campus type | camptype |
| campstat | Campus status | campstat |
| camstadt | Date on which a campus obtained its campus status | camstadt |
| p\_gragrp | School grade type based on PEIMS data | gradegrp1 |
| o\_gragrp | School grade type based on organization database data | org\_gradegrp1 |
| altaccnt | Campus is registered for Alternative Accountability | reg\_alt\_accnt |
| c\_chatyp | Campus charter type | camp\_charttype |
| enroll | District submitted enrollment data | enroll\_ind |
| grdoffer | Grades offered | grade\_offered |
| county | County identification number | county |
| region | Education service area | region |
| dname | Name of the school district | distname |
| areacode | Area code | areacode |

District Survey Data File

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Variable name and description** | |  |  |  |  |  |  |  |  |  |
| (Q81\_4) District Number | |  |  |  |  |  |  |  |  |  |
| (Q81\_5) District Name | |  |  |  |  |  |  |  |  |  |
| (Q81\_6) District Type |  |  |  |  |  |  |  |  |  |  |
| (Q3\_1) 1. Brochure/Flyer [Question: How were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? | | | | | | | | | | |
| (Q3\_2) 1. Webinar [Question: How were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? | | | | | | | | | | |
| (Q3\_3) 1. District webpage [Question: How were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? | | | | | | | | | | |
| (Q3\_4) 1. Parent meetings [Question: How were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? | | | | | | | | | | |
| (Q3\_5) 1. Student handbook [Question: How were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? | | | | | | | | | | |
| (Q3\_6) 1. TEA Graduation Toolkit [Question: How were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? | | | | | | | | | | |
| (Q3\_7) 1. Video [Question: How were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? | | | | | | | | | | |
| (Q3\_8) 1. Counselors [Question: How were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? | | | | | | | | | | |
| (Q3\_9) 1. Teachers [Question: How were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? | | | | | | | | | | |
| (Q3\_10) 1. Site-based decision making committee [Question: How were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? | | | | | | | | | | |
| (Q3\_11) 1. Other (Please describe on next page) [Question: How were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? | | | | | | | | | | |
| (Q52) 1\_Other. In what other ways were the new graduation requirements and endorsement offerings communicated to parents in the 2014–15 academic year? | | | | | | | | | | |
| (Q2\_1) 2. Brochure/Flyer [Question: How were the new graduation requirements and endorsement offerings communicated to students in the 2014–15 academic year? | | | | | | | | | | |
| (Q2\_2) 2. Webinar [Question: How were the new graduation requirements and endorsement offerings communicated to students in the 2014–15 academic year? | | | | | | | | | | |
| (Q2\_3) 2. District webpage [Question: How were the new graduation requirements and endorsement offerings communicated to students in the 2014–15 academic year? | | | | | | | | | | |
| (Q2\_4) 2. School assemblies/Student meetings [Question: How were the new graduation requirements and endorsement offerings communicated to students in the 2014–15 academic year? | | | | | | | | | | |
| (Q2\_5) 2. Student handbook [Question: How were the new graduation requirements and endorsement offerings communicated to students in the 2014–15 academic year? | | | | | | | | | | |
| (Q2\_6) 2. TEA Graduation Toolkit [Question: How were the new graduation requirements and endorsement offerings communicated to students in the 2014–15 academic year? | | | | | | | | | | |
| (Q2\_7) 2. Video [Question: How were the new graduation requirements and endorsement offerings communicated to students in the 2014–15 academic year? | | | | | | | | | | |
| (Q2\_8) 2. Counselors [Question: How were the new graduation requirements and endorsement offerings communicated to students in the 2014–15 academic year? | | | | | | | | | | |
| (Q2\_9) 2. Teachers [Question: How were the new graduation requirements and endorsement offerings communicated to students in the 2014–15 academic year? | | | | | | | | | | |
| (Q2\_10) 2. Other (Please describe on next page) [Question: How were the new graduation requirements and endorsement offerings communicated to students in the 2014–15 academic year? | | | | | | | | | | |
| (Q64) 2\_Other. In what other ways were the new graduation requirements and endorsement offerings communicated to students in the 2014–15 academic year? | | | | | | | | | | |
| (Q1) 3. Is your district taking any specific actions to encourage students to select particular endorsements? | | | | | | | | |  |  |
| (Q4) 3a. What actions are being taken to encourage students to select particular endorsements? In your response, please indicate why the endorsement(s) are being encouraged. | | | | | | | | | | |
| (Q5) 4. Is your district encouraging students to earn a Distinguished Level of Achievement? | | | | | | | |  |  |  |
| (Q6\_1) 4a. Requiring students to complete Algebra II for graduation [Question: Which of the following actions is your district taking to encourage students to earn a Distinguished Level of Achievement? | | | | | | | | | | |
| (Q6\_2) 4a. Automatically including course work towards the completion of a Distinguished Level of Achievement [Question: Which of the following actions is your district taking to encourage students to earn a Distinguished Level of Achievement? | | | | | | | | | | |
| (Q6\_3) 4a. Encouraging students to complete Algebra II [Question: Which of the following actions is your district taking to encourage students to earn a Distinguished Level of Achievement? | | | | | | | | | | |
| (Q6\_4) 4a. Promoting the Distinguished Level of Achievement on the district webpage [Question: Which of the following actions is your district taking to encourage students to earn a Distinguished Level of Achievement? | | | | | | | | | | |
| (Q6\_5) 4a. Promoting the Distinguished Level of Achievement at parent meetings [Question: Which of the following actions is your district taking to encourage students to earn a Distinguished Level of Achievement? | | | | | | | | | | |
| (Q6\_6) 4a. Promoting the Distinguished Level of Achievement at school assemblies/student meetings [Question: Which of the following actions is your district taking to encourage students to earn a Distinguished Level of Achievement? | | | | | | | | | | |
| (Q6\_7) 4a. Promoting the Distinguished Level of Achievement in the student handbook [Question: Which of the following actions is your district taking to encourage students to earn a Distinguished Level of Achievement? | | | | | | | | | | |
| (Q6\_8) 4a. Having counselors encourage students to earn a Distinguished Level of Achievement [Question: Which of the following actions is your district taking to encourage students to earn a Distinguished Level of Achievement? | | | | | | | | | | |
| (Q6\_9) 4a. Having teachers encourage students to earn a Distinguished Level of Achievement [Question: Which of the following actions is your district taking to encourage students to earn a Distinguished Level of Achievement? | | | | | | | | | | |
| (Q6\_10) 4a. Other (Please describe on next page) [Question: Which of the following actions is your district taking to encourage students to earn a Distinguished Level of Achievement? | | | | | | | | | | |
| (Q65) 4a\_Other. What other actions is your district taking to encourage students to earn a Distinguished Level of Achievement? | | | | | | | | | | |