# 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?  |