

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

Variable Name	Description (Variable Label)	Variable Name (Source Files)
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

Variable Name	Description (Variable Label)	Variable Name (Source Files)
o_gragr	School grade type based on organization database data	org_gradegrp1
altacct	Campus is registered for Alternative Accountability	reg_alt_acct
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?

