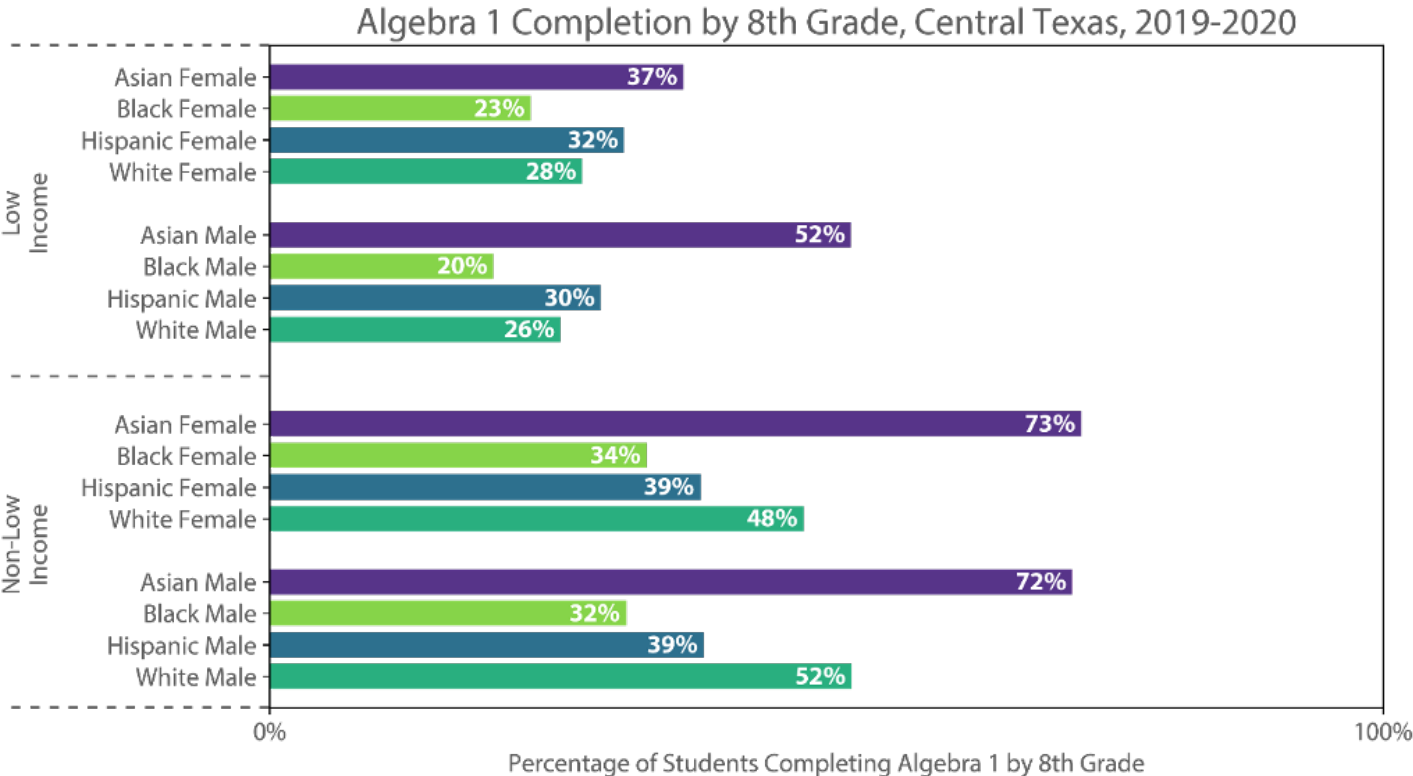


Data Definitions and Chart Descriptions

COMMON GRAPH TYPES WITH DESCRIPTIONS

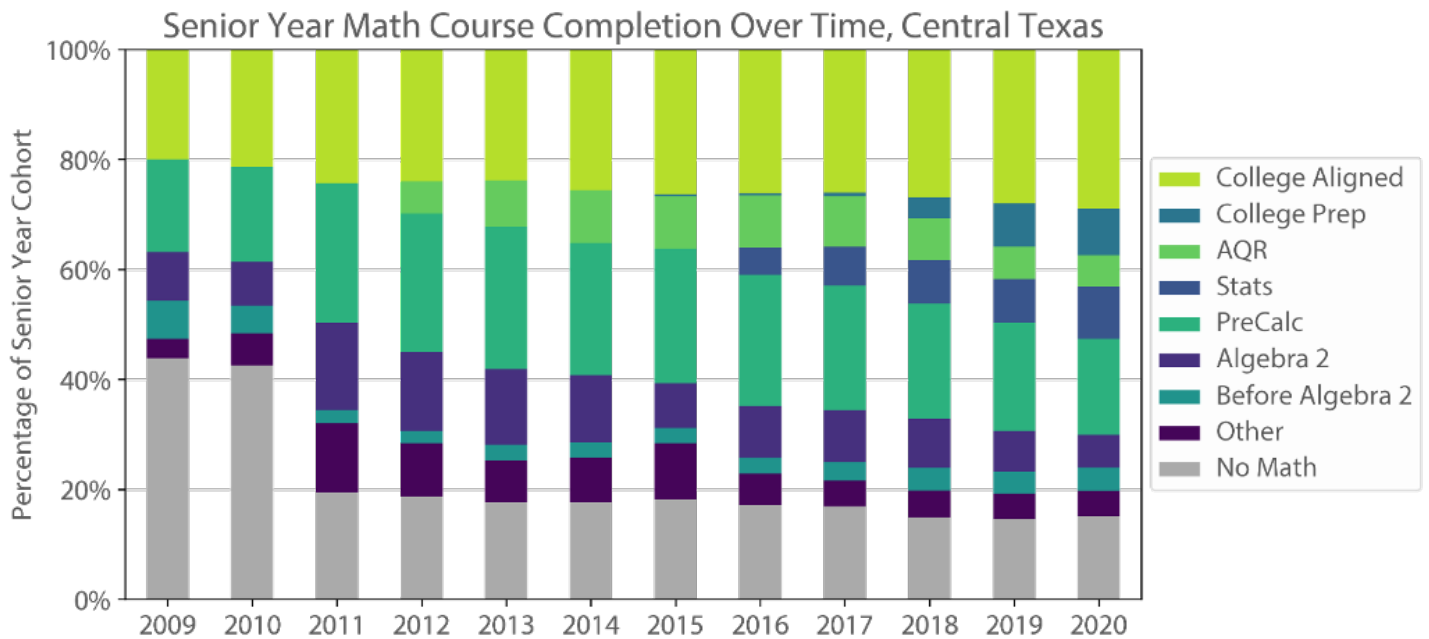
16-Way Split

- The data shown in this chart is for a single year
- Sixteen groups are identified on the vertical axis based on gender, income, and race
- The outcome being displayed is identified on the horizontal axis
- Each group’s bar shows the percentage of students in that group with the given outcome



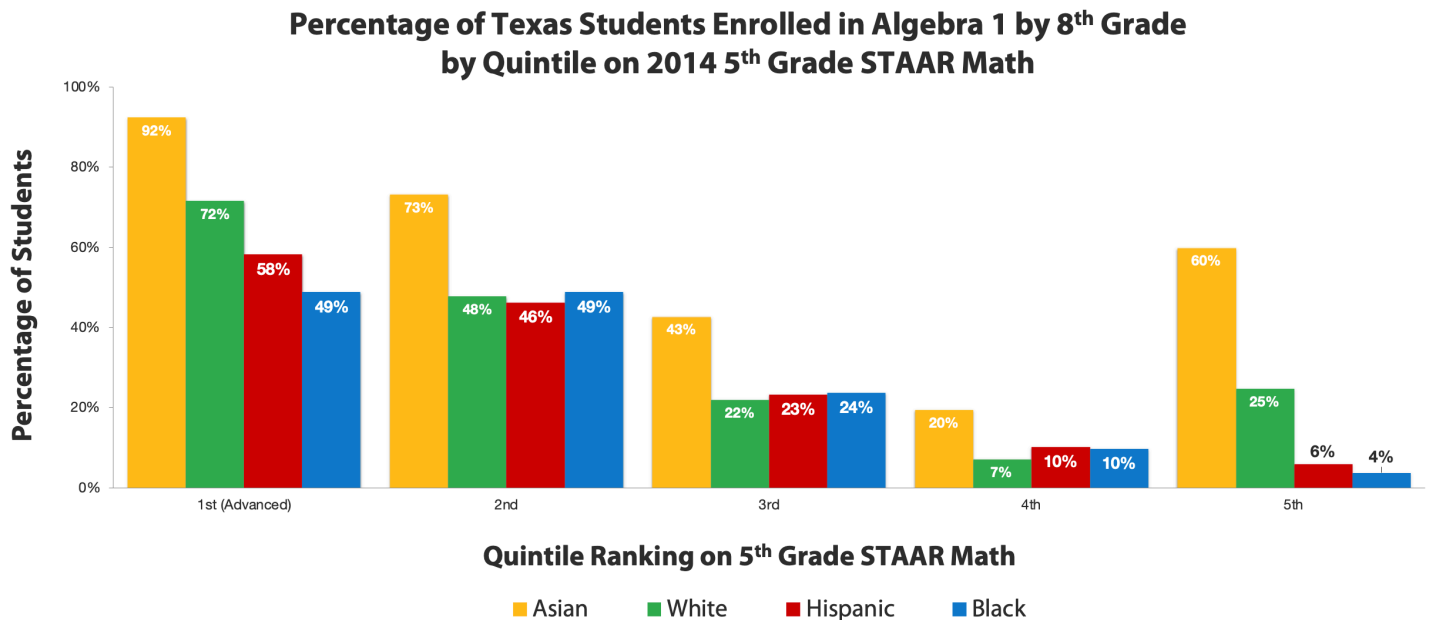
Category 100% Chart

- The data shown in this chart is for multiple categories over time, where, for a given year, a student is represented by exactly one of these categories
- Categories are identified in a legend on the right side of the chart
- The horizontal axis shows the years for which we are viewing this data
- Given a year, the vertical axis shows the percentages of that year's cohort that fall into each of the categories



Quintile Chart

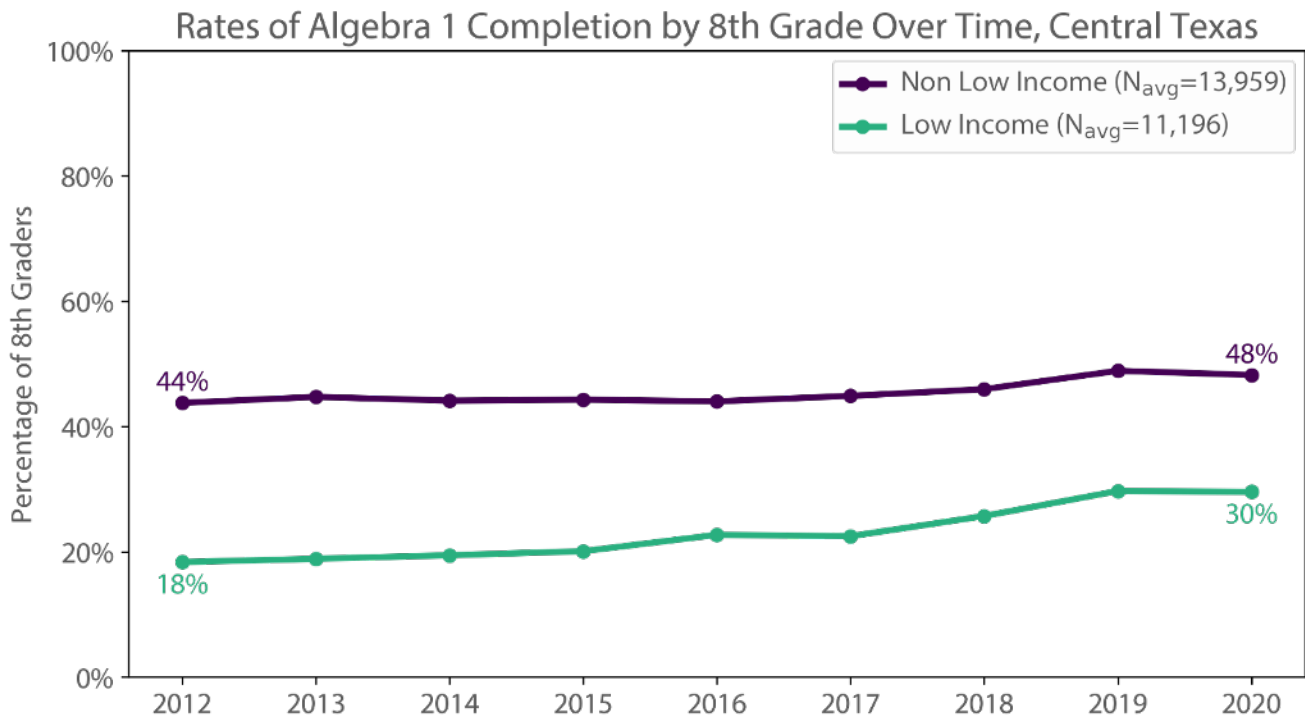
- The data shown in this chart is for a single year, where the cohort is grouped by some demographic characteristic (in this example, students are grouped by household income)
- The students in each group are split up into quintiles based on 5th grade math STAAR scores. The quintiles are labeled on the horizontal axis
- For a given quintile and group (i.e. a single bar), the vertical axis shows what percent of those students completed Algebra 1 by the end of 8th grade



Source: E3 Alliance analysis of PEIMS data at the UT Austin Education Research Center

Line Chart | Trends Over Time, By Demographic Groupings

- The data in this chart displays trends over time for students grouped by some demographic characteristic (in this example, household income)
- Each line is for a single group and is identified by the legend (in the top right of the chart)
- The horizontal axis shows the years over which we are viewing this data
- For a given year and student group, the vertical axis shows the percent of students in that group with a given outcome (the outcome is identified in the chart title)



COHORT DEFINITIONS

For the high school math metrics, we include only students who were enrolled in a Texas high school for all four years. This is done to ensure the same denominator for all students (4 years of possible course data). We also include in the high school cohort only students with a standard grade progression, again to ensure denominator continuity.

Cohorts include all students in the student group, both those who are part of the accountability subset and those who are not.

DISTRICT ASSIGNMENT

High school: students are assigned to the district where they were enrolled at the beginning of their 9th grade year.

Middle school: students are assigned to the district where they attended 8th grade.

REGION ASSIGNMENT

Students are assigned a region based on the county that their assigned district resides in.

The region-to-county assignments are as follows:

Central Texas

Bastrop, Blanco, Caldwell, Hays, Travis, and Williamson Counties

Dallas

Collin, Dallas, Delta, Denton, Ellis, Hunt, Johnson, Kaufman, Parker, Rockwall, Tarrant, and Wise Counties

El Paso

El Paso and Hudspeth Counties

Houston

Austin, Brazoria, Chambers, Fort Bend, Galveston, Harris, Liberty, Montgomery, and San Jacinto Counties

Rio Grande Valley

Cameron, Hidalgo, Starr, and Willacy Counties

San Antonio

Atascosa, Bandera, Bexar, Comal, Guadalupe, Kendall, Medina, and Wilson Counties

MATH COURSE DEFINITIONS

Algebra 1 Completion by 8th grade includes the completion of Algebra 1 at any point during 5th, 6th, 7th, or 8th grade.

College Aligned Math Courses include AP, IB, or Dual Credit courses. This data only reports whether a student completed such a course, regardless of whether or what type of college credit the student received for this course.

Before Algebra 2 includes Geometry, Math Models, Algebraic Reasoning, Strategic Learning, and Algebra 1. These courses are typically taken before Algebra 2, and thus do not have Algebra 2 as a prerequisite.

Other Math or Other Pathways include a variety of types of courses such as independent study, locally designed courses, courses specific to areas of study (math for engineers, math for agriculture, etc.), or courses/pathways with too few students for us to report individually.

Math Course Completion: our data reports whether a student completed a particular type of course at some point during middle or high school, regardless of whether they passed the course.

These graphs report results from analysis of PEIMS data and Higher Education Coordinating Board data conducted at the University of Texas Education Research Center. The conclusions of this research do not necessarily reflect the opinions or official position of the Texas Education Agency, the Texas Higher Education Coordinating Board, or the State of Texas.