# 2020–21 Texas Academic Performance Report (TAPR) Glossary

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- *BE Dual Two-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.

- *BE Dual One-Way*. Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English, with at least half of the instruction delivered in the students' primary language for the duration of the program.

**English as a Second Language (ESL):** An English acquisition program that enables EB students/ELs to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based*. An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.

- *ESL Pull-Out*. An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

**Alternative Language Program (ALP):** An alternative language program provided to EB students/ELs for whom the LEA does not have the appropriately certified teachers for the required bilingual education or ESL program for the current school year. This category includes the following:

- *ALP Bilingual (Exception)*. An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.

- *ALP ESL (Waiver)*. An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

**Emergent Bilingual (EB) Students/English LearnersDC inoo(n)2.2 (2.27.6 (s (gr)-2.[(A)0.9 10.946 0  -0B))]TJ0 8>Tj/TT2 1 Tf-9**

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- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by TEC §39.027(a-1)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of Sept0.6 8

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$$\frac{\textbf{number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2020 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2020 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2020 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2020 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2020 with reported FHSP graduation plans}}$$

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

$$\frac{\textbf{number of graduates in the Class of 2020 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2020 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2019-20) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2019-20 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2019-20 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Annual Rate) (2019-20) The

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$$\frac{\text{number of students in the 2019-20 school year eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

EB (Emergent Bilingual) Students/EL (English Learners): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. (Data source: PEIMS 40110)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by TEC §29.081(d) and (d-1). (Data source: PEIMS 40100)

$$\frac{\text{number of students in the 2019-20 school year considered as at risk}}{\text{total number of students}}$$

## Postsecondary Readiness

### College, Career, and Military* Readiness (CCMR) (2020–21)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

#### College Readiness

1) Texas Success Initiative (TSI) Criteria: A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)
2) Earn Dual Course Credit: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. (Data source: PEIMS 43415)
3) Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination: A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. Data source: College Board or IB)
4) Earn an Associate Degree: A graduate earning an associate degree prior to graduation from high school. (Data source: PEIMS 40100)
5) Earn OnRamps Course Credit: A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. (Data source: OnRamps program)

#### Career/Military Readiness

6) Earn an Industry-Based Certification: A graduate earning an industry-based certification under 19 TAC §74.1003. (Data source: PEIMS 45100)

7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation

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**Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

$$\frac{\textbf{number of 2019-20 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics}}{\textbf{number of 2019-20 annual graduates}}$$

**AP/IB Criteria Met in Any Subject:** The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

$$\frac{\textbf{number of 2019-20 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination}}{\textbf{number of 2019-20 annual graduates}}$$

**Associate Degree:** The percentage of annual graduates who earned an associate degree before graduation. *(Data source: PEIMS 40100)*

$$\frac{\textbf{number of 2019-20 annual graduates who earned an associate degree before graduation}}{\textbf{number of 2019-20 annual graduates}}$$

**Associate Degree but not Career/Military Ready:** The percentage of annual graduates who met associate degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

**Associate Degree and Career/Military Ready:** The percentage of annual graduates who met associate degree criteria 4 and career or military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness.*

**OnRamps Course Credits:** The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area *(Data source: OnRamps program)*

placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

*All Subjects*

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion}}{\text{number of 11th and 12th graders with at least one AP or IB examination}}$$

*English Language Arts*

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in ELA}}{\text{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

*Mathematics*

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in mathematics}}{\text{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

*Science*

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in science}}{\text{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

*Social Studies*

$$\frac{\text{number of 11th and 12th graders in the 2019-20 school year with at least one AP or IB score at or above criterion in social studies}}{\text{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

*(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)*

**SAT/ACT Results (Annual Graduates):** Participation and performance of annual graduates from all Texas public schools on the College Board's SAT and ACT, Inc.'s ACT assessment. ACT and SAT scores are based

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$$\frac{\text{number of 2019-20 graduating examinees who scored at or above the criterion score on either the SAT or the ACT}}{\text{number of 2019-20 graduating examinees taking either the SAT or the ACT}}$$

**Average SAT Score (Annual Graduates):** Performance of annual graduates from all Texas public schools on the College Board's SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

(1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. Thrit-m54 -6 (d)9ed ce9-0.8 (g ad73y)A4h.7 (he)- (r)-5 6 (i)2i4 -6 (d)9 Tw a(r)4

(3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

(4) *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2019-20 graduates who took the ACT}}{\text{number of 2019-20 graduates who took the ACT}}$$

## Other Postsecondary Indicators (2020–21)

**Advanced/Dual-Credit Course Completion (Grades 9–12):** The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in Texas Administrative Code §74.25.

Appendix

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*Science*

**number of students in grades 9–12 in 2019-20 who received credit for at least one science advanced/dual-credit course**

**number of students in grades 9–12 who received credit for at least one science course in 2019-20**

*Social Studies*

**number of students in grades 9–12 in 2019-20 who received credit for at least one social studies advanced/dual-credit course**

**number of students in grades 9–12 who received credit for at least one social studies course in 2019-20**

*(Data source: PEIMS 43415)*

**CTE Coherent Sequence (Annual Graduates):** The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. (Data source: PEIMS 40100, 40203, and 42400)

**number of in 2019-20 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits**

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**number of in 2019-20 annual graduates**

**Graduates Enrolled in Texas Institution of Higher Education (TX IHE):** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

**number of graduates during the 2018-19 school year who attended a public or independent college or university in Texas in the following academic year**

**number of graduates during the 2018-19 school year**

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
*(Data source: THECB)*

**Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course:** The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

**number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated**

**and**

**met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)**

**number of graduates during the 2018-19 school year who enrolled in a public college or university in Texas for the school year following the year they graduated**

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Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

For more information on the data used in this indicator, contact THECB at (512) 427-6153.

## Profile

### Student Information (2020–21)

*Please note, the Enrollment section of this report was created in 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to reports prior to 2019–20, use the data displayed under Membership.*

**Enrollment:** Students reported as enrolled as of the last Friday in October (October 30, 2020).

**Membership:** Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

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 school district.

**Total Students:** The total number of public school students who were reported at any grade from early childhood education through grade 12. *(Data source: PEIMS 40110)*

**Students by Grade:** The count of students in each grade divided by the total number of students. *(Data source: PEIMS 40110)*

**Ethnic Distribution:** The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. *(Data source: PEIMS 40100, 30040, 30050, 30090)*

**Male/Female:** The number and percentage of students who are identified as male or female. *(Data source: PEIMS 40100)*

**Economically Disadvantaged:** The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\textbf{number of students eligible for free or reduced-price lunch or other public assistance}}{\textbf{total number of students}}$$

*(Data source: PEIMS 40100*)

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**Non-Educationally Disadvantaged:** Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

**Section 504 Students:** The count and percentage of students identif 0 Td(ts)1.7 ( 148 0 Td(-0 Td(t29 (i)785.2 (ts20 T2w 1.

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii). *(Data source: PEIMS 40100)*

**Immigrant:** The count and percentage of students identified under the definition found under Title III of the Elementary and Secondary Education Act (ESEA), where the term 'immigrant children and youth' is defined as, "individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years." The term 'State' means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. *(Data source: PEIMS 40100)*

**Migrant:**

with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

*(Data source: PEIMS 41163)*

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

$$\frac{\textbf{number of mobile students in 2019–20}}{\textbf{number of students who were in membership at any time during the 2019–20 school year}}$$

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district.

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**Attrition Rates**: The percentage of students enrolled in fall 2019–20 who did not return to the same campus in the fall of 2020–21. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2019–20 that was no longer active in 2020–21. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\textbf{number of students enrolled in fall 2019 – number of students who returned in fall 2020}}{\textbf{number of students enrolled in fall 2019}}$$

**Retention Rates by Grade***:* The

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**Auxiliary Staff** *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the

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*Central Administration (not on campus profile)*. Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

**Instructional Staff Percent** *(district profile only)*: The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2019–20 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\textbf{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\textbf{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. *(Data source: PEIMS 30040, 30050, and 30090)*

**Turnover Rate for Teachers** *(not on campus profile)*: The percentage of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21. It is calculated as the total FTE count of teachers from the fall of 2019–20 who were not employed in the district in the fall of 2020–21, divided by the total teacher FTE count for the fall of 2019–20. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: PEIMS 30040 and 30090)*

**Staff Exclusions** *(not on campus profile):*

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**Teachers by Program** *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

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03580395

| | |
|---|---|
| A3040000 | AP CHEMISTRY |
| A3050003 | AP PHYSICS 1: ALGEBRA BASED |
| A3050004 | AP PHYSICS 2: ALGEBRA BASED |
| A3050005 | AP PHYSICS C: ELECTR&MAGNETISM |
| A3050006 | AP PHYSICS C: MECHANICS |
| I3010201 | IB BIOLOGY STANDARD LEVEL |
| I3010202 | IB BIOLOGY HIGHER LEVEL |
| I3020000 | IB ENVIRN SYS & SOC STND LEVL |
| I3030001 | IB DESIGN TECHNOLOGY STD LEVEL |
| I3030002 | IB DESIGN TECHNOLOGY HIGHR LVL |
| I3040002 | IB CHEMISTRY STANDARD LEVEL |
| I3040003 | IB CHEMISTRY HIGHER LEVEL |
| I3050002 | IB PHYSICS STANDARD LEVEL |
| I3050003 | IB PHYSICS HIGHER LEVEL |

## Social Studies/History

| | |
|---|---|
| A3220300 | AP INTERNATIONAL ENGL LANGUAGE |
| I3302300 | IB SOC & CULTRL ANTHRO STD LVL |
| I3302400 | IB SOC & CULNTreW nf0.002 Tc -0.006f0.002 Tc -0.006fLT2187.7 |

| | |
|---|---|
| I3303200 | IB ECONOMICS HIGHER LEVEL |
| I3304100 | IB PSYCHOLOGY STANDARD LEVEL |
| I3304200 | IB PSYCHOLOGY HIGHER LEVEL |

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03510600

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| | |
|---|---|
| I3410400 | IB LNG B MODERN LANG SL-FRENCH |
| I3410500 | IB LNG B MODERN LANG HL-FRENCH |
| I3420400 | IB LNG B MODERN LANG SL-GERMAN |
| I3420500 | IB LNG B MODERN LANG HL-GERMAN |
| I3430400 | IB LNG B CLASSIC LANG SL-LATIN |
| I3430500 | IB LNG B CLASSIC LANG HL-LATIN |
| I3440400 | IB LNG B MODRN LANG SL-SPANISH |
| I3440500 | IB LNG B MODRN LANG HL-SPANISH |
| I3450400 | IB LNG B MODRN LANG SL-RUSSIAN |
| I3450500 | IB LNG B MODRN LANG HL-RUSSIAN |
| I3480400 | IB LNG B MODERN LANG SL-HEBREW |
| I3480500 | IB LNG B MODERN LANG HL-HEBREW |
| I3490400 | IB LNG B MODRN LANG SL-CHINESE |
| [redacted] | LNG B MODRN LANG HL-CHINESE |
| [redacted] | LANG B MODERN LANG SL-HINDI |
| [redacted] | LANG B MODERN LANG HL-HINDI |
| [redacted] | LANG B, MODRN LANG SL OTHER |
| [redacted] | LANG B, MODRN LANG HL OTHER |
| [redacted] | LS LNG SEM, ADV 1ST TME LATIN |
| [redacted] | LS LNG SEM, ADV 2ND TME LATIN |
| [redacted] | LS LNG SEM, ADV 3RD TME LATIN |
| [redacted] | DE, LEVEL IV - URDU |
| [redacted] | DE, LEVEL V - URDU |
| [redacted] | DE, LEVEL VI - URDU |
| [redacted] | DE, LEVEL VII - URDU |
| [redacted] | MER SIGN LNG ADV STD 1ST TIME |
| [redacted] | MER SIGN LNG ADV STD 2ND TIME |
| [redacted] | MER SIGN LNG ADV STD 3RD TIME |
| [redacted] | LANG OTH ENG/LVLIV/TURK |

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## Career and Technical Education

| | |
|---|---|
| | AP RESEARCH |
| N1130026 | AP SEMINAR |

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065.....Field Service Agent
079.....Other ESC Professional Personnel
080.....Other Non-Campus Professional Personnel
100..... Instructional Materials Coordinator
101..... Legal Services
102 .....Communications Professional
103 .....Research/Evaluation Professional
104 .....Internal Auditor
105 .....Security
106 .....District/Campus Information Technology Professional
107 .....Food Service Professional
108 .....Transportation
109 .....Athletics
110 .....Custodial
111 .....Maintenance
112 .....Business Services Professional
113 .....Other District Exempt Professional Auxiliary
114 .....Other Campus Exempt Professional Auxiliary
115.....Psychiatric Nurse
116.....Licensed Clinical Social Worker
117.....Licensed Professional Counselor
118.....Licensed Marriage & Family Therapist

**TEACHERS**

087.....Teacher
047.....Substitute Teacher

**EDUCATIONAL AIDES**

033.....Educational Aide
036.....Certified Interpreter

**AUXILIARY STAFF**

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.