2012-13 Classroom Effectiveness Index Report for SAMPLE TEACHER (99999)

For information on Classroom Effectiveness Indices, visit the CEI Information page on MyData Portal at http://mydata.dallasisd.org/MENU/CEI.jsp. An introductory video and FAQs are available, among other resources. The page contains guidelines and forms for submitting **adjustment requests** for 2012-13 CEIs. **The deadline for submitting an adjustment request for 2012-13 CEIs is October 25, 2013.** Investigations are conducted in the order requests are received and can take several weeks to complete.

GLOSSARY/LEGEND

TERM	DESCRIPTION
CEI	*Classroom Effectiveness Index*. See *SECTION CEI, COURSE CEI,* or *DIVISION CEI* for information about each type of CEI.
CONTINUOUSLY ENROLLED (CE)	A continuously-enrolled student was enrolled at the campus and present during the ADA period for a minimum number of days in the school year (beginning of term through administration date of course-relevant assessment). Absences, late enrollment, withdrawals, or transfers to another campus results in days counted against this minimum number of days.
COURSE CEI	The average fairness-adjusted relative gain score standardized within grade and test (e.g., grade five *STAAR* reading) for a course. *ACP* CEIs are standardized within test only (e.g., Semester 1 Pre-Calculus *ACP*). Scores are standardized to a mean of 50 and standard deviation of 10. A *course CEI* is based on relative gain scores from all students enrolled in a teacher's course.
DIVISION CEI	The average fairness-adjusted relative gain score standardized within division: language arts/reading, mathematics, social studies, science, computer science, and foreign language. A *division CEI* is based on relative gain scores from *all* students enrolled in *any* of the teacher's courses *in the division*.
ELIGIBILITY FOR INCLUSION ("CEI-ELIGIBLE")	To be *eligible for inclusion* in any CEI, a student must have appropriate test combinations from current and prior years *and* must have been continuously enrolled. (For appropriate test combinations see http://mydata.dallasisd.org/MENU/CEI.jsp) Other criteria are assessment-specific. For <u>STAAR 3-8, TAKS, norm-referenced, and middle school *ACP* CEIs</u>, a student cannot have more than a set number of absences (EA or UA) *and* cannot have been retained in either of the two previous years. For high school *ACP* CEIs, a student cannot have more than a set number of absences (EA or UA). Block-scheduling at high schools is accounted for in the calculation of absences; students absent from a "double-length" class period are assigned two absences. ***Students with names printed in bold italics*** were *not* eligible for inclusion in the CEI but were either in the teacher's course for a sufficient number of days during the term or placed on the CEI roster by the teacher during the roster verification process on MyData Portal.
FAIRNESS- ADJUSTED RELATIVE GAIN SCORE	Also "Relative Gain Score." A measure of the degree to which a student exceeded or fell below the average score when his performance was compared to that of similar district students. The scores are *relative* because they are based on comparisons, not arbitrary or external score criteria; they are *fairness-adjusted* because the comparisons take place only among similar students (see *SIMILAR STUDENTS*), not the entire student population. Relative gain scores are standardized to a mean of 50 and standard deviation of 10. The bar graphs highlight gain scores that are one and two standard deviations from average. Scores within one standard deviation are considered typical for a group.
NEIGHBORHOOD VARIABLES	Three *neighborhood variables* from U.S. Census tracts are controlled for in the SEI/CEI model. A student's variables are based on her address in the district database in the spring. (1) Median household income among households headed by a person of same ethnicity as student. Reported in thousands of dollars, e.g., "$26/hh" = median household income of $26,000. (2) Percentage of adults over 25 of same ethnicity as student with a college degree. (3) Percentage of persons of same ethnicity as student living below the federal poverty level.
NORM-REFERENCED ASSESSMENTS	An *ITBS* or *Logramos* subtest, such as mathematics computation, mathematics total, reading total, language, reading words, etc. Specific subtests applicable for each grade are available at http://mydata.dallasisd.org/MENU/CEI.jsp under "CEI-eligibility Criteria." All K-2 scores are from norm-referenced assessments.
PERCENTILE	When a list of numbers is ordered from smallest to largest, a value's *percentile* reports the percentage of other values that are lower than the one of interest. The CEI percentile reports the percentage of teachers whose CEI was lower than or equal to the CEI of interest. Percentiles are reported for each section, course, and division CEI. For example, a course percentile of 73% means the teacher's course CEI was higher than 73% of all other CEIs computed for the same course.
PRIOR-YEAR SCORE ABBREVIATIONS	Complete list of test combinations is available at http://mydata.dallasisd.org/MENU/CEI.jsp. <u>Norm-ref</u>: *RC*=reading comprehension; *RT*=reading total; *RW*=reading words; *L*=language; *M*=math; *MC*=math computation; *MT*=math total. <u>STAAR 3-8, STAAR EOC, & TAKS</u>: *SP*=Spanish; *R*=reading/ELA; *MA*=math; *W*=writing; *SC*=science; *SS*=social studies. <u>ACP</u>: *ACP all*=standardized summary of all prior-year *ACP* scores for student; *ACP [content]*=standardized summary of prior-year *ACP* scores in the content area (most students have one prior-year *ACP* score in a content area, though some have multiple scores); *ACP [test]*=standardized summary of prior-year *ACP* scores on the specified *ACP* test. All *ACP* standardization is to a mean of 50 and SD of 10.
SECTION CEI	The average fairness-adjusted relative gain score standardized within grade and test (e.g., grade five *STAAR* reading) for a section. *ACP* CEIs are standardized within test only (e.g., Semester 1 Pre-Calculus *ACP*). Scores are standardized to a mean of 50 and standard deviation of 10. A *section CEI* is based on relative gain scores from all students enrolled in a teacher's section.
"SIMILAR STUDENTS"	Relative gain scores are based on comparisons made within groups of similar students. Similar students share the following: they were administered the same current year test, had the same demographic characteristics, and had the same scores on the same prior-year tests. The demographic characteristics controlled for in the SEI/CEI model are gender, LEP status, socioeconomic status as determined by receipt of free or reduced-price lunches, TAG status, SPED status, and three neighborhood characteristics. (See *NEIGHBORHOOD VARIABLES*.)

Longitudinal CEI Report for SAMPLE TEACHER (99999)

LANGUAGE ARTS/READING Division

School Year	2012-13	2011-12	2010-11	2009-10	2008-09
School	CURRENT SCHOOL	PRIOR SCHOOL	PRIOR SCHOOL	PRIOR SCHOOL	PRIOR SCHOOL
Division CEI	54.5	49.4	58.8	42.1	47.1
Division CEI %ile	71 %ile	49 %ile	84 %ile	19 %ile	39 %ile
Number of Students	N = 98	N = 101	N = 82	N = 59	N = 121

LANGUAGE ARTS/READING PERCENTILES

80 %ile
60 %ile
40 %ile
20 %ile

A division percentile of 71 indicates that the teacher's division CEI of 54.5 was higher than 71 percent of all other CEIs in the language arts/reading division.

Number of unique students used in the calculation of this teacher's division CEI. A teacher must have at least 8 students that meet all eligibility requirements in order for a CEI to be computed. Some students may contribute more than one relative gain score to the CEI (ex. secondary students with both STAAR EOC/TAKS and ACP values).

SAMPLE TEACHER (99999)
SAMPLE SCHOOL (999)

Course: 1030 READING 7
Section: 51

Term: YEAR   Grade: 7
Assessment: STAAR 3-8 READING

Characteristics of student's comparison group:

ID	Name	Relative gain score	Items correct on this assessment	GR	Demographics	Neighborhood variables†	Group's 2011-12 scores†
1	STUDENT NAME	44.9	27 was BELOW avg for grp:	7	M, low SES, LEP	$38/hh; 3% w/deg; 19% blw PL	30 (Gr 6 STAAR R); 28 (Gr 6 STAAR MA)
2	STUDENT NAME	60.9 >	47 was ABOVE avg for grp:	7	F, low SES, not LEP, TAG	$27/hh; 6% w/deg; 34% blw PL	39 (Gr 6 STAAR R); 47 (Gr 6 STAAR MA)
3	STUDENT NAME	54.9	44 was average for grp:	7	F, low SES, not LEP, TAG	$40/hh; 2% w/deg; 22% blw PL	41 (Gr 6 STAAR R); 40 (Gr 6 STAAR MA)
4	STUDENT NAME	44.0	31 was BELOW avg for grp:	7	F, low SES, not LEP, TAG	$40/hh; 2% w/deg; 22% blw PL	32 (Gr 6 STAAR R); 26 (Gr 6 STAAR MA)
5	STUDENT NAME	42.5	25 was BELOW avg for grp:	7	F, low SES, not LEP	$34/hh; 4% w/deg; 27% blw PL	27 (Gr 6 STAAR R); 20 (Gr 6 STAAR MA)
6	STUDENT NAME	54.9	34 was average for grp:	7	F, low SES, not LEP	$37/hh; 5% w/deg; 28% blw PL	27 (Gr 6 STAAR R); 36 (Gr 6 STAAR MA)
7	STUDENT NAME	53.4	24 was average for grp:	7	M, low SES, LEP	$27/hh; 6% w/deg; 34% blw PL	18 (Gr 6 STAAR R); 25 (Gr 6 STAAR MA)
8	STUDENT NAME	47.0	25 was average for grp:	7	F, low SES, not LEP	$48/hh; 2% w/deg; 17% blw PL	23 (Gr 6 STAAR R); 19 (Gr 6 STAAR MA)
9	STUDENT NAME	< 37.2	17 was BELOW avg for grp:	7	M, low SES, not LEP	$40/hh; 10% w/deg; 29% blw PL	20 (Gr 6 STA
10	STUDENT NAME	57.6	28 was ABOVE avg for grp:	7	M, low SES, not LEP	$38/hh; 3% w/deg; 19% blw PL	20 (Gr 6 STA
11	STUDENT NAME	57.0	35 was ABOVE avg for grp:	7	M, low SES, LEP, TAG	$30/hh; 1% w/deg; 28% blw PL	31 (Gr 6 STA
12	STUDENT NAME	64.1 >	36 was ABOVE avg for grp:	7	M, low SES, LEP	$31/hh; 4% w/deg; 32% blw PL	28 (Gr 6 STA
13	STUDENT NAME	62.3 >	33 was ABOVE avg for grp:	7	F, low SES, LEP	$37/hh; 5% w/deg; 28% blw PL	23 (Gr 6 STA
14	STUDENT NAME	60.3 >	29 was ABOVE avg for grp:	7	F, low SES, LEP	$48/hh; 2% w/deg; 17% blw PL	21 (Gr 6 STA
15	*STUDENT NAME*		*did not have scores from assessments in both current and previous years that were appropriate measures for this course and term.*				
16	*STUDENT NAME*		*did not have scores from assessments in both current and previous years that were appropriate measures for this course and term.*				
17	*STUDENT NAME*		*did not have scores from assessments in both current and previous years that were appropriate measures for this course and term.*				
18	*STUDENT NAME*		*did not have sc...*				

This section reports the characteristics of each student's comparison group ("similar students"). Detailed information about student characteristics can be found in the Glossary/ Legend on page 1.

Students' raw scores on the current assessment are compared only to "similar students."

The test on which the course and section CEIs are based. (Information about Reading and Writing CEIs are listed on separate pages, where available.)

These students did not meet all of the criteria for receiving a relative gain score. As a result, they were not included in the calculation of this teacher's CEI. The criterion that was not met is listed next to each student's name. The students are on the roster because they were in the teacher's class for a sufficient number of days during the term (year or semester).

A section percentile of 76 indicates that the standardized STAAR 3-8 reading gain for this section was higher than that of 76% of all grade seven reading sections in the district.

A course percentile of 93 indicates that the standardized reading gain score for this teacher's course (all sections) was higher than 93% of all course CEIs based on the grade 7 STAAR 3-8 reading test.

Rosters reflect teacher's modifications made during CEI Roster Verification (May 6-June 4, 2013).

Assessment: STAAR READING   CEI (and percentile) for Section 51:   56.8   (76%ile)

CEI (and percentile) for Course 1030:   62.8   (93%ile)

NOTES: The average relative gain score in any comparison group is 50 with a standard deviation (SD) of 10. Relative gain scores from one to two SDs above or below average are highlighted with the characters > and <. Relative gain scores more than two SDs from average (<30 or >70) are highlighted with the characters << and >>. A student who scored higher than average *in his comparison group of similar district students* has a relative gain score higher than 50. Relative gain scores between 45 and 55 (shaded gray) are considered average or "typical." All students in a comparison group have the characteristics listed in the student's row. ***Students whose names are in bold italics were not used to compute the CEI.*** Reasons for ineligibility include not having a suitable combination of test scores from last year and this year, not being continuously enrolled at the campus, having excessive absences (more than 10 in a semester term, more than 17 in a year term), or being retained in either of the two previous years. *For high school ACP CEIs, retention history is not an eligibility criterion.* (For more information on CEI eligibility criteria, see http://mydata.dallasisd.org/MENU/CEI.jsp) ***CEIs are computed only if at least eight (8) students have relative gain scores. †See Glossary for descriptions of neighborhood variables, a key for score abbreviations, and information about counting absences at high schools with block schedules.**

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ID	Name	Relative gain score	Items correct on this assessment	GR	Demographics	Neighborhood variables†	Group's 2011-12 scores†
					Characteristics of student's comparison group:		
1	STUDENT NAME	44.9	27 was BELOW avg for grp:	7	M, low SES, LEP	$38/hh; 3% w/deg; 19% blw PL	30 (Gr 6 STAAR R); 28 (Gr 6 STAAR MA)
2	STUDENT NAME	60.9 >	47 was ABOVE avg for grp:	7	F, low SES, not LEP, TAG	$27/hh; 6% w/deg; 34% blw PL	39 (Gr 6 STAAR R); 47 (Gr 6 STAAR MA)
3	STUDENT NAME	54.9	44 was average for grp:	7	F, low SES, not LEP, TAG	$40/hh; 2% w/deg; 22% blw PL	41 (Gr 6 STAAR R); 40 (Gr 6 STAAR MA)
4	STUDENT NAME	44.0	31 was BELOW avg for grp:	7	F, low SES, not LEP, TAG	$40/hh; 2% w/deg; 22% blw PL	32 (Gr 6 STAAR R); 26 (Gr 6 STAAR MA)
5	STUDENT NAME	42.5	25 was BELOW avg for grp:	7	F, low SES, not LEP	$34/hh; 4% w/deg; 27% blw PL	27 (Gr 6 STAAR R); 20 (Gr 6 STAAR MA)
6	STUDENT NAME	54.9	34 was average for grp:	7	F, low SES, not LEP	$37/hh; 5% w/deg; 28% blw PL	27 (Gr 6 STAAR R); 36 (Gr 6 STAAR MA)
7	STUDENT NAME	53.4	24 was average for grp:	7	M, low SES, LEP	$27/hh; 6% w/deg; 34% blw PL	18 (Gr 6 STAAR R); 25 (Gr 6 STAAR MA)
8	STUDENT NAME	47.0	25 was average for grp:	7	F, low SES, not LEP	$48/hh; 2% w/deg; 17% blw PL	23 (Gr 6 STAAR R); 19 (Gr 6 STAAR MA)
9	STUDENT NAME	< 37.2	17 was BELOW avg for grp:	7	M, low SES, not LEP	$40/hh; 10% w/deg; 29% blw PL	20 (Gr 6 STAAR R); 15 (Gr 6 STAAR MA)
10	STUDENT NAME	57.6	28 was ABOVE avg for grp:	7	M, low SES, not LEP	$38/hh; 3% w/deg; 19% blw PL	20 (Gr 6 STAAR R); 18 (Gr 6 STAAR MA)
11	STUDENT NAME	57.0	35 was ABOVE avg for grp:	7	M, low SES, LEP, TAG	$30/hh; 1% w/deg; 28% blw PL	31 (Gr 6 STAAR R); 27 (Gr 6 STAAR MA)
12	STUDENT NAME	64.1 >	36 was ABOVE avg for grp:	7	M, low SES, LEP	$31/hh; 4% w/deg; 32% blw PL	28 (Gr 6 STAAR R); 29 (Gr 6 STAAR MA)
13	STUDENT NAME	62.3 >	33 was ABOVE avg for grp:	7	F, low SES, LEP	$37/hh; 5% w/deg; 28% blw PL	23 (Gr 6 STAAR R); 32 (Gr 6 STAAR MA)
14	STUDENT NAME	60.3 >	29 was ABOVE avg for grp:	7	F, low SES, LEP	$48/hh; 2% w/deg; 17% blw PL	21 (Gr 6 STAAR R); 20 (Gr 6 STAAR MA)
15	*STUDENT NAME*		*did not have scores from assessments in both current and previous years that were appropriate measures for this course and term.*				
16	*STUDENT NAME*		*did not have scores from assessments in both current and previous years that were appropriate measures for this course and term.*				
17	*STUDENT NAME*		*did not have scores from assessments in both current and previous years that were appropriate measures for this course and term.*				
18	*STUDENT NAME*		*did not have scores from assessments in both current and previous years that were appropriate measures for this course and term.*				

Student ID 1: This student's gain score on STAAR 3-8 reading was compared to other seventh-grade students who were male, low SES, and limited in their English proficiency. Members of this student's comparison group lived in neighborhoods where the median household income among households was $38,000, 3% of adults over 25 had college degrees, and 19% lived below the poverty level. Comparison group members answered 30 items correct on grade 6 STAAR 3-8 reading and 28 items correct on grade 6 STAAR 3-8 mathematics. This student answered 27 items correct on grade 7 STAAR 3-8 reading, which was BELOW average for the group. As a result, his relative gain score (44.9) was below 50 and is in red.

Student ID 6: This student's gain score on STAAR 3-8 reading was compared to other seventh-grade students who were female, low SES, and English proficient. Members of this student's comparison group lived in neighborhoods where the median household income was $37,000, 5% of adults over 25 had college degrees, and 28% lived below the poverty level. Comparison group members answered 27 items correct on grade 6 STAAR 3-8 reading and 36 items correct on grade 6 STAAR 3-8 mathematics. This student answered 34 items correct on grade 7 STAAR 3-8 reading, which was AVERAGE for the group. As a result, her relative gain score (54.9) is very close to 50 and is gray.

Student ID 14: This student's gain score on STAAR 3-8 reading was compared to other seventh-grade students who were female, low SES, and limited in their English proficiency. Members of this student's comparison group lived in neighborhoods where the median household income among households was $48,000, 2% of adults over 25 had college degrees, and 17% lived below the poverty level. Comparison group members answered 21 items correct on grade 6 STAAR 3-8 reading and 20 items correct on grade 6 STAAR 3-8 mathematics. This student answered 29 items correct on grade 7 STAAR 3-8 reading, which was ABOVE average for the group. As a result, her relative gain score (60.3) is above 50 and is in green. The gain score is more than one standard deviation above the average, as shown by the green ">."

Rosters reflect teacher's modifications made during CEI Roster Verification (May 6-June 4, 2013).

NOTES: The average relative gain score in any comparison group is 50 with a standard deviation (SD) of 10. Relative gain scores from one to two SDs above or below average are highlighted with the characters > and <. Relative gain scores more than two SDs from average (<30 or >70) are highlighted with the characters << and >>. A student who scored higher than average *in his comparison group of similar district students* has a relative gain score higher than 50. Relative gain scores between 45 and 55 (shaded gray) are considered average or "typical." All students in a comparison group have the characteristics listed in the student's row. ***Students whose names are in bold italics were not used to compute the CEI.*** Reasons for ineligibility include not having a suitable combination of test scores from last year and this year, not being continuously enrolled at the campus, having excessive absences (more than 10 in a semester term, more than 17 in a year term), or being retained in either of the two previous years. *For high school ACP CEIs, retention history is not an eligibility criterion.* (For more information on CEI eligibility criteria, see http://mydata.dallasisd.org/MENU/CEI.jsp) ***CEIs are computed only if at least eight (8) students have relative gain scores. †See Glossary for descriptions of neighborhood variables, a key for score abbreviations, and information about counting absences at high schools with block schedules.**

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	ID	Name	Relative gain score	Items correct on this assessment	Characteristics of student's comparison group:		
					Demographics	Neighborhood variables†	Group's 2011-12 scores†
1	2597538	STUDENT NAME	49.2	37 was average for grp:	F, not low SES, not LEP	$33/hh; 5% w/deg; 22% blw PL	57.40 (ACP all); 36 (TAKS SC)
2	2597274	STUDENT NAME	58.0	42 was ABOVE avg for grp:	F, low SES, not LEP	$44/hh; 5% w/deg; 16% blw PL	56.37 (ACP all); 32 (TAKS SC)
3	2034611	STUDENT NAME	< 38.5	34 was BELOW avg for grp:	M, low SES, not LEP	$30/hh; 25% w/deg; 37% blw PL	62.01 (ACP all); 49 (TAKS SC)
4	2595505	STUDENT NAME	42.2	38 was BELOW avg for grp:	M, low SES, not LEP	$39/hh; 8% w/deg; 23% blw PL	63.96 (ACP all); 49 (TAKS SC)
5	4002210	STUDENT NAME	< 39.1	35 was BELOW avg for grp:	M, low SES, not LEP	$32/hh; 17% w/deg; 25% blw PL	69.25 (ACP all); 42 (TAKS SC)
6	2581005	STUDENT NAME	46.3	39 was average for grp:	F, low SES, not LEP	$43/hh; 8% w/deg; 23% blw PL	65.25 (ACP all); 43 (TAKS SC)
7	2556896	STUDENT NAME	42.8	34 was BELOW avg for grp:	F, low SES, not LEP, TAG	$22/hh; 19% w/deg; 60% blw PL	55.68 (ACP all); 41 (TAKS SC)
8	2578048	STUDENT NAME	55.7	39 was ABOVE avg for grp:	M, low SES, not LEP	$29/hh; 2% w/deg; 40% blw PL	42.19 (ACP all); 42 (TAKS SC)
9	2599221	STUDENT NAME	55.6	42 was ABOVE avg for grp:	M, not low SES, not LEP	$99/hh; 63% w/deg; 3% blw PL	47.70 (ACP all); 45 (TAKS SC)
10	3071517	STUDENT NAME	69.3 >	38 was ABOVE avg for grp:	F, not low SES, LEP	$50/hh; 22% w/deg; 20% blw PL	42.60 (ACP all); 27 (TAKS SC)
11	2563491	STUDENT NAME	< 34.3	30 was BELOW avg for grp:	F, low SES, not LEP	$43/hh; 8% w/deg; 23% blw PL	61.36 (ACP all); 46 (TAKS SC)
12	2605106	STUDENT NAME	43.5	28 was BELOW avg for grp:	M, low SES, not LEP	$32/hh; 17% w/deg; 25% blw PL	44.21 (ACP all); 32 (TAKS SC)
13	2576641	STUDENT NAME	46.8	34 was average for grp:	F, not low SES, not LEP	$73/hh; 16% w/deg; 5% blw PL	52.46 (ACP all); 35 (TAKS SC)
14	2958509	STUDENT NAME	43.8	38 was BELOW avg for grp:	M, low SES, not LEP	$33/hh; 5% w/deg; 22% blw PL	60.89 (ACP all); 48 (TAKS SC)
15	3091921	STUDENT NAME	52.6	46 was average for grp:	M, low SES, not LEP	$37/hh; 4% w/deg; 23% blw PL	67.27 (ACP all); 47 (TAKS SC)
16	2597455	STUDENT NAME	54.9	39 was average for grp:	F, low SES, not LEP	$43/hh; 0% w/deg;	
17	*4075334*	*STUDENT NAME*		*did not have scores from assessments in both current and previous years that were appropriate measures for t*			

Previous year STAAR, TAKS, and standardized ACP scores are used to determine a student's comparison group for ACP and high school STAAR EOC CEIs. Scores are standardized to ensure that they are comparable across grades. (ACP scores are standardized to a mean of 50 and SD of 10.)

Teacher did not submit modifications to CEI rosters during CEI Roster Verification (May 6-June 4, 2013).

Assessment: ECONOMICS   CEI (and percentile) for Section 09:   48.0   (49%ile)

CEI (and percentile) for Course 2351:   42.2   (14%ile)

NOTES: The average relative gain score in any comparison group is 50 with a standard deviation (SD) of 10. Relative gain scores from one to two SDs above or below average are highlighted with the characters > and <. Relative gain scores more than two SDs from average (<30 or >70) are highlighted with the characters << and >>. A student who scored higher than average *in his comparison group of similar district students* has a relative gain score higher than 50. Relative gain scores between 45 and 55 (shaded gray) are considered average or "typical." All students in a comparison group have the characteristics listed in the student's row. *Students whose names are in bold italics were not used to compute the CEI.* Reasons for ineligibility include not having a suitable combination of test scores from last year and this year, not being continuously enrolled at the campus, having excessive absences (more than 10 in a semester term, more than 17 in a year term), or being retained in either of the two previous years. *For high school ACP CEIs, retention history is not an eligibility criterion.* (For more information on CEI eligibility criteria, see http://mydata.dallasisd.org/MENU/CEI.jsp) *CEIs are computed only if at least eight (8) students have relative gain scores. †See Glossary for descriptions of neighborhood variables, a key for score abbreviations, and information about counting absences at high schools with block schedules.

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