2023 Legislative One-Pager Methodology and Data Sources
Last Updated: December 5, 2022

About the Data

The data below was gathered from the Texas Education Agency (TEA) and the Texas Higher Education Coordinating Board (THECB). The raw data downloads are publicly available at the campus, district, or county level and then transformed and aggregated to legislative districts. It is important to note that this data will *not* perfectly match the Commit dashboards due to the use of different data sources for all postsecondary enrollment and completion data.

Data Sources

Number of Public Schools

The number of public schools statewide was gathered from the Texas Academic Performance Reports (TAPR) CREF file and the TEA Public Open Data Site that provides latitude and longitude for each school campus. The number of public schools includes both independent school districts and charter management organizations.

- TAPR CREF:
  https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&prgopt=2021/xplore/setcamps.sas&year4=2021&_program=perfrept.perfmast.sas&sumlev=C&steps=2

- TEA Public Open Data Site:
  https://schoolsdata2-93b5c-tea-texas.opendata.arcgis.com/datasets/7d8ba6b96ee14a6d882f6f35f7d27828/explore?location=30.868125%2C-100.146733%2C5.43

Total Enrollment in Public Schools

Each year, TEA releases the Texas Academic Performance Reports which pull together a wide range of information on the performance of students in each school system in Texas. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics. Student enrollment data was gathered from TEA's 2020 - 2021 TAPR campus data download entitled 'CSTUD':

- https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&prgopt=2021/xplore/setcamps.sas&year4=2021&_program=perfrept.perfmast.sas&sumlev=C&steps=2

Third Grade Reading

Third-grade reading data was gathered from 2022 TEA STAAR Aggregate Data that contains campus-by-campus STAAR that can be disaggregated across several categories, including economically disadvantaged status. For this analysis, Commit uses the "Meets Grade Level" standard to assess passing rates.

- https://tea.texas.gov/student-assessment/testing/staar/staar-aggregate-data-for-2021-2022

College, Career, and Military Readiness (CCMR)

CCMR data was gathered from the TAPR campus download for 2020-2021. In this document, CCMR is defined according to the Texas accountability system. Data for CCMR in this document corresponds with high school graduates from the Class of 2020.

- https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&prgopt=2021/xplore/setcamps.sas&year4=2021&_program=perfrept.perfmast.sas&sumlev=C&steps=2

Post-Secondary Enrollment

Post-Secondary enrollment data was gathered from the Texas Higher Education Coordinating Board's (THECB) *High School Graduates Enrolled in Higher Education* report. Data for post-secondary enrollment in this document corresponds with high school graduates from the Class of 2021.

- http://www.txhighereddata.org/index.cfm?objectid=C7CAEE90-D970-11E8-BB650050560100A9

Post-Secondary Attainment

College completion rates are gathered from THECB's 8th Grade Cohort Longitudinal Study. The THECB tracks education outcomes for cohorts of students who attend 8th grade in a Texas public school including rates of high school graduation, higher education enrollment, as well as rates of degrees and certifications earned from a Texas

Institute of Higher Education. Outcomes are tracked for 11 years, including the last year of middle school, four years of high school, and six years of higher education.

The cohort used in this analysis has been tracked since 2009. This data only includes college completion rates at Texas postsecondary institutions and therefore does not include any enrollment in out-of-state colleges and universities.

- http://www.txhighereddata.org/index.cfm?objectId=4E600400-D970-11E8-BB650 050560100A9

Note: Since the completion of this analysis, THECB released a more recent 8th Grade Cohort Longitudinal Study and is in the process of reposting the 2009 cohort data set. For more information on the 2009 cohort, please email turner.labrie@commitpartnership.org.

Mapping Methodology

The multiple data sources used in this analysis are publicly available at different aggregation levels. Therefore, Commit, through our partnership with Alteryx for Good, geospatially matches each campus, district, and county to their respective legislative districts.

In this specific analysis, each campus is matched, based on latitude and longitude, to one House District and one Senate District.

As opposed to campuses, school districts are mapped to legislative districts in a "Many to Many" relationship. For this reason, a school district may be associated with many legislative districts and a legislative district may be associated with many school districts. To determine which school districts are assigned to which legislative district, the school district boundaries are spatially overlaid on top of the House District and Senate District maps. A school district is assigned to a legislative district when there is an overlap between the school district and the legislative district that is greater than one square mile.

For county data, a county is assigned to a House or Senate District if a school district from that county overlaps with the legislative district. This process follows the same "Many to Many" methodology specified above, where school district boundaries are overlaid on top of legislative districts, and are then assigned to a legislative district if there is over one square mile of overlap between the school district and the legislative district. This implies that there are some cases in which a House or Senate District is assigned to a county where the legislative district does not overlap with the county.

However, those legislative districts serve students from school districts in those counties and are thus included in this analysis.