

Chapter 2 – The Basics: *Base Indicators*

To determine ratings under the standard accountability procedures, the 2010 accountability rating system for Texas public schools and districts uses three base indicators:

- spring 2010 performance on the Texas Assessment of Knowledge and Skills (TAKS),
 - the Completion Rate I for the class of 2009, and
 - the 2008-09 Annual Dropout Rate for grades 7 and 8.
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TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

The TAKS indicator is the percent of students who scored high enough to meet the standard to pass the test. This is calculated as the number of students who met the TAKS student passing standard divided by the number tested. Results for the TAKS (grades 3-11) are summed across grades for each subject. Results for each subject tested are evaluated separately to determine ratings.

Who is evaluated for TAKS: Districts and campuses that test students on any TAKS subject:

- **Reading/ELA** – Reading is tested in grades 3-9; English language arts (ELA) is tested in grades 10 and 11. Note also:
 - TAKS (Accommodated) reading and ELA results for all grades are included.
 - This is a combined indicator. It includes all students tested on and passing either the TAKS reading test or the TAKS English language arts test.
 - The cumulative percent passing from the first two administrations of TAKS reading in grades 5 and 8 is used.
 - Results for the Spanish version of TAKS reading (grades 3-5) are included.
- **Writing** – Writing is tested in grades 4 and 7. Note also:
 - TAKS (Accommodated) writing results for all grades are included.
 - Results for the Spanish version of TAKS writing (grade 4) are included.
- **Social Studies** – Social studies is tested in grades 8, 10, and 11. TAKS (Accommodated) social studies results for all grades are also included.
- **Mathematics** – Mathematics is tested in grades 3-11. Note also:
 - TAKS (Accommodated) mathematics results for all grades are included.
 - The cumulative percent passing from the first two administrations of TAKS mathematics in grades 5 and 8 is used.
 - Results for the Spanish version of TAKS mathematics (grades 3-5) are included.
- **Science** – Science is tested in grades 5, 8, 10, and 11. Note also:
 - TAKS (Accommodated) science results for all grades are included.
 - Results for the Spanish version of TAKS science (grade 5) are included.

For further details, see *TAKS (Accommodated)*, *Reading/ELA Combined*, and *Student Success Initiative* in *Other Information* below.

Standard: The *Academically Acceptable* standard varies by subject, while the *Recognized* and *Exemplary* standards are the same for all subjects:

- **Exemplary** – For every subject, at least 90% of the tested students pass the test.
- **Recognized** – For every subject, at least 80% of the tested students pass the test.
- **Academically Acceptable** – Varies by subject:
 - *Reading/ELA* – At least 70% of the tested students pass the test.
 - *Writing* – At least 70% of the tested students pass the test.
 - *Social Studies* – At least 70% of the tested students pass the test.
 - *Mathematics* – At least 60% of the tested students pass the test.
 - *Science* – At least 55% of the tested students pass the test.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of students passing [TAKS subject]}}{\text{number of students tested in [TAKS subject]}}$$

Minimum Size Requirements:

- *All Students.* These results are always evaluated regardless of the number of examinees. However, districts and campuses with a small number of total students tested on TAKS receive Special Analysis. See *Chapter 6 – Special Issues and Circumstances* for more detailed information about Special Analysis.
- *Student Groups.*
 - Any student group with fewer than 30 students tested is not evaluated.
 - If there are 30 to 49 students tested within the student group and the student group comprises at least 10% of All Students, it is evaluated.
 - If there are at least 50 students tested within the student group, it is evaluated.
 - Student group size is calculated subject by subject. For this reason the number of student groups evaluated sometimes varies. For example, an elementary school with grades 3, 4, and 5 may have enough Hispanic students to be evaluated on reading and mathematics, but not enough to be evaluated on writing (tested in grade 4 only) or science (tested in grade 5 only).

Year of Data: 2009-10

Data Source: Pearson

Other Information:

- *TAKS Vertical Scale.* The 2010 student passing standards for TAKS reading and mathematics in grades 3-8 (and Spanish 3-5) are based on a vertical scale for these grades and subjects. With the vertical scale, a student’s scale score in one grade can be compared to that student’s scale score in another grade. It provides information about student growth compared to prior years. As a result, the scale score for *Met Standard* for these grades and subjects is no longer the value 2100. For more information on the vertical scale, see *Appendix E – Student Growth Measures*.
- *TAKS (Accommodated).* The phase-in of the TAKS (Accommodated) assessments is complete this year with the addition of TAKS (Accommodated) results for reading and mathematics (grades 3-10) and writing (grades 4 and 7), including the Spanish versions

for these grades and subject areas. TAKS (Accommodated) assessments for all grades and subjects are included in determining the 2010 accountability ratings.

- *Texas Projection Measure.* The Texas Projection Measure (TPM) is used as part of the methodology for determining state accountability ratings. For 2010, grade 8 TAKS science also has TPM values. See *Chapter 3 – The Basics: Additional Features*.
- *Student Success Initiative (SSI).* In determining accountability ratings, a cumulative percent passing is calculated by combining the first and second administrations of the TAKS in grades 5 and 8 reading and mathematics performance. Results include performance on the Spanish versions of these tests, as well as TAKS (Accommodated), TAKS-Modified (TAKS-M) and TAKS-Alternate (TAKS-Alt) results are not included in the cumulative percent passing calculations in 2010. Grade 3 is no longer an SSI grade, therefore only one administration of grade 3 reading results are available for use.
- *TAKS Spanish.* The TAKS tests are given in Spanish in reading and mathematics for grades 3, 4, and 5; writing in grade 4; and science in grade 5. Performance on these tests is combined with performance on the English-language TAKS for the same subject to determine a rating. Note that the TAKS test is no longer available in Spanish for grade 6.
- *Special Education.* In addition to performance on the TAKS (Accommodated) assessments, the performance of students with disabilities who take the regular TAKS is included in the TAKS indicator.
- *TAKS-Modified and TAKS-Alternate.* Performance on these tests is not used in determining ratings for 2010.
- *Reading/ELA Combined.* Reading (grades 3-9) and ELA (grades 10 and 11) results are combined and evaluated as a single subject. This affects districts and campuses that offer both grade 9 and grades 10 and/or 11. In these cases, counts of reading and ELA students who met the standard are summed and divided by the total number taking reading or ELA.
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability indicators.
- *Exit-level TAKS.* The performance of all juniors tested for the first time during the primary spring administration (ELA in March; mathematics, science, and social studies in April) is included in determining accountability ratings. The performance of exit-level TAKS retesters is not included.
- *October 2009 administration.* Some juniors eligible for early graduation took the TAKS in October 2009. The performance of these students is included with the performance of other juniors taking the exit-level test if:
 - they were juniors at the time of testing;
 - they were taking the exit-level TAKS for the first time in October 2009; and
 - they passed all four assessments at that time.

Students tested in October who failed any tests in October could retest in the spring. However, in the event of a retest, neither performance — from October *or* from the spring retest — is included in the accountability calculations. If October results are used, they are not adjusted for mobility. This means that if an 11th grader took and passed all the tests in October, then withdrew from school before the spring, that student's results

would count in determining the school’s accountability ratings. Conversely, if an 11th grader took but did not pass all the tests in October, and then withdrew from school before the spring, those student’s results would not count in determining the school’s accountability ratings.

- *Sum of All Grades Tested.* Results for each subject are summed across grades. This refers to the grades tested at the particular campus or district. For example, the percent passing for TAKS reading in an elementary school with a grade span of K-5 is calculated as:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

- *Excluded Students.* Only answer documents marked “Score” are included. Answer documents coded “Absent,” “Exempt,” or “Other” are excluded.
- *Refugees and Asylees.* Results of students coded as refugees and/or asylees on the TAKS answer documents are not used in determining ratings. This is new for 2010. For more information, see *Appendix D – Data Sources.*
- *Linguistically Accommodated Testing (LAT).* Results for limited English proficient students taking linguistically accommodated TAKS tests are not included in the state accountability system.
- *Rounding of Met Standard Percent.* The *Met Standard* calculations are expressed as a percent, rounded to whole numbers. For example, 59.877% is rounded to 60%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Rounding of Student Group Percent.* The *Student Group* calculations are expressed as a percent, rounded to whole numbers. When determining if a student group is at least 10%, the rounded value is used. For example, 40 students in a group out of a total of 421 students is 9.5011876%. Because this rounds to the whole number 10, this student group is evaluated.

ACCOUNTABILITY SUBSET

For the TAKS, only the performance of students enrolled on the PEIMS fall “as-of” date of October 30, 2009, are considered in the ratings. This is referred to as the *accountability subset* (sometimes referred to as the *October subset* or the *mobility adjustment*). This adjustment is not applied to any other base indicator.

Students who move from district to district are excluded from the campus and district TAKS results. Further, students who move from campus to campus within a district are kept in the district’s results but are excluded from the campus’s TAKS results. No campus is held accountable for students who move between campuses after the PEIMS “as-of” date and before the date of testing, even if they stay within the same district. The subsets are determined as follows:

Campus-level accountability subset: If a student was reported in membership at one campus on October 30, 2009, but moves to another campus before the TAKS test, that student’s performance is removed from the accountability results for both campuses, whether the campuses are in the same district or different districts. Campuses are held accountable only

for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

District-level accountability subset: If a student was in one district on October 30, 2009, but moved to another district before the TAKS test, that student’s performance is taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance is included in that district’s results, even though it does not count for either campus. This means that district performance results do not match the sum of the campus performance results.

Examples of how the accountability subset criteria are applied are provided in the following table. Note that these apply to TAKS performance results. For more information, see *Tables 34 and 35 in Appendix D – Data Sources.*

Table 3: Accountability Subset

Student Situation	In Whose Accountability Subset?
General	
1. Grade 9 student is enrolled at campus A in the fall and tests there on TAKS reading in March and mathematics in April.	This student’s results affect the rating of both campus A and the district.
2. Grade 6 student is enrolled in district Y in the fall and moves to district Z at the semester break. The student is tested on TAKS reading and mathematics in April.	These results do not affect the rating of any campus or district. Results are reported to district Z.
3. Grade 6 student is enrolled at campus A in the fall and then moves to campus B in the same district at the semester break. The student is tested on TAKS reading and mathematics in April.	This student’s results do not affect the rating of campus A or B, but they do affect the district. Results for both tests are reported to campus B.
4. Grade 6 student is reported in enrollment at a campus, but is withdrawn for home schooling on November 10 th . Parents re-enroll the student at the same campus on April 1. The student is tested in TAKS reading and mathematics in late April.	Performance on both tests is reported and included in the ratings evaluation for the campus. The fact that the student was enrolled on the “as of” date and tested in the same campus and district are the criteria for determining the accountability subset.
5. A 12 th grade student moves to a district from another state at the beginning of the school year. She takes the exit-level tests in October and fails; she takes them again during the spring. Does her performance affect the district or campus?	No. The performance of 12 th graders is not used for accountability purposes.

Table 3: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
Mobility between Writing/ELA and other tests	
6. Grade 4 student enrolls in campus A in the fall and takes the TAKS writing test there in March. The student then transfers to campus B in the same district and tests on TAKS reading and mathematics in April.	This student’s results do not affect the rating of campus A or B. Although writing was assessed at the same campus where the student was enrolled in the fall, the writing results are reported to campus B, where the student tested last. The results affect the district rating. Results for all tests are reported to campus B.
7. Grade 4 student enrolls in campus A in the fall and takes the writing TAKS there in March. The student then transfers to campus B in a different district and tests on TAKS reading and mathematics in April.	This student’s results do not affect the rating of either campus or district. Test results are reported to the campus where the student tested last, in this case, campus B.
8. A first-time 11 th grade student is enrolled in district Y in the fall and takes the TAKS ELA in March. He then moves to district Z, where he takes the last three tests.	This student’s results do not affect the rating of either campus or district. Results for all tests are reported to the campus where the student tested last in district Z.
9. A first-time 11 th grade student is enrolled in district Y in the fall and takes the TAKS ELA in March. She then moves out of state. She does not take the last three tests.	This student’s results on ELA is used in determining both campus and district Y ratings.
10. Grade 7 student is reported in enrollment in district Y and takes the writing test in that district at campus A. In early April, the student transfers to district Z and takes the remaining grade 7 TAKS tests there. The answer documents submitted by district Z use different name spellings than did the one submitted by district Y.	To the test contractor these are two different students. Performance on the student’s writing test is reported to district Y and counts toward its rating and the rating of campus A. The student’s results in reading and mathematics are reported to district Z but do not contribute to the rating of either the district or the campus where the student tested because the student was not there in the fall.

Table 3: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
<p>11. A first-time 11th grade student is enrolled in high school A, district Z in the fall and takes the TAKS ELA in March. He then is sent to a disciplinary campus for the rest of the year, where he takes the rest of the TAKS tests.</p>	<p>If the disciplinary campus is a JJAEP or DAEP, the student’s performance must be coded back to the sending campus, and it is used in determining both campus and district ratings.</p> <p>If the disciplinary campus is operated by the Texas Youth Commission (TYC) or the Texas Juvenile Probation Commission (TJPC), the performance does not count toward either the sending campus or district rating.</p> <p>If the disciplinary campus is none of the above but is in district Z, the performance is used in determining the district rating, but not the campus rating.</p>
<p>Grades 5 and 8 Reading and Mathematics (Student Success Initiative) <i>(See Tables 34 and 35 in Appendix D – Data Sources for further information.)</i></p> <p><i>Beginning in 2010, the treatment of reading and mathematics results differs from prior years in certain circumstances when students are mobile between the first and second administrations of reading and mathematics. Scenarios with changes are noted below and in Tables 34 and 35.</i></p>	
<p>12. Grade 5 student takes mathematics and reading in April at campus A where he was enrolled in the fall, and fails both tests. He then moves to campus B (in the same district) where he takes science and retests in reading and mathematics. He passes all tests.</p>	<p>This student’s results do not affect the rating of campus A or B. The April reading and mathematics results are reported to campus A, even though the other results are reported to campus B. The final results from all tests affect the district.</p>
<p>13. Grade 8 student takes TAKS reading and mathematics in early April at the campus where she was enrolled in the fall. She fails the mathematics test. The student then moves out of state. She does not take the other TAKS tests.</p>	<p>This student’s TAKS results do affect the rating for both the campus and district. This is a change to the treatment of reading results from prior years.</p>

Table 3: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
14. Grade 5 student takes TAKS reading and mathematics in early April at the campus where she was enrolled in the fall, and fails both tests. The student then moves to another district, where she takes TAKS science and retests in May and fails again.	This student’s TAKS reading, mathematics, and science results do not affect the rating for any campus or district.
15. Grade 8 student takes TAKS (Accommodated) reading and mathematics in early April at the campus where he was enrolled in the fall, and fails both tests. His ARD committee decides he needs to retest with TAKS-M for both tests. He passes both.	For 2010, TAKS-M is not used in determining ratings. In this case, the TAKS (Accommodated) results for reading and math (failures on both) will be used in determining the ratings for this campus and district.
16. Grade 5 student takes TAKS reading and mathematics in early April at campus A in district A where she was enrolled in the fall. She fails mathematics. The student then moves to campus B (in another district) where she takes science. She does not take the mathematics retest in May.	<p><i>Science:</i> Her science results do not affect the rating of any campus or district.</p> <p><i>Reading:</i> Her April reading results do affect the rating of campus A and district A. This is a change to the treatment of reading results from prior years.</p> <p><i>Mathematics:</i> The April performance on mathematics is retained and does affect the rating of campus A and district A.</p>
Spanish TAKS	
17. A grade 3 student’s LPAC committee directs that she be tested in reading on the Spanish TAKS and in mathematics on the English TAKS. She remains at the same campus the entire year.	Performance on both tests is reported and included in the rating evaluation for the campus and district. Results on both English and Spanish versions of the TAKS contribute to the overall passing rate.
Both TAKS and TAKS (Accommodated)	
18. A grade 8 student takes the TAKS mathematics test in April and passes it. She takes TAKS reading and fails the test. Her ARD committee decides she should take the TAKS (Accommodated) reading during the 2nd administration in May, which she passes. She has remained at the same campus the entire year.	This student’s TAKS (Accommodated) reading passing results and TAKS math passing results are included in the TAKS performance for the campus and the district. Performance on all grades and subjects of TAKS (Accommodated) are used in the accountability system for 2010.

Table 3: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
19. The ARD committee for a grade 6 student directs that she be tested in reading on the TAKS (Accommodated) and in mathematics on the TAKS. She remains at the same campus the entire year.	Performance on both tests is reported and included in the rating evaluation for the campus and district. Performance on all grades and subjects of TAKS (Accommodated) are used in the accountability system for 2010.
TAKS-Modified and TAKS-Alternate	
20. The ARD committee for a grade 8 student directs that she be tested in all subjects on the TAKS-Alt. She remains at the same campus the entire year.	Performance on TAKS-Alt is not used in determining accountability ratings in 2010.
21. The ARD committee for a grade 6 student directs that he be tested in all subjects on the TAKS-M. He remains at the same campus the entire year.	Performance on TAKS-M is not used in determining accountability ratings in 2010.

COMPLETION RATE I [GRADUATES AND CONTINUERS]

This longitudinal rate shows the percent of students who first attended grade 9 in the 2005-06 school year and have graduated or are continuing their education four years later. Known as the 2005-06 cohort, these students were tracked over the four years using data provided to TEA by districts and data available in the statewide General Educational Development (GED) database.

To count as a “completer” for standard accountability procedures, a student must have received a high school diploma with his/her class (or earlier) or have re-enrolled in the fall of 2009 as a continuing student.

Who is evaluated for Completion Rate I: Districts and campuses that have served grades 9 and 11 or 12 in the first (2005-06) and fifth (2009-10) years of the cohort. High schools that do not meet this requirement are not evaluated on this indicator in 2010. See *Other Information* below.

Standard:

- **Exemplary** – Completion Rate I of 95.0% or more.
- **Recognized** – Completion Rate I of 85.0% or more.
- **Academically Acceptable** – Completion Rate I of 75.0% or more.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of completers}}{\text{number in class*}}$$

*See *Appendix D* for the definition of *number in class*.

Minimum Size Requirements:

- *All Students.* These results are evaluated if:
 - there are at least 10 students in the class; *and*
 - there are at least 5 dropouts.
- *Student Groups.* These results are evaluated if there are at least 5 dropouts within the student group *and*:
 - there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students; or
 - there are at least 50 students within the student group.

Years of Data: 2005-06, 2006-07, 2007-08, 2008-09, and 2009-10.

Data Source: PEIMS submission 1 enrollment data, 2005-06 through 2009-10; PEIMS submission 1 leaver data, 2006-07 through 2009-10; PEIMS submission 3 attendance data, 2005-06 through 2008-09; and General Educational Development records as of August 31, 2009.

Other Information:

- *Economically Disadvantaged Status.* Beginning in 2010 with the class of 2009, the economic status of a student is based on the economic disadvantage information reported by the accountable district in the student's final year of the cohort. In the past, a student's economic status was based on the information reported by the accountable district in the student's final year of cohort; if the information was missing in the final year, the most recent non-missing economic disadvantage information was used.
- *No Use of District Rate for High Schools.* In Texas, a typical public high school serves grades 9-12. High schools that serve only some of those grades—for example, a senior high school that only serves grades 11 and 12—do not have their own completion rate. In the past, the district rate would be attributed to such schools. The attribution of the district rate for high schools continues to be suspended through the 2010 accountability year, as the new definition of a dropout is phased in.
- *Transfers in.* Students can be added to a district's cohort in one of two ways: 1) A student identified as part of the grade 9 2005-06 cohort is added to a district's cohort when the student moves from one Texas public school district to another. The student is removed from the sending district's cohort. 2) A student who is new to Texas public schools and enrolls in a district in the expected grade level of the cohort is added to the district's cohort. For example, a student who enrolls in grade 10 in 2006-07 when on-grade members of the cohort are in grade 10 is added to the district's cohort.
- *Retained Students.* Students who repeat a year are kept with their original cohort.
- *Rounding of Completion Rate.* All calculations are expressed as a percent, rounded to one decimal point. For example, 74.875% is rounded to 74.9%, not 75%.
- *Rounding of Student Group Percent (Minimum Size Requirements).* The *Student Group* calculations are expressed as a percent, rounded to whole numbers. When determining if a student group is at least 10%, the rounded value is used. For example, 40 students in a group out of a total of 421 students is 9.5011876%. Because this rounds to the whole number 10, this student group is evaluated.

- *Special Education.* The completion status of students with disabilities is included in this measure.

ANNUAL DROPOUT RATE (GRADES 7-8)

For accountability purposes, the annual dropout rate is used to evaluate campuses and districts with students in grades 7 and/or 8. This is a one-year measure, calculated by summing the number of dropouts across the two grades.

Who is evaluated for Annual Dropout Rate: Districts and campuses that serve students in grades 7 and/or 8.

Standard: The standard for the Annual Dropout Rate is 1.8% or less for all rating categories. Any district or campus with a rate higher than 1.8% that does not demonstrate Required Improvement is rated *Academically Unacceptable*.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of grade 7-8 dropouts}}{\text{number of grade 7-8 students who were in attendance at any time during the school year}}$$

Minimum Size Requirements:

- *All Students.* These results are evaluated if:
 - there are at least 10 students in grades 7-8; *and*
 - there are at least 5 dropouts.
- *Student Groups.* These results are evaluated if there are at least 5 dropouts within the student group *and*:
 - there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students; or
 - there are at least 50 students within the student group.

Year of Data: 2008-09

Data Source: PEIMS submission 1 enrollment data 2008-09; PEIMS submission 1 leaver data, 2009-10; PEIMS submission 3 attendance data, 2008-09.

Other Information:

- *Economically Disadvantaged Status.* Beginning in 2010, the economic status of a student is based on the economic disadvantage information reported by the accountable district. In the past, a student was considered economically disadvantaged if any district reported the student as economically disadvantaged in the fall.
- *Dropout Definition.* Since the 2007 rating cycle, the definition of a dropout has been aligned with the federal definition of a dropout.
- *Cumulative Attendance.* A cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.

- *Rounding of Dropout Rate.* All calculations are expressed as a percent, rounded to one decimal point. For example, 1.85% is rounded to 1.9%.
- *Rounding of Student Group Percent (Minimum Size Requirements).* The *Student Group* calculations are expressed as a percent, rounded to whole numbers. When determining if a student group is at least 10%, the rounded value is used. For example, 40 students in a group out of a total of 421 students is 9.5011876%. Because this rounds to the whole number 10, this student group is evaluated.
- *Special Education.* Dropouts served by special education are included in this measure.