

# **2006**

# **Accountability Manual**

The 2006 Accountability Rating System  
for Texas Public Schools and School Districts

Texas Education Agency  
Department of Accountability and Data Quality  
Division of Performance Reporting  
May 2006

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# Introduction

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## ABOUT THE 2006 ACCOUNTABILITY SYSTEM

The state accountability system is an integrated system of standard and alternative education accountability (AEA) procedures. The most significant change to the 2006 standard procedures is the increase in TAKS standards for achieving the *Academically Acceptable* rating. Significant to the AEA procedures is the implementation of an at-risk registration criterion that requires each registered alternative education campus (AEC) to have a minimum percentage of at-risk students enrolled on the AEC in order to remain registered and be evaluated under AEA procedures.

Also significant for certain districts are the modifications put in place to ensure that those areas impacted by Hurricanes Katrina and Rita are rated appropriately.

## ABOUT THIS MANUAL

This *Accountability Manual* is a technical resource that explains the accountability system used by the Texas Education Agency (TEA) to evaluate the performance of public school districts and campuses. This includes registered alternative education campuses and charter operators and their campuses. This *Manual* provides details of the accountability system for 2006, including ratings, acknowledgments, responsibilities and consequences, and special issues. Information necessary for determining 2006 ratings (standard and AEA) and acknowledgments is included.

As with previous editions of the *Manual*, selected chapters are adopted by reference as Commissioner of Education administrative rule. *Appendix A* provides the text of the rule, proposed at the time of publication, to adopt portions of this *Manual* by reference. The final adopted rule will be effective in July 2006.

## EDUCATOR INPUT

For the review of the procedures adopted in 2005 and proposed in 2006, TEA staff invited the assistance and advice of educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state. The commissioner considered all proposals and made final decisions which are reflected in this publication. The annual use of these advisory bodies will continue. With their assistance, the system can be modified, indicators improved, standards reevaluated, and other necessary adjustments made. The result is a carefully deliberated system that will challenge our schools to prepare all students for the 21<sup>st</sup> century.

## SYSTEM PHILOSOPHY

Over the years TEA has worked closely with public school personnel and others to develop an integrated accountability system. The standard and AEA procedures of the 2006 system are based upon these guiding principles:

- **STUDENT PERFORMANCE**  
The system is first and foremost designed to improve student performance;

- **RECOGNITION OF DIVERSITY**  
The system is fair and recognizes diversity among campuses and students;
- **SYSTEM STABILITY**  
The system is stable and provides a realistic, practical timeline for measurement, data collection, planning, staff development, and reporting;
- **STATUTORY COMPLIANCE**  
The system is designed to comply with statutory requirements;
- **APPROPRIATE CONSEQUENCES**  
The system sets reasonable standards for adequacy, identifies and publicly recognizes high levels of performance and performance improvement, and identifies campuses with inadequate performance and provides assistance;
- **LOCAL PROGRAM FLEXIBILITY**  
The system allows for flexibility in the design of programs to meet the individual needs of students;
- **LOCAL RESPONSIBILITY**  
The system relies on local school districts to develop and implement local accountability systems that complement the state system; and
- **PUBLIC'S RIGHT TO KNOW**  
The system supports the public's right to know levels of student performance in each school district and on each campus.

## **REPORTS ASSOCIATED WITH THE ACCOUNTABILITY SYSTEM**

*Academic Excellence Indicator System (AEIS).* The AEIS is a comprehensive reporting system defined in state statute. Since 1990-91, campus and district AEIS reports have been generated and published annually for all campuses and districts in the state. Local districts share responsibility for disseminating the AEIS reports, including holding hearings for public discussion of the AEIS report content. All indicators used for accountability are reported in the AEIS, with additional disaggregations depicting how each grade level and different populations performed. Indicators that will potentially be used in future accountability ratings are also published in the AEIS when possible. The reports also show participation rates on the state-administered tests. Additionally, the AEIS shows demographic information about students and staff, program information, and financial information, all of which provide context for interpreting accountability results.

*School Report Card (SRC).* Also required by state statute, this agency-generated report provides a subset of the information found on the AEIS report and is produced at the campus level only. Campuses must provide the SRC to each student's family.

*Snapshot: School District Profiles.* This TEA publication provides a state and district-level overview of public education in Texas. Though no longer available as a printed publication, the most current *District Detail* section of *Snapshot*—nearly 90 items of information for each public school district—is available on the agency website.

*Pocket Edition.* This brochure provides a quick overview of state-level statistics on performance, demographics, campus and district ratings, personnel, and finances.

*Adequate Yearly Progress (AYP).* AYP is a federal accountability program mandated under the No Child Left Behind (NCLB) Act. For more information on similarities and differences between the federal and state accountability systems, see *Appendix C – Comparison of State and Federal Systems*.

*Online Reports.* All of the reports cited above are available on the agency website through the Division of Performance Reporting homepage at [www.tea.state.tx.us/perfreport/index.html](http://www.tea.state.tx.us/perfreport/index.html).

**Table 1: Definitions of Terms**

Throughout this *Manual*, the terms listed below are defined as shown, unless specifically noted otherwise. See *Chapter 13 – AEA Glossary and Index* for definitions of terms specific to the AEA procedures.

<i>Charter Operator</i>	A charter operator is treated like a district in the accountability system. The charter operator is identified with a unique six-digit number as are districts. The campus or campuses administered by a charter are identified with unique nine-digit number(s). The charter operator may administer instruction at one or more campuses.
<i>Districts</i>	This term includes charter operators as well as traditional independent school districts.
<i>Campuses</i>	This term includes charter campuses as well as campuses administered by traditional independent school districts.
<i>Superintendent</i>	The educational leader and administrative manager of the district or charter operator. This term includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.
<i>Standard Campus</i>	A campus evaluated under standard accountability procedures. This includes campuses that serve students in alternative education settings, but that are not registered to be evaluated under the AEA procedures.
<i>Registered Alternative Education Campus (AEC)</i>	A campus registered for evaluation under AEA procedures and meets the at-risk registration criterion. This term includes AECs of Choice as well as Residential Facilities.



**The 2006 Accountability Rating System  
for Texas Public Schools and School Districts**

# Part 1

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## Standard Procedures

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# Chapter 1 – Overview

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## SYSTEM HISTORY

In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate school districts and evaluate campuses. A viable and effective accountability system was able to be developed in Texas because the state already had the necessary supporting infrastructure in place: a pre-existing student-level data-collection system; a state-mandated curriculum; and a statewide assessment tied to the curriculum.

The system initiated with the 1993 legislative session remained in place through the 2001-02 school year. The ratings issued in 2002 were the last under that system. Beginning in 2003, a new assessment, the Texas Assessment of Knowledge and Skills (TAKS), was administered. This assessment includes more subjects and grades, and is more difficult than the previous statewide assessment. With such fundamental changes, the accountability system needed to be redesigned. As soon as results from the 2003 TAKS were available and analyzed, development of the new accountability system began in earnest. Ratings established using the newly designed system were first issued in the fall of 2004.

## COMPARISON OF 2005 AND 2006

The ratings issued in 2006 mark the third year of the new system. Many components of the 2006 system are the same as those that were in effect in 2005. However, there are a few differences between 2005 and 2006. These include:

- a significant increase in the rigor of the TAKS standards for all subjects in order to achieve or maintain a rating of *Academically Acceptable*;
- an increase in the rigor of the underreported students indicator, which can prevent a district from being rated *Exemplary* or *Recognized*;
- completion of phasing in the passing standard on the TAKS (now at Panel Recommendation for all grades and subjects);
- the use of Completion Rate I, which does not count GED recipients as completers;
- additional Required Improvement opportunities for SDAA II;
- adjustments to the accountability subset as well as adjustments to ratings in situations where Hurricanes Katrina and Rita adversely affected schools and districts.
- an increase in the rigor of the Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) indicator for Gold Performance Acknowledgment (GPA);
- replacement of the TAAS/TASP Equivalency indicator with the Texas Success Initiative (TSI) - Higher Education Readiness Component indicator for GPA.

The following table provides details on these and other changes between the 2005 and 2006 systems. Components that are unchanged are provided as well.

**Table 2: Comparison of 2005 and 2006**

Component	2005				2006			
Base Indicators for Determining Rating (Chapter 2)	<ul style="list-style-type: none"> <li>TAKS % Met Standard</li> <li>SDAA II % Met ARD Expectations</li> <li>Completion Rate II</li> <li>Annual Dropout Rate</li> </ul>				<ul style="list-style-type: none"> <li>TAKS ..... No Change</li> <li>SDAA II ..... No Change</li> <li><b>Completion Rate II..... Changed to Completion Rate I</b></li> <li>Dropout Rate ..... No Change</li> </ul>			
Rating Standards (Chapter 2)		Acceptable	Recognized	Exemplary		Acceptable	Recognized	Exemplary
	TAKS	25%/35%/50%	70%	90%	TAKS	35%/40%/60%	70%	90%
	SDAA II	50%	70%	90%	SDAA II	No Change		
	Completion	75.0%	85.0%	95.0%	Completion			
Dropout	1.0%	0.7%	0.2%	Dropout				
Evaluation of Student Groups (Chapter 2)	White, Hispanic, African American, Economically Disadvantaged, and All Students				No Change			
Number of Performance Measures Used (Chapter 2)	The larger and more diverse the campus or district, the more measures apply — up to 36				No Change			
TAKS Subjects Evaluated (Chapter 2)	All TAKS subjects individually				No Change (TAKS science for gr. 8 is assessed and reported, but not used for accountability)			
TAKS Student Success Initiative (Chapter 2)	Gr. 3 & 5 reading, Gr. 5 mathematics cumulative results used				No Change			
TAKS Grades Tested (Chapter 2)	Summed across all grades tested (grades 3-11)				No Change			
TAKS Student Passing Standard (Chapter 2)	PR for Gr. 3-10; 1 SEM below PR for Gr. 11				Panel Recommendation for <b>all</b> subjects, all grades			
TAKS Minimum Size for All Students (Chapter 2)	All Students results are always evaluated, regardless of size				No Change			
TAKS Minimum Size for Student Groups (Chapter 2)	<ul style="list-style-type: none"> <li>If fewer than 30 test takers, not evaluated separately</li> <li>If 30 to 49, evaluated if they comprise at least 10% of all test takers</li> <li>If 50 or more, evaluated</li> </ul>				No Change			
TAKS Special Analysis (Chapter 6)	Used for determining rating for very small campuses and districts				No Change			
SDAA II Subjects Evaluated (Chapter 2)	Summed across all SDAA II subjects: reading/ELA, writing, mathematics				No Change			
SDAA II Grades tested (Chapter 2)	Summed across all grades tested (grades 3-10)				No Change			
SDAA II Minimum Size (Chapter 2)	Results are always evaluated if there are 30 or more tests (summed across grades and subjects)				No Change			

**Table 2: Comparison of 2005 and 2006 (continued)**

Component	2005	2006
Accountability Subset (TAKS & SDAA II only) ( <i>Chapter 2</i> )	Students who are mobile after the October PEIMS “as of” date and before the last TAKS/SDAA II administration are taken out of the subset for a district if they move to another district; students are taken out of the campus subset if they move to another campus (whether it is in the same district or not)	No Change
Student performance included for rating ( <i>Appendix I</i> )	Performance of all students (in the Accountability Subset) tested on the TAKS or SDAA II is included in ratings calculation	Same as 2005; <b>additionally, performance of students with KRI (Katrina-Rita Indicator) codes on TAKS/SDAA II is excluded from ratings calculation</b>
Completion Rate & Annual Dropout Rate Minimum Size for All Students ( <i>Chapter 2</i> )	At least 5 dropouts and at least 10 students in denominator.	No Change
Completion Rate & Annual Dropout Rate Minimum Size for Student Groups ( <i>Chapter 2</i> )	At least 5 dropouts AND <ul style="list-style-type: none"> <li>• If fewer than 30 in group, not evaluated separately</li> <li>• If 30 to 49, evaluated if they comprise at least 10% of all students</li> <li>• If 50 or more, evaluated</li> </ul>	No Change
Required Improvement ( <i>Chapter 3</i> )	<ul style="list-style-type: none"> <li>• TAKS: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible</li> <li>• SDAA II: RI not possible</li> <li>• Completion Rate II: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible</li> <li>• Annual Dropout Rate: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible</li> </ul>	<ul style="list-style-type: none"> <li>• TAKS: No Change</li> <li>• SDAA II: <b>RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible</b></li> <li>• <b>Completion Rate I:</b> RI still possible; prior year will be re-computed as Completion Rate I</li> <li>• Annual Dropout Rate: No Change</li> </ul>
Exceptions ( <i>Chapter 3</i> )	<i>Academically Acceptable</i> rating possible by using exceptions	No Change ( <i>Exceptions applied in 2005 cannot be re-used in 2006</i> )
Pairing ( <i>Chapter 6</i> )	Standard campuses without TAKS data are paired; paired data not used for GPA	No Change
Charters ( <i>Chapter 6</i> )	Charter operators are rated, as are their campuses. Both are eligible for GPA.	No Change
New Campuses ( <i>Chapter 6</i> )	All campuses (established or new) are rated	No Change
Hurricane Rita ( <i>Appendix I</i> )	n/a	Schools and districts closed for ten or more days may receive a rating of <i>Not Rated: Other</i> .

**Table 2: Comparison of 2005 and 2006 (continued)**

Component	2005	2006
Gold Performance Acknowledgment Indicators (Chapter 5)	<ul style="list-style-type: none"> <li>• <i>Advanced Course Completion</i></li> <li>• <i>AP/IB Results</i></li> <li>• <i>Attendance Rate</i></li> <li>• <i>Commended Performance: Reading/ELA</i></li> <li>• <i>Commended Performance: Mathematics</i></li> <li>• <i>Commended Performance: Writing</i></li> <li>• <i>Commended Performance: Science</i></li> <li>• <i>Commended Performance: Social Studies</i></li> <li>• <i>Comparable Improvement: Reading/ELA</i></li> <li>• <i>Comparable Improvement: Mathematics</i></li> <li>• <i>Recommended High School Program/DAP</i></li> <li>• <i>SAT/ACT Results</i></li> <li>• <i>TAAS/TASP Equivalency</i></li> </ul>	<p>Same as 2005, except:</p> <p><b>Addition of</b></p> <ul style="list-style-type: none"> <li>• <b><i>TSI - Higher Education Readiness Component for English Language Arts</i></b></li> <li>• <b><i>TSI - Higher Education Readiness Component for Mathematics</i></b></li> </ul> <p><b>Deletion of</b></p> <ul style="list-style-type: none"> <li>• <b><i>TAAS/TASP Equivalency</i></b></li> </ul>
Standards for GPA (Chapter 5)	Varies by indicator. See Chapter 5.	<p>Same as 2005, except:</p> <ul style="list-style-type: none"> <li>• Recommended High School Program is raised to <b>70.0%</b>;</li> <li>• Standard for the new <i>TSI - Higher Education Readiness Component for Mathematics and ELA</i> indicators is <b>50%</b></li> </ul>
Underreported Students (Chapter 3)	<ul style="list-style-type: none"> <li>• No more than 100 underreported students; and,</li> <li>• No more than 5.0% underreported</li> </ul>	<ul style="list-style-type: none"> <li>• No more than 100 underreported students; and,</li> <li>• No more than <b>2.0%</b> underreported</li> </ul>

## Chapter 2 – The Basics: *Base Indicators*

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To determine ratings under the standard accountability procedures, the 2006 accountability rating system for Texas public schools and districts uses four base indicators:

- spring 2006 performance on the Texas Assessment of Knowledge and Skills (TAKS),
  - spring 2006 performance on the State-Developed Alternative Assessment II (SDAA II),
  - the Completion Rate I for the class of 2005, and
  - the 2004-05 Annual Dropout Rate for grades 7 and 8.
- 

### 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 English version of the TAKS (grades 3-11) and the Spanish version (grades 3-6) 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 & 11. Note that 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 first two administrations of grade 3 and grade 5 TAKS reading results are included. See *Reading/ELA Combined* and *Student Success Initiative* in Other Information below.
- **Writing** – Writing is tested in grades 4 & 7.
- **Social Studies** – Social Studies is tested in grades 8, 10, & 11.
- **Mathematics** – Mathematics is tested in grades 3, 4, 5, 6, 7, 8, 9, 10 & 11. The first two administrations of grade 5 TAKS mathematics results are included. See *Student Success Initiative* in Other Information below.
- **Science** – Science is tested in grades 5, 8, 10, & 11. (*Performance on the grade 8 science test will not be used for accountability purposes until 2008.*)

**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 70% of the tested students pass the test.
- **Academically Acceptable** – Varies by subject:
  - *Reading/ELA* – At least 60% of the tested students pass the test.
  - *Writing* – At least 60% of the tested students pass the test.
  - *Social Studies* – At least 60% of the tested students pass the test.
  - *Mathematics* – At least 40% of the tested students pass the test.
  - *Science* – At least 35% 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 will 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 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 within the student group, it is evaluated.
  - Student group size is calculated subject by subject. For this reason the number of student groups evaluated will sometimes vary. For example, an elementary school with grades 3, 4, & 5 tested 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:** 2005-06

**Data Source:** Pearson Educational Measurement

**Other Information:**

- *TAKS Grade 8 Science.* For the first time in 2006, grade 8 students were assessed in TAKS Science. Performance on that assessment will not be incorporated into the accountability system until 2008. See *Chapter 17 – Preview of 2007 and Beyond*.
- *Hurricanes Katrina-Rita Indicator (KRI).* The performance of students displaced by Hurricane Katrina and/or Hurricane Rita who tested in Texas school districts in 2005-06 is not included in the indicators used for 2006 accountability ratings. For more information, see *Appendix I*.
- *Student Success Initiative.* For grades 3 and 5 reading and grade 5 mathematics performance, a cumulative percent passing is calculated by combining the first and second administrations of the TAKS. The results include performance on the Spanish versions of these tests.
- *Special Education.* Performance of special education students who take the TAKS is included in the TAKS indicator.
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability indicators.
- *Reading/ELA Combined.* Reading (grades 3-9) and ELA (grades 10 & 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.

- *TAKS Spanish.* The TAKS tests are given in Spanish in reading and mathematics for grades 3, 4, 5, and 6; 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.
- *Student Passing Standards.* To determine whether the student counts as a passer, the student must meet the passing standard adopted by the State Board of Education (SBOE) for the current year. Please note the following:
  - For 2006, the student passing standard is panel recommendation (PR) for students in all grades and all subjects, except grade 8 science.
  - The TAKS grade 8 science passing standard for 2006 is lower while it is phased in. Performance on this test will not be part of the accountability system until 2008.
  - Some 11<sup>th</sup> graders who have repeated a grade may have a passing standard other than PR, depending on which standard was in place when they first entered 10<sup>th</sup> grade.
- *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:

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

- *Exit-level TAKS.* The performance of all juniors tested for the first time during the primary spring administration (ELA in February; mathematics, science, and social studies in April) is included in determining accountability ratings. Some juniors are tested at other times, and may have their performance included, if the conditions described below are met.
  - *Rising Juniors.* In June 2005, a number of students entering 11<sup>th</sup> grade took the TAKS exit-level tests before beginning their junior year as part of a pilot study for the state assessment program. The performance of these students is included with the performance of other juniors taking the exit-level test if:
    - they were entering their junior year in 2005-06;
    - they were taking the exit-level TAKS for the first time in June 2005; and
    - they passed all four assessments at that time.Students tested in June who failed a test and retest during the primary administration will have only the performance on the test they re-took included with that of other juniors. Results are subsetted by comparing with October 2004 enrollment.
  - *October 2005 administration.* In October 2005, some juniors eligible for early graduation took the TAKS. 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 2005; and
    - they passed all four assessments at that time.Students tested in October who failed any of the tests in October could retest in the spring; however, neither performance — from October *or* from the spring retest — is

- included in the accountability calculations. Results are not adjusted for mobility.
- *December 2005 administration.* In December of 2005, some students (juniors and seniors) took an on-line version of the exit-level TAKS. The performance of these students is *not* included with the performance of other juniors taking the exit-level test.
  - *Students Tested.* Only those answer documents marked “Score” are included; answer documents coded “Absent,” “Exempt,” or “Other” are excluded. For example, results for limited English proficient students taking a linguistically accommodated TAKS or SDAA II mathematics test 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, 49.877% is rounded to 50%; 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. For example, 9.5% is rounded to 10%.
  - *Prior Year TAKS.* For purposes of determining Required Improvement and to allow for comparison across years, TAKS performance is also provided for 2005. It will not match last year’s reports exactly, due to the different student passing standards used for the exit-level TAKS in 2005 and 2006. To determine whether a student counts as a passer, the student must meet the passing standard adopted by the State Board of Education (SBOE) for the current year. For 2005 the student passing standard was 1 standard error of measurement (SEM) below panel recommendation for students in grade 11. For 2006, the passing standard for grade 11 is panel recommendation. The 2005 performance for grade 11 was recalculated to show how many would have passed at the 2006 standard. This provides an accurate comparison of performance across the two years.

## STATE-DEVELOPED ALTERNATIVE ASSESSMENT II

This test assesses special education students in grades 3-10 who are receiving instruction in the state’s curriculum but for whom the TAKS test is not an appropriate measure of their academic progress. Tests are given in the areas of reading/ELA, writing, and mathematics, on the same schedule as TAKS.

A single performance indicator is evaluated for SDAA II. The indicator sums across grades tested (3-10) and across subjects. This indicator is not based on the number of students tested but on the number of tests taken. It is calculated as the number of *tests* meeting ARD committee expectations divided by the number of SDAA II *tests* for which ARD expectations were established. Students who take multiple SDAA II tests are included multiple times (for each and every SDAA II test they take).

**Who is evaluated for SDAA II:** Districts and campuses that test students on any SDAA II subject.

### Standard:

- *Exemplary* – Results on at least 90% of tests taken meet ARD expectations.
- *Recognized* – Results on at least 70% of tests taken meet ARD expectations.

- **Academically Acceptable** – Results on at least 50% of tests taken meet ARD expectations.

**Student Groups:** Performance for the percent *Meeting ARD Expectations* is evaluated for All Students only. Student group performance is not evaluated separately.

**Methodology:**

$$\frac{\text{number of SDAA II tests meeting ARD expectations}}{\text{number of SDAA II tests taken}}$$

**Minimum Size Requirements:**

- SDAA II performance is evaluated for districts and campuses with results from 30 or more tests (summed across grades and subjects). Depending on grade level, an individual student might be counted as many as three times if he or she takes SDAA II tests in reading, writing, and mathematics. In this case, the minimum size requirement of 30 tests could represent as few as 10 students.
- There is no Special Analysis done on SDAA II performance.

**Year of Data:** 2006 (Spring SDAA II Administration)

**Data Source:** Pearson Educational Measurement

**Other Information:**

- *TAKS-I.* For the first time in 2006, students served in special education may take the new Texas Assessment of Knowledge and Skills Inclusive (TAKS-I) in subjects and grades where the SDAA II is not available. TAKS-I performance is not used in determining the accountability ratings in 2006, but will be shown on the AEIS reports released in the fall.
- *Students Tested on both SDAA II and TAKS.* In some cases, students may take both the SDAA II and TAKS. For example, a grade 6 student may take the TAKS for mathematics, and the SDAA II for reading. In this case, the student’s TAKS performance is included with the TAKS indicators and the SDAA II performance is included with the SDAA II indicator.
- *Hurricanes Katrina-Rita Indicator (KRI).* The performance of students displaced by Hurricane Katrina and/or Hurricane Rita who tested in Texas school districts in 2005-06 is not included in the indicators used for 2006 accountability ratings. For more information, see *Appendix I*.
- *Rounding of Met ARD Expectation Percent.* The *Met ARD Expectation* calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.

**ACCOUNTABILITY SUBSET**

For the TAKS and SDAA II indicators, only the performance of students enrolled on the PEIMS fall "as-of" date of October 28, 2005, are considered in the ratings. This is referred to as the *accountability subset* (sometimes also 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’s TAKS and SDAA II 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 and SDAA II 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 28, 2005, but moves to another campus before the TAKS or SDAA II 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 28, 2005, but moved to another district before the TAKS or SDAA II 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 below. Note that these apply to both SDAA II and TAKS performance results. For more information, see *Tables 30, 31, and 32 in Appendix D – Data Sources.*

**Table 3: Accountability Subset**

Student Situation	In Whose Accountability Subset?
<b>General</b>	
1. Grade 9 student is enrolled at campus A in the fall and tests there on TAKS reading in February 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 A in the fall and moves to district B 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 any campus or district. Results are reported to district B.
3. Grade 6 student is enrolled at campus Y (district A) in the fall and then moves to campus Z (district A) 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 Y or Z, but they do affect district A. Results for both tests are reported to campus Z.
4. Grade 6 student is reported in enrollment in district A at campus Z, but is withdrawn for home schooling on November 10 <sup>th</sup> . Parents re-enroll the student at the same campus on April 1. The student is tested in TAKS reading and mathematics in April.	Performance on both tests is reported and included in the ratings evaluation for campus Z and district A. 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.

**Table 3: Accountability Subset (continued)**

Student Situation	In Whose Accountability Subset?
<b>Mobility between Writing and other tests</b>	
5. Grade 4 student enrolls in campus A in the fall and takes the TAKS writing test there in February. 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.
6. Grade 4 student enrolls in campus A in the fall and takes the writing TAKS there in February. 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. Results for all tests are reported to campus B.
7. Grade 7 student is reported in enrollment in district A and takes the writing test in that district at campus Y. In March, the student transfers to district B and takes the remaining Grade 7 TAKS tests there. The answer documents submitted by district B use different name spellings than did the one submitted by district A.	To the test contractor these are two different students. Performance on the student's writing test is reported to district A and counts toward its rating and the rating of campus Y. The student's results in reading and mathematics are reported to district B 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.
8. Grade 7 student is reported in enrollment in district A at campus Z. The student takes the writing test in that district at campus Z in February. In March, the student moves out of state.	Performance on the student's writing test counts toward the rating of district A and the rating of campus Z.
<b>Grades 3 and 5 Reading; Grade 5 Mathematics (Student Success Initiative)</b> (See Tables 30 and 31 in Appendix D – Data Sources for further information.)	
9. Grade 3 student takes reading in February at campus A where she was enrolled in the fall, passes the test and moves to campus B (in the same district) where, in April, she takes and fails the mathematics test.	This student's results do not affect the rating of campus A or B. The reading results from the February test are reported to campus A and the mathematics results are reported to campus B. Results from both tests affect the district.

**Table 3: Accountability Subset (continued)**

<b>Student Situation</b>	<b>In Whose Accountability Subset?</b>
10. Grade 5 student takes reading on February 21 <sup>st</sup> at campus A where he was enrolled in the fall, and fails the test. In March he moves to campus B (in the same district) where he retests in April and passes reading, mathematics, and science.	This student's results do not affect the rating of campus A or B. The February reading results are reported to campus A, even though math, science and the 2 <sup>nd</sup> reading results are reported to campus B. Results from reading, science, and mathematics tests affect the district.
11. Grade 3 student enrolls in campus A in the fall, but then moves to campus B (in the same district) in December. On February 21 <sup>st</sup> the student takes the reading test there, and passes. In early April the student moves back to campus A, where he takes and passes the mathematics test.	This student's reading results do not affect the rating of campus A or B, but the math results affect the rating of campus A. The reading results from the February test are reported to campus B, and the math results are reported to campus A. Results from both reading and mathematics tests affect the district.
12. Grade 3 student takes TAKS reading in February at the campus where she was enrolled in the fall. She fails the test. In March, the student moves out of state. She does not take TAKS mathematics.	This student's TAKS reading results do not affect the rating for the campus or district.
13. Grade 5 student takes TAKS reading in February at the campus where she was enrolled in the fall, and passes the test. On April 4 <sup>th</sup> she takes the TAKS mathematics test but fails. The following week, the student moves to another district, where she takes TAKS science and retests in mathematics and fails again.	This student's TAKS reading, mathematics, and science results do not affect the rating for any campus or district.
14. Grade 5 student takes TAKS reading in February at the campus where she was enrolled in the fall, and passes the test. On April 4 <sup>th</sup> she takes the TAKS mathematics test but fails. The following week, the student and her family move out of state. She does not take TAKS science or retest in mathematics.	The three subjects are handled differently: <i>Science:</i> She did not test in science at all, so there are no results to attribute. <i>Reading:</i> She did not need to retest in reading; however, the fact that she did not take the science test in mid-April establishes her as mobile, so her reading results are taken out of the accountability subset. <i>Mathematics:</i> There are no results available for her in May, nor are there answer documents for any of the mathematics passers, as there is no other TAKS test given at that time. For this reason, the April performance on mathematics is retained and will affect the rating of this campus and district.

**Table 3: Accountability Subset (continued)**

Student Situation	In Whose Accountability Subset?
<b>Spanish TAKS</b>	
15. A grade 6 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.
<b>Both SDAA II and TAKS</b>	
16. The ARD committee for a grade 6 student in special education directs that she be tested in reading on the SDAA II 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. This student’s reading results are included with the SDAA II performance, and the mathematics results contribute to the TAKS results.
17. Grade 3 student takes TAKS reading in February and fails the test. Her ARD committee decides she should take the SDAA II reading in April, on which she meets ARD expectations. She also takes TAKS mathematics and passes. She remains at the same campus the entire year.	This student’s TAKS reading (failure) and mathematics (passing) results will affect the TAKS performance for the campus and the district. The SDAA II reading results (passing) will affect the SDAA II indicator for the campus and district.

**COMPLETION RATE I**

This longitudinal rate shows the percent of students who first attended ninth grade in the 2001-02 school year and have completed or are continuing their education four years later. Known as the 2001-02 cohort, these students’ progress was tracked over the four years using data provided to TEA by districts and data available in the statewide General Educational Development (GED) database.

The definition of a “completer” has changed for the 2006 accountability year. Beginning this year, “Completion Rate I” will be used for accountability purposes. Under this definition, students who attain a GED certificate are no longer considered completers. Only those students who received a high school diploma with their class (or earlier) and students who re-enrolled in the fall of 2005 will count as a completer. Note that Completion Rate II remains in use under the Alternative Education Accountability (AEA) procedures. See *Part 2* of this manual for more information on AEA procedures.

**Who is evaluated for Completion Rate I:**

- Districts and campuses that serve grades 9, 10, 11, and/or 12.
- *Use of District Rate.* A completion rate is evaluated for any campus that served students in grades 9, 10, 11, and/or 12 in the fall of the 2004-05 school year. However, a completion rate is calculated only for campuses or districts that offered grades 9 through

12 since 2001-02. When a campus serves only some of those grades—for example, a senior high school that only serves grades 11 and 12—the district’s completion rate is attributed to that campus because it does not have its own completion rate. Campuses that have been in existence for fewer than five years will also be evaluated using their district’s completion rate.

**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:** Continued enrollment in 2005-06, graduating class of 2005, grade 11 of 2003-04, grade 10 of 2002-03, grade 9 of 2001-02. (Results are based on the original cohort, whether the students remain on grade level or not.)

**Data Source:** PEIMS submission 1 enrollment data, 2001-02 through 2005-06; PEIMS submission 1 leaver data, 2002-03 through 2005-06; PEIMS submission 3 attendance data, 2001-02 through 2004-05; and General Educational Development records as of March 1, 2006.

**Other Information:**

- **Transfers.** Any student who transfers into the cohort is added to it, and any student who transfers out of the cohort is subtracted from it.
- **Rounding.** All calculations are expressed as a percent, rounded to one decimal point. For example, 74.875% is rounded to 74.9%, not 75%. However, student group percents (minimum size requirements) are always rounded to whole numbers.
- **Special Education.** The completion status of special education students 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:

- *Exemplary* – An Annual Dropout Rate of 0.2% or less.
- *Recognized* – An Annual Dropout Rate of 0.7% or less.
- *Academically Acceptable* – An Annual Dropout Rate of 1.0% or less.

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

### Methodology:

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

### 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:** 2004-05

**Data Source:** PEIMS submission 1 enrollment data 2004-05; PEIMS submission 1 leaver data, 2005-06; PEIMS submission 3 attendance data, 2004-05.

### Other Information:

- *Official Dropouts.* “Official” dropouts are reported dropouts who are not excluded by TEA’s automated check. See *Appendix D – Data Sources* for more information.
- *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.* All calculations are expressed as a percent, rounded to one decimal point. For example, 2.49% is rounded to 2.5%, and 0.25% is rounded to 0.3%. However, student group percents (minimum size requirements) are always rounded to whole numbers.
- *Special Education.* Dropouts served in special education are included in this measure.



## Chapter 3 – The Basics: *Additional Features*

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As shown in *Chapter 2 – The Basics: Base Indicators*, districts and campuses can achieve a rating by meeting the absolute standards for the different indicators. However, under certain conditions, a campus or district can achieve a rating:

- by meeting *Required Improvement (RI)*; and/or
- by using the *Exceptions Provision*.

Additionally, under certain circumstances a district’s rating may be restricted to *Academically Acceptable*. These additional requirements for districts are explained in the last part of this chapter.

All additional features are applied and calculated automatically by TEA before ratings are released. Districts and campuses do not need to request the use of additional features.

### **Required Improvement to *Academically Acceptable***

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Campuses or districts initially rated *Academically Unacceptable* may achieve an *Academically Acceptable* rating using the Required Improvement feature.

**Who is evaluated for Required Improvement:** Districts and campuses whose performance is *Academically Unacceptable* for any TAKS subject, SDAA II, Completion Rate I, or Annual Dropout Rate measure evaluated. Note that this is the first year for RI to apply to the SDAA II indicator.

### **TAKS**

**Improvement Standard:** In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough improvement on the deficient TAKS measures since 2005 to be able to meet the current year accountability standard in two years.

There are different standards for the *Academically Acceptable* rating for TAKS:

- *Reading/ELA, Writing, and Social Studies*. Any measure below the standard must achieve enough gain to meet a standard of **60%** in two years.
- *Mathematics*. Any measure below the standard must achieve enough gain to meet a standard of **40%** in two years.
- *Science*. Any measure below the standard must achieve enough gain to meet a standard of **35%** in two years.

**Methodology:** The *actual change* must be equal to or greater than the *Required Improvement*:

$$\begin{array}{ccc} \text{Actual Change} & & \text{Required Improvement} \\ \text{[performance in 2006]} - \text{[performance in 2005]} \geq & & \frac{\text{[standard for 2006]} - \text{[performance in 2005]}}{2} \end{array}$$

*Example.* For 2006, a high school campus has performance above the *Academically Acceptable* standard in all areas except for their Economically Disadvantaged student group in TAKS mathematics; only 34% met the standard. Their performance in 2005 for the same group and subject was 24%.

First calculate their *actual change*:

$$34 - 24 = 10$$

Next calculate the *Required Improvement*:

$$\frac{40 - 24}{2} = 8$$

Then compare the two numbers to see if the *actual change* is greater than or equal to the *Required Improvement*:

$$10 \geq 8$$

Result: the campus meets Required Improvement, so its rating is *Academically Acceptable*.

**Minimum Size Requirements:** In order for Required Improvement to be an option, the district or campus must have test results (for the subject and student group) for at least 10 students in 2005.

**Other Information:**

- Prior year percent *Met Standard* is recalculated using the current year student passing standard so that gain from the prior year to the current year uses comparable performance data for the two years. In other words, the 2005 performance of 24% for the high school in the example above, is based on a student passing standard at the Panel Recommendation (PR) for all grades, including grade 11, so that it is comparable to performance in 2006. The passing standards for grades 9 and 10 were already at PR In 2005, but the standard for grade 11 (exit-level) was at 1 Standard Error of Measurement (SEM) below PR in 2005.
- All improvement calculations are done on performance rates and standards that have been rounded to whole numbers. Required Improvement calculations are expressed as a percent, rounded to whole numbers. For example, 4.5% is rounded to 5%.

**SDAA II**

**Improvement Standard:** In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough improvement on the SDAA II indicator since 2005 to be at a standard of **50%** in two years.

**Methodology:** The *actual change* must be equal to or greater than the *Required Improvement*:

<b>Actual Change</b>	<b>Required Improvement</b>
[performance in 2006] – [performance in 2005] ≥	$\frac{[50] - [\text{performance in 2005}]}{2}$

**Minimum Size Requirements:** In order for Required Improvement to be an option, the district or campus must have SDAA II results for at least 10 tests in 2005.

**Other Information:**

- Performance for the percent *Meeting ARD Expectations* is evaluated for All Students only. Student group performance is not evaluated separately.
- All improvement calculations are done on performance rates and standards that have been rounded to whole numbers. Required improvement calculations are expressed as a percent, rounded to whole numbers. For example, 4.5% is rounded to 5%.

**COMPLETION RATE I**

**Improvement Standard:** In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough improvement on the deficient Completion Rate I measures since the class of 2004 to be at a standard of **75.0%** in two years.

**Methodology:** The *actual change* must be equal to or greater than the *Required Improvement*:

<b>Actual Change</b>		<b>Required Improvement</b>
[completion rate for class of 2005] minus [completion rate for class of 2004]	≥	$\frac{[75.0] - [\text{completion rate for class of 2004}]}{2}$

**Minimum Size Requirements:** In order for Required Improvement to be an option, the district or campus must have had at least 10 students (in the same student group) in the class of 2004 completion rate.

**Other Information:**

- For purposes of calculating Required Improvement, Completion Rate I is used for both the class of 2004 and 2005, so that gain from the prior year to the current year uses comparable data for the two years. Completion Rate II was the indicator used in determining accountability ratings in 2005. (See *Chapter 2* for more information.)
- Campuses that serve students in grades 9, 10, 11, and/or 12 but do not have their own completion rate will be evaluated using their district’s completion rate. Depending on the school’s configuration over the years, the district rate may be used for current year, prior year, or both in determining if it met Required Improvement.
- All calculations are expressed as a percent, rounded to one decimal point. For example, 74.85% is rounded to 74.9%, not 75%.

**ANNUAL DROPOUT RATE**

**Improvement Standard:** In order for Required Improvement to move a campus or district to *Academically Acceptable*, the campus or district must have shown enough decline in their dropout rate to be at **1.0%** in two years.

**Methodology:** The *actual change* must be equal to or less than the *Required Improvement*:

<b>Actual Change</b>		<b>Required Improvement</b>
[2004-05 dropout rate] – [2003-04 dropout rate]	≤	$\frac{[1.0] - [2003-04 \text{ dropout rate}]}{2}$

This calculation measures *reductions* in rates, not gains as with TAKS, SDAA II, or Completion Rate I results. The actual change in the dropout rate needs to be *less than or*

equal to the Required Improvement for the standard to be met, and will involve negative numbers. Stated another way, the actual change needs to be a larger negative number than the Required Improvement.

*Example.* In 2004-05, a middle school had a dropout rate for their Hispanic student group of 1.8%. Their Annual Dropout Rate in 2003-04 for the same group was 3.2%.

First calculate their *actual change*:

$$1.8 - 3.2 = -1.4$$

Next calculate the *Required Improvement*:

$$\frac{1.0 - 3.2}{2} = -1.1$$

Then we compare the two numbers to see if the *actual change* is less than or equal to the *Required Improvement*:

$$-1.4 \leq -1.1$$

Result: the campus meets Required Improvement, so its rating is *Academically Acceptable*.

**Minimum Size Requirements:** In order for Required Improvement to be an option, the district or campus must have had at least 10 grade 7-8 students (in the same student group) in 2003-04.

**Other Information:**

- All calculations are expressed as a percent, rounded to one decimal point. For example, -1.875% is rounded to -1.9%, not -2%.

## Required Improvement to *Recognized*

**Who is evaluated for Required Improvement:** Districts and campuses whose performance is at the high end of *Academically Acceptable* for any TAKS subject, SDAA II, Completion Rate I, or Annual Dropout Rate. Note that this is the first year Required Improvement is possible for SDAA II.

## TAKS

**Improvement Standard:** In order for Required Improvement to move a campus or district from *Academically Acceptable* to *Recognized*, the campus or district must have:

- performance ranging from 65% to 69% on the measure, and
- shown enough improvement on TAKS since 2005 to be at **70%** in two years.

**Methodology:** The *actual change* must be equal to or greater than the *Required Improvement*:

$$\begin{array}{c} \text{Actual Change} \\ \text{[performance in 2006]} - \text{[performance in 2005]} \end{array} \geq \begin{array}{c} \text{Required Improvement} \\ \frac{[70] - \text{[performance in 2005]}}{2} \end{array}$$

*Example.* For 2006, a district has performance above the *Recognized* standard in all areas except for their Economically Disadvantaged student group in TAKS science; only 65% met the standard. Their performance in 2005 for the same group and subject was 61%.

First determine if their current year performance is *at or above the floor* of 65%:

$$65 \geq 65$$

Next calculate their *actual change*:

$$65 - 61 = 4$$

Then calculate the *Required Improvement*:

$$\frac{70 - 61}{2} = 5 \text{ (4.5 rounds to 5)}$$

Finally, compare the two numbers to see if the *actual change* is greater than or equal to the *Required Improvement*:

4 is not greater than or equal to 5

Result: the district does not meet Required Improvement, so its rating remains *Academically Acceptable*.

**Minimum Size Requirements:** For Required Improvement to be an option, the district or campus must have test results (for subject and student group) for at least 10 students in 2005.

#### **Other Information:**

- Prior year percent *Met Standard* is computed using the current year student passing standard so that gain from the prior year to the current year uses comparable performance data for both years. In other words, the 2005 performance of 61% for the district in the example above, is based on a student passing standard at Panel Recommendation (PR) for all grades, so that it is comparable to performance in 2006. The passing standards for grades 3 through 10 were already at PR in 2005, but the standard for grade 11 (exit-level) was at 1 SEM below PR in 2005.
- The *Recognized* standard for the TAKS indicator (70%) is the same for all subjects.
- All improvement calculations are done on performance rates and standards that have been rounded to whole numbers. Required Improvement calculations are expressed as a percent, rounded to whole numbers. For example, 4.5% is rounded to 5%.

## **SDAA II**

**Improvement Standard:** In order for Required Improvement to move a campus or district from *Academically Acceptable* to *Recognized*, the campus or district must have:

- performance ranging from 65% to 69% on the measure, and
- shown enough improvement on SDAA II since 2005 to be at **70%** in two years.

**Methodology:** The *actual change* must be equal to or greater than the *Required Improvement*:

<b>Actual Change</b>		<b>Required Improvement</b>
[performance in 2006] – [performance in 2005]	≥	$\frac{[70] - [\text{performance in 2005}]}{2}$

**Minimum Size Requirements:** In order for Required Improvement to be an option, the district or campus must have at least 10 test results for SDAA II in 2005.

**Other Information:**

- Performance for the percent *Meeting ARD Expectations* is evaluated for All Students only. Student group performance is not evaluated separately.
- All improvement calculations are done on performance rates and standards that have been rounded to whole numbers. Required improvement calculations are expressed as a percent, rounded to whole numbers. For example, 64.5% is rounded to 65%.

**COMPLETION RATE I**

**Improvement Standard:** In order for Required Improvement to move a campus or district from *Academically Acceptable* to *Recognized*, the campus or district must have:

- a completion rate ranging from 80.0% to 84.9% on the measure, and
- shown enough improvement on the deficient completion rate measures since the class of 2004 to be at **85.0%** in two years.

**Methodology:** The *actual change* must be equal to or greater than the *Required Improvement*:

<b>Actual Change</b>		<b>Required Improvement</b>
[completion rate for class of 2005] minus [completion rate for class of 2004]	≥	$\frac{[85.0] - [\text{completion rate for class of 2004}]}{2}$

**Minimum Size Requirements:** In order for Required Improvement to be an option, the district or campus must have had at least 10 students (in the same student group) in the class of 2004 completion rate.

**Other Information:**

- For purposes of calculating Required Improvement, Completion Rate I is used for both the class of 2004 and 2005, so that gain from the prior year to the current year uses comparable data for the two years. Completion Rate II was the indicator used in determining accountability ratings in 2005. (See *Chapter 2* for more information.)
- Campuses that serve students in grades 9, 10, 11, and/or 12 but do not have their own completion rate will be evaluated using their district’s completion rate. Depending on the school’s configuration over the years, the district rate may be used for current year, prior year, or both in determining if it met Required Improvement.
- All calculations are expressed as a percent, rounded to one decimal point. For example, 84.85% is rounded to 84.9%, not 85%.

**ANNUAL DROPOUT RATE**

**Improvement Standard:** In order for Required Improvement to move a campus or district to *Recognized*, the campus or district must have:

- an Annual Dropout Rate ranging from 0.9% to 0.8% on the measure, and
- shown enough decline to be at **0.7%** in two years.

**Methodology:** The *actual change* must be equal to or less than the *Required Improvement*:

$$\begin{array}{c}
 \text{Actual Change} \\
 [2004-05 \text{ dropout rate}] - [2003-04 \text{ dropout rate}] \leq \frac{\text{Required Improvement}}{2} \\
 \frac{[0.7] - [2003-04 \text{ dropout rate}]}{2}
 \end{array}$$

Note that this calculation measures *reductions* in rates, not gains as with TAKS, SDAA II, or completion rate results. The actual change in the dropout rate needs to be *less than or equal to* the Required Improvement for the standard to be met, and will involve negative numbers. Stated another way, the actual change needs to be a larger negative number than the Required Improvement.

**Minimum Size Requirements:** In order for Required Improvement to be an option, the district or campus must have had at least 10 grade 7-8 students (in the same student group) in 2003-04.

**Other Information:**

- All calculations are expressed as a percent, rounded to one decimal point. For example, -1.875% is rounded to -1.9%, not -2%.

## Exceptions

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Campuses or districts evaluated as *Academically Unacceptable* after application of Required Improvement may be able to “gate up” to *Academically Acceptable* using up to three exceptions for TAKS and/or SDAA II measures.

The Exceptions Provision provides relief to larger campuses and districts with more diverse student populations who are evaluated on more measures.

The number of exceptions available for a campus or district is dependent on the number of assessment measures on which the campus or district is evaluated, as shown in the following table.

Number of Assessment Measures Evaluated	Maximum Number of Exceptions Allowed
1 – 5	0 exceptions
6 – 10	1 exception
11 – 15	2 exceptions
16 or more	3 exceptions

The Exceptions Provision applies to any of the 25 TAKS measures (5 subjects multiplied by 5 groups: All Students, African American, Hispanic, White, and Economically Disadvantaged), and the SDAA II measure. The Exceptions Provision does not apply to either Completion Rate I or Annual Dropout Rate indicators.

**Other Information:**

- *Performance Floor.* Performance on the measure to which the Exceptions Provision will be applied must be no more than five percentage points below the accountability standard for the *Academically Acceptable* rating. In the example below, the high school qualifies

to use their exceptions because both their mathematics and science performance were within five points of the standards of 40% and 35%, respectively.

- *One-Time Use.* An exception will not be granted for the same measure for two consecutive years. For example, if a campus was granted an exception for white student science performance in 2005, the campus is not eligible for an exception for white student science performance in 2006. In the example below the high school will not be able to use exceptions on economically disadvantaged performance in TAKS mathematics or science in 2007.

*Example.* A large high school with a diverse population is evaluated on all student groups for reading/ELA, mathematics, science, and social studies, for a total of 20 measures. Their performance on all indicators meets the *Academically Acceptable* standards except for the performance of their economically disadvantaged students in mathematics (36%) and science (33%), and they did not demonstrate Required Improvement for either of these measures.

The campus is evaluated on 20 assessment measures. Performance on mathematics and science are within five points of the standards (40% and 35% respectively). They are eligible to use up to three exceptions. Therefore, their performance in these two areas meets the Exceptions Provision requirements.

Result: the campus rating is *Academically Acceptable*. The two exception areas must be addressed in their campus improvement plan.

Note: Because of the one-time exception rule, the campus will not be eligible to use exceptions for either of these measures (economically disadvantaged students in mathematics and economically disadvantaged students in science) in 2007.

- *Only Successful Application.* The Exceptions Provision is only applied if it will successfully move a campus or district from *Academically Unacceptable* to *Academically Acceptable*. For example, a campus may be eligible for two exceptions, but if it actually needs three exceptions in order to raise its rating to *Academically Acceptable*, then no exceptions are used; the campus remains *Academically Unacceptable*. This means that in 2007, all measures will be eligible for use as exceptions since none were used in 2006.
- *Only for Assessment.* The provision applies to assessment measures, TAKS and SDAA II, not to the Completion Rate I or Annual Dropout Rate indicators. That is, if a campus or district is *Academically Unacceptable* due to either the Completion Rate I or Annual Dropout Rate indicators, the Exceptions Provision is not applied.
- *Only for Academically Acceptable.* The Exceptions Provision is only applied at the *Academically Unacceptable* rating level to move the campus or district to the *Academically Acceptable* rating. It cannot be used to move a campus or district to *Recognized* or *Exemplary*.

**Other Information (continued):**

- *Move only one level.* The Exceptions Provision cannot be used to move up more than one rating level. For example, if a campus meets the *Exemplary* criteria on all accountability measures except for one assessment measure, and fails to meet the *Academically Acceptable* criteria on that one measure, the Exceptions Provision will only move the campus from *Academically Unacceptable* to *Academically Acceptable*.
- *Campus Improvement Plan.* Any campus that uses one or more exceptions must address performance on those measures to which the exceptions are applied in its campus improvement plan.

## **Additional Issues for Districts**

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### **DISTRICTS WITH *ACADEMICALLY UNACCEPTABLE* CAMPUSES**

Any district that has one or more campuses rated *Academically Unacceptable* cannot receive a rating of *Exemplary* or *Recognized*. However, the *AEA: Academically Unacceptable* rating does not prevent an *Exemplary* or *Recognized* district rating.

### **UNDERREPORTED STUDENTS**

Districts are required to report the “leaver” status of all grade 7–12 students who were enrolled at any time in the prior year (2004-05) but who did not continue in the current year (2005-06). These students may have left the district because they graduated, transferred to another district, dropped out, or some other reason.

When districts fail to provide a leaver record for a student who is no longer in enrollment, TEA counts him or her as underreported. In order to maintain a rating of *Exemplary* or *Recognized*, districts must not exceed the accountability standards for underreporting students.

**Standard:** Districts must meet the standard for both of the following measures in order to maintain a rating of *Exemplary* or *Recognized*:

- *Count of Underreported Students:* Must be fewer than or equal to 100.
- *Percent of Underreported Students:* Must be less than or equal to 2.0%.

**Methodology:**

$$\frac{\text{number of underreported students}}{\text{number of returning students} + \text{leavers} + \text{underreported students}} \leq 2.0\%$$

*Numerator:* Underreported students are those 2004-05 students in grades 7–12 for whom no enrollment record or school leaver record can be matched on 2005-06 PEIMS submission 1.

*Denominator:* The denominator is an unduplicated count of students who were reported in enrollment in 2004-05 PEIMS submission 1 or in attendance in 2004-05 PEIMS submission 3. This includes returning students (enrollment record submitted), leavers (leaver record submitted), and underreported students (no record submitted).

**Minimum Size Requirements:** There are no minimum size requirements; all districts will be evaluated for underreported students. Districts with very small numbers of underreported students that cause them to exceed 2.0% will be evaluated on a case-by-case basis.

**Data Source and Year:** PEIMS submission 1 (October 2004, October 2005); PEIMS submission 3 (June 2005)

**Other Information:**

- *Unduplicated Count.* The methodology eliminates any duplicate records. For example, students are not counted twice because they appear on both attendance and enrollment records.
- *Rounding.* This calculation is rounded to one decimal place. For example, 2.05% is rounded to 2.1%, not 2%.

**ADDITIONAL STUDENTS IN DISTRICT RATINGS**

Generally speaking, districts are held accountable for the performance of all their students, including those who attend alternative education campuses that are registered for evaluation under AEA procedures. See *Chapter 6 – Special Issues and Circumstances* for more information on various campus situations and how they affect the district’s performance data.

Additionally, districts are responsible for the performance of students who are not in any campus accountability subset because they changed campuses within the district between the October “as of” date and the date of testing. See *Table 3 in Chapter 2 – The Basics: Base Indicators* for more information on the accountability subset.

## Chapter 4 – The Basics: *Determining a Rating*

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The previous two chapters described the base indicators and the additional features of the system (Required Improvement and the Exceptions Provision). This chapter describes how to use the indicator data results with the additional features to determine campus and district ratings. The ratings for the overwhelming majority of campuses and districts can be determined this way. Some campuses and districts must be evaluated using different procedures. See *Chapter 6 – Special Issues and Circumstances* for details about which campuses and districts are affected and how they are evaluated.

### WHO IS RATED?

The state accountability system is required to rate all districts and campuses that serve students in grades 1 through 12. The first step is to identify the universe of districts and campuses that can be considered for a rating. For 2006, the universe is determined to be those districts and campuses that reported students in membership in any grades (early education through grade 12) in the fall of the 2005-06 school year. The universe is then divided into those campuses and districts to be evaluated under Alternative Education Accountability (AEA) procedures (see *Part 2 – Alternative Education Accountability (AEA) Procedures*) and those evaluated using standard procedures. Most districts and campuses identified for standard procedures receive one of the four primary rating labels (*Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable*). Some receive a label of *Not Rated*. Rating labels and their uses are described below.

Once the universe of standard campuses and districts is established, the next step is to determine if the district or campus has TAKS results on which it can be evaluated. In order to attain one of the four primary rating labels, districts and campuses must have at least one TAKS test result in the accountability subset. An effort is made through the pairing process to supply TAKS results to campuses (with any grades from 1 to 12) with no students in the grades tested so that they can also be evaluated. For more information on pairing see *Chapter 6 – Special Issues and Circumstances*.

Districts and campuses that have only SDAA II results, only completion rates, only dropout rates, or only combinations of these three will not receive one of the four primary ratings in 2006. To be eligible to be *Exemplary, Recognized, Academically Acceptable, or Academically Unacceptable*, TAKS results are required and *only* TAKS results are required. Districts and campuses need not have data for the SDAA II, dropout, or completion indicators in order to receive a rating. Furthermore, performance on any one of the TAKS subjects is sufficient for a rating to be assigned (science, mathematics, reading/ELA, writing, or social studies).

Though at least one TAKS tester (in the accountability subset) is required to be considered for a rating, some places with very small numbers of total TAKS test results may ultimately receive a *Not Rated* label. The process of Special Analysis is employed when there are very small numbers of total test takers to determine if a rating is appropriate. See *Chapter 6 – Special Issues and Circumstances* for details about Special Analysis.

## STANDARD RATING LABELS

Rating labels for districts are specified in statute. For 2006, standard campuses and districts will be assigned one of the following rating labels.

**Table 4: Standard Rating Labels**

	District or Charter Operator Use	Campus Use (non-charter and charter)
<i>Exemplary</i>	Used for districts or charter operators with at least one TAKS test result (in any subject) in the accountability subset. Small numbers subject to Special Analysis.	Used for campuses serving grades 1-12 with at least one TAKS test result (in any subject) in the accountability subset. Includes campuses with TAKS data due to pairing. Small numbers subject to Special Analysis.
<i>Recognized</i>		
<i>Academically Acceptable</i>		
<i>Academically Unacceptable</i>		
<i>Not Rated: Other</i>	<p>Used for districts or charter operators in the unlikely event that there is insufficient data to rate due to no TAKS results in the accountability subset.</p> <p>In 2006, this rating may be assigned to districts impacted by Hurricane Rita.</p>	<p>Used if the campus:</p> <ul style="list-style-type: none"> <li>○ has no students enrolled in grades higher than kindergarten;</li> <li>○ has insufficient data to rate due to no TAKS results in the accountability subset;</li> <li>○ has insufficient data to rate through Special Analysis due to very small numbers of TAKS results in the accountability subset;</li> <li>○ is a designated Juvenile Justice Alternative Education Program (JJAEP) or a designated Disciplinary Alternative Education Program (DAEP); or</li> <li>○ was impacted by Hurricane Rita and met provisions outlined in <i>Appendix I</i>.</li> </ul>
<i>Not Rated: Data Integrity Issues</i>	<p>Used in the rare situation where the accuracy and/or integrity of performance results are compromised and it is not possible to assign a rating label based on the evaluation of performance. This label may be assigned temporarily pending an on-site investigation or may be assigned as the final rating label for the year.</p> <p>This rating label is not equivalent to an <i>Academically Unacceptable</i> rating. The Commissioner of Education also has the authority to lower a rating or assign an <i>Academically Unacceptable</i> rating to address problems with the accuracy and/or integrity of performance results that are discovered through accountability system safeguards, Performance-Based Monitoring, or other monitoring and compliance reviews.</p> <p>Data quality is considered to be a district responsibility. It is possible for a district rating to be <i>Not Rated: Data Integrity Issues</i> without any of its campuses having that rating label. If any campus within a district receives a rating of <i>Not Rated: Data Integrity Issues</i>, then the district's rating will be affected. The district may receive a rating of <i>Not Rated: Data Integrity Issues</i>, either temporarily or permanently, or the district's rating may also be changed to <i>Academically Unacceptable</i> for data quality reasons.</p> <p>See <i>Chapter 15 – Responsibilities and Consequences</i> for more information about the circumstances that trigger this rating label.</p>	

Registered alternative education campuses will receive ratings under the AEA procedures. See *Chapter 12 – AEA Ratings* for information on the AEA rating labels.

### **NOTIFICATION OF RATINGS (AUGUST 1, 2006)**

Notification of campus and district accountability ratings will occur on August 1, 2006. This consists of release of the campus and district data tables and the district summary reports on TEA’s website. Ratings for both standard and registered alternative education campuses (AECs) will be included.

### **NOTIFICATION OF RATINGS (LATE OCTOBER, 2006)**

Accountability ratings are finalized when the accountability appeals process is completed. Agency web products related to state accountability (both public and secure sites) will be updated to reflect the outcome of appeals and to add the Gold Performance Acknowledgments information in late October, 2006. See *Chapter 18 – Calendar* and *Chapter 14 – Appealing the Ratings* for more information.

### **USING THE DATA TABLE TO DETERMINE A RATING**

In late July, prior to finalizing all computations necessary for accountability ratings, TEA will provide districts with access to preview data tables for the district and each campus within the district through the TEASE website.

These tables will *not* show a rating and will *not* provide calculations for Required Improvement or the Exceptions Provision. However, using the data on the tables and the *2006 Accountability Manual*, districts can anticipate their ratings in advance of the TEA ratings release. *These preview data tables will contain unmasked data and must be treated as confidential.* That is, information that reveals the performance of an individual student may be shown.

Sample data tables (unmasked) are excerpted on the following pages to present a step-by-step explanation of how ratings are determined.

**Table 5: Sample Data Table**

This preview information is confidential.

Preview data tables similar to this one will be made available to districts in late July. Final data tables will be available on the public and secure websites on August 1<sup>st</sup>.

This indicates that this campus was evaluated under standard procedures. AECs will receive a different data table. See Part 2 – Alternative Education Accountability Procedures.

07/2006 CONFIDENTIAL 2006 (PREVIEW) TEXAS EDUCATION AGENCY ACCOUNTABILITY DATA TABLES - STANDARD PROCEDURES PAGE 1  
 DISTRICT NAME: SAMPLE CAMPUS NAME: SAMPLE SCHOOL CAMPUS NUMBER: 999999999 Campus Rating: Grade Span: 07 - 12

Analysis groups used to determine ratings are marked with an 'X'.

Ratings are not available for the preview tables; this area is blank.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2006				2005			Required Improvement			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
<b>Reading/ELA</b>											
X All Students	66	131	50%	100%	36	91	40%		10		
X African Amer	54	114	47%	87%	29	80	36%		11		
Hispanic	8	11	73%	8%	5	8	63%		10		
White	4	5	80%	4%	2	3	67%		13		
X Econ Disadv	64	127	50%	97%	12	18	67%		-17		
<b>Writing</b>											
X All Students	2	2	100%	100%	0	1	0%		100		
X African Amer	1	1	100%	50%	0	1	0%		100		
Hispanic	1	1	100%	50%	0	0	-		-		
White	0	0	-	0%	0	0	-		-		
Econ Disadv	2	2	100%	100%	0	0	-		-		
<b>Social Studies</b>											
X All Students	28	50	56%	100%	31	71	44%		12		
X African Amer	25	44	57%	88%	28	62	45%		12		
Hispanic	2	4	50%	8%	2	5	40%		10		
White	1	1	100%	2%	1	4	25%		75		
X Econ Disadv	27	49	55%	98%	17	37	46%		9		
<b>Mathematics</b>											
X All Students	34	112	30%	100%	23	92	25%		5		
X African Amer	28	93	30%	83%	21	80	26%		4		
Hispanic	4	12	33%	11%	2	8	25%		8		
White	2	6	33%	5%	0	4	0%		33		
X Econ Disadv	33	111	30%	99%	12	48	25%		5		
<b>Science</b>											
X All Students	10	44	23%	100%	11	54	20%		3		
X African Amer	9	40	23%	91%	10	48	21%		2		
Hispanic	0	1	0%	2%	1	5	20%		-20		
White	0	2	0%	5%	0	1	0%		0		
X Econ Disadv	9	43	21%	98%	6	28	21%		0		

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE

SDAA II Results	2006				2005			Required Improvement			
	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %	# Tests Met ARD	# Tests	Pct Met ARD	Met Min Size	Act Chg	RI	Met RI?
All Students	0	1	0%	100%	1	1	100%		-100		

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr Used in 2005?	Exceptions Applied
13	2				

RI, exceptions data, and rating do not appear here. These will be on the final data table on 8/1/2006.

DISTRICT NAME: SAMPLE  
CAMPUS NAME: SAMPLE SCHOOL  
CAMPUS NUMBER: 99999999

Campus Rating:  
Grade Span: 07 - 12

Analysis groups used to determine ratings are marked with an 'X'.

COMPLETION RATE I TABLE (Gr. 9-12)

	Class of 2005					Class of 2004			Required Improvement			
	# Com- pleters	Dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
X All Students	119	12	131	90.8%	100%	-	-	-	-	-	-	-
X African Amer	92	7	99	92.9%	76%	-	-	-	-	-	-	-
Hispanic	22	3	25	88.0%	19%	-	-	-	-	-	-	-
White	5	2	7	71.4%	5%	-	-	-	-	-	-	-
Econ Disadv	58	2	60	96.7%	46%	-	-	-	-	-	-	-

ANNUAL DROPOUT RATE TABLE (Gr. 7-8)

	2004-05				2003-04			Required Improvement			
	# Official Dropouts	# 7-8 Graders	Official Dropout Rate	Stu Grp %	# Official Dropouts	# 7-8 Graders	Official Dropout Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	2	33	6.1%	100%	0	31	0.0%	-	6.1	-	-
African Amer	2	27	7.4%	82%	0	27	0.0%	-	7.4	-	-
Hispanic	0	2	0.0%	6%	0	4	0.0%	-	0.0	-	-
White	0	4	0.0%	12%	0	0	-	-	-	-	-
Econ Disadv	1	9	11.1%	27%	0	13	0.0%	-	11.1	-	-

RI, exceptions data, and rating do not appear here. These will be on the final data table on 8/1/2006.

The design of both the preview and final data tables may vary slightly from the samples shown.

## TAKS

**Analysis Group Marker** – An 'X' to the left of a group label indicates that performance results for that group are used to determine an accountability rating because minimum size criteria were met. If no 'X' appears, then the size minimums were not met and performance results for that group are not used to determine the accountability rating. Note that 'All Students' results for TAKS are always evaluated.

**Percent Met Standard** – This value is the key number for TAKS: it shows what percent of the student group passed that test.

Performance Results	2006			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %
X Reading/ELA All Students	66	131	50%	100%
X Reading/ELA African Amer	54	114	47%	87%
Reading/ELA Hispanic	8	11	73%	8%
Reading/ELA White	4	5	80%	4%
X Reading/ELA Econ Disadv	64	127	50%	97%
X Writing All Students	2	2	100%	100%
Writing African Amer	1	1	100%	50%
Writing Hispanic	1	1	100%	50%
Writing White	0	0	-	0%
Writing Econ Disadv	2	2	100%	100%

**Number Met Standard** – This value is the numerator used to calculate percent met standard.

**Number Taking** – This value is the denominator used to calculate percent met standard.

## SDAA II

The SDAA II has only one measure: percent met ARD expectations (summed across grades and subjects; All Students only.)

STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II) TABLE				
----- 2006 -----				
SDAA II Results	# Tests Met ARD	# Tests	Pct Met ARD	Stu Grp %
All Students	0	1	0%	100%

*Number of Tests* – This value is the denominator used to calculate the percent met ARD Expectations.

*Number of Tests that Met ARD Expectations* – This value is the numerator used to calculate the percent met ARD Expectations.

*Minimum Size* – Note that at this campus there was only one SDAA II test given, well below the minimum number required (30) for the indicator to be evaluated.

## Completion Rate

COMPLETION RATE I TABLE (Gr. 9-12)					
----- Class of 2005 -----					
	# Completers	# Dropouts	# in Class	Comp Rate	Stu Grp %
X All Students	119	12	131	90.8%	100%
X African Amer	92	7	99	92.9%	76%
Hispanic	22	3	25	88.0%	19%
White	5	2	7	71.4%	5%
Econ Disadv	58	2	60	96.7%	46%

To calculate the completion rate, divide the *number of completers* (in this example, 119) by the *number in the class of 2005* (131). This equals the *completion rate* (90.8%). The completion rate for this campus is well within the *Recognized* level.

*Number in Class* – This value is the denominator used to calculate the completion rate. Due to space limitations, the number of GED recipients is not shown as a separate column. These students are included in the class count.

*Number of Completers* – This value is the numerator used to calculate the completion rate.

*Minimum Size* – The *number of dropouts* and the *number in class* are used together to determine whether there are enough students for a group to be evaluated.

## Annual Dropout Rate

ANNUAL DROPOUT RATE TABLE (Gr. 7-8)					
----- 2004-05 -----					
	# Official Dropouts	# 7-8 Graders	Official Dropout Rate	Stu Grp %	# Off Drop
All Students	2	33	6.1%	100%	
African Amer	2	27	7.4%	82%	
Hispanic	0	2	0.0%	6%	
White	0	4	0.0%	12%	
Econ Disadv	1	9	11.1%	27%	

To calculate the annual dropout rate, divide the *number of dropouts* by the *number of 7th and 8th graders*.

*Number of 7th and 8th Graders* – This value is the denominator used to calculate the annual dropout rate.

*Number of Official Dropouts* – This value is the numerator used to calculate the annual dropout rate.

*Minimum Size* – Note that at this campus there were only two dropouts, fewer than the minimum number required (5) for the indicator to be evaluated.

## Student Group Percent

Student group percentages are shown to help explain which student groups meet the minimum size criteria for the indicator. These percents are rounded to whole numbers.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE				
Performance Results	2006		Pct Met Std	Stu Grp %
	Number Met Std	Number Taking		
Social Studies				
X All Students	28	50	56%	100%
X African Amer	25	44	57%	88%
Hispanic	2	4	50%	8%
White	1	1	100%	2%
X Econ Disadv	27	49	55%	98%

At this campus note that while the number of African American and Economically Disadvantaged students is between 30 and 50, their student group percents are much higher than the minimum size criteria of 10%. For that reason these two groups are analyzed for this subject.

## Required Improvement

Campuses and districts may achieve a higher rating using *Required Improvement*. In 2006, it can be applied to all base indicators – TAKS, SDAA II, Completion, and Annual Dropout Rate – to raise a rating from *Academically Unacceptable* to *Academically Acceptable* or to raise a rating from *Academically Acceptable* to *Recognized*. All calculations for Required Improvement will be done automatically by TEA and shown on the final data tables.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE											
Performance Results	2006				2005				Required Improvement		
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?
Mathematics											
X All Students	265	441	60%	100%	255	426	60%	yes	0		
X African Amer	23	60	38%	14%	16	52	31%	yes	7		
X Hispanic	46	113	41%	26%	50	107	47%		-6		
X White	192	263	73%	60%	188	265	71%		2		
X Econ Disadv	61	141	43%	32%	56	125	45%		-2		
Science											
X All Students	300	477	65%	100%	192	269	71%	yes	-6		
X African Amer	47	146	32%	16%	9	27	33%	yes	-1		
X Hispanic	72	179	47%	24%	36	72	50%		-3		
X White	179	263	80%	60%	146	169	86%		-6		
X Econ Disadv	92	211	43%	31%	42	77	55%		-12		

At this campus, all performance is at the *Academically Acceptable* standard or above for all measures except TAKS mathematics and science.

To see if the rating can be raised by applying Required Improvement, first check to see if each measure meets the minimum size for the prior year (at least 10 test takers).

This campus meets the minimum size for Required Improvement.

Required Improvement						
Number Met Std	2005		Met Min Size	Act Chg	RI	Met RI?
	Number Taking	Pct Met Std				
255	426	60%	yes	0	5	yes
16	52	31%	yes	7		
50	107	47%		-6		
188	265	71%		2		
56	125	45%		-2		
192	269	71%	yes	-6	1	no
9	27	33%		-1		
36	72	50%		-3		
146	169	86%		-6		
42	77	55%		-12		

Next, determine the Required Improvement: The formula is *the standard for 2006 minus the campus's performance in 2005, divided by 2*.

Finally, for each measure, see if the actual change is greater than or equal to the Required Improvement. A negative number indicates performance has declined (except in the case of dropout rate, where it means improvement).

This campus met Required Improvement in one measure, but not the other.

## Exceptions

Campuses or districts evaluated to be *Academically Unacceptable* even after applying Required Improvement may be able to “gate up” to *Academically Acceptable* using the Exceptions Provision for the TAKS and/or SDAA II measures. (Exceptions cannot be used to move a campus or district to *Recognized* or *Exemplary*.)

This campus was evaluated on 21 assessment measures, so it is allowed up to 3 exceptions.

After applying Required Improvement, this campus has 1 measure that is still at *Academically Unacceptable*.

Next, determine if the 2006 performance in one area meets the floor: it must be no more than 5 percentage points below the standard (at least 35% for mathematics and at least 30% for science).

EXCEPTIONS TABLE							
Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2005?	Exceptions Applied		
21	3	1	yes	no	Science - African American		

Finally, check to make sure this measure was not used in 2005 (*exceptions cannot be repeated for the same subject and student group in consecutive years*). This measure was not used in 2005, so this campus is able to use one of their three exceptions and gate up to a rating of *Academically Acceptable*.

## ADDITIONAL INFORMATION ON AUGUST DATA TABLES

The sample shown is of a *preview* data table. These will be made available to districts on the TEASE website in July. Data tables with rating labels will be released on August 1, 2006.

The following items are the additional information not present on the preview, but added to the August data tables or the updated tables released in October:

- *Accountability Ratings.* (A list of possible rating labels is shown in *Table 4* in this chapter.)
- *Pairing.* Any standard campus with enrollment within grades 1-12, but no students tested on TAKS will be paired for accountability. A message will indicate the campus it is paired with.
- *Messages.* These messages appear in the top section of the data table when applicable:
  - Special Analysis used. (*campus or district*)
  - Rating change due to appeal. (*campus or district*)
  - Rating is not based on data shown in the table. (*campus or district*)
  - District rating limited to *Academically Acceptable* due to having one or more *Academically Unacceptable* campuses. (*district only*)
  - District rating limited to *Academically Acceptable* due to exceeding threshold for underreported students. (*district only*)
  - Rating changed after [date] due to Data Integrity Issues. (*campus or district*)
  - Rating is not based on data shown in the table (Hurricane Rita provision used). (*campus or district*)
  - Rating is not based on data shown in the table (due to consolidation/annexation). (*campus or district*)

- *Required Improvement.* The final data table shows all calculations for Required Improvement:
  - Met Min Size - Met Minimum Size shows “yes” or “no.”
  - RI - This shows the amount of change needed for Required Improvement to be met.
  - Met RI? - If Required Improvement is calculated, this shows “yes” or “no” depending on the comparison of actual change to the change needed (RI).
  - *Blank* - If Required Improvement is not applicable, the columns are blank.
  - *Footnotes.* A footnote appears if the Required Improvement floor is not met thus preventing the use of Required Improvement to change a rating from *Academically Acceptable* to *Recognized*.
- *Exceptions.* The final data table shows all calculations for the Exceptions Provision:
  - Number Needed - This shows the number of assessment measures below the *Academically Acceptable* standard that did not meet Required Improvement.
  - Floor(s) Met? - This shows “yes” or “no” depending on whether or not the performance floor was met for all the assessment measures needing exception. If any don’t meet the floor, “no” appears.
  - Measure(s) Used in 2005? – The same exception cannot be used in consecutive years. This shows “yes” or “no” depending on whether or not any of the exceptions needed in 2006 were used in 2005.
  - Exceptions Applied - This shows the subject and group for which an exception is used. Up to three may be listed.
  - *Blank* - If the Exceptions Provision is not applicable, only the *Number Measures Evaluated* and *Number Allowed* columns show a number, other areas are blank.

### Masked Data

As in the past, performance on the data tables posted to the agency’s public website is masked when there are fewer than five students in the denominator of the measure. Additionally, all performance at or near 0% or 100% is also masked. It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act (FERPA)*.

### SYSTEM SUMMARY

The following two tables summarize the 2006 system. *Table 6* provides an overview of the requirements for each rating level. A district or campus must meet the criteria for every applicable measure to be rated *Exemplary*, *Recognized*, or *Academically Acceptable*; otherwise the next lower rating is assigned.

The Exceptions Provision can elevate to a rating of *Academically Acceptable* but no higher.

Districts must meet two additional provisions at the *Recognized* and *Exemplary* rating levels: checks for *Academically Unacceptable* campuses and excessive underreported students.

*Table 7* is a single-page overview that provides details of the 2006 system, with the base indicators listed as columns. For each of the indicators, users can see brief definitions, the rounding methodology, the accountability subset methodology, the standards, minimum size criteria, subjects and student groups used, application of Required Improvement, and the Exceptions Provision.

**Table 6: Requirements for Each Rating Category**

	<b>Academically Acceptable</b>	<b>Recognized</b>	<b>Exemplary</b>
<b>Base Indicators</b>			
<p><b>TAKS (2005-06)</b></p> <ul style="list-style-type: none"> <li>All students</li> </ul> <p>and each student group meeting minimum size:</p> <ul style="list-style-type: none"> <li>African American</li> <li>Hispanic</li> <li>White</li> <li>Econ. Disadv.</li> </ul>	<p>meets each standard:</p> <ul style="list-style-type: none"> <li>Reading/ELA ... <b>60%</b></li> <li>Writing ..... <b>60%</b></li> <li>Social Studies.. <b>60%</b></li> <li>Mathematics .... <b>40%</b></li> <li>Science..... <b>35%</b></li> </ul> <p><b>OR</b> meets Required Improvement</p>	<p>meets <b>70%</b> standard for each subject</p> <p><b>OR</b></p> <p>meets <b>65%</b> floor and Required Improvement</p>	<p>meets <b>90%</b> standard for each subject</p>
<p><b>SDAA II (2006)</b></p> <p>All students (if meets minimum size criteria)</p>	<p>meets <b>50%</b> standard (<i>Met ARD Expectations</i>)</p> <p><b>OR</b> meets Required Improvement</p>	<p>meets <b>70%</b> standard (<i>Met ARD Expectations</i>)</p> <p><b>OR</b> meets <b>65%</b> floor and Required Improvement</p>	<p>meets <b>90%</b> standard (<i>Met ARD Expectations</i>)</p>
<p><b>Completion Rate I (class of 2005)</b></p> <ul style="list-style-type: none"> <li>All students</li> </ul> <p>and each student group meeting minimum size:</p> <ul style="list-style-type: none"> <li>African American</li> <li>Hispanic</li> <li>White</li> <li>Econ. Disadv.</li> </ul>	<p>meets <b>75.0%</b> standard</p> <p><b>OR</b></p> <p>meets Required Improvement</p>	<p>meets <b>85.0%</b> standard</p> <p><b>OR</b></p> <p>meets <b>80.0%</b> floor and Required Improvement</p>	<p>meets <b>95.0%</b> standard</p>
<p><b>Annual Dropout Rate (2004-05)</b></p> <ul style="list-style-type: none"> <li>All students</li> </ul> <p>and each student group meeting minimum size:</p> <ul style="list-style-type: none"> <li>African American</li> <li>Hispanic</li> <li>White</li> <li>Econ. Disadv.</li> </ul>	<p>meets <b>1.0%</b> standard</p> <p><b>OR</b></p> <p>meets Required Improvement</p>	<p>meets <b>0.7%</b> standard</p> <p><b>OR</b></p> <p>meets <b>0.9%</b> floor and Required Improvement</p>	<p>meets <b>0.2%</b> standard</p>
<b>Additional Provisions</b>			
<b>Exceptions</b>	<p>Applied if district/campus would be <i>Academically Unacceptable</i> due to not meeting the <i>Academically Acceptable</i> criteria on up to 3 test measures. (See detailed explanation.)</p>	<p>Exceptions cannot be used to move to a rating of <i>Recognized</i>.</p>	<p>Exceptions cannot be used to move to a rating of <i>Exemplary</i>.</p>
<b>Check for Academically Unacceptable Campuses</b> (District only)	<p>Does not apply to <i>Academically Acceptable</i> districts.</p>	<p>A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Recognized</i>.</p>	<p>A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Exemplary</i>.</p>
<b>Underreported Students</b> (District only)	<p>Does not apply to <i>Academically Acceptable</i> districts.</p>	<p>A district that underreports more than <b>100</b> students or more than <b>2.0%</b> of its prior year students cannot be rated <i>Recognized</i>.</p>	<p>A district that underreports more than <b>100</b> students or more than <b>2.0%</b> of its prior year students cannot be rated <i>Exemplary</i>.</p>

**Table 7: Overview of 2006 System Components**

	<b>TAKS</b>	<b>SDAA II</b>	<b>Completion Rate I</b>	<b>Dropout Rate</b>
<b>Definition</b>	TAKS results (gr. 3-11) summed across grades by subject. ELA & reading results are combined. Cumulative results used for first 2 admins of gr. 3 reading, gr. 5 reading & math. Student pass. std. is panel recommendation for all grades, subjects.	A single (gr. 3-10) indicator calculated as the number of tests meeting ARD expectations (summed across grades & subjects) divided by the number of SDAA II tests.	Graduates and continuers expressed as a % of total students in the class. Campuses serving any of gr. 9-12 w/out a completion rate are assigned the district completion rate.	Gr. 7 and 8 official dropouts as a percent of total gr. 7 and 8 students who were in attendance at any time during the school year.
<b>Rounding</b>	Whole Numbers	Whole Numbers	One Decimal	
<b>Standards Exemplary Recognized Acceptable</b>	Ex.: All Subjects ≥ 90% Re.: All Subjects ≥ 70% Acc.: Read/ELA/W/SS ≥ 60% Mathematics ≥ 40% Science ≥ 35%	Ex.: ≥ 90% Re.: ≥ 70% Acc.: ≥ 50%	Ex.: ≥ 95.0% Re.: ≥ 85.0% Acc.: ≥ 75.0%	Ex.: ≤ 0.2% Re.: ≤ 0.7% Acc.: ≤ 1.0%
<b>Mobility Adjustment (Accountability Subset)</b>	<u>District ratings</u> : results for students enrolled in the district in the fall and tested in the same district. <u>Campus ratings</u> : results for students enrolled in the campus in the fall and tested in the same campus. <u>KRI</u> : results removed for evacuees of Katrina and Rita.		None	
<b>Subjects</b>	Reading/ELA .....gr. 3-11 Writing .....gr. 4, 7 Mathematics .....gr. 3-11 Social Studies .....gr. 8, 10, 11 Science .....gr. 5, 10, 11	Reading/ELA Writing Mathematics n/a n/a	n/a	
<b>Student Groups</b>	<u>All &amp; Student Grps:</u> African American Hispanic White Econ. Disadv.	<u>All Students Only</u>	<u>All &amp; Student Grps:</u> African American Hispanic White Econ. Disadv.	
<b>Minimum Size Criteria</b>				
<b>All</b>	No minimum size requirement—special analysis for small numbers	≥ 30 tests	≥ 5 dropouts AND ≥ 10 students	
<b>Groups</b>	30/10%/50	n/a	≥ 5 dropouts AND 30/10%/50	
<b>Required Improvement (RI)</b>				
<b>Actual Chg</b>	2006 minus 2005 performance (@ 2006 passing std)	2006 minus 2005 performance	Class of 2005 rate minus Class of 2004 rate	2004-05 rate minus 2003-04 rate
<b>RI</b>	Gain needed to reach standard in 2 yrs.		Gain needed to reach standard in 2 yrs.	Decline needed to reach std. in 2 yrs.
<b>Use</b>	Gate up to <i>Acceptable</i> and <i>Recognized</i>		Gate up to <i>Acceptable</i> and <i>Recognized</i>	
<b>Floor (Recognized)</b>	≥ 65%		≥ 80.0%	≤ 0.9%
<b>Minimum Size</b>	Meets minimum size in current year and has ≥ 10 students tested in prior year.	Meets minimum size in current year and has ≥ 10 tests in prior year.	Meets minimum size in current year and has ≥ 10 students in completion class the prior year.	Meets minimum size in current year & has ≥ 10 7 <sup>th</sup> -8 <sup>th</sup> grade students the prior yr.
<b>Exceptions</b>	After application of RI, this provision may be applied if the campus or district would be <i>Unacceptable</i> solely due to not meeting the <i>Acceptable</i> criteria on up to 3 assessment measures. Applies to 26 measures – 25 TAKS (5 subjects x 5 groups) plus the SDAA II measure.		n/a	
<b>Use</b>	As a gate up to <i>Acceptable</i>			
<b>Floor</b>	No more than 5 percentage points below <i>Acceptable</i> std.			
<b>Number of Exceptions Allowed (variable)</b>	# of Assessment Measures Evaluated (at campus or district)	Maximum Exceptions Allowed		
	1 – 5	0		
	6 – 10	1		
	11 – 15	2		
	16 – 26	3		



## Chapter 5 – Gold Performance Acknowledgments

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The Gold Performance Acknowledgment (GPA) system acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings. These indicators are in statute (*Texas Education Code*) or determined by the Commissioner of Education. Acknowledgment is given for high performance on:

- Advanced Course/Dual Enrollment Completion
- Advanced Placement/International Baccalaureate Results
- Attendance Rate
- Commended Performance: Reading/English Language Arts
- Commended Performance: Mathematics
- Commended Performance: Writing
- Commended Performance: Science
- Commended Performance: Social Studies
- Comparable Improvement: Reading/English Language Arts
- Comparable Improvement: Mathematics
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- Texas Success Initiative – Higher Education Readiness Component: English Language Arts
- Texas Success Initiative – Higher Education Readiness Component: Mathematics

### Acknowledgment Categories

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**Acknowledged.** The campus or district is rated *Academically Acceptable* or higher, has results to be evaluated, and has met the acknowledgment criteria on one or more of the indicators.

**Does Not Qualify.** Either of the following:

- The campus or district has performance results to be evaluated but did not meet the acknowledgment criteria.
- The campus or district has performance results to be evaluated but is rated *Academically Unacceptable*. (Those that are later granted a higher rating on appeal are eligible to be evaluated and may earn acknowledgments.)

**Not Applicable.** Any of the following:

- The campus or district does not have results to be evaluated for the acknowledgment.
- The campus or charter is evaluated under alternative education accountability (AEA) procedures.
- The campus or district is labeled *Not Rated: Other* (for example, campuses that only serve students in Pre-K/K, or campuses not rated due to insufficient data).
- The campus or district is labeled *Not Rated: Data Integrity Issues*.

Districts and campuses can receive acknowledgment separately on each of the fourteen indicators. Campuses paired for TAKS performance can be acknowledged on their own GPA (non-TAKS) indicator data, but paired data is not eligible for acknowledgment.

**Table 8: Gold Performance Acknowledgment Standards for 2006**

Indicator	Description	Standard (changes for 2006 in bold)	Year Evaluated
Advanced Course/Dual Enrollment Completion	Percent of 9 <sup>th</sup> –12 <sup>th</sup> graders completing and receiving credit for at least one Advanced/Dual Enrollment Course	25.0% or more**	2004-05
AP / IB Results	Percent of 11 <sup>th</sup> and 12 <sup>th</sup> graders taking at least one AP or IB examination <i>AND</i>	15.0% or more <i>AND</i>	2004-05
	Percent of 11 <sup>th</sup> and 12 <sup>th</sup> grade examinees scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB)	50.0% or more*	
Attendance Rate	Attendance Rate for students in grades 1-12, the total number of days present divided by the total number of days in membership	District: 96.0%** Multi-Level: 96.0%** High School: 95.0%** Middle/Jr High: 96.0%** Elementary: 97.0%**	2004-05
Commended Performance: Reading/ELA	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400 with a 2 or higher on the essay)	20% or more**	Spring 2006
Commended Performance: Mathematics	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2006
Commended Performance: Writing	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400 with a 3 or higher on the essay)	20% or more**	Spring 2006
Commended Performance: Science	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2006
Commended Performance: Social Studies	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2006
Comparable Improvement: Reading/ELA	Average Texas Growth Index (TGI) in TAKS Reading/ELA	Top Quartile (top 25%)***	Spring 2006
Comparable Improvement: Mathematics	Average Texas Growth Index (TGI) in TAKS Mathematics	Top Quartile (top 25%)***	Spring 2006
Recommended High School Program/DAP	Percent of graduates meeting or exceeding requirements for the RHSP/Distinguished Achievement Program	<b>70.0%</b> or more**	Class of 2005
SAT/ACT Results	Percent of graduates taking either the SAT or ACT <i>AND</i>	At least 70.0% of graduates <i>AND</i>	Class of 2005
	Percent of examinees scoring at or above the criterion score (SAT 1110; ACT Composite 24)	40.0% or more at or above criterion*	
TSI - Higher Education Readiness Component: English Language Arts	Percent of grade 11 examinees with a scale score of 2200 or more and a score of 3 or higher on the essay	50% or more**	Spring 2006
TSI - Higher Education Readiness Component: Mathematics	Percent of grade 11 examinees with a scale score of 2200 or more	50% or more**	Spring 2006

\* Indicator evaluates performance for All Students & the following student groups: African American, Hispanic, and White. Economically Disadvantaged status is not available from the testing results.

\*\* Indicator evaluates performance for All Students & the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

\*\*\* Acknowledgment for Comparable Improvement is available to campuses only. It is evaluated for All Students only.

## Acknowledgment Indicators

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### ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit.

**Who is eligible:** Districts and campuses with grades 9, 10, 11 and/or 12 that have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, at least 25.0% of the 2004-05 students in grades 9 through 12 must receive credit for at least one advanced course.

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

**Methodology:**

$$\frac{\text{number of students in grades 9 through 12 who received credit for at least one advanced course}}{\text{number of students in grades 9 through 12 who completed at least one course}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of students. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 students in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2004-05

**Data Source:** PEIMS submission 3 (June 2005)

**Other information:**

- *Special Education.* Performance of special education students is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 24.879% is rounded to 24.9%, not 25.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

### ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE RESULTS

This refers to the results of the College Board Advanced Placement (AP) examinations and the International Baccalaureate (IB) examinations taken by Texas public school students in a given school year. High school students may take these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced 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.

**Who is eligible:** Districts and campuses with grades 11 and/or 12 that have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must meet both a participation and a performance standard. It must:

- have 15.0% or more of its 11th and 12th graders taking at least one AP or IB examination; *and* of those tested,
- have 50.0 % or more scoring at or above the criterion score on at least one examination.

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

**Methodology:**

*Participation:*

$$\frac{\text{number of 11th and 12th graders taking at least one AP or IB examination}}{\text{total non-special education students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades}}$$

*and*

*Performance:*

$$\frac{\text{number of 11th and 12th graders with at least one score at or above the criterion score}}{\text{number of 11<sup>th</sup> and 12th graders with at least one AP or IB examination}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers or number of students enrolled in the 11th and 12th grades. To be included in the evaluation for GPA, a student group must have:

- in the numerator of the participation measure: at least 10 test takers; and,
- in the denominator of the participation measure: at least 30 11<sup>th</sup> and 12<sup>th</sup> graders;
  - if there are 30 to 49 students and the student group comprises at least 10% of All Students, it is evaluated; or
  - if the student group has at least 50 students, it is evaluated.

**Year of Data:** 2004-05 school year

**Data Source:** The College Board; The International Baccalaureate Organization; and PEIMS submission 1 (October 2004)

**Other information:**

- *Criterion Score.* The criterion score is 3 or above on Advanced Placement tests and 4 or above on International Baccalaureate examinations.
- *Special Education.* For *participation*, special education 11<sup>th</sup> and 12<sup>th</sup> graders who take an AP or IB examination are included in the numerator, but not the denominator. This may have a slight positive effect on the percent reported.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 49.877% is rounded to 49.9%, not 50.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

## ATTENDANCE RATE

Attendance rates are based on student attendance for the entire school year for students in grades 1-12.

**Who is eligible:** Districts and campuses whose grade span is within grades 1-12 and have a rating of *Academically Acceptable* or higher.

**Standard:** (Variable)

- District/Multi-Level campuses.....At least 96.0%
- Middle School/Junior High .....At least 96.0%
- High School .....At least 95.0%
- Elementary .....At least 97.0%

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

**Methodology:**

$$\frac{\text{total number of days students in grades 1-12 were present in 2004-05}}{\text{total number of days students in grades 1-12 were in membership in 2004-05}}$$

**Minimum Size Requirements:** For attendance, the minimum size is based on total days in membership rather than individual student counts. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 5,400 total days in membership (30 students x 180 school days) for the student group, it is not evaluated separately.
- If there are 5,400 to 8,999 total days in membership and the student group comprises at least 10% of All Students total days in membership, it is evaluated.
- If there are at least 9,000 total days in membership (50 students x 180 school days) for the student group, it is evaluated.

**Year of Data:** 2004-05

**Data Source:** PEIMS submission 3 (June 2005)

**Other information:**

- *Campus Type.* The campus type (elementary, high school, etc.) is assigned using the low and high grades taught as determined from the 2005-06 PEIMS submission 1 enrollment records. Multi-level campuses are those that provide instruction in both the elementary and secondary grade level categories. Examples are K-12, K-8, and 6-12 campuses.
- *Time Span.* Attendance for the entire school year is used.
- *Special Education.* This measure includes both non-special education and special education students.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 95.877% is rounded to 95.9%, not 96.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

## COMMENDED PERFORMANCE: READING/ELA

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

**Who is eligible:** Districts and campuses that test students on TAKS reading (grades 3, 4, 5, 6, 7, 8, & 9) or English language arts (grades 10 & 11) and have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must have 20% or more of its examinees scoring at or above the Commended Performance standard.

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

### Methodology:

$$\frac{\text{number of test takers achieving } \textit{Commended Performance} \text{ on reading or ELA}}{\text{total number test takers in reading or ELA}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2005-06

**Data Source:** Pearson Educational Measurement

### Other information:

- *Scale Score.* For reading, Commended Performance is a scale score of 2400 or more. For ELA, a scale score of 2400 or more with a score of 2 or higher on the essay is required to be Commended.
- *Student Success Initiative.* Students who meet the Commended Performance standard in either the February or April administrations of TAKS reading will be included.
- *Mobility.* Students who move between campuses after October 28, 2005 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 28, 2005 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 19.877% is rounded to 20%. Student group percents (minimum size requirements) are also rounded to whole numbers.

## COMMENDED PERFORMANCE: MATHEMATICS

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

**Who is eligible:** Districts and campuses that test students on TAKS mathematics (grades 3, 4, 5, 6, 7, 8, 9, 10 & 11) and have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must have 20% or more of its examinees scoring at or above the Commended Performance standard.

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

### Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on mathematics}}{\text{total number examinees in mathematics}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2005-06

**Data Source:** Pearson Educational Measurement

### Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Student Success Initiative.* Students who meet the Commended Performance standard in either the April or May administrations of TAKS mathematics will be included.
- *Mobility.* Students who move between campuses after October 28, 2005 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 28, 2005 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 19.877% is rounded to 20%. Student group percents (minimum size requirements) are also rounded to whole numbers.

## COMMENDED PERFORMANCE: WRITING

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

**Who is eligible:** Districts and campuses that test students on TAKS writing (grades 4 & 7) and have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must have 20% or more of its examinees scoring at or above the Commended Performance standard.

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

### Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on writing}}{\text{total number examinees in writing}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2005-06

**Data Source:** Pearson Educational Measurement

### Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more with a score of 3 or higher on the essay.
- *Mobility.* Students who move between campuses after October 28, 2005 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 28, 2005 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 19.877% is rounded to 20%. Student group percents (minimum size requirements) are also rounded to whole numbers.

## COMMENDED PERFORMANCE: SCIENCE

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

**Who is eligible:** Districts and campuses that test students on TAKS science (grades 5, 10 & 11) and have a rating of *Academically Acceptable* or higher. Because grade 8 TAKS science is not part of the accountability system in 2006, no GPA is available for it.

**Standard:** For acknowledgment on this indicator, the campus or district must have 20% or more of its examinees scoring at or above the Commended Performance standard.

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

### Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on science}}{\text{total number examinees in science}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2005-06

**Data Source:** Pearson Educational Measurement

### Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Mobility.* Students who move between campuses after October 28, 2005 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 28, 2005 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 19.877% is rounded to 20%. Student group percents (minimum size requirements) are also rounded to whole numbers.

## COMMENDED PERFORMANCE: SOCIAL STUDIES

TAKS Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

**Who is eligible:** Districts and campuses that test students on TAKS social studies (grades 8, 10 & 11) and have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must have 20% or more of its examinees scoring at or above the Commended Performance standard.

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

### Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on social studies}}{\text{total number examinees in social studies}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2005-06

**Data Source:** Pearson Educational Measurement

### Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Mobility.* Students who move between campuses after October 28, 2005 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 28, 2005 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 19.877% is rounded to 20%. Student group percents (minimum size requirements) are also rounded to whole numbers.

## COMPARABLE IMPROVEMENT: READING/ELA

Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS test has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

**Who is eligible:** Campuses that test students on TAKS reading or English languages arts in grades 4 - 11 and have a rating of *Academically Acceptable* or higher. Districts are not eligible because CI is not calculated at the district level.

**Standard:** For acknowledgment on this indicator, the campus must have an average Texas Growth Index (TGI) within the top quartile (the top 25%) of their 40-member campus comparison group for reading/ELA.

**Student Groups:** Performance is evaluated for All Students only.

**Methodology:** First, determine the campus's average Texas Growth Index:

$$\frac{\text{sum of matched student TGI values for reading/ELA}}{\text{total number of matched students in reading/ELA}}$$

Then, determine which quartile the campus is in within its 40-member campus comparison group. See *Appendix E – Texas Growth Index* and *Appendix F – Campus Comparison Group* for a complete explanation of the methodology for this measure.

**Minimum Size Requirements:** Students must be matched to the spring 2005 TAKS administration—anywhere in the state—to find their prior year scale score for reading or ELA. Any campus with fewer than 10 matched students for a subject will not have average TGI values calculated and will not be assigned a quartile position.

**Year of Data:** 2006 and 2005 (Spring TAKS Administrations)

**Data Source:** Pearson Educational Measurement

### Other information:

- *Grade 3.* Growth is not calculated for third grade test takers since that is their first TAKS test. For this reason, campuses with a high grade of 3 are not eligible for acknowledgment on CI.
- *Student Success Initiative.*
  - For grade 5 students who take TAKS reading in both February and April, the performance used is the score they achieved in the February administration. That student will be matched to their single grade 4 administration from 2005 to determine their TGI.
  - For grade 4 students who—as third graders in 2005—took TAKS reading in both February and April 2005, the TGI is determined by matching the score they achieved on their single grade 4 administration from 2006 to the score they achieved on their February administration in 2005.

- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on CI.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.
- *Rounding.* All TGI calculations are rounded to two decimal points. For example, 1.877 is rounded to 1.88, not 2. Comparison group percents are rounded to one decimal point. For example, 69.877% is rounded to 69.9%. Average scale scores are rounded to whole numbers. For example, 2243.44 is rounded to 2243.

## COMPARABLE IMPROVEMENT: MATHEMATICS

Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS test has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

**Who is eligible:** Campuses that test students on TAKS mathematics in grades 4 – 11 and have a rating of *Academically Acceptable* or higher. Districts are not eligible because CI is not calculated at the district level.

**Standard:** For acknowledgment on this indicator, the campus must have an average Texas Growth Index (TGI) within the top quartile (the top 25%) of their 40-member campus comparison group for mathematics.

**Student Groups:** Performance is evaluated for All Students only.

**Methodology:** First, determine the campus’s average Texas Growth Index:

$$\frac{\text{sum of matched student TGI values for mathematics}}{\text{total number of matched students in mathematics}}$$

Then determine which quartile the campus is in within its 40-member campus comparison group. See *Appendix E – Texas Growth Index* and *Appendix F – Campus Comparison Group* for a complete explanation of the methodology for this measure.

**Minimum Size Requirements:** Students must be matched to the spring 2005 TAKS administration—anywhere in the state—to find their prior year scale score for mathematics. Any campus with fewer than 10 matched students for a subject will not have average TGI values calculated and will not be assigned a quartile position.

**Year of Data:** 2006 and 2005 (Spring TAKS Administrations)

**Data Source:** Pearson Educational Measurement

### Other information:

- *Grade 3.* Growth is not calculated for third grade test takers since that is their first TAKS test. For this reason, campuses with a high grade of 3 are not eligible for acknowledgment on CI.
- *Student Success Initiative.* For grade 5 students who take TAKS mathematics in both April and May, the performance used is the score they achieved in the April administration. That student will be matched to their single grade 4 administration from 2005 to determine their TGI.

- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on CI.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.
- *Rounding.* All TGI calculations are rounded to two decimal points. For example, 1.877 is rounded to 1.88, not 2. Comparison group percents are rounded to one decimal point. For example, 69.877% is rounded to 69.9%. Average scale scores are rounded to whole numbers. For example, 2243.44 is rounded to 2243.

## RECOMMENDED HIGH SCHOOL PROGRAM/DAP

This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program.

**Who is eligible:** Districts and campuses that have graduates and that are rated *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, 70.0% of all 2005 graduates reported must meet or exceed the requirements for the Recommended High School Program or Distinguished Achievement Program.

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

### Methodology:

$$\frac{\text{number of graduates reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of graduates. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 graduates in the student group, it is not evaluated separately.
- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** Class of 2005

**Data Source:** PEIMS submission 1 (October 2005)

### Other information:

- *Special Education.* Measure includes both non-special education and special education graduates.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 69.877% is rounded to 69.9%, not 70.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

## SAT/ACT RESULTS

This indicator shows the performance and participation on two college admissions tests: the College Board's SAT and ACT, Inc.'s ACT Assessment.

**Who is eligible:** Districts and campuses that have graduates and that are rated *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must meet both a participation and a performance standard. It must:

- have 70.0% or more of the class of 2005 non-special education graduates taking either the ACT or the SAT; *and* of those examinees
- have 40.0% or more scoring at or above the criterion score on at least one examination.

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

### Methodology:

*Participation:*

$$\frac{\text{number of graduates taking either the SAT or the ACT}}{\text{total non-special education graduates}}$$

*and*

*Performance:*

$$\frac{\text{number of examinees at or above the criterion score}}{\text{number of graduates taking either the SAT or the ACT}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers or graduates. To be included in the evaluation for GPA, a student group must have:

- in the numerator of the participation measure: at least 10 test takers; and,
- in the denominator of the participation measure: at least 30 non-special education graduates;
  - if there are 30 to 49 students and the student group comprises at least 10% of All Students, it is evaluated; or
  - if the student group has at least 50 students, it is evaluated.

**Year of Data:** Class of 2005

**Data Source:** The College Board (SAT) and ACT, Inc. (ACT)

### Other information:

- *Criterion.* The criterion score is 1110 on the SAT (total) or 24 on the ACT (composite).

- *Most Recent Test.* Both testing companies annually provide the agency with testing information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken.
- *Both Tests Taken.* If a student takes both the SAT and the ACT, the information is combined so that an unduplicated count of students is used. If the student scored above the criterion on either the SAT or ACT, that student is counted as having scored above the criterion.
- *Campus ID.* The student taking the test identifies the campus to which a score is attributed.
- *Special Education.* For *participation* special education graduates who take the ACT or SAT are included in the numerator, but not the denominator. This may have a slight positive effect on the percent reported.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 69.877% is rounded to 69.9%, not 70.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

**TEXAS SUCCESS INITIATIVE (TSI) – HIGHER EDUCATION READINESS  
COMPONENT: ENGLISH LANGUAGE ARTS (ELA)**

The TSI is a new Gold Performance Acknowledgment indicator for 2006; it replaces the TAAS/TASP Equivalency indicator. Unlike TAAS/TASP Equivalency, which was a cumulative indicator, the new college readiness indicator is based on the performance of only students in grade 11 for the current year. According to the Texas Higher Education Coordinating Board, the standard of college readiness for the exit-level TAKS is a scale score of 2200 for ELA and a score of 3 or higher on the essay.

**Who is eligible:** Districts and campuses that test grade 11 students on the exit-level TAKS English language arts and have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must have 50% or more of its examinees scoring at or above the TSI standard set by the Higher Education Coordinating Board.

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

**Methodology:**

$$\frac{\text{number of grade 11 test takers with a scale score of 2200} \\ \text{and a score of 3 or higher on the essay of the ELA test}}{\text{total number of grade 11 students taking ELA}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.

- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2005-06

**Data Source:** Pearson Educational Measurement

**Other information:**

- *Mobility.* Students who move between campuses after October 28, 2005 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 28, 2005 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on TSI.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%. Student group percents (minimum size requirements) are also rounded to whole numbers.

**TEXAS SUCCESS INITIATIVE (TSI) – HIGHER EDUCATION READINESS COMPONENT: MATHEMATICS**

The TSI is a new Gold Performance Acknowledgment indicator for 2006; it replaces the TAAS/TASP Equivalency indicator. Unlike TAAS/TASP Equivalency, which was a cumulative indicator, the new college readiness indicator is based on the performance of only students in grade 11 for the current year. According to the Texas Higher Education Coordinating Board, the standard of college readiness for the exit-level TAKS is a scale score of 2200 for mathematics.

**Who is eligible:** Districts and campuses that test grade 11 students on the exit-level TAKS mathematics and have a rating of *Academically Acceptable* or higher.

**Standard:** For acknowledgment on this indicator, the campus or district must have 50% or more of its examinees scoring at or above the TSI standard set by the Higher Education Coordinating Board.

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

**Methodology:**

$$\frac{\text{number of test takers with a scale score of 2200 on mathematics}}{\text{total number of grade 11 test takers in mathematics}}$$

**Minimum Size Requirements:** All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.

- If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

**Year of Data:** 2005-06

**Data Source:** Pearson Educational Measurement

**Other information:**

- *Mobility.* Students who move between campuses after October 28, 2005 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 28, 2005 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on TSI.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%. Student group percents (minimum size requirements) are also rounded to whole numbers.

**NOTIFICATION OF ACKNOWLEDGMENT**

Notification of Gold Performance Acknowledgment will occur in late October 2006 at the same time as the 2006 ratings update that follows the resolution of all appeals. (See *Chapter 18 – Calendar* for more details.) At that time, the district lists and data tables on the TEA website will be updated to show the acknowledgments.



## Chapter 6 – Special Issues and Circumstances

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The vast majority of the standard accountability ratings can be determined through the process detailed in *Chapters 2-4: The Basics*. However, there are special circumstances that require closer examination. Accommodating all Texas campuses and districts increases the complexity of the accountability system, but it also increases the fairness of the ratings ultimately assigned. This chapter describes pairing, Special Analysis, and the treatment of non-traditional campuses and their data under the standard accountability procedures.

### Pairing

---

#### IDENTIFYING CAMPUSES

All campuses serving grades 1-12 must receive an accountability rating. Beginning in 1994, campuses with no state assessment results due to grade span served were incorporated into the accountability system by having districts choose another campus within the same district with which to pair for accountability purposes. The campuses shared TAAS data. The pairing process was continued with the advent of the new accountability system in 2004. A new feature, begun with the 2004 system, allows districts to pair a campus with the district and be evaluated on the district's results.

TEA determines which campuses need to be paired for any given accountability cycle after analyzing enrollment files submitted on PEIMS submission 1. All districts with campuses with enrollment in grades higher than kindergarten, and solely in grades with no TAKS data, *i.e.*, grades 1, 2, or 12, receive a request for pairing. Charters are not asked to pair any of their campuses; nor are registered AECs asked to pair.

For campuses that are paired, only TAKS data are shared. The paired campus is evaluated on any non-TAKS indicator data it may have. Similarly, the campus with which it is paired does not share any dropout, completion, SDAA II, or GPA indicator data it may have.

#### IMPROVEMENT CALCULATIONS

*Comparable Improvement.* Paired data are not used for GPA indicators, including CI acknowledgments.

*Required Improvement.* Required Improvement is calculated with 2006 data based on the pairing relationships established in 2006. The 2005 data is based on the pairing relationships established in 2005. Campuses with pairing statuses that change between years may have improvement calculations that differ from the campuses they are paired with.

#### PAIRING PROCESS

Districts are given the opportunity to use the same pairing relationship they used in the prior year or to select a new relationship by completing special data entry screens on the TEA website. (See samples that follow.) In late March, districts with campuses that needed to be paired received instructions on how to access this on-line application. Pairing decisions were due by April 28, 2006.

If a district fails to inform the state, pairing decisions are made by agency staff. In the case of campuses that have been paired in the past, staff will assume that prior year pairing

relationships still apply. In the case of campuses identified as needing to be paired for the first time in the 2005-06 school year, pairing selections will be made based on the guidelines given in this section in conjunction with analysis of attendance and enrollment patterns using PEIMS data.

## GUIDELINES

Campuses that are paired should have a "feeder" relationship with the selected campus and the grades should be contiguous. For example, a K-2 campus should be paired with the 3-5 campus that accepts its students into 3<sup>rd</sup> grade.

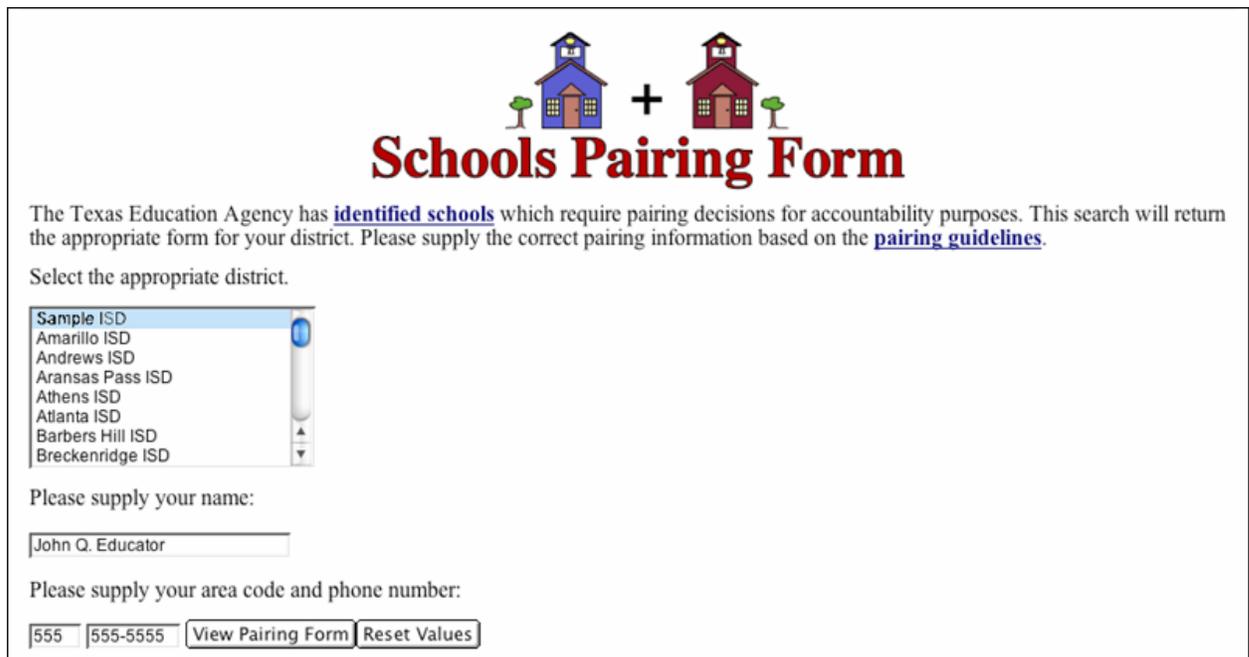
Another option is to pair a campus with the district instead of with another campus. This option is suggested for cases where the campus has no clear relationship with another single campus in the district. A campus paired with the district will be evaluated using the district's TAKS results (for all grades tested in the district). Note that pairing with the district is not required in these cases. Districts have the choice of selecting another campus or selecting the district. For example, in cases where a K-2 campus feeds into several 3-5 campuses, one of the 3-5 campuses may be selected, or the district can be selected. A 12<sup>th</sup> grade center serving students from several high school campuses can select one of the high school campuses or the district may be selected. In these cases, the district should make the best choice based on local criteria.

Multiple pairings are possible: If several K-2 campuses feed the same 3-5 campus, all of the K-2 campuses may be paired with that 3-5 campus.

Districts may change pairings from year to year; however, these changes should be justifiable (e.g., a change in attendance zones affecting feeder patterns).

### ***Exhibit 1: Sample 2006 Paired Campuses Data Entry Application***

*Screen 1 of 3*



The screenshot shows a web-based application titled "Schools Pairing Form". At the top, there is a graphic of two schoolhouses (one blue, one red) with a plus sign between them. Below the graphic, the title "Schools Pairing Form" is displayed in a large, bold, red font. The text below the title reads: "The Texas Education Agency has [identified schools](#) which require pairing decisions for accountability purposes. This search will return the appropriate form for your district. Please supply the correct pairing information based on the [pairing guidelines](#)." Below this text, there is a section titled "Select the appropriate district." which contains a scrollable list box with the following options: "Sample ISD", "Amarillo ISD", "Andrews ISD", "Aransas Pass ISD", "Athens ISD", "Atlanta ISD", "Barbers Hill ISD", and "Breckenridge ISD". Below the list box, there is a text input field labeled "Please supply your name:" with the text "John Q. Educator" entered. Below that, there is another text input field labeled "Please supply your area code and phone number:" with "555" entered in a small box, "555-5555" entered in a larger box, and two buttons labeled "View Pairing Form" and "Reset Values".

**2005-06 ACCOUNTABILITY PAIRING FORM**

**Schools to be Paired for Accountability Purposes**

District Name: SAMPLE ISD  
 District Number: 255901  
 Region Number: 04

To Be Paired:			Paired With:
School Name	School Number	Grade Span	School Name, Number, Grade Span
SAMPLE PRI	255901102	EE - 02	255901103, SAMPLE INT, 03 - 05
Once completed, press the button at right to <b>SUBMIT</b> your form.			<input type="button" value="Submit"/> <input type="button" value="Reset"/>

**THANK YOU!**

**We have received your pairing information.**

**Please print the following information for your records.**

**SAMPLE ISD updated by John Q. Educator on 04/15/06.**

To Be Paired:			Paired With:
School Name	School Number	Grade Span	School Name, Number, Grade Span
SAMPLE PRIMARY	255901102	EE - 02	255901103 SAMPLE INT, 03-05

This request took 0.66 seconds of real time (v9.1 build 1457).

## Special Analysis

Districts and campuses with small numbers of students pose a special challenge to the accountability system. There are two types of small numbers situations. One is small numbers of students within a group, *e.g.*, few African American test-takers in science. These are handled by applying the minimum size criteria described in *Chapter 2 – The Basics: Base Indicators*. The second type is small numbers of *total* students, that is, few students tested in the All Students category.

Districts and campuses with small numbers of total students raise issues regarding the stability of the data. Special analysis is used to ensure that ratings based on small numbers of TAKS results are appropriate. As a result of special analysis, a rating can remain unchanged, be elevated, or be changed to *Not Rated*. If special analysis is applied, only All Students performance is examined.

## IDENTIFYING CAMPUSES AND DISTRICTS

Campuses and districts that are eligible for special analysis fall into two categories. The first are those that have fewer than four TAKS testers in each and every subject and do not have their own leaver data of sufficient size to evaluate. These campus and district ratings are changed to *Not Rated: Other*. Beyond these that receive this automatic change, a campus or district undergoes special analysis if:

- the campus or district is *Academically Unacceptable* due to TAKS only, with fewer than 30 All Students tested in one or more of the *Academically Unacceptable* subject(s); *OR*
- the campus or district is limited to *Academically Acceptable* or *Recognized* due to TAKS only, and the evaluation is governed by the results of fewer than four All Students tested.

The following are examples of campuses and districts that will NOT undergo special analysis:

- Campuses or districts rated *Exemplary*.
- Campuses or districts that are *Not Rated*.
- Campuses or districts that are not small (30 or more testers in all subjects).
- Campuses or districts that have few students tested in TAKS, but whose rating of *Academically Unacceptable*, *Academically Acceptable*, or *Recognized* is due to other indicators.

## METHODS FOR SPECIAL ANALYSIS

Campuses or districts that undergo special analysis receive professional review based on analysis of all available performance data. The professional review process involves producing a summary of the district or campus data, analyzing the data, and arriving at a consensus decision among a group of TEA staff members familiar with the standard accountability procedures. The summary data report includes available indicator data for all TAKS tested years (2003, 2004, 2005, and 2006). Trends and aggregate data are reviewed.

Because of the small numbers of test takers involved, it can be difficult to assign a rating that is considered reliable and fair. Thus, professional review can result in a *Not Rated* label for some campuses or districts not otherwise meeting the automatic criteria for *Not Rated*.

## New Campuses

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All campuses—established or new—are rated. A new campus may receive a rating of *Academically Unacceptable* in its first year of operation. This can occur even though the campus does not have prior-year data on which to calculate improvement. The management of campus identification numbers across years is a district responsibility. See *Chapter 15 – Responsibilities and Consequences* for more information regarding the possible consequences of changing campuses numbers.

## Charters

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Based on fall PEIMS data for the 2005-06 school year, there were 194 charter operators serving approximately 71,000 students. Most charter operators have only one campus (141 of the 194); however, some operate multiple campuses.

By statute, charter operators are subject to most of the same federal and state laws as other public school districts, including reporting and accountability requirements. Prior to the 2004 accountability system, only the campuses operated by the charter received an accountability rating. Beginning with 2004, charters as well as the campuses they operate are rated, meaning charter operators are rated under district rating criteria based on the aggregate performance of the campuses operated by the charter. This means charter operators are also subject to the additional performance requirements applied to districts (underreported student standards and the check for *Academically Unacceptable* campuses). Because they are rated, charter operators and their campuses are eligible for *Gold Performance Acknowledgments*.

In 2006, there are some differences between the treatment of charter operators and traditional districts. These are:

- A charter operator may be rated under the alternative education accountability (AEA) procedures. This can occur in two cases: when the charter operates only registered AECs; or, when 50% or more of the charter operator's students are enrolled at registered AECs and the operator opts to be evaluated under AEA procedures.
- A charter operator may be labeled *Not Rated: Other*. This can occur in cases where the charter operator has too little or no TAKS data on which it can be evaluated.
- Charter operators are not asked to pair any of their campuses. Charters are unique in that they either have only one campus or they have multiple campuses with no feeder relationships; therefore, pairing charter campuses is problematic.

As with non-charter campuses, a charter campus that is a registered AEC will be rated under AEA procedures.

## Alternative Education Campuses

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As previously stated, all campuses in the state serving grades 1–12 must receive a campus rating; however, the accountability system recognizes that some campuses offering alternative education programs may need to be evaluated under different criteria than standard campuses.

In 2006, AECs meeting certain eligibility criteria may register to be evaluated under AEA procedures. See *Part 2* of this *Manual* for all details on the AEA procedures.

Other campuses providing alternative education programs may not be registered. Either they did not seek, were not approved, or did not meet the at-risk criterion, to be registered for evaluation under AEA procedures. These campuses are evaluated under standard procedures. These campuses will be rated *Exemplary*, *Recognized*, *Academically Acceptable*, *Academically Unacceptable*, *Not Rated: Other*, or *Not Rated: Data Integrity Issues*.

Generally speaking, districts are responsible for the performance of all their students, including those who attend AECs that are registered for evaluation under AEA procedures.

That is, the performance results for students who attend campuses evaluated under AEA procedures *are included* in the district’s performance and *are used* in determining the district’s rating and acknowledgments. There are some exceptions to this rule. The table below lists various campus situations and whether the performance data are included or excluded from the district evaluation.

**Table 9: Inclusion or Exclusion of Performance Data**

Campus Type	Attribution of Data		Statute
	Dropouts	TAKS/SDAA II	
<b>Residential Treatment Centers (RTCs)</b>	Dropout data attributed to sending campus and district for students meeting criteria.	Results included in the evaluation of RTC and the district.	39.073(f)
<b>Detention Centers and Correctional Facilities</b>	Dropout data attributed to sending campus and district for students meeting criteria.	Results included in the evaluation of center/facility and the district.	39.073(f)
<b>Students Confined to TYC Facilities</b>	Included for the <i>campus</i> , but excluded from <i>district</i> results.	Included for the <i>campus</i> , but excluded from <i>district</i> results.	39.072(d)
<b>JJAEPs</b>	No performance data should be reported to the JJAEP, but included in the district results, if reported.		37.011(h)
<b>DAEPs</b>	No performance data should be reported to the DAEP, but included in the district results, if reported.		n/a

### **RESIDENTIAL TREATMENT CENTERS**

A district that has a privately operated residential treatment center (RTC) within its geographic boundaries is not held accountable for students who drop out if they are from outside the district and were served at the center for fewer than 85 days. With student attribution codes and attendance data collected through PEIMS, TEA is able to attribute the dropouts to the appropriate sending campus and district.

### **DETENTION CENTERS AND CORRECTIONAL FACILITIES**

A district that has a registered pre-adjudication detention center or post-adjudication correctional facility within its geographic boundaries is not held accountable for students who drop out if they are from outside the district. With student attribution codes and attendance data collected through PEIMS, TEA is able to attribute the dropouts to the appropriate sending campus and district. Only dropout records for students served in pre-adjudication detention centers and post-adjudication correctional facilities registered with the Texas Juvenile Probation Commission (TJPC) are subject to this process.

### **STUDENTS CONFINED TO TEXAS YOUTH COMMISSION FACILITIES**

The performance results (TAKS/SDAA II and dropouts) of students confined by court order in a residential treatment program or facility operated by or under contract with the Texas Youth Commission (TYC) are not included in the district results for the district where the TYC is located. The TYC campuses are evaluated, either under standard or AEA procedures, but the district rating is not affected by the performance data reported on these campuses.

## JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS AND DISCIPLINARY ALTERNATIVE EDUCATION PROGRAMS

Juvenile Justice Alternative Education Programs (JJAEPs) and Disciplinary Alternative Education Programs (DAEPs) are two types of campuses that are not rated under either standard or AEA procedures.

*JJAEPs.* Statute prohibits the attribution of performance results to JJAEPs. For counties with a population of 125,000 or more, Texas Education Code §37.011(h) requires that a student enrolled at a JJAEP be reported as if the student were attending and being tested at his or her “sending” campus. Each district that sends students to a JJAEP is responsible for properly attributing all performance data according to the PEIMS Data Standards and the testing guidelines.

By statute, procedures for evaluating the educational performance of JJAEPs in large counties are the responsibility of the TJPC. In the state accountability system, campuses identified to be JJAEPs will be labeled *Not Rated: Other*. Any accountability data erroneously reported to a JJAEP campus are subject to further investigation.

*DAEPs.* Statutory intent prohibits the attribution of performance results to a DAEP. Each district that sends students to a DAEP is responsible for properly attributing all performance data according to the PEIMS Data Standards and the testing guidelines.

All campuses identified to be DAEPs will be labeled *Not Rated: Other*. Accountability data erroneously reported to a DAEP campus are subject to further investigation.

## SPECIAL EDUCATION CAMPUSES

Campuses where all students are served in special education programs *and none are tested on TAKS* will be labeled *Not Rated: Other*, because they have no TAKS results on which to be evaluated. See *Chapter 4 – The Basics: Determining a Rating* for more information on the use of this rating label.



**The 2006 Accountability Rating System  
for Texas Public Schools and School Districts**

# Part 2

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**Alternative Education  
Accountability (AEA)  
Procedures**

**In Part 2:**

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# Chapter 7 - Overview of AEA

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## ABOUT PART 2 OF THIS *MANUAL*

Part 2 of this *Manual* is a technical resource to explain the criteria and procedures applied by the Texas Education Agency (TEA) in evaluating the performance of alternative education campuses (AECs) including charters and charter campuses that:

- are dedicated to serving students at risk of dropping out of school;
- are eligible to receive an alternative education accountability (AEA) rating; and
- register annually for evaluation under AEA procedures.

Registered AECs and charters rated under AEA procedures are subject to all the terms and provisions of this *Manual*.

## EDUCATOR INPUT

While it was the role of the Commissioner of Education to develop AEA procedures, the commissioner relied extensively on the detailed review, study, and advice of staff, educators, and other education stakeholders. The resulting procedures contain appropriate indicators for AECs and charters with increased rigor phased in over time.

## HISTORY OF AEA

Enacted by the Texas legislature in 1993, accountability legislation mandated the creation of an accountability system for all Texas schools. This accountability system integrated the statewide curriculum; the state criterion-referenced assessment system; district and campus accountability; district and campus recognition for high performance and significant increases in performance; sanctions for poor performance; and school, district, and state reports.

A set of alternative performance measures for campuses serving at-risk students was developed in late 1994 and implemented in the 1995-96 school year. In order for a campus to qualify as alternative, it was required to serve one or more of the following student populations: students at risk of dropping out; recovered dropouts; pregnant or parenting students; adjudicated students; students with severe discipline problems; or expelled students.

For the 1995-96 school year, alternative accountability ratings were based on state-approved district proposals that included student performance indicators, current-year data, and comparisons of pre- and post-assessment results. Following a review of campus data by the local board of trustees, each district made an initial determination of the campus rating. This initial determination was then forwarded to the TEA where it was reviewed by a panel of peer reviewers who sent a recommendation to the commissioner.

From the 1995-96 to 2001-02 school years, revisions were made to the ratings criteria and procedures determined by an *ad hoc* Alternative Education Advisory Committee:

- Minimum performance levels for an *Acceptable* rating were established in 1996-97.
- Beginning in 1996-97, school districts were required to select campus-based performance indicators from a menu of state-established indicators.
- In 1997-98, TEA staff assumed responsibility for the review and analysis of campus performance data.
- In 1999-00, TEA required that the rating for each AEC be determined on three base indicators: Texas Assessment of Academic Skills (TAAS) passing rates for reading and mathematics, dropout rates, and attendance rates.
- In 1999-00, disciplinary alternative education programs (DAEPs) and juvenile justice alternative education programs (JJAEPs) were no longer permitted to register for AEA. Instead, the performance of students served in these programs was attributed to the campuses where these students would otherwise have attended.
- In 2000-01, campuses were required to serve “students at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081 in order to be eligible to receive an accountability rating under AEA procedures.

House Bill 6, enacted by the 77th Texas Legislature, called for a pilot program to examine issues surrounding accountability of alternative education programs. The purposes of this pilot were to analyze the existing status of AECs and to make recommendations regarding the methods of evaluating the performance of these campuses. In order to achieve these purposes, the following activities were undertaken in 2002:

- a set of surveys for principals, teachers/counselors, parents, and students at AECs was administered;
- a more detailed survey was administered and follow-up telephone calls were made to a small sample of AECs;
- an analysis of existing Public Education Information Management System (PEIMS) data was undertaken; and
- individual student data from a small sample of AECs was compiled and analyzed.

Results of the pilot program are published in the *Report on the Alternative Education Accountability Pilot* (Texas Education Agency, December 1, 2002).

While these pilot activities were conducted, the *No Child Left Behind Act of 2001* (NCLB), Public Law 107-110, was signed into law. This federal legislation was considered as part of the pilot project report. Accountability provisions of NCLB require that all campuses, including AECs, be evaluated annually for Adequate Yearly Progress (AYP).

The 2003 Educator Focus Group on Accountability made a recommendation to develop new AEA procedures for 2005 and beyond. The new AEA procedures are based on the following guidelines:

- The AEA indicators are based on data submitted through standard data submission processes such as PEIMS or by the state testing contractor.
- The AEA measures are appropriate for alternative education programs offered on AECs rather than just setting lower standards on the same measures used in the standard accountability procedures. Furthermore, these measures ensure that all students demonstrate proficiency on the state assessments in order to graduate.
- The Texas Growth Index (TGI) and other improvement indicators are evaluated as base indicators for AEC ratings.
- Additional AEA criteria are included. For example, AECs must have a minimum percentage of at-risk students (based on PEIMS data reported on current-year fall enrollment records) to be evaluated under AEA procedures.

Also, in 2003, ratings for all campuses were suspended for one year while the new Texas Assessment of Knowledge and Skills (TAKS) assessments were implemented for the first time and the new state accountability system was developed. In 2004, registered AECs received a rating of *Not Rated: Alternative Education* while new AEA procedures were developed.

In 2005, registered AECs were evaluated for the first time under the newly developed, redesigned AEA procedures.

## **PHILOSOPHY OF AEA**

AEA procedures are based on the following principles:

- Procedures apply to AECs, not programs.
- Procedures apply to AECs and charters dedicated to serving students at risk of dropping out of school.
- Procedures apply only to those AECs that qualify and register for evaluation under AEA procedures.
- Procedures do not apply to DAEPs or JJAEPs. Statute or interpretation of statutory intent requires that DAEP and JJAEP data are attributed to the student's home campus.
- Procedures do not apply to standard campuses, even if the campus primarily serves at-risk students.

The following issues affect many components of the accountability system.

- Small numbers of test results and mobility – AECs are smaller on average than standard campuses and have high mobility rates.
- Attribution of data – High mobility also affects attribution of data and complicates evaluation of AEC data.

- Residential Facilities – Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers.

## **OVERALL DESIGN OF AEA PROCEDURES**

The overall design of the AEA procedures is an improvement model. In 2005 and beyond, AECs and charters can meet either an absolute performance standard or an improvement standard for each accountability measure.

The AEA procedures include these major components:

- Rating labels – *AEA: Academically Acceptable*, *AEA: Academically Unacceptable*, and *AEA: Not Rated – Other*;
- AEC registration criteria and requirements;
- Base Indicators – TAKS Progress, State-Developed Alternative Assessment II (SDAA II), Completion Rate II, and Annual Dropout Rate; and
- Additional Features – Required Improvement and use of district at-risk data.

## Chapter 8 - AEA Registration Criteria and Requirements

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Registration criteria restrict use of alternative education accountability (AEA) procedures to:

- campuses that offer nontraditional programs rather than programs within a standard campus,
- campuses that meet the at-risk registration criterion,
- charters that operate only alternative education campuses (AECs), and
- charters that meet the AEC enrollment criterion.

### Alternative Education Campuses (AECs)

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AECs including charter AECs must serve students “at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081(d) and provide accelerated instructional services to these students. Each AEC registered for evaluation under AEA procedures is designated as an AEC of Choice or Residential Facility.

*AEC of Choice.* At-risk students enroll at AECs of Choice to expedite progress toward performing at grade level and high school completion.

*Residential Facility.* Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers.

In this *Manual* the terms “AEC” and “registered AEC” refer collectively to AECs of Choice and Residential Facilities that are registered for evaluation under AEA procedures and meet the at-risk registration criterion.

### AEC ELIGIBILITY

AECs have the option to be rated under AEA procedures and indicators. Campuses that choose not to register are evaluated under standard accountability procedures. The performance results of students at registered AECs are included in the district’s performance and used in determining the district’s accountability rating and for acknowledgments under the standard accountability procedures.

The following types of campuses have the option to register for evaluation under AEA procedures:

- AEC of Choice; and
- Residential Facility.

The following types of campuses are ineligible for evaluation under AEA procedures. Data for these campuses are attributed to the home campus:

- disciplinary alternative education programs (DAEPs);
- juvenile justice alternative education programs (JJAEPs); and

- stand-alone General Educational Development (GED) programs.

See *Chapter 6 – Special Issues and Circumstances* for more information on DAEPs and JJAEPs.

## **AEA CAMPUS REGISTRATION PROCESS**

AECs registered in 2004-05 were re-registered automatically in 2005-06. A rescission letter was required from AECs not wishing to remain registered for AEA. A *2005-06 Alternative Education Accountability Campus Registration Form* was required for each AEC not already on the list of registered AECs that wished to be evaluated under 2005-06 AEA procedures. The 2006 registration process closed on August 31, 2005. The list of registered AECs is available on the AEA website at <http://www.tea.state.tx.us/aea>.

## **AEA REGISTRATION CRITERIA**

Ten criteria are required for campuses to be registered for AEA. However, the requirements in criteria (6)-(10) may not apply to charter campuses (depending on the terms of the charter) or for community-based dropout recovery campuses established in accordance with TEC §29.081(e). The requirements in criterion (9) apply to Residential Facilities only if students are placed in the facility by the district.

- (1) The AEC must have its own county-district-campus (CDC) number to which Public Education Information Management System (PEIMS) data are submitted and test answer documents are coded. A program operated within or supported by another campus does not qualify.
- (2) The AEC must be identified in AskTED (Texas School Directory database) as an alternative campus.
- (3) The AEC must be dedicated to serving “students at risk of dropping out of school” as defined in TEC §29.081(d).
- (4) The AEC must operate on its own campus budget.
- (5) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
- (6) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.
- (7) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services.
- (8) The AEC must provide each student the opportunity to attend a 7-hour school day as defined in TEC §25.082(a), according to the needs of each student.
- (9) If the campus serves students with disabilities, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee.
- (10) Students with disabilities must receive all services outlined in their current individualized education programs (IEPs). Limited English proficient (LEP) students must receive all services outlined by the language proficiency assessment

committee (LPAC). Students with disabilities and LEP students must be served by appropriately certified teachers.

## **AT-RISK REGISTRATION CRITERION**

Beginning in 2006, an at-risk registration criterion will be implemented under AEA procedures. Each registered AEC must have a minimum percentage of at-risk students enrolled on the AEC verified through current-year PEIMS fall enrollment data in order to remain registered and be evaluated under AEA procedures. The at-risk criterion begins at 65% and increases by five percentage points annually until it reaches 75% in 2008, where it is expected to remain.

- 2006 – 65% or higher at-risk student enrollment at the registered AEC
- 2007 – 70% or higher at-risk student enrollment at the registered AEC
- 2008 – 75% or higher at-risk student enrollment at the registered AEC

An at-risk registration criterion accomplishes two goals. It restricts use of AEA procedures to AECs that serve large populations of at-risk students and enhances at-risk data quality.

The following safeguards are incorporated for AECs not meeting the at-risk registration criterion. The Prior-Year PEIMS At-Risk Data and New Campus safeguards are permanent and apply in 2006 and beyond. Since 2006 is the first year of implementation, an At-Risk Statewide Average safeguard has been developed for AECs not meeting the 65% at-risk registration criterion. The At-Risk Statewide Average safeguard is a one-year accommodation and applies in 2006 only.

*Prior-Year PEIMS At-Risk Data Safeguard.* If a registered AEC does not meet the at-risk criterion in the current year, then it remains under AEA if the AEC meets the at-risk criterion in the prior year. For example, an AEC with an at-risk enrollment of 64% in 2006 and 65% in 2005 remains registered in 2006.

*New Campus Safeguard.* If a new campus is registered for evaluation under AEA procedures, then the AEC is not required to meet the at-risk criterion in its first year of operation. This safeguard provides an accommodation for new campuses with no prior-year data.

*At-Risk Statewide Average Safeguard.* The 2006 at-risk statewide average is 49%. If a registered AEC does not meet the 65% at-risk registration criterion and the two safeguards above are not applicable, then the AEC remains under AEA if the AEC has at least 49% at-risk enrollment in 2006. This safeguard is a one-time accommodation for the new at-risk registration criterion and applies in 2006 only.

Due to timing between AEC registration, PEIMS fall enrollment submission, and PEIMS fall data availability in the spring, the at-risk registration criterion cannot be applied until early April. The 2006 AEA campus registration is rescinded for AECs not meeting the at-risk registration criterion or utilizing the safeguards. As a result, the AEC does not qualify for evaluation under AEA procedures and will receive a 2006 rating under standard accountability procedures. The AECs that shifted from AEA to standard accountability received a letter from TEA in late April to notify them that the AEC would be evaluated under the standard accountability procedures.

The final list of 2006 registered AECs was posted on the AEA website in May 2006. Additionally, an email was sent to all superintendents when the list was available.

The at-risk registration criterion will be evaluated annually to determine whether adjustments are necessary.

## Charters

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In this publication the term “charter” refers to the charter operator, not an individual charter campus. The terms “charter campus” and “charter AEC” refer to an individual campus.

### CHARTERS EVALUATED UNDER AEA PROCEDURES

Under AEA and standard accountability procedures, charter ratings are based on aggregate performance of the campuses operated by the charter. Performance results of all students in the charter are included in the charter’s performance and used in determining the charter’s rating.

Charters receiving ratings under AEA procedures are evaluated on the same indicators as registered AECs:

- performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
- performance on the *State-Developed Alternative Assessment II (SDAA II)*,
- *Completion Rate II*, and
- *Annual Dropout Rate* for grades 7 through 12.

*Charters that operate only registered AECs.* Charters that operate only registered AECs will be evaluated under AEA procedures. Charters that operate only registered Residential Facilities are not evaluated on Completion Rate II.

*Charters that operate both standard campuses and registered AECs.* Charters that operate both standard campuses and registered AECs have the option to be evaluated under AEA procedures if the AEC enrollment criterion described below is met. TEA will contact each charter to obtain their preference. If a preference cannot be obtained, then the charter will be evaluated under standard accountability procedures.

### AEC ENROLLMENT CRITERION FOR CHARTERS

In order for a charter that operates both standard campuses and registered AECs to be eligible for evaluation under AEA procedures, the charter must meet the AEC enrollment criterion. At least 50% of the charter’s students must be enrolled at registered AECs. AEC enrollment is verified through current-year PEIMS fall enrollment data.

Charters that operate both standard campuses and registered AECs will be evaluated under standard accountability procedures if fewer than 50% of the charter’s students are enrolled at registered AECs.

## Chapter 9 - Attribution of AEC Data

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### BACKGROUND

From 1999-00 to 2004-05, student data (attendance, completion/dropout, and performance) were attributed to alternative education campuses (AECs) registered for evaluation under alternative education accountability (AEA) procedures only when the student attended the registered AEC for 85 days or more. Under the previous AEA procedures, the AEC accountability rating was based on performance of students enrolled on the campus for 85 days or more. The 85-day rule was implemented before the campus accountability subset was incorporated in the state accountability system.

In 2004, the campus accountability subset was applied for the first time in the state accountability system. Under the campus accountability subset, only test results for students enrolled on the same campus on the Public Education Information Management System (PEIMS) enrollment snapshot date (the last Friday in October) and on the testing date are included in the campus performance measure.

In 2005, both the campus accountability subset and the 85-day rule were applied. AECs evaluated under AEA procedures were accountable for test results for students enrolled on the AEC on the PEIMS enrollment snapshot date and on the testing date if the student had been enrolled on the AEC for 85 days or more. Campus accountability subset does not apply to exit-level retests. 2003-04 leaver data were attributed to the AEC if the student had been enrolled on the AEC for 85 days or more and the AEC was registered for evaluation under AEA procedures in 2004.

For data collected through PEIMS, attribution of attendance and leaver records to the home campus was automated for most students based on attendance data reported for the student. A CAMPUS-ID-OF-ACCOUNTABILITY data element was required when a student's only campus of enrollment was a registered AEC that the student attended for less than 85 days, and/or a disciplinary alternative education program (DAEP), and/or a juvenile justice alternative education program (JJAEP). For assessment data, the test answer document was physically submitted with the answer documents for the student's home campus.

Student data and test documents were only reattributed within the same school district. For this reason, charter campus data were not reattributed. For students who had not attended a standard campus in the district, local policy determined to which campus the short-term AEC student data were attributed.

A comparison of 2003-04 attendance reattribution and test answer documents indicated that reattribution was not always conducted consistently for PEIMS data (an automated process conducted by the state) and test results (a local process). Often, test answer documents for students enrolled on the AEC for fewer than 85 days were not sent back to the student's home campus.

## ATTRIBUTION OF DATA

*AECs of Choice and Residential Facilities.* The 85-day rule will be phased out under the AEA procedures as described below. The accountability subset definition governs whether or not test results are included in the performance indicators used for ratings.

- For 2006 accountability, campus accountability subset determines attribution of AEC test data. 2004-05 leaver data are attributed according to the 85-day rule for AECs that were registered for evaluation under AEA procedures in 2005. 2004-05 leaver data are attributed to the last campus of attendance for AECs that were not registered for evaluation under AEA procedures in 2005, but are registered in 2006.
- For 2007 accountability, campus accountability subset determines attribution of AEC test data. 2005-06 leaver data are attributed to the last campus of attendance.

*DAEPs and JJAEPs.* As required in statute, DAEP and JJAEP student data are attributed to the student's home campus.

## Chapter 10 - AEA Base Indicators

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To determine ratings, the alternative education accountability (AEA) procedures use four base indicators:

- performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
- performance on the *State-Developed Alternative Assessment II (SDAA II)*,
- *Completion Rate II* for the Class of 2005, and
- *2004-05 Annual Dropout Rate* for grades 7 through 12.

### TAKS PROGRESS INDICATOR

A single performance indicator is evaluated for TAKS. The TAKS Progress indicator sums performance results across grades (3-12) and across subjects to determine alternative education campus (AEC) and charter ratings under AEA procedures. This indicator is not based on the number of students tested but on the number of tests taken. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). Students who take multiple TAKS exit-level retests are included only when the passing standard is met.

The TAKS Progress indicator numerator is calculated as the number of tests meeting the student passing standard *or* having a Texas Growth Index (TGI) score that meets the student growth standard of 0 (zero) or higher *and* TAKS exit-level retests meeting the student passing standard at the February and April administrations or in the previous December, October, July, or June. The denominator is the number of TAKS tests taken *and* the number of TAKS exit-level retests meeting the student passing standard at the February and April administrations or in the previous December, October, July, or June.

The TAKS Progress indicator includes the following results:

- TAKS grades 3-11 Spring 2006 primary administration:
  - Panel Recommendation student passing standard
  - TGI: 2005 to 2006, growth of 0 (zero) or higher
  - Campus accountability subset
- TAKS grade 12 April 2006, February 2006, December 2005, October 2005, July 2005, and June 2005 administrations:
  - Actual student passing standard
  - Tests meeting passing standard
  - No accountability subset
- TAKS grade 11 April 2006, February 2006, December 2005, October 2005, July 2005, and June 2005 administrations:
  - Retests only
  - Actual student passing standard
  - Tests meeting passing standard
  - No accountability subset

**Who is evaluated for the TAKS Progress Indicator:**

- AECs that test students on any TAKS subject.
- AECs of Choice and Residential Facilities.
- *Use of District At-Risk Data.* If the AEC does not meet the accountability standard based on results for fewer than 10 tests, or if there are no TAKS results for the AEC, then the AEC is evaluated on the district performance of at-risk students. See *Chapter 11 – Additional Features of AEA*. If there are results for fewer than 10 at-risk tests in the district, then Special Analysis is conducted. See *Chapter 12 – AEA Ratings*.
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

**Table 10: TAKS Progress Indicator**

	2006	2007	2008	2009	2010
<i>AEA: Academically Acceptable</i>	40%	45%	45%	50%	50%
TAKS Progress Indicator	TAKS + TGI + Exit-Level Retests				
Accountability Subset	District and Campus Accountability Subset; Accountability Subset does not apply to exit-level retests				

**Standard:**

- *AEA: Academically Acceptable* – At least 40%.
- The TAKS Progress standard will be reviewed annually and is subject to change.

**Student Groups:** TAKS performance is always evaluated for All Students. The following student groups that meet minimum size requirements are evaluated: African American, Hispanic, White, and Economically Disadvantaged.

**Methodology:**

$$\frac{\text{number of TAKS tests that meet the standard } \mathbf{or} \text{ have a TGI } \geq 0 \mathbf{ and} \text{ number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken } \mathbf{and} \text{ number of TAKS exit-level retests that meet the standard}}$$

**Minimum Size Requirements:**

- *All Students.* All Students performance is always evaluated.
- *Student Groups.* Student groups are evaluated if there are:
  - 30 to 49 tests for the student group and the student group represents at least 10% of All Students tests; **or**
  - at least 50 tests for the student group even if these tests represent less than 10% of All Students tests.

**Accountability Subset:**

- *Campus Accountability Subset.* AECs are accountable for TAKS results for students enrolled on the AEC on the Public Education Information Management System (PEIMS) enrollment snapshot date (the last Friday in October) and on the testing date.
- *District Accountability Subset.* Charters are accountable for TAKS results for students enrolled at the charter on the PEIMS enrollment snapshot date and on the testing date.
- Accountability subset does not apply to TAKS exit-level retests.

**Years of Data:**

- Spring 2006 grades 3-11 TAKS results (primary administration)
- April 2006, February 2006, December 2005, October 2005, July 2005, and June 2005 grade 11 exit-level retest results
- April 2006, February 2006, December 2005, October 2005, July 2005, and June 2005 grade 12 exit-level results

**Data Source:** Pearson Educational Measurement

**Other Information:**

- *Grades and Subjects.* The TAKS results for English (grades 3-11) and Spanish (grades 3-6) are summed across grades and subjects and are evaluated for All Students and each student group that meets minimum size requirements. First administration results of grades 3 and 5 reading and grade 5 mathematics are included.
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability measures.
- *Student Passing Standard.* The TAKS Progress indicator is calculated as percent *Met Standard* using the student passing standard adopted by the State Board of Education (SBOE) for each specific year. See *Chapter 2 – The Basics: Base Indicators* for more detailed information.
- *Hurricanes Katrina-Rita Indicator (KRI).* The performance of students displaced by Hurricane Katrina and/or Hurricane Rita who are tested in Texas school districts in 2005-06 is not included in the indicators used for 2006 accountability ratings. For more information, see *Appendix I*.
- *Rounding.* The TAKS Progress indicator percent *Met Standard* calculations are rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *TGI.* The TGI has been developed for accountability purposes to evaluate individual student growth from one year to the next on the TAKS. The TGI compares how students taking a TAKS subject test in one year perform on the same TAKS subject test in the next higher grade the following year. An individual TGI score indicates the amount of growth for each student in relation to the average growth of all students who performed at the same level in the base year. The TGI score of zero (0) indicates that the year-to-year change in scale score is equal to the average change. The TGI measures growth for a student who passes as well as a student who does not pass the TAKS.

The TGI calculation is limited to students who have test results in the same subject for two consecutive years, in consecutive grades:

- Reading/ELA – grades 4 through 11
- Mathematics – grades 4 through 11
- Social Studies – grade 11
- Science – grade 11

Detailed TGI information can be found in *Appendix E – Texas Growth Index*.

## **SDAA II INDICATOR**

The SDAA II assesses students with disabilities in grades 3-10 who receive instruction in the state's curriculum but for whom the TAKS test is not an appropriate measure of their academic progress. SDAA II tests are given in the areas of reading, English language arts (ELA), writing, and mathematics. Students are assessed at their appropriate instructional levels, as determined by their Admission, Review, and Dismissal (ARD) committees.

The SDAA II is administered on the same schedule as TAKS and designed to measure annual growth based on appropriate expectations for each student, as decided by the student's ARD committee.

A single performance indicator is evaluated for SDAA II. Performance results are summed across grades (3-10) and across subjects. This indicator is not based on the number of students tested but on the number of tests taken. The SDAA II indicator is calculated as the number of *tests* meeting ARD committee expectations divided by the number of SDAA II *tests* for which ARD expectations were established. Students who take multiple SDAA II tests are included multiple times (for every SDAA II test taken).

### **Who is evaluated for SDAA II:**

- AECs that test students on any SDAA II subject.
- AECs of Choice and Residential Facilities.
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

### **Standard:**

- *AEA: Academically Acceptable* – At least 40% of SDAA II tests taken must meet ARD expectations.
- The SDAA II standard will be reviewed annually and is subject to change.

### **Student Groups:**

- Performance for the percent *Meeting ARD Expectations* is evaluated for All Students only.
- Student group performance is not evaluated separately.

**Methodology:**
$$\frac{\text{number of SDAA II tests Meeting ARD Expectations}}{\text{number of SDAA II tests taken}}$$
**Minimum Size Requirements:**

- SDAA II performance is evaluated for AECs and charters with results from 30 or more tests (summed across grades and subjects).
- Special Analysis is not conducted on SDAA II performance.
- Student groups are not evaluated separately.

**Accountability Subset:**

- *Campus Accountability Subset.* AECs are accountable for SDAA II results for students enrolled on the AEC on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date.
- *District Accountability Subset.* Charters are accountable for SDAA II results for students enrolled at the charter on the PEIMS enrollment snapshot date and on the testing date.

**Year of Data:** Spring 2006 grades 3-10 SDAA II results**Data Source:** Pearson Educational Measurement**Other Information:**

- *Students Tested in both SDAA II and TAKS.* In some cases, students may take both the SDAA II and TAKS. For example, a grade 6 student may take the TAKS for mathematics, but the SDAA II for reading. In this case, the student's performance is included in both indicators.
- *TAKS-I.* For the first time in 2006, students served in special education may take the new Texas Assessment of Knowledge and Skills Inclusive (TAKS-I) in subjects and grades where the SDAA II is not available. TAKS-I performance is not used in determining the accountability ratings in 2006, but will be shown on the AEIS reports released in the fall.
- *Hurricanes Katrina-Rita Indicator (KRI).* The performance of students displaced by Hurricane Katrina and/or Hurricane Rita who are tested in Texas school districts in 2005-06 is not included in the indicators used for 2006 accountability ratings. For more information, see *Appendix I*.
- *Rounding.* The *Met ARD Expectation* calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.

## COMPLETION RATE II (GRADES 9-12) INDICATOR

This longitudinal rate shows the percent of students who first attended grade 9 in the 2001-02 school year who graduated, received a General Educational Development (GED) certificate, or who are continuing their education four years later. Known as the 2001-02 cohort, these students' progress was tracked over the four years using data provided to TEA by districts and charters and data available in the statewide GED database.

Completion Rate II includes graduates, continuing students (students who return to school for a fifth year), and GED recipients in the definition of Completion Rate II for AECs of Choice and charters evaluated under AEA procedures.

### Who is evaluated for Completion Rate II:

- AECs of Choice that have served students in grades 9, 10, 11, and 12 for the last five years. (Residential Facilities are not evaluated on Completion Rate II.)
- If the AEC of Choice does not serve students in any of grades 9-12 in the 2005-06 school year, then the AEC of Choice is not evaluated on Completion Rate II.
- *Use of District At-Risk Rate.* If the AEC of Choice does not meet the accountability standard, or if the AEC of Choice has students in any of grades 9-12 but does not have a Completion Rate II, then the AEC of Choice is evaluated on Completion Rate II (including GED recipients) of at-risk students in the district. If at-risk students in the district do not meet minimum size requirements for All Students, then the AEC of Choice is not evaluated on Completion Rate II. See *Chapter 11 – Additional Features of AEA.*
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

**Table 11: Completion Rate II (Grades 9-12) Indicator**

	2006 Class of 2005; 9th grade 01-02	2007 Class of 2006; 9th grade 02-03	2008 Class of 2007; 9th grade 03-04	2009 Class of 2008; 9th grade 04-05	2010 Class of 2009; 9th grade 05-06
<i>AEA: Academically Acceptable</i>	75.0%	75.0%	TBD	TBD	TBD
Completion Rate II	Graduates + Continuing Students + GED Recipients				
Dropout Definition	Current state definition	Phase in NCES definition			NCES definition
Accountability Subset	85-day rule	School Leaver data are attributed to the last campus of attendance			

### Standard:

- *AEA: Academically Acceptable* – At least 75.0% Completion Rate II.
- The Completion Rate II standard will be reviewed annually and is subject to change.

**Student Groups:** Completion Rate II is evaluated for All Students and the following student groups that meet minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

**Methodology:**

number of completers (graduates + continuing students + GED recipients)

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number of students in class

**Minimum Size Requirements:**

- *All Students.* These results are evaluated if there are:
  - at least 5 dropouts (non-completers), **and**
  - at least 10 students in the AEC of Choice or charter Completion Rate II class.
- *Student Groups.* These results are evaluated if there are:
  - at least 5 dropouts (non-completers) within the student group, **and**;
  - 30 to 49 students in the student group and the student group represents at least 10% of All Students in the class; **or**
  - at least 50 students in the group even if they represent less than 10% of All Students in the class.
- Special Analysis is not conducted on Completion Rate II.

**Accountability Subset:**

- Completion data are attributed to the AEC of Choice only when the student attended the AEC of Choice for 85 days or more and the AEC of Choice was registered for evaluation under AEA in 2005.
- The 85-day rule does not apply to charter AECs and charters.

**Years of Data:**

- Graduating Class of 2005 (results are based on the original 2001-02 cohort, whether the students remain on grade level or not)
- Continued enrollment in 2005-06
- GED records as of March 1, 2006

**Data Sources:**

- PEIMS Submission 1 enrollment data for 2001-02 through 2005-06
- PEIMS Submission 1 leaver data for 2002-03 through 2005-06
- PEIMS Submission 3 attendance data for 2001-02 through 2004-05
- GED records as of March 1, 2006

**Other Information:**

- *Transfers.* Any student who transfers into the cohort is added to it, and any student who transfers out of the cohort is subtracted from it.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 74.875% is rounded to 74.9%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

- *Students with Disabilities.* The completion status of students with disabilities is included in this measure.

### ANNUAL DROPOUT RATE (GRADES 7-12) INDICATOR

The Annual Dropout Rate indicator is grade 7-12 dropouts as a percent of total students enrolled at the AEC or charter in grades 7-12 in a single school year.

#### Who is evaluated for Annual Dropout Rate:

- AECs of Choice and Residential Facilities that serve students in any of grades 7-12.
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

**Table 12: Annual Dropout Rate (Grades 7-12) Indicator**

	2006 from 2004-05	2007 from 2005-06	2008 from 2006-07	2009 from 2007-08	2010 from 2008-09
<i>AEA: Academically Acceptable</i>	10.0%	10.0%	10.0%	TBD	TBD
Dropout Definition	Current state definition	NCES definition			
Accountability Subset	85-day rule	School Leaver data are attributed to the last campus of attendance			

#### Standard:

- *AEA: Academically Acceptable* – An Annual Dropout Rate of 10.0% or less.
- The Annual Dropout Rate standard will be reviewed annually and is subject to change.

**Student Groups:** Annual Dropout Rate is evaluated for All Students and the following student groups that meet minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

#### Methodology:

$$\frac{\text{number of grade 7-12 students designated as 'official' dropouts}}{\text{number of grade 7-12 students in attendance at any time during the school year}}$$

#### Minimum Size Requirements:

- *All Students.* These results are evaluated if there are:
  - at least 5 dropouts, **and**
  - at least 10 students in grades 7-12.
- *Student Groups.* These results are evaluated if there are:
  - at least 5 dropouts within the student group, **and;**
  - 30 to 49 students within the student group and the student group represents at least 10% of All Students in grades 7-12; **or**
  - 50 students within the student group even if they represent less than 10% of All Students in grades 7-12.
- Special Analysis is not conducted on Annual Dropout Rate.

- If the AEC or charter does not meet the minimum size requirements for All Students, then the AEC or charter is not evaluated on Annual Dropout Rate.

**Accountability Subset:**

- Dropout data are attributed to the AEC only when the student attended the AEC for 85 days or more and the AEC was registered for evaluation under AEA in 2005.
- The 85-day rule does not apply to charter AECs and charters.

**Year of Data:** 2004-05

**Data Sources:**

- PEIMS Submission 1 data for 2004-05 and 2005-06
- PEIMS Submission 1 leaver data for 2005-06
- PEIMS Submission 3 attendance data for 2004-05

**Other Information:**

- *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 reported in attendance at the AEC or charter throughout the school year, regardless of length of stay.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 2.49% is rounded to 2.5%, and 0.25% is rounded to 0.3%. However, student group percents (minimum size requirements) are always rounded to whole numbers.
- *Students with Disabilities.* Students with disabilities who drop out of school are included in this measure.

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## Chapter 11 - Additional Features of AEA

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As shown in *Chapter 10 – AEA Base Indicators*, alternative education campuses (AECs) can achieve a rating by meeting the absolute standards for the different indicators. However, under certain conditions, AECs can achieve a rating by:

- meeting Required Improvement; and/or
- using the accountability data for at-risk students in the district.

All additional features are applied and calculated automatically by the Texas Education Agency (TEA) before ratings are released. AECs do not need to request the use of additional features.

Additional requirements for charters are explained later in this chapter.

### Required Improvement

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AECs of Choice and Residential Facilities can achieve an *AEA: Academically Acceptable* rating by meeting the absolute standards for the alternative education accountability (AEA) indicators or by demonstrating Required Improvement. AECs initially rated *AEA: Academically Unacceptable* may achieve an *AEA: Academically Acceptable* rating using the Required Improvement feature. Required Improvement can be applied to all four base indicators: Texas Assessment of Knowledge and Skills (TAKS) Progress, State-Developed Alternative Assessment II (SDAA II), Completion Rate II, and Annual Dropout Rate.

Required Improvement compares prior-year performance to current-year performance. In order to qualify for this comparison, the target group (All Students or any student group) must meet a minimum size requirement for the prior year. See *Minimum Size Requirements* in this chapter for each indicator.

#### Who is evaluated for Required Improvement:

- AECs of Choice whose performance is *AEA: Academically Unacceptable* for any TAKS Progress, SDAA II, Completion Rate II, or Annual Dropout Rate measure.
- Residential Facilities whose performance is *AEA: Academically Unacceptable* for any TAKS Progress, SDAA II, or Annual Dropout Rate measure. (Residential Facilities are not evaluated on Completion Rate II.)
- Charters evaluated under AEA procedures whose performance is *AEA: Academically Unacceptable* for any TAKS Progress, SDAA II, Completion Rate II, or Annual Dropout Rate measure.

#### TAKS PROGRESS INDICATOR

**Improvement Standard:** In order for Required Improvement to move an AEC or charter to *AEA: Academically Acceptable*, the AEC or charter must demonstrate sufficient improvement on the deficient TAKS measures to meet a standard of **40%** within two years.

**Methodology:**

The *Actual Change* must be equal to or greater than the *Required Improvement*.

*Actual Change* is the difference between performance in 2006 and 2005.

*Required Improvement* is the result of the 2006 standard minus performance in 2005 divided by 2.

**Example:**

In 2006, an AEC has performance above the *AEA: Academically Acceptable* standard in all student groups except for Economically Disadvantaged; only 38% meet the standard. Performance in 2005 for the same group is 20%.

First calculate the *Actual Change*:  $38 - 20 = 18$

Next calculate the *Required Improvement*:  $(40 - 20) / 2 = 10$

Then compare *Actual Change* to *Required Improvement* to determine if *Actual Change* is greater than or equal to the *Required Improvement*:  $18 \geq 10$

The AEC meets *Required Improvement*, so its rating is *AEA: Academically Acceptable*.

**Minimum Size Requirements:** Required Improvement is not calculated if the AEC or charter has less than 10 test results (for the student group) in 2005.

**Other Information:**

- *Student Passing Standard.* Prior year percent *Met Standard* is recalculated using the current-year student passing standard so gain from the prior year to the current year uses comparable performance data for two years. Therefore the 2005 performance of 20% for the AEC in the example above is based on a student passing standard of *Panel Recommendation* so that it is comparable to performance in 2006.
- *Performance in 2005.* Prior-year performance includes Spring 2005 grades 3-11 TAKS results (primary administration); Texas Growth Index (TGI) for 2004 to 2005, growth of 0 (zero) or higher; April and February 2005, and October and July 2004 grade 11 TAKS retests meeting the passing standard; and April and February 2005, and October and July 2004 grade 12 results meeting the student passing standard.
- *Rounding.* All improvement calculations of performance rates and standards are rounded to whole numbers. For example, 4.5% is rounded to 5%.

**SDAA II INDICATOR**

**Improvement Standard:** In order for Required Improvement to move an AEC or charter to *AEA: Academically Acceptable*, the AEC or charter must demonstrate sufficient improvement on the SDAA II indicator to meet a standard of **40%** within two years.

**Methodology:**

The *Actual Change* must be equal to or greater than the *Required Improvement*.

*Actual Change* is the difference between performance in 2006 and 2005.

*Required Improvement* is the result of the 2006 standard minus performance in 2005 divided by 2.

**Example:**

In 2006, an AEC has performance below the *AEA: Academically Acceptable* standard; only 28% of All Students meet the standard. Performance in 2005 is 10%.

First calculate the *Actual Change*:  $28 - 10 = 18$

Next calculate the *Required Improvement*:  $(40 - 10) / 2 = 15$

Then compare *Actual Change* to *Required Improvement* to determine if *Actual Change* is greater than or equal to the *Required Improvement*:  $18 \geq 15$

The AEC meets *Required Improvement*, so its rating is *AEA: Academically Acceptable*.

**Minimum Size Requirements:** Required Improvement is not calculated if the AEC or charter has less than 10 test results in 2005.

**Other Information:** All improvement calculations of performance rates and standards are rounded to whole numbers. For example, 4.5% is rounded to 5%.

## COMPLETION RATE II INDICATOR

**Improvement Standard:** In order for Required Improvement to move an AEC of Choice or charter to *AEA: Academically Acceptable*, the AEC of Choice or charter must demonstrate sufficient improvement on the deficient Completion Rate II measures since the Class of 2004 to be at **75.0%** within two years.

**Methodology:**

The *Actual Change* must be equal to or greater than the *Required Improvement*.

*Actual Change* is the difference between the Completion Rate II for the Class of 2005 and the Class of 2004.

*Required Improvement* is the result of the 2006 standard minus the Completion Rate II for the Class of 2004 divided by 2.

**Example:**

An AEC of Choice has a Class of 2005 Completion Rate II of 72.3% for the White student group. The Class of 2004 Completion Rate II for this same group is 63.8%.

First calculate the *Actual Change*:  $72.3 - 63.8 = 8.5$

Next calculate the *Required Improvement*:  $(75.0 - 63.8) / 2 = 5.6$

Then compare *Actual Change* to *Required Improvement* to determine if *Actual Change* is greater than or equal to the *Required Improvement*:  $8.5 \geq 5.6$

The AEC of Choice meets *Required Improvement*, so its rating is *AEA: Academically Acceptable*.

**Minimum Size Requirements:** Required Improvement is not calculated if the AEC of Choice or charter has less than 10 students (in the same student group) in the Completion Rate II Class of 2004.

### Other Information:

- *Completion Rate II Definition.* Completion Rate II for the prior year is computed using the same definition as the current year so that gain from the prior year to the current year uses comparable data for both years. Specifically, the Completion Rate II definition includes graduates, General Educational Development (GED) recipients, and continuing students as completers.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 4.85% is rounded to 4.9%.

## ANNUAL DROPOUT RATE INDICATOR

**Improvement Standard:** In order for Required Improvement to move an AEC or charter to *AEA: Academically Acceptable*, the AEC or charter must demonstrate a decline in the Annual Dropout Rate to be at **10.0%** within two years.

### Methodology:

The *Actual Change* must be equal to or less than the *Required Improvement*.

*Actual Change* is the difference between the 2004-05 and 2003-04 Annual Dropout Rates.

*Required Improvement* is the result of the 2006 standard minus the 2003-04 Annual Dropout Rate divided by 2.

This calculation measures declines in rates. The *Actual Change* in the Annual Dropout Rate must be less than or equal to the *Required Improvement* for the standard to be met and will contain negative numbers. The *Actual Change* needs to be a larger negative number than the required change.

### Example:

In 2004-05, an AEC had an Annual Dropout Rate for the Hispanic student group of 12.8%. The Annual Dropout Rate in 2003-04 for the same group was 24.2%.

First calculate the *Actual Change*:  $12.8 - 24.2 = -11.4$

Next calculate the *Required Improvement*:  $(10.0 - 24.2) / 2 = -7.1$

Then compare *Actual Change* to *Required Improvement* to determine if the *Actual Change* is less than or equal to the *Required Improvement*:  $-11.4 \leq -7.1$

The AEC meets *Required Improvement*, so its rating is *AEA: Academically Acceptable*.

**Minimum Size Requirements:** Required Improvement is not calculated if the AEC or charter has less than 10 grade 7-12 students (in the same student group) in 2003-04.

**Other Information:** All calculations are expressed as a percent, rounded to one decimal point. For example, -1.875% is rounded to -1.9%.

## Use of District At-Risk Data

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In limited circumstances, data for at-risk students in the district are used to evaluate registered AECs. Use of data for at-risk students in the district acknowledges that AECs are part of the overall district strategy for education of students at risk of dropping out of school.

AECs of Choice and Residential Facilities may be evaluated on the TAKS Progress indicator using data for at-risk students in the district. AECs of Choice may be evaluated on Completion Rate II of at-risk students in the district.

## TAKS PROGRESS INDICATOR

**Who is evaluated for the TAKS Progress Indicator using performance data of at-risk students in the district:**

- AECs of Choice and Residential Facilities that do not meet the 40% standard, do not demonstrate Required Improvement, and have results for fewer than 10 tests in the current year.
- AECs of Choice and Residential Facilities with no TAKS results.

**Table 13: Use of TAKS Data of At-Risk Students in the District**

Number of TAKS tests at the AEC	Does the AEC meet the performance standard on its own data?	Does the AEC demonstrate Required Improvement (RI) on its own data?	Does the AEC meet the performance standard using district performance data of at-risk students?
10 or more	Yes – assign rating	N/A	N/A
	No	Yes – assign rating	N/A
		No – assign rating	
Less than 10	Yes – assign rating	N/A	N/A
	No	Yes – assign rating	N/A
		No	Yes – assign rating
			No – calculate district RI
None	N/A	N/A	Yes – assign rating
			No – calculate district RI

**Required Improvement:** If the AEC does not meet the performance standard based on district performance data of at-risk students, then Required Improvement is calculated using district performance data of at-risk students.

**Minimum Size Requirements:** If there are less than 10 at-risk TAKS test results in the district, then Special Analysis is conducted.

**Special Analysis:** Special Analysis consists of analyzing current and past performance data to determine if the initial rating assigned under the automated evaluation process is an aberration or an indication of consistent performance. Methods of Special Analysis are discussed in *Chapter 6 – Special Issues and Circumstances*.

## COMPLETION RATE II INDICATOR

**Who is evaluated for Completion Rate II using data of at-risk students in the district:**

- AECs of Choice that do not meet the 75.0% accountability standard or demonstrate Required Improvement.
- AECs of Choice that serve students in any of grades 9-12, but do not have a Completion Rate II.

- If the AEC of Choice does not serve students in any of grades 9-12 in the 2005-06 school year, then the AEC of Choice is not evaluated on Completion Rate II.

**Table 14: Use of Completion Rate II Data of At-Risk Students in the District**

Does the AEC of Choice serve students in grades 9, 10, 11, and/or 12 in 2005-06?	Does the AEC of Choice have a Completion Rate II in 2004-05?	Does the AEC of Choice meet the accountability standard on its own data?	Does the AEC of Choice demonstrate Required Improvement (RI) on its own data?	Do at-risk students in the district meet minimum size requirements?	Does the AEC of Choice meet the accountability standard using Completion Rate II of at-risk students in the district?	
Yes	Yes	Yes – assign rating	N/A	N/A	N/A	
		No	Yes – assign rating	N/A	N/A	
			No	Yes	Yes – assign rating No – calculate district RI	
	No	N/A	N/A	N/A	Yes	Yes – assign rating No – calculate district RI
					No	N/A
					No	N/A
No	N/A	N/A	N/A	N/A	N/A	

**Required Improvement:** If the AEC of Choice does not meet the accountability standard based on at-risk students in the district or if the AEC of Choice does not have a Completion Rate II, then Required Improvement is calculated using Completion Rate II of at-risk students in the district.

**Minimum Size Requirements:**

- Completion Rate II of at-risk students in the district is evaluated if there are:
  - at least 5 at-risk dropouts (non-completers), *and*
  - at least 10 students in the district at-risk Completion Rate II class.
- If at-risk students in the district do not meet minimum size requirements, then the AEC of Choice is not evaluated on Completion Rate II.

**Additional Requirements for Charters**

**Underreported Students:** Charters evaluated under AEA procedures are subject to underreported student standards as described in *Chapter 3 – The Basics: Additional Features*.

**Additional Students in Charter Ratings:** Charters evaluated under AEA procedures are responsible for the performance of all students, including those who attend campuses that receive a rating of *AEA: Not Rated – Other*.

**AECs Rated AEA: Academically Unacceptable**

Registered AECs rated *AEA: Academically Unacceptable* do not prevent a district rating of *Exemplary* or *Recognized*.

## Chapter 12 - AEA Ratings

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This chapter illustrates how to apply the alternative education accountability (AEA) indicator data results and the additional features of AEA to determine ratings for registered alternative education campuses (AECs) and charters evaluated under AEA procedures.

### WHO IS RATED?

The state accountability system is required to rate all districts and campuses serving students in grades 1-12. Under the new AEA procedures, the first step in determining AEA ratings is to identify the universe of AECs and charters. The AEA universe consists of:

- AECs of Choice and Residential Facilities that meet the registration criteria, register as an AEC, and meet the at-risk registration criterion;
- charters that operate only registered AECs; and
- charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

The next step is to determine whether the AEC or charter has TAKS results on which it can be evaluated. In order to attain an *AEA: Academically Acceptable* rating, AECs and charters must have at least one Texas Assessment of Knowledge and Skills (TAKS) test result in the accountability subset. Furthermore, performance on any one of the TAKS subjects is sufficient for a rating to be assigned. AECs with no TAKS test results are evaluated using district at-risk performance results. Information on use of district at-risk data is in *Chapter 11 – Additional Features of AEA*. AECs and charters need not have data for the State-Developed Alternative Assessment II (SDAA II), Completion Rate II, and Annual Dropout Rate indicators to receive an AEA rating. Charters that have only SDAA II results, Completion Rate II, and/or Annual Dropout Rate will not receive an AEA rating.

AECs and charters with very small numbers of TAKS test results in the accountability subset may ultimately receive an *AEA: Not Rated – Other* label. Special Analysis is employed when very small numbers of total tests determine whether a rating is appropriate. AECs undergo Special Analysis when the AEC is evaluated on district at-risk data and there are fewer than 10 at-risk TAKS tests in the district. Charters are rated on the aggregate performance of all students in the charter. Charters with TAKS results for fewer than 10 tests will receive Special Analysis under circumstances similar to those used in the standard accountability procedures. Special Analysis consists of analyzing current and past performance data to determine if the initial rating assigned under the evaluation process is an aberration or an indication of consistent performance. Additional details on Special Analysis are in *Chapter 6 – Special Issues and Circumstances*.

### AEA RATING LABELS

Accountability rating labels for districts are specified in statute. Beginning in 2004, campuses are assigned the same labels as districts under the standard accountability procedures. Registered AECs and charters rated under AEA procedures are assigned three rating labels:

- *AEA: Academically Acceptable*

- *AEA: Academically Unacceptable*
- *AEA: Not Rated – Other*

**Table 15: AEA Rating Labels**

	<b>AECs of Choice and Residential Facilities</b>	<b>Charters</b>
<i>AEA: Academically Acceptable</i>	Assigned to registered AECs with: <ul style="list-style-type: none"> <li>○ at least one TAKS test (summed across grades and subjects) in the accountability subset; or</li> <li>○ no TAKS test results and are evaluated using district at-risk performance results.</li> </ul>	Assigned to charters with at least one TAKS test (summed across grades and subjects) in the accountability subset. Charters with fewer than 10 TAKS test results receive Special Analysis.
<i>AEA: Academically Unacceptable</i>		
<i>AEA: Not Rated – Other</i>	Assigned to registered AECs with: <ul style="list-style-type: none"> <li>○ no students enrolled in grades tested; or</li> <li>○ no TAKS data in the accountability subset or exit-level data on which to rate.</li> </ul>	Assigned to charters with: <ul style="list-style-type: none"> <li>○ no students enrolled in grades tested; or</li> <li>○ no TAKS data in the accountability subset or exit-level data on which to rate.</li> </ul>
In 2006, this rating may be assigned to AECs and charters impacted by Hurricane Rita as outlined in <i>Appendix I</i> .		

Accountability ratings are final when the accountability appeals process for the year is completed in the fall following release of the ratings in August.

### **USING THE DATA TABLE TO DETERMINE AN AEA RATING**

On June 20, completion/dropout data from the Texas Education Agency (TEA) will be released to districts and campuses in the TEA Secure Environment (TEASE). On July 21, prior to finalizing all computations necessary for accountability ratings, preview data tables will be available in TEASE for the district and each campus.

These tables will *not* show a rating and will *not* provide calculations for Required Improvement. However, by using the preview data tables and the *2006 Accountability Manual*, districts can anticipate their ratings in advance of the TEA ratings release on August 1. *The preview data tables will contain unmasked data and must be treated as confidential.* The performance of individual students may be shown.

A sample unmasked preview data table for a campus serving grades 9-12 follows. This grade span includes data for all AEA indicators.

**Table 16: Sample AEA Data Table**

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2006 Preview Accountability Data Table  
Alternative Education Accountability (AEA) Procedures

3

District Name: SAMPLE ISD  
Campus Name: SAMPLE ALTERNATIVE LEARNING CENTER  
Campus Number: 999999999  
Campus Type: AEC of Choice

Grade Span: 09 – 12  
% At-Risk: 75%

2

4

Rating:

5

District at-risk TAKS data used.  
SDAA II not evaluated due to grade span, small numbers, or no data.  
District at-risk Completion Rate II used.

Analysis groups used to determine ratings are marked with an 'X.'

6

	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
<b>Texas Assessment of Knowledge and Skills (TAKS) (Grades 3-12)</b>						
Analysis Groups Evaluated	X	X		X		X
2005-06 Progress Measure						
# Tests Met Standard	33,197	2	0	2	0	2
# Tests	46,756	8	0	8	0	8
% Met Standard	71%	25%	0%	25%	0%	25%
Student Group %	n/a	100%	0%	100%	0%	100%
2004-05 Progress Measure						
# Tests Met Standard	26,881	3	0	3	0	3
# Tests	44,067	9	0	9	0	9
% Met Standard	61%	33%	0%	33%	0%	33%
Required Improvement						
Actual Change	10	-8	0	-8	0	-8

7

<b>State-Developed Alternative Assessment II (SDAA II) (Grades 3-10)</b>						
Analysis Groups Evaluated						
2005-06 SDAA II Results						
# Tests Met ARD Expectations	n/a	18	n/a	n/a	n/a	n/a
# Tests	n/a	26	n/a	n/a	n/a	n/a
% Met ARD Expectations	n/a	69%	n/a	n/a	n/a	n/a
2004-05 SDAA II Results						
# Tests Met ARD Expectations	n/a	13	n/a	n/a	n/a	n/a
# Tests	n/a	20	n/a	n/a	n/a	n/a
% Met ARD Expectations	n/a	65%	n/a	n/a	n/a	n/a
Required Improvement						
Actual Change	n/a	4	n/a	n/a	n/a	n/a

'n/a' indicates that the data are not applicable.  
(-) indicates that data are not available.

**Table 16: Sample AEA Data Table (continued)**

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2006 Preview Accountability Data Table  
Alternative Education Accountability (AEA) Procedures

District Name: SAMPLE ISD  
Campus Name: SAMPLE ALTERNATIVE LEARNING CENTER  
Campus Number: 999999999  
Campus Type: AEC of Choice

Grade Span: 09 – 12  
% At-Risk: 75%

Rating:

District at-risk TAKS data used.  
SDAA II not evaluated due to grade span, small numbers, or no data.  
District at-risk Completion Rate II used.

Analysis groups used to determine ratings are marked with an 'X.'

	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
<b>8</b> Completion Rate II (Grades 9-12)						
Analysis Groups Evaluated Class of 2005	X	X		X		
# Completers	1,824	29	2	22	5	20
# Non-completers	181	16	3	13	0	9
# in Class	2,005	45	5	35	5	29
Completion Rate	91.0%	64.4%	40.0%	62.9%	100%	69.0%
Student Group %	n/a	100%	11%	78%	11%	64%
Class of 2004						
# Completers	1,661	25	2	19	4	19
# in Class	1,992	43	4	34	5	28
Completion Rate	83.4%	58.1%	50.0%	55.9%	80.0%	67.9%
Required Improvement						
Actual Change	7.6	6.3	-10.0	7.0	20.0	1.1
<b>9</b> Annual Dropout Rate (Grades 7-12)						
Analysis Groups Evaluated 2004-05		X		X		X
# Dropouts	n/a	10	1	9	0	8
# Students in Grades 7-12	n/a	83	7	68	8	81
Dropout Rate	n/a	12.0%	14.3%	13.2%	0.0%	9.9%
Student Group %	n/a	100%	8%	82%	10%	98%
2003-04						
# Dropouts	n/a	14	2	12	0	14
# Students in Grades 7-12	n/a	75	8	59	8	70
Dropout Rate	n/a	18.7%	25.0%	20.3%	0.0%	20.0%
Required Improvement						
Actual Change	n/a	-6.7	-10.7	-7.1	0.0	-10.1

'n/a' indicates that the data are not applicable.  
( - ) indicates that data are not available.

The sample preview data table above illustrates the types of information provided. See *Chapter 10 – AEA Base Indicators* for more information about each measure. The final AEA data table released in August may include minor modifications. An explanation of each numbered topic follows.

1. **Confidential:** Performance data are unmasked on the AEA data tables posted in TEASE. For this reason, personal student information may be shown. To be compliant with the federal *Family Educational Rights and Privacy Act* (FERPA), all unmasked data must be treated as confidential.

**Alternative Education Accountability (AEA) Procedures:** This indicates that the AEC or charter is rated under AEA procedures. Campuses not registered for evaluation under AEA procedures are evaluated under standard accountability procedures.

2. **% At-Risk:** All registered AECs must meet the at-risk registration criterion or the applicable safeguards in order to remain registered and be evaluated under AEA procedures.
3. **Campus Type:** Each AEC registered for evaluation under AEA procedures is designated as an AEC of Choice or Residential Facility.
4. **Rating:** AEA rating labels are not available for the preview data tables.
5. **Messages:** A complete list of messages that may appear on AEA data tables is provided later in this chapter.

**District at-risk TAKS data used:** If an AEC has no TAKS results or does not meet the 40% TAKS Progress standard based on results for fewer than 10 tests, then the AEC is evaluated on performance of at-risk students in the district.

If the AEC does not meet the performance standard based on district performance data of at-risk students, then Required Improvement is calculated using district performance data of at-risk students.

**SDAA II not evaluated due to grade span, small numbers, or no data:** If the AEC or charter does not serve students in grades 3-10 or has fewer than 30 SDAA II test results in the accountability subset, then the AEC or charter is not evaluated on SDAA II.

**District at-risk Completion Rate II used:** If the AEC of Choice does not meet the 75.0% Completion Rate II standard or demonstrate Required Improvement, or if the AEC of Choice serves students in any of grades 9-12 but does not have a Completion Rate II, then the AEC of Choice is evaluated on the Completion Rate II of at-risk students in the district.

If the AEC of Choice does not meet the accountability standard based on at-risk students in the district, then Required Improvement is calculated using Completion Rate II of at-risk students in the district.

6. **Texas Assessment of Knowledge and Skills (TAKS) (Grades 3-12):** One of the four AEA base indicators on which AECs and charters are evaluated. The TAKS Progress indicator evaluates test results across grades and subjects.

**Analysis Groups Evaluated:** Analysis groups used to determine AEA ratings are marked with an ‘X.’

**# Tests Met Standard:** The numerator used to calculate *% Met Standard* – TAKS tests meeting the standard or having a TGI score of 0 (zero) or higher and exit-level retests meeting the standard at the spring administrations or in the previous fall or summer.

**# Tests:** The denominator used to calculate *% Met Standard* – TAKS tests taken and exit-level retests meeting the standard at the spring administrations or in the previous fall or summer.

**% Met Standard:** The percent of tests that met the TAKS Progress standard.

**Student Group %:** Used to identify which student groups meet minimum size requirements for the indicator. TAKS performance is always evaluated for All Students and the following student groups meeting minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

**TAKS Required Improvement:** Moves an AEC or charter to *AEA: Academically Acceptable* if the AEC or charter demonstrates sufficient improvement on the deficient TAKS measures to meet a standard of 40% within two years. Required Improvement is not calculated if the AEC or charter has fewer than 10 test results (for the student group) in 2005.

**Actual Change:** The difference between performance in 2006 and 2005. *Actual Change* is always shown when two years of data are available.

- 7. State-Developed Alternative Assessment II (SDAA II) (Grades 3-10):** One of the four AEA base indicators on which AECs and charters are evaluated. SDAA II assesses grades 3-10 students with disabilities who receive instruction in the state's curriculum but for whom the TAKS test is inappropriate.

**Analysis Groups Evaluated:** Analysis groups used to determine AEA ratings are marked with an 'X.'

SDAA II performance is evaluated for All Students only. Student groups are not evaluated.

**# Tests Met ARD Expectations:** The numerator used to calculate *% Met ARD Expectations* – SDAA II tests *Meeting ARD Expectations*.

**# Tests:** The denominator used to calculate *% Met ARD Expectations* – SDAA II tests taken.

**% Met ARD Expectations:** The percent of tests that *Met ARD Expectations*.

**SDAA II Required Improvement:** Moves an AEC or charter to *AEA: Academically Acceptable* if the AEC or charter demonstrates sufficient improvement to meet a standard of 40% within two years. Required Improvement is not calculated if the AEC or charter has fewer than 10 test results in 2005.

**Actual Change:** The difference between performance in 2006 and 2005. *Actual Change* is always shown when two years of data are available.

- 8. Completion Rate II (Grades 9-12):** One of the four AEA base indicators on which AECs of Choice and charters are evaluated. Completion Rate II counts graduates, continuing students (students who return to school for a fifth year), and General Educational Development (GED) recipients as completers. This longitudinal rate shows the percent of students who first attended grade 9 in the 2001-02 school year who completed or are continuing their education four years later. Residential Facilities are not evaluated on Completion Rate II.

**Analysis Groups Evaluated:** Analysis groups used to determine AEA ratings are marked with an ‘X.’

**# Completers:** The numerator used to calculate Completion Rate II – number of completers.

**# Non-completers:** Used together with *# in Class* to determine if minimum size requirements are met for a group to be evaluated.

**# in Class:** The denominator used to calculate Completion Rate II – number of students in the class.

**Completion Rate II:** The percent of the student group that completed high school – *# Completers* divided by *# in Class*.

**Student Group %:** Used to identify which student groups meet minimum size requirements for the indicator. All Students and the following student groups meeting minimum size requirements are evaluated: African American, Hispanic, White, and Economically Disadvantaged.

**Completion Rate II (Grades 9-12) Required Improvement:** Moves an AEC of Choice or charter to *AEA: Academically Acceptable* if the AEC of Choice or charter demonstrates sufficient improvement on the deficient Completion Rate II measures since the Class of 2004 to be at 75.0% within two years.

**Actual Change:** The difference between the Completion Rate II for the Classes of 2005 and 2004. *Actual Change* must be equal to or greater than the *Improvement Required*. *Actual Change* is always shown when two years of data are available.

In this example, Required Improvement will be calculated; therefore, *Met Minimum Size Requirements?*, *Improvement Required*, and *Met Required Improvement?* will be shown on the final data table for the analysis groups evaluated.

9. **Annual Dropout Rate (Grades 7-12):** One of the four AEA base indicators on which AECs and charters are evaluated. This annual rate is grade 7-12 dropouts as a percent of all students enrolled at the AEC or charter in grades 7-12 in a single school year.

**Analysis Groups Evaluated:** Analysis groups used to determine AEA ratings are marked with an ‘X.’

**# Dropouts:** The numerator used to calculate Annual Dropout Rate – number of grade 7-12 students designated as official dropouts.

**# Students in Grades 7-12:** The denominator used to calculate Annual Dropout Rate – number of grade 7-12 students in attendance at any time during the school year.

**Dropout Rate:** The percent of the student group that dropped out of school – *# Dropouts* divided by *# Students in Grades 7-12*.

**Student Group %:** Used to identify which student groups meet minimum size requirements for the indicator. All Students and the following student groups meeting minimum size requirements are evaluated: African American, Hispanic, White, and Economically Disadvantaged. If the AEC does not meet the minimum size requirements for All Students, then the AEC is not evaluated on Annual Dropout Rate.

**Annual Dropout Rate (Grades 7-12) Required Improvement:** Moves an AEC or charter to *AEA: Academically Acceptable* if the AEC or charter demonstrates a sufficient decline in the Annual Dropout Rate to be at 10.0% in two years.

**Actual Change:** The difference between the 2004-05 and 2003-04 Annual Dropout Rates. *Actual Change* must be less than or equal to the *Improvement Required* and will contain negative numbers. The *Actual Change* needs to be a larger negative number than the *Required Improvement*. *Actual Change* is always shown when two years of data are available.

In this example, Required Improvement will be calculated; therefore, *Met Minimum Size Requirements?*, *Improvement Required*, and *Met Required Improvement?* will be shown on the final data table for the analysis groups evaluated.

## FINAL DATA TABLES

Preview data tables will be available only via TEASE prior to finalizing accountability ratings. Ratings will be released on August 1, 2006. Final data tables that include masked data will be online and available to districts and the public on August 1. See *Chapter 18 – Calendar* for other important dates.

The following will appear on the final data tables:

*Accountability Ratings.* AEA rating labels are:

- *AEA: Academically Acceptable,*
- *AEA: Academically Unacceptable, or*
- *AEA: Not Rated – Other.*

*Messages.* When applicable, these messages appear in the top section of the data table after the rating label:

- District at-risk TAKS data used. (AEC only)
- District at-risk Completion Rate II used. (AEC of Choice only)
- Residential Facilities are not evaluated on Completion Rate II. (Residential Facility only)
- This campus is not rated due to grade span. (AEC only)
- Charter operates only Residential Facilities. (charter only)
- Charter exceeds threshold for underreported students. (charter only)
- Special Analysis conducted. (AEC or charter)
- SDAA II not evaluated due to grade span, small numbers, or no data. (AEC or charter)
- Completion Rate II not evaluated due to grade span, small numbers, or no data. (AEC of Choice or charter)
- Annual Dropout Rate not evaluated due to grade span, small numbers, or no data. (AEC or charter)

- Rating is not based on data shown in the table (due to consolidation/annexation). (AEC or charter)
- Rating is not based on data shown in the table (Hurricane Rita provision used). (AEC or charter)
- Rating changed due to an appeal. Data not modified. (AEC or charter)

*Required Improvement.* The final data table shows all calculations for Required Improvement when calculated:

- *Met Minimum Size Requirements?* – “Y” or “N” is shown.
- *Actual Change* – The difference between current-year and prior-year data.
- *Improvement Required* – The amount of change needed for Required Improvement to be met.
- *Met Required Improvement?* – If Required Improvement is calculated, “Y” or “N” is shown depending on the comparison of *Actual Change* to the *Improvement Required*.

## **MASKED DATA**

As in the past, performance on the data tables posted to the agency website is masked when there are very small numbers of tests or students in the denominator of the measure. Additionally, all performance at or near 0% or 100% is masked. It is necessary to mask data that potentially reveals the performance of a student in order to be in compliance with *FERPA*.

## **AEA SUMMARY**

Two tables follow that summarize the 2006 AEA procedures. *Table 17* provides an overview of the requirements for achieving the *AEA: Academically Acceptable* rating label. An AEC or charter must meet the criteria for every applicable measure to be rated *AEA: Academically Acceptable*. If the criteria are not met for every measure, then *AEA: Academically Unacceptable* is assigned.

For example, to be rated *AEA: Academically Acceptable*, an AEC or charter must satisfy all requirements for each indicator evaluated. As shown, AECs and charters can meet the criteria for the *AEA: Academically Acceptable* rating by either meeting an absolute performance standard or demonstrating Required Improvement for the indicators.

*Table 18* provides a detailed overview of the 2006 AEA procedures, with the base indicators listed as columns. For example, for each of the indicators, *Table 18* provides a brief definition, use of district at-risk data, the rounding methodology, the standards, the accountability subset methodology, subjects, student groups, minimum size criteria, and application of Required Improvement.

**Table 17: Requirements for 2006 AEA: Academically Acceptable Rating**

Indicators/Features	AECs of Choice	Residential Facilities	Charters
<b>Assessment Indicators</b>			
<b>TAKS Progress</b> All Students and each student group that meets minimum size criteria: African American Hispanic White Economically Disadvantaged	Meets <b>40%</b> Standard <b>or</b> Demonstrates Required Improvement <b>or</b> Meets <b>40%</b> Standard Using District At-Risk Data <b>or</b> Demonstrates Required Improvement Using District At-Risk Data		Meets <b>40%</b> Standard <b>or</b> Demonstrates Required Improvement
<b>SDAA II</b> All Students if minimum size criteria are met	Meets <b>40%</b> Standard <b>or</b> Demonstrates Required Improvement		
<b>Completion/Dropout Indicators</b>			
<b>Completion Rate II</b> All Students and each student group that meets minimum size criteria: African American Hispanic White Economically Disadvantaged	Meets <b>75.0%</b> Standard <b>or</b> Demonstrates Required Improvement <b>or</b> Meets <b>75.0%</b> Standard Using District At-Risk Data <b>or</b> Demonstrates Required Improvement Using District At-Risk Data	Residential Facilities are not evaluated on Completion Rate II.	Meets <b>75.0%</b> Standard <b>or</b> Demonstrates Required Improvement
<b>Annual Dropout Rate</b> All Students and each student group that meets minimum size criteria: African American Hispanic White Economically Disadvantaged	Meets <b>10.0%</b> Standard <b>or</b> Demonstrates Required Improvement		
<b>Additional Features</b>			
<b>Required Improvement</b>	Required Improvement is calculated for the TAKS Progress, SDAA II, Completion Rate II, and Annual Dropout Rate indicators when the standards are not met and when prior year minimum size requirements are met.		
<b>Use of District At-Risk Data</b>	TAKS data of at-risk students in the district are used when the 40% standard and Required Improvement are not met based on fewer than 10 tests or when there are no TAKS tests.		Performance results of all students in the accountability subset are used in determining the charter rating. The charter rating is not limited to evaluation of at-risk students.
	Completion Rate II of at-risk students in the district is used when the 75.0% standard and Required Improvement are not met or when students in any grades 9-12 are served but there is no Completion Rate II.	Residential Facilities are not evaluated on Completion Rate II.	
<b>Special Analysis</b>	Special Analysis is conducted when there are fewer than 10 at-risk TAKS tests in the district or charter.		Special Analysis is conducted when there are fewer than 10 TAKS tests in the charter.
<b>Data Integrity</b>	None		Charters are subject to underreported student standards, although the charter AEA rating is not affected.

**Table 18: Overview of 2006 AEA Procedures**

	<b>TAKS Progress Grades 3-12</b>	<b>SDAA II Grades 3-10</b>	<b>Completion Rate II Grades 9-12</b>	<b>Annual Dropout Rate Grades 7-12</b>
<b>Use/Definition</b>	<p>TAKS tests meeting the student passing standard or having a TGI score of 0 (zero) or higher <b>and</b> TAKS exit-level retest results meeting the student passing standard at the spring administrations or in the previous fall or summer divided by total TAKS tests taken <b>and</b> TAKS exit-level retests meeting the standard.</p> <p>Results are summed across grades and subjects. Spanish results are included. First administration results of grades 3 and 5 reading and grade 5 mathematics are included. Make-up tests taken within testing window are included.</p>	<p>The number of SDAA II tests meeting ARD expectations summed across grades and subjects divided by the total number of SDAA II tests for which ARD expectations were established.</p>	<p>A prior year indicator that evaluates graduates, continuing students, and GED recipients, expressed as a percent of total students in the Completion Rate II class.</p> <p>AECs of Choice that do not serve students in any of grades 9-12 are not evaluated on Completion Rate II.</p> <p>Residential Facilities are not evaluated on Completion Rate II.</p>	<p>A prior year indicator that evaluates the number of grade 7-12 students designated as official dropouts divided by the number of grade 7-12 students in attendance at any time during the school year.</p> <p>If minimum size requirements for All Students are not met, then do not evaluate Annual Dropout Rate.</p>
<b>District At-Risk Data</b>	<p>The AEC is evaluated on performance of at-risk students in the district if the AEC does not meet the standard or demonstrate RI based on fewer than 10 tests or if the AEC has no TAKS results.</p>	N/A	<p>The AEC of Choice is evaluated on Completion Rate II of at-risk students in the district if the AEC of Choice does not meet the standard or demonstrate RI or if the AEC of Choice serves students in any of grades 9-12 but does not have a Completion Rate II.</p>	N/A
<b>Rounding</b>	Whole Numbers		One Decimal	
<b>Standards</b>	40%		75.0%	10.0%
<b>Accountability Subset</b>	<p>Campus accountability subset holds the AEC accountable for students enrolled at the AEC on the fall snapshot and testing dates, but does not apply to exit-level retests.</p> <p>District accountability subset holds the charter accountable for students enrolled at the charter on the fall snapshot and testing dates, but does not apply to exit-level retests.</p>		<p>Completion/Dropout data are attributed to the AEC only when the student attends the AEC for 85 days or more and the AEC was registered for evaluation under AEA in 2005.</p>	
<b>Subjects</b>	<p>Reading/ELA Writing Mathematics Social Studies Science</p>	<p>Reading/ELA Writing Mathematics</p>	N/A	
<b>Student Groups</b>	<p>All Students <b>and</b> African American, Hispanic, White, Economically Disadvantaged</p>	All Students only	<p>All Students <b>and</b> African American, Hispanic, White, Economically Disadvantaged</p>	<p>All Students <b>and</b> African American, Hispanic, White, Economically Disadvantaged</p>
<b>Minimum Size Criteria</b>				
<b>All Students</b>	All Students tests are always evaluated	30 or more tests summed across grades and subjects	<p>≥ 5 dropouts (non-completers) <b>and</b> ≥ 10 students</p>	<p>≥ 5 dropouts <b>and</b> ≥ 10 students</p>
<b>Student Groups</b>	<p>30-49 tests for the student group and the student group represents at least 10% of All Students tests <b>or</b> at least 50 tests</p>	N/A	<p>≥ 5 dropouts (non-completers) <b>and</b> 30/10%/50</p>	<p>≥ 5 dropouts <b>and</b> 30/10%/50</p>

**Table 18: Overview of 2006 AEA Procedures (continued)**

	<b>TAKS Progress Grades 3-12</b>	<b>SDAA II Grades 3-10</b>	<b>Completion Rate II Grades 9-12</b>	<b>Annual Dropout Rate Grades 7-12</b>
<b>Required Improvement (RI) – A gate up to AEA: Academically Acceptable</b>				
<b>Use/Definition</b>	The AEC or charter must demonstrate sufficient gain in TAKS Progress to be at 40% within 2 years.	The AEC or charter must demonstrate sufficient gain in SDAA II to be at 40% within 2 years.	The AEC of Choice or charter must demonstrate sufficient gain in Completion Rate II to be at 75.0% within 2 years.  Residential Facilities are not evaluated on Completion Rate II.	The AEC or charter must demonstrate sufficient decline in Annual Dropout Rate to be at 10.0% within 2 years.  Improvement will appear as a negative number to demonstrate decline in the dropout rate.
<b>Actual Change</b>	2006 performance minus 2005 performance	2006 performance minus 2005 performance	Class of 2005 rate minus Class of 2004 rate	2004-05 rate minus 2003-04 rate
<b>Improvement Required</b>	Gain needed to reach 40% standard in 2 years	Gain needed to reach 40% standard in 2 years	Gain needed to reach 75.0% standard in 2 years	Decline needed to reach 10.0% standard in 2 years
<b>Minimum Size</b>	Meets minimum size in current year and has at least 10 tests in prior year	Meets minimum size in current year and has at least 10 tests in prior year	Meets minimum size in current year and has at least 10 students in Completion Rate II class in prior year	Meets minimum size in current year and has at least 10 students in grades 7-12 in the prior year
<b>Rounding</b>	Whole Numbers		One Decimal	

## Chapter 13 - AEA Glossary and Index

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**Alternative Education Campus (AEC) of Choice:** Alternative education programs provide accelerated instructional services to students at risk of dropping out of school. At-risk students enroll at AECs of Choice to expedite progress toward performing at grade level and high school completion.

**Annual Dropout Rate:** Grade 7-12 dropouts as a percent of total students enrolled at the AEC in grades 7-12 in a single school year. A dropout is defined as a student who is enrolled in school during the school year but either leaves school during the school year without an approved reason or completes the school year and does not return the following year.

**At-Risk:** In accordance with Texas Education Code (TEC) §29.081(d), a "student at risk of dropping out of school" includes each student who is under 21 years of age and who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- (7) has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by TEC §29.052;
- (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

**Campus Accountability Subset:** Only test results for students enrolled on the same campus on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date are included in the campus performance measure.

**Completion Rate II:** Longitudinal rate that shows the percent of students who first attended grade 9 in the 2001-02 school year who graduated, received a General Educational Development (GED) certificate, or who are continuing their education four years later. Known as the 2001-02 cohort, these students' progress was tracked over the four years using data provided to the Texas Education Agency (TEA) by districts and charters and data available in the statewide GED database. Graduates, continuing students (students who return to school for a fifth year), and GED recipients are counted as completers in the calculation of Completion Rate II.

**District Accountability Subset:** Only test results for students enrolled in the same charter on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date are included in the charter performance measure.

**Registered AEC:** Term used to refer collectively to AECs of Choice and Residential Facilities that are registered for evaluation under alternative education accountability (AEA) procedures and meet the at-risk registration criterion.

**Required Improvement:** Compares prior year performance to current year performance. In order to qualify for this comparison, the target group (All Students or any student group) must meet a minimum size requirement for the prior year.

**Residential Facility:** Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers.

**Special Analysis:** Ensures that ratings based on small numbers of tests are assigned appropriately. Special Analysis consists of analyzing current and past performance data to determine if the initial rating assigned under the automated evaluation process is an aberration or an indication of consistent performance. Special analysis is conducted at the AEC level when there are fewer than 10 at-risk TAKS test in the district or charter. Special analysis is conducted at the charter level when there are fewer than 10 TAKS tests in the charter.

**State-Developed Alternative Assessment II (SDAA II):** Assesses students with disabilities in grades 3-10 who receive instruction in the state's curriculum but for whom the Texas Assessment of Knowledge and Skills (TAKS) test is not an appropriate measure of their academic progress. SDAA II tests are given in reading, English language arts (ELA), writing, and mathematics. Students are assessed at their appropriate instructional levels, as determined by their Admission, Review, and Dismissal (ARD) committees.

**TAKS Progress Indicator:** The TAKS Progress indicator includes TAKS tests meeting the student passing standard *or* having a Texas Growth Index (TGI) score that meets the student growth standard of 0 (zero) or higher *and* TAKS exit-level retests meeting the student passing standard at the spring administrations (April and February) or in the previous fall or summer (December, October, June, and July).

**Texas Growth Index (TGI):** Developed for accountability purposes to evaluate individual student growth from one year to the next on the TAKS. The TGI compares how students taking a TAKS subject test in one year perform on the same TAKS subject test in the next higher grade the following year. An individual TGI score indicates the amount of growth for each student in relation to the average growth of all students who performed at the same level in the base year. The TGI score of zero (0) indicates that the year-to-year change in scale score is equal to the

average change. The TGI measures growth for a student who passes as well as a student who does not pass the TAKS.

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**The 2006 Accountability Rating System  
for Texas Public Schools and School Districts**

# Part 3

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**Items Common to  
Standard and AEA Procedures**

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## Chapter 14 – Appealing the Ratings

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Providing superintendents with the opportunity to appeal accountability ratings has been a feature of the state accountability system since 1994. The opportunity to appeal is supported in the 2006 system as well.

**Superintendents may appeal the state accountability ratings for both standard and alternative education accountability (AEA) procedures, by following the guidelines provided in this chapter. There are defined time limits under which appeals may be submitted.**

### APPEALS CALENDAR

June 20, 2006	<i>Dropout/Completion Lists.</i> Superintendents are given access to lists of official dropouts and lists of completion cohort membership. These reports provide a preview of the data that will be used to calculate the Annual Dropout Rate and Completion Rate I base indicators for the state accountability ratings.
July 21, 2006	<i>Preview Data Tables.</i> Superintendents are given access to preview accountability data tables for their district and campuses showing all state accountability indicator data. Principals and superintendents can use these data tables to anticipate their campus and district accountability ratings. Appeals may be submitted <i>by the superintendent</i> after receipt of the preview data tables.
August 1, 2006	<i>Ratings Release.</i> Due to the short timeline between the transmittal of the preview data tables and the ratings release date, no appeals will be resolved before the ratings release.
August 18, 2006	<i>Appeals Deadline.</i> Appeals must be postmarked no later than August 18, 2006 in order to be considered.
Late October, 2006	<i>Ratings Update.</i> The outcome of all appeals will be reflected in the ratings update scheduled for October, 2006. At that time the TEA website will be updated.

A more detailed calendar can be found in *Chapter 18 – Calendar*.

### General Considerations

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#### APPEALS ARE NOT A DATA CORRECTION OPPORTUNITY!

The numbers shown on the data tables (and later on other agency products, such as the AEIS reports) are final and cannot be changed, even if an appeal is granted.

Appeals should be based upon a data or calculation error attributable to the Texas Education Agency, regional education service centers, or the test contractor for the student assessment program. However, problems due to district errors in PEIMS data submissions or on TAKS answer sheets are considered on a case-by-case basis. Also, statute permits consideration of data reporting quality in evaluating the merits of an appeal. Poor data quality is not a valid reason to appeal.

## CHANGED RATINGS ONLY

Only appeals that would result in a changed rating will be considered.

## NO GUARANTEED OUTCOMES

Appeals that follow these guidelines are not guaranteed to be granted. Each appeal is evaluated based on the details of its unique situation. Well-written appeals that follow the guidelines are more easily processed, but they are not necessarily granted.

## SITUATIONS UNFAVORABLE FOR APPEAL

A strength of the state accountability system is that the rules are applied uniformly to all campuses and districts. Petitions to make exceptions for how the rules are applied are viewed as unfavorable for appeal. Examples of situations unfavorable for appeal follow. Some examples apply to both standard and AEA procedures. Some are unique to one set of procedures or the other.

*Examples applicable to both standard and AEA procedures:*

- *Campus Mobility.* Requests to include the performance of students excluded due to the appropriate use of the campus mobility subset criteria.
- *Grade 3 and Grade 5 Cumulative.* Requests to alter the TEA methodology for combining the first and second administrations of grade 3 reading results, or the first and second administrations of grade 5 reading and mathematics results.
- *Rounding.* Requests to compute Required Improvement, student group percents, or indicator values using rounding methodology different from that described in this *Manual*.
- *Minimum Size Criteria.* Requests to evaluate student groups using minimum size criteria different from those described in this *Manual*.

*Examples applicable to standard procedures:*

- *Exceptions Provision.* Requests for additional exceptions or changes to the application of the Exceptions Provision.
- *Pairing.* Requests to alter pairing relationships that districts agreed to prior to April 28, 2006.
- *New and Academically Unacceptable.* Requests to assign the *Not Rated: Other* label to campuses that are *Academically Unacceptable* in their first year of operation.
- *Floors.* Requests to waive the floor requirements when applying either the Exceptions Provision or Required Improvement.

*Examples applicable to AEA procedures:*

- *Late Registration Requests.* Requests after August 31, 2005 to be registered as an alternative education campus (AEC) in order to be evaluated under AEA procedures.
- *At-risk Criterion.* Requests by AECs or charter operators that did not meet the at-risk criterion or applicable safeguards in 2005-06 to be evaluated under AEA procedures, instead of standard procedures.

## Guidelines by Indicator

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### TAKS APPEALS

If a problem is identified with data received from the test contractor, the TAKS data may be appealed. An appeal of the TAKS indicators should reflect a serious problem such as a missing grade level or campus. However, coding errors on TAKS answer sheets will be considered on a case-by-case basis.

- If the district has requested that the writing results be re-scored, a copy of the dated request to the test contractor should be provided with the appeal.
- If other serious problems are found, copies of correspondence with the test contractor should be provided with the appeal.

### SDAA II APPEALS

As with TAKS appeals, an appeal of the SDAA II indicator should include copies of any correspondence with the test contractor. Other information available to the agency about special education students will be used in evaluating SDAA II appeals; for example, Performance-Based Monitoring (PBM) indicators pertaining to SDAA II will be examined in concert with the supporting documentation provided by the district.

### ANNUAL DROPOUT RATE APPEALS

The dropout rate indicators are based on 2004-05 leaver data submitted for students in grades 7 and 8 (standard ratings) and 7 through 12 (AEA ratings). This information was reported by districts on submission 1 of the 2005-06 PEIMS data collection. Districts and campuses are held accountable for their official dropouts. Official dropouts are those students who:

- were reported by the district with leaver codes identifying the student as a dropout; and,
- were not located in other educational settings through the TEA automated comparisons of leaver data against other state data sources. For example, students found to be enrolled in a Texas public school or to have graduated or to have earned General Educational Development (GED) certificates are not included in the count of official dropouts.

In addition, the agency determines the appropriate *campus of accountability* (COA) for dropouts reported on campuses not permitted to have dropouts attributed to them (such as Juvenile Justice Alternative Education Program and Disciplinary Alternative Education Program campuses). See *Appendix D – Data Sources* for a list of the leaver codes that designate students as dropouts for accountability purposes.

The agency also determines the appropriate *district of accountability* (DOA) for certain dropouts reported in pre- or post-adjudication facilities or in residential treatment centers. The agency has developed rules to determine and assign responsibility for the dropout to a district the student previously attended, other than to the district where the facility is located. See *Appendix D – Data Sources* for more details about the COA and DOA processes.

#### Other Information:

- As shown in the calendar, in June the agency will provide superintendents access to lists of their official dropouts. For standard ratings, only students shown as official grade 7-8

dropouts on these lists may be appealed. For AEA ratings, only students shown as official grade 7-12 dropouts on these lists may be appealed. Also included are the reported dropouts who were located through the statewide searches. An explanation of why these dropouts are not part of the official dropout list is provided.

- Dropouts who have been designated as official dropouts but who are located by a district after the PEIMS resubmission due date (January 19, 2006) cannot be appealed. Only the status of a reported leaver by the resubmission deadline is *relevant to a dropout appeal*. This policy ensures that all districts have an equal opportunity to locate leavers.
- No more than ten official dropouts may be appealed for any campus or district.
- Data quality will be a consideration in evaluating the merits of a dropout rate appeal. Poor data quality is not a valid reason to appeal.

## COMPLETION RATE APPEALS

The completion rate indicator for the class of 2005 is based on the status of students who first attended 9th grade in the 2001-02 school year. A student's final status is determined to be either graduated, received a GED, continued high school, or dropped out. All data used to calculate longitudinal completion rates are derived from PEIMS data submitted by districts between 2001 and 2006 and the statewide GED file. See *Appendix D – Data Sources* for details of the PEIMS records used to calculate the completion rate.

As shown in the calendar, in June the agency will provide districts with access to lists of all students in their class of 2005 completion cohort. Only students shown in these lists may be appealed for the completion rate indicator. The final status of each student in the completion cohort will be provided. For the numerator, students with a final status of graduated and continued high school are counted as “completers” under standard procedures. Under AEA procedures students who received a GED are also counted as “completers”. The denominator of the rate calculation is the sum of the students who graduated, received a GED, or continued high school, plus the students with a final status of “dropout.” The list also includes two groups that are not part of the denominator—members of the cohort who left Texas public schools, and students with identification errors.

The status of no more than ten non-completers or one percent of the non-completers in the cohort (whichever is larger) may be appealed for any campus or district.

Data quality will be a consideration in evaluating the merits of a completion rate appeal. Poor data quality is not a valid reason to appeal.

## GOLD PERFORMANCE ACKNOWLEDGMENT APPEALS

Gold Performance Acknowledgments (GPA) cannot be appealed. Campuses or districts initially rated *Academically Unacceptable* are automatically eligible for GPA if their rating is later raised on appeal.

## Special Circumstance Appeals

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### UNDERREPORTED STUDENTS

As described in *Chapter 2 – The Basics: Additional Features*, a district is prevented from being rated *Exemplary* or *Recognized* if it exceeds the standards for either the number or

percent of underreported students. There is no minimum size criteria employed with respect to the number of underreported students. If a district exceeds the 2.0 percent standard for percent underreported due to a very small number of underreported students, the Commissioner of Education will consider a ratings appeal.

## **GRADE 11 RESULTS**

Grade 11 assessments are administered multiple times during the school year. For accountability purposes, the performance of all juniors tested for the first time during the primary spring administration and some juniors testing for the first time during other administrations are included. (See *Chapter 2*.) A district may appeal to include additional grade 11 results for first-time tested students as part of the TAKS base indicator. These appeals will be evaluated on a case-by-case basis. As with all appeals, no changes will be made to the data shown on the reports.

## **HURRICANES KATRINA AND RITA INDICATOR CODES**

The assessment results of students displaced due to either Hurricane Katrina or Hurricane Rita will be removed from the accountability data as stated in the October 12, 2005 letter from the commissioner. The Katrina-Rita Indicator (KRI) code that is collected on the TAKS and SDAA II answer documents will be used to determine which scores to exclude.

Appeals that petition for rating changes due to problems with KRI coding will be evaluated on a case-by-case basis. Requests to change a student's KRI value will be evaluated against prior year attendance information to help confirm or refute the initial code value reported.

Requests to *include* results of students properly coded as KRI are unfavorable for appeal.

## **HURRICANE RITA IMPACTED DISTRICTS**

With the assistance of Education Service Center (ESC) staff in five targeted regions of the state, districts were identified as eligible for a special hurricane provision in the 2006 accountability system. A district impacted by Hurricane Rita, yet not identified may appeal to be afforded the same considerations as the identified districts if there are unique circumstances that warrant additional review. Also, districts and campuses with *Not Rated: Other* ratings due to application of the hurricane provision may appeal to have the system-generated rating applied instead. (See *Appendix I*.)

## **How to Submit an Appeal**

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Superintendents appealing an accountability rating must transmit a letter that includes the following:

- A statement that the letter is an appeal of the 2006 state accountability rating;
- The name and ID number of the district and/or campuses for which the appeal is being submitted;
- The specific indicator(s) appealed;
- The problem, including details of the data affected and what caused the problem;
- If applicable, the reason(s) why the cause of the problem is attributable to the Texas Education Agency, a regional education service center, or the test contractor;

- The reason(s) why the change would result in a different rating, including calculations that support the different outcome;
- A statement that all information included in the appeal is true and correct to the superintendent's best knowledge and belief; and,
- The superintendent's signature on official district letterhead.

**Other Information:**

- Appeals for more than one campus within a district may be included in the same letter.
- Appeals for more than one indicator may be included in the same letter.
- Appeals of ratings issued under both standard and AEA procedures may be included in the same letter.
- Districts have only one opportunity to appeal each indicator for any campus or the district.
- When student-level information is in question, supporting information must be provided for review, i.e., a list of the students in question by name and identification number. It is not sufficient to claim data are in error without providing information with which the appeal can be researched and evaluated.
- It is the district's responsibility to ensure all relevant information is included in the appeal as districts will not be prompted for additional materials.
- **Envelope** should be addressed to the **Division of Performance Reporting** as follows:

Your ISD Your address City, TX zip	<div style="border: 1px solid black; width: 60px; height: 60px; margin: 0 auto; display: flex; align-items: center; justify-content: center;"> <i>stamp</i> </div>
Division of Performance Reporting Texas Education Agency 1701 Congress Avenue Austin, TX 78701-1494	
<u>Attn: Accountability Ratings Appeal</u>	

- Appeal **letter** should be addressed to **Dr. Shirley Neeley**, Commissioner of Education (see letter examples, below).
- Appeal letter must be postmarked on or before August 18, 2006. Appeals postmarked after this date will not be considered.
- **Do not send multiple copies of the appeal letter and/or supporting documentation.**
- Districts are encouraged to obtain delivery confirmation services from their mail courier.

Examples of satisfactory and unsatisfactory appeals are provided on the following page for illustration.

## Exhibit 2: Appeal Examples

Satisfactory Appeal:	Unsatisfactory Appeals:
<p>Dear Commissioner Neeley,</p> <p>This is an appeal of the 2006 state accountability rating issued for Elm Street Junior High (ID 123456789) in Elm ISD.</p> <p>Specifically, I am appealing the grade 7-8 annual dropout rate that was used to assign a rating of <i>Academically Unacceptable</i> to this school.</p> <p>I have analyzed the leaver information for Elm Street Junior High and believe that one student counted as an official dropout in the statewide record reconciliation and assignment system should not have been counted. This student left Elm Street Junior High last spring but we did not find him enrolled in another district in PID Enrollment Tracking, and we didn't receive a request for records until after the PEIMS resubmission due date. However, I have reason to believe that this student has been enrolled at the transfer district since the beginning of the school year.</p> <p>Unfortunately, this student received a Z-ID during the leaver record processing, which is why I believe that this student could have been reported in current year enrollment but not matched.</p> <p>Attached is pertinent information to this appeal: Student name, student identification numbers, date of birth, and transfer documentation are provided. Assigning this record as other leaver rather than dropout should raise the school's rating to <i>Academically Acceptable</i>.</p> <p>By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief.</p> <p>Sincerely,</p> <p>J. Q. Educator Superintendent of Schools</p> <p><i>attachments</i></p>	<p>Dear Commissioner Neeley,</p> <p>I have analyzed the leaver information for Elm Street Junior High and believe that one student should not have been counted as an official dropout in the statewide record reconciliation and assignment system. I have reason to believe that this student has been enrolled at the transfer district since the beginning of the school year even though a request for records was not received until February.</p> <p>Sincerely,</p> <p>J. Q. Educator Superintendent of Schools</p> <p>[no attachments]</p> <hr/> <p>Dear Commissioner of Education,</p> <p>I have analyzed the dropout list for Elm Street High School and wish to appeal the status of 15 dropouts. Most of these students, I believe, are back in school as of May 2006. The remaining students are either gone from the state or have left the country. Please revise my 2005 rating in light of this information.</p> <p>Sincerely,</p> <p>J. Q. Educator Superintendent of Schools</p> <p>[no attachments]</p>

## How an Appeal Will Be Processed by the Agency

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Once an appeal is received by the Division of Performance Reporting, the process for evaluating the information will be followed as outlined below:

- The details of the appeal are entered into a database for tracking purposes.
- Researchers evaluate the request using agency data sources to validate the statements made to the extent possible. The agency examines all relevant data, *not just the results for the students specifically named in the correspondence*.
- Researchers analyze the effect that granting a campus appeal may have on other campuses in the district (such as paired campuses), whether they are specifically named in the appeal or not. Similarly, the effect that granting a campus appeal may have on the district is evaluated, whether the district is named in the appeal or not. In single-campus districts, both the campus and the district are evaluated, whether the district submits the appeal as a campus or district appeal.
- Staff prepares a recommendation and forwards it to an external panel for review. This review panel will provide independent oversight to the appeals process.
- The review panel examines the appeal, supporting documentation, staff research, and the staff recommendation. The panel determines its recommendation.
- The panel's recommendation is forwarded to the commissioner.
- The commissioner makes a final decision.
- The superintendent is notified in writing of the commissioner's decision and the rationale upon which the decision was made. The decision of the commissioner is final and is not subject to further negotiation at this point. The commissioner will respond in writing to each appeal received.
- *If an appeal is granted, the data upon which the appeal was based will not be modified.* Accountability and AEIS reports, as well as all other publications reflecting accountability data, must report the data as they are submitted to the TEA. Accountability data are subject to scrutiny by the Office of the State Auditor.

When a rating is changed due to a granted appeal, the letter from the commissioner serves as notification of the official rating for the district or campus. Districts are free to publicize the changed rating at that time. The agency website and other state accountability products will be updated after the resolution of all appeals. This update will occur in October 2006 concurrent with the release of the Gold Performance Acknowledgments. Note that the update will reflect only the changed *rating*; the values shown on the report, such as percent met standard, are never modified. Between the time of receipt of the letter granting an appeal and the update of agency state accountability products, the agency sources will not reflect the changed campus or district rating.

## Chapter 15 – Responsibilities and Consequences

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This section describes the responsibilities the various entities involved in public education have with respect to the state accountability system. These include statutory requirements for the district and safeguards to the system that the state has developed. Consequences—those actions that occur as a result of the accountability system—follow. Consequences include sanctions and rewards. All statutes referenced in this section are listed in *Appendix B – Texas Education Code* with the web address provided for the complete citations.

### Local Responsibilities

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Districts have responsibilities associated with the state accountability system. Primarily these involve properly managing campus identification numbers, following statutory requirements, submitting accurate data, maintaining current district and campus improvement plans, and implementing an optional local accountability system.

#### CAMPUS IDENTIFICATION NUMBERS

In a given year, districts may need to change one or more of their campus identification numbers, the unique 9-digit county-district-campus number (CDC), due to closing old schools, opening new schools, or changing the grade span or population served by an existing school. The Texas Education Agency's data system can accommodate these events; however, it does not track these organizational changes over time. Unintended consequences can occur when districts "recycle" campus ID numbers. Because two-year performance changes are a component of the accountability system, and merging prior year files with current year files is driven by campus identification numbers, comparisons may be inappropriate when a campus configuration has changed. The following example illustrates this situation:

*Example:* A campus served grades 7 and 8 in 2005, but in 2006, serves as a 6th grade center. The district did not request a new campus number for the new configuration. Instead, the same identifying number used in 2005 was maintained (recycled). Therefore, in 2005, grade 6 performance on the assessments would be compared to prior year grade 7 and 8 performance. Also, any dropouts reported for the campus for 2004-05 would be subject to evaluation for the 2006 accountability rating for the 6th grade center.

Whether or not to change a campus number is a local decision. However, districts should exercise caution in requesting new numbers and in continuing to use existing numbers when the student population or the grades offered change significantly. Districts are strongly encouraged to request new campus numbers when school organizational configurations change dramatically.

Alternatively, if a CDC number is retired for a campus that has received an *Academically Unacceptable* rating, TEA will follow up with the district to determine if the campus truly closed or if the number was changed to avoid TEA actions to address its poor performance.

Analyses to screen for the inappropriate use of new campus numbers are part of *System Safeguards*, below. TEA's PEIMS Division can assist in establishing new or retiring old campus numbers. For TEA contact information, see *Appendix G – Contacts*.

## **PUBLIC DISCUSSION OF RATINGS**

Each campus site-based decision-making committee shall hold at least one public meeting annually after the receipt of the annual campus accountability rating for the purpose of discussing the performance of the campus and the campus performance objectives (TEC §11.253 (g)). The confidentiality of the performance results should be ensured before public release of the data table. Data have been masked to protect confidentiality of individual student results on the data tables available on the TEA public website.

## **NOTICE ON WEBSITE AND IN STUDENT REPORT CARD**

According to legislation passed during the last regular legislative session, districts are now required to publish accountability ratings on their websites (TEC §39.252) and include the rating in the student report cards (TEC §39.251). This legislation was effective beginning with the 2005-06 school year and requires districts:

1. by the 10th day of the new school year to have posted on the district website the most current accountability ratings, Academic Excellence Indicator System (AEIS) reports, and School Report Cards (SRC).
2. to include the most current campus performance rating with the first student report card each year, along with an explanation of the rating.

A document addressing frequently asked questions regarding this statute is available on the agency website at: [http://www.tea.state.tx.us/perfreport/3297\\_faq.html](http://www.tea.state.tx.us/perfreport/3297_faq.html).

## **ACADEMICALLY UNACCEPTABLE**

If a district or campus is rated *Academically Unacceptable* or *AEA: Academically Unacceptable*, the board of trustees must notify property owners and parents in the district of the rating, the improvements in performance expected by the Texas Education Agency, and the sanctions that may be imposed if the performance does not improve (TEC §39.073 (d)).

Boards of trustees should attempt to comply with the statute in the most efficient ways possible. Where meetings and hearings required by various statutes can be combined, it is appropriate to do so.

TEA's Division of Program Monitoring and Interventions handles all inquiries regarding the interventions that take place when a campus or district is rated *Academically Unacceptable* or *AEA: Academically Unacceptable*. For more information, contact this division at [PMIdivision@tea.state.tx.us](mailto:PMIdivision@tea.state.tx.us) or by phone at (512) 463-9414.

## **COMPLEMENTARY LOCAL ACCOUNTABILITY SYSTEMS**

Although the statewide accountability system has been designed to address the guiding principles articulated in the *Introduction*, it is not a comprehensive system of performance evaluation. Communities across Texas have varied needs and goals for the school districts educating their students. Local systems of accountability can best address those priorities.

Districts are encouraged to develop their own complementary local accountability systems to plan for continued student performance improvement. Such systems are entirely voluntary and for local use only. Performance on locally-defined indicators does not affect the ratings determined through the statewide system.

Examples of locally-defined indicators include:

- level of parent participation;
- progress on locally administered assessments;
- progress on goals identified by campus improvement plans;
- progress compared to other campuses in the district;
- progress on professional development goals; and
- school safety measures.

As a different approach, districts may choose to expand the state-designated accountability ratings. For example, they may wish to further differentiate among campuses rated *Academically Acceptable* or *AEA: Academically Acceptable*.

A third approach might be to examine those base indicators, both currently in use and planned for implementation, that fall short of local expectations. Additional performance measures could be constructed to track efforts to improve performance in those areas.

Regardless of the strategy chosen, local accountability systems should be designed to serve the needs of the local community and to improve performance for all students.

## System Safeguards

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System safeguards are those activities conducted by TEA to ensure the integrity of the system. These help protect the system from purposeful manipulation as well as from the use of data of such poor quality—whether intentional or not—that no reliable rating can be determined.

These analyses include, but are not limited to, an audit of leaver data; examination of assessment data including data attributed to JJAEPs and/or DAEPs; review of the issuance of new campus identification numbers; and an analysis of the KRI code values compared to prior year attendance information. If these or any other analyses raise cause for concern, TEA will follow up with the district.

To the extent possible, TEA-conducted safeguards are incorporated into the data integrity monitoring component of the Performance-Based Monitoring (PBM) system. This component of the PBM system was implemented in its pilot year in 2005-06. PBM is part of an overall framework for program monitoring and interventions developed in response to legislation passed in 2003. New strategies for monitoring are data-driven with interventions designed to improve performance and program effectiveness. As a result of PBM activities, sanctions may be imposed.

## Sanctions

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Sanctions describe the consequences that can occur as a result of:

- problems identified through the application of system safeguards;
- unacceptable performance; or,
- investigations authorized under the Texas Education Code (TEC).

## GENERAL INTERVENTIONS

A number of steps may be taken in response to identified concern(s) based on the nature and severity of the problem(s) identified. The Commissioner of Education has the authority to take action under TEC §39.131 and TEC §39.132, *Sanctions for Districts* and *Sanctions for Campuses*, respectively. These sections of statute list sanctions in order of severity, ranging from requiring the district to issue public notice of the deficiency to the board of trustees to appointing a management team (district) or special campus intervention team (campus).

If a district or campus receives the lowest rating for two consecutive years or more, the level of state intervention increases and includes possible closure or annexation (district) or reconstitution (campus). For districts and campuses issued *Not Rated: Other* in 2006 due to hurricane-related issues, the 2005 and 2007 ratings shall be treated as consecutive years. Under standard procedures, the 2002 and 2004 ratings are treated as consecutive years, since no new ratings were issued during the 2003 transition year. Under AEA procedures, 2002 and 2005 are treated as consecutive years, since no AEA ratings were issued in either 2003 or 2004.

Ratings remain in effect for one complete school year following the issuance of the rating. For example, the 2006 ratings issued in August 2006 remain in effect until new ratings are issued the following August. This also applies to a rating lowered during a school year based on a special accreditation investigation—the final rating remains in effect until a subsequent rating is issued. Any sanctions that require a rating for a period of one year or more may be imposed immediately upon the issuance of a final rating for a given school year. A sanction that requires a rating for a period of two or more years may be imposed immediately upon the issuance of a final rating for the second consecutive year.

## LOWERING A RATING

Additionally, TEC §39.074 and §39.075 authorize the Commissioner of Education to lower a campus and/or district accountability rating. Lowering an accountability rating is typically not the first action taken in response to a problem. However, if other actions are not successful in correcting the problem, a district is unresponsive, or the severity of the problem warrants, this is an option available to the Commissioner. If the Commissioner determines that a change in rating is appropriate, the district is notified in writing.

## DATA INTEGRITY ISSUES

A rating can also be changed to *Not Rated: Data Integrity Issues*. This rating is used in the rare situation where the accuracy and/or integrity of performance results have been compromised and it is not possible to assign a rating based on the evaluation of performance. This label may be assigned temporarily pending an on-site investigation, or may be assigned as the final rating label for the year. This rating label is not equivalent to an *Academically Unacceptable* rating. The Commissioner of Education has the authority to assign an *Academically Unacceptable* rating for data quality issues, as described above in *Lowering a Rating*. All districts and campuses with a final rating label of *Not Rated: Data Integrity Issues* are automatically subject to desk audits the following year.

## TIMING

System safeguard activities can occur either before or after the ratings release. Sanctions can be imposed at any time. To the extent possible, ratings for the year are finalized when updated ratings are released following the resolution of appeals (in 2006 the update is scheduled for late October). A rating change resulting from an imposed sanction will stand as the final rating for the year.

## PUBLIC EDUCATION GRANT PROGRAM

In 1995, the Texas Legislature created the Public Education Grant (PEG) program (TEC §§29.201 - 29.205). The PEG program permits parents with children attending campuses that are on the PEG list to request that their children be transferred to another campus, within the same district, or to another district. If a transfer is granted to another district, funding is provided to the receiving district. A list of campuses identified under the PEG criteria is generated and transmitted to districts annually. By February 1, 2007, districts must notify each parent of a student assigned to attend a campus on the PEG list. In December 2006 the list of 2007-08 PEG campuses will be transmitted. This list will identify campuses at which 50 percent or more of the students did not pass TAKS in any two of the preceding three years (2004, 2005, or 2006) **or** that were rated *Academically Unacceptable* in any one of the preceding three years (2004, 2005, or 2006).

## Rewards

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### AWARDS PROGRAMS

*Governor's Educator Excellence Award.* This program awards funds to campuses that have high percentages of economically disadvantaged students and have demonstrated high levels of student achievement or marked improvement in student performance. Campuses qualifying for this grant will be eligible for continuation of funding for two additional years.

*Texas Successful Schools Award System.* Statute provides monetary rewards for high performance or improvement. The Texas Successful Schools Award System (TSSAS) provides monetary awards to campuses (TEC Chapter 39, Subchapter E). In 2005, the Texas Legislature did not appropriate funds for this program for the 2006/2007 biennium.

*Principal Incentive Program.* Another statutory awards program, the Performance Incentive Program (PIP), rewards the principals of campuses demonstrating performance gains (TEC §21.357). This program was not funded for the 2006/2007 biennium.

### EXCELLENCE EXEMPTIONS

Texas Education Code §39.112 automatically exempts districts and campuses rated *Exemplary* from some statutes and rules. The exemptions remain in effect until the Commissioner of Education determines that achievement levels of the district or campus have declined, or the district or campus rating changes.

Statute lists a number of areas in law and regulation to which the exemption does not apply. These include criminal behavior, due process, federal and state program requirements, the curriculum essential knowledge and skills, public school accountability, extracurricular activities, and employee rights and benefits. (See TEC §39.112 for a complete list.) Under

specific circumstances the Commissioner may exempt a campus from class size limits for elementary grades.

## Chapter 16 – Accountability Standards for 2007

This chapter provides information about the commissioner’s final decisions for 2007 accountability standards. The purpose of this new chapter is to inform educators about this key component of the system well in advance of the 2007 accountability year. Given this advance information, districts and campuses can better prepare for changes to the base indicator standards that will take place in 2007.

Other components of the 2007 system will be reevaluated during the annual development process that will begin for the next cycle in early 2007. See *Chapter 17: Preview of 2007 and Beyond* for details as they are currently planned for all components of the 2007 year as well as 2008 through 2010.

The tables below show 2007 standards for standard and AEA procedures, respectively.

**Table 19: Standards for 2007 Ratings - Standard Procedures**

Indicators/Features	Academically Acceptable	Recognized	Exemplary
<b>Assessment Indicators</b>			
<b>TAKS (2006-07)</b> <ul style="list-style-type: none"> <li>• All students</li> <li>and each student group meeting minimum size:</li> <li>• African American</li> <li>• Hispanic</li> <li>• White</li> <li>• Econ. Disadv.</li> </ul>	Meets each standard: <ul style="list-style-type: none"> <li>• Reading/ELA ... <b>65%</b></li> <li>• Writing ..... <b>65%</b></li> <li>• Social Studies.. <b>65%</b></li> <li>• Mathematics .... <b>45%</b></li> <li>• Science..... <b>40%</b></li> </ul> <b>OR</b> Meets Required Improvement	Meets <b>75%</b> standard for each subject <b>or</b> Meets floor criteria and Required Improvement	Meets <b>90%</b> standard for each subject
<b>SDAA II (Spring 2007)</b> All students (if minimum size criteria are met)	Meets <b>50%</b> standard <i>(Met ARD Expectations)</i> <b>OR</b> Meets Required Improvement	Meets <b>70%</b> standard <i>(Met ARD Expectations)</i> <b>OR</b> Meets floor criteria and Required Improvement	Meets <b>90%</b> standard <i>(Met ARD Expectations)</i>
<b>Completion/Dropout Indicators</b>			
<b>Completion Rate I (class of 2006)</b> <ul style="list-style-type: none"> <li>• All students</li> <li>and each student group meeting minimum size:</li> <li>• African American</li> <li>• Hispanic</li> <li>• White</li> <li>• Econ. Disadv.</li> </ul>	Meets <b>75.0%</b> standard <b>or</b> Meets Required Improvement	Meets <b>85.0%</b> standard <b>or</b> Meets floor criteria and Required Improvement	Meets <b>95.0%</b> standard
<b>Annual Dropout Rate - Grades 7-8 (2005-06)</b> <ul style="list-style-type: none"> <li>• All students</li> <li>and each student group meeting minimum size:</li> <li>• African American</li> <li>• Hispanic</li> <li>• White</li> <li>• Econ. Disadv.</li> </ul>	Meets <b>1.0%</b> standard <b>or</b> Meets Required Improvement	Meets <b>0.7%</b> standard <b>or</b> Meets floor criteria and Required Improvement	Meets <b>0.2%</b> standard

**Table 19: Standards for 2007 Ratings - Standard Procedures (cont.)**

Additional Provisions			
<b>Underreported Students</b> ( <i>District only</i> )	Does not apply to <i>Academically Acceptable</i> districts.	A district that underreports more than <b>100</b> students or more than <b>1.5%</b> of its prior year students cannot be rated <i>Recognized</i> .	A district that underreports more than <b>100</b> students or more than <b>1.5%</b> of its prior year students cannot be rated <i>Exemplary</i> .

**Table 20: Standards for 2007 Ratings - AEA Procedures**

Indicators/Features	AECs of Choice	Residential Facilities	Charters
<b>Assessment Indicators</b>			
<b>TAKS Progress</b> <ul style="list-style-type: none"> <li>All students and each student group meeting minimum size:</li> <li>African American</li> <li>Hispanic</li> <li>White</li> <li>Econ. Disadv.</li> </ul>	Meets <b>45%</b> Standard or Demonstrates Required Improvement or Meets <b>45%</b> Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data		Meets <b>45%</b> Standard or Demonstrates Required Improvement
<b>SDAA II (Spring 2007)</b> All students (if minimum size criteria are met)	Meets <b>45%</b> Standard or Demonstrates Required Improvement		
<b>Completion/Dropout Indicators</b>			
<b>Completion Rate II (class of 2006)</b> <ul style="list-style-type: none"> <li>All students and each student group meeting minimum size:</li> <li>African American</li> <li>Hispanic</li> <li>White</li> <li>Econ. Disadv.</li> </ul>	Meets <b>75.0%</b> Standard or Demonstrates Required Improvement or Meets <b>75.0%</b> Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data	Residential Facilities are not evaluated on Completion Rate II	Meets <b>75.0%</b> Standard or Demonstrates Required Improvement
<b>Annual Dropout Rate—Grades 7-12 (2005-06)</b> <ul style="list-style-type: none"> <li>All students and each student group meeting minimum size:</li> <li>African American</li> <li>Hispanic</li> <li>White</li> <li>Econ. Disadv.</li> </ul>	Meets <b>10.0%</b> Standard or Demonstrates Required Improvement		

## Chapter 17 – Preview of 2007 and Beyond

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This section provides information about future plans for the standard and alternative education accountability (AEA) procedures of the state accountability system, to the extent these plans are known in the spring of 2006. The purpose is to inform educators in advance so districts and campuses can adequately prepare for changes that will take place in 2007 and later years. The phase-in schedule for the accountability standards is reevaluated annually; any changes to the information provided here will be announced with as much advance notice as possible.

Additions, deletions, and modifications beyond those discussed here are possible. State legislative action may also affect the accountability system ratings, reports, sanctions, and rewards. At this point, such action cannot be predicted.

The changes described below begin with standard procedures and are followed by AEA procedures, presented for the years 2007, 2008, and 2009 and beyond. Changes described for any given year are based on a comparison to the immediately preceding year.

Of important note for the future is the planned incorporation of new alternative assessments for students with disabilities, using a phase-in schedule beginning in 2008. These new assessments are currently under development; grades, subjects, and the implementation schedule are still to be determined.

### Standard Procedures for 2007

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#### TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

*Accountability Standards.* In 2007, the *Academically Acceptable* standards will increase from 35% to 40% for science, from 40% to 45% for mathematics, and from 60% to 65% for reading/ELA, writing, and social studies. The standard for *Recognized* (for all subjects) will move from 70% to 75% in 2007. *Exemplary* will remain the same, at 90%.

*TAKS Commended.* Beginning with ratings released in 2007, a label of “commended” will be appended to campus and district ratings if the campus or district also earns a GPA for at least 50% of the commended performance indicators on which the campus or district is evaluated. A minimum of three of the five commended performance indicators must be evaluated; or if only two are evaluated, both must be acknowledged (2 out of 2). Only campuses and districts rated *Academically Acceptable* or higher will be eligible to receive this additional label. Campuses and districts evaluated under AEA procedures will not be eligible to receive this additional label.

*Minimum Size Requirements.* Maintain the same 30/10%/50 minimum size criteria used in 2006.

#### STATE-DEVELOPED ALTERNATIVE ASSESSMENT II (SDAA II)

No changes are anticipated for this indicator for 2007.

#### COMPLETION RATE I

*Accountability Standards.* No change to standards for Completion Rate I for 2007.

*Dropout Definition.* Beginning with dropouts from the 2005-06 school year (reported in 2006-07), TEA will use the National Center for Education Statistics (NCES) definition of a dropout. Among other definitional changes, this means that a student who leaves the public school system in 2005-06 to attend a General Educational Development (GED) program elsewhere, and does not receive a GED certificate by the deadline, will be counted as a dropout. If a student is still enrolled at a public school, even an in-school GED program, he or she will be defined as a *continuing student*. As shown in *Table 21*, results for one of the four cohort years (2005-06) will be calculated using this new definition for 2007.

*Required Improvement (RI).* No RI will be available for completion rate in 2007 due to the change in definition for dropouts.

*Hurricanes Katrina and Rita.* The Agency will consider options in the future for addressing the impact of displaced Hurricane Katrina and Rita students on completion rates used for the 2007 through 2010 accountability ratings.

**Table 21: Completion Rate Transition**

Accountability Year	Class of	Cohort Years	Dropout Definition	Completion Rate Methodology	
				Numerator	Denominator
2006	2005	2001-02	TEA	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
		2002-03	TEA		
		2003-04	TEA		
		2004-05	TEA		
2007	2006	2002-03	TEA	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
		2003-04	TEA		
		2004-05	TEA		
		2005-06	NCES		
2008	2007	2003-04	TEA	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
		2004-05	TEA		
		2005-06	NCES		
		2006-07	NCES		
2009	2008	2004-05	TEA	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
		2005-06	NCES		
		2006-07	NCES		
		2007-08	NCES		
2010	2009	2005-06	NCES	Graduates + Continuers	Graduates+ Continuers+ GED Recipients+ Dropouts
		2006-07	NCES		
		2007-08	NCES		
		2008-09	NCES		

**ANNUAL DROPOUT RATE (GR. 7-8)**

*Accountability Standards.* No change to standards for the Annual Dropout Rate for 2007.

*Dropout Definition.* Beginning with dropouts who leave during the 2005-06 school year (used for 2007 accountability), the definition of a dropout will change to the definition used by the NCES of the U.S. Department of Education (USDE).

*Required Improvement.* No RI will be available in 2007 for the dropout rate due to the change in definition for dropouts.

*Hold Harmless Provision.* Due to the definitional and RI changes described above, if the Annual Dropout Rate for grades 7-8 is the only indicator causing a district or campus to be *Academically Unacceptable*, then the “hold harmless” provision is applied and the campus or district will be rated *Academically Acceptable* instead. This provision will be in place for 2007 only.

*Hurricanes Katrina and Rita.* Provisions will be implemented to ensure that districts and campuses with 2005-06 dropout rates impacted by Hurricanes Katrina and Rita are rated appropriately.

## **ADDITIONAL FEATURES**

*Underreported Students.* In 2007, the percent of underreported students that can prevent a district from being rated *Exemplary* or *Recognized* will decrease from 2.0% to 1.5%.

## **GOLD PERFORMANCE ACKNOWLEDGMENTS (GPA)**

*Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP).* The RHSP/DAP standard increases from 70.0% to 80.0% in 2007.

*Commended Performance.* The standard for this indicator will increase for each subject from 20% to 25% in 2007.

## **REPORT-ONLY INDICATORS**

These indicators will not be used in determining accountability ratings in 2007, and will not be on the Accountability Data Tables released in 2007, but they will be reported in other products, such as the AEIS reports.

*TAKS Science Grade 8.* Performance on this indicator will be reported on the 2006-07 AEIS reports.

*TAKS-Inclusive.* Performance on TAKS-I science (grades 5, 8, & 10), social studies (grades 8 & 10), and exit-level (all subjects) will be reported on the 2006-07 AEIS reports.

*Progress Measure for English Language Learners (ELL).* Performance on this indicator will be reported on the 2006-07 AEIS reports.

## **AEA Procedures for 2007**

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### **AEA CAMPUS REGISTRATION PROCESS**

The 2007 AEA campus registration process begins on September 11, 2006. An email notification will be sent to all superintendents stating that alternative education campuses (AECs) rated in 2005-06 under AEA procedures will be re-registered automatically in 2006-07 subject to the at-risk registration criterion. A rescission letter will be required from AECs not wishing to remain registered for AEA. A *2006-07 Alternative Education Accountability Campus Registration Form* will be required from each AEC that wishes to be evaluated under 2006-07 AEA procedures that is not already on the list of registered AECs. A sample rescission letter and the registration form will be available on the AEA website at <http://www.tea.state.tx.us/aea>. The 2007 registration process closes on September 22, 2006. When finalized, the list of 2007 registered AECs will be available on the AEA website.

## **AT-RISK REGISTRATION CRITERION**

Each AEC must have at least 70% at-risk student enrollment or be eligible to use the Prior-Year PEIMS At-Risk Data or New Campus safeguards to remain registered and be evaluated under 2007 AEA procedures.

## **ATTRIBUTION OF AEC DATA**

Campus accountability subset determines attribution of AEC test data. The 2005-06 leaver data are attributed to the last campus of attendance. The 85-day rule is phased-out completely for accountability in 2007 and beyond.

## **TAKS PROGRESS AND SDAA II**

*Accountability Standards.* The TAKS Progress and SDAA II standards increase to 45%.

## **ANNUAL DROPOUT RATE (GR. 7-12)**

*Accountability Standards.* The Annual Dropout Rate standard remains at 10.0%.

*Dropout Definition.* The dropout definition transitions from the current state definition to the NCES definition. Students dropping out of school during the 2005-06 school year are reported in 2006-07 in accordance with the NCES dropout definition. The Annual Dropout Rate indicator under AEA procedures includes grades 7-12; therefore, registered AECs and charters evaluated under AEA procedures will experience the full impact of implementing the NCES dropout definition.

*Required Improvement.* RI for the Annual Dropout Rate indicator cannot be calculated and will not be applied in 2007. The changes to the dropout definition will prevent comparisons of rates used in 2006 and 2007.

*Hold Harmless Provision.* Due to the definitional and RI changes described above, if the Annual Dropout Rate is the only indicator causing a registered AEC or charter to be *AEA: Academically Unacceptable*, then the “hold harmless” provision is applied and the AEC or charter will be assigned the *AEA: Academically Acceptable* label. This provision will be in place for 2007 only.

*Hurricanes Katrina and Rita.* Provisions will be implemented to ensure that registered AECs and charters with 2005-06 dropout rates impacted by Hurricanes Katrina and Rita are rated appropriately.

## **COMPLETION RATE II**

*Accountability Standards.* The Completion Rate II standard remains at 75.0%.

*Required Improvement.* RI for the Completion Rate II indicator cannot be calculated and will not be applied in 2007. The changes to the dropout definition will prevent comparisons of rates used in 2006 and 2007.

*Hurricanes Katrina and Rita.* The Agency will consider options in the future for addressing the impact of displaced Hurricane Katrina and Rita students on completion rates used for the 2007 through 2010 accountability ratings.

## Standard Procedures for 2008

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### TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

*SSI and Grade 8 Reading and Mathematics.* In 2008 the Student Success Initiative will go into effect for grade 8. These students will need to pass TAKS reading and mathematics in order to be promoted to grade 9. The tests will be administered multiple times, as with the other SSI grades. Results from both the first and second administrations of 8<sup>th</sup> grade reading and mathematics will be included in the TAKS reading/ELA and mathematics indicators, respectively, in the same way they are included for grade 5 SSI. Note that prior year results cannot be computed to be precisely comparable, since there will not be multiple administrations of 8<sup>th</sup> grade reading and mathematics in 2007. Any improvement calculations will be based on multiple administrations in 2008 compared to one administration in 2007.

*TAKS Science.* The results of the grade 8 science assessment will be included in the accountability system beginning in 2008. The student standard for this assessment will be at panel recommendation (scale score of 2100).

*Accountability Standards.* In 2008, the *Academically Acceptable* standard for reading/ELA, writing, and social studies will remain at 65%. The standard for mathematics will increase from 45% to 50%, and the standard for science will increase to 45%. The standard for *Recognized* will remain at 75% and the standard for *Exemplary* will remain at 90%. If, however, for 2008, TAKS-I results are combined with the TAKS results as a single indicator, the TAKS indicator standards will be revisited.

*Minimum Size Requirements.* Maintain the same 30/10%/50 minimum size criteria used in 2007.

### NEW ASSESSMENTS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

*TAKS-I.* In 2008, results for TAKS-I science (grades 5, 8, & 10), social studies (grades 8 & 10), and exit-level (all subjects) will be included in the accountability system. The student passing standard for TAKS-I will be the same as for TAKS. Results for TAKS-I reading/ELA, writing, and mathematics for grades 3-10 will not be used in 2008.

*TAKS-Modified (TAKS-M) and TAKS-Alternate (TAKS-Alt).* Results for these two other alternative assessments will not be used for accountability purposes in 2008.

### COMPLETION RATE I

*Accountability Standards.* The *Academically Acceptable* and *Recognized* standards for Completion Rate I will be reevaluated once data on the impact of the new NCES dropout definition is available.

*Dropout Definition.* Results for two of the four cohort years (2005-06 and 2006-07) will be calculated using the NCES definition. See *Table 21*.

### ANNUAL DROPOUT RATE (GR. 7-8)

*Accountability Standards.* No change to standards for the Annual Dropout Rate for 2008.

*Required Improvement.* Required Improvement for the Annual Dropout Rate will be reinstated in 2008 when two years of dropout rates using the new definition are available.

## **NEW BASE INDICATOR**

*Progress Measure for English Language Learners (ELL).* Decisions regarding the ELL indicator will be made during the 2007 accountability cycle for first possible use in the 2008 accountability ratings.

## **ADDITIONAL FEATURES**

*Exceptions.* The Exceptions Provision will be reevaluated to determine if measures should be added or removed, adjustments need to be made to the number of exceptions for which campuses or districts are eligible, or other aspects need to be modified.

*Underreported Students.* In 2008, the percent of underreported students that can prevent a district from being rated *Exemplary* or *Recognized* will decrease from 1.5% to 1.0%. Also in 2008, the number of underreported students that can prevent a district from being rated *Exemplary* or *Recognized* will decrease from 100 to 75.

## **GOLD PERFORMANCE ACKNOWLEDGMENTS (GPA)**

*Texas Success Initiative.* The standard for this indicator will increase for each subject from 50% to 55% in 2008.

## **REPORT-ONLY INDICATORS**

These indicators will not be used in determining accountability ratings in 2008, and will not be on the Accountability Data Tables released in 2008, but they will be reported in other products, such as the AEIS reports.

*TAKS-I.* Performance on TAKS-I reading/ELA, writing, and mathematics for grades 3-10 will be reported on the 2007-08 AEIS reports for the first time.

*TAKS-M and TAKS-Alt.* Performance on these assessments will be reported on the 2007-08 AEIS reports for the first time.

## **AEA Procedures for 2008**

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### **AEA CAMPUS REGISTRATION PROCESS**

The 2008 AEA campus registration process will be conducted electronically. Details will be included in the *2007 Accountability Manual*.

### **AT-RISK REGISTRATION CRITERION**

Each AEC must have at least 70% at-risk student enrollment or be eligible to use the Prior-Year PEIMS At-Risk Data or New Campus safeguards to remain registered and be evaluated under 2008 AEA procedures.

### **TAKS PROGRESS**

*Accountability Standards.* The TAKS Progress standard remains at 45%.

### **ANNUAL DROPOUT RATE (GR. 7-12)**

*Accountability Standards.* The Annual Dropout Rate standard remains at 10.0%.

## COMPLETION RATE II

*Accountability Standards.* The Completion Rate II standards for 2008 and beyond have not been determined.

## Standard Procedures for 2009 and Beyond

---

### TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS)

*Accountability Standards.* In 2009, the *Academically Acceptable* standards will increase by five points for all subjects: to 70% for reading/ELA, writing, and social studies; to 55% for mathematics; and, to 50% for science. Also in 2009, the standard for *Recognized* (for all subjects) will increase to 80%. In 2010, the *Academically Acceptable* standards will increase to 60% and 55% for mathematics and science, respectively. Standards beyond 2010 are yet to be determined. If, however, for 2009 the TAKS-I results are combined with the TAKS results as a single indicator, the TAKS indicator standards will be revisited.

*Minimum Size Criteria.* For 2009, minimum size may be modified to include all groups with 30 or more students. If this change is made, groups of 30 to 49 would be included even if they represent less than 10% of the tested population.

### ASSESSMENTS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

*TAKS-I.* In 2009, the TAKS-I performance used in the accountability system will be the same as for 2008 (TAKS-I science - grades 5, 8, & 10, social studies - grades 8 & 10, and exit-level - all subjects). In 2010, performance on *all* TAKS-I subjects and grades will be used in the accountability system. The student passing standard for TAKS-I will be the same as for TAKS.

*TAKS-M and TAKS-Alt.* Decisions regarding inclusion of these assessments will be made during the 2009 accountability development cycle for first possible use in the accountability system beginning in 2010.

### COMPLETION RATE I

*Accountability Standards.* The standards for 2009 and beyond have not been determined.

*Dropout Definition.* In 2009, results for three of the four cohort years (2005-06, 2006-07, and 2007-08) will be calculated using the NCES definition. In 2010, the transition will be complete and all four years will be calculated using the NCES definition. See *Table 21*.

### ANNUAL DROPOUT RATE (GR. 7-8)

*Accountability Standards.* The standards for 2009 and beyond have not been determined.

### ADDITIONAL FEATURES

*Exceptions.* The Exceptions Provision will be reevaluated to determine if measures should be added or removed, adjustments need to be made to the number of exceptions for which campuses or districts are eligible, or other aspects need to be modified.

*Underreported Students.* A new longitudinal indicator may replace the current underreported students indicator in the accountability ratings process or may be added to the PBM Data Integrity System.

### **GOLD PERFORMANCE ACKNOWLEDGMENTS (GPA)**

*Advanced/Dual Enrollment Course Completion.* The standard for this indicator will increase from 25.0% to 30.0% in 2009 and will remain at 30.0% in 2010.

*Commended Performance.* The standard for this indicator will increase for each subject from 25% to 30% in 2009 and will remain at 30% in 2010.

*Recommended High School Program/Distinguished Achievement Program.* The RHSP/DAP standard increases from 80.0% to 85.0% in 2009 and will remain at 85.0% in 2010.

*SAT/ACT.* The standard for SAT/ACT for 2009 and beyond will be reevaluated during the 2008 accountability development process.

*Texas Success Initiative.* The standard for this indicator will increase for each subject from 55% to 60% in 2009 and to 65% in 2010.

### **REPORT-ONLY INDICATORS (2009 ONLY)**

These indicators will not be used in determining accountability ratings in 2009, and will not be on the Accountability Data Tables released in 2009, but they will be reported in other products, such as the AEIS reports.

*TAKS-I.* Performance on TAKS-I reading/ELA, writing, and mathematics for grades 3-10 will be reported on the 2008-09 AEIS reports for the second time.

*TAKS-M and TAKS-Alt.* Performance on these assessments will be reported on the 2008-09 AEIS reports for the second time.

## **AEA Procedures for 2009 and Beyond**

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### **TAKS PROGRESS**

*Accountability Standards.* The TAKS Progress standard increases to 50%.

### **ANNUAL DROPOUT RATE (GR. 7-12)**

*Accountability Standards.* The Annual Dropout Rate standards for 2009 and beyond have not been determined.

## Overview 2007 – 2010

The phase-in schedule for the accountability standards will be reevaluated annually; any changes will be announced with as much advance notice as possible. In the table below, all known changes to standards for the assessments currently in place are shown. Changes for any given year compared to the prior year are indicated in bold.

**Table 22: Standards through 2010 – Standard Procedures**

	2006	2007*	2008**	2009**	2010**
<b>TAKS Standards</b>					
<b>Exemplary</b>	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
<b>Recognized</b>	≥ 70%	≥ 75%	≥ 75%	≥ 80%	≥ 80%
<b>Acceptable</b>					
R/ELA, W, SS	≥ 60%	≥ 65%	≥ 65%	≥ 70%	≥ 70%
Mathematics	≥ 40%	≥ 45%	≥ 50%	≥ 55%	≥ 60%
Science	≥ 35%	≥ 40%	≥ 45%	≥ 50%	≥ 55%
<b>Student Passing Standard</b>	Gr. 3-11 at PR	Gr. 3-11 at PR	Gr. 3-11 at PR	Gr. 3-11 at PR	Gr. 3-11 at PR
<b>SDAA II Standards</b>					
<b>Exemplary</b>	≥ 90%	≥ 90%	N/A	N/A	N/A
<b>Recognized</b>	≥ 70%	≥ 70%	N/A	N/A	N/A
<b>Acceptable</b>	≥ 50%	≥ 50%	N/A	N/A	N/A
<b>Completion Rate I (Grade 9-12) Standards</b>					
	Class of 2005 (9 <sup>th</sup> grade 01-02)	Class of 2006 (9 <sup>th</sup> grade 02-03)	Class of 2007 (9 <sup>th</sup> grade 03-04)	Class of 2008 (9 <sup>th</sup> grade 04-05)	Class of 2009 (9 <sup>th</sup> grade 05-06)
<b>Exemplary</b>	≥ 95%	≥ 95%	<b>TBD</b>	TBD	TBD
<b>Recognized</b>	≥ 85%	≥ 85%	<b>TBD</b>	TBD	TBD
<b>Acceptable</b>	≥ 75%	≥ 75%	<b>TBD</b>	TBD	TBD
<b>Completion Rate I Definition</b>	<b>Grads+Cont</b>	Grads+Cont	Grads+Cont	Grads+Cont	Grads+Cont
<b>Dropout Definition</b>	Current State Definition (4 yrs.)	<b>State Definition (3 yrs.); NCES Definition (1 yr.)</b>	<b>State Definition (2 yrs.); NCES Definition (2 yrs.)</b>	<b>State Definition (1 yr.); NCES Definition (3 yrs.)</b>	<b>NCES Definition (4 yrs.)</b>
<b>Annual Dropout Rate (Grade 7-8) Standards</b>					
	from 2004-05	from 2005-06	from 2006-07	from 2007-08	from 2008-09
<b>Exemplary</b>	≤ 0.2%	≤ 0.2%	≤ 0.2%	<b>TBD</b>	TBD
<b>Recognized</b>	≤ 0.7%	≤ 0.7%	≤ 0.7%	<b>TBD</b>	TBD
<b>Acceptable</b>	≤ 1.0%	≤ 1.0%	≤ 1.0%	<b>TBD</b>	TBD
<b>Indicator Definition</b>	Current State Definition	<b>NCES Definition</b>	NCES Definition	NCES Definition	NCES Definition
<b>Additional Features</b>					
<b>Required Improvement</b>	See Chapter 3	<b>TBD</b>	TBD	TBD	TBD
<b>Exceptions</b>	See Chapter 3	<b>TBD</b>	TBD	TBD	TBD
<b>Underreported Students</b>	≤ 100 and ≤2.0%	≤ 100 and ≤1.5%	≤ 75 and ≤1.0%	Possible use of longitudinal measures of data quality	TBD

\* Details about the 2007 accountability standards are presented in Chapter 16: Accountability Standards for 2007.

\*\* Standards for 2008 and beyond will be reviewed annually and are subject to change.

**Table 23: Standards through 2010 – AEA Procedures**

	2006	2007*	2008	2009	2010
<b>TAKS Progress Standard</b>					
AEA: Academically Acceptable	≥ 40%	≥ 45%	≥ 45%	≥ 50%	≥ 50%
<b>SDAA II Standard</b>					
AEA: Academically Acceptable	≥ 40%	≥ 45%	N/A	N/A	N/A
<b>Completion Rate II (Grade 9-12) Standard</b>					
	Class of 2005 (9 <sup>th</sup> grade 01-02)	Class of 2006 (9 <sup>th</sup> grade 02-03)	Class of 2007 (9 <sup>th</sup> grade 03-04)	Class of 2008 (9 <sup>th</sup> grade 04-05)	Class of 2009 (9 <sup>th</sup> grade 05-06)
AEA: Academically Acceptable	≥ 75.0%	≥ 75.0%	TBD	TBD	TBD
Completer II Definition	Graduates + Continuing Students + GED Recipients				
Dropout Definition	Current State Definition	Phase in NCES definition			NCES Definition
<b>Annual Dropout Rate (Grade 7-12) Standard</b>					
	from 2004-05	from 2005-06	from 2006-07	from 2007-08	from 2008-09
AEA: Academically Acceptable	≤ 10.0%	≤ 10.0%	≤ 10.0%	TBD	TBD
Dropout Definition	Current State Definition	NCES Definition			
<b>Additional Features</b>					
Required Improvement	See Chapter 11	TBD	TBD	TBD	TBD
Use of District At-Risk Data	See Chapter 11	TBD	TBD	TBD	TBD

\* Details about the 2007 accountability standards are presented in Chapter 16: Accountability Standards for 2007.

## Chapter 18 – Calendar

Dates significant to the accountability system are listed below. Key dates directly related to accountability are bold. To the extent possible, descriptions of how products will be released (via mail, secure web, or public web) are provided. The fourth column shows whether the date applies to standard procedures, AEA procedures, or both.

Due to unforeseen circumstances, the calendar dates listed in this chapter may be modified at a later time.

Year	Date	Activity	Standard or AEA
<b>2005</b>	June 23	PEIMS submission 3 due (2004-05 Attendance)	Both
	July 21	Last date for districts with traditional calendars to resubmit changes and corrections to 2004-05 PEIMS submission 3	Both
	September 9	Last date for districts with year-round calendars to resubmit changes and corrections to 2004-05 PEIMS submission 3	Both
	October 18-21	TAKS exit-level English language arts, mathematics, science, and social studies administered	Both
	October 28	Snapshot date for enrolled students (2005-06 PEIMS submission 1)	Both
	December 8	2005-06 PEIMS submission 1 due (includes 2004-05 Leavers; 2005-06 Enrollment)	Both
	December 9	TEA notifies districts of campuses identified under Public Education Grant (PEG) Program criteria effective for the 2006-07 school year (not applicable to charters or registered AECs)	Standard
<b>2006</b>	<b>January – March</b>	<b>Development of 2006 state accountability system</b>	Both
	January 19	Last date to resubmit changes and corrections to 2005-06 PEIMS submission 1	Both
	February 1	Districts notify parents of students in campuses identified under PEG criteria that they are eligible for transfer in 2006-07 (not applicable to charters or registered AECs)	Standard
	February 21 – 22	TAKS reading, writing and ELA, TAKS-I ELA, SDAA II reading and ELA administered	Both
	March 10	Districts receive TAKS reading results (grades 3 and 5)	Both
	<b>March 29 – April 28</b>	<b>Pairing relationships requested for identified campuses</b>	Standard
	April 4	TAKS mathematics (grade 5) administered	Both
	<b>April 5</b>	<b>Commissioner’s final decisions for 2006 accountability system are posted online</b>	Both

Year	Date	Activity	Standard or AEA
2006 (cont.)	April 18 – 21	TAKS mathematics, reading, science, and social studies; TAKS-I mathematics, science, social studies; SDAA II mathematics, reading administered	Both
	<b>April 25</b>	<b>TEA contacts alternative education campuses (AECs) that do not meet the 2006 at-risk registration criterion</b>	AEA
	<b>May 3</b>	<b>TEA contacts charters that have the option to be evaluated under 2006 AEA procedures</b>	AEA
	May 12	Districts receive TAKS and SDAA II results for all subjects, all grades	Both
	May 16	TAKS mathematics (grade 5 retest) administered	Both
	<b>May 17</b>	<b>Due date for responses from charters that have the option to be evaluated under 2006 AEA procedures</b>	AEA
	<b>Mid–May</b>	<b>2006 Accountability Manual published (public web only)</b>	Both
	<b>June 20</b>	<b>Districts receive confidential dropout and completion lists and rates from TEA (secure web only)</b>	Both
	June 22	2005-06 PEIMS submission 3 due (2005-06 Attendance)	Both
	July 20	Last date for districts with traditional calendars to resubmit changes and corrections to 2005-06 PEIMS submission 3	Both
	<b>July 21</b>	<b>Districts receive confidential preview data tables from TEA (secure web only)</b>	Both
	<b>July 21</b>	<b>TEA begins accepting ratings appeals</b>	Both
	<b>August 1*</b>	<b>TEA issues 2006 district and campus accountability ratings</b>	Both
	<b>August 18</b>	<b>Last day to appeal 2006 state accountability ratings</b>	Both
	August / September	Districts must post current accountability rating, AEIS report, and SRC on district website.	Both
	September 8	Last date for districts with TEA-approved year-round calendars to resubmit 2005-06 PEIMS submission 3	Both
	<b>September 11</b>	<b>2007 AEA campus registration process begins</b>	AEA
	<b>September 22</b>	<b>2007 AEA campus registration process closes</b>	AEA
	September / October	Districts must include accountability ratings on first student report cards.	Both
<b>Late October</b>	<b>Final ratings release—after resolution of all appeals (secure and public web)</b>	Both	

\* The public release of district and campus ratings will be posted online during the afternoon of August 1<sup>st</sup>. Districts will have access to their list of district and campus ratings on the TEA Secure Environment (TEASE) Accountability site earlier that day. ESCs will receive a listing showing the district and campus ratings for the districts in their region via overnight mail. Final masked data tables will be available on the TEA public website.

Year	Date	Activity	Standard or AEA
<b>2006 (cont.)</b>	<b>Late October</b>	<b>TEA issues 2006 Gold Performance Acknowledgments (GPA)</b>	Standard
	October 27	Snapshot date for enrolled students (2006-07 PEIMS submission 1)	Both
	October 16-19	TAKS exit-level English language arts, mathematics, science, and social studies administered	Both
	<b>Early November</b>	<b>TEA releases 2005-06 AEIS reports to district superintendents (secure web only)</b>	Both
	<b>Late November</b>	<b>Release of 2005-06 AEIS reports on public website</b>	Both
	December 7	2006-07 PEIMS submission 1 due (includes 2005-06 Leavers and 2006-07 Enrollment)	Both
	<b>Mid-December</b>	<b>TEA notifies districts of campuses identified under PEG criteria effective for the 2007-08 school year (via mail) (not applicable to charters or registered AECs)</b>	Standard
	<b>Mid-December</b>	<b>TEA releases 2005-06 School Report Cards</b>	Both
<b>2007</b>	<b>January – March</b>	<b>Development of 2007 state accountability system</b>	Both
	February 1	Districts notify parents of students in campuses identified under PEG criteria that they are eligible for transfer in 2007-08 (not applicable to charters or registered AECs)	Standard
	January 18	Last date to resubmit changes and corrections to 2006-07 PEIMS submission 1	Both
	February 20 – 21	TAKS reading, writing and English language arts (ELA), TAKS-I ELA, SDAA II reading and ELA administered	Both
	March 9	Districts receive TAKS reading results (grades 3 & 5)	Both
	<b>Late March</b>	<b>Campus pairing process begins</b>	Standard
	<b>April</b>	<b>TEA contacts AECs that do not meet the 2007 at-risk registration criterion</b>	AEA
	April 3	TAKS mathematics (grade 5) administered	Both
	April 17 – 20	TAKS mathematics, reading, science, and social studies; TAKS-I mathematics, science, social studies; SDAA II mathematics, reading administered	Both
	<b>Late April</b>	<b>Campus pairing process closes</b>	Standard
	<b>Early May</b>	<b>Charters that have the option to be evaluated under 2007 AEA procedures are contacted</b>	AEA
	May 11	Districts receive TAKS and SDAA II results for all subjects, all grades	Both
	May 15	TAKS mathematics (grade 5 retest) administered	Both

<b>2007</b> (cont.)	<b>Mid–May</b>	<b>Due date for responses from charters that have the option to be evaluated under 2007 AEA procedures</b>	AEA
	<b>May</b>	<b>2007 Accountability Manual published (public web only)</b>	Both
	<b>June</b>	<b>Districts receive confidential dropout and completion lists and rates from TEA (secure web only)</b>	Both
	June 21	2006-07 PEIMS submission 3 due (2006-07 Attendance)	Both
	July 19	Last date for districts with traditional calendars to resubmit changes and corrections to 2006-07 PEIMS submission 3	Both
	<b>Mid–July</b>	<b>Districts receive confidential preview data tables from TEA (secure web only)</b>	Both
	<b>August 1</b>	<b>Release of 2007 accountability ratings</b>	Both
	<b>August</b>	<b>2007 state accountability ratings appeals process (Date for appeals deadline TBD)</b>	Both
	August / September	Districts must post current accountability rating, AEIS report, and SRC on district website.	Both
	September 3	Last date for districts with TEA-approved year-round calendars to resubmit 2006-07 PEIMS submission 3	Both
	<b>September</b>	<b>2008 AEA campus registration process</b>	AEA
	September / October	Districts must include the most current campus accountability rating with the first student report card	Both
	<b>October</b>	<b>Final ratings release—after resolution of all appeals</b>	Both
	<b>October</b>	<b>TEA issues 2007 Gold Performance Acknowledgments</b>	Standard
	<b>October / November</b>	<b>TEA releases 2006-07 AEIS reports</b>	Both
<b>November / December</b>	<b>TEA notifies districts of campuses identified under PEG criteria effective for 2008-09 school year (not applicable to charters or registered AECs)</b>	Standard	
<b>November / December</b>	<b>TEA releases 2006-07 School Report Cards</b>	Both	

**The 2006 Accountability Rating System  
for Texas Public Schools and School Districts**

# Appendices

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## **Appendix A – Texas Administrative Code**

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Beginning in 2000, a portion of the *Accountability Manual* has been adopted on an annual basis as a commissioner rule. With the publication of this *Manual*, the Texas Education Agency will file a Commissioner Rule amendment to 19 *Texas Administrative Code* §97.1001, *Accountability Rating System* with the Office of the Secretary of State. This rule will adopt the *2006 Accountability Manual, Chapters 2-6, 8, 10-12, 14-16, and Appendix I*, thus giving legal standing to the rating process and procedures.

Allowing for a 30 day comment period, final adoption should occur by July 31, 2006. If any changes result from this rule adoption process, then educators will be notified as soon as possible.

The proposed rule is provided below:

### **Chapter 97. Planning and Accountability**

#### **Subchapter AA. Accountability and Performance Monitoring**

##### **§97.1001. Accountability Rating System.**

- (a) The rating standards established by the commissioner of education under Texas Education Code (TEC), §39.051(c) and (d), shall be used to evaluate the performance of districts, campuses, and charter schools. The indicators, standards, and procedures used to determine ratings under both standard and alternative education accountability (AEA) procedures will be annually published in official Texas Education Agency publications. These publications will be widely disseminated and cover the following procedures:
  - (1) indicators, standards, and procedures used to determine district ratings;
  - (2) indicators, standards, and procedures used to determine campus ratings;
  - (3) indicators, standards, and procedures used to determine acknowledgment on Additional Indicators; and
  - (4) procedures for submitting a rating appeal.
- (b) The standard and alternative procedures by which districts and campuses are rated and acknowledged for 2006 are based upon specific criteria and calculations, which are described in excerpted sections of the *2006 Accountability Manual*, dated May 2006, provided in this subsection.

Figure: 19 TAC §97.1001(b)

- (c) Ratings may be revised as a result of investigative activities by the commissioner as authorized under TEC, §39.074 and §39.075.
- (d) The specific criteria and calculations used in the accountability manual are established annually by the commissioner of education and communicated to all school districts and charter schools.
- (e) The specific criteria and calculations used in the annual accountability manual adopted for school years prior to 2006-2007 remain in effect for all purposes, including accountability, data standards, and audits, with respect to those school years.

## Appendix B – Texas Education Code

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The 2006 Accountability Rating System for Texas Public Schools and School Districts was developed based on statutory mandates of the Texas Legislature. The majority of the relevant legislation is contained in *TEC Chapter 39. Public School System Accountability*. Below is a table of contents of the sections in Chapter 39. The full text as well as the rest of the Texas Education Code is available on the state website at:

<http://www.capitol.state.tx.us/statutes/edtoc.html>

### Chapter 39. Public School System Accountability

Subchapter A. *Reserved for expansion.*

#### Subchapter B. Assessment of Academic Skills

- Sec. 39.021 Essential Skills and Knowledge
- Sec. 39.022 Assessment Program
- Sec. 39.023 Adoption and Administration of Instruments
- Sec. 39.0231 Reporting of Results of Certain Assessments.
- Sec. 39.024 Satisfactory Performance
- Sec. 39.025 Exit-Level Performance Required
- Sec. 39.026 Local Option
- Sec. 39.027 Exemption
- Sec. 39.028 Comparison of State Results to National Results
- Sec. 39.029 Migratory Children
- Sec. 39.030 Confidentiality; Performance Reports
- Sec. 39.031 Cost
- Sec. 39.032 Assessment Instrument Standards; Civil Penalty
- Sec. 39.033 Voluntary Assessment of Private School Students

#### Subchapter C. Performance Indicators

- Sec. 39.051 Academic Excellence Indicators
- Sec. 39.052 Campus Report Card
- Sec. 39.053 Performance Report
- Sec. 39.054 Uses of Performance Report
- Sec. 39.055 Annual Audit of Dropout Records; Report

#### Subchapter D. Accreditation Status

- Sec. 39.071 Accreditation.
- Sec. 39.072 Accreditation Standards
- Sec. 39.0721 Gold Performance Rating Program
- Sec. 39.073 Determining Accreditation Status
- Sec. 39.074 On-Site Investigations
- Sec. 39.075 Special Accreditation Investigations
- Sec. 39.076 Conduct of Investigations

Subchapter E. Successful School Awards

- Sec. 39.091 Creation of System
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- Sec. 39.094 Use of Awards
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Subchapter F. Additional Rewards

- Sec. 39.111 Recognition and Rewards
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- Sec. 39.131 Sanctions For Districts
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- Sec. 39.133 Annual Review
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- Sec. 39.204 Rules
- Sec. 39.251 Notice in Student Grade Report
- Sec. 39.252 Notice on District Website

## Appendix C – Comparison of State and Federal Systems

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In addition to the state accountability system, which is mandated by the Texas legislature, there is also a federal system of public school accountability. Although the state system has been in place since 1993, the accountability provisions in the federal No Child Left Behind (NCLB) Act were first applied to the Texas public schools in 2003. Campuses, districts and the state were evaluated for Adequate Yearly Progress (AYP) for the first time in 2003

The purpose of this appendix is to provide details comparing the state accountability system to the federal (AYP) system. Though there are some similarities and elements in common between the two, there are significant differences. For complete details about the federal system, see the *2006 AYP Guide*. The *Guide* as well as other information about AYP can be found at the AYP website at <http://www.tea.state.tx.us/ayp/index.html>.

### SYSTEMS ALIGNED

The state accountability system and the AYP procedures mandated by the U.S. Department of Education, are aligned where possible.

- *Release Date.* The release dates for the preliminary state accountability ratings and preliminary AYP status are scheduled to occur prior to the start of the 2006-07 school year.
- *Labels.* The final 2006 AYP status will include the final 2006 state accountability ratings for both standard and AEA procedures. These labels will appear for both Title I and non-Title I campuses and districts.
- *Appeals Process.* The appeals processes for state ratings and AYP status are aligned to the extent possible. See *Chapter 14 – Appealing the Ratings* of this *Manual* and the *2006 AYP Guide* for more information.

### COMPARISON

The following tables provide comparisons of the state and federal systems. *Table 24* contains a side-by-side comparison of the indicators, restrictions, requirements, and source data for both systems.

*Table 25* is a comparison by grade level. With this table, a campus can compare the use of various indicators by grade. For example, a grade 3-5 campus is evaluated in both the state and federal systems on TAKS reading, mathematics, and SDAA II, although AYP evaluates more student groups for each of these indicators. In a grade 3-5 campus, its AYP status also depends on attendance and participation indicators, while its state rating includes TAKS writing and science results.

**Table 24: 2006 Comparison of State and Federal Accountability (AYP) by Indicator**

	State Accountability (Standard Procedures)	AYP
<b>TAKS</b>		
Subjects & Standards	Reading/ELA* ..... Exemplary 90% / Recognized 70% / Acceptable 60% Mathematics* ..... Exemplary 90% / Recognized 70% / Acceptable 40% Writing ..... Exemplary 90% / Recognized 70% / Acceptable 60% Social Studies ..... Exemplary 90% / Recognized 70% / Acceptable 60% Science ..... Exemplary 90% / Recognized 70% / Acceptable 35% <i>All values rounded to whole numbers.</i> <i>*Includes cumulative pass rate for grades 3 and 5 reading and grade 5 mathematics.</i>	Reading/ELA* ..... Meets AYP 53% Mathematics* ..... Meets AYP 42%  <i>All values rounded to whole numbers.</i> <i>*Includes cumulative pass rate for grades 3 and 5 reading and grade 5 mathematics.</i>
Grades	3–11 (English); 3–6 (Spanish)	3–8, and 10 (English); 3–6 (Spanish)
Student Groups	All Students African American Hispanic White Economically Disadvantaged	All Students African American Hispanic White Economically Disadvantaged Special Education Limited English Proficient (LEP)
Minimum Size	All Students ..... Any (Special Analysis if small) Student Groups ..... 30/10%/50	All Students ..... Any (Special Analysis if small) Student Groups ..... 50/10%/200
Improvement	To <i>Acceptable</i> : Has enough gain to meet <i>Acceptable</i> standard in 2 years. To <i>Recognized</i> : At 65% - 69% and has gain to meet 70% standard in 2 years.	10% decrease in percent not passing and at least 0.1% improvement on "other measure."
Pairing	Paired with feeder campus (or district).	Paired with feeder campus (or district).
<b>SDAA II</b>		
Subjects & Standards	Reading/ELA + Mathematics + Writing <i>Exemplary 90% / Recognized 70% / Acceptable 50%</i> <i>Number "met expectations" summed across grades and subjects.</i> <i>Results rounded to whole numbers.</i>	SDAA II (grades 3-8 and 10 only) is combined with TAKS and other assessments by subject for performance and participation. <i>See TAKS section (above) for standards, subjects, and groups.</i>  Note: there is a cap on the percentage of students who can be counted as <i>proficient</i> based on alternative assessment results (i.e. SDAA II and LDAA).
Grades	3-10	
Student Groups	All Students only	
Minimum Size	All Students ..... At least 30 tests in denominator Student Groups ..... N/A	
Improvement	To <i>Acceptable</i> : Has enough gain to meet <i>Acceptable</i> standard in 2 years. To <i>Recognized</i> : At 65% - 69% and has gain to meet 70% standard in 2 years.	
Pairing	N/A: No pairing for SDAA II.	

**Table 24: 2006 Comparison of State and Federal Accountability (AYP) by Indicator (continued)**

	State Accountability (Standard Procedures)	AYP
<b>Other Assessment Indicators</b>		
RPTE and LEP Math	N/A: Indicator not evaluated.	Combined with TAKS and SDAA II results (by subject for students not tested on TAKS or SDAA II) for Performance and Participation.
LDAA		
<b>Additional Assessment Features</b>		
Mobility Adjustment	District and campus accountability subsets used.	District and campus accountability subsets used.
Exceptions	Allowed for up to 3 of the 26 TAKS and SDAA II measures depending on the number of assessment measures evaluated.* * Only used to move to Acceptable; must be within 5 percentage points of Acceptable standard; other conditions apply.	N/A
<b>Attendance Rate</b>		
Standard	N/A: Used only for Gold Performance Acknowledgment (for grades 1-12).	Meets AYP ..... 90.0% "Other Measure" for elementary and middle schools. All values rounded to one-tenth.
Student Groups		All Students only
Minimum Size		All Students.... 7,200 (40 students x 180 days) Student Groups* .....50/10%/200 * Student groups used only for performance gain.
Improvement		At least 0.1% improvement.
<b>Completion Rate (grades 9-12)</b>		
Standards	Grads+Continuers.... Exemplary 95.0%/Recognized 85.0%/Acceptable 75.0% All values rounded to one-tenth.	Graduate component only ..... 70.0% "Other Measure" for high schools and districts. All values rounded to one-tenth.
Student Groups	All Students African American Hispanic White Economically Disadvantaged	All Students only
Minimum Size	All Students ..... At least 5 dropouts and 10 in denominator Student Groups .....At least 5 dropouts and 30/10%/50 in denominator	All Students..... At least 40 in denominator Student Groups* ..... 50/10%/200 * Student groups used only for performance gain.
Improvement	To <i>Acceptable</i> : Has gain to meet 75.0% standard in 2 years To <i>Recognized</i> : At 80.0% - 84.9% and has gain to meet 85% standard in 2 years Minimum Size (All Students and groups): At least 10 in prior year	At least 0.1% improvement
High School w/o completion rate	District completion rate used.	N/A: Indicator not evaluated.

**Table 24: 2006 Comparison of State and Federal Accountability (AYP) by Indicator (continued)**

	State Accountability (Standard Procedures)	AYP
<b>Annual Dropout Rate (grades 7-8)</b>		
Standards	Grades 7-8 ..... <i>Exemplary</i> 0.2% / <i>Recognized</i> 0.7% / <i>Acceptable</i> 1.0% <i>All values rounded to one-tenth.</i>	N/A: Indicator not evaluated.
Student Groups	All Students African American Hispanic White Economically Disadvantaged	
Minimum Size	All Students ..... At least 5 dropouts and 10 in denominator Student Groups ..... At least 5 dropouts and 30/10%/50 in denominator	
Improvement	<ul style="list-style-type: none"> <li>To <i>Acceptable</i>: Has declined to meet 1.0% standard in 2 years.</li> <li>To <i>Recognized</i>: At 0.8% - 0.9% and has declined to meet 0.7% standard in 2 years.</li> <li>Minimum Size (All Students and groups): At least 10 in prior year.</li> </ul>	
Middle School w/o dropout rate	N/A: Indicator not evaluated.	
<b>Participation Rate: Reading &amp; Mathematics</b>		
Standard	N/A: Indicator not evaluated. Monitoring interventions may occur with excessive exemptions.	Tested at campus/district ..... 95% <i>All values rounded to whole numbers.</i>
Student Groups		All Students African American Hispanic White Economically Disadvantaged Special Education Limited English Proficient (LEP)
Minimum Size		All Students ..... At least 40 in denominator Student Groups ..... 50/10%/200
<b>Other Campus and District Situations</b>		
Registered Alternative Education Campuses	Rated under Alternative Education Accountability (AEA) Procedures.	Evaluated under same criteria as regular campuses.
Charter Operators	Evaluated under same criteria as regular districts.* * <i>Charter Operators may be rated under AEA Procedures.</i>	Evaluated under same criteria as regular campuses.
Charter Schools	Evaluated under same criteria as regular campuses. ( <i>Charter schools are not paired.</i> )	Evaluated under same criteria as regular campuses.
New Campuses	All campuses (established or new) are rated.	N/A: Not evaluated.
Additional District Requirements	<ul style="list-style-type: none"> <li>Must have no <i>Unacceptable</i> campuses to be <i>Exemplary</i> or <i>Recognized</i>.</li> <li>Must meet Underreported Student standards to be <i>Exemplary</i> or <i>Recognized</i>.</li> </ul>	No additional district requirements.

**Table 25: 2006 Grade Level Comparison of State (Standard Procedures) and Federal Accountability**

		†Reading ELA	†Math	Writing	Social Studies	Science	‡SDAA II	**HS Completion	Dropout	Attendance	Participation	
											Read/ELA	Math
Grade 1†	All Students									AYP		
	AA/H/W/ED*											
	Special Ed & LEP											
Grade 2‡	All Students									AYP		
	AA/H/W/ED*											
	Special Ed & LEP											
Grade 3	All Students	AYP/State	AYP/State				AYP/State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State				AYP				AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 4	All Students	AYP/State	AYP/State	State			AYP/State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State	State			AYP				AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 5	All Students	AYP/State	AYP/State			State	AYP/State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State			State	AYP				AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 6	All Students	AYP/State	AYP/State				AYP/State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State				AYP				AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 7	All Students	AYP/State	AYP/State	State			AYP/State		State	AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State	State			AYP		State		AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 8	All Students	AYP/State	AYP/State		State		AYP/State		State	AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State		State		AYP		State		AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 9	All Students	State	State				State	State				
	AA/H/W/ED*	State	State					State				
	Special Ed & LEP											
Grade 10	All Students	AYP/State	AYP/State		State	State	AYP/State	State			AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State		State	State	AYP	State			AYP	AYP
	Special Ed & LEP	AYP	AYP				AYP				AYP	AYP
Grade 11	All Students	State	State		State	State		State				
	AA/H/W/ED*	State	State		State	State		State				
	Special Ed & LEP											
Grade 12‡	All Students						AYP/State					
	AA/H/W/ED*						State					
	Special Ed & LEP											

\* AA/H/W/ED refers to the student groups African American, Hispanic, White, and Economically Disadvantaged.

\*\* High School Completion is defined differently for AYP: Under AYP, the *Graduate* component of the Completion Rate is used, which includes only diploma recipients. Differences also exist between the two systems in the treatment of secondary schools without their own completion data.

‡ Schools are paired when they do not have grades tested. The use of paired data differs between the two systems.

† Performance on TAKS reading/ELA and math include slightly different groups of students for AYP: Minimum size for student groups in AYP is 50/10%/200; for state accountability it is 30/10%/50.

‡ Performance on SDAA II is used differently for AYP: Under AYP, SDAA II performance is combined with TAKS performance. In the state system, SDAA II is evaluated as a separate indicator.



## Appendix D – Data Sources

This appendix provides data sources for the indicators used in the state accountability system, including those used to assign Gold Performance Acknowledgments (GPA). The information is arranged alphabetically by indicator name.

For each indicator, the *Methodology* section shows the source for the numerator and denominator. *Student Demographics* shows the sources for the demographics used to disaggregate the "All Students" totals into the various student groups used in the accountability system. *Other Information* presents unique topics affecting each indicator.

The primary sources for all data used in the state accountability system are the Public Education Information Management System (PEIMS) data collection, the various assessment companies, and the General Educational Development (GED) data file. *Tables 26, 27, and 28* describe these data sources in detail. The terms provided in these tables are referenced within the indicator discussion.

**Table 26: Assessments Used in Accountability**

Organization Name	Description
ACT, Inc.	The ACT, Inc. annually provides the agency with the ACT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes an ACT test more than once, the agency receives the record for the most recent examination taken. The ACT data as of the May administration is used in creating the SAT/ACT indicator.
College Board	The College Board annually provides the agency with the SAT participation and performance data of graduating seniors from Texas public schools. Only one record is sent per student. If a student takes a SAT test more than once, the agency receives the record for the most recent examination taken. The SAT data as of the May administration is used in creating the SAT/ACT indicator. In addition, the College Board provides the agency with the Advanced Placement (AP) examination results of Texas public school students each year. The AP data as of the May administration is used in creating the AP/IB indicator.
International Baccalaureate Organization (IBO)	The International Baccalaureate Organization provides the agency with the International Baccalaureate (IB) examination results of Texas public school students each year. The IB data as of the May administration is used in creating the AP/IB indicator.
Pearson Educational Measurement	Pearson Educational Measurement is the contractor for the Texas Assessment of Knowledge and Skills (TAKS) and State-Developed Alternative Assessment II (SDAA II). After each test administration, the Student Assessment Division receives student-level TAKS and SDAA II data from Pearson.
TEA GED Data File	A TEA data file containing information about student performance on the GED tests is maintained by the Division of High School Completion and Student Support. Unlike the information in most other TEA data files, which is reported annually, receipt of a GED certificate is reported as soon as the test is scored as passing. Candidates take GED tests at centers throughout the state in school districts, colleges and universities, and education service centers. Tests are given year-round, and the results are transmitted electronically to the TEA.

**Table 27: PEIMS Record Types Used in Accountability**

<b>Record</b>	<b>Name</b>	<b>Description</b>	<b>Submission /Month</b>
101	Student Demographic/ Identification Data	Demographic/identification information about each student, including the student's ethnicity, gender, date of birth, and migrant status.	1 <sup>st</sup> /October, 3 <sup>rd</sup> /June
110	Student Enrollment Data	Enrollment information about each student, including the student's grade, economically disadvantaged status, at risk status, and indicators of the special programs in which the student participates.	1 <sup>st</sup> /October
203	Leaver Data	Information about all students served in grades 7-12 in the prior (2004-05) school year who did not continue in enrollment in the same district the following fall. Leavers are students who graduated, dropped out, or left school for other non-dropout reasons, such as transferred to another public school district. This record contains last campus of enrollment, special education indicator, the leaver reason, and additional information for graduates.	1 <sup>st</sup> /October
400	Basic Attendance Data	Information about each student for each of the six, six-week attendance reporting periods in the year. For each student, for each six-week period, districts report grade level, number of days taught, days absent, and total eligible and ineligible days present and selected special program information.	3 <sup>rd</sup> /June
405	Special Education Attendance Data	Information about each student served through the special education program. For each student, for each six-week period, districts report grade-level and also instructional-setting codes.	3 <sup>rd</sup> /June
415	Course Completion Data	Information about each student who was in membership in grades 9-12 and who completed at least one state-approved course during the school year. This record contains campus of enrollment, course sequence, pass/fail credit indicator, and dual credit indicator.	3 <sup>rd</sup> /June

**Table 28: Student Demographics**

Trait	Description
Economic Status	<p>A student may be identified as economically disadvantaged by the district if he or she:</p> <ul style="list-style-type: none"> <li>• meets eligibility requirements for:               <ul style="list-style-type: none"> <li>○ the federal free or reduced price lunch programs;</li> <li>○ Title II of the Job Training Partnership Act (JTPA);</li> <li>○ Food Stamp benefits;</li> <li>○ Temporary Assistance to Needy Families (TANF) or other public assistance;</li> </ul> </li> <li>• received a Pell grant or funds from other comparable state program of needs-based financial assistance; or</li> <li>• is from a family with an annual income at or below the official federal poverty line.</li> </ul>
Ethnicity	<p>Districts assign student ethnicity from one of the following categories:</p> <ul style="list-style-type: none"> <li>• American Indian or Alaskan Native (<i>not evaluated separately for accountability</i>)</li> <li>• Asian or Pacific Islander (<i>not evaluated separately for accountability</i>)</li> <li>• Black, not of Hispanic origin</li> <li>• Hispanic</li> <li>• White, not of Hispanic origin</li> </ul>
At Risk	<p>A student is identified as at risk of dropping out of school based on state-defined criteria (TEC §29.081(d).) The statutory criteria for at risk status include each student who is under 21 years of age and who:</p> <ol style="list-style-type: none"> <li>1) was not advanced from one grade level to the next for one or more school years;</li> <li>2) is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;</li> <li>3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;</li> <li>4) is in prekindergarten, kindergarten or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;</li> <li>5) is pregnant or is a parent;</li> <li>6) has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;</li> <li>7) has been expelled in accordance with TEC §37.007 during the preceding or current school year;</li> <li>8) is currently on parole, probation, deferred prosecution, or other conditional release;</li> <li>9) was previously reported through the PEIMS to have dropped out of school;</li> <li>10) is a student of limited English proficiency, as defined by TEC §29.052;</li> <li>11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</li> <li>12) is homeless, as defined by 42 U.S.C. Section 11302 and its subsequent amendments; or</li> <li>13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.</li> </ol>
Special Education Status	<p>Special education status indicates the student is participating in a special education instructional and related services program or a general education program using special education support services, supplementary aids, or other special arrangements.</p>

## Opportunities for Data Correction

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### PEIMS

*General Data.* The PEIMS data collection has a prescribed process and calendar for correcting errors or omissions discovered after the original submission. *The accuracy of all reports, whether they show ratings, acknowledgments, or recognitions is wholly dependent on the accuracy of the information submitted.* Districts are responsible for the accuracy of all their PEIMS data. Several mechanisms are in place to facilitate the collection of accurate data. First, all submitted data must pass an editor program before being accepted. In addition, districts can access various summary reports through the *EDIT+* application to assist them in verifying the accuracy of their data prior to submission deadlines. For each submission, a resubmission window is provided so that districts have an opportunity to resubmit information if an error is detected. See the *PEIMS Data Standards* (available at [www.tea.state.tx.us/peims/standards/index.html](http://www.tea.state.tx.us/peims/standards/index.html)) for the appropriate year for more details about the correction windows and submission deadlines.

*Person Identification Database (PID) Updates.* PID changes have profound ramifications throughout the Texas public education data system. Year-to-year and collection-to-collection matching are dependent upon stable PID records. *PEIMS Data Standards* should be followed to insure that PID updates submitted by districts are processed properly. For information please see the edit process for PID, online at [www.tea.state.tx.us/peims/pid/index.html](http://www.tea.state.tx.us/peims/pid/index.html).

### ASSESSMENT DATA

*TAKS and SDAA II.* Demographic and scoring status information as entered on the answer document at the time of testing is used to determine the accountability subset for campus and district ratings. After the testing dates, districts are able to provide corrections to the test contractor and request corrected reports; however, those changes are not incorporated into the TAKS or SDAA II results used for determining accountability ratings or subsequent reports (e.g. AEIS and School Report Cards). That is, districts do not have the option to change student demographics, program participation, ARD decision coding, or score code status for purposes of accountability after test results are known. They have multiple opportunities to provide accurate information through their PEIMS submissions, pre-coding data files provided to the test contractor, and updates to the TAKS or SDAA II answer documents at the time of testing.

*SAT, ACT, AP, and IB.* The student taking the SAT, ACT, AP, or IB test identifies the school to which scores are attributed. Schools are encouraged to verify campus summary information on these tests immediately upon receipt. Discrepancies should be reported to the testing companies, not TEA. Once the testing companies finalize results for yearly summaries, subsequent corrections are not reflected in any national, state, district, or school results released.

## Indicator Data Sources

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### ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

#### Methodology:

$$\frac{\text{number of students in grades 9 through 12 who received credit for at least one advanced course (from PEIMS 415)}}{\text{number of students in grades 9 through 12 who completed at least one course (from PEIMS 415)}}$$

**Year of Data:** 2004-05

#### Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110	PEIMS 101
Date	October 2004	October 2004

#### Other Information:

- A list of courses designated as advanced is published each year in the *AEIS Glossary*.

### ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE EXAM RESULTS

#### Methodology:

##### *Participation:*

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders taking at least one AP or IB examination (from College Board and IBO)}}{\text{total non-special education students enrolled in 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grades (from PEIMS 110)}}$$

##### *Performance:*

$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one score at or above the criterion score (from College Board and IBO)}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one AP or IB examination (from College Board and IBO)}}$$

**Year of Data:** 2004-05

#### Student Demographics:

	Economic Status	Ethnicity	Special Education Status
Source	n/a	PEIMS 101 (primary) College Board and IBO (secondary)	PEIMS 110
Date	n/a	October 2004, May 2005	October 2004

#### Other Information:

- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the ethnicity of every student.
- *Special Education.* Those students reported as special education are removed from the count of grade 11 & 12 enrollees used in the denominator of the participation calculation.

## ANNUAL DROPOUT RATE

### Methodology:

$$\frac{\text{number of students designated as 'official' dropouts (from PEIMS 203)}}{\text{number of students who were in attendance at any time during the school year (from PEIMS 400)}}$$

number of students who were in attendance  
 at any time during the school year (from PEIMS 400)

**Year of Data:** 2004-05

### Student Demographics:

#### Numerator

	Economic Status	Ethnicity	Grade
<b>Source</b>	PEIMS 110 (primary) PEIMS 203 (secondary)	PEIMS 101 (primary) PEIMS 101 (secondary)	PEIMS 101
<b>Date</b>	October 2004 October 2005	June 2005 October 2005	October 2005

#### Denominator

	Economic Status	Ethnicity	Grade
<b>Source</b>	PEIMS 110	PEIMS 101	PEIMS 400
<b>Date</b>	October 2004	June 2005	June 2005

### Other Information:

- *Standard and AEA Procedures.* The same methodology is used for both standard and AEA procedures. However, only students in grades 7 and 8 (numerator and denominator) are used in determining standard ratings, while students in grades 7-12 (numerator and denominator) are used in determining AEA ratings.
- *Economically Disadvantaged.* For the denominator of the dropout rate calculation, those students who were NOT reported in enrollment in any district on the 2004-05 PEIMS Submission 1 cannot be coded as economically disadvantaged. If a student is economically disadvantaged at any district or campus, he/she is deemed economically disadvantaged at all districts and campuses.
- *Underreported Students.* Information about students reported in either enrollment or attendance in grades 7-12 the prior year but who were not reported as either enrolled or as leavers in the current year can be found on the *EDIT+* reports.
- *Leaver Codes.* Districts are required to report the status of all students who were enrolled in grades 7 - 12 in the district during the prior school year. Students either continue to be enrolled in the district or they leave the district. If students leave the district, the district reports a leaver reason for each student. Only students reported with selected PEIMS leaver codes (those with *no* asterisk in the table on the next page) are defined as dropouts. Students who leave due to reasons identified with an asterisk are not counted as dropouts.

**Table 29: Leaver Codes**

<b>Code</b>	<b>Translation</b>	<b>Category of Leaver</b>
01*	Graduated	Completed High School Program
02	Pursue Job/Job Training	Employment
03*	Died	Other
04	Join the Military	Employment
08	Pregnancy	Family
09	Marriage	Family
10	Alcohol/Other Drug Abuse Prob	Other
14	Age	Academic Performance
15	Homeless or Non-perm Resident	Family
16*	Return to Home Country	Other
19*	Failed Exit TAAS or TAKS/Met Grad Req	Completed High School Program
21*	Official Trans to Oth TX Dist	Moved to Other Educational Setting
22*	Alt Pgm-Working Toward Diploma/Certificate	Moved to Other Educational Setting
24*	College, Pursue Degree	Moved to Other Educational Setting
30*	Enter Health Care Facility	Other
31*	Completed GED	Completed High School Program
60*	Home Schooling	Moved to Other Educational Setting
61*	Incarcerated Outside District	Other
63*	Graduated-Returned-Left Again	Completed High School Program
64*	GED-Returned-Left Again	Completed High School Program
66*	Removed-Child Protective Srvs	Family
72*	Court Ordered Alternative Prog	Moved to Other Educational Setting
78*	Expelled, Cannot Return	Withdrawn by School District
79	Expelled, Can Return, Has Not	Withdrawn by School District
80*	Enroll In Other TX Public Sch	Moved to Other Educational Setting
81*	Enroll In TX Private School	Moved to Other Educational Setting
82*	Enroll In School Outside Texas	Moved to Other Educational Setting
83*	Administrative Withdrawal	Withdrawn by School District
84	Academic Performance	Academic Performance
99	Other (Unknown or Not Listed)	Other

\* Codes with asterisks are not counted as dropouts in determining the 2006 state accountability ratings.

- *Excluded Records.* TEA performs an automated check against other state data sources to locate reported dropouts in other educational settings. Districts and campuses are held accountable for their *official* dropouts, that is, those reported dropouts whose records are *not* excluded by this automated check. The automated check at the state level removes dropout records from the count if they:
  - received a GED certificate and appear on the Agency's GED file as of March of the year of the PEIMS submission;
  - are found in attendance or enrollment in another public school district;
  - are ADA ineligible;
  - were reported by more than one district and last district attended can't be determined.
  - graduated from a Texas public school; or
  - were previously counted as a dropout.
- *Campus of Accountability.* The vast majority of leavers are assigned to the campuses they were attending when they left the Texas public school system. However, a student being served at a Disciplinary Alternative Education Program (DAEP), a Juvenile Justice Alternative Education Program (JJAEP), or a registered Alternative Education Program (AEP) for less than 85 days is assigned to a "campus of accountability." Campus of accountability may be reported by the district or may be determined by the agency based on PEIMS attendance records reported for the prior year. A detailed table showing assignment in specific situations may be found in the section of the *PEIMS Data Standards* describing the student demographic data (Record Type 101).
- *District of Accountability.* In certain cases, TEA attributes dropouts across district boundaries to a district different from the reporting district, such as:
  - A district that has a privately operated residential treatment center (RTC) within its geographic boundaries is not held accountable for students who drop out if they are from outside the district and were served at the center for fewer than 85 days.
  - A district that has a registered pre-adjudication detention center or post-adjudication correctional facility within its geographic boundaries is not held accountable for students who drop out if they are from outside the district.
 TEA is able to attribute the dropouts to the appropriate sending campus and district by using student attribution codes and attendance data collected through PEIMS.
- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the economic status or ethnicity of every student.

## ATTENDANCE RATE

### Methodology:

$$\frac{\text{total number of days students in grades 1-12 were present (from PEIMS 400)}}{\text{total number of days students in grades 1-12 were in membership (from PEIMS 400)}}$$

**Year of Data:** 2004-05

**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2004	October 2004

**COMMENDED PERFORMANCE:****READING/ELA, MATHEMATICS, WRITING, SCIENCE, SOCIAL STUDIES****Methodology:**

$$\frac{\text{number of test takers achieving } \textit{Commended Performance} \text{ on TAKS (by subject) (from Pearson)}}{\text{total number TAKS test takers (by subject) (from Pearson)}}$$

**Year of Data:** 2005-06**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2005	October 2005

**Other Information:**

- *Student Information.* The testing contactor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

**COMPARABLE IMPROVEMENT:****READING/ELA, MATHEMATICS****Methodology:**

$$\frac{\text{sum of matched student TGI values (by subject) (from Pearson)}}{\text{total number of matched TAKS test takers (by subject) (from Pearson)}}$$

**Years of Data:** 2006 and 2005 (Spring TAKS Administrations)**Student Demographics:** Comparable Improvement is not disaggregated by ethnicity or economic status.**Other Information:**

- *Texas Growth Index (TGI).* The TGI is an estimate of a student's academic growth on the TAKS from one year to the next. See *Appendix E – Texas Growth Index* for a detailed explanation.
- *Group.* Each campus has a unique comparison group of 40 campuses which closely match that campus on six demographic characteristics, including percent of African American students, Hispanic students, White students, economically disadvantaged students, limited English proficient students, and mobile students. See *Appendix F – Campus Comparison Group* for a detailed explanation.

- *Quartiles.* Within each 40 member campus comparison group, campus average TGI values are arranged from highest to lowest. Campuses with average TGI values within the top quartile (the top 25%) of their group qualify for CI acknowledgment.

## COMPLETION RATE

### Methodology for Completion Rate I:

$$\frac{\text{number of completers (from PEIMS 101, 110, 203, and 400 records)}}{\text{number in class (from PEIMS 101, 110, 203, 400 records and GED)}}$$

where “completers” = graduates plus continuers

### Methodology for Completion Rate II:

$$\frac{\text{number of completers (from PEIMS 101, 110, 203, 400 records and GED)}}{\text{number in class (from PEIMS 101, 110, 203, 400 records and GED)}}$$

where “completers” = graduates plus continuers plus GED recipients

**Years of Data:** Class of 2005 (9<sup>th</sup> graders of 2001-02, and their status in 2002-03, 2003-04, 2004-05, and 2005-06)

### Student Demographics:

	Economic Status	Ethnicity	At Risk
<b>Source</b>	PEIMS 110	PEIMS 101	PEIMS 110
<b>Date</b>	October of year of final status	June of year of final status or October of year of final status for continuers	October of year of final status

### Other Information:

- *Class vs. Cohort.* The denominator of the Completion Rate calculation is defined as the “class.” The class is the sum of students from the original cohort who have a final status of “graduated,” “continued,” “received GED,” or “dropped out.” There are other students who are members of the original cohort but whose final status does not affect the completion rate calculation. These are:
  - students with a final status that is not considered to be either a completer or a dropout. Examples include students who left public school to be home schooled and students who left school to attend off-campus GED preparation programs and did not receive their GEDs; and,
  - students whose final status could not be determined because data errors prevented records from being matched.
 Students in the cohort but not in the class do not affect the completion rate calculation at all—they are neither in the numerator or the denominator. All rates are based on members of the class.
- *Cohort Members.* Results are based on the original cohort, that is, those students who first attended 9<sup>th</sup> grade in 2001-02, whether the student remained on grade level or not.
- *Standard and AEA Procedures.* The definition of a completer differs between standard and AEA procedures in that GED recipients are not considered to be completers under

standard procedures, but are considered completers under AEA procedures. Completion Rate I is used for standard procedures. Completion Rate II is used for AEA procedures. Another difference between AEA and standard procedures is that under certain circumstances, completion rates for at-risk students are evaluated under AEA procedures. At-risk completion rates are not used under standard procedures.

## RECOMMENDED HIGH SCHOOL PROGRAM/DISTINGUISHED ACHIEVEMENT PROGRAM

### Methodology:

$$\frac{\text{number of graduates reported with graduation codes for } \textit{Recommended High School Program} \textit{ or } \textit{Distinguished Achievement Program (from PEIMS 203)}}{\text{number of graduates (from PEIMS 203)}}$$

**Year of Data:** Class of 2005

### Student Demographics:

	Economic Status	Ethnicity
Source	PEIMS 110 (primary) PEIMS 203 (secondary)	PEIMS 101
Date	October 2004 October 2005	October 2004

### Other Information:

- *Graduation Requirements.* The State Board of Education has by rule defined the graduation requirements for Texas public school students. The rule delineates specific requirements for three levels: minimum requirements, the Recommended High School Program (RHSP), and the Distinguished Achievement Program (DAP).
- *Graduation Types.* RHSP graduates are students with type codes of 10, 14, 15, 19, 22, or 25; DAP graduates are students with type codes of 09, 16, 17, 20, 23, or 26. See the *PEIMS Data Standards* for more information.
- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the economic status of every student.

## SAT/ACT RESULTS

### Methodology:

#### *Participation:*

$$\frac{\text{number of graduates taking either the SAT or the ACT (from College Board and ACT)}}{\text{total non-special education graduates (from PEIMS 203)}}$$

#### *Performance:*

$$\frac{\text{number of examinees at or above the criterion score (from College Board and ACT)}}{\text{number of graduates taking either the SAT or ACT (from College Board and ACT)}}$$

**Year of Data:** Class of 2005

**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>	<b>Special Education Status</b>
<b>Source</b>	n/a	PEIMS 101 (primary) College Board and ACT (secondary)	PEIMS 405 PEIMS 203
<b>Date</b>	n/a	October 2003, May 2005	June 2005, October 2005

**Other Information:**

- *Primary and Secondary Sources.* Secondary sources are used when the primary source does not contain a match for the ethnicity of every student.
- *Special Education.* Those students reported as special education in all six of the six-week attendance periods, or for whom the graduation type code on the 203 leaver record indicates special education (graduation type codes 04, 05, 06, or 07), are removed from the count of total graduates used in the denominator of the participation calculation.

**STATE-DEVELOPED ALTERNATIVE ASSESSMENT II****Methodology:**

$$\frac{\text{number of SDAA II tests meeting ARD expectations (from Pearson)}}{\text{number of SDAA II tests taken (from Pearson)}}$$

**Year of Data:** 2006 (Spring SDAA II Administration)

**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2005	October 2005

**Other Information:**

- *Student Information.* The testing contactor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

**TEXAS SUCCESS INITIATIVE (TSI) – HIGHER EDUCATION READINESS COMPONENT: ELA, MATHEMATICS****Methodology:**

$$\frac{\text{number of test takers achieving TSI standard (by subject) (from Pearson)}}{\text{number of grade 11 test takers (by subject) (from Pearson)}}$$

**Year of Data:** 2005-06

**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2005	October 2005

**Other Information:**

- *TSI Standard.* The Texas Higher Education Coordinating Board sets the standard that students must achieve on the exit-level TAKS to be considered college ready.
- *Student Information.* The testing contactor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.

**TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS****Methodology:**

$$\frac{\text{number of students passing TAKS (by subject) (from Pearson)}}{\text{total number TAKS test takers (by subject) (from Pearson)}}$$

**Year of Data:** 2005-06**Student Demographics:**

	<b>Economic Status</b>	<b>Ethnicity</b>
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2005	October 2005

**Other Information:**

- *Student Information.* The testing contactor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.
- *SSI Mobility Subset.* Mobility between administrations of the TAKS for Student Success Initiative presents a special challenge for excluding mobile students. *Tables 30, 31, and 32* below show different scenarios for inclusion and exclusion of mobile students.

**Table 30: Accountability Subset for SSI - Grades 3 & 5 TAKS Reading**

	Was the student on your campus on <b>Oct. 28<sup>th</sup></b> (snapshot date)?	Did the student take the <b>Feb 21<sup>st</sup> TAKS Reading</b> on your campus?	Did the student take any <b>TAKS on April 18-20</b> on your campus, or have a non-void <b>TAKS</b> answer document turned in?	Student is in your <b>accountability subset</b> for TAKS
Scenario 1	Yes	Yes	Yes	Yes
Scenario 2	Yes	Yes	No	No
Scenario 3	Yes	No	Yes	No
Scenario 4	No	Yes	Yes	No
Scenario 5	No	Yes	No	No
Scenario 6	No	No	No	No

**Table 31: Accountability Subset for SSI - Grade 5 TAKS Math**

	Was the student on your campus on <b>Oct. 28<sup>th</sup></b> (snapshot date)?	Did the student take the <b>April 4<sup>th</sup> TAKS Math</b> on your campus?	Did the student take the <b>May 16<sup>th</sup> TAKS Math</b> on your campus, or do they have a non-void <b>TAKS Math</b> answer document turned in?	Student is in your <b>accountability subset</b> for TAKS
Scenario 1	Yes	Yes	Yes	Yes
Scenario 2	Yes	Yes	No (passed test on April 4 <sup>th</sup> ; or moved but cannot be found on another campus)	Yes
Scenario 3	Yes	Yes	No (moved within Texas and tested on other campus)	No
Scenario 4	Yes	No	Yes	No
Scenario 5	No	Yes	Yes	No
Scenario 6	No	Yes	No	No
Scenario 7	No	No	No	No

**Table 32: Accountability Subset for Non-SSI Grades and Subjects**

	Was the student on your campus on <b>Oct. 28<sup>th</sup></b> (snapshot date)?	Is the student on your campus for the <b>day of testing</b> ?	Student is in your <b>accountability subset</b> for TAKS
Scenario 1	Yes	Yes	Yes
Scenario 2	Yes	No	No
Scenario 3	No	Yes	No
Scenario 4	No	No	No

\* Students coded KRI on any test will have their performance on every test excluded.

## TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS – PROGRESS INDICATOR

### Methodology:

$$\frac{\text{number of TAKS tests that meet the standard or have a TGI} \geq 0 \text{ and} \\ \text{number of TAKS exit-level retests that meet the standard (from Pearson)}}{\text{number TAKS tests taken and number of TAKS exit-level retests} \\ \text{that meet the standard (from Pearson)}}$$

**Years of Data:** 2006 and 2005

### Student Demographics:

	<b>Economic Status</b>	<b>Ethnicity</b>
<b>Source</b>	PEIMS 110	PEIMS 101
<b>Date</b>	October 2005, October 2004	October 2005, October 2004

### Other Information:

- *Texas Growth Index (TGI)*. The TGI is an estimate of a student's growth on the TAKS from one year to the next. See *Appendix E – Texas Growth Index* for a detailed explanation.
- *Matched Demographics*. If discrepancies in student demographics are found between test administrations, the information on the most current administration is used.
- *Student Information*. The testing contactor, Pearson Educational Measurement, pre-codes student information onto the answer documents from PEIMS data (see record types, above), or from district-supplied data files. The answer documents may also be coded by district staff on the day of testing.



# Appendix E – Texas Growth Index

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## WHAT IS TGI

The Texas Growth Index (TGI) is an estimate of a student's academic growth on the TAKS tests, over two consecutive years (in consecutive grades).

For the state accountability system, it is used in two ways:

- to calculate Gold Performance Acknowledgments for Comparable Improvement in Reading/ELA and Mathematics; and
- to calculate the TAKS Progress Indicator under the alternative education accountability (AEA) procedures.

The parameters used to determine TGI (shown in the tables below) were developed using the empirical data from the base comparison years — spring 2003 to spring 2004.

## CALCULATING TGI

The following steps are used to determine student-level TGI. Student growth is estimated as a line with an intercept (or starting point) and slope (or increase).

- Step 1: Find the starting point for an individual student in the row of the table below that matches that student's grade and subject.
- Step 2: Take the student's scale score in 2005.
- Step 3: Find the increase for that student in the row of the table below that matches that student's grade and subject.
- Step 4: Multiply the student's scale score from 2005 by the increase.
- Step 5: Add the amount from Step 1 and the total from Step 4. This is the expected student scale score for 2006.
- Step 6: Take the student's scale score from 2006 and subtract the expected student score from it. This number is the difference in expectation.
- Step 7: Calculate Adjusted TGI by dividing the result from Step 6 by the Adjustment factor shown on the tables below. Round to the second decimal place.
- Step 8: If the difference in expectation is positive, that student's performance grew more than expected. If the difference in expectation is negative, that student's performance grew less than expected.

A TGI of zero means that the year-to-year change in average scale score is equal to the average predicted change as calculated in the 2003 to 2004 base comparison years. A positive TGI means the group demonstrated growth that is larger than the expected growth for that group. A negative TGI indicates the group grew less than expected.

**Table 33: TGI Growth Equation Parameters – Mathematics and Science**

Growth Grades	Subject	Starting Point	Increase	Adjustment
3-4	Math	-3.38	1.006	138.07
3-4 (Spanish)	Math	-903.49	1.44	190.11
4-5	Math	-530.83	1.258	160.01
4-5 (Spanish)	Math	-32.22	1.03	160.29
5-6	Math	-167.96	1.085	152.94
5-6 (Spanish)	Math	-11.10	1.04	173.12
6-7	Math	612.26	0.705	95.40
7-8	Math	-544.89	1.269	118.89
8-9	Math	-775.75	1.378	136.19
9-10	Math	480.79	0.773	95.47
10-11	Math	-138.428	1.092	104.38
10-11	Science	410.23	0.832	75.94

**Table 34: TGI Growth Equation Parameters – Reading, ELA, and Social Studies**

Growth Grades	Subject	Starting Point	Increase	Adjustment
3-4	Reading	-12.89	0.993	135.97
3-4 (Spanish)	Reading	-158.07	1.03	158.44
4-5	Reading	-520.23	1.235	149.93
4-5 (Spanish)	Reading	-480.94	1.24	159.13
5-6	Reading	-66.29	1.066	151.85
5-6 (Spanish)	Reading	109.69	.99	143.36
6-7	Reading	372.28	0.827	126.53
7-8	Reading	-87.53	1.065	128.61
8-9	Reading	712.12	0.663	101.31
9-10	Reading/ELA	535.21	0.762	91.11
10-11	ELA	128.38	0.962	96.41
10-11	Social Studies	464.43	0.810	93.98

*TGI growth equation parameters were calculated over the 2003 to 2004 base comparison years. These base calculations will be applied in measuring growth across subsequent years.*

### ***Exhibit 3: Sample TGI Calculation***

Suppose you wish to examine a student’s math growth from Grade 10 to Grade 11. Suppose that student had a scale score of 2188 in Grade 10 and a scale score of 2161 in Grade 11.

	<b>STEPS</b>	<b>EXAMPLE VALUES</b>
Step 1	Find the starting point for that student in the row of the table that matches that student’s grade and subject.	-138.428
Step 2	Take the student’s scale score in the first year.	2188
Step 3	Find the increase for that student in the row of the table that matches that student’s grade and subject.	1.092
Step 4	Multiply student’s scale score from the first year by the increase.	$2188 \times 1.092 = 2389.296$
Step 5	Add the amount from Step 1 and the total from Step 4. This is the <b>expected student scale score for the second year</b> .	$-138.428 + 2389.296 = 2250.868$
Step 6	Take the student’s scale score from the second year and subtract the expected student score from it. This number is the <b>difference in expectation</b> .	$2161 - 2250.868 = -89.868$
Step 7	Calculate Adjusted TGI by dividing the result from Step 6 by the Adjustment factor shown on the tables below. Round to the second decimal place.	$-89.868 / 104.38 = -0.86$
Step 8	If the difference in expectation is positive, that student grew more than expected. If the difference in expectation is negative, that student grew less than expected.	Since -0.86 is negative, the student grew <b>less</b> than expected.

### **APPROPRIATE USE OF THE TEXAS GROWTH INDEX**

The TGI was primarily designed for use in accountability. It was designed to be used at the school and district level. It is not intended for use for individual students. In addition, the TGI is based on TAKS scale score changes between spring 2003 and spring 2004. The analyses establishing the TGI did not include re-testing students. Therefore, it should not be calculated for students re-testing on either the Exit TAKS or TAKS re-test administrations at the SSI grades. Finally, the TGI was not designed to compare the growth of different classrooms within a school and therefore should not be used to evaluate teachers.

## HOW TGI IS USED IN DETERMINING COMPARABLE IMPROVEMENT

Comparable Improvement (CI) is calculated separately for TAKS reading/ELA and TAKS mathematics. The student-level TGI values are aggregated to the campus level to create an average TGI for each campus.

### Who is included:

Students included in a school's CI are those who:

- took the spring 2006 TAKS reading/ELA and/or mathematics tests, in grades 4 - 11
- are part of the 2006 *Accountability Subset* (see *Chapter 2 – The Basics: Base Indicators*); and,
- can be matched to the spring 2005 TAKS administration—anywhere in the state—to find their prior year TAKS performance for reading/ELA, and/or mathematics.
- have been promoted to one higher grade than in 2005.

### Calculating Average TGI:

$$\text{average TGI(reading/ELA)} = \frac{\text{sum of individual student TGI values for reading/ELA}}{\text{total number of students with TGI in reading/ELA}}$$

$$\text{average TGI(mathematics)} = \frac{\text{sum of individual student TGI values for mathematics}}{\text{total number of students with TGI in mathematics}}$$

Once the average TGI is determined, it is listed with the other 40 average TGIs of the school's comparison group. The schools are arranged from highest to lowest average TGI. If the target school falls in the top quartile and all other eligibility criteria are met, it is awarded a Gold Performance Acknowledgment for Comparable Improvement. This is calculated separately by subject.

### Other information:

- *Re-testers*. The analyses establishing the TGI did not include the re-test administrations, that is, it is calculated from the first administration for grade 11 exit-level students, and for the first administration in the SSI grades — grade 3 reading and grade 5 reading and mathematics.
- *Quartile Size*. Because there are 40 schools in a comparison group, there are usually 10 schools in each quartile (with the target school being the 11th school in its quartile). Exceptions to this occur when a group has tied average TGI values at the border between quartiles, or when a school in a group has too few “matched students,” and is therefore not assigned an average TGI value or a quartile. This will cause the number of schools in each quartile to vary.
- *Quartile Rank*. High growth values do not necessarily imply that more students are passing the TAKS. It simply evaluates the performance growth of all students regardless of whether they passed or failed.

- *Quartile Position Across Subjects.* A school's quartile position can vary by subject. For instance, a school may be Q1 in reading, but it may be Q2 in mathematics. Quartile position is relative to the performance of the other schools in the group.
- *Quartile Position Across Groups.* A school may be Q1 for its own group and Q4 as a member of another school's group. (However, the quartile value evaluated for a particular school is the one determined for the school's own group.)
- *Minimum Size.* Any school with fewer than 10 matched students for a subject will not have average TGI values calculated and will not be assigned a quartile position.
- *Number of Matched Students.* The number of matched students for reading may differ from the number of matched students for mathematics.
- *TGI Uses.* The TGI is not intended for use with individual students, nor is it intended for comparing the growth of different classrooms within a school to evaluate teachers.
- *Negative TGI Values.* The TGI is a statistic with a mean of zero; negative values for students indicate the growth is less than expected. A negative TGI does not mean that performance of students declined from the prior year. Campuses with negative TGI values are not prohibited from earning CI acknowledgments.

For a more detailed explanation of *Gold Performance Acknowledgment*, see the *Chapter 5 – Gold Performance Acknowledgments*.

## **HOW TGI IS USED IN DETERMINING THE TAKS PROGRESS MEASURE**

The TAKS Progress Measure is used in evaluating registered alternative education campuses (AECs). For an explanation of how TGI is used in the Progress Measure, see *Chapter 11 – AEA Base Measures*.



## Appendix F – Campus Comparison Group

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Each campus is in a unique comparison group of 40 other public schools (from anywhere in the state), that closely matches that school on six characteristics. Comparison groups are provided so that schools can compare their performance—shown on AEIS reports—to that of other schools with whom they are demographically similar. Comparison groups are also used for determining Comparable Improvement (See *Chapter 5 – Gold Performance Acknowledgments* and *Appendix E – Texas Growth Index*).

The demographic characteristics used to construct the campus comparison groups include those defined in statute as well as others found to be statistically related to performance. They are:

- the percent of African American students enrolled for 2005-06;
- the percent of Hispanic students enrolled for 2005-06;
- the percent of White students enrolled for 2005-06;
- the percent of economically disadvantaged students enrolled for 2005-06;
- the percent of limited English proficient (LEP) students enrolled for 2005-06; and
- the percent of mobile students as determined from 2004-05 cumulative attendance.

All schools are first grouped by type (elementary, middle, high school, or multi-level). Then the group is determined on the basis of the most predominant features at the target school. Assume that Sample High School has the following percentages for the six groups:

- 7.6% African American,
- 36.8% Hispanic,
- 53.9% White,
- 28.2% economically disadvantaged,
- 10.7% limited English proficient, and
- 23.7% mobile students.

Of these features, the most predominant (*i.e.*, the largest) is the percent of White students, followed by the percent of Hispanic students, the percent of economically disadvantaged students, the percent of mobile students, the percent of limited English proficient students, and finally, the percent of African American students. The following steps illustrate how the group is determined from the pool of all high schools:

- Step 1: 100 high school campuses having percentages closest to 53.9% White students are identified;
- Step 2: 10 schools from the initial group of 100 are eliminated on the basis of being most distant from the value of 36.8% Hispanic;
- Step 3: 10 of the remaining 90 schools which are most distant from 28.2% economically disadvantaged students are eliminated;

- Step 4: 10 of the remaining 80 schools which are most distant from 23.7% mobile students are eliminated;
- Step 5: 10 of the remaining 70 schools which are most distant from 10.7% limited English proficient students are eliminated;
- Step 6: 10 of the remaining 60 schools which are most distant from 7.6% African American students are eliminated; and
- Step 7: 10 of the remaining 50 schools which are most distant from 7.6% African American and/or 28.2% economically disadvantaged students are eliminated. (This last reduction step is based on the least predominant characteristics among the four student groups evaluated in the accountability system: African American, Hispanic, White, and economically disadvantaged.)

The final group size is 40 schools. This methodology creates a unique comparison group for every campus.

**Other Information:**

- Comparison groups are recreated each year to account for changes in demographics that may occur.
- With this methodology, the number of times a school appears as a member of other groups will vary.
- In cases where the campus has a missing mobility value, the district's average mobility is used as a proxy. This will happen for schools in their first year of operation, since mobility is based on prior year data.
- Districts are not grouped.

## Appendix G – Contacts

The *2006 Accountability Manual* contains detailed information about all aspects of the accountability system for Texas public schools and districts. However, if questions remain, your Education Service Center representatives are available for further assistance.

### ESC ACCOUNTABILITY CONTACTS

ESC	Name	Email Address	Phone Number
1	Lisa Conner Martin Peña	lconner@esconett.org martin.pena@esc1.net	(956) 984-6027 (956) 984-6032
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3	Mary Beth Matula Christina Salazar	mbmatula@esc3.net csalazar@esc3.net	(361) 573-0731 ext. 257 (361) 573-0731 ext 252
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## OTHER CONTACTS

Questions related to indicators, programs, and policies not covered in the *Manual* should be directed to the appropriate contact listed below. *All telephone numbers are in the (512) area code unless otherwise indicated.*

Subject	Contact	Number
AEIS Reports	Performance Reporting	463-9704
Accountability Ratings (methodology)	Performance Reporting	463-9704
Adequate Yearly Progress (AYP)	Performance Reporting	463-9704
Alternative Education Accountability	Performance Reporting	463-9704
Appeals	Performance Reporting	463-9704
ARD Exemptions		
SDAA II	Student Assessment	463-9536
Other Issues	Special Education	463-9414
Blue Ribbon Schools	Communications	463-9103
Campus ID (changing)	Accountability Research	475-3523
Charter Schools	Charter Schools	463-9575
College Admissions Tests:		
SAT	College Board, Southwestern Regional Office	721-1800
ACT	ACT Regional Office	345-1949
DAEP	Chapter 37 – Safe Schools	463-9982
Gold Performance Acknowledgment	Performance Reporting	463-9704
Indicator Methodology:		
Advanced Course Completion	Performance Reporting	463-9704
AP/IB Results	Accountability Research	475-3523
Attendance Rate	Performance Reporting	463-9704
Dropouts	Accountability Research	475-3523
Commended Performance	Performance Reporting	463-9704
Comparable Improvement	Performance Reporting	463-9704
Completion	Accountability Research	475-3523
Recommended High School Program	Performance Reporting	463-9704
SAT/ACT Results	Accountability Research	475-3523
SDAA II	Performance Reporting	463-9704
Texas Success Initiative	Performance Reporting	463-9704
TAKS	Performance Reporting	463-9704
Interventions	Program Monitoring and Interventions	463-9414
Investigations	Program Monitoring and Interventions	463-9414
JJAEP	Chapter 37 – Safe Schools	463-9982
Leavers	Accountability Research	475-3523
No Child Left Behind (NCLB) Act	NCLB Program Coordination	463-9374
PEIMS	PEIMS HelpLine	936-7346
Public Education Grant (PEG)	Field Services	463-5899
Public Hearings	Program Monitoring and Interventions	463-9414
Recommended High School Program	Curriculum	463-9581
Retention Policy	Curriculum	463-9581
School Report Card	Performance Reporting	463-9704
SDAA II	Student Assessment	463-9536
Special Education	Special Education	463-9414
Statutory (Legal) Issues	Legal Services	463-9720
TAKS	Student Assessment	463-9536
TAKS Testing Contractor	Pearson Educational Measurement	800-252-9186
Texas Success Initiative (TSI)	THECB	427-6100

## WEB LINKS

A great deal of information and reports related to accountability can be accessed online. The following weblinks can be used to gather supplemental information.

- Accountability Research ..... [www.tea.state.tx.us/research/index.html](http://www.tea.state.tx.us/research/index.html)  
*Provides publications on Dropouts, Retention, College Admissions, and many other topics.*
- Adequate Yearly Progress..... [www.tea.state.tx.us/ayp/index.html](http://www.tea.state.tx.us/ayp/index.html)  
*Provides data tables with AYP results for each campus and district, the AYP Guide, and other information related to AYP.*
- Alternative Education Accountability..... [www.tea.state.tx.us/aea/index.html](http://www.tea.state.tx.us/aea/index.html)  
*Provides extensive information on Alternative Education Accountability.*
- Charter School ..... [www.tea.state.tx.us/charter/index.html](http://www.tea.state.tx.us/charter/index.html)  
*Provides lists of schools, contact information, and answers to frequently asked questions.*
- No Child Left Behind..... [www.tea.state.tx.us/nclb/index.html](http://www.tea.state.tx.us/nclb/index.html)  
*Provides information on Title I, II, III, IV, V, and VI programs and other aspects of NCLB.*
- PEIMS..... [www.tea.state.tx.us/peims/index.html](http://www.tea.state.tx.us/peims/index.html)  
*Provides publications such as the Data Standards, as well as the Standard Reports.*
- Performance-Based Monitoring..... [www.tea.state.tx.us/pbm/index.html](http://www.tea.state.tx.us/pbm/index.html)  
*Provides Performance-Based Monitoring Analysis System (PBMAS) reports and information related to data integrity issues.*
- Performance Reporting ..... [www.tea.state.tx.us/perfreport/index.html](http://www.tea.state.tx.us/perfreport/index.html)  
*Provides data tables with all accountability data for each campus and district, AEIS reports, School Report Cards, and other publications.*
- Program Monitoring and Interventions..... [www.tea.state.tx.us/pmi/index.html](http://www.tea.state.tx.us/pmi/index.html)  
*Provides information about accountability and program monitoring and interventions, complaints, and Equal Educational Opportunity Management*
- Special Education..... [www.tea.state.tx.us/special.ed/index.html](http://www.tea.state.tx.us/special.ed/index.html)  
*Provides extensive information about special education and the ARD process.*
- Student Assessment ..... [www.tea.state.tx.us/student.assessment/index.html](http://www.tea.state.tx.us/student.assessment/index.html)  
*Provides extensive information on the statewide assessment program.*
- Texas Higher Education Coordinating Board..... [www.theceb.state.tx.us](http://www.theceb.state.tx.us)  
*Provides information on the Texas Success Initiative (TSI) as well as extensive information on Texas public universities and community colleges.*



## Appendix H - Acknowledgments

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Many people have contributed to the development of the *2006 Accountability Manual*. The project staff wish to thank these individuals for their expert advice and prompt review of our materials. Their comments greatly enhanced the accuracy and format of the document.

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## **Educator Focus Group on Accountability**

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Representatives from districts and regional service centers met in February 2006 to make recommendations that address major policy and design issues for accountability for the year 2006 and beyond.

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Ledessa White, Assistant Director of Elementary Education, *Abilene ISD, Region 14*

Mary Ann Whiteker, Superintendent, *Hudson ISD, Region 7*

## **Commissioner's Accountability Advisory Committee**

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Representatives from legislative offices, school districts, and the business community were invited to participate in resolving issues critical to the accountability system. The Commissioner's Accountability Advisory Committee met in March 2006 to review the recommendations made by the Educator Focus Group. The Advisory Committee either endorsed the Focus Group's proposals or recommended alternative proposals which were forwarded to the commissioner.

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Jill Shugart	Executive Director, <i>Region X Education Service Center</i>
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Johnny Veselka	Executive Director, <i>Texas Association of School Administrators</i>
Darv Winick	President, <i>Winick Consultants</i>

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Donna Smith	Superintendent, <i>Clint ISD, Region 19</i>
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Diane Stegall	Superintendent, <i>Chisum ISD, Region 8</i>
Charles Tafoya	Superintendent, <i>El Paso ISD, Region 19</i>
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## Appendix I – Hurricanes Katrina and Rita

When Hurricane Katrina made landfall on August 29, 2005, Texas public schools were significantly impacted. The influx of evacuees from Louisiana and the other affected states resulted in a considerable increase in enrollment. As of December 8, 2005, there were more than 41,400 displaced students enrolled in 545 Texas public school districts and charters.

When Hurricane Rita made landfall on September 24, 2005, its direct impact was felt by a large number of Texas school districts and charters which were forced to suspend classes, some for an extended period of time.

On October 12, 2005, school district personnel were advised that the TEA would make accommodations in the state accountability rating system to address Texas districts and campuses that were affected by Hurricane Katrina and/or Hurricane Rita.

### EXCLUDING DATA FOR DISPLACED STUDENTS

In 2006, special processing of assessment results is employed due to the adverse effects districts experienced due to either Hurricanes Katrina and/or Rita.

#### Performance:

**TAKS and SDAA II** – The assessment results (performance) of students displaced due to either Hurricane Katrina or Hurricane Rita will be removed from the accountability data. The Katrina-Rita Indicator (KRI) code collected on the TAKS and SDAA II answer documents will be used to determine which scores to exclude. Students with KRI codes of ‘2,’ ‘3,’ ‘4,’ or ‘5’ will be excluded from the assessment results used for accountability. KRI code values and their meanings are shown below:

**Table 35: KRI Code Values**

KRI Code Value	Meaning	Abbreviated Meaning
2	Indicates that a child came to Texas from Louisiana, Mississippi, Alabama, or Florida after June 1, 2005, because of or for reasons related to Hurricane Katrina, and the child enrolled in a Texas public school during the 2005–06 school year.	out-of-state, Katrina
3	Indicates that a child came to Texas from Louisiana after September 24, 2005, because of or for reasons related to Hurricane Rita, and the child enrolled in a Texas public school during the 2005–06 school year.	out-of-state, Rita
4	Indicates that a child enrolled in a Texas public school district after September 24, 2005, and during the 2005–06 school year because of either Hurricane Katrina or Hurricane Rita, but it is not known which.	out-of-state, uncertain
5	Indicates that a student enrolled in a Texas school before September 24, 2005, in a Texas county declared a disaster area because of Hurricane Rita, and the student enrolled in another Texas public school district after September 24, 2005, and during the 2005–06 school year.	Texas, Rita

The KRI code is entered by district test administration personnel on each TAKS and SDAA II answer document through the agency use field. See the instructions provided in the *2006 State Assessment Program District and Campus Coordinator Manual* for details. Column A of the agency use field is reserved for KRI coding. For accountability purposes, if any KRI

code ('2,' '3,' '4,' or '5') is gridded for any test, it will be applied across all tests for that student.

### **Participation:**

Participation in the state assessment program does not affect state accountability ratings, but participation rates are reported on the AEIS and other annual reports. In the participation section of the 2005-06 AEIS reports, KRI-coded students will be identified in a separate group within the categories of "tested" and "non-tested" students. In addition, for a complete picture of participation, the tested KRI students will be distributed among of all test-takers by test type (*i.e.* TAKS, TAKS-I, SDAA II).

### **System Safeguard –Conflicting KRI and Campus Last Attended (CLA) Information**

The KRI code established for each student will be compared to the 2005 campus last attended (CLA) as a system safeguard check. Students with a KRI value of '2,' '3,' or '4,' are not expected to have a CLA value, as these are students presumed to be non-Texas students prior to the hurricanes. Students with a KRI value of '5,' are expected to have a CLA value, as these are presumed to have been Texas students prior to Hurricane Rita.

Conflicting CLA and KRI values will be used to:

- a) Evaluate any appeals that petition for rating changes due to problems with KRI coding (see *Chapter 14 – Appealing the Ratings*); and,
- b) Create a system safeguard check. The system safeguard check will involve building a measure of the number of conflicts expressed as a percent of the total number of KRI coded students. Results will be analyzed. Campuses or districts that are significantly over-represented will be contacted for further information and may be subject to system safeguard and data integrity provisions outlined in *Chapter 15 – Responsibilities and Consequences*.

### **HURRICANE RITA PROVISION**

Ratings will be evaluated differently for districts that were directly impacted by Hurricane Rita and were closed for extended periods of time. Districts directly impacted by Hurricane Rita are defined to be:

- a) Districts located in a county designated by Federal Emergency Management Agency (FEMA) as a disaster area that qualifies for public assistance due to Hurricane Rita; *and*,
- b) Districts that were closed for ten or more instructional days between September 21, 2005 and November 3, 2005.

If a district is identified under this provision, all of its campuses are also identified.

### **Identifying Hurricane Rita Affected Districts:**

TEA contacted ESC Directors in Regions 4, 5, 6, 7, and 8 on April 11, 2006, and requested information on district closure and re-opening dates due to Hurricane Rita. Responses were due April 28, 2006. A final list of districts eligible for special evaluation in 2006 under the Hurricane Rita Provision will be posted to the agency website in May.

**Treatment:**

For identified districts and campuses, the accountability system will generate ratings using available data. If the 2006 ratings are not *Academically Unacceptable* and are equivalent to, or better than, the rating received in 2005, TEA will issue the new system-generated rating on August 1. For all others (meaning the 2006 rating is either *Academically Unacceptable* or lower than the rating received in 2005), TEA will issue a rating of *Not Rated: Other* on August 1. For these campuses and districts, a message will be included on the data table that states the Hurricane Rita Provision was used.

Districts may appeal the *Not Rated: Other* label and request the assignment of the system-generated rating if they wish. For example, using the hurricane provision, a campus in an identified district rated *Exemplary* in 2005 with a system-generated rating of *Recognized* in 2006 would be labeled *Not Rated: Other*. The district may appeal to have the rating changed to *Recognized*.

Any district/campus not identified as eligible for this provision may appeal under the regular appeals process. See *Chapter 14 – Appealing the Ratings*.

For purposes of counting consecutive years of ratings, 2005 and 2007 will be considered consecutive for districts or campuses receiving a *Not Rated: Other* label in 2006 due to hurricane-related issues. Districts receiving the *Not Rated: Other* ratings under this provision are still subject to the same system safeguards as all other rated districts.



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