

*HIGHLIGHTS OF THE 2004 ACCOUNTABILITY SYSTEM*  
*Updated May 16, 2005*

*THE STATE OF TEXAS*

---

In 2004, the State of Texas achieved *Academically Acceptable* status, with:

- ✓ TAKS passing rates of 78 percent or above for all students and all student groups for reading/ELA, writing, and social studies, 62 percent or above for all students and all student groups for mathematics, and 57 percent or above for all students and all student groups for science; and
- ✓ SDAA percent met ARD expectations of 84 percent for all students; and
- ✓ Grade 9-12 completion rates of 92.9 percent or above for all students and all student groups; and
- ✓ Grade 7-8 dropout rates of 0.4 percent or less for all students and all student groups.

Compared to the 2003 TAKS results at the 1 SEM standard, the 2004 statewide performance on the TAKS improved for all students and all student groups in each subject area tested. In science results, the percent of students who Met Standard, improved by 15 percentage points for African American, Hispanic, and Economically Disadvantaged student groups. The mathematics results improved by 7 percentage points for all students and the writing results improved by 8 percentage points for all students. The reading/ELA and social studies tests both improved by 6 percentage points from 2003 for the all students group.

The completion rate improved 1.1 percentage points for economically disadvantaged students in the Class of 2003 as compared to the Class of 2002. Overall, the Class of 2003 completion rate of 95.5% was 0.5 percentage points higher than the overall completion rate for the Class of 2002.

The dropout rate for students in grades 7-8 in 2002-03 was unchanged compared to the prior year for the all students group and all of the student groups, except for African American students who improved their dropout rate by 0.1 percentage points in 2002-03 from the prior school year.

*DISTRICTS*

---

Of the 1,227 districts, 19 districts (1.5%) are rated *Exemplary* and 378 (30.8%) are rated *Recognized* in 2004. The districts rated *Exemplary* comprise 0.3% of the total student enrollment, while the districts rated *Recognized* comprise 19.5% of total students enrolled.

712 of the 1,227 districts achieved the *Academically Acceptable* rating comprising 79.4% of the total students enrolled.

24 districts are *Academically Unacceptable* rating representing 0.2% of the total students enrolled.

9 districts (all charter operators) are *Not Rated: Other* and an additional 85 (also all charter operators) are *Not Rated: Alternative Education*. See the topic "Not Rated Districts and Campuses" below for more information about these rating categories.

- ✓ 17 of the 19 *Exemplary* districts are very small (total enrollment less than 500), and almost 58% are rural (11 of the 19).
- ✓ 70% of *Recognized* districts are small, having fewer than 1,000 students enrolled. Over one-third (36%) of *Recognized* districts have 30% or more minority students enrolled; 60% have 40% or more economically disadvantaged students.

## CAMPUSES

---

Of the 7,813 campuses, 518 campuses (6.6%) are rated *Exemplary* and 2,538 (32.5%) are rated *Recognized* in 2004. The campuses rated *Exemplary* comprise 6.0% of the total student enrollment, while campuses rated *Recognized* comprise 32.4% of total students enrolled.

3,579 of the 7,813 campuses rated (45.8%) achieved the rating *Academically Acceptable* and comprise 58.1% of the total students enrolled.

95 of the 7,813 campuses rated (1.2%) achieved the rating *Academically Unacceptable* and comprise 0.9% of the total students enrolled.

700 campuses are *Not Rated: Other* and an additional 381 are *Not Rated: Alternative Education*. 2 campuses are assigned the rating *Not Rated: Data Integrity Issues*. See the topic "Not Rated Districts and Campuses" below, for more information about these rating categories.

- ✓ A large majority (92%) of the 518 schools rated *Exemplary* are elementary schools (474), with the remainder distributed among 15 high schools, 20 middle schools and 9 multi-level schools.
- ✓ The 2,538 *Recognized* schools are profiled as follows:
  - 66% are elementary;
  - 18% are middle schools;
  - 12% are high schools; and
  - 4% are multi-level schools.

### Enrollment Counts

In 2004, 38% of students are enrolled in *Exemplary* or *Recognized* schools. In 2002, this figure was 63%.

In 2004, 0.9% of students are enrolled in *Academically Unacceptable* schools, compared to 2.4% in 2002.

Of the 95 *Academically Unacceptable* schools in 2004, 15 were *Low-performing* in 2002, 43 were *Acceptable* in 2002, 9 were *Recognized* in 2002, and 4 were *Exemplary* in 2002. The remaining 24 were either rated *Alternative Education* or *Not Rated* or did not exist in 2002.

The 95 schools rated *Academically Unacceptable* are distributed among 38 elementary schools, 15 middle schools, 30 high schools, and 12 multi-level schools.

94% of *Academically Unacceptable* schools are in districts with 40% or more economically disadvantaged students.

## CHARTERS

---

Charter operators are rated for the first time in 2004.

Of 190 charter operators, 20 are *Academically Unacceptable* (10.5%), 57 are rated *Academically Acceptable* (30.0%), 13 are *Recognized* (6.8%), and 6 are *Exemplary* (3.2%).

Charter operators comprise 20 of the 24 *Academically Unacceptable* districts.

85 of the 190 charter operators (44.7%) received the *Not Rated: Alternative Education* rating.

### Charter Campuses

Of the 274 charter schools, 27 are rated *Academically Unacceptable* which comprises 9.9% of all students enrolled in a charter school. 8 charter schools are rated *Exemplary* and 22 are rated *Recognized* which (combined) represents 15.5% of all students enrolled in a charter school. 71 charter schools are rated *Academically Acceptable*.

The largest rating category among charter schools is the label *Not Rated: Alternative Education*. 119 charter schools have this label (43.4%) representing 42.5% of all students enrolled in charters. The remaining 27 charter campuses (9.9%) are *Not Rated: Other* and comprise 3.1% of the total students enrolled in a charter school. See the topic "Not Rated Districts and Campuses" below for more information about these rating categories.

### MOVEMENT

---

Under certain circumstances the initial rating assigned can be changed. This can happen, due to special analysis; the application of additional requirements in the system (excessive leavers and *Academically Unacceptable* campuses); due to the consequences of granted appeals; or, due to data integrity issues.

#### Special Analysis

As a result of special analysis, 49 campuses that had very small numbers of students tested on TAKS had rating changes. 42 of the 49 campuses received the rating *Not Rated: Other* since there was not sufficient data to assign a rating. 6 campuses received the rating *Academically Acceptable* based on special analysis and 1 campus received the rating of *Recognized*. As a result of special analysis, 1 district had a rating change from *Academically Unacceptable* to *Not Rated: Other*.

#### Excessive Leavers

If a district fails to provide a leaver record for a grade 7-12 student who is no longer in enrollment, TEA counts the student as underreported. In order to maintain a rating of *Exemplary* or *Recognized*, districts must not exceed the accountability standards for underreporting students.

2 districts were moved from a rating of *Exemplary* to *Academically Acceptable* and 10 districts were moved from a rating of *Recognized* to *Academically Acceptable* due to excessive numbers of underreported students.

#### *Academically Unacceptable* Campuses

No districts were prevented from achieving the rating of *Exemplary* or *Recognized* due to one or more of their campuses being rated *Academically Unacceptable*.

#### Data Integrity Issues

1 district changed from *Academically Acceptable* to *Academically Unacceptable* due to data integrity issues. 5 campuses had a rating change due to data integrity issues, 3 were changed to *Academically Unacceptable* (1 from *Exemplary*, 2 from *Recognized*), and 2 were changed to *Not Rated: Data Integrity Issues* (1 from *Exemplary*, 1 from *Recognized*).

## ADDITIONAL FEATURES IN THE SYSTEM

---

### Required Improvement

509 campuses were able to demonstrate Required Improvement (RI) in order to achieve a higher rating in 2004. Of the 2,538 *Recognized* campuses, 459 campuses (18%) used RI to move from a rating of *Academically Acceptable* to *Recognized*. Of the 3,579 *Academically Acceptable* campuses, 50 campuses (1.4%) used RI to move from a rating of *Academically Unacceptable* to *Academically Acceptable*.

114 districts were able to demonstrate RI in order to achieve a higher rating in 2004. Of the 378 *Recognized* districts, 110 districts (29%) used RI to move from a rating of *Academically Acceptable* to *Recognized*. Of the 712 *Academically Acceptable* districts, 4 districts (0.6%) used RI to move from a rating of *Academically Unacceptable* to *Academically Acceptable*.

Required Improvement was most often used for the mathematics and science subject areas.

### Exceptions

61 campuses were able to avoid the *Academically Unacceptable* rating due the exceptions provision. 52 campuses used one exception, 9 campuses used two exceptions and no campuses used all three allowable exceptions.

3 districts were rated *Academically Acceptable* due to exceptions provision. All three districts only needed one exception to avoid the *Academically Unacceptable* rating. No districts used either two or three exceptions.

Exceptions were most often used for the mathematics and science subject areas.

## HURDLES

---

There are a total of 36 possible indicators (hurdles) used to determine the accountability rating depending on the size and diversity of the campus or district. No campus is evaluated on all 36 – the greatest number of hurdles evaluated in 2004 is 26 for two campuses.

For campuses, the accountability ratings are based on a statewide average of 13 hurdles. For elementary schools, the average number of hurdles is 12, compared to an average of 15 hurdles for both middle schools and secondary schools. Charter schools are evaluated on an average of 8 indicators.

For districts, the average number of hurdles statewide is 17. The ten major urban districts are evaluated on an average of 33 hurdles, while the 418 rural districts are evaluated on an average of 13 hurdles.

Among all *Academically Unacceptable* campuses, the average number of hurdles evaluated is 11. Among *Exemplary* campuses, the average number of hurdles is 8.

## ACADEMICALLY UNACCEPTABLE REASONS

---

### District

Of the 24 *Academically Unacceptable* districts in 2004, 19 received this rating due to poor performance on TAKS only, (5 failing the science test only, 4 failing the mathematics test only, and 10 failing a combination); 1 received the rating due to dropout rate only; 1 received the rating due to completion

rate only; and 1 received the rating due to a combination of completion rate and poor performance on TAKS; and 1 received the rating due to a combination of poor performance on TAKS and SDAA. 1 district had its rating lowered following a TEA investigation of test administration irregularities.

#### Campus

Of the 95 schools rated *Academically Unacceptable*, 83 received this rating due to poor performance on TAKS only, (28 failing the mathematics test only, 27 failing the science test only, 2 failing the reading test only, 2 failing the writing test only, and 24 failing a combination); 2 received the rating due to SDAA only; 1 received the rating due to completion rate only; 3 received the rating due to dropout rate only; 2 received the rating due to a combination of completion rate and poor performance on TAKS; and 1 received the rating due to a combination of poor performance on TAKS and SDAA. 3 campuses have their rating lowered following a TEA investigation of test administration irregularities.

#### *NOT RATED DISTRICTS AND CAMPUSES*

---

#### District

85 districts (all charters) are labeled *Not Rated: Alternative Education* because they operate one or more registered alternative education campuses.

9 districts (all charters) are *Not Rated: Other* either because of special analysis (1); because they were new and would otherwise be rated *Academically Unacceptable* in their first year of operation (4); or, because they had no TAKS results (3); or, because of a granted appeal (1).

#### Campus

381 campuses (4.9%) are assigned the rating *Not Rated: Alternative Education* and comprise 1.1% of the total students enrolled. 119 of the 381 are charter campuses.

700 of the 7,813 campuses rated (9.0%) are assigned the rating *Not Rated: Other* and comprise 1.5% of the total students enrolled. These 700 campuses are *Not Rated* for the following reasons:

PK-K Only	137
Disciplinary Alternative Education Program (DAEP)	176
Juvenile Justice Alternative Education Program (JJAEP)	163
Special Analysis	42
New and otherwise <i>Academically Unacceptable</i>	19
No TAKS results	160
Granted Appeal	3

2 campuses have their rating changed to *Not Rated: Data Integrity Issues* since they were paired to campuses that had their ratings lowered to *Academically Unacceptable* following a TEA investigation of test administration irregularities.

#### *TAKS PARTICIPATION*

---

- The number of tested students who are included in the accountability subset of TAKS results used to determine the 2004 accountability ratings is 2,581,761 or 89.4% of all students enrolled in grades 3-11 during the spring administration. Due to the inclusion of the SDAA results in the accountability system, a higher percentage of students are included in the accountability subset of TAKS results in 2004 (89.4%) compared to 2002 (85.0%)
- The number of tested students who did not affect the August accountability ratings because they were not enrolled in the district by the end of October is 170,520 or 5.9% of all students enrolled in grades 3-11 during the spring administration.

- When all TAKS test takers are considered, 95.4% of all students enrolled in grades 3-11 during the spring administration were tested.
- In 2004, the percent of students exempted from the TAKS was 3.3 percent (2.1 ARD, 1.2 LEP), compared to 2.5 percent (1.1 ARD, 1.4 LEP) in 2002.
- In 2004, the percent of students absent decreased from 0.7% in 2003 to 0.2% in 2004 due in part to the availability of a testing window for students tested in reading and mathematics in grades 3-8 and 10.

### *GOLD PERFORMANCE ACKNOWLEDGMENTS*

In 2001, the Texas Legislature created the Gold Performance Acknowledgment (GPA) to publicly recognize districts and campuses for high performance on indicators that are in addition to those used to determine state accountability ratings. Districts are eligible for a maximum of 11 possible GPAs in 2004. The number of acknowledgments possible at the campus level varies by school type.

**Table of Possible Acknowledgments by School Type**

Indicator	Elementary	Middle / Jr. High	High School	Multi-Level	District
Advanced Courses Completion			√	√	√
Advanced Placement / International Baccalaureate Results			√	√	√
Attendance Rate	√	√	√	√	√
Commended Performance on Reading/ELA	√	√	√	√	√
Commended Performance on Mathematics	√	√	√	√	√
Commended Performance on Writing	√	√		√	√
Commended Performance on Science	√		√	√	√
Commended Performance on Social Studies		√	√	√	√
SAT / ACT Results			√	√	√
Recommended High School Program Participation			√	√	√
TAAS/TASP Equivalency			√	√	√
<b>Total Possible Acknowledgments</b>	<b>5</b>	<b>5</b>	<b>10</b>	<b>11</b>	<b>11</b>

Approximately 69% of districts and 53% of campuses earned one or more acknowledgments. 40% of districts and 31% of campuses earned multiple acknowledgments. One district earned all 11 acknowledgments, one earned 10, two earned 9, and seven earned 8. No campuses earned all 11, but one campus earned 10, seven earned 9, and eight earned 8.

At the campus level, the most frequent acknowledgment earned was commended on reading/ELA (25.5%), followed by commended on writing (21.4%), attendance rate (17.6%), and commended on mathematics (16.0%). The acknowledgment earned the fewest times was the college admissions acknowledgment (SAT/ACT), with less than 1% of campuses (44) earning this accolade.

At the district level, the most frequent acknowledgment earned was the recommended high school program (51.2%), followed by attendance rate (22.7%), commended on writing (21.0%), and the TAAS/TASP Equivalency indicator (16.5%). As with campuses, the acknowledgment earned the fewest times was the college admissions acknowledgment (SAT/ACT) with fewer than 2% of districts (22) earning this accolade.