

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 of 65% 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 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.
- 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, the columns are blank.

Masked Data

As in the past, performance on the data tables posted to the agency website is masked when there are fewer than five students in the denominator of the measure. Additionally, for the first time this year, 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

Two tables follow that summarize the 2004 system. *Table 5* provides an overview of the requirements for achieving each rating level. A district or campus must meet the criteria for every applicable measure to be rated *Exemplary*, *Recognized*, or *Academically Acceptable*. If the criteria for a rating are not met for every measure, then the next lower rating is assigned.

For example, to be *Academically Acceptable*, a campus or district must satisfy all requirements shown in the *Academically Acceptable* column for each indicator evaluated. As shown, districts and campuses can meet the criteria for the *Academically Acceptable* rating by meeting either an absolute performance standard or Required Improvement for the base indicators.

In contrast, the *Recognized* column shows that Required Improvement is not an option for achieving *Recognized* status for either the dropout rate or completion rate indicators—the absolute *Recognized* standards must be met for these indicators. The table also shows that the Exceptions Provision only applies to the *Academically Acceptable* rating.

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

In *Table 6*, a single-page overview provides details of the 2004 system, with the base indicators listed as columns. For example, for each of the indicators, users of this table 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 5: Requirements for each Rating Category

	Academically Acceptable	Recognized	Exemplary
Assessment Indicators			
<p>Spring 2004 TAKS All students and each student group that meets minimum size criteria: African American Hispanic White Econ. Disadv.</p>	<p>meet passing standard for each subject:</p> <ul style="list-style-type: none"> ○ Reading/ELA 50% ○ Writing 50% ○ Social Studies 50% ○ Mathematics 35% ○ Science 25% <p style="text-align: center;">OR</p> <p>meet Required Improvement</p>	<p>meet 70% passing standard for each subject</p> <p style="text-align: center;">OR</p> <p>meet 65% passing standard and meet Required Improvement</p>	<p>meet 90% passing standard for each subject</p>
<p>Spring 2004 SDAA All students if meet minimum size criteria</p>	<p>meet 50% passing standard (<i>Met ARD Expectations</i>) for single indicator</p> <p style="text-align: center;">OR</p> <p>meet Required Improvement</p>	<p>meet 70% passing standard (<i>Met ARD Expectations</i>) for single indicator</p> <p style="text-align: center;">OR</p> <p>meet 65% passing standard and meet Required Improvement</p>	<p>meet 90% passing standard (<i>Met ARD Expectations</i>) for single indicator</p>
Completion & Dropout Indicators			
<p>Completion Rate Class of 2003 All students and each student group that meets minimum size criteria: African American Hispanic White Econ. Disadv.</p>	<p>meet 75.0% completion rate standard</p> <p style="text-align: center;">OR</p> <p>meet Required Improvement</p>	<p>meet 85.0% completion rate standard</p>	<p>meet 95.0% completion rate standard</p>
<p>Annual Dropout Rate 2002-03 All students and each student group that meets minimum size criteria: African American Hispanic White Econ. Disadv.</p>	<p>meet 2.0% dropout rate standard</p> <p style="text-align: center;">OR</p> <p>meet Required Improvement</p>	<p>meet 0.7% dropout rate standard</p>	<p>meet 0.2% dropout rate standard</p>
Additional Provisions			
	<p><u>Exceptions Provision (variable):</u> This provision may be applied if the district or campus would be <i>Academically Unacceptable</i> solely due to not meeting the <i>Academically Acceptable</i> criteria on up to 3 assessment measures. Additional conditions must be met.</p>	<p><u>Check for Academically Unacceptable Campuses:</u> A district that has one or more campuses rated <i>Academically Unacceptable</i> cannot receive a rating of <i>Exemplary</i> or <i>Recognized</i>.</p> <p><u>Underreported Students:</u> A district that fails to meet accountability standards for underreported students cannot receive a rating of <i>Exemplary</i> or <i>Recognized</i>. 2004 standards are: no more than 500 underreported students and no more than 5.0% underreported students.</p>	

Table 6: Overview of 2004 System Components

	TAKS	SDAA	Completion Rate	Dropout Rate
Definition	The TAKS results (gr. 3-11) summed across grades by subject. Reading & ELA results are combined. 1 st and 2 nd administration results of gr. 3 reading are combined. Student passing standard is 1 SEM for gr. 3-10; 2 SEM for gr. 11.	A single (gr. 3-8) indicator calculated as the number of tests meeting ARD expectations (summed across grades & subjects) divided by the number of SDAA tests.	Graduates, GED recipients, 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.
Rounding	Whole Numbers	Whole Numbers	One decimal	One decimal
Standards Exemplary Recognized Acceptable	Ex.: All Subjects ≥ 90% Re.: All Subjects ≥ 70% Acc.: Rdg / Wr / SS ≥ 50% Mathematics ≥ 35% Science ≥ 25%	Ex.: ≥ 90% Re.: ≥ 70% Acc.: ≥ 50%	Ex.: ≥ 95.0% Re.: ≥ 85.0% Acc.: ≥ 75.0%	Ex.: ≤ 0.2% Re.: ≤ 0.7% Acc.: ≤ 2.0%
Mobility Adjustment (Accountability Subset)	<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.		None	None
Subjects	Reading/ELA Writing Mathematics Social Studies Science	Reading Writing Mathematics n/a n/a	n/a	n/a
Student Groups	<u>All & Student Grps:</u> African American Hispanic White Econ. Disadv.	<u>All Students Only</u>	<u>All & Student Grps:</u> African American Hispanic White Econ. Disadv.	<u>All & Student Grps:</u> African American Hispanic White Econ. Disadv.
Minimum Size Criteria				
All	No minimum size requirement—special analysis for small numbers	30 or more tests	≥ 10 dropouts AND ≥ 10 students	≥ 10 dropouts AND ≥ 10 students
Groups	30/10%/50	n/a	≥ 10 dropouts AND 30/10%/50	≥ 10 dropouts AND 30/10%/50
Required Improvement (RI)				
Actual Chg	2004 minus 2003 performance (@ 2004 passing std)	2004 minus 2003 performance	Class of 2003 rate minus Class of 2002 rate	2002-03 rate minus 2001-02 rate
RI	Gain needed to reach subject std (70%, 50%, 35%, 25%) in 2 yrs.	Gain needed to reach std (70%, 50%) in 2 yrs.	Gain needed to reach 75.0% in 2 yrs.	Decline needed to reach 2.0% in 2 yrs.
Use	Gate up to <i>Acceptable</i> and <i>Recognized</i>	Gate up to <i>Acceptable</i> and <i>Recognized</i>	Gate up to <i>Acceptable</i>	Gate up to <i>Acceptable</i>
Floor	<i>Recognized</i> —at least 65%	<i>Recognized</i> —at least 65%	none	none
Minimum Size	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 th -8 th grade students the prior yr.
Exceptions	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 measure.		n/a	n/a
Use	As a gate up to <i>Acceptable</i>		n/a	n/a
Floor	No more than 5 percentage points below <i>Acceptable</i> std.		n/a	n/a
Number of Exceptions Allowed (variable)	# of Assessment Measures Evaluated (at campus or district)	Maximum Exceptions Allowed	n/a	n/a
	1 – 5	0		
	6 – 10	1		
	11 – 15	2		
	16 – 26	3		

