

## **Section III – The Basics: *Determining a Rating***

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The previous two sections described the base indicators and the additional features of the system (Required Improvement and the Exceptions Provision). This section 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 *Section VI – 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 2004, 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 2003-04 school year. Most districts and campuses identified to be in the universe receive a standard rating label (*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 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 standard 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 regular 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 *Section VI – Special Issues and Circumstances*.

Districts and campuses that have only SDAA results, only completion rates, only dropout rates, or only combinations of these three will not receive a standard rating in 2004. To be eligible for a standard rating, TAKS results are required and *only* TAKS results are required. Districts and campuses need not have data for the SDAA, dropout, or completion indicators in order to receive a standard 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 *Section VI – Special Issues and Circumstances* for details about Special Analysis.

### **RATING LABELS**

Rating labels for districts are specified in statute. In 2004, campuses are assigned the same rating labels as districts rather than having slight differences as existed under the previous system. Thus, the campus rating label *Low Performing* is replaced with *Academically Unacceptable*.

For 2004, campuses and districts will be assigned one of the following rating labels.

**Table 3: Rating Labels**

	District/Charter Use	Campus Use
<i>Exemplary</i>	Used for districts/charters with at least one TAKS test result (in any subject) in the accountability subset. Small numbers subject to Special Analysis.	Used for campuses (regular and charter) serving grades 1-12 and with at least one TAKS test result (in any subject) in the accountability subset. Includes regular 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: Alternative Education</i>	For 2004 only, used for charters that operate one or more registered alternative education campuses. Regular school districts will not receive this rating label.	For 2004 only, used for registered alternative education campuses (regular and charter).
	Although registered alternative education campuses and charters will not be rated in 2004 based on academic performance, the commissioner of education has the authority to assign an <i>Academically Unacceptable</i> rating to address problems identified through Accountability System Safeguards, Performance-Based Monitoring, or other monitoring and compliance investigations.	
<i>Not Rated: Other</i>	Used for charters if they are new and would otherwise be rated <i>Academically Unacceptable</i> . Used for districts/charters in the unlikely event that there is insufficient data to rate due to no TAKS results in the accountability subset.	Used if the campus (regular or charter): <ul style="list-style-type: none"> <li>○ Has no students enrolled in grades higher than kindergarten.</li> <li>○ Is new and would otherwise be rated <i>Academically Unacceptable</i>.</li> <li>○ Has insufficient data to rate due to no 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).</li> </ul>

**Table 3: Rating Labels (continued)**

<p><i>Not Rated: Data Integrity Issues</i></p>	<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 standard rating label based on the evaluation of performance. This label may be assigned temporarily at the time of the initial ratings release 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 standard 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>See <i>Section V – Responsibilities and Consequences</i> for more information about the circumstances that trigger this rating label.</p> <p>If any campus within a district receives a rating of <i>Not Rated: Data Integrity Issues</i>, then the district’s rating will also be <i>Not Rated: Data Integrity Issues</i>. However, 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.</p>
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Annual accountability ratings are finalized when the accountability appeals process for the year is completed in the fall following release of the ratings.

The state accountability rating and the AYP status will be aligned in 2004 in that the labels for the two systems will be conjoined. For example, an *Academically Acceptable* district that also *Meets AYP*, will receive a label of *Academically Acceptable, Meets AYP*. See *Section VII – AYP and the Accountability System* for details about the relationship between the AYP and state accountability systems.

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

In mid-September, prior to finalizing all computations necessary for accountability ratings, TEA will send districts preview data tables for the district and each campus.

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 *2004 Accountability Manual*, districts can predict 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.

A sample unmasked preview data table for a campus serving grades 7-12 is on the following pages. While not a common configuration, this grade span includes data for all accountability indicators.

**Table 4: Sample Data Table**

This preview information is *confidential*.

Preview data tables similar to this one will be sent to districts in mid-September. Final data tables will be available on September 30th.

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

09/16/2004 CONFIDENTIAL

2004 PREVIEW

TEXAS EDUCATION AGENCY ACCOUNTABILITY DATA TABLES

PAGE 1

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

Campus Rating:   
 Grade Span: 07 - 12

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

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TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2004				2003			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		
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		

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STATE-DEVELOPED ALTERNATIVE ASSESSMENT (SDAA) TABLE

SDAA Results	2004				2003			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		

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EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Exceptions Applied
13	2			

RI, exceptions data, and rating do not appear here. These will be on the final data table on 9/30/04.

DISTRICT NAME: SAMPLE ISD  
CAMPUS NAME: SAMPLE SCHOOL  
CAMPUS NUMBER: 999999999

Campus Rating:  
Grade Span: 07 - 12

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

COMPLETION RATE TABLE

	Class of 2003					Class of 2002			Required Improvement			
	# Completers	# Non-compltrs	# in Class	Comp Rate	Stu Grp %	# Completers	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
X All Students	119	12	131	90.8%	100%	-	-	-	-	-	-	-
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

	2002-03				2001-02			Required Improvement			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	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 9/30/04.

*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.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2004			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %
Reading/ELA				
X All Students	66	131	50%	100%
X African Amer	54	114	47%	87%
Hispanic	8	11	73%	8%
White	4	5	80%	4%
X Econ Disadv	64	127	50%	97%
Writing				
X All Students	2	2	100%	100%
African Amer	1	1	100%	50%
Hispanic	1	1	100%	50%
White	0	0	-	0%
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

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

----- 2004 -----				
SDAA 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 test given, well below the minimum number required (30) for the indicator to be evaluated.

## Completion Rate

----- Class of 2003 -----					
	# Completers	# Non-compltrs	# in Class	Comp Rate	Stu Grp %
X All Students	119	12	131	90.8%	100%
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 2003* (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.

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

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

## Annual Dropout Rate

----- 2002-03 -----				
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %
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 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, well below the minimum number required (10) 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.

Performance Results	2004			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %
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 fewer than 50, their student group percent is much higher than the minimum size criteria of 10%. For that reason these two groups are analyzed for this subject.

## Required Improvement

Campuses or districts may achieve a higher rating using *Required Improvement*. It can be applied to any of the base indicators – TAKS, SDAA, Completion, and Annual Dropout Rate – to raise a rating from *Academically Unacceptable* to *Academically Acceptable*. It can be applied to TAKS and SDAA 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.

Performance Results	2004				2003			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	34	112	30%	100%	23	92	25%	yes	5		
X African Amer	28	93	30%	83%	21	80	26%	yes	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%	yes	5		
Science											
X All Students	10	44	23%	100%	11	54	20%	yes	3		
X African Amer	4	40	23%	91%	10	48	21%	yes	2		
Hispanic	1	1	0%	2%	1	5	20%		-20		
White	2	2	0%	5%	0	1	0%		0		
X Econ Disadv	43	111	21%	98%	6	28	21%	yes	0		

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.

Number Met Std	2003		Met Min Size	Required Improvement		
	Number Taking	Pct Met Std		Act Chg	RI	Met RI
23	92	25%	yes	5	5	yes
21	80	26%	yes	4	5	no
2	8	25%	yes	8		
0	4	0%		33		
12	48	25%	yes	5	5	yes
11	54	20%	yes	3	3	yes
10	48	21%	yes	2	2	yes
1	5	20%		-20		
0	1	0%		0		
6	28	21%	yes	0	2	no

Next, determine the Required Improvement: The formula is *the standard for 2004 minus the campus's performance in 2003, 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 for all but two measures.

## 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 measures. (Exceptions cannot be used to move a campus or district to *Recognized*.)

This campus was evaluated on 13 assessment measures, so it is allowed up to 2 exceptions.

After applying Required Improvement, this campus has 2 measures that are still at *Academically Unacceptable* (coincidentally the same number as the number of exceptions it has available).

Next, determine if the 2004 performance in the two areas meets the floor: it must be no more than 5 percentage points below the standard (at least 30% for mathematics and at least 20% for science).

EXCEPTIONS TABLE				
Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Exceptions Applied
13	2	2	yes	<i>Mathematics - African American</i> <i>Science - Economically Disadvantaged</i>

This campus is successfully able to use their two exceptions and gate up to a rating of *Academically Acceptable*. Note that they will need to work hard to maintain this rating in 2005. This campus will not be eligible to use exceptions for these measures in 2005.

## FINAL DATA TABLES

The sample shown is of a *preview* data table. These will be mailed to districts prior to finalizing accountability ratings, for use in verifying their early calculations. Ratings will be released on September 30, 2004. Copies of the final data tables will not be mailed to districts; rather, lists of ratings will be distributed by the ESCs and masked data tables will be put online and made available to districts and the public. See *Section IX - Calendar* for other important dates.

The following items will appear on the final data tables:

*Accountability Ratings.* (A list of possible rating labels is shown in *Table 3* in this section.)

*Pairing.* Any regular 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 changed due to appeal. Data not modified. (*campus or district*)
- This campus is an open-enrollment charter campus. (*campus only*)
- This campus is not rated due to grade span. (*campus only*)
- This is a registered alternative education campus. (*campus only*)
- This is an alternative education open-enrollment charter. (*district only*)
- District has one or more campuses rated *Academically Unacceptable*. (*district only*)
- District exceeds threshold for underreported students. (*district only*)
- Rating assigned due to data integrity issues, not data shown in this table. (*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 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**

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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**

	<b>Academically Acceptable</b>	<b>Recognized</b>	<b>Exemplary</b>
<b>Assessment Indicators</b>			
<p><b>Spring 2004 TAKS</b> 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"> <li>○ Reading/ELA <b>50%</b></li> <li>○ Writing <b>50%</b></li> <li>○ Social Studies <b>50%</b></li> <li>○ Mathematics <b>35%</b></li> <li>○ Science <b>25%</b></li> </ul> <p><b>OR</b> meet Required Improvement</p>	<p>meet <b>70%</b> passing standard for each subject</p> <p><b>OR</b> meet <b>65%</b> passing standard and meet Required Improvement</p>	<p>meet <b>90%</b> passing standard for each subject</p>
<p><b>Spring 2004 SDAA</b> All students if meet minimum size criteria</p>	<p>meet <b>50%</b> passing standard (<i>Met ARD Expectations</i>) for single indicator</p> <p><b>OR</b> meet Required Improvement</p>	<p>meet <b>70%</b> passing standard (<i>Met ARD Expectations</i>) for single indicator</p> <p><b>OR</b> meet <b>65%</b> passing standard and meet Required Improvement</p>	<p>meet <b>90%</b> passing standard (<i>Met ARD Expectations</i>) for single indicator</p>
<b>Completion &amp; Dropout Indicators</b>			
<p><b>Completion Rate Class of 2003</b> All students and each student group that meets minimum size criteria: African American Hispanic White Econ. Disadv.</p>	<p>meet <b>75.0%</b> completion rate standard</p> <p><b>OR</b> meet Required Improvement</p>	<p>meet <b>85.0%</b> completion rate standard</p>	<p>meet <b>95.0%</b> completion rate standard</p>
<p><b>Annual Dropout Rate 2002-03</b> All students and each student group that meets minimum size criteria: African American Hispanic White Econ. Disadv.</p>	<p>meet <b>2.0%</b> dropout rate standard</p> <p><b>OR</b> meet Required Improvement</p>	<p>meet <b>0.7%</b> dropout rate standard</p>	<p>meet <b>0.2%</b> dropout rate standard</p>
<b>Additional Provisions</b>			
	<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 <b>500</b> underreported students and no more than <b>5.0%</b> underreported students.</p>	

**Table 6: Overview of 2004 System Components**

	<b>TAKS</b>	<b>SDAA</b>	<b>Completion Rate</b>	<b>Dropout Rate</b>
<b>Definition</b>	The TAKS results (gr. 3-11) summed across grades by subject. Reading & ELA results are combined. 1 <sup>st</sup> and 2 <sup>nd</sup> 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.
<b>Rounding</b>	Whole Numbers	Whole Numbers	One decimal	One decimal
<b>Standards Exemplary Recognized Acceptable</b>	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%
<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.		None	None
<b>Subjects</b>	Reading/ELA Writing Mathematics Social Studies Science	Reading Writing Mathematics n/a 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.	<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 or more tests	≥ 10 dropouts AND ≥ 10 students	≥ 10 dropouts AND ≥ 10 students
<b>Groups</b>	30/10%/50	n/a	≥ 10 dropouts AND 30/10%/50	≥ 10 dropouts AND 30/10%/50
<b>Required Improvement (RI)</b>				
<b>Actual Chg</b>	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
<b>RI</b>	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.
<b>Use</b>	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>
<b>Floor</b>	<i>Recognized</i> —at least 65%	<i>Recognized</i> —at least 65%	none	none
<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 measure.		n/a	n/a
<b>Use</b>	As a gate up to <i>Acceptable</i>		n/a	n/a
<b>Floor</b>	No more than 5 percentage points below <i>Acceptable</i> std.		n/a	n/a
<b>Number of Exceptions Allowed (variable)</b>	# 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		

