

Section IV – Gold Performance Acknowledgments

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 exceptional performance on:

- Advanced Course 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
- Recommended High School Program/ Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- TAAS/TASP Equivalency (College Preparedness)

ACKNOWLEDGMENT CATEGORIES

- **Acknowledged** – The campus or district is rated *Academically Acceptable* or higher, has performance results to be evaluated, and has met the acknowledgment criteria on one or more of the indicators.
- **Does Not Qualify** –
 - 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 has been initially rated *Academically Unacceptable*. (This includes those that are later granted a higher rating on appeal.)
- **Not Applicable** –
 - The campus or district does not have performance results to be evaluated for this acknowledgment.
 - The campus or district is labeled *Not Rated: Data Integrity Issues*.
 - The campus or charter is labeled *Not Rated: Alternative Education*.
 - The campus or district is labeled *Not Rated: Other* (for example, campuses that only serve students in pre-kindergarten/kindergarten, or campuses not rated due to insufficient data).

Districts and campuses can receive acknowledgment separately on each of the eleven indicators.

An overview of the GPA system is provided in *Table 7* below. Detailed definitions of each indicator follow.

Table 7: Gold Performance Acknowledgment Standards for 2004

Indicator	Description	Standard	Year Evaluated
Advanced Course Completion	Percent of 9 th –12 th graders completing and receiving credit for at least one Advanced Course	25.0% or more**	2002-03
AP / IB Results	Percent of 11 th and 12 th graders taking at least one AP or IB examination <i>AND</i>	15.0% or more <i>AND</i>	2002-03
	Percent of 11 th and 12 th 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%	2002-03
Commended Performance: Reading/ELA	Percent of examinees scoring at or above the commended performance standard	20% or more**	Spring 2004
Commended Performance: Mathematics	Percent of examinees scoring at or above the commended performance standard	20% or more**	Spring 2004
Commended Performance: Writing	Percent of examinees scoring at or above the commended performance standard	20% or more**	Spring 2004
Commended Performance: Science	Percent of examinees scoring at or above the commended performance standard	20% or more**	Spring 2004
Commended Performance: Social Studies	Percent of examinees scoring at or above the commended performance standard	20% or more**	Spring 2004
Recommended High School Program/DAP	Percent of graduates meeting or exceeding requirements for the RHSP/Distinguished Achievement Program	50.0% or more**	Class of 2003
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 2003
	Percent of examinees scoring at or above the criterion score (SAT 1110; ACT Composite 24)	40.0% or more at or above criterion*	
TAAS / TASP Equivalency	Percent of graduates meeting/exceeding the TAAS/TASP equivalency standards. (Reading TLI >= X-81; Mathematics TLI >= X-77; Writing scale score >= 1540)	80.0% or more**	Class of 2003

* 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.

All Gold Performance Acknowledgment indicators for 2004 are available at the district and campus level, depending on grades served.

ACKNOWLEDGMENT INDICATORS:

Advanced Course 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, 25.0% of the 2002-03 students in grades 9 through 12 must receive credit for at least one advanced academic course.

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

Methodology:

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

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of students. Student groups are 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: 2002-03

Data Source: PEIMS submission 3 (June 2003)

Other information:

- Performance of special education students is included in this measure.
- 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 Examination 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:

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

and

performance:

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

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 11th and 12th graders; or
 - 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: 2002-03 school year

Data Source: Educational Testing Service, a College Board contractor; The International Baccalaureate Organization; and PEIMS submission 1 (October 2002)

Other information:

- The criterion score is 3 or above on Advanced Placement tests and 4 or above on International Baccalaureate examinations.
- For *participation*, special education 11th and 12th 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.
- 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:

$$\frac{\text{total number of days students in grades 1-12 were present in 2002-03}}{\text{total number of days students in grades 1-12 were in membership in 2002-03}}$$

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: 2002-03

Data Source: PEIMS submission 3 (June 2003)

Other information:

- The campus type (elementary, high school, etc.) is assigned using the low and high grades taught as determined from the 2003-04 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.
- Attendance for the entire school year is used.
- This measure includes both non-special education and special education students.
- 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: 2004 (Spring TAKS Administration)

Data Source: Pearson Educational Measurement

Other information:

- Commended Performance is a scale score of 2400 or more on the TAKS.
- Third grade reading performance is the cumulative passing rate over the March and April administrations. This means that the results of students re-tested on the same campus in April are included in campus performance; students re-tested in the same district in April are included in district performance.
- Students who move between campuses after October 31 and before their last TAKS test are not included in the evaluation of campuses; students who move between districts after October 31 and before their last test are not included in the evaluation of districts. See *Table 2 – Accountability Subset* in *Section I* for more information.
- 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.
- Performance of special education students who took the TAKS is included in this measure.
- Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.

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: 2004 (Spring TAKS Administration)

Data Source: Pearson Educational Measurement

Other information:

- Commended Performance is a scale score of 2400 or more on the TAKS
- Students who move between campuses after October 31 and before their last TAKS test are not included in the evaluation of campuses; students who move between districts after October 31 and before their last test are not included in the evaluation of districts. See *Table 2: Accountability Subset in Section I* for more information.
- 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.
- Performance of special education students who took the TAKS is included in this measure.
- Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.

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: 2004 (Spring TAKS Administration)

Data Source: Pearson Educational Measurement

Other information:

- Commended Performance is a scale score of 2400 or more on the TAKS
- Students who move between campuses after October 31 and before their last TAKS test are not included in the evaluation of campuses; students who move between districts after October 31 and before their last test are not included in the evaluation of districts. See *Table 2: Accountability Subset in Section I* for more information.
- 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.
- Performance of special education students who took the TAKS is included in this measure.
- Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.

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.

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: 2004 (Spring TAKS Administration)

Data Source: Pearson Educational Measurement

Other information:

- Commended Performance is a scale score of 2400 or more on the TAKS
- Students who move between campuses after October 31 and before their last TAKS test are not included in the evaluation of campuses; students who move between districts after October 31 and before their last test are not included in the evaluation of districts. See *Table 2: Accountability Subset in Section I* for more information.
- 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.
- Performance of special education students who took the TAKS is included in this measure.
- Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.

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: 2004 (Spring TAKS Administration)

Data Source: Pearson Educational Measurement

Other information:

- Commended Performance is a scale score of 2400 or more on the TAKS
- Students who move between campuses after October 31 and before their last TAKS test are not included in the evaluation of campuses; students who move between districts after October 31 and before their last test are not included in the evaluation of districts. See *Accountability Subset* in *Section I* for more information.
- 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.
- Performance of special education students who took the TAKS is included in this measure.

Recommended High School Program - 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 with graduates that have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, 50.0% of all 2003 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 2003

Data Source: PEIMS submission 1 (October 2003)

Other information:

- Measure includes both non-special education and special education graduates.
- 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.

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 with graduates 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 70.0% or more of the class of 2003 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:

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

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; or
 - 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 2003

Data Source: Educational Testing Service, a College Board contractor (SAT) and ACT, Inc. (ACT)

Other information:

- The criterion score is 1110 on the SAT (total) or 24 on the ACT (composite).
- 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.
- 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.
- 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.
- The student taking the test identifies the campus to which a score is attributed.
- 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.

TAAS/TASP Equivalency - This indicator shows the percent of graduates who performed well enough on the exit-level TAAS as first-time test-takers to have a 75.0% likelihood of passing the Texas Academic Skills Program (TASP) test. The TASP was given to all students enrolled in publicly funded Texas institutions of higher learning until the fall of 2003. Students will continue to graduate under the TAAS graduation requirements through the class of 2004.

Who is eligible: Districts and campuses with graduates that have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, 80.0% of all 2003 first-time tested graduates must meet or exceed the TAAS/TASP equivalency standards.

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

Methodology:

$$\frac{\text{number of graduates meeting TAAS/TASP equivalency standards for all subjects taken on their first TAAS exit-level administration}}{\text{number of first-time tested graduates}}$$

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 2003 - includes TAAS performance of 10th graders (first-time test takers) in 2001, TAAS performance of 11th graders (first-time test takers) in 2002, and TAAS performance of 12th graders (first-time test takers) in 2003.

Data Source: TEA Student Assessment Division and PEIMS

Other information:

- To be counted for this indicator a student must have achieved a TLI of X-81 or higher on the TAAS reading test, a TLI of X-77 or higher on the TAAS mathematics test, and a scale score of 1540 or higher on the TAAS writing test.
- Both non-special education and special education graduates who took the exit-level TAAS are included in the evaluation.
- All calculations are expressed as a percent, rounded to one decimal point. For example, 79.877% is rounded to 79.9%, not 80.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

NOTIFICATION OF ACKNOWLEDGMENT

Notification of Gold Performance Acknowledgment will occur in December 2004 at the same time as the 2004 ratings update that follows the resolution of all appeals. (See *Section IX – Calendar* for more details.)

Notification consists of release of the GPA data tables detailing the data used to compute the GPA indicators and listing the acknowledgments achieved. GPA certificates will not be provided by TEA to districts for 2004. Sample GPA data tables are not available for inclusion in this document at the time of publication. GPA data tables that have been masked to protect student confidentiality will be posted to the agency website in December 2004.

