

# 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 could 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 also 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 2004 AND 2005

The ratings issued in 2005 mark the second year of the new system. Many components of the 2005 system are the same as those that applied in 2004. However, there are differences between 2004 and 2005. Significant changes include:

- the incorporation of alternative education accountability (AEA) procedures (described in *Part 2 – Alternative Education Accountability (AEA) Procedures*);
- a higher student passing standard for TAKS;
- an increase in the rigor of the dropout rate *Academically Acceptable* standard;
- an increase in the rigor of the minimum size criteria for both the dropout and completion rate indicators;
- an increase in the rigor of the underreported students indicator, which can prevent a district from being rated *Exemplary* or *Recognized*;
- additional Required Improvement opportunities for the dropout and completion rate indicators;
- the use of the new SDAA II assessment results, which will include more special education students;
- the removal of the provision to allow new and otherwise *Academically Unacceptable* campuses to be *Not Rated*; and,
- the addition of Comparable Improvement as a new GPA indicator.

The following table provides details on these and other changes between the 2004 and 2005 systems. Components that are unchanged are provided as well.

**Table 2: Comparison of 2004 and 2005**

| Component  | 2004   | 2005   |
|--|--|--|
| Base Indicators for Determining Rating (Chapter 2) | <ul style="list-style-type: none"> <li>TAKS % Met Standard</li> <li>SDAA % Met ARD Expectations</li> <li>Completion Rate II (grades 9-12)</li> <li>Annual Dropout Rate (grades 7-8 only)</li> </ul>  | No Change, except SDAA is now <b>SDAA II</b>   |
| Rating Standards (Chapter 2)                       | TAKS: 25%/35%/50% - 70% -----90%<br>SDAA: 50% ----- 70% -----90%<br>Completion: 75.0% ----- 85.0% ----95.0%<br>Dropout: 2.0% -----0.7% ---- 0.2%   | TAKS: No Change<br>SDAA <b>II</b> : No Change<br>Completion: No Change<br>Dropout: <b>1.0%/0.7%/0.2%</b> |
| 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 Student Success Initiative (Chapter 2)        | Grade 3 reading cumulative results used  | Gr. 3 & 5 reading, <b>gr. 5 math</b> cumulative results used   |
| TAKS Grades Tested (Chapter 2)                     | Summed across all grades tested (grades 3 – 11)  | No Change  |
| TAKS Student Passing Standard (Chapter 2)          | 1 SEM below PR for grades 3-10; 2 SEM below PR for grade 11  | <b>PR for grades 3-10; 1 SEM below PR for grade 11</b>   |
| 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, they are not evaluated separately</li> <li>If 30 to 49, they are evaluated if they comprise at least 10% of all test takers</li> <li>If 50 or more, they are evaluated</li> </ul> | No Change  |
| TAKS Special Analysis (Chapter 6)                  | Used for determining rating for very small campuses and districts  | No Change  |
| SDAA Subjects Evaluated (Chapter 2)                | Summed across all SDAA subjects: reading, writing, mathematics   | Summed across all <b>SDAA II</b> subjects: reading/ <b>ELA</b> , writing, mathematics                    |
| SDAA Grades Tested (Chapter 2)                     | Summed across all grades tested (grades 3 – 8)   | Summed across all grades tested ( <b>grades 3 – 10</b> )   |
| SDAA Minimum Size (Chapter 2)                      | Results are always evaluated if there are 30 or more answer documents (summed across grades and subjects)  | No Change ( <b>SDAA II</b> )   |

**Table 2: Comparison of 2004 and 2005 (continued)**

| Component  | 2004  | 2005  |
|--|---|---|
| Accountability Subset (TAKS & SDAA only) (Chapter 2)                                 | Students who are mobile after the October PEIMS “as of” date and before the last TAKS 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   |
| Completion Rate II & Annual Dropout Rate Minimum Size for All Students (Chapter 2)   | At least 10 dropouts and at least 10 students in denominator.   | At least <b>5</b> dropouts and at least 10 students in denominator.   |
| Completion Rate II & Annual Dropout Rate Minimum Size for Student Groups (Chapter 2) | At least 10 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 comprised at least 10% of all students</li> <li>• If 50 or more, they are evaluated</li> </ul>  | At least <b>5</b> dropouts AND <ul style="list-style-type: none"> <li>• No Change</li> <li>• No Change</li> <li>• No Change</li> </ul>  |
| Required Improvement (Chapter 3)   | <ul style="list-style-type: none"> <li>• TAKS: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible</li> <li>• SDAA: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible</li> <li>• Completion Rate II: RI to <i>Academically Acceptable</i> only</li> <li>• Annual Dropout Rate: RI to <i>Academically Acceptable</i> only</li> </ul> | <ul style="list-style-type: none"> <li>• TAKS: No Change</li> <li>• SDAA II: <b>RI not possible</b></li> <li>• Completion Rate II: RI to <i>Academically Acceptable</i> and <b><i>Recognized</i></b> possible</li> <li>• Annual Dropout Rate: RI to <i>Academically Acceptable</i> and <b><i>Recognized</i></b> possible</li> </ul> |
| Exceptions (Chapter 3)   | <i>Academically Acceptable</i> rating possible by using exceptions  | No Change<br>( <i>Exceptions from 2004 cannot be used in 2005</i> )   |
| Pairing (Chapter 6)  | Standard campuses without TAKS data are paired; paired data not used for GPA  | No Change   |
| Registered Alternative Education Campuses (Part 2 & Chapter 6)                       | Receive a rating of <i>Not Rated: Alternative Education</i>   | <b>Receive a rating under new AEA Procedures</b>  |
| Charters (Chapter 6)   | Charters are rated, as are their campuses. Both are eligible for GPA.   | No Change   |
| New Campuses (Chapter 6)   | If they do not meet at least <i>Academically Acceptable</i> criteria, new charters and new campuses (non-charter or charter) are labeled <i>Not Rated: Other</i>  | <b>All campuses (established or new) are rated</b>  |

**Table 2: Comparison of 2004 and 2005 (continued)**

| Component   | 2004  | 2005  |
|---|---|---|
| Gold Performance Acknowledgment Indicators<br>(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>Recommended High School Program/DAP</i></li> <li>• <i>SAT/ACT Results</i></li> <li>• <i>TAAS/TASP Equivalency</i></li> </ul> | Addition of <ul style="list-style-type: none"> <li>• <b><i>Comparable Improvement: Reading/ELA</i></b></li> <li>• <b><i>Comparable Improvement: Math</i></b></li> </ul> |
| Standards for GPA<br>(Chapter 5)                          | Varies by indicator. See <i>Chapter 5</i> .   | Same as prior year, except:<br><b>Recommended High School Program is raised to 60.0%;</b><br><b>Standard for the new CI indicators is top quartile (Q1)</b>             |
| Underreported Students<br>(Chapter 3)                     | <ul style="list-style-type: none"> <li>• No more than 500 underreported students; and,</li> <li>• No more than 5.0% underreported</li> </ul>  | <ul style="list-style-type: none"> <li>• No more than <b>100</b> underreported students; and,</li> <li>• No more than 5.0% underreported</li> </ul>                     |