

Chapter 5 – 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 high performance on:

- Advanced Course/Dual Enrollment 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
- Comparable Improvement: Reading/English Language Arts
- Comparable Improvement: Mathematics
- 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 results to be evaluated, and has met the acknowledgment criteria on one or more of the indicators.

Does Not Qualify. Either of the following:

- 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*. (Those that are later granted a higher rating on appeal are eligible to be evaluated and may earn acknowledgments.)

Not Applicable. Any of the following:

- The campus or district does not have performance results to be evaluated for this acknowledgment.
- The campus or charter is evaluated under alternative education accountability (AEA) procedures.
- The campus or district is labeled *Not Rated: Other* (for example, campuses that only serve students in Pre-K/K, or campuses not rated due to insufficient data).
- The campus or district is labeled *Not Rated: Data Integrity Issues*.

Districts and campuses can receive acknowledgment separately on each of the thirteen indicators. Campuses paired for TAKS performance can be acknowledged on their own GPA (non-TAKS) indicator data, but paired data is not eligible for acknowledgment.

An overview of the GPA system is provided in *Table 8* below. Detailed definitions of each indicator follow.

Table 8: Gold Performance Acknowledgment Standards for 2005

Indicator	Description	Standard (changes for 2005 in bold)	Year Evaluated
Advanced Course/Dual Enrollment Completion	Percent of 9 th –12 th graders completing and receiving credit for at least one Advanced/Dual Enrollment Course	25.0% or more**	2003-04
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>	2003-04
	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%**	2003-04
Commended Performance: Reading/ELA	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2005
Commended Performance: Mathematics	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2005
Commended Performance: Writing	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2005
Commended Performance: Science	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2005
Commended Performance: Social Studies	Percent of examinees scoring at or above the TAKS commended performance standard (scale score of 2400)	20% or more**	Spring 2005
Comparable Improvement: Reading/ELA	Average Texas Growth Index (TGI) in TAKS Reading/ELA	Top Quartile (top 25%)***	Spring 2005
Comparable Improvement: Mathematics	Average Texas Growth Index (TGI) in TAKS Mathematics	Top Quartile (top 25%)***	Spring 2005
Recommended High School Program/DAP	Percent of graduates meeting or exceeding requirements for the RHSP/Distinguished Achievement Program	60.0% or more**	Class of 2004
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 2004
	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 \geq X-81; Mathematics TLI \geq X-77; Writing scale score \geq 1540)	80.0% or more**	Class of 2004

* 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.

*** Acknowledgment for Comparable Improvement is available to campuses only.

Acknowledgment Indicators

ADVANCED COURSE/DUAL ENROLLMENT 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, at least 25.0% of the 2003-04 students in grades 9 through 12 must receive credit for at least one advanced course.

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

Methodology:

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

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of students. Student groups may or may not be 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: 2003-04

Data Source: PEIMS submission 3 (June 2004)

Other information:

- *Special Education.* Performance of special education students is included in this measure.
- *Rounding.* 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 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:

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

and

Performance:

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

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;
 - 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: 2003-04 school year

Data Source: Educational Testing Service, a College Board contractor; The International Baccalaureate Organization; and PEIMS submission 1 (October 2003)

Other information:

- *Criterion Score.* The criterion score is 3 or above on Advanced Placement tests and 4 or above on International Baccalaureate examinations.
- *Special Education.* 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.
- *Rounding.* 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 HighAt least 96.0%
- High SchoolAt least 95.0%
- ElementaryAt least 97.0%

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

Methodology:

$$\frac{\text{total number of days students in grades 1-12 were present in 2003-04}}{\text{total number of days students in grades 1-12 were in membership in 2003-04}}$$

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: 2003-04

Data Source: PEIMS submission 3 (June 2004)

Other information:

- *Campus Type.* The campus type (elementary, high school, etc.) is assigned using the low and high grades taught as determined from the 2004-05 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.
- *Time Span.* Attendance for the entire school year is used.
- *Special Education.* This measure includes both non-special education and special education students.
- *Rounding.* 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: 2005 (Spring TAKS Administration)

Data Source: Pearson Educational Measurement

Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Student Success Initiative.* Students who meet the Commended Performance standard in either the February or April administrations of TAKS reading will be included.
- *Mobility.* Students who move between campuses after October 29, 2004 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 29, 2004 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* 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.

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: 2005 (Spring TAKS Administration)

Data Source: Pearson Educational Measurement

Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Student Success Initiative.* Students who meet the Commended Performance standard in either the April or May administrations of TAKS mathematics will be included.
- *Mobility.* Students who move between campuses after October 29, 2004 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 29, 2004 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* 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.

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: 2005 (Spring TAKS Administration)

Data Source: Pearson Educational Measurement

Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Mobility.* Students who move between campuses after October 29, 2004 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 29, 2004 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* 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.

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: 2005 (Spring TAKS Administration)

Data Source: Pearson Educational Measurement

Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Mobility.* Students who move between campuses after October 29, 2004 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 29, 2004 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* 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.

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: 2005 (Spring TAKS Administration)

Data Source: Pearson Educational Measurement

Other information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more on the TAKS.
- *Mobility.* Students who move between campuses after October 29, 2004 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 29, 2004 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on *Commended Performance*.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.

- *Rounding.* 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.

COMPARABLE IMPROVEMENT: READING/ELA

Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS test has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

Who is eligible: Campuses that test students on TAKS reading or English languages arts in grades 4 - 11 and have a rating of *Academically Acceptable* or higher. Districts are not eligible because CI is not calculated at the district level.

Standard: For acknowledgment on this indicator, the campus must have an average Texas Growth Index (TGI) within the top quartile (the top 25%) of their 40-member campus comparison group for reading/ELA.

Student Groups: Performance is evaluated for All Students only.

Methodology: First, determine the campus's average Texas Growth Index:

$$\frac{\text{sum of matched student TGI values for reading/ELA}}{\text{total number of matched students in reading/ELA}}$$

Then, determine which quartile the campus is in within its 40-member campus comparison group. See *Appendix E – Texas Growth Index* and *Appendix F – Campus Comparison Group* for a complete explanation of the methodology for this measure.

Minimum Size Requirements: Students must be matched to the spring 2004 TAKS administration—anywhere in the state—to find their prior year scale score for reading or ELA. Any campus with fewer than 10 matched students for a subject will not have average TGI values calculated and will not be assigned a quartile position.

Year of Data: 2005 and 2004 (Spring TAKS Administrations)

Data Source: Pearson Educational Measurement

Other information:

- *Grade 3.* Growth is not calculated for third grade test takers since that is their first TAKS test. For this reason, campuses with a high grade of 3 are not eligible for acknowledgment on CI.
- *Student Success Initiative.*
 - For grade 5 students who take TAKS reading in both February and April, the performance used is the score they achieved in the February administration. That score will be matched to their single grade 4 administration from 2004 to determine their TGI.
 - For grade 4 students who—as third graders in 2004—took TAKS reading in both March and April 2004, the TGI is determined by matching the score they achieved on their single grade 4 administration from 2005 to the score they achieved on their March administration in 2004.

- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on CI.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.
- *Rounding.* 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.

COMPARABLE IMPROVEMENT: MATHEMATICS

Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS test has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school.

Who is eligible: Campuses that test students on TAKS mathematics in grades 4 – 11 and have a rating of *Academically Acceptable* or higher. Districts are not eligible because CI is not calculated at the district level.

Standard: For acknowledgment on this indicator, the campus must have an average Texas Growth Index (TGI) within the top quartile (the top 25%) of their 40-member campus comparison group for mathematics.

Student Groups: Performance is evaluated for All Students only.

Methodology: First, determine the campus’s average Texas Growth Index:

$$\frac{\text{sum of matched student TGI values for mathematics}}{\text{total number of matched students in mathematics}}$$

Then determine which quartile the campus is in within its 40-member campus comparison group. See *Appendix E – Texas Growth Index* and *Appendix F – Campus Comparison Group* for a complete explanation of the methodology for this measure.

Minimum Size Requirements: Students must be matched to the spring 2004 TAKS administration—anywhere in the state—to find their prior year scale score for mathematics. Any campus with fewer than 10 matched students for a subject will not have average TGI values calculated and will not be assigned a quartile position.

Year of Data: 2005 and 2004 (Spring TAKS Administrations)

Data Source: Pearson Educational Measurement

Other information:

- *Grade 3.* Growth is not calculated for third grade test takers since that is their first TAKS test. For this reason, campuses with a high grade of 3 are not eligible for acknowledgment on CI.
- *Student Success Initiative.* For grade 5 students who take TAKS mathematics in both April and May, the performance used is the score they achieved in the April administration. That score will be matched to their single grade 4 administration from 2004 to determine their TGI.

- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on CI.
- *Special Education.* Performance of special education students who took the TAKS is included in this measure.
- *Rounding.* 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.

RECOMMENDED HIGH SCHOOL PROGRAM/DAP

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 that have graduates and that are rated *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, 60.0% of all 2004 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 2004

Data Source: PEIMS submission 1 (October 2004)

Other information:

- *Special Education.* Measure includes both non-special education and special education graduates.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 59.877% is rounded to 59.9%, not 60.0%. 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 that have graduates and that are rated *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 2004 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:

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

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;
 - 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 2004

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

Other information:

- *Criterion.* The criterion score is 1110 on the SAT (total) or 24 on the ACT (composite).

- *Most Recent Test.* 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.
- *Both Tests Taken.* 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.
- *Campus ID.* The student taking the test identifies the campus to which a score is attributed.
- *Special Education.* 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.
- *Rounding.* 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, now known as the Texas Higher Education Assessment (THEA). 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. The 2005 accountability cycle is the last time this indicator will be a Gold Performance Acknowledgment.

Who is eligible: Districts and campuses that have graduates and that are rated *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, 80.0% of all 2004 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 graduates 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 graduates, it is evaluated.

Year of Data: Class of 2004 - includes TAAS performance of 10th graders (first-time test takers) in 2002, TAAS performance of 11th graders (first-time test takers) in 2003, and TAAS performance of 12th graders (first-time test takers) in 2004.

Data Source: TEA Student Assessment Division and PEIMS

Other information:

- *TLI.* To be counted for this indicator a student must have achieved a Texas Learning Index (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.
- *Special Education.* Both non-special education and special education graduates who took the exit-level TAAS are included in the evaluation.
- *Rounding.* 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 late October 2005 at the same time as the 2005 ratings update that follows the resolution of all appeals. (See *Chapter 18 – Calendar* for more details.) At that time, the district lists and data tables on TEA’s website will be updated to show the acknowledgments.