

**2006 Accountability Standards for TAKS and SDAA II
Commissioner of Education Final Decisions
September 2005**

Texas Assessment of Knowledge and Skills (TAKS) Accountability Standards

TAKS Indicator for Standard Accountability Procedures

For 2006 accountability ratings, implement the standards for the *Academically Acceptable*, *Recognized*, and *Exemplary* ratings as announced in April 2005.

TAKS Indicator	Academically Acceptable	Recognized	Exemplary
Reading/ELA	60%	70%	90%
Writing	60%	70%	90%
Social Studies	60%	70%	90%
Mathematics	40%	70%	90%
Science	35%	70%	90%

Rationale: The April 2005 decision to increase the *Academically Acceptable* accountability standards for 2006 was reached after weighing concerns over the increasing rigor of the student passing standards in both 2005 and 2006 against expected gains in actual performance over this time. Student performance did improve between 2004 and 2005, and additional gains in performance are expected between 2005 and 2006. Very few campuses and districts failed to meet the 2005 *Academically Acceptable* accountability standard for Reading/English Language Arts, Writing, and Social Studies. With the exception of SDAA II, Science was the subject in which most districts and campuses did not meet the 2005 *Academically Acceptable* accountability standard. However, this is also the subject in which students showed the greatest gains between 2004 and 2005.

TAKS Progress Indicator for Alternative Education Accountability (AEA) Procedures

For 2006 accountability ratings, hold the standard for AEA: *Academically Acceptable* constant as announced in April 2005.

	AEA: Academically Acceptable
TAKS Progress Indicator	40%

Rationale: The TAKS Progress Indicator standard will increase over time. The phase-in schedule adopted in April 2006 holds the standard at 40% for 2006 while the new AEA procedures are being implemented.

State-Developed Alternative Assessment II (SDAA II)

SDAA II Accountability Standards for Standard and AEA Accountability Procedures

For 2006 accountability ratings, hold the SDAA II standards constant at the 2005 level.

SDAA II	Academically Acceptable	Recognized	Exemplary
Standard Procedures	50%	70%	90%
AEA Procedures	40%	NA	NA

Rationale: The SDAA II was a new test administered statewide for the first time in 2005. This was the first time admission, review, and dismissal committees set expectations on the new test for special education students, and they were required to set expectations for all students administered the SDAA II. Also, this was the first time enrolled Grade 9 and 10 students were eligible to test using SDAA II. Educators need time to understand how students performed on the SDAA II and to adjust instruction to meet expectations. Holding the accountability standard constant will provide stability to the system at the state level as changes are being made locally to better align curriculum, instruction, and the new assessment. In addition, the *Exemplary* standard is set at 90 percent for all TAKS subjects. The *Recognized* standard is defined in statute as 10 percentage points below the *Exemplary* standard and is set at 70 percent for all TAKS subjects for 2006 as a phase-in to 80 percent. The standard for the *AEA: Academically Acceptable* rating is tied to the TAKS Progress Indicator standard.