

Chapter 1 – Overview

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 was able to 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 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 2006 AND 2007

The ratings issued in 2007 mark the fourth year of the new system. Many components of the 2007 system are the same as those that were in effect in 2006. However, there are a few differences between 2006 and 2007. These include:

- an increase in the rigor of the TAKS passing standards for all grades and subjects in order to achieve or maintain a rating of *Academically Acceptable* or *Recognized*.
- a new definition for *dropout*, based on U.S. Department of Education’s National Center for Education Statistics (NCES) criteria. (See *Appendix I* for detailed information.)
- a change in the standards for underreported students from fewer than or equal to 100 students and less than or equal to 2.0%, to fewer than or equal to 200 students and less than or equal to 5%. The new standard accommodates changes in the processing of leaver records and the new dropout definition.
- a School Leaver Provision added for 2007 only, such that the leaver indicators (either alone or in combination) cannot be the cause for a lowered campus or district rating. This provision has been created primarily to accommodate the change in the definition of a dropout. The provision affects the following indicators:
 - the Underreported Students Indicator;
 - the Annual Dropout Rate (grades 7–8); and
 - Completion Rate I (grades 9–12).
- for the Annual Dropout Rate (grades 7-8) indicator, Required Improvement is not available to campuses or districts in 2007 as a means to move to the next higher rating.

The following table provides details on these and other changes between the 2006 and 2007 systems. Components that are unchanged are provided as well.

Table 2: Comparison of 2006 and 2007

| Component | 2006 | | | | 2007 | | | |
|--|---|-------------|------------|-----------|--|-------------|------------|-----------|
| Base Indicators for Determining Rating (Chapter 2) | <ul style="list-style-type: none"> TAKS % Met Standard SDAA II % Met ARD Expectations Completion Rate I Annual Dropout Rate | | | | <ul style="list-style-type: none"> TAKS.....No Change SDAA II.....No Change Completion Rate I.....No Change* Annual Dropout Rate.....No Change* <p>* School Leaver Provision applies</p> | | | |
| Rating Standards (Chapter 2) | | Acceptable | Recognized | Exemplary | | Acceptable | Recognized | Exemplary |
| | TAKS | 35%/40%/60% | 70% | 90% | TAKS | 40%/45%/65% | 75% | 90% |
| | SDAA II | 50% | 70% | 90% | SDAA II | No Change | | |
| | Completion | 75.0% | 85.0% | 95.0% | Completion | | | |
| Dropout | 1.0% | 0.7% | 0.2% | Dropout | | | | |
| 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 (TAKS science for gr. 8 is assessed and reported, but not used for accountability) | | | | No Change | | | |
| TAKS Student Success Initiative (Chapter 2) | Gr. 3 & 5 reading and Gr. 5 mathematics, cumulative results used | | | | No Change | | | |
| TAKS Grades Tested (Chapter 2) | Summed across all grades tested (grades 3-11) | | | | No Change | | | |
| TAKS Student Passing Standard (Chapter 2) | Panel Recommendation for all subjects, all grades | | | | No Change | | | |
| 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"> If fewer than 30 test takers, not evaluated separately If 30 to 49, evaluated if they comprise at least 10% of all test takers If 50 or more, evaluated | | | | No Change | | | |
| TAKS Special Analysis (Chapter 6) | Used for determining rating for very small campuses and districts | | | | No Change | | | |
| SDAA II Subjects Evaluated (Chapter 2) | Summed across all SDAA II subjects: reading/ELA, writing, mathematics | | | | No Change | | | |
| SDAA II Grades tested (Chapter 2) | Summed across all grades tested (grades 3-10) | | | | No Change (2007 is last year for SDAA II) | | | |
| SDAA II Minimum Size (Chapter 2) | Results are always evaluated if there are 30 or more tests (summed across grades and subjects) | | | | No Change | | | |

Table 2: Comparison of 2006 and 2007 (continued)

| Component | 2006 | 2007 |
|---|--|---|
| Accountability Subset (TAKS & SDAA II only) (Chapter 2) | Students who are mobile after the October PEIMS “as of” date and before the last TAKS/SDAA II 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 |
| Student performance included for rating (Appendix I) | Performance of all students (in the Accountability Subset) tested on the TAKS or SDAA II is included in ratings calculation—except for students with KRI (Katrina-Rita Indicator) codes. | Same as 2006— except that Katrina-Rita exclusion no longer applies |
| Completion Rate & Annual Dropout Rate Minimum Size for All Students (Chapter 2) | At least 5 dropouts and at least 10 students in denominator. | No Change |
| Completion Rate & Annual Dropout Rate Minimum Size for Student Groups (Chapter 2) | At least 5 dropouts AND <ul style="list-style-type: none"> • If fewer than 30 in group, not evaluated separately • If 30 to 49, evaluated if they comprise at least 10% of all students • If 50 or more, evaluated | No Change |
| Dropout Definition (Appendix I) | State Definition | NCES Definition |
| Required Improvement (Chapter 3) | • TAKS: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible | • TAKS: No Change |
| | • SDAA II: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible | • SDAA II: No Change |
| | • Completion Rate I: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible | • Completion Rate I: Still applicable, though class of 2006 uses new dropout definition. |
| | • Annual Dropout Rate: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible | • Annual Dropout Rate: RI will not be available in 2007 because of definition change |
| Exceptions (Chapter 3) | <i>Academically Acceptable</i> rating possible by using exceptions | No Change (<i>Exceptions applied in 2006 cannot be re-used in 2007</i>) |
| Pairing (Chapter 6) | Standard campuses without TAKS data are paired; paired data not used for GPA | No Change |
| Charters (Chapter 6) | Charter operators are rated, as are their campuses. Both are eligible for GPA. | No Change |
| New Campuses (Chapter 6) | All campuses (established or new) are rated | No Change |

Table 2: Comparison of 2006 and 2007 (continued)

| Component | 2006 | 2007 |
|---|---|---|
| Gold Performance Acknowledgment Indicators (Chapter 5) | <ul style="list-style-type: none"> • Advanced Course/Dual Enrollment Completion • AP/IB Results • Attendance Rate • Commended Performance: Reading/ELA • Commended Performance: Mathematics • Commended Performance: Writing • Commended Performance: Science • Commended Performance: Social Studies • Comparable Improvement: Reading/ELA • Comparable Improvement: Mathematics • Recommended High School Program/ Distinguished Achievement Program (RHSP/DAP) • SAT/ACT Results • TSI - Higher Education Readiness Component for English Language Arts • TSI - Higher Education Readiness Component for Mathematics | No Change |
| Standards for GPA (Chapter 5) | Vary by indicator; see Chapter 5. | Same as 2006, except: <ul style="list-style-type: none"> • Commended Performance subjects all increase from 20% to 25%, and • RHSP/DAP increases from 70.0% to 80.0%. |
| Underreported Students (Chapter 3) | <ul style="list-style-type: none"> • No more than 100 underreported students; and, • No more than 2.0% underreported | <ul style="list-style-type: none"> • No more than 200 underreported students; and • No more than 5.0% underreported.* * School Leaver Provision applies |
| School Leaver Provision (Chapter 6, and Appendix I) | Not Applicable | For 2007 only, the leaver indicators cannot be the cause for a lowered rating . The leaver indicators include Annual Dropout Rate, Completion Rate, and Underreported Students. |
| Hurricane Rita (Appendix I in the 2006 Accountability Manual) | Schools and districts closed for ten or more days may receive a rating of <i>Not Rated: Other</i> . | Does not apply in 2007. |