

**Accountability System for 2007 and Beyond – Standard Procedures
Educator Focus Group Proposal**

State Assessment Indicators

1. 2007 TAKS Standards. The 2007 *Academically Acceptable* standards are 65% for reading/English language arts (ELA), writing, and social studies, 45% for mathematics, and 40% for science. The 2007 *Recognized* standard is 75% for all subjects. These standards represent increases of 5 percentage points for every subject for both *Academically Acceptable* and *Recognized* ratings. The 2007 standards were announced in April 2006, subsequently published in the *2006 Accountability Manual*, and adopted as commissioner rule by July 30, 2006. The 2007 standards are shown below, compared to 2006.

	2006 AA/Re/Ex	2007 AA/Re/Ex
Reading/ELA, Writing, Social Studies	60 / 70 / 90	65 / 75 / 90
Mathematics	40 / 70 / 90	45 / 75 / 90
Science	35 / 70 / 90	40 / 75 / 90

Numbers in bold indicate a change from the prior year.

2. 2007 Other TAKS Indicator Criteria. The TAKS indicator is defined in 2007 as it was in 2006. Grade 8 science results are not included. TAKS-Inclusive (TAKS-I) results are not included. Minimum size criteria, student groups, mobility adjustments, and the use of the Exceptions Provision are all unchanged.
3. Commended Performance on TAKS. Beginning in 2007, a label of “Commended” will be appended to campus and district ratings if the campus or district also earns a Gold Performance Acknowledgment (GPA) for at least 50% of the commended indicators on which they are evaluated. A minimum of three of the five commended indicators must be evaluated. If only two TAKS subjects are evaluated, the label will be added if the GPA is earned on both subjects (2 out of 2). Only campuses and districts rated *Academically Acceptable* or higher are eligible for this additional label. Campuses and districts evaluated under AEA procedures are not eligible to receive this additional label. The possible rating labels that can be earned by campuses and districts evaluated under standard procedures in 2007 and beyond are shown below:

- Exemplary*
- Exemplary—Commended*
- Recognized*
- Recognized—Commended*
- Academically Acceptable*
- Academically Acceptable—Commended*
- Academically Unacceptable*
- Not Rated: Other*
- Not Rated: Data Integrity Issues*

As the standards for the commended performance indicators increase in the GPA system, the increased standards will be used to evaluate this supplemental label as well.

In 2007, the commended label will be released in October, concurrent with the GPA release. In subsequent years, efforts will be made to release the commended label with supporting data on the data tables on August 1, concurrent with the ratings release. The GPA release would occur in October.

Rationale: During the initial development of the new accountability system, the Educator Focus Group and Commissioner’s Accountability Advisory Committee (CAAC) recommended that measures

be developed to incorporate TAKS commended performance into the accountability ratings by 2007. Using commended performance to create a supplemental label reflects the committee's desire not to add more hurdles to the 36 hurdles already in place. Using it as a label simplifies its use yet serves as an incentive to districts/campuses to increase commended levels of student performance. Since the GPA system already acknowledges high achievement at the commended performance level, the option to link GPA results more prominently to the final rating label was favored.

The 2007 release of the supplemental label in October rather than in August is necessary to allow time to redesign the Accountability Data Table reports to incorporate the new commended analysis and to make plans for the acceleration of the commended GPA outcomes.

4. Required Improvement (RI). TAKS RI will be used in 2007 as it was defined in the 2006 system. RI is calculated as the amount of gain in percent *Met Standard* required to reach the current year accountability standard in two years. RI is calculated for each TAKS subject area, for All Students, and each student group evaluated. The floor for *Recognized* is five points below the current year standard. Because the TAKS *Recognized* standard increases from 70% to 75%, the RI floor increases from 65% to 70%. There is no floor for gating up to *Academically Acceptable*.

There is no need to recalculate the prior year percent *Met Standard* since the student passing standard was fully phased-in in both 2006 and 2007. Note that the 2007 performance results of students who were displaced in 2005 due to the hurricanes will not be excluded from the 2007 accountability data. Therefore, RI will be based on 2007 data that includes these students, compared with 2006 results that do not.

5. Use of SDAA II in 2007. The State-Developed Alternative Assessment II (SDAA II) indicator will be used in 2007 as it was defined in 2006. The SDAA II indicator is a single performance indicator evaluated for all SDAA II-tested grades (3-10). The indicator is calculated as the number of tests meeting admission, review, and dismissal (ARD) committee expectations (summed across grades and subjects) divided by the number of SDAA II tests for which ARD expectations were established (summed across grades and subjects). The SDAA II indicator is evaluated at the All Students level only.

The SDAA II standards for 2007 are set at the same level as they were in 2006, as shown in the table below. These standards do not increase as the TAKS standards do. The SDAA II will be administered for the last time in 2007.

	<i>Academically Acceptable</i>	<i>Recognized</i>	<i>Exemplary</i>
SDAA II Indicator	50%	70%	90%

The same minimum size criterion (30 tests) will be used in 2007 as was used in 2006. Performance-Based Monitoring (PBM) indicators will be used to evaluate SDAA II appeals.

Rationale: Holding the SDAA II standards constant provides stable targets through 2007, the last year in the life of this assessment instrument. Given the phase-in recommendation for use of the TAKS-I results beginning in 2008, continued use of the SDAA II in 2007 ensures that some assessment results for students with disabilities who do not take the TAKS are included in the state accountability system between 2006 and 2010 while new assessments for students with disabilities are fully phased in.

6. Grade 8 Science. Include the results of grade 8 science in the accountability system beginning in 2008. In 2008, 8th grade students must meet the *Panel Recommendation* (PR) standard.

Rationale: Although state statute does not require the use of grade 8 science in the accountability system until 2009, this recommendation is in alignment with previous Focus Group recommendations

to incorporate it in the rating system beginning in 2008. By 2008, the grade 8 science results as used for accountability would have been reported for three years in the Academic Excellence Indicator System (AEIS) at the PR standard, which follows the 'report, report, use' phase-in of additional assessment results. Beginning with the 2005-06 AEIS, a preview indicator showing total science performance including grade 8 results at the PR standard was reported.

7. **Incorporating TAKS-Inclusive (TAKS-I).** The TAKS-I is an alternate assessment based on grade level achievement standards designed for students receiving special education services. Special education students who receive instruction on grade level, but need an accommodated version of the TAKS, with, for example, more white space, larger font size, and no embedded field-test questions, may take TAKS-I tests at their enrolled grade level. TAKS-I is initially given at grades and subjects where SDAA II is not. After the SDAA II is discontinued in 2008, the TAKS-I expands to include the SDAA II-tested grades and subjects. TAKS-I uses the TAKS *Met Standard* and *Commended Performance* student passing standards.

TAKS-I results will be used in the accountability system beginning in 2008. TAKS-I results will be combined with TAKS results to create a single indicator. In 2008 and 2009, the TAKS-I results that will be combined with the TAKS results will be for the following grades and subjects **only**:

- Science (grades 5, 8, 10, & 11—English; grade 5—Spanish)
- Social Studies (grades 8, 10, & 11)
- ELA (grade 11)
- Mathematics (grade 11)

Beginning in 2010, the TAKS/TAKS-I combined indicator will include these additional TAKS-I-tested grades and subjects:

- Reading/ELA (grades 3 through 10—English; grades 3 through 6—Spanish)
- Mathematics (grades 3 through 10—English; grades 3 through 6—Spanish)
- Writing (grades 4 and 7—English; grade 4—Spanish)

The table below shows the TAKS-I test administration schedule, with the subjects and grades identified as they begin to be used in the accountability system. The phase-out of the SDAA II program is also shown. Also see **Attachment 1** "TAKS and TAKS-I Performance Results."

	2006	2007	2008	2009	2010
SDAA II	Use Rdg./ELA (3-10) Math (3-10) Wrt. (4&7)	Use Rdg./ELA (3-10) Math (3-10) Wrt. (4&7)			
TAKS-I	<i>Report Only</i> <i>First time for</i> Sci. (5, 8, 10, 11) Sci. (5 Spanish) S.S. (8, 10, 11) ELA (11) Math (11)	<i>Report Only</i> <i>Second time for</i> Sci. (5, 8, 10, 11) Sci. (5 Spanish) S.S. (8, 10, 11) ELA (11) Math (11)	<i>Report Only</i> <i>First time for</i> Rdg./ELA (3-10) Rdg. (3-6 Spanish) Math (3-10) Math (3-6 Spanish) Wrt. (4&7) Wrt. (4 Spanish) Use Sci. (5, 8, 10, 11) Sci. (5 Spanish) S.S. (8, 10, 11) ELA (11) Math (11)	<i>Report Only</i> <i>Second time for</i> Rdg./ELA (3-10) Rdg. (3-6 Spanish) Math (3-10) Math (3-6 Spanish) Wrt. (4&7) Wrt. (4 Spanish) Use Sci. (5, 8, 10, 11) Sci. (5 Spanish) S.S. (8, 10, 11) ELA (11) Math (11)	Use Rdg./ELA (3-10) Rdg. (3-6 Spanish) Math (3-10) Math (3-6 Spanish) Wrt. (4&7) Wrt. (4 Spanish) Use Sci. (5, 8, 10, 11) Sci. (5 Spanish) S.S. (8, 10, 11) ELA (11) Math (11)

With the combined TAKS/TAKS-I indicator, any results for this combined indicator are sufficient for a campus or district to be eligible for a rating. Though not anticipated to occur often, it is possible a campus could be evaluated on only TAKS-I results.

For purposes of calculating RI in 2008, the prior year assessment results will be rebuilt to include both the grade 8 science results and the TAKS-I results in the selected grades and subjects. This will make 2007 and 2008 performance comparable and enable the continued use of RI as a feature in the system for this indicator in 2008.

For purposes of calculating RI in 2010, the prior year assessment results will be rebuilt to include the TAKS-I results in the additional grades and subjects. This will make 2010 and 2009 performance comparable and enable the continued use of RI as a feature in the system for this indicator in 2010.

Rationale: Combining the TAKS and TAKS-I results into a single indicator is appropriate for several reasons. TAKS-I is an on-grade-level assessment designed for special education students. Special education students tested on TAKS-I are assessed on the same test questions given to all students assessed on the regular TAKS. Both TAKS and TAKS-I have the same *Met Standard* and *Commended Performance* student passing standards. The inclusion of TAKS results for special education students is not new. Special education students taking the regular state assessment tests on grade level have been included in the state rating system since 1998-99. In addition, combining TAKS-I and TAKS results maintains the same number of measures in the state accountability system. Inclusion of TAKS-I with TAKS parallels the use of the combined TAKS/TAKS-I results in the Adequate Yearly Progress (AYP) system beginning in 2007-08. Since there are relatively small numbers of special education students taking TAKS-I, particularly in 2008 and 2009 when only partial grades and subjects will be included, the TAKS-I results are more likely to be evaluated in a combined indicator, than if they were evaluated separately as a stand-alone indicator.

Using TAKS-I results in 2008 ensures that some assessment results for students with disabilities who do not take the TAKS are included in the state accountability system continuously between 2006 and 2010, while new assessments for students with disabilities are fully phased in.

The 'report, report, use' schedule for the TAKS-I subjects and grades is consistent with the phase-in schedule of additional assessment results and gives districts and campuses more time to prepare for inclusion of these new results.

8. TAKS/TAKS-I Indicator Standards—2008 and Beyond. The recommended standards for the combined TAKS/TAKS-I indicator for 2008 through 2010 are shown in the following table. The 2006 and 2007 standards are shown for comparative purposes.

	2006 (Used)	2007 (Adopted in Commissioner Rule)	2008	2009*	2010*
			(Proposed by 2006 Educator Focus Group and CAAC)		
Exemplary	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Recognized	≥ 70%	≥ 75%	≥ 75%	≥ 80%	≥ 80%
Acceptable					
R/ELA, W, SS	≥ 60%	≥ 65%	≥ 65%	≥ 70%	≥ 70%
Mathematics	≥ 40%	≥ 45%	≥ 50%	≥ 55%	≥ 60%
Science	≥ 35%	≥ 40%	≥ 45%	≥ 50%	≥ 55%
Student Passing Standard	Gr. 3-11 at PR	Gr. 3-11 at PR	Gr. 3-11 at PR	Gr. 3-11 at PR	Gr. 3-11 at PR

**Standards for 2009 and beyond will be reviewed annually and are subject to change.
Numbers in bold indicate a change from the prior year.*

These are the same standards that were recommended by the 2006 Focus Group and CAAC. The *Recognized* standard increases by 5 percentage points to 80% in 2009. The *Academically Acceptable* standards also increase by 5 percentage point to 70% for reading/ELA, writing, and social studies; 55% for mathematics; and 50% for science.

Rationale: The standards previously proposed were recommended without knowledge that the TAKS-I results would be included with the TAKS results as a single indicator. Including TAKS-I makes the system more rigorous for several reasons:

- 1) the student standard setting process was based on the 2002 field test results of TAKS testers only. At that time, the panel recommendation student passing standard of 2100 was established based on the performance of students who took TAKS and did not include the performance of special education students who will be taking TAKS-I.
- 2) the use of the TAKS-I results in 2008 will be based on a student passing standard for the TAKS-I testers that is at the panel recommendation. There is no phase-in of the student passing standard for these testers as there was with TAKS.

The inclusion of grade 8 science will have a significant impact on middle schools, many of whom will be evaluated on this subject for the first time. In addition, the inclusion of grade 8 science in 2008 coincides with the first year the grade 8 students have to meet the PR standard in order to pass. Even with the increases in system difficulty that stem from the inclusion of TAKS-I and the inclusion of grade 8 science, the Focus Group recommendation raises both the mathematics and science standards by 5 points between 2007 and 2008.

Because the number of TAKS-I subjects and grades used in 2008 is limited, little effect on the number of hurdles evaluated for an average campus or district is expected; therefore, the current minimum size criteria are maintained.

9. Incorporating TAKS-Alternate (TAKS-Alt). The TAKS-Alt is an alternate assessment based on alternate achievement standards designed for students with significant cognitive disabilities. It is designed to meet the federal requirements mandated under the No Child Left Behind Act of 2001. Federal regulations allow up to one percent of students taking this assessment to be counted as proficient for Adequate Yearly Progress calculations. The majority of students who take this assessment are currently tested on Locally Determined Alternate Assessments (LDAA). Per the December 2005 flexibility agreement with the USDE, Texas can no longer include LDAA results in AYP calculations.

TAKS-Alt was field tested in spring 2007 and will be administered for the first time in spring 2008.

The TAKS-Alt results will be reported for two years beginning with 2008. The first possible use in the state accountability system will be in 2010.

Rationale: Two years of reporting on this new indicator will give schools time to become familiar with this new assessment. This follows the 'report, report, use' phase-in of additional assessment results.

10. Incorporating the TAKS-Modified (TAKS-M). The TAKS-M is an alternate assessment based on modified achievement standards designed for students who receive modified instruction in the Texas Essential Knowledge and Skills (TEKS), but for whom neither the TAKS, TAKS-I, nor TAKS-Alt are an appropriate measure of their academic progress. It is designed to meet the federal requirements mandated under NCLB. It is expected that federal regulations, when finalized, will allow up to two percent of students taking this assessment to be counted as proficient for AYP calculations. The majority of students who will take this assessment are currently tested on the SDAA II considerably below their enrolled grade level. Tests will be given in the same grades and subjects as TAKS. The assessment will be administered for the first time in the spring of 2008, but the first possible use in the state accountability system will not be until 2010. See **Attachment 2** "Assessments Available for

Students Receiving Special Education Services by Year and Order of ARD Committee Consideration.”

Rationale: The 'report, report, use' schedule gives schools time to become familiar with this new assessment. TAKS-M is the last of the new assessments for students with disabilities to be introduced and will complete the phase-in of the new assessments for students receiving special education services.

Annual Dropout Rate (Grade 7-8) Indicator

1. Standards. The 2007 standards for the grade 7-8 Annual Dropout Rate are $\leq 1.0\%$ for *Academically Acceptable*; $\leq 0.7\%$ for *Recognized*; and $\leq 0.2\%$ for *Exemplary*. These standards were adopted in rule as part of the *2006 Accountability Manual*.

For 2008, the standards will remain the same as 2007. The standards for 2009 and beyond will be determined during future development cycles.

	2007	2008	2009	2010
Academically Acceptable	$\leq 1.0\%$	$\leq 1.0\%$	TBD	TBD
Recognized	$\leq 0.7\%$	$\leq 0.7\%$	TBD	TBD
Exemplary	$\leq 0.2\%$	$\leq 0.2\%$	TBD	TBD
Dropout Definition	NCES Definition			

Rationale: Over the past twelve years, standards have been set based on the state definition of a dropout. The change to the more rigorous National Center for Education Statistics (NCES) dropout definition will have a significant impact on dropout rates for a number of years. For that reason, it is proposed that the standards remain the same for 2008. Standards for 2009 and beyond will be developed later once data collected under the new definition are available for analysis.

2. School Leaver Provision for 2007. For 2007 only, a School Leaver Provision will be added to the system, such that the leaver indicators (either alone or in combination) cannot be the cause for a lowered campus or district rating. The annual dropout rate for grades 7-8 is one of the indicators to which this provision applies. See **Attachment 3** “Using the National Center for Education Statistics Dropout Definition for Texas Leaver Reporting.”

Rationale: Certain events and changes have caused and will continue to cause the annual dropout rate to increase for campuses and districts:

- ◆ 2007 will be the first accountability year to evaluate grade 7-8 annual dropout rates using the new, more rigorous NCES definition. For middle schools, the primary effect of using the NCES dropout definition is the change in the school-start window. During the 2008 development cycle when 2005-06 data (the first year of data under NCES definition) is available, standards for 2009 and beyond will be determined.
- ◆ For 2007, because of the change in definition of a dropout, Required Improvement will not be available to schools as a means to move to *Academically Unacceptable* to *Academically Acceptable*, or from *Academically Acceptable* to *Recognized*.
- ◆ Hurricane Katrina brought large numbers of students to some Texas school districts. These students were enrolled on the snapshot date of October. Subsequently, many of them moved back to Louisiana and other states. While school information from Louisiana is available for some of these students, information on many others is missing, resulting in a rise in the dropout rates of some districts that may not reflect the actual status of these students. Further, districts accepting responsibility for these displaced students were assured by the commissioner that this would not have an adverse effect on accountability ratings.

The School Leaver Provision will not apply in 2008 under standard accountability procedures.

3. Required Improvement. In 2007 Required Improvement cannot be calculated because the dropout definition for 2005-06 differs from the 2004-05 definition. The Required Improvement feature will be available again in 2008.
4. Minimum Size Criteria. For 2007 and 2008, the minimum size criteria will be maintained. For All Students, a minimum of 5 grade 7-8 dropouts, and at least 10 grade 7-8 students is required. For student groups, a minimum of 5 grade 7-8 dropouts is required and the 30/10%/50 rule applies to the total number of grade 7-8 students.

Rationale: Although, the effect of the NCES definitional change is difficult to estimate, it is important to maintain previous efforts to reduce the minimum size criteria so more campuses and districts are evaluated on this indicator. Any adverse consequences resulting from definitional and data collection changes and the impact of the 2005 hurricanes should be handled through the School Leaver Provision.

Completion Rate (Grade 9-12) Indicator

1. Standards. The completion rate evaluated under standard procedures is the Completion Rate I, which includes graduates and continuers as completers, but does not count GED recipients as completers. The 2007 standards for the grade 9-12 completion rate are 75.0% for *Academically Acceptable*; 85.0% for *Recognized*, and 95.0% for *Exemplary*. These standards were adopted in rule as part of the *2006 Accountability Manual*.

These standards are recommended to be held constant through 2010.

	2007	2008	2009*	2010*
Academically Acceptable	≥ 75.0%	≥ 75.0%	≥ 75.0%	≥ 75.0%
Recognized	≥ 85.0%	≥ 85.0%	≥ 85.0%	≥ 85.0%
Exemplary	≥ 95.0%	≥ 95.0%	≥ 95.0%	≥ 95.0%
Completion Rate I Definition of a "Completer"	Graduates + Continued HS			
Dropout Definition (used in denominator)	Phase-in NCES definition			NCES definition

*Standards for 2009 and beyond will be reviewed annually and are subject to change.

Rationale: As a result of changing to the NCES dropout definition, the denominator of this indicator will increase, which will result in lower completion rates. The definitional change will be phased-in between the 2007 and 2010 accountability years. Once data are available to analyze the impact on the completion rates, future focus groups may wish to make alternate standard recommendations for 2009 and beyond.

2. School Leaver Provision. For 2007 only, a School Leaver Provision will be added to the system, such that the leaver indicators (either alone or in combination) cannot be the cause for a lowered campus or district rating. The completion rate is one of the three indicators to which this provision applies.

Rationale: Certain events and changes have caused and will continue to cause the completion rate to decrease for campuses and districts:

- ◆ 2007 will be the first accountability year to evaluate grade 9-12 completion rates using the new, more rigorous NCES definition of a dropout in the denominator of the calculation.
- ◆ Students who were displaced because of either of the 2005 hurricanes may have a dropout status for the 2005-06 school year. These students will adversely affect the completion rate for the campuses and districts who served these students. Districts accepting responsibility for these displaced students were assured by the commissioner that this would not have an adverse effect on accountability ratings in 2007.

The School Leaver Provision will not apply in 2008 under standard accountability procedures. Instead, a specific appeals policy for displaced students who are non-completers will be developed and discussed during the next development cycle as the means for continuing the commissioner's commitment to protect districts and campuses from adverse rating consequences as a result of serving these students. Only students with a final status of 'dropout' during 2005-06 (the year of the hurricanes) would be considered favorable for appeal. This special circumstance appeal would be permitted through 2010, the last year students with a final status during 2005-06 are part of the cohort.

3. Required Improvement. In 2007 Required Improvement (RI) will be used as it was defined in 2006. Because the status of dropout is included in the denominator and is changing one year at a time, the class of 2006 and class of 2005 completion rates are not exactly comparable. Nevertheless, it is mathematically possible to calculate RI.

Rationale: The class of 2006 is the first cohort impacted by the NCES dropout definition, and only the fourth year of the four-year cohort is affected. The class of 2006 is also the first cohort which could be adversely affected by the departure of hurricane-displaced students. In cases where the impact of these two issues is not significant, some campuses or districts may be able to demonstrate RI and take advantage of this feature.

4. Minimum Size Criteria. Maintain the minimum size criteria previously established. For All Students, a minimum of 5 dropouts and at least 10 students in the grade 9-12 class; and for student groups a minimum of 5 dropouts and the 30/10%/50 rule applies to the total number in the class.

Rationale: Although the effect of the NCES definitional change is difficult to estimate, it is important to maintain previous efforts to reduce the minimum size criteria so more campuses and districts are evaluated on this indicator. Any adverse consequences resulting from definitional and data collection changes and the impact of the 2005 hurricanes should be handled through the School Leaver Provision.

5. Use of District Rate. Maintain the previous methodology for using the district's completion rate when the campus is eligible to be evaluated on the indicator but has no completion rate of its own.

Rationale: Issues with the use of the district rate can continue to be handled through the appeals process.

Underreported Students Data Quality Indicator

1. Standards for 2007. Since 2000, the state accountability system has held districts responsible for reporting the status of all grade 7-12 students who were served in the district in the previous year. Through the 2005-06 PEIMS data collection, districts had to account for every student who was enrolled in the prior year. That is, they had to report whether a student was still enrolled the following fall, or had left because he or she had graduated, moved, dropped out, or had left for some other reason. Students for whom no records existed were "underreported." Districts that exceeded a maximum standard for underreporting students were prevented from being rated *Exemplary* or *Recognized*. Subsequent investigation could prevent a district from being rated *Academically Acceptable*. Additionally, data quality was a consideration when analyzing district and campus completion rate and annual dropout rate appeals.

Over the years, the standard became more rigorous, especially since 2004. The standards for 2004 through 2006 are shown below:

Accountability Year	Underreported students data year	Underreported students cannot exceed:	
		Number	Percent
2004	2002-03	500	5.0
2005	2003-04	100	5.0
2006	2004-05	100	2.0

Beginning with the 2006-07 PEIMS data collection, there are significant differences to the procedures for the leaver data collection. Now a leaver is defined to be a student who is enrolled in Texas public school in grades 7-12 in the prior year and does not return to Texas public school on the first day of school in the following fall. A student who moves or officially transfers from one Texas public school district to another is no longer reported as a leaver. Districts are no longer required to report leaver reason codes for these students who move to other Texas public school districts. This is a significant change from previous reporting requirements. The determination of whether students are movers will be made by TEA.

Students with no leaver records who cannot be confirmed by TEA to be movers become underreported students. With the newness of the reporting system and problems with matching student information between districts, it is possible some districts experienced increases in the number of students identified as underreported in their 2006-07 fall PEIMS submission.

Although some key features of the leaver reporting system are new, it is the recommendation of this Focus Group that the underreported standards for 2007 remain as they were published in the *2006 Accountability Manual* and adopted as commissioner rule. For 2007, a district that would otherwise be rated *Recognized* or *Exemplary* may not have more than 100 underreported students, or exceed a 1.5% underreported rate.

Accountability Year	Underreported students data year	Underreported students cannot exceed:	
		Number	Percent
2007	2005-06	100	1.5

2. School Leaver Provision for 2007. For 2007 only, there will be a School Leaver Provision in the system, such that the underreported data quality indicator (either alone or in combination with the dropout and completion indicators) cannot be the cause for a lowered district rating.

Rationale: Many of the key features of leaver reporting are new for school districts. Data quality in PEIMS always improves after the first year of a new collection, as school districts become familiar with the procedures. This makes standards established under different procedures inappropriate to apply to this new collection. Waiting an additional year will allow time for improvements in the collection by both the TEA and districts. For example, ways to handle incidents of reporting errors in other districts which create presumed (but false) underreported students in another district can be researched. Efforts to communicate and clarify appropriate reporting procedures will be pursued.

Also, use of this indicator in 2007 does not provide adequate advance notice to districts about agency processing decisions related to the definition of the underreported rate. Until the rates are created and shared with districts, it is premature to use the information to influence ratings.

The Performance-Based Monitoring (PBM) system will continue to evaluate this indicator at the 2007 standards in its Data Validation system. This will provide a safeguard feature to the use of the School Leaver Provision in the state rating system.

There will not be a School Leaver Provision for this indicator in 2008.

3. Standards for 2008 and Beyond. A special subcommittee of the Focus Group will convene in April or May 2007 to determine the standards for 2008 and beyond. By April or May 2007, underreported counts and rates from the new 2006-07 PEIMS collection will be available for analysis. The standards recommended by this subcommittee will be available in time to publish in the *2007 Accountability Manual*.

Rationale: For 2008, standards were projected to increase in rigor to fewer than or equal to 75 students and no more than 1.0% of the prior year 7th-12th grade enrollment. As mentioned above in item 2, changes to the leaver collection procedures will likely result in significant increases in underreported students making previous plans obsolete. The timing of the subcommittee meeting is designed to be able to publish 2008 standards on this indicator in the *2007 Accountability Manual*, concurrent with the publication of the other base indicator standards for 2008. It is important for districts to know the underreported indicator targets as soon as possible since it is the 2006-07 leaver data that will be used for ratings in 2008.

English Language Learner Progress Measure

The ELL measure, first reported on the 2005-06 AEIS reports, combines the results from the English TAKS reading/ELA tests and the Reading Proficiency Tests in English (RPTE). Since the measure for ELL students must include both proficiency and progress towards English language attainment, results from the TAKS Spanish tests are not included. In addition, use of the Texas English Language Proficiency Assessment System (TELPAS) Texas Observation Protocols (TOP) results are not included since they are based on classroom evaluations of student performance.

The ELL measure reports the percentage of current and monitored LEP students who meet any of the following three criteria:

- 1) meets the student passing standard on the TAKS English reading/ELA test, **or**
- 2) meets the student proficiency level on the RPTE based on years in U.S. schools for first-time RPTE testers, **or**
- 3) shows progress on the RPTE from the prior year for previous testers.

This measure will be reported on the 2006-07 AEIS report for the second year. The new RPTE II assessment will be administered for the first time in spring 2008. The measure, including results from the new RPTE II assessment, will be reported on the 2007-08 AEIS reports. When the ELL measure is incorporated in the state accountability ratings, the measure will be a separate indicator and will be evaluated at the All Students level only. See **Attachment 4** "Detailed Summary of Progress Measure for English Language Learners."

The 2008 Educator Focus Group will recommend whether to incorporate the ELL measure in the state accountability ratings in the 2008-09 school year, based on the two years of results reported on the 2006-07 AEIS reports. At that time, the focus group will also have additional information regarding the comparability of the RPTE and RPTE II assessments.

If the focus group recommends that the ELL measure will be included in the 2009 ratings, then the group will need to set the 2009 standards based on proficiency on the 2006-07 TAKS English reading/ELA, proficiency on the 2006-07 RPTE, and progress between the RPTE tests administered in 2005-06 and 2006-07. The group will also need to establish the minimum size criteria; and system parameters associated with required improvement and the use of exceptions.

Rationale: The definition of the ELL measure follows the recommendations of the 2004 focus group that the measure ensure that ELL students are steadily progressing toward English language attainment in academic settings. Setting standards during the 2008 development cycle will provide notification of standards to districts prior to the start of the 2008-09 school year. Inclusion of the ELL measure in state accountability in 2009 insures a better understanding of comparability issues between RPTE and RPTE

II, allows for greater familiarization with the new measure after dissemination on the 2006-07 and 2007-08 AEIS reports, and allows for district notification of the ELL measure standards one year prior to use in the ratings system.

The performance of ELL students is appropriate to evaluate in 2009, since the results for these students have been reported for districts and campuses in a variety of reports for a number of years. TAKS results for ELL students have been reported as a separate student group on the AEIS reports since 2003. RPTE results have been reported on AEIS since 2001. In the state accountability system, ELL students are included in several base indicators, including the TAKS and SDAA II performance results, the completion rate, and the annual dropout rate. In the federal accountability system, the ELL students have been evaluated as a separate student group for both performance and participation components of the reading/ELA and mathematics indicators as defined in AYP since 2003.

Gold Performance Acknowledgment System

1. Standards—2007-2010. Maintain the 2006 standards for all GPA indicators in 2007, except for Commended Performance and Recommended High School Program / Distinguished Achievement Program (RHSP/DAP). The standard for the Commended Performance for all subjects will increase by 5% in 2007 to 25% and the standard for RHSP/DAP will increase by 10 percentage points, to 80.0% in 2007. Recommendations for 2008 through 2010 are described following the table.

	GPA Indicators		2007	2008	2009	2010
1	Advanced / Dual Enrollment Course Completion		>= 25.0%	>= 25.0%	>= 30.0%	>= 30.0%
2	Advanced Placement / International Baccalaureate Results		>=15.0% and >=50.0%	>=15.0% and >=50.0%	>=15.0% and >=50.0%	>=15.0% and >=50.0%
3	Attendance Rate	High School: Middle/K-12/District: Elementary:	>=95.0% >=96.0% >=97.0%	>=95.0% >=96.0% >=97.0%	>=95.0% >=96.0% >=97.0%	>=95.0% >=96.0% >=97.0%
4 – 8	Commended Performance: Reading/ELA Mathematics Writing Science Social Studies		>=25%	>=25%	>=30%	>=30%
9	Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP)		>=80.0%	>=80.0%	>=85.0%	>=85.0%
10	SAT/ACT Results (College Admissions Tests)		>=70.0% and >=40.0% (reading and mathematics components of the new SAT only)	>=70.0% and >=40.0% (reading and mathematics components of the new SAT only)	TBD	TBD
11	Texas Success Initiative: Higher Education Readiness Component -- English Language Arts		50%	55%	60%	65%
12	Texas Success Initiative: Higher Education Readiness Component -- Mathematics		50%	55%	60%	65%
13-14	Comparable Improvement (campus-only acknowledgments) Reading/ELA Mathematics		Top Quartile (top 25%)	Top Quartile (top 25%)	Top Quartile (top 25%)	Top Quartile (top 25%)

Numbers in bold indicate a change from the prior year.

The standards remain steady from 2007 to 2010 for the following indicators: Advanced Placement/International Baccalaureate results, attendance rate, and comparable improvement on reading/ELA and mathematics.

For advanced/dual enrollment course completion, the standard will increase to 30.0% for 2009 and 2010.

For commended performance, the standard will increase for each subject by 5 percentage points in 2009 to 30% and will remain at 30% in 2010.

For RHSP/DAP, the standard will increase to 85.0% beginning in 2009 and remain there in 2010.

The standards for the SAT/ACT indicator remain at 70.0% for participation and 40.0% for performance through 2008. The standards will be determined during future development cycles for 2009 and beyond.

Beginning in 2008, the standard for the Texas Success Initiative in English language arts and mathematics will increase by 5 percentage points per year until 2010 when these standards reach 65%.

2. SAT/ACT Indicator. Continue to use only the mathematics and critical reading scores on the new SAT. The new SAT that includes a writing component was first administered to high school students in March 2005. Most colleges did not require the new SAT for admissions purposes until the fall of 2006, therefore first impacting the 2006 high school graduating class. Review inclusion of the writing component during the 2008 development cycle for SAT and ACT for 2009 and beyond, and re-evaluate the standards at that time.

Rationale: Use of the writing component depends on data analysis which will not be available until the 2008 development cycle.

3. RHSP/DAP Indicator. Continue the use of the combined Recommended High School Program/Distinguished Achievement Program indicator in 2007 and 2008. Explore the the option of a separate DAP-only indicator during the 2008 cycle for first possible use in 2009.

Rationale: Because the RHSP becomes the minimum required state graduation plan with the class of 2008, very high percentages of students will be graduating under this plan in the future. A better indicator of campuses and districts where students are going beyond the minimum plan will be based on the distinguished achievement program. Use of a DAP-only indicator will require setting new standards based on a much smaller percentage of students participating in this program. Data analysis of this as an option will be presented during 2008.

4. TAKS Commended Performance Indicators, Texas Success Initiative, and Comparable Improvement. Beginning in 2008, the five TAKS Commended indicators, the two Texas Success Initiative (TSI) indicators, and the two Comparable Improvement (CI) indicators will use TAKS-Inclusive (TAKS-I) results combined with TAKS results. In 2008, the TAKS-I results that will be combined with TAKS results are for these grades and subjects only:

Science (grades 5, 8, 10, & 11—English; grade 5—Spanish)
Social Studies (grades 8, 10, & 11)
ELA (grade 11)
Mathematics (grade 11)

Rationale: The GPA analysis is based on the same state assessment results as the base indicators. Because the state assessment base indicator in 2008 will include the TAKS-I results described above, the GPA indicators that are TAKS-related will use the same source data. Students who take TAKS-I can meet the commended standard, they can meet the TSI equivalency standards, and they can contribute to TGI average gain calculations for CI purposes.

College Readiness Indicators

House Bill (HB) 1, passed during the 79th Legislature, 3rd Called Session, added or amended sections of the Education Code with new statutory requirements related to college readiness. See **Attachment 5** "Summary of New or Amended Statutory Requirements Related to College Readiness."

The following are recommended as interim plans to address the requirements of HB 1:

- Develop a new AEIS indicator required under TEC §39.051(b)(13) and report it on the 2006-07 AEIS.
- Continue reporting and evaluating the following college-ready indicators used in the Gold Performance Acknowledgment (GPA) system.
 - Advanced Course/Dual Enrollment Completion
 - Advanced Placement / International Baccalaureate Results
 - SAT/ACT Results (College Admissions Tests)
 - Texas Success Initiative (TSI): Higher Education Readiness Component (HERC) for English Language Arts (ELA)
 - TSI: HERC for Mathematics
 - Recommended High School Program / Distinguished Achievement Program Graduates
 - TAKS Commended Performance by subject
- Acknowledge that the implementation of other provisions of HB 1, including defining the term “college ready” (TEC §28.008, §39.113, §39.114, §61.0761, and §61.0762) may require modification of the new AEIS indicator in the future.
- Develop plans in cooperation with other stakeholders for reporting the new AEIS indicator on the 2006-07 AEIS report.

With respect to the new AEIS indicator, the Focus Group recommends that agency staff use the grade 11 TAKS mathematics and ELA data that meet the TSI exemption criteria. In addition, it is recommended that the performance of SAT and ACT test results be used to supplement the TAKS results since THECB has also set exemption criteria on these tests. Together, the TAKS and SAT/ACT data will determine a more complete population of students who meet the exemption requirements for the TSI. A measure of progress at the campus level or district level could be obtained by subtracting the prior year performance from current year performance on this indicator.

Focus Group members reiterated their concerns from last year that developing a common definition of “college readiness” is critical to developing a meaningful way to measure it. They also acknowledged that such a definition would need to accommodate the significant differences that exist between college programs.

ATTACHMENTS

- 1 TAKS and TAKS-I Performance Results
- 2 Assessments Available for Students Receiving Special Education Services by Year and Order of ARD Committee Consideration
- 3 Using the National Center for Education Statistics Dropout Definition for Texas Leaver Reporting
- 4 Detailed Summary of Progress Measure for English Language Learners
- 5 Summary of New or Amended Statutory Requirements Related to College Readiness

**2008 Accountability Modeling
TAKS and TAKS-I Performance Results**

Subject and Student Group	2006 Accountability (TAKS Only)	* 2006 Science (PR) All Grades (TAKS Only)	2006 TAKS-I Only (partial grades and subjects)	** 2008 Accountability Modeling (TAKS and TAKS-I combined)
Reading/ELA				
All Students	2,167,885 / 2,489,697 = 87%		673 / 2,240 = 30%	2,168,558 / 2,491,937 = 87%
African American	270,190 / 331,251 = 82%		107 / 481 = 22%	270,297 / 331,732 = 81%
Hispanic	881,177 / 1,079,673 = 82%		207 / 834 = 25%	881,384 / 1,080,507 = 82%
White	929,373 / 985,952 = 94%		350 / 899 = 39%	929,723 / 986,851 = 94%
Economically Disadvantaged	1,008,077 / 1,248,271 = 81%		305 / 1,215 = 25%	1,008,382 / 1,249,486 = 81%
Mathematics				
All Students	1,860,051 / 2,487,221 = 75%		321 / 2,500 = 13%	1,860,372 / 2,489,721 = 75%
African American	199,562 / 329,217 = 61%		16 / 501 = 3%	199,578 / 329,718 = 61%
Hispanic	735,019 / 1,081,851 = 68%		96 / 948 = 10%	735,115 / 1,082,799 = 68%
White	841,025 / 982,909 = 86%		208 / 1,030 = 20%	841,233 / 983,939 = 85%
Economically Disadvantaged	828,474 / 1,249,802 = 66%		127 / 1,352 = 9%	828,601 / 1,251,154 = 66%
Science				
	Excludes grade 8	Includes grade 8		
All Students	540,861 / 768,063 = 70%	689,119 / 1,047,969 = 66%	6,903 / 34,077 = 20%	696,022 / 1,082,046 = 64%
African American	54,936 / 101,153 = 54%	67,661 / 139,282 = 49%	713 / 6,605 = 11%	68,374 / 145,887 = 47%
Hispanic	185,197 / 314,286 = 59%	231,726 / 433,239 = 53%	2,181 / 14,698 = 15%	233,907 / 447,937 = 52%
White	274,986 / 322,277 = 85%	356,518 / 435,078 = 82%	3,879 / 12,295 = 32%	360,397 / 447,373 = 81%
Economically Disadvantaged	199,926 / 347,401 = 58%	251,665 / 486,210 = 52%	3,563 / 22,398 = 16%	255,228 / 508,608 = 50%
Social Studies				
All Students	665,331 / 764,786 = 87%		6,109 / 19,644 = 31%	671,440 / 784,430 = 86%
African American	82,670 / 101,783 = 81%		903 / 3,908 = 23%	83,573 / 105,691 = 79%
Hispanic	243,509 / 302,744 = 80%		1,949 / 8,215 = 24%	245,458 / 310,959 = 79%
White	310,701 / 330,268 = 94%		3,156 / 7,268 = 43%	313,857 / 337,536 = 93%
Economically Disadvantaged	260,706 / 328,821 = 79%		3,198 / 12,506 = 26%	263,904 / 341,327 = 77%
Writing				
All Students	507,327 / 554,810 = 91%			507,327 / 554,810 = 91%
African American	65,201 / 73,602 = 89%			65,201 / 73,602 = 89%
Hispanic	221,842 / 250,414 = 89%			221,842 / 250,414 = 89%
White	200,367 / 210,254 = 95%			200,367 / 210,254 = 95%
Economically Disadvantaged	262,607 / 298,948 = 88%			262,607 / 298,948 = 88%

* Since grade 8 science is shown at Panel Recommendation, this column does not reflect the 2006 passing rate for grade 8 science, which was at 2 SEM.

** For all subjects except Science, this column is the aggregate of 2006 TAKS performance results used in 2006 Accountability plus 2006 TAKS-I results. For Science, this column is the aggregate of TAKS performance results for all grades at the Panel Recommended student passing standard plus 2006 TAKS-I results

**Assessments Available for Students Receiving Special Education Services
by Year and Order of ARD Committee Consideration**

2005-2006	2006-2007	2007-2008 (and beyond)
<p><u>TAKS</u> Reading, Mathematics, Writing, Science, and Social Studies at the tested grades</p>	<p><u>TAKS</u> Reading, Mathematics, Writing, Science, and Social Studies at the tested grades</p>	<p><u>TAKS</u> Reading, Mathematics, Writing, Science, and Social Studies at the tested grades</p>
<p><u>TAKS-I</u> (First administration) Science and Social Studies in grades where TAKS tests are administered and Exit Level English Language Arts and Mathematics</p>	<p><u>TAKS-I</u> Science and Social Studies in grades where TAKS tests are administered and Exit Level English Language Arts and Mathematics</p>	<p><u>TAKS-I</u> (Expanded administration) Reading, Mathematics, Writing, Science, and Social Studies in grades where TAKS tests are administered</p>
<p><u>SDAA II</u> Reading, Mathematics, and Writing at the appropriate grade level and instructional level</p>	<p><u>SDAA II</u> (Final administration) Reading, Mathematics, and Writing at the appropriate grade level and instructional level</p>	<p><u>TAKS-M</u> (First administration) Content areas and grade levels to be tested will be determined after the federal regulations are finalized.</p>
<p><u>LDAA</u> Reading, Mathematics, Writing, Science, and Social Studies in grades where TAKS tests are administered</p>	<p><u>LDAA</u> (Final collection) Reading, Mathematics, Writing, Science, and Social Studies in grades where TAKS tests are administered</p> <p><u>TAKS-Ait</u> (Field Test) Reading, Mathematics, Writing, Science, and Social Studies in grades where TAKS tests are administered</p>	<p><u>TAKS-Ait</u> (First administration) Reading, Mathematics, Writing, Science, and Social Studies in grades where TAKS tests are administered</p>

Using the National Center for Education Statistics Dropout Definition for Texas Leaver Reporting

Introduction

This document provides a summary of the changes required to implement legislation passed in 2003 to use the National Center for Education Statistics (NCES) dropout definition for Texas leaver reporting. Specifically, the changes described below pertain to the counting and reporting of annual dropouts in grades 7-12.

Background

In 2003, the Texas Legislature passed Senate Bill 186 which amended the language on the dropout indicator in the Texas public school Academic Excellence Indicator system. The indicator is specified as follows:

“dropout rates, including dropout rates and district completion rates for grade levels 9 through 12, computed in accordance with standards and definitions adopted by the National Center for Education Statistics [NCES] of the United States Department of Education” (Texas Education Code (TEC) §39.051(b)(2)).

In the 2005-06 school year, districts will begin collecting information according to the new dropout definition and procedures on students in grades 7-12 who leave. School districts will begin submitting data using the new definition and procedures in 2006-07.

Definition of a Leaver

A leaver is a student who is enrolled in Texas public school in grades 7-12 and does not return to Texas public school on the first day of school in the following fall. A student who moves or officially transfers from one Texas public school district to another is not counted as a leaver. A leaver may be a student who graduates, receives a General Educational Development (GED) certificate, continues high school outside the Texas public school system or begins college, is expelled, dies, or drops out (see Table A-1).

Definition of a Dropout

A dropout is a student who is enrolled in Texas public school in grades 7-12, does not return to Texas public school the following fall, is not expelled, and does not graduate, receive a GED, continue high school outside the Texas public school system or begin college, or die.

Summary of Changes

Leaver reason codes

Rules. The leaver reason codes have been modified to match the NCES definition (see Table A-2). Some codes have been deleted, some have been consolidated, and some have been changed from “non-dropout” to dropout reason codes. A major change is the counting of students who leave to earn their GED certificates. Under the NCES definition, students who leave to attend GED programs are counted as dropouts unless they receive their GEDs by August 31st. For example, students who leave during the 2005-06 school year and earn their GEDs by August 31, 2006, are not counted as dropouts.

Students who move to other Texas public school districts are not reported using leaver reason codes. School districts may confirm that students have moved to other Texas public school districts by searching the Person Identification Database (PID) Enrollment Tracking (PET). Districts are not required to maintain documentation of students who enroll in other Texas public school districts. PET may be used to establish tentative local documentation that students have moved to other Texas public school districts. The final determination of whether students are movers will be made by TEA. Students who intend to enroll in other Texas public school districts but do not are counted as dropouts unless the district obtains documentation that the students have other valid leaver reasons.

Students who move to other districts in the summer must be enrolled during the school-start window the following fall. Please see *Return Date or School-Start Window for Returning Students*.

Changes in PEIMS reporting. The leaver reason code table has been revised (see Table A-2). The revised code table is available to school districts in Appendix F of the *2005-06 PEIMS Data Standards*. School districts submit enrollment and withdrawal records to an extension of the EDIT+PID application so that student moves between Texas public school districts are tracked statewide.

Effective date. School districts will collect leaver information on students leaving in 2005-06 according to the new definition and procedures. The 2005-06 leavers are reported using the new leaver reason codes in the 2006-07 PEIMS Submission 1.

Reconciled dropouts and leavers

Rules. Three categories of dropouts that were removed from the state accountability dropout count are no longer removed under the NCES definition: previous dropouts, duplicate records, and students ineligible for funding. All students who drop out are counted as dropouts regardless of their average daily attendance (ADA) eligibility. To be in compliance with the NCES definition, all students who drop out, regardless of ADA eligibility code, are included in the dropout count.

Changes in PEIMS reporting. There are no changes. School districts report all students who drop out, and TEA modifies its procedures for calculating dropout counts.

Effective date. The changes will take effect for students who leave in 2005-06 and are reported in the 2006-07 PEIMS Submission 1.

Matching the Denominator and the Numerator

NCES rules. The denominator for NCES dropout rates is enrollment on the fall “snapshot” date.

State rules. The state dropout rate calculation uses cumulative enrollment for the school year as a denominator. Cumulative enrollment is a count of all students for whom attendance or enrollment is reported. Students who are served but not in membership are no longer excluded from the denominator. Students not in membership will be extracted from PEIMS Submission 1 enrollment and added to the denominator to bring the numerator and denominator in alignment. See Attachment B.

Changes in PEIMS reporting. There are no changes.

Effective date. Counting students not in membership in the denominator will take effect with the 2005-06 dropout rate which is first reported in 2006-07.

Return Date or School-Start Window for Returning Students

Rules. Students must return during the period of time between the first day of school and the last Friday in September to be counted as having returned to school. This period is the school-start window. Students who do not return during the school-start window are reported and counted as dropouts. Migrant students are counted as returning students, not dropouts, regardless of return date.

For students who leave during the school year, leaver reasons apply at the time of withdrawal. The NCES definition of a dropout is based on a strict one-year cycle and so, for students who fail to return, leaver reasons apply on the first day of school or its approximation, the school-start window.

Changes in PEIMS reporting. Students' enrollment statuses are reported for three days or intervals during the school year: the school-start window, the fall as-of or "October snapshot" date, and the final day of school. Enrollment status previously collected only in PEIMS Submission 1 is collected in both PEIMS Submissions 1 and 3.

Effective date. Districts report final day enrollment status in the 2005-06 PEIMS Submission 3 and school-start window enrollment status in the 2006-07 PEIMS Submission 1. See Attachment C.

GED recipients

Rules. Students who leave school but earn their GED certificates by August 31st are counted as GED recipients for the preceding school year. For example, students who leave during the 2005-06 school year and earn their GEDs by August 31, 2006, are not counted as dropouts. August 31st is also the date by which students must receive their diplomas to be counted as graduates.

Changes in PEIMS reporting. In-state GED recipients in the reporting year are not reported as leavers.

Effective date. The changes will take effect with students leaving during and after the 2005-06 school year.

Attribution of Summer Dropouts

NCES Rules. According to the NCES definition, students who finish the school year and do not return the next year are counted as dropouts from the year for which they fail to return. Summer dropouts are attributed to the next school year for the counts submitted to NCES.

State Rules. For state accountability purposes, summer dropouts are attributed to the school year just completed.

Changes in PEIMS reporting. In order to identify summer dropouts, districts submit enrollment status on the final day of the school year. Students' enrollment statuses are reported for three days or intervals during the school year: the school-start window, the fall as-of or "October snapshot" date, and the final day of school. Enrollment status is collected in PEIMS Submission 3 in addition to PEIMS Submission 1. See Attachment C.

Effective date. Districts will first report final day enrollment status in the 2005-06 PEIMS Submission 3.

Resources

See the following in the *2005-2006 PEIMS Data Standards*:

- Record type 101
- Record type 203
- Data elements 1002
- Code table 162
- Code table 163
- Appendix F

Attachment A

Changes to Leaver Reason Codes

Table A-1
New Leaver Reason Code Table

Code	Description
01*	Graduated
03*	Died
16*	Return to home country
24*	College, pursue degree
60*	Home schooling
66*	Removed by Child Protective Services
78*	Expelled, cannot return
81*	Enroll in Texas private school
82*	Enroll in school outside Texas
83*	Administrative withdrawal
85*	Graduated outside Texas, returned, left again
86*	Received GED outside Texas
98	Other (unknown or not listed)

*School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.

**Table A-2
Leaver Reason Code Changes**

Change from non-dropout to dropout leaver code and delete

The following circumstances for departure are considered dropout reasons. These codes will be deleted; students leaving for these reasons will be reported using leaver reason code 98.

- 19 Failed exit TAAS^a or TAKS^b met graduation requirements
- 22 Alternative program, working toward diploma or certificate
- 72 Court-ordered alternative program

Delete non-dropout code and report as a move to other educational setting, as appropriate

Students who leave for the following circumstances are served by the receiving district or facility and should be reported as moves to another educational setting, as appropriate.

- 30 Enter health-care facility
- 61 Incarcerated outside district

Delete and use automated system to track

Students who leave for the following reasons can be tracked using the state's educational and General Educational Development (GED) databases and will not be reported by the district to the agency through PEIMS.

- 21 Official transfer to other Texas district
- 31 Completed GED certificate
- 63 Graduated, returned, left again
- 64 Completed GED certificate, returned, left again
- 80 Enroll in another Texas public school district

Delete and replace with one dropout reason code

The following codes will be consolidated into one code for all dropout reasons: LEAVER-REASON-CODE 98.

- 02 Pursue job or job training
- 04 Join the military
- 08 Pregnancy
- 09 Marriage
- 10 Alcohol or other drug abuse problem
- 14 Age
- 15 Homeless or non-permanent resident
- 79 Student expelled, can return, has not
- 84 Academic performance
- 99 Other (unknown or not listed)

No change in non-dropout code

- 01 Graduated
- 03 Died
- 16 Return to home country
- 24 College, pursue degree
- 60 Home schooling
- 66 Removed by Child Protective Services
- 78 Expelled, cannot return
- 81 Enroll in Texas private school
- 82 Enroll in school outside Texas
- 83 Administrative withdrawal

New leaver codes

These codes are being added.

- 85 Graduated outside Texas, returned, left again
- 86 GED outside Texas
- 98 Other (unknown or not listed)

^aTexas Assessment of Academic Skills. ^bTexas Assessment of Knowledge and Skills.

Attachment B

Denominator Calculations

Table B-1
NCES and State Denominator Calculations

Definition	Record	Data Element	Code
Enrollment on fall "snapshot" date ^a	110	E0787 ADA-ELIGIBILITY-CODE	C059 codes 0-6
Cumulative enrollment	110	E0787 ADA-ELIGIBILITY-CODE	C059 code 0
	400	All students in membership	n/a ^b

^aLast Friday in October. ^bNot applicable.

Attachment C Enrollment Statuses

Table C-1
AS-OF-STATUS-CODE reporting requirements for 2005-06 and 2006-07

Year		Codes used in	
		PEIMS Submission 1	PEIMS Submission 3
2005-06			
	Grades	1	X
EE-06			
	Grades	0, 1, 2	H, I
7-12			
2006-07			
	Grades	X	X
EE-06			
	Grades	A, B, C, D, E, F, G	H, I
7-12			

Table C-2
AS-OF-STATUS-CODE table for 2005-06 PEIMS Submission 3 and 2006-07 PEIMS Submissions 1 and 3

Code	Description
Grades EE-06. Use for Submissions 1 and 3.	
X	For all students in Grades EE-06.
Grades 7-12. Use for Submission 1.	
A	Student was enrolled in the district during the prior school year but has never enrolled during the current year
B	Student was enrolled in the district within the school-start window and was enrolled on the fall as-of date
C	Student was enrolled in the district within the school-start window and was not enrolled on the fall as-of date
D	Student was enrolled in the district in the prior school year, was not enrolled within the school-start window in the current school year and was enrolled on the fall as-of date in the current school year
E	Student was enrolled in the district in the prior school year, was enrolled in the district in the current year but not within the school-start window and not on the fall as-of date
F	Student was not enrolled in the district in the prior school year, was not enrolled within the school-start window in the current school year and was enrolled on the fall as-of date in the current school year
G	Student was not enrolled in the district in the prior school year, was enrolled in the district in the current year but not within the school-start window and not on the fall as-of date
Grades 7-12. Use for Submission 3.	
H	Student was enrolled in the district on the final day of the school year
I	Student was enrolled in the district at some time during the year, but not on the final day of the school year.

Detailed Summary of Progress Measure for English Language Learners

Accountability Component	Assessment	ELL Measure Reported in the 2005-06 AEIS Reports
Grades Evaluated	TAKS	Grades 3 - 11
	RPTE (First-Time and Previous Testers)	Grades 3 - 11
Proficiency Criteria for LEP Students Tested on Both TAKS and RPTE	TAKS and RPTE (First-Time and Previous Testers)	1) <i>Met Standard</i> on the TAKS English Reading/ELA test, or 2) meeting the student proficiency level on the RPTE based on years in U.S. schools for first-time RPTE testers, or 3) showing progress on the RPTE from the prior year for previous testers.
Proficiency Criteria for LEP Students Tested on Only TAKS or RPTE	TAKS and RPTE (First-Time and Previous Testers)	LEP students for whom only a TAKS answer document is available must meet the TAKS performance standard. LEP students for whom only an RPTE answer document is available must meet the proficiency level or show progress based on years in U.S. schools.
Student Success Initiative (SSI) Administrations Evaluated	TAKS	Results from the first and second administrations of the TAKS grade 3 and grade 5 reading tests are incorporated.
Special Education Student Performance	TAKS and RPTE (First-Time and Previous Testers)	Performance of special education students who take the RPTE (for LEP students) or TAKS (for LEP and monitored LEP students) is included in the indicator.
Accountability Subset	TAKS and RPTE (First-Time and Previous Testers)	The district indicator includes test results for students who were enrolled in the district on the Public Education Information Management System (PEIMS) fall enrollment snapshot date. The campus indicator includes students who were enrolled on the campus on the PEIMS fall enrollment snapshot date.
LEP students 1 st year in U.S. schools	TAKS	Not Evaluated
	RPTE (First-Time Testers)	Not Evaluated
	RPTE (Previous Testers)	Not Evaluated
LEP students 2 nd year in U.S. schools	TAKS	<i>Met Standard</i> on the TAKS English Reading/ ELA test.
	RPTE (First-Time Testers)	First-time RPTE testers must score <i>Intermediate</i> or higher.
	RPTE (Previous Testers)	Previous RPTE testers must score at least one level higher than the previous year or score <i>Advanced</i> or <i>higher</i> .

**Detailed Summary of Progress Measure for English Language Learners
(continued)**

LEP students 3rd year in U.S. schools	TAKS	<i>Met Standard</i> on the TAKS English Reading/ ELA test.
	RPTE (First-Time Testers)	First-time RPTE testers must score <i>Advanced</i> or higher.
	RPTE (Previous Testers)	Previous RPTE testers must score <i>Advanced</i> or higher.
LEP students 4 or more years in U.S. schools *	TAKS	<i>Met Standard</i> on the TAKS English Reading/ ELA test.
	RPTE (First-Time Testers)	First-time RPTE testers must score <i>Advanced High</i> .
	RPTE (Previous Testers)	Previous RPTE testers must score <i>Advanced High</i> .
Monitored LEP students first or second year after exit from LEP status	TAKS	<i>Met Standard</i> on the TAKS English Reading/ ELA test.
	RPTE (First-Time Testers)	NA
	RPTE (Previous Testers)	NA

* Note regarding Current LEP students in U.S. schools for four or more years in the ELL measure: In 2006, student results included a small percentage of answer documents coded as four or more years in U.S. schools with results from RPTE alone. These results are likely due to mismatches between the RPTE and TAKS data files. Although current state policy requires that these students be assessed on TAKS, determining the progress based on the RPTE results for these students ensures the inclusion of all LEP students in the ELL measure. However, schools will only receive credit for students with four or more years in U.S. schools if they achieve the *Advanced High* rating which closely corresponds to the *Met Standard* level on the TAKS reading test.

Summary of New or Amended Statutory Requirements Related to College Readiness

<p>Section 28.008 Advancement of College Readiness in Curriculum</p>	<p>Requires that the commissioners of education and higher education establish vertical teams composed of public school and higher education faculty. These teams will:</p> <ol style="list-style-type: none"> 1. recommend for approval college readiness standards and expectations; 2. evaluate whether the TEKS serve to adequately prepare students for college level work; 3. recommend strategies for aligning public school curricula with college readiness standards; and 4. develop instructional strategies, minimum standards for curricula, professional development materials, and online support materials in the four foundation areas (English language arts, mathematics, social studies, and science) for students who need additional assistance to successfully perform college level work. <p>It also requires the State Board of Education (SBOE) to incorporate college readiness standards into the essential knowledge and skills identified by the board under Section 28.002(c).</p>
<p>Section 39.113 Recognition of High School Completion and Success and College Readiness Programs</p>	<p>Requires the agency to (1) develop standards for evaluating the success and cost effectiveness of high school completion and success and college readiness programs implemented under Section 39.114, (2) provide guidance for school districts and campuses in establishing and improving high school completion and success and college readiness programs implemented under Section 39.114, and (3) develop standards for selecting and methods for recognizing school districts and campuses that offer exceptional high school completion and success and college readiness programs implemented under Section 39.114.</p>
<p>Section 39.114 High School Allotment</p>	<p>Requires school districts or campuses to use funds allocated under Section 42.2516(b) to do the following: (1) implement college readiness programs that provide support and instruction to prepare underachieving students for college; (2) implement programs that encourage students toward advanced academic opportunities; (3) implement programs that give students opportunities to take academically rigorous course work, including four years of math and four years of science; (4) implement programs that align the curriculum for grades 6 through 12 with postsecondary curriculum; and (5) implement other high school completion and success initiatives in grades 6 through 12 approved by the commissioner. Beginning in the 2008-09 school year, school districts whose performance is exceptional on the postsecondary success indicator adopted under 39.051(b)(13) of this bill and whose district completion rate for grades 9 through 12 exceeds standards required to be exemplary under Section 39.072 may use funds from the high school allotment on any instructional program other than an athletic program.</p>

**Summary of New or Amended Statutory Requirements Related to College Readiness
(continued)**

<p>Section 61.0761 P-16 College Readiness and Success Strategic Action Plan</p>	<p>Requires the creation of a P-16 college readiness and success strategic action plan that is</p> <p>focused on the goals of increasing student success in entry-level college courses and decreasing the number of students enrolling in developmental education courses at institutions of higher education.</p> <p>The plan, recommended by the P-16 Council and approved by the Commissioner of Education and the Higher Education Coordinating Board, must:</p> <ol style="list-style-type: none"> 1) include definitions of college readiness standards and expectations, upon coordination between the Council and the State Board of Education, that address what a student must know and be able to do to successfully perform college-level work; 2) define components of a P-16 individualized graduation plan; 3) define manner in which the Texas Education Agency should provide model curricula for school districts; 4) recommend strategies for decreasing the number of students enrolled in developmental courses in higher education institutions; and 5) include recommendations to the State Board for Educator Certification for inclusion of college readiness training and preparation components into educator certification and professional development requirements.
<p>Section 61.0762 Programs to Enhance Student Success</p>	<p>Requires the Texas Higher Education Coordinating Board (THECB), as part of the college readiness and success strategic action plan, to develop programs to enhance students' success at institutions of higher education, including:</p> <ol style="list-style-type: none"> 1. summer higher education bridge programs focused on mathematics, science and English language arts; 2. incentive programs that implement research-based, innovative developmental education initiatives; 3. financial assistance programs for educationally disadvantaged students who take college entrance and college readiness assessment instruments; and 4. professional development programs for higher education faculty that are focused on college readiness standards.
<p>Section 39.051 (Amended) Academic Excellence Indicators</p>	<p>Adds (b)(13)—defined to be “a measure of progress toward preparation for postsecondary success.”</p>