

**Accountability System for 2007 and Beyond – Standard Procedures
Commissioner of Education Final Decisions
April 2007**

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. Previously, plans were to append a label of “Commended” to campus and district ratings if the campus or district also earned a Gold Performance Acknowledgment (GPA) for at least 50% of the commended indicators on which they were evaluated. Use of this new label will be suspended with first possible use in 2008. Before the 2008 development cycle, staff will research the possible inclusion of a growth factor with this supplemental label. In addition, a control for campuses and districts that decline substantially in percent commended will be explored.

Rationale: During the initial development of the new accountability system, plans called for measures to be developed to incorporate TAKS commended performance into the accountability ratings by 2007. Using commended performance to create a supplemental label does not 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 Commissioner’s Accountability Advisory Committee (CAAC) modified the Focus Group recommendation by including a growth factor so that campuses and districts demonstrating sufficient gain on commended performance could also achieve this label. In addition, the CAAC recommended that campuses and districts that decline substantially in percent commended should be prohibited from achieving this label. However, the standards and criteria for implementing a growth factor into the determination of this label need to be taken to the Educator Focus Group for review and comment before implementation. The many details of this variation to the original plan cannot be developed, reviewed, and finalized in time to include in the *2007 Accountability Manual*, scheduled for release in May 2007.

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 be included in 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 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 decision reflects the strong consensus among Educator Focus Group and CAAC members to follow the plans published in the accountability manuals since 2005 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 last given in 2007, the TAKS-I expands in

2008 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.

	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 standards for the combined TAKS/TAKS-I indicator for 2008 are shown in the following table. The 2006 and 2007 standards are shown for comparative purposes. Current recommended standards for 2009 and 2010 are also shown.

	2006 (Used)	2007 (Adopted in Commissioner Rule)	2008 (Final Decision)	Recommended	
				2009*	2010*
Exemplary	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
Recognized	≥ 70%	≥ 75%	≥ 75%	≥ 80%	≥ 80%**
Acceptable					
R/ELA	≥ 60%	≥ 65%	≥ 70%	≥ 70%	≥ 70%**
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.

The CAAC recommends considering a Reading/ELA **Academically Acceptable standard of 75% in 2010. If altered, the **Recognized** standard will also be reconsidered. Numbers in bold indicate a change from the prior year.

In 2008, the *Academically Acceptable* standards increase by 5 percentage points to 70% for reading/ELA, 50% for mathematics; and 45% for science. The writing and social studies standards remain stable between 2007 and 2008 at 65%.

In 2009, the current plan is to increase the *Recognized* standard by 5 percentage points to 80%, and to increase the *Academically Acceptable* standards by 5 percentage points to 70% for writing and social studies, 55% for mathematics, and 50% for science. The reading/ELA standards would be constant between 2008 and 2009 at 70%.

Rationale: Reading is critical to doing well in other subjects. Increasing the standard in the accountability system is one way to push improved performance in this critical area. Therefore, the reading/ELA standard will increase by 5 percentage points to 70% in 2008, one year prior to the original plan.

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, both the mathematics and science standards will increase 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.

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 (Adopted in Commissioner Rule)	2008 (Final Decision)	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, the standards remain the same in 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.

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 from *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 in 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 that this would not have an adverse effect on accountability ratings.

Although some campuses will avoid being rated *Academically Unacceptable* in 2007 due to the application of the School Leaver Provision, these same campuses will be subject to technical assistance team (TAT) intervention requirements in the 2007-08 school year, as required by

commissioner's rule, 19 Texas Administrative Code (TAC) §97.1002, *Identification of Technical Assistance Team Campuses*. This is because campuses rated *Academically Acceptable* in 2007 are identified for technical assistance teams (TATs) if their 2007 accountability results do not meet the 2008 accountability standards. The 2008 dropout/completion standards are identical to those waived in 2007 through the application of the School Leaver Provision. The purpose of the TAT identification is to serve as an early warning system and, therefore, provide interventions that may prevent the campus from being rated *Academically Unacceptable* in the subsequent year.

In addition, districts are subject to identification and intervention under PBM for dropout rates and leaver reporting.

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 will be held constant in 2008 and are recommended to remain constant through 2010.

	2007 (Adopted in Commissioner Rule)	2008 (Final Decision)	Recommended	
			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, alternate decisions for standards for 2009 and beyond may be made.

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 that this would not have an adverse effect on accountability ratings in 2007.

Although some campuses will avoid being rated *Academically Unacceptable* in 2007 due to the application of the School Leaver Provision, these same campuses will be subject to technical assistance team (TAT) intervention requirements in the 2007-08 school year, as required by commissioner's rule, 19 Texas Administrative Code (TAC) §97.1002, *Identification of Technical Assistance Team Campuses*. This is because campuses rated *Academically Acceptable* in 2007 are identified for technical assistance teams (TATs) if their 2007 accountability results do not meet the 2008 accountability standards. The 2008 dropout/completion standards are identical to those waived in 2007 through the application of the School Leaver Provision. The purpose of the TAT identification is to serve as an early warning system and, therefore, provide interventions that may prevent the campus from being rated *Academically Unacceptable* in the subsequent year.

In addition, districts are subject to identification and intervention under PBM for dropout rates and leaver reporting.

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 2008 development cycle as the means for continuing the 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 (included in the denominator) 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 is required. For student groups, a minimum of 5 dropouts is required 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. 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 is maintained.

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 in the following table:

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, 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.

PBM 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 for this indicator in the state rating system.

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

3. Standards for 2008 and Beyond. Members of the Educator Focus Group will convene in April 2007 when underreported counts and rates from the new 2006-07 PEIMS collection will be available for analysis. Their purpose is to recommend underreported standards for 2008 in time for final decisions to be published 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, which make previous plans obsolete. The timing of the April 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.

When used in the state accountability ratings, the measure will be a separate indicator and will be evaluated at the All Students level only.

This measure will not be used in the determination of accountability ratings in either 2007 or 2008. The earliest this measure will be used for accountability is 2009. The final decision of whether to incorporate the ELL measure in the state accountability ratings in 2009 will be made by April, 2008.

In order to use the ELL measure in 2009, many decisions must be made during the 2008 development cycle: standards must be set, minimum size criteria established, and the use of required improvement and exceptions determined.

The new RPTE II assessment will be administered for the first time in spring 2008. An ELL measure that includes the results from the new RPTE II assessment will be reported for the first time on the 2007-08 AEIS reports.

Rationale: The definition of the ELL measure follows the recommendations of previous focus groups and advisory committees 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 its 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 were reported on the AEIS from 2000-01 through 2004-05. 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. The 2007 standards for all GPA indicators will remain the same as they were in 2006, 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 percentage points in 2007 to 25% and the standard for RHSP/DAP will increase by 10 percentage points to 80.0% in 2007. In 2008 the standards for the two TSI indicators will increase from 50% to 55%. In addition to the decisions for 2007 and 2008, recommendations for 2009 and 2010 are shown in the following table.

	GPA Indicators		2007 (Final Decision)	2008 (Final Decision)	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.

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

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 for both the SAT and ACT during the 2008 development cycle and re-evaluate the standards for 2009 and beyond.

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 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 and the TSI equivalency standards; and, 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. Until these statutory requirements are fully implemented, the following interim actions will be taken:

- 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. They are:

- 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, agency staff will use the grade 11 TAKS mathematics and ELA data that meet the TSI exemption criteria. If possible, the performance of SAT and ACT test results will be used to supplement the TAKS results since the Texas Higher Education Coordinating Board (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. The new indicator will likely show results by subject (ELA and mathematics) and combined across subjects. Progress at the campus level or district level may be defined as change on this indicator between the current and prior year.

Precise decisions on the methodology and definition for this indicator will be made by staff in consultation with the commissioner after more research on the sources of data can be conducted.