

Chapter 1 – Overview

SYSTEM HISTORY

In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate school districts and evaluate campuses. A viable and effective accountability system was able to be developed in Texas because the state already had the necessary supporting infrastructure in place: a pre-existing student-level data collection system; a state-mandated curriculum; and a statewide assessment tied to the curriculum.

The system initiated with the 1993 legislative session remained in place through the 2001-02 school year. The ratings issued in 2002 were the last under that system. Beginning in 2003, a new assessment, the Texas Assessment of Knowledge and Skills (TAKS), was administered. This assessment includes more subjects and grades, and is more difficult than the previous statewide assessment. A new rating system based on the TAKS was developed during 2003. Ratings established using the newly designed system were first issued in the fall of 2004.

COMPARISON OF 2007 AND 2008 STANDARD PROCEDURES

The ratings issued in 2008 mark the fifth year of the current system. Many components of the 2008 system are the same as those that were in effect in 2007. However, there are several significant differences between 2007 and 2008:

- The TAKS indicator will include the results of grade 8 science, at the Panel Recommended (PR) student passing standard.
- The TAKS indicator will include the results of TAKS (Accommodated) tests in English language arts (ELA) in grade 11; mathematics in grade 11, social studies in grades 8, 10, and 11, and science in grades 5, 8, 10, and 11.
- The TAKS indicator standards for *Academically Acceptable* increase for Reading/ELA, mathematics, and science by five points each.
- The Student Success Initiative now includes grade 8 reading and mathematics, which means the TAKS indicator will include both first and second administration results for these two grade 8 subjects.
- The Exceptions Provision can be used by campuses and districts to achieve the rating labels of *Academically Acceptable*, *Recognized*, and *Exemplary*. The maximum number of exceptions allowed is increased from three to four for *Academically Acceptable* and *Recognized*, but is limited to one for *Exemplary*. The minimum performance floors vary by subject and rating.
- The SDAA II test is no longer administered and is not a part of the accountability system.
- The Annual Dropout Rate indicator standard is reset to 2.0%. This same standard is applied to all rating categories.
- The phase-in of the National Center for Education Statistics (NCES) definition of a dropout continues for the Completion Rate indicator. Two of the years of the 2007 cohort are based on the new dropout definition.

- Because 2008 marks the second year of use of the NCES dropout definition, Required Improvement (RI) is available for use with the Annual Dropout Rate as a means to move to the next higher rating. With a single dropout rate standard for all rating categories, the same RI calculation is applied to each rating category.
- The floor needed to be eligible to use RI for the Completion Rate to achieve the *Recognized* rating is decreased from 80.0% to 75.0%.
- The assignment of the district completion rate to secondary campuses that do not have their own longitudinal completion rate is suspended.
- The standards for the two Texas Success Initiative Gold Performance Acknowledgments (GPAs) increase by five points.
- Grade 8 science and TAKS (Accommodated) results are included in the GPA indicators that are based on TAKS.

The following table provides details on these and other changes between the 2007 and 2008 systems. Components that are unchanged are provided as well.

Table 2: Comparison of 2007 and 2008 – Standard Procedures

Component	2007				2008			
Base Indicators for Determining Rating (Chapter 2)	<ul style="list-style-type: none"> • TAKS • SDAA II • Completion Rate I <i>School Leaver Provision</i> applies • Annual Dropout Rate <i>School Leaver Provision</i> applies 				<ul style="list-style-type: none"> • TAKS..... Incl. gr. 8 science & some TAKS (Accommodated) • Completion Rate I <i>School Leaver Provision</i> applies • Annual Dropout Rate <i>School Leaver Provision</i> applies 			
Rating Standards (Chapter 2)		Acceptable	Recognized	Exemplary		Acceptable	Recognized	Exemplary
	TAKS	40%/45%/65%	75%	90%	TAKS	45/50/65/70	75%	90%
	SDAA II	50%	70%	90%	SDAA II	Discontinued		
	Completion	75.0%	85.0%	95.0%	Completion	No Change		
	Dropout	1.0%	0.7%	0.2%	Dropout	2.0%		
Evaluation of Student Groups (Chapter 2)	White, Hispanic, African American, Economically Disadvantaged, and All Students				No Change			
Number of Performance Measures Used (Chapter 2)	The larger and more diverse the campus or district, the more measures apply — up to 36				Up to 35 measures			
TAKS Subjects Evaluated (Chapter 2)	All TAKS subjects individually (<i>TAKS science for gr. 8 is not used for accountability</i>)				All TAKS subjects individually, including TAKS science for gr. 8			
TAKS Student Success Initiative (Chapter 2)	Gr. 3 & 5 reading and Gr. 5 mathematics, cumulative results used				Gr. 3, 5 & 8 reading and Gr. 5 & 8 mathematics, cumulative results used			
TAKS Grades Tested (Chapter 2)	Summed across all grades tested (grades 3-11)				No Change			

Table 2: Comparison of 2007 and 2008 – Standard Procedures (continued)

Component	2007	2008
TAKS Minimum Size for All Students (Chapter 2)	All Students results are always evaluated, regardless of size	No Change
TAKS Minimum Size for Student Groups (Chapter 2)	<ul style="list-style-type: none"> • If fewer than 30 test takers, not evaluated separately • If 30 to 49, evaluated if they comprise at least 10% of all test takers • If 50 or more, evaluated 	No Change
TAKS Special Analysis (Chapter 6)	Used for determining rating for very small campuses and districts	No Change
TAKS (Accommodated) Subjects & Grades Evaluated (Chapter 2)	Not Applicable	<ul style="list-style-type: none"> • ELAGr. 11 • MathematicsGr. 11 • Social Studies Gr. 8, 10, & 11 • Science Gr. 5, 8, 10, & 11
Accountability Subset (TAKS only) (Chapter 2)	Students who are mobile after the October PEIMS “as of” date and before the last TAKS administration are taken out of the subset for a district if they move to another district; students are taken out of the campus subset if they move to another campus (whether it is in the same district or not)	No Change
Pairing (Chapter 6)	Standard campuses without TAKS data are paired; paired data not used for GPA	No Change
Exceptions (Chapter 3)	<i>Academically Acceptable</i> rating possible by using exceptions	Academically Acceptable, Recognized, and Exemplary rating possible by using exceptions
	Maximum of three based on number of assessment measures evaluated	Maximum of four for Academically Acceptable and Recognized; One only for Exemplary
	Floor is five points below standard	Floors vary
Completion Rate I (Chapter 2)	Secondary campuses without their own rate are assigned the district's completion rate	Use of district assigned completion rates is suspended
Completion Rate I (Chapter 2)	Includes one year of new dropout definition (2005-06)	Includes two years of new dropout definition (2005-06 and 2006-07)
Completion Rate I Appeals (Chapter 15)	N/A (<i>School Leaver Provision</i> applied)	N/A (<i>School Leaver Provision</i> applied)
Required Improvement (Chapter 3)	TAKS: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible	TAKS: No Change Prior year rebuilt to include gr. 8 and TAKS (Accommodated)
	Annual Dropout Rate: RI to <i>Academically Acceptable</i> and <i>Recognized</i> not possible	Annual Dropout Rate: RI to Academically Acceptable, Recognized, and Exemplary possible
	Completion Rate I: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible; Floor for <i>Recognized</i> is 80.0%	Completion Rate I: Floor for Recognized is 75.0%

Table 2: Comparison of 2007 and 2008 – Standard Procedures (continued)

Component	2007	2008
Gold Performance Acknowledgment Indicators (Chapter 5)	<ul style="list-style-type: none"> • Advanced Course/Dual Enrollment Completion • AP/IB Results • Attendance Rate • Commended Performance: Reading/ELA • Commended Performance: Mathematics • Commended Performance: Writing • Commended Performance: Science • Commended Performance: Social Studies • Comparable Improvement: Reading/ELA • Comparable Improvement: Mathematics • Recommended High School Program/ Distinguished Achievement Program (RHSP/DAP) • SAT/ACT Results • TSI - Higher Education Readiness Component for English Language Arts • TSI - Higher Education Readiness Component for Mathematics 	<ul style="list-style-type: none"> • Comparable Improvement: Reading/ELA and Mathematics include some TAKS (Accommodated) results • TAKS Commended (Science, Social Studies, Reading/ELA, and Mathematics) include some TAKS (Accommodated) results • TAKS Commended Science includes gr. 8 Science results • TSI - Higher Education Readiness Component for English Language Arts and Mathematics include some TAKS (Accommodated) results
Standards for GPA (Chapter 5)	Vary by indicator; see Chapter 5.	Same as 2007, except TSI performance on both subjects increases from 50% to 55%
Underreported Students (Chapter 3)	<ul style="list-style-type: none"> • No more than 200 underreported students; and • No more than 5.0% underreported.* * <i>School Leaver Provision</i> applies	Same standards and <i>School Leaver Provision</i> applies
School Leaver Provision (Appendix I)	The leaver indicators could not be the cause for a lowered rating. The leaver indicators include Annual Dropout Rate, Completion Rate, and Underreported Students.	No Change