

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 2008 AND 2009 STANDARD PROCEDURES

The ratings issued in 2009 mark the sixth year of the current system. Many components of the 2009 system are the same as those that were in effect in 2008. However, there are several significant differences between 2008 and 2009:

- The TAKS indicator standards for *Academically Acceptable* increase for writing, social studies, mathematics, and science by five points each.
- The minimum performance floor required to be able to apply the Exceptions Provision is decreased for mathematics and science from 10 points below the *Academically Acceptable* standard to five points below the standard.
- The Texas Projection Measure (TPM) is added to the system as an additional feature that can enable a campus or district to achieve the next higher rating.
- Assessment results for students displaced due to Hurricane Ike will be removed from the TAKS indicator and ratings will be adjusted in situations where Hurricane Ike caused extended school closure.
- The phase-in of the National Center for Education Statistics (NCES) definition of a dropout continues for the Completion Rate indicator. Three of the years of the 2008 cohort are based on the new dropout definition.
- The School Leaver Provision (SLP) is not available for the grade 7-8 Annual Dropout Rate, the Completion Rate I, or the Underreported Students Indicator.
- The standard for the Underreported Students Data Quality Indicator is changed from a count of no more than 200 students to no more than 150 students. The standard for the underreported students rate remains less than or equal to 5.0%.
- A new indicator is added to the Gold Performance Acknowledgment (GPA) system. The College-Ready Graduates indicator will be evaluated for both English/language arts (ELA) and mathematics combined at a standard of 35%.

- The standards for nine of the GPA indicators increase. Advanced/Dual Enrollment Course Completion, the five Commended indicators, Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP), and the two Texas Success Initiative indicators all increase by five points each.

The following table provides details on these and other changes between the 2008 and 2009 systems. Components that are unchanged are provided as well.

Table 2: Comparison of 2008 and 2009 – Standard Procedures

Component	2008				2009			
Base Indicators for Determining Rating (Chapter 2)	<ul style="list-style-type: none"> • TAKS, including selected TAKS (Accommodated) • 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, including selected TAKS (Accommodated) • Completion Rate I <i>School Leaver Provision does not apply</i> • Annual Dropout Rate <i>School Leaver Provision does not apply</i> 			
Rating Standards (Chapter 2)		Acceptable	Recognized	Exemplary		Acceptable	Recognized	Exemplary
	TAKS	45/50/65/70	75%	90%	TAKS	50/55/70/70	75%	90%
	TAKS w/ TPM	n/a	n/a	n/a	TAKS w/ TPM	50/55/70/70	75%	90%
	Completion	75.0%	85.0%	95.0%	Completion	No Change		
	Dropout	2.0%			Dropout	No Change		
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 35				No Change			
TAKS Subjects Evaluated (Chapter 2)	All TAKS subjects individually				No Change			
TAKS Student Success Initiative (Chapter 2)	Gr. 3, 5 & 8 reading and Gr. 5 & 8 mathematics, cumulative results used				No Change			
TAKS Grades Tested (Chapter 2)	Summed across all grades tested (grades 3-11)				No Change			
TAKS Minimum Size for All Students (Chapter 2)	All Students results are always evaluated, regardless of size				No Change			
TAKS Minimum Size for Student Groups (Chapter 2)	<ul style="list-style-type: none"> • If fewer than 30 test takers, not evaluated separately • If 30 to 49, evaluated if they comprise at least 10% of all test takers • If 50 or more, evaluated 				No Change			
TAKS Special Analysis (Chapter 6)	Used for determining rating for very small campuses and districts				No Change			

Table 2: Comparison of 2008 and 2009 – Standard Procedures (continued)

Component	2008	2009
TAKS (Accommodated) Subjects & Grades Evaluated (Chapter 2)	<ul style="list-style-type: none"> • ELA..... Gr. 11 • Mathematics Gr. 11 • Social Studies Gr. 8, 10, & 11 • Science..... Gr. 5, 8, 10, & 11 	No Change
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)	Same as 2008; additionally, performance of students with a PEIMS Crisis Code indicating they were displaced due to Hurricane Ike is excluded from ratings calculation
Hurricane Ike (Appendix J)	n/a	Schools and districts closed for ten or more days may receive a rating of <i>Not Rated: Other</i>
Pairing (Chapter 6)	Standard campuses without TAKS data are paired; paired data not used for GPA	No Change
Texas Projection Measure (TPM) (Chapter 3)	n/a	For any TAKS measure not meeting the standard for the next higher rating, RI, TPM , or the Exceptions Provision can elevate the rating one level, and only one level.
Exceptions (Chapter 3)	<i>Academically Acceptable, Recognized, and Exemplary</i> rating possible by using exceptions	No Change
	Maximum of four for <i>Academically Acceptable</i> and <i>Recognized</i> ; One only for <i>Exemplary</i>	No Change
	Floors vary	Floor for mathematics and science is changed from 10 points below the <i>Academically Acceptable</i> standard to five points below—consistent with all other subjects
Completion Rate I (Chapter 2)	Use of district assigned completion rates is suspended	No Change
Completion Rate II (Chapter 2)	Includes two years of new dropout definition (2005-06 and 2006-07)	Includes three years of new dropout definition (2005-06, 2006-07, and 2007-08)
Required Improvement (Chapter 3)	TAKS: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible	No Change
	Annual Dropout Rate: RI to <i>Academically Acceptable, Recognized, and Exemplary</i> possible	No Change
	Completion Rate I: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible; Floor for <i>Recognized</i> is 75.0%	No Change

Table 2: Comparison of 2008 and 2009 – Standard Procedures (continued)

Component	2008	2009
Gold Performance Acknowledgment Indicators (Chapter 5)	<ul style="list-style-type: none"> • <i>Advanced Course/Dual Enrollment Completion</i> • <i>AP/IB Results</i> • <i>Attendance Rate</i> • <i>Commended Performance: Reading/ELA</i> • <i>Commended Performance: Mathematics</i> • <i>Commended Performance: Writing</i> • <i>Commended Performance: Science</i> • <i>Commended Performance: Social Studies</i> • <i>Comparable Improvement: Reading/ELA</i> • <i>Comparable Improvement: Mathematics</i> • <i>Recommended High School Program/ Distinguished Achievement Program (RHSP/DAP)</i> • <i>SAT/ACT Results</i> • <i>TSI - Higher Education Readiness Component for English Language Arts</i> • <i>TSI - Higher Education Readiness Component for Mathematics</i> 	All Previous Indicators: No Change College-Ready Graduates indicator is added
Standards for GPA (Chapter 5)	Vary by indicator; see Chapter 5.	Same as 2008, except: <ul style="list-style-type: none"> • <i>Advanced Course/Dual Enrollment Completion increases by five to 30.0%</i> • <i>Commended Performance (Reading/ELA, Mathematics, Writing, Science, Social Studies) increase by five to 30%</i> • <i>Recommended High School Program/ Distinguished Achievement Program (RHSP/DAP) increases by five to 85.0%</i> • <i>TSI - Higher Education Readiness Component (ELA and mathematics) increase by five to 60%</i>
Underreported Students (Chapter 3)	<ul style="list-style-type: none"> • No more than 200 underreported students; and • No more than 5.0% underreported.* <p>* <i>School Leaver Provision</i> applies</p>	<ul style="list-style-type: none"> • No more than 150 underreported students; and • No more than 5.0% underreported.* <p>* <i>School Leaver Provision</i> does not apply</p>
School Leaver Provision	The leaver indicators could not be the cause for a lowered rating. The leaver indicators include Annual Dropout Rate, Completion Rate, and Underreported Students.	The School Leaver Provision is not available for any indicator