

Chapter 2 – The Basics: *Base Indicators*

To determine ratings under the standard accountability procedures, the 2009 accountability rating system for Texas public schools and districts uses three base indicators:

- spring 2009 performance on the Texas Assessment of Knowledge and Skills (TAKS),
 - the Completion Rate I for the class of 2008, and
 - the 2007-08 Annual Dropout Rate for grades 7 and 8.
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TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS

The TAKS indicator is the percent of students who scored high enough to meet the standard to pass the test. This is calculated as the number of students who met the TAKS student passing standard divided by the number tested. Results for the TAKS (grades 3-11) are summed across grades for each subject. Results for each subject tested are evaluated separately to determine ratings.

Who is evaluated for TAKS: Districts and campuses that test students on any TAKS subject:

- **Reading/ELA** – Reading is tested in grades 3 – 9; English language arts (ELA) is tested in grades 10 and 11. Note also:
 - This is a combined indicator. It includes all students tested on and passing either the TAKS reading test or the TAKS English language arts test.
 - The cumulative percent passing from the first two administrations of TAKS reading in grades 3, 5, and 8 is used.
 - TAKS (Accommodated) ELA results for grade 11 are included.
 - Results for the Spanish version of TAKS reading (grades 3-6) are included.
- **Writing** – Writing is tested in grades 4 and 7. Results for the Spanish version of TAKS writing (grade 4) are included.
- **Social Studies** – Social studies is tested in grades 8, 10, and 11. Results for social studies TAKS (Accommodated) for grades 8, 10, and 11 are also included.
- **Mathematics** – Mathematics is tested in grades 3 – 11. Note also:
 - The cumulative percent passing from the first two administrations of TAKS mathematics in grades 5 and 8 is used.
 - TAKS (Accommodated) mathematics results for grade 11 are included.
 - Results for the Spanish version of TAKS mathematics (grades 3-6) are included.
- **Science** – Science is tested in grades 5, 8, 10, and 11. Note also:
 - TAKS (Accommodated) science results for grades 5, 8, 10, and 11 are included.
 - Results for the Spanish version of TAKS science (grade 5) are included.

For further details, see *TAKS (Accommodated)*, *Reading/ELA Combined*, and *Student Success Initiative* in *Other Information* below.

Standard: The *Academically Acceptable* standard varies by subject, while the *Recognized* and *Exemplary* standards are the same for all subjects:

- **Exemplary** – For every subject, at least 90% of the tested students pass the test.
- **Recognized** – For every subject, at least 75% of the tested students pass the test.
- **Academically Acceptable** – Varies by subject:
 - *Reading/ELA* – At least 70% of the tested students pass the test.
 - *Writing* – At least 70% of the tested students pass the test.
 - *Social Studies* – At least 70% of the tested students pass the test.
 - *Mathematics* – At least 55% of the tested students pass the test.
 - *Science* – At least 50% of the tested students pass the test.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of students passing [TAKS subject]}}{\text{number of students tested in [TAKS subject]}}$$

Minimum Size Requirements:

- *All Students.* These results are always evaluated regardless of the number of examinees. However, districts and campuses with a small number of total students tested on TAKS will receive Special Analysis. See *Chapter 6 – Special Issues and Circumstances* for more detailed information about Special Analysis.
- *Student Groups.*
 - Any student group with fewer than 30 students tested is not evaluated.
 - If there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated.
 - If there are at least 50 students within the student group, it is evaluated.
 - Student group size is calculated subject by subject. For this reason the number of student groups evaluated will sometimes vary. For example, an elementary school with grades 3, 4, and 5 tested may have enough Hispanic students to be evaluated on reading and mathematics, but not enough to be evaluated on writing (tested in grade 4 only) or science (tested in grade 5 only).

Year of Data: 2008-09

Data Source: Pearson

Other Information:

- *Texas Projection Measure.* Beginning in 2009, the Texas Projection Measure (TPM) will be used as part of the methodology for determining state accountability ratings. For details on how it will be incorporated into the system, please refer to *Chapter 3 – The Basics: Additional Features*.
- *Student Success Initiative (SSI).* In determining accountability ratings, a cumulative percent passing is calculated by combining the first and second administrations of the TAKS in grades 3, 5, and 8 reading and grades 5 and 8 mathematics performance. The results include performance on the Spanish versions of these tests. TAKS (Accommodated), TAKS-Modified, and TAKS-Alternate results are not included in the SSI calculations in 2009.

- *TAKS (Accommodated)*. This assessment (previously known as *TAKS-Inclusive*) has the same questions as the TAKS, but allows certain accommodations for students with disabilities. Performance on these tests is being phased into the accountability system over three years. For 2009, only those versions of the tests that were administered as *TAKS-Inclusive* in 2006 and 2007 will be used in determining accountability ratings in 2009. These are:
 - English Language Arts – grade 11,
 - Social Studies – grades 8, 10, and 11,
 - Mathematics – grade 11, and
 - Science – grades 5 (English and Spanish), 8, 10, and 11.
 See *Table 3* for the phase-in of TAKS (Accommodated).

Table 3: Use of TAKS (Accommodated) in Accountability Ratings

	2008	2009	2010
Science (grades 5, 8, 10, & 11) Science (grade 5 Spanish) Social Studies (grades 8, 10, & 11) English Language Arts (grade 11) Mathematics (grade 11)	Use in Accountability	Use in Accountability	Use in Accountability
Reading/ELA (3 – 10) Reading (grades 3 – 6 Spanish) Mathematics (grades 3 – 10) Mathematics (grades 3 – 6 Spanish) Writing (grades 4 & 7) Writing (grade 4 Spanish)	Report Only on AEIS	Report Only on AEIS	Use in Accountability

- *Special Education*. In addition to the TAKS (Accommodated) results that will be used, the performance of students with disabilities who take the regular TAKS is included in the TAKS indicator.
- *TAKS-Modified* and *TAKS-Alternate*. Performance on these tests will not be used in determining ratings for 2009.
- *Reading/ELA Combined*. Reading (grades 3-9) and ELA (grades 10 and 11) results are combined and evaluated as a single subject. This affects districts and campuses that offer both grade 9 and grades 10 and/or 11. In these cases, counts of reading and ELA students who met the standard are summed and divided by the total number taking reading or ELA.
- *TAKS Spanish*. The TAKS tests are given in Spanish in reading and mathematics for grades 3, 4, 5, and 6; writing in grade 4; and science in grade 5. Performance on these tests is combined with performance on the English-language TAKS for the same subject to determine a rating.
- *Student Passing Standards*. For 2009, the student passing standard is panel recommendation (PR) for students in all grades and all subjects.
- *Testing Window*. Results for students given a make-up test within the testing window are included in the accountability indicators.

- *Sum of All Grades Tested.* Results for each subject are summed across grades. This refers to the grades tested at the particular campus or district. For example, the percent passing for TAKS reading in an elementary school with a grade span of K-5 is calculated as:

$$\frac{\text{number of students who passed the reading test in grades 3, 4, \& 5}}{\text{number of students who took the reading test in grades 3, 4, \& 5}}$$

- *Exit-level TAKS.* The performance of all juniors tested for the first time during the primary spring administration (ELA in March; mathematics and science in April, and social studies in May) is included in determining accountability ratings. The performance of exit-level TAKS retesters is not included.
- *October 2008 administration.* Some juniors eligible for early graduation took the TAKS in October 2008. The performance of these students is included with the performance of other juniors taking the exit-level test if:
 - they were juniors at the time of testing;
 - they were taking the exit-level TAKS for the first time in October 2008; and
 - they passed all four assessments at that time.
 Students tested in October who failed any of the tests in October could retest in the spring; however, in the event of a retest, neither performance — from October *or* from the spring retest — is included in the accountability calculations. If October results are used, they are not adjusted for mobility. This means that if an 11th grader took and passed all the tests in October, then withdrew from school before the spring, that student’s results would count in determining the school’s accountability ratings. Conversely, if an 11th grader took but did not pass all the tests in October, and then withdrew from school before the spring, those student’s results would not count in determining the school’s accountability ratings.
- *Excluded Students.* Only answer documents marked “Score” are included; answer documents coded “Absent,” “Exempt,” or “Other” are excluded.
- *Linguistically Accommodated Testing (LAT).* Results for limited English proficient students taking linguistically accommodated TAKS tests are not included in the state accountability system.
- *Rounding of Met Standard Percent.* The *Met Standard* calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%; 74.4999% is rounded to 74%; and 89.5% is rounded to 90%.
- *Rounding of Student Group Percent.* The *Student Group* calculations are expressed as a percent, rounded to whole numbers. When determining if a student group is at least 10%, the rounded value is used. For example, 40 students in a group out of a total of 421 students is 9.5011876%. Because this rounds to the whole number 10, this student group will be evaluated.

ACCOUNTABILITY SUBSET

For the TAKS, only the performance of students enrolled on the PEIMS fall "as-of" date of October 31, 2008, are considered in the ratings. This is referred to as the *accountability subset* (sometimes also referred to as the *October subset* or the mobility adjustment). This adjustment is not applied to any other base indicator.

Students who move from district to district are excluded from the campus and district’s TAKS results. Further, students who move from campus to campus within a district are kept in the district’s results but are excluded from the campus’s TAKS results. No campus is held accountable for students who move between campuses after the PEIMS “as-of” date and before the date of testing, even if they stay within the same district. The subsets are determined as follows:

Campus-level accountability subset: If a student was reported in membership at one campus on October 31, 2008, but moves to another campus before the TAKS test, that student’s performance is removed from the accountability results for both campuses, whether the campuses are in the same district or different districts. Campuses are held accountable only for those students reported to be enrolled in the campus in the fall and tested in the same campus in the second semester.

District-level accountability subset: If a student was in one district on October 31, 2008, but moved to another district before the TAKS test, that student’s performance is taken out of the accountability subset for both districts. However, if the student moved from campus to campus within the district, his or her performance is included in that district’s results, even though it does not count for either campus. This means that district performance results do not match the sum of the campus performance results.

Examples of how the accountability subset criteria are applied are provided in the following table. Note that these apply to TAKS performance results. For more information, see *Tables 35, 36, and 37 in Appendix D – Data Sources.*

Table 4: Accountability Subset

Student Situation	In Whose Accountability Subset?
General	
1. Grade 9 student is enrolled at campus A in the fall and tests there on TAKS reading in March and mathematics in April.	This student's results affect the rating of both campus A and the district.
2. Grade 6 student is enrolled in district Y in the fall and moves to district Z at the semester break. The student is tested on TAKS reading and mathematics in April.	This student's results do not affect the rating of any campus or district. Results are reported to district Z.
3. Grade 6 student is enrolled at campus A in the fall and then moves to campus B in the same district at the semester break. The student is tested on TAKS reading and mathematics in April.	This student's results do not affect the rating of campus A or B, but they do affect the district. Results for both tests are reported to campus B.
4. Grade 6 student is reported in enrollment at a campus, but is withdrawn for home schooling on November 10 th . Parents re-enroll the student at the same campus on April 1. The student is tested in TAKS reading and mathematics in late April.	Performance on both tests is reported and included in the ratings evaluation for the campus. The fact that the student was enrolled on the "as of" date and tested in the same campus and district are the criteria for determining the accountability subset.

Table 4: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
Mobility between Writing/ELA and other tests	
5. A 12 th grade student moves to a district from another state at the beginning of the school year. She takes the exit-level tests in October and fails; she takes them again during the spring. Will her performance affect the district or campus?	No. The performance of 12 th graders is not used for accountability purposes.
6. Grade 4 student enrolls in campus A in the fall and takes the TAKS writing test there in March. The student then transfers to campus B in the same district and tests on TAKS reading and mathematics in April.	This student's results do not affect the rating of campus A or B. Although writing was assessed at the same campus where the student was enrolled in the fall, the writing results are reported to campus B, where the student tested last. The results affect the district rating. Results for all tests are reported to campus B.
7. Grade 4 student enrolls in campus A in the fall and takes the writing TAKS there in March. The student then transfers to campus B in a different district and tests on TAKS reading and mathematics in April.	This student's results do not affect the rating of either campus or district. Test results are reported to the campus where the student tested last, in this case, campus B.
8. A first-time 11 th grade student is enrolled in district Y in the fall and takes the TAKS ELA in March. He then moves to district Z, where he takes the last three tests.	This student's results do not affect the rating of either campus or district. Results for all tests are reported to the campus where the student tested last in district Z.
9. A first-time 11 th grade student is enrolled in district Y in the fall and takes the TAKS ELA in March. She then moves out of state. She does not take the last three tests.	This student's results on ELA will be used in determining both campus and district Y ratings.
10. Grade 7 student is reported in enrollment in district Y and takes the writing test in that district at campus A. In early April, the student transfers to district Z and takes the remaining Grade 7 TAKS tests there. The answer documents submitted by district Z use different name spellings than did the one submitted by district Y.	To the test contractor these are two different students. Performance on the student's writing test is reported to district Y and counts toward its rating and the rating of campus A. The student's results in reading and mathematics are reported to district Z but do not contribute to the rating of either the district or the campus where the student tested because the student was not there in the fall.

Table 4: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
<p>11. A first-time 11th grade student is enrolled in high school A, district Z in the fall and takes the TAKS ELA in March. He then is sent to a disciplinary campus for the rest of the year, where he takes the rest of the TAKS tests.</p>	<p>If the disciplinary campus is a JJAEP or DAEP, the student’s performance must be coded back to the sending campus, and it will be used in determining both campus and district ratings.</p> <p>If the disciplinary campus is operated by the Texas Youth Commission (TYC) or the Texas Juvenile Probation Commission (TJPC), the performance will not count toward either the sending campus or district rating.</p> <p>If the disciplinary campus is none of the above but is in district Z, the performance will be used in determining the district rating, but not the campus rating.</p>
<p>Grades 3, 5 and 8 Reading; Grades 5 and 8 Mathematics (Student Success Initiative) <i>(See Tables 35 and 36 in Appendix D – Data Sources for further information.)</i></p>	
<p>12. Grade 3 student takes reading in March at campus A where she was enrolled in the fall, passes the test and moves to campus B (in the same district) where, in April, she takes and fails the mathematics test.</p>	<p>This student's results do not affect the rating of campus A or B. The reading results from the March test are reported to campus A and the mathematics results are reported to campus B. Results from both tests affect the district.</p>
<p>13. Grade 3 student enrolls in campus A in the fall, but then moves to campus B (in the same district) in December. In March the student takes the reading test there, and passes. In early April the student moves back to campus A, where he takes and passes the mathematics test.</p>	<p>This student's reading results do not affect the rating of campus A or B, but the math results affect the rating of campus A. The reading results from the March test are reported to campus B, and the math results are reported to campus A. Results from both reading and mathematics tests affect the district.</p>
<p>14. Grade 5 student takes reading in March at campus A where he was enrolled in the fall, and fails the test. In early April he moves to campus B (in the same district) where he retests and passes reading, mathematics, and science.</p>	<p>This student's results do not affect the rating of campus A or B. The March reading results are reported to campus A, even though math, science and the 2nd reading results are reported to campus B. Results from reading, science, and mathematics tests affect the district.</p>
<p>15. Grade 8 student takes TAKS reading in March at the campus where she was enrolled in the fall. She fails the test. In late March, the student moves out of state. She does not take the other TAKS tests.</p>	<p>This student’s TAKS reading results do not affect the rating for the campus or district.</p>

Table 4: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
<p>16. Grade 5 student takes TAKS reading in March at the campus where she was enrolled in the fall, and passes the test. In April she takes the TAKS mathematics test but fails. The student then moves to another district, where she takes TAKS science and retests in mathematics and fails again.</p>	<p>This student’s TAKS reading, mathematics, and science results do not affect the rating for any campus or district.</p>
<p>17. Grade 5 student takes TAKS reading in March at the campus where she was enrolled in the fall, and passes the test. In April she takes the TAKS mathematics test but fails. The student and her family then move out of state. She does not take TAKS science or retest in mathematics.</p>	<p>The three subjects are handled differently: <i>Science:</i> She did not test in science at all, so there are no results to attribute. <i>Reading:</i> She did not need to retest in reading; however, the fact that she did not take the science test in mid-April establishes her as mobile, so her reading results are taken out of the accountability subset. <i>Mathematics:</i> There are no results available for her in May, nor are there answer documents for any of the mathematics passers, as there is no other TAKS test given at that time. For this reason, the April performance on mathematics is retained and will affect the rating of this campus and district.</p>
Spanish TAKS	
<p>18. A grade 6 student’s LPAC committee directs that she be tested in reading on the Spanish TAKS and in mathematics on the English TAKS. She remains at the same campus the entire year.</p>	<p>Performance on both tests is reported and included in the rating evaluation for the campus and district. Results on both English and Spanish versions of the TAKS contribute to the overall passing rate.</p>
Both TAKS and TAKS (Accommodated) (See Table 3 above.)	
<p>19. The ARD committee for a grade 6 student directs that she be tested in reading on the TAKS (Accommodated) and in mathematics on the TAKS. She remains at the same campus the entire year.</p>	<p>Performance on only the mathematics test is reported and included in the rating evaluation for the campus and district. Grade 6 TAKS (Accommodated) reading is not part of the accountability system for 2009.</p>

Table 4: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
20. The ARD committee for a grade 5 student directs that he take TAKS (Accommodated) reading, mathematics, and science. He passes all three tests. He is at the same campus the entire year.	This student's TAKS (Accommodated) reading and mathematics results will not affect the TAKS performance for the campus and the district, but performance on the grade 5 TAKS (Accommodated) science will be included in determining the campus and district accountability ratings.
21. A grade 3 student takes TAKS reading in March and fails the test. Her ARD committee decides she should take the TAKS (Accommodated) reading in April, which she passes. She also takes TAKS mathematics and passes. She remains at the same campus the entire year.	This student's TAKS reading (failure) and mathematics (passing) results will affect the TAKS performance for the campus and the district. Grade 3 TAKS (Accommodated) reading is not part of the accountability system for 2009, and so performance on that test is not considered, whether it is the first or second administration.
TAKS-Modified and TAKS-Alternate	
22. The ARD committee for a grade 8 student directs that she be tested in all subjects on the TAKS-Alternate. She remains at the same campus the entire year.	Performance on TAKS-Alternate will not be used in determining accountability ratings in 2009.
23. The ARD committee for a grade 6 student directs that he be tested in all subjects on the TAKS-Modified. He remains at the same campus the entire year.	Performance on TAKS-Modified will not be used in determining accountability ratings in 2009.

COMPLETION RATE I

This longitudinal rate shows the percent of students who first attended grade 9 in the 2004-05 school year and have completed or are continuing their education four years later. Known as the 2004-05 cohort, these students were tracked over the four years using data provided to TEA by districts and data available in the statewide General Educational Development (GED) database.

To count as a "completer" for standard accountability procedures, a student must have received a high school diploma with his/her class (or earlier) or have re-enrolled in the fall of 2008 as a continuing student.

Who is evaluated for Completion Rate I: Districts and campuses that have served grades 9 through 12 for five or more years. High schools that do not meet this requirement are not evaluated on this indicator in 2009. See *Other Information* below.

Standard:

- **Exemplary** – Completion Rate I of 95.0% or more.
- **Recognized** – Completion Rate I of 85.0% or more.
- **Academically Acceptable** – Completion Rate I of 75.0% or more.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of completers}}{\text{number in class}^*}$$

*See *Appendix D* for the definition of *number in class*.

Minimum Size Requirements:

- **All Students.** These results are evaluated if:
 - there are at least 10 students in the class *and*
 - there are at least 5 dropouts.
- **Student Groups.** These results are evaluated if there are at least 5 dropouts within the student group *and*:
 - there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students; or
 - there are at least 50 students within the student group.

Years of Data: 2004-05, 2005-06, 2006-07, 2007-08 and 2008-09.

Data Source: PEIMS submission 1 enrollment data, 2004-05 through 2008-09; PEIMS submission 1 leaver data, 2005-06 through 2008-09; PEIMS submission 3 attendance data, 2004-05 through 2007-08; and General Educational Development records as of August 31, 2008.

Other Information:

- **School Leaver Provision.** For 2009, the School Leaver Provision is no longer in effect. A campus or district completion rate can be the cause for a lowered rating.
- **No Use of District Rate for High Schools.** In Texas, a typical public high school serves grades 9-12. High schools that serve only some of those grades—for example, a senior high school that only serves grades 11 and 12—do not have their own completion rate. In the past, the district rate would be attributed to such schools. The attribution of the district rate for high schools has been suspended, as the new definition of a dropout is phased in. See *Appendix I* for more information on the new dropout definition.
- **Additions and Deletions.** Any student who joins the cohort is added to it, and any student who leaves the cohort is subtracted from it. For example, a student new to Texas who moves to a district as an 11th grader would be added to the cohort that corresponds to when he was first in 9th grade.
- **Retained Students.** Students who repeat a year are kept with their original cohort.

- *Rounding of Completion Rate.* All calculations are expressed as a percent, rounded to one decimal point. For example, 74.875% is rounded to 74.9%, not 75%.
- *Rounding of Student Group Percent (Minimum Size Requirements).* The *Student Group* calculations are expressed as a percent, rounded to whole numbers. When determining if a student group is at least 10%, the rounded value is used. For example, 40 students in a group out of a total of 421 students is 9.5011876%. Because this rounds to the whole number 10, this student group will be evaluated.
- *Special Education.* The completion status of students with disabilities is included in this measure.

ANNUAL DROPOUT RATE (GRADES 7-8)

For accountability purposes, the annual dropout rate is used to evaluate campuses and districts with students in grades 7 and/or 8. This is a one-year measure, calculated by summing the number of dropouts across the two grades.

Who is evaluated for Annual Dropout Rate: Districts and campuses that serve students in grades 7 and/or 8.

Standard: The standard for the Annual Dropout Rate is 2.0% or less for all rating categories. Any district or campus with a rate higher than 2.0% that does not demonstrate Required Improvement will be rated *Academically Unacceptable*.

Student Groups: Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of grade 7-8 dropouts}}{\text{number of grade 7-8 students who were in attendance at any time during the school year}}$$

Minimum Size Requirements:

- *All Students.* These results are evaluated if:
 - there are at least 10 students in grades 7-8 *and*
 - there are at least 5 dropouts.
- *Student Groups.* These results are evaluated if there are at least 5 dropouts within the student group *and*:
 - there are 30 to 49 students within the student group and the student group comprises at least 10% of All Students; or
 - there are at least 50 students within the student group.

Year of Data: 2007-08

Data Source: PEIMS submission 1 enrollment data 2007-08; PEIMS submission 1 leaver data, 2008-09; PEIMS submission 3 attendance data, 2007-08.

Other Information:

- *School Leaver Provision.* For 2009, the School Leaver Provision is no longer in effect. A campus or district annual dropout rate can be the cause for a lowered rating.

- *Dropout Definition.* Since the 2007 rating cycle, dropouts have been determined based on Texas' new dropout definition, which is aligned with the federal definition of a dropout. See *Appendix I* for a detailed explanation.
- *Cumulative Attendance.* A cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student ever reported in attendance at the campus or district throughout the school year, regardless of length of stay.
- *Rounding of Dropout Rate.* All calculations are expressed as a percent, rounded to one decimal point. For example, 2.49% is rounded to 2.5%.
- *Rounding of Student Group Percent (Minimum Size Requirements).* The *Student Group* calculations are expressed as a percent, rounded to whole numbers. When determining if a student group is at least 10%, the rounded value is used. For example, 40 students in a group out of a total of 421 students is 9.5011876%. Because this rounds to the whole number 10, this student group will be evaluated.
- *Special Education.* Dropouts served by special education are included in this measure.