

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 achieved 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 2009 AND 2010 STANDARD PROCEDURES

The ratings issued in 2010 mark the seventh year of the current system. Many components of the 2010 system are the same as those that were in effect in 2009. However, there are several differences between 2009 and 2010:

- The TAKS base indicator includes the performance of TAKS (Accommodated) results for all grades and subjects. For the first time, this includes reading and mathematics (grades 3-10) and writing (grades 4 and 7), including the Spanish versions for these grades and subject areas. Also, new vertical scale cut points for grades 3-8 for reading and mathematics are used; and the performance of students identified as refugees or asylees is excluded. In 2010, there is only one administration of grade 3 reading and grade 6 Spanish assessments are no longer administered.
- The TAKS indicator standards for *Academically Acceptable* increase for mathematics and science by five points each.
- The TAKS indicator standard for *Recognized* increases by five points to 80% for all five subject areas.
- The minimum performance floor required to be able to use TAKS Required Improvement (RI) for *Recognized* increases to 75% (because the floor is five points below the standard and the standard is increasing to 80%).
- The minimum performance floor required to be able to apply the Exceptions Provision remains at five points below the standard. The minimum changes, however, whenever there are changes to the standard. Therefore, the floor to use exceptions for *Academically Acceptable* increases by five points for mathematics and science. The floor to use exceptions for *Recognized* increases by five points.
- The standard for the grade 7-8 Annual Dropout Rate indicator increases in rigor by decreasing from 2.0% to 1.8%.

- The National Center for Education Statistics (NCES) definition of a dropout is fully phased in for the Completion Rate indicator. All four years of the 2009 cohort are based on the new dropout definition.
- The standard for the Underreported Students data quality indicator is changed from a rate of less than or equal to 5.0% to less than or equal to 4.0%. The count standard remains no more than 150 students. A minimum size criterion of 1.0% is added to the rate component of this indicator. Districts with underreported rates that are less than 1.0% will not be evaluated.
- Standards for two of the Gold Performance Acknowledgments (GPA) increase. The two Texas Success Initiative (TSI) indicators increase by five points each.

The following table provides details on these and other changes between the 2009 and 2010 systems. Items in **bold** indicate a change for 2010.

Table 2: Comparison of 2009 and 2010 – Standard Procedures

Component	2009				2010			
Base Indicators for Determining Rating (<i>Chapter 2</i>)	<ul style="list-style-type: none"> • TAKS <ul style="list-style-type: none"> ○ Selected TAKS (Accommodated) included ○ Refugee and asylee performance included ○ Gr. 6 Spanish included ○ 2nd administration of Gr. 3 reading included ○ Horizontal scale used for all grades and subjects • Completion Rate I - used 3 years of NCES dropout definition • Annual Dropout Rate 				<ul style="list-style-type: none"> • TAKS <ul style="list-style-type: none"> ○ All TAKS (Accommodated) included ○ Refugee and asylee performance excluded ○ No Gr. 6 Spanish results available ○ Only one administration of Gr. 3 reading available ○ Vertical scale used (Gr. 3-8 reading and mathematics) • Completion Rate I - used 4 years of NCES dropout definition (now fully phased in) • Annual Dropout Rate 			
Rating Standards (<i>Chapter 2</i>)		Acceptable	Recognized	Exemplary		Acceptable	Recognized	Exemplary
	TAKS	50/55/70/70	75%	90%	TAKS	55/60/70/70	80%	90%
	Completion	75.0%	85.0%	95.0%	Completion	No Change		
	Dropout	2.0%			Dropout	1.8%		
Evaluation of Student Groups (<i>Chapter 2</i>)	White, Hispanic, African American, Economically Disadvantaged, and All Students				No Change			
Number of Performance Measures Used (<i>Chapter 2</i>)	The larger and more diverse the campus or district, the more measures apply — up to 35				No Change			
TAKS Subjects Evaluated (<i>Chapter 2</i>)	All TAKS subjects individually				No Change			
TAKS Student Success Initiative (<i>Chapter 2</i>)	Gr. 3, 5, & 8 reading and Gr. 5 & 8 mathematics, cumulative results used				Gr. 5 & 8 reading and mathematics, cumulative results used			
TAKS Grades Tested (<i>Chapter 2</i>)	Summed across all grades tested (grades 3-11)				No Change			

Table 2: Comparison of 2009 and 2010 – Standard Procedures (continued)

Component	2009	2010
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)	<ul style="list-style-type: none"> • ELAGr. 11 • MathematicsGr. 11 • Social Studies.....Gr. 8, 10, & 11 • Science Gr. 5, 8, 10, & 11 	<ul style="list-style-type: none"> • Reading/ELA..... Gr. 3-10, & 11 • Mathematics Gr. 3-10, & 11 • WritingGr. 4 & 7 • Social Studiesno change • Science.....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); additionally, performance of students with a PEIMS Crisis Code indicating they were displaced due to Hurricane Ike is excluded from ratings calculation	Same as 2009; except performance of students displaced due to Hurricane Ike is not excluded. Performance of students identified as refugees or asylees is excluded from ratings calculation
Pairing (Chapter 6)	Standard campuses without TAKS data are paired; paired data not used for GPA	No Change
Texas Projection Measure (TPM) (Chapter 3)	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.	No Change
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
	Minimum performance floor is five points below the standard for all subjects.	No Change <i>(when standards increase so do floors to stay within five points)</i>
Completion Rate I (Chapter 2)	Use of district assigned completion rates remains suspended	No Change
Completion Rate I (Chapter 2)	Includes three years of NCES dropout definition (2005-06, 2006-07, and 2007-08)	All four years of the cohort uses NCES dropout definition (2005-06, 2006-07, 2007-08, and 2008-09)

Table 2: Comparison of 2009 and 2010 – Standard Procedures (continued)

Component	2009	2010
Required Improvement (Chapter 3)	TAKS: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible	Same as 2009, except floor for Recognized is 75%
	Annual Dropout Rate: RI to <i>Academically Acceptable</i> , <i>Recognized</i> , and <i>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
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>College-Ready Graduates</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> 	No new or deleted indicators but Comparable Improvement (CI) is based on the vertical scale instead of the Texas Growth Index (TGI). Since the vertical scale is not available above grade 8, high schools are no longer eligible to earn CI acknowledgment. The same definitional changes made to the TAKS base indicator are made to the GPA indicators that use TAKS performance.
Standards for GPA (Chapter 5)	Vary by indicator; see Chapter 5.	Same as 2009, except: <ul style="list-style-type: none"> • <i>TSI - Higher Education Readiness Component (ELA and mathematics) increase by five points to 65%</i>
Underreported Students (Chapter 3)	<ul style="list-style-type: none"> • No more than 150 underreported students; and • No more than 5.0% underreported. 	<ul style="list-style-type: none"> • No more than 150 underreported students; and • No more than 4.0% underreported. • A minimum size of 1.0% is added to the rate component. Districts with underreported rates less than 1.0% will not be evaluated.