

Chapter 5 – Gold Performance Acknowledgments

The Gold Performance Acknowledgment (GPA) system acknowledges districts and campuses for high performance on indicators other than those used to determine accountability ratings. These indicators are in statute (*Texas Education Code*) or determined by the Commissioner of Education. Acknowledgment is given for high performance on:

- Advanced Course/Dual Enrollment Completion
- Advanced Placement/International Baccalaureate Results
- Attendance Rate
- College-Ready Graduates
- Commended Performance: Reading/English Language Arts
- Commended Performance: Mathematics
- Commended Performance: Writing
- Commended Performance: Science
- Commended Performance: Social Studies
- Comparable Improvement: Reading
- Comparable Improvement: Mathematics
- Recommended High School Program/Distinguished Achievement Program
- SAT/ACT Results (College Admissions Tests)
- Texas Success Initiative – Higher Education Readiness Component: English Language Arts
- Texas Success Initiative – Higher Education Readiness Component: Mathematics

Campuses and charters evaluated under alternative education accountability (AEA) procedures are eligible to earn GPAs. For details on the procedures for these campuses and charters see *Chapter 13 – AEA Gold Performance Acknowledgments*.

Acknowledgment Categories

Acknowledged. The campus or district is rated *Academically Acceptable* or higher, has results to be evaluated, and has met the acknowledgment criteria on one or more of the indicators. Acknowledgments are awarded separately on each of the 15 indicators.

Does Not Qualify. Either of the following:

- The campus or district has performance results to be evaluated but did not meet the acknowledgment criteria.
- The campus or district has performance results to be evaluated but is rated *Academically Unacceptable*. (Those that are later granted a higher rating on appeal are eligible to be evaluated and may earn acknowledgments.)

Not Applicable. Any of the following:

- The campus or district does not have results to be evaluated for the acknowledgment.
- The campus or district is labeled *Not Rated: Other* (for example, campuses that only serve students in Pre-K/K, or campuses not rated due to insufficient data).
- The campus or district is labeled *Not Rated: Data Integrity Issues*.
- The campus is paired. Campuses are not awarded acknowledgments for indicators that use paired data. Paired campuses may be acknowledged on their non-paired indicators.

Table 8: Gold Performance Acknowledgment Standards for 2010

Indicator	Description	Standard (changes for 2010 in bold)	Year of Data
Advanced Course/Dual Enrollment Completion	Percent of 9 th –12 th graders completing and receiving credit for at least one Advanced/Dual Enrollment Course	30.0% or more**	2008-09
AP / IB Results	Percent of 11 th and 12 th graders taking at least one AP or IB examination <i>AND</i>	15.0% or more <i>AND</i>	2008-09
	Percent of 11 th and 12 th grade examinees scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB)	50.0% or more*	
Attendance Rate	Attendance Rate for students in grades 1-12, the total number of days present divided by the total number of days in membership	District: 96.0%** Multi-Level: 96.0%** High School: 95.0%** Middle/Jr High: 96.0%** Elementary: 97.0%**	2008-09
College-Ready Graduates	Number of graduates who scored at or above the college-ready criteria on both ELA and mathematics, divided by the number of graduates with results in both subjects to evaluate.	35% or more**	Class of 2009
Commended Performance: Reading/ELA	Percent of examinees scoring at or above the TAKS commended performance standard	30% or more**	Spring 2010
Commended Performance: Mathematics	Percent of examinees scoring at or above the TAKS commended performance standard	30% or more**	Spring 2010
Commended Performance: Writing	Percent of examinees scoring at or above the TAKS commended performance standard	30% or more**	Spring 2010
Commended Performance: Science	Percent of examinees scoring at or above the TAKS commended performance standard	30% or more**	Spring 2010
Commended Performance: Social Studies	Percent of examinees scoring at or above the TAKS commended performance standard	30% or more**	Spring 2010
Comparable Improvement: Reading	Average vertical scale score growth in TAKS Reading	Top Quartile (top 25%)***	Spring 2010
Comparable Improvement: Mathematics	Average vertical scale score growth in TAKS Mathematics	Top Quartile (top 25%)***	Spring 2010
Recommended High School Program/DAP	Percent of graduates meeting or exceeding requirements for the RHSP/Distinguished Achievement Program	85.0% or more**	Class of 2009
SAT/ACT Results	Percent of graduates taking either the SAT or ACT <i>AND</i>	At least 70.0% of graduates <i>AND</i>	Class of 2009
	Percent of examinees scoring at or above the criterion score (SAT 1110; ACT Composite 24)	40.0% or more at or above criterion*	
TSI - Higher Education Readiness Component: English Language Arts	Percent of grade 11 examinees with a scale score of 2200 or more and a score of 3 or higher on the essay	65% or more**	Spring 2010
TSI - Higher Education Readiness Component: Mathematics	Percent of grade 11 examinees with a scale score of 2200 or more	65% or more**	Spring 2010

* Indicator evaluates performance for All Students & the following student groups: African American, Hispanic, and White. Economically Disadvantaged status is not available from the testing results.

** Indicator evaluates performance for All Students & the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

*** Acknowledgment for Comparable Improvement is available to campuses that serve grades 4-8 only. It is evaluated for All Students only.

Acknowledgment Indicators

ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. See *Appendix D – Data Sources* for a link to a list of advanced courses.

Who is eligible: Districts and campuses with grades 9, 10, 11, and/or 12 that have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, at least 30.0% of the 2008-09 students in grades 9 through 12 must receive credit for at least one advanced course.

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

Methodology:

$$\frac{\text{number of students in grades 9 through 12 who received credit for at least one advanced course}}{\text{number of students in grades 9 through 12 who completed at least one course}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of students. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 students in the student group, it is not evaluated separately.
- 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 the student group has at least 50 students, it is evaluated.

Year of Data: 2008-09

Data Source: PEIMS submission 3 (June 2009)

Other Information:

- *Special Education.* Performance of students served by special education is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 24.879% is rounded to 24.9%, not 25.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE RESULTS

This refers to the results of the College Board Advanced Placement (AP) examinations and the International Baccalaureate (IB) examinations taken by Texas public school students in a given school year. High school students may take these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

Who is eligible: Districts and campuses with grades 11 and/or 12 that have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must meet both a participation and a performance standard. It must:

- have 15.0% or more of its non-special education 11th and 12th graders taking at least one AP or IB examination; *and* of those tested,
- have 50.0% or more scoring at or above the criterion score on at least one examination.

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

Methodology:

Participation:

$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders taking at least one AP or IB examination}}{\text{total non-special education students enrolled in 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ grades}}$$

and

Performance:

$$\frac{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders with at least one score at or above the criterion score}}{\text{number of 11}^{\text{th}} \text{ and 12}^{\text{th}} \text{ graders with at least one AP or IB examination}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers or number of non-special education students enrolled in the 11th and 12th grades. To be included in the evaluation for GPA, a student group must have:

- in the numerator of the participation measure: at least 10 test takers; and,
- in the denominator of the participation measure: at least 30 non-special education 11th and 12th graders;
 - if there are 30 to 49 students and the student group comprises at least 10% of All Students, it is evaluated; or
 - if the student group has at least 50 students, it is evaluated.

Year of Data: 2008-09

Data Source: The College Board; The International Baccalaureate Organization; and PEIMS submission 1 (October 2008)

Other Information:

- *Criterion Score.* The criterion score is 3 or above on Advanced Placement tests and 4 or above on International Baccalaureate examinations.
- *Special Education.* For *participation*, 11th and 12th graders served by special education who take an AP or IB examination are included in the numerator, but not the denominator. This may have a slight positive effect on the percent reported.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 49.877% is rounded to 49.9%, not 50.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

ATTENDANCE RATE

Attendance rates are based on student attendance for the entire school year for students in grades 1-12.

Who is eligible: Districts and campuses whose grade span is within grades 1-12 and have a rating of *Academically Acceptable* or higher.

Standard: (Variable)

- District/Multi-Level campuses.....At least 96.0%
- Middle School/Junior HighAt least 96.0%
- High SchoolAt least 95.0%
- ElementaryAt least 97.0%

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

Methodology:

$$\frac{\text{total number of days students in grades 1-12 were present in 2008-09}}{\text{total number of days students in grades 1-12 were in membership in 2008-09}}$$

Minimum Size Requirements: For attendance, the minimum size is based on total days in membership rather than individual student counts. All Students results are always evaluated, regardless of the number of total days in membership. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 5,400 total days in membership (30 students x 180 school days) for the student group, it is not evaluated separately.
- If there are 5,400 to 8,999 total days in membership and the student group comprises at least 10% of All Students total days in membership, it is evaluated.
- If there are at least 9,000 total days in membership (50 students x 180 school days) for the student group, it is evaluated.

Year of Data: 2008-09

Data Source: PEIMS submission 3 (June 2009)

Other Information:

- *Campus Type.* The campus type (elementary, high school, etc.) is assigned using the low and high grades taught as determined from the 2009-10 PEIMS submission 1 enrollment records. Multi-level campuses are those that provide instruction in both the elementary and secondary grade level categories. Examples are K-12, K-8, and 6-12 campuses.
- *Time Span.* Attendance for the entire school year is used.
- *Special Education.* This measure includes students served by special education.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 95.877% is rounded to 95.9%, not 96.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

COLLEGE-READY GRADUATES

To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. College-Ready Graduates was added as a GPA indicator beginning with the 2009 accountability cycle.

Who is eligible: Districts and campuses with graduates in the class of 2009 that have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, at least 35% of the class of 2009 graduates must have scored at or above the college-ready criteria for both ELA and mathematics.

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

Methodology:

$$\frac{\text{number of graduates who scored at or above the college-ready criteria on both ELA \& mathematics}}{\text{number of graduates (class of 2009) with results in both subjects to evaluate}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- 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 the student group has at least 50 students, it is evaluated.

Year of Data: Class of 2009

Data Source: Pearson; the College Board; ACT Inc.; and PEIMS submission 1 (October 2009)

Other Information:

- *Criteria Scores.* The table below details the criteria scores by subject that must be met for a graduate to be considered college-ready on this indicator.

Subject	Exit-Level TAKS		SAT		ACT
ELA	≥ 2200 scale score AND a “3” or higher on essay	OR	≥ 500 on Critical Reading AND ≥ 1070 Total*	OR	≥ 19 on English AND ≥ 23 Composite
Mathematics	≥ 2200 scale score	OR	≥ 500 on Mathematics AND ≥ 1070 Total*	OR	≥ 19 on Mathematics AND ≥ 23 Composite

* “Total” is the sum of Critical Reading and Mathematics. It does not include Writing.

- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on College-Ready Graduates.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 34.877% is rounded to 35%. Student group percents (minimum size requirements) are also rounded to whole numbers.

COMMENDED PERFORMANCE: READING/ELA

TAKS Commended Performance is the highest performance level set on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

Who is eligible: Districts and campuses that test students on TAKS reading (grades 3, 4, 5, 6, 7, 8, & 9) or English language arts (grades 10 & 11) and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must have 30% or more of its examinees scoring at or above the Commended Performance standard.

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

Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on reading or ELA}}{\text{total number of examinees in reading or ELA}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- 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 the student group has at least 50 students, it is evaluated.

Year of Data: 2009-10

Data Source: Pearson

Other Information:

- *Scale Score.* For grades 3-8 reading, the standard for Commended Performance is on the vertical scale and will vary by grade level. For grade 9 reading, the standard for Commended Performance is a scale score of 2400 or more. For grades 10 and 11 ELA, a scale score of 2400 or more with a score of 2 or higher on the essay is required. See *Appendix D – Data Sources* for commended performance standards by grade on the vertical scale.
- *Student Success Initiative.* Students who meet the Commended Performance standard in either of the first two administrations of TAKS reading for grades 5 and 8 are included.
- *Mobility.* Students who move between campuses after October 30, 2009 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 30, 2009 and before the date of testing are not included in

the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.

- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on Commended Performance.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 24.877% is rounded to 25%. Student group percents (minimum size requirements) are also rounded to whole numbers.

COMMENDED PERFORMANCE: MATHEMATICS

TAKS Commended Performance is the highest performance level set on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

Who is eligible: Districts and campuses that test students on TAKS mathematics (grades 3, 4, 5, 6, 7, 8, 9, 10, & 11) and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must have 30% or more of its examinees scoring at or above the Commended Performance standard.

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

Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \textit{ on mathematics}}{\text{total number of examinees in mathematics}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- 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 the student group has at least 50 students, it is evaluated.

Year of Data: 2009-10

Data Source: Pearson

Other Information:

- *Scale Score.* For grades 3-8 mathematics, the Commended Performance standard is on the vertical scale and will vary by grade level. For grades 9-11, the Commended Performance standard is a scale score of 2400 or more. See *Appendix D – Data Sources* for commended performance standards by grade on the vertical scale.

- *Student Success Initiative.* Students who meet the Commended Performance standard in either of the first two administrations of TAKS mathematics for grades 5 and 8 are included.
- *Mobility.* Students who move between campuses after October 30, 2009 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 30, 2009 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on Commended Performance.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 24.877% is rounded to 25%. Student group percents (minimum size requirements) are also rounded to whole numbers.

COMMENDED PERFORMANCE: WRITING

TAKS Commended Performance is the highest performance level set on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

Who is eligible: Districts and campuses that test students on TAKS writing (grades 4 & 7) and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must have 30% or more of its examinees scoring at or above the Commended Performance standard.

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

Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \textit{ on writing}}{\text{total number of examinees in writing}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- 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 the student group has at least 50 students, it is evaluated.

Year of Data: 2009-10

Data Source: Pearson

Other Information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more with a score of 3 or higher on the essay.
- *Mobility.* Students who move between campuses after October 30, 2009 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 30, 2009 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on Commended Performance.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 24.877% is rounded to 25%. Student group percents (minimum size requirements) are also rounded to whole numbers.

COMMENDED PERFORMANCE: SCIENCE

TAKS Commended Performance is the highest performance level set on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

Who is eligible: Districts and campuses that test students on TAKS science (grades 5, 8, 10, & 11) and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must have 30% or more of its examinees scoring at or above the Commended Performance standard.

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

Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on science}}{\text{total number of examinees in science}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- 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 the student group has at least 50 students, it is evaluated.

Year of Data: 2009-10

Data Source: Pearson

Other Information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more.
- *Mobility.* Students who move between campuses after October 30, 2009 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 30, 2009 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on Commended Performance.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 24.877% is rounded to 25%. Student group percents (minimum size requirements) are also rounded to whole numbers.

COMMENDED PERFORMANCE: SOCIAL STUDIES

TAKS Commended Performance is the highest performance level set on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

Who is eligible: Districts and campuses that test students on TAKS social studies (grades 8, 10, & 11) and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must have 30% or more of its examinees scoring at or above the Commended Performance standard.

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

Methodology:

$$\frac{\text{number of examinees achieving } \textit{Commended Performance} \text{ on social studies}}{\text{total number of examinees in social studies}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- 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 the student group has at least 50 students, it is evaluated.

Year of Data: 2009-10

Data Source: Pearson

Other Information:

- *Scale Score.* Commended Performance is a scale score of 2400 or more.
- *Mobility.* Students who move between campuses after October 30, 2009 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 30, 2009 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on Commended Performance.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 24.877% is rounded to 25%. Student group percents (minimum size requirements) are also rounded to whole numbers.

COMPARABLE IMPROVEMENT: READING

Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS test has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school. For 2010, the Texas Growth Index (TGI) values will be replaced with TAKS vertical scale scores for campuses that serve grades 4-8.

Who is eligible: Campuses that test students on TAKS reading in grades 4-8 and have a rating of *Academically Acceptable* or higher. Districts are not eligible because CI is not calculated at the district level. Beginning in 2010, high schools are not eligible for this acknowledgment because vertical scale scores are not available above grade 8.

Standard: For acknowledgment on this indicator, the campus must have average vertical scale score growth within the top quartile (the top 25%) of their 40-member campus comparison group for reading.

Student Groups: Performance is evaluated for All Students only.

Methodology: First, determine the campus's vertical scale score growth by finding the difference between the current and prior year average scale scores:

$$\begin{array}{r} 2010 \text{ average campus scale score in reading} \\ \textit{minus} \\ 2009 \text{ average campus scale score in reading} \end{array}$$

Sort the differences for the 40 campuses in the comparison group from high to low. Then, determine which quartile the campus is in within its 40-member campus comparison group. See *Appendix E – Student Growth Measures* and *Appendix F – Campus Comparison Group* for a complete explanation of the methodology for this measure.

Minimum Size Requirements: Students must be matched to the spring 2009 TAKS administration—anywhere in the state—to find their prior year scale score for reading. Any campus with fewer than 10 matched students for a subject will not be assigned a quartile position.

Year of Data: 2010 and 2009 (Spring TAKS Administrations)

Data Source: Pearson

Other Information:

- *Student Success Initiative.*
 - For grade 5 and grade 8 students who take both the first and second administrations of TAKS reading, the performance used is the score they achieved from the first administration. That student will be matched to their single grade 4 or grade 7 administration from 2009 to determine their scale score growth.
 - For grade 4 students who—as third graders in 2009—took TAKS reading in both March and April 2009, scale score growth is determined by subtracting the score they achieved on their single grade 4 administration in 2010 from the score they achieved on their March administration in 2009. The same methodology applies to grade 6 students tested as grade 5 students in 2009.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on CI.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* Demographic values for the 40 members of the comparison group are rounded to one decimal point. For example, 69.877% is rounded to 69.9%. Average scale scores are rounded to whole numbers. For example, 651.44 is rounded to 651.

COMPARABLE IMPROVEMENT: MATHEMATICS

Comparable Improvement (CI) is a measure that calculates how student performance on the TAKS test has changed (or grown) from one year to the next, and compares the change to that of the 40 schools that are demographically most similar to the target school. For 2010, the Texas Growth Index (TGI) values will be replaced with TAKS vertical scale score statistics for campuses that serve grades 4-8.

Who is eligible: Campuses that test students on TAKS mathematics in grades 4-8 and have a rating of *Academically Acceptable* or higher. Districts are not eligible because CI is not calculated at the district level. Beginning in 2010, high schools are not eligible for this acknowledgment because vertical scale scores are not available above grade 8.

Standard: For acknowledgment on this indicator, the campus must have average vertical scale score growth within the top quartile (the top 25%) of their 40-member campus comparison group for mathematics.

Student Groups: Performance is evaluated for All Students only.

Methodology: First, determine the campus’s vertical scale score growth by finding the difference between the current and prior year average scale scores:

$$\begin{array}{r} 2010 \text{ average campus scale score in mathematics} \\ \text{minus} \\ 2009 \text{ average campus scale score in mathematics} \end{array}$$

Sort the differences for the 40 campuses in the comparison group from high to low. Then, determine which quartile the campus is in within its 40-member campus comparison group. See *Appendix E – Student Growth Measures* and *Appendix F – Campus Comparison Group* for a complete explanation of the methodology for this measure.

Minimum Size Requirements: Students must be matched to the spring 2009 TAKS administration—anywhere in the state—to find their prior year scale score for mathematics. Any campus with fewer than 10 matched students for a subject will not be assigned a quartile position.

Year of Data: 2010 and 2009 (Spring TAKS Administrations)

Data Source: Pearson

Other Information:

- *Student Success Initiative.*
 - For grade 5 and grade 8 students who take both the first and second administrations of TAKS mathematics, the performance used is the score they achieved from the first administration. That student will be matched to their single grade 4 or grade 7 administration from 2009 to determine their scale score growth.
 - For grade 6 students who—as fifth graders in 2009—took TAKS mathematics in both April and May 2009, scale score growth is determined by subtracting the score they achieved on their single grade 6 administration in 2010 from the score they achieved on their April administration in 2009.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on CI.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* Demographic values for the 40 members of the comparison group are rounded to one decimal point. For example, 69.877% is rounded to 69.9%. Average scale scores are rounded to whole numbers. For example, 651.44 is rounded to 651.

RECOMMENDED HIGH SCHOOL PROGRAM/DISTINGUISHED ACHIEVEMENT PROGRAM

This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program.

Who is eligible: Districts and campuses that have graduates and that are rated *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, 85.0% of all 2009 graduates reported must meet or exceed the requirements for the Recommended High School Program or Distinguished Achievement Program.

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

Methodology:

$$\frac{\text{number of graduates reported with graduation codes for} \\ \text{Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of graduates. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 graduates in the student group, it is not evaluated separately.
- If there are 30 to 49 graduates within the student group and the student group comprises at least 10% of All Students, it is evaluated.
- If the student group has at least 50 students, it is evaluated.

Year of Data: Class of 2009

Data Source: PEIMS submission 1 (October 2009)

Other Information:

- *Special Education.* This measure includes graduates served by special education.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 84.877% is rounded to 84.9%, not 85.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

SAT/ACT RESULTS

This indicator shows the performance and participation on two college admissions tests: the College Board's SAT Reasoning Test and ACT, Inc.'s ACT Assessment.

Who is eligible: Districts and campuses that have graduates and that are rated *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator, the campus or district must meet both a participation and a performance standard. It must:

- have 70.0% or more of the class of 2009 non-special education graduates taking either the ACT or the SAT; *and* of those examinees
- have 40.0% or more scoring at or above the criterion score on at least one examination.

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

Methodology:

Participation:

$$\frac{\text{number of graduates taking either the SAT or the ACT}}{\text{total non-special education graduates}}$$

and

Performance:

$$\frac{\text{number of examinees at or above the criterion score}}{\text{number of graduates taking either the SAT or the ACT}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers or graduates. To be included in the evaluation for GPA, a student group must have:

- in the numerator of the participation measure: at least 10 test takers; and,
- in the denominator of the participation measure: at least 30 non-special education graduates;
 - if there are 30 to 49 students and the student group comprises at least 10% of All Students, it is evaluated; or
 - if the student group has at least 50 students, it is evaluated.

Year of Data: Class of 2009

Data Source: The College Board (SAT) and ACT, Inc. (ACT)

Other Information:

- *SAT Reasoning Test.* Although the SAT now includes a writing assessment, performance on writing is not used for determining GPA.
- *Criterion.* The criterion score is 1110 on the SAT (the sum of the critical reading and mathematics scores) or 24 on the ACT (composite).
- *Most Recent Test.* Both testing companies annually provide the agency with information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken, not necessarily the examination with the highest score.
- *Both Tests Taken.* If a student takes both the SAT and the ACT, the information is combined so that an unduplicated count of students is used. If the student scored above the criterion on either the SAT or ACT, that student is counted as having scored above the criterion.
- *Campus ID.* The student taking the test identifies the campus to which a score is attributed.
- *Special Education.* For *participation*, graduates served by special education who take the ACT or SAT are included in the numerator, but not the denominator. This may have a slight positive effect on the percent reported.

- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 69.877% is rounded to 69.9%, not 70.0%. However, student group percents (minimum size requirements) are always rounded to whole numbers.

**TEXAS SUCCESS INITIATIVE (TSI) – HIGHER EDUCATION READINESS
COMPONENT: ELA**

This indicator shows the percent of grade 11 students who are considered ready to begin college-level work, based on their performance on the TAKS exit-level examination.

Who is eligible: Districts and campuses that test grade 11 students on the exit-level TAKS ELA and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator the campus or district must have 65% or more of its examinees scoring at or above the TSI standard. The Texas Higher Education Coordinating Board set the standard of college readiness on the exit-level TAKS at a scale score of 2200 for ELA with a score of 3 or higher on the essay.

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

Methodology:

$$\frac{\text{number of grade 11 test takers with a scale score of 2200} \\ \text{and a score of 3 or higher on the essay of the ELA test}}{\text{total number of grade 11 students taking ELA}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- 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 the student group has at least 50 students, it is evaluated.

Year of Data: 2009-10

Data Source: Pearson

Other Information:

- *Mobility.* Students who move between campuses after October 30, 2009 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 30, 2009 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on TSI.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 64.877% is rounded to 65%. Student group percents (minimum size requirements) are also rounded to whole numbers.

**TEXAS SUCCESS INITIATIVE (TSI) – HIGHER EDUCATION READINESS
COMPONENT: MATHEMATICS**

This indicator shows the percent of grade 11 students who are considered ready to begin college-level work, based on their performance on the TAKS exit-level examination.

Who is eligible: Districts and campuses that test grade 11 students on the exit-level TAKS mathematics and have a rating of *Academically Acceptable* or higher.

Standard: For acknowledgment on this indicator the campus or district must have 65% or more of its examinees scoring at or above the TSI standard. The Texas Higher Education Coordinating Board set the standard of college readiness on the exit-level TAKS at a scale score of 2200 for mathematics.

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

Methodology:

$$\frac{\text{number of test takers with a scale score of 2200 on mathematics}}{\text{total number of grade 11 test takers in mathematics}}$$

Minimum Size Requirements: All Students results are always evaluated, regardless of the number of test takers. Student groups may or may not be evaluated, depending on their size:

- If there are fewer than 30 test takers in the student group, it is not evaluated separately.
- 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 the student group has at least 50 students, it is evaluated.

Year of Data: 2009-10

Data Source: Pearson

Other Information:

- *Mobility.* Students who move between campuses after October 30, 2009 and before the date of testing are not included in the evaluation of campuses; students who move between districts after October 30, 2009 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset* in *Chapter 2* for more information.
- *Pairing.* Campuses that are paired because they do not have their own TAKS data are not eligible for acknowledgment on TSI.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.

- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 64.877% is rounded to 65%. Student group percents (minimum size requirements) are also rounded to whole numbers.

NOTIFICATION OF ACKNOWLEDGMENT

Notification of Gold Performance Acknowledgment will occur in late October 2010 at the same time as the 2010 ratings update that follows the resolution of all appeals. (See *Chapter 19 – Calendar* for more details.) At that time, the district lists and data tables on the TEA website will be updated to show the acknowledgments earned.

