In 2011, the State of Texas achieved Academically Acceptable status, with:

- Texas Assessment of Knowledge and Skills (TAKS) passing rates of 85 percent or above for all students and all student groups for reading/English language arts (ELA), writing, and social studies, 75 percent or above for all students and all student groups for mathematics, and 74 percent or above for all students and all student groups for science;
- English Language Learners (ELL) Progress Indicator rates of 80 percent;
- Commended Performance rates of 23 percent or above for reading/ELA and 21 percent or above for mathematics;
- Grade 9-12 completion rates of 87.2 percent or above for all students and all student groups; and
- Grade 7-8 dropout rates of 0.4 percent or less for all students and all student groups.

Compared to the 2010 TAKS results using the 2011 indicator definition, the 2011 statewide performance on the TAKS improved for all students and all student groups in social studies; African American and Hispanic students in mathematics; and for all students and African American, Hispanic, and Economically Disadvantaged student groups in science.

Completion Rate I, the rate that excludes General Educational Development (GED) recipients as completers, improved for all students and all student groups between the class of 2010 and the class of 2009.

The annual dropout rate for students in grades 7-8 in 2009-2010 varies across the student groups from a low of 0.1 percent for White students to a high of 0.4 percent for African American students. The overall grade 7-8 dropout rate fell from 0.3 percent to 0.2 percent between 2010 and 2011.

**DISTRICT RATINGS**

Of the 1,228 districts, 62 districts are rated Exemplary and 426 are rated Recognized in 2011. The districts rated Exemplary comprise 2.4 percent of the total student enrollment, while the districts rated Recognized comprise 40.1 percent of total students enrolled.

653 of the 1,228 districts achieved the Academically Acceptable rating and comprise 56.2 percent of the total students enrolled. This includes 46 charter operators achieving the AEA: Academically Acceptable rating under AEA procedures.

85 districts are Academically Unacceptable representing 1.4 percent of the total students enrolled. This includes 12 charter operators rated AEA: Academically Unacceptable under AEA procedures.

2 districts are Not Rated: Other. See “Not Rated Districts and Campuses” below for more information.

**CAMPUS RATINGS**

Of the 8,526 campuses, 1,232 campuses are rated Exemplary and 2,833 are rated Recognized in 2011. The campuses rated Exemplary comprise 14.7 percent of the total student enrollment, while campuses rated Recognized comprise 35.6 percent of total students enrolled.
3,287 of the 8,526 campuses achieved the rating Academically Acceptable and comprise 41.7 percent of the total students enrolled. This includes 393 campuses rated AEA: Academically Acceptable under AEA procedures.

530 of the 8,526 campuses are rated Academically Unacceptable and comprise 6.4 percent of the total students enrolled. This includes 34 campuses rated AEA: Academically Unacceptable under AEA procedures.

644 campuses are Not Rated: Other. See “Not Rated Districts and Campuses” below for more information.

**CHARTER RATINGS**

**Charter Operators**

Of 199 charter operators, 17 are Exemplary, 45 are Recognized, 100 are rated Academically Acceptable, and 35 are Academically Unacceptable.

Of the 100 Academically Acceptable charters, 54 achieved this rating under standard procedures and 46 under AEA procedures.

Of the 35 Academically Unacceptable charters, 23 were evaluated under standard procedures and 12 under AEA procedures.

**Charter Campuses**

Of the 482 charter campuses, 56 are rated Exemplary and 94 are rated Recognized. 235 charter campuses are rated Academically Acceptable. 54 charter campuses are rated Academically Unacceptable.

Of the 235 Academically Acceptable charter campuses, 97 achieved this rating under standard procedures and 138 under AEA procedures.

Of the 54 Academically Unacceptable charter campuses, 38 were evaluated under standard procedures and 16 under AEA procedures.

The remaining 43 charter campuses are Not Rated: Other. See “Not Rated Districts and Campuses” below for more information.

**MOVEMENT**

Under certain circumstances the initial rating assigned may be changed due to small numbers requiring Special Analysis, additional requirements in the system (such as district rating consequences of having one or more Academically Unacceptable campuses, or excessive leavers), or the consequences of granted appeals. In 2011 initial ratings were also changed due to the use of the Federal Race/Ethnicity Provision.

**Special Analysis**

6 districts and 48 campuses had rating changes due to small numbers of students tested on TAKS.

**Federal Race/Ethnicity Provision**

8 districts moved from Academically Acceptable to Recognized and 3 moved from Academically Unacceptable to Academically Acceptable due to the new Federal Race/Ethnicity Provision.

4 campuses moved from Recognized to Exemplary, 21 moved from Academically Acceptable to Recognized, and 11 moved from Academically Unacceptable to Academically Acceptable due to this provision.
Excessive Leavers

2 districts moved from Recognized to Academically Acceptable and 2 districts moved from Exemplary to Academically Acceptable due to excessive numbers of underreported students.

Academically Unacceptable Campuses

19 districts were prevented from achieving the rating of Recognized due to having one or more of campuses rated Academically Unacceptable.

Granted Appeals

9 districts had rating changes due to granted appeals. Under standard procedures 46 campuses had rating changes due to granted appeals and another 17 evaluated under AEA procedures were granted their appeals.

ADDITIONAL FEATURES IN THE SYSTEM

Required Improvement and the Exceptions Provision are additional features in the system. Only one feature can be applied to any single measure. However, different features can be used for different measures. Each section below describes counts of districts and campuses using the feature described for one or more measures. Some districts and campuses may have used other features for other measures.

Required Improvement under Standard Procedures

Required Improvement can be used to elevate district and campus ratings from Academically Unacceptable to Academically Acceptable or from Academically Acceptable to Recognized, but cannot elevate ratings to Exemplary.

82 districts demonstrated Required Improvement in order to achieve a higher rating in 2011. Of the 426 Recognized districts, 66 districts used Required Improvement to move from a rating of Academically Acceptable to Recognized. Of the 607 Academically Acceptable districts under standard procedures, 16 districts used Required Improvement to move from a rating of Academically Unacceptable to Academically Acceptable.

399 campuses demonstrated Required Improvement in order to achieve a higher rating in 2011. Of the 2,833 Recognized campuses, 265 campuses used Required Improvement to move from a rating of Academically Acceptable to Recognized. Of the 2,894 Academically Acceptable campuses under standard procedures, 134 campuses used Required Improvement to move from a rating of Academically Unacceptable to Academically Acceptable.

Exceptions under Standard Procedures

222 districts applied exceptions for the following reasons: 64 to achieve a rating of Academically Acceptable, 147 to achieve Recognized, and 11 to achieve Exemplary. Of the 222 districts using exceptions, 144 used one exception. Of the districts that used two or more exceptions, 48 used two, 25 used three, and 5 used four.

1,352 campuses used exceptions for the following reasons: 370 to achieve a rating of Academically Acceptable, 758 to achieve Recognized, and 224 to achieve Exemplary. Of the 1,352 campuses using exceptions, 931 used one exception, 238 used two, 169 used three, and 14 used four. Unlike prior years, in 2011 no additional exceptions were charged as a result of granted appeals since the reuse of exceptions in 2012 will not be a concern given no ratings will be issued that year. Some additional exceptions were charged as a result of Special Analysis; however, these are not included in the totals discussed above.
ACADEMICALLY UNACCEPTABLE REASONS

Districts under Standard Procedures
Of the 73 Academically Unacceptable districts in 2011, 60 received this rating due to poor performance on TAKS only, 5 due to Completion Rate only, none due to Dropout Rate only, and 8 due to a combination of the base indicators.

Campuses under Standard Procedures
Of the 496 campuses rated Academically Unacceptable, 479 received this rating due to poor performance on TAKS only; 1 due to Completion Rate only, 1 due to Dropout Rate only, and 15 due to a combination of the base indicators.

Charter Operators under Alternative Education Accountability (AEA) Procedures
Of the 12 AEA: Academically Unacceptable charter operators in 2011, 4 received the rating due to poor performance on TAKS only, 4 due to Completion Rate II only, 2 due to Dropout Rate only, and 2 due to completion and dropout rates.

Campuses under AEA Procedures
Of the 34 campuses rated AEA: Academically Unacceptable, 24 received this rating due to poor performance on TAKS only; 4 due to Completion Rate II only, 3 due to Dropout Rate only, 2 due to completion and dropout rates, and 1 due to TAKS and Completion Rate II.

NOT RATED DISTRICTS AND CAMPUSES

District
2 districts are Not Rated: Other; 1 is under standard procedures and 1 is under AEA.

Campus
644 of the 8,526 campuses rated are assigned a Not Rated: Other rating. Under standard procedures, 620 campuses are Not Rated: Other for the following reasons: PK-K only, disciplinary alternative education program (DAEP), juvenile justice alternative education program (JJAEP), Special Analysis, or no TAKS results. 24 campuses are AEA: Not Rated – Other.

TAKS PARTICIPATION

• The number of tested students who are included in the accountability subset of assessment results used to determine the 2011 accountability ratings is 3,038,323 or 94.0 percent of all students enrolled in grades 3-11.

• The number of tested students who did not affect accountability ratings because they were not enrolled in the district by the end of October, 2010 is 148,614 or 4.6 percent of all students enrolled in grades 3-11.

• When all test takers are considered, 98.6 percent of all students enrolled in grades 3-11 were tested, the same percentage as in 2010.

• In 2011, the percent of students exempted from the TAKS due to limited English proficiency (LEP) was 0.9 percent, the same as in 2010.

• In 2011, 0.1 percent of students were absent from testing, the same as in 2010.
GOLD PERFORMANCE ACKNOWLEDGMENTS

Charter districts and alternative education campuses (AECs) rated under AEA procedures are eligible to earn Gold Performance Acknowledgments (GPAs). All GPA statistics presented below include GPAs earned by campuses and districts evaluated under AEA or standard procedures.

2011 GPA Indicators by School Type

<table>
<thead>
<tr>
<th>GPA Indicator</th>
<th>Elementary</th>
<th>Middle / Jr. High</th>
<th>High School</th>
<th>Multi-Level</th>
<th>District</th>
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<tbody>
<tr>
<td>Advanced Course/Dual Enrollment Completion</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>AP/IB Results</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
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<tr>
<td>Attendance Rate</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>College-Ready Graduates</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
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<tr>
<td>Commended Performance on Reading/ELA, Mathematics, Writing, Science, Social Studies</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>5</td>
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<tr>
<td>Comparable Improvement: Reading*</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comparable Improvement: Mathematics*</td>
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<td>1</td>
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<td></td>
<td></td>
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<tr>
<td>RHSP/DAP</td>
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<td>1</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>SAT/ACT Results</td>
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<td>1</td>
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<tr>
<td>Texas Success Initiative (TSI): ELA &amp; Mathematics</td>
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<td>2</td>
<td>2</td>
<td></td>
<td></td>
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<tr>
<td><strong>Total Possible GPAs (15 maximum)</strong></td>
<td><strong>7</strong></td>
<td><strong>8</strong></td>
<td><strong>12</strong></td>
<td><strong>15</strong></td>
<td><strong>13</strong></td>
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</tbody>
</table>

* Comparable Improvement GPA is not applicable for campuses and districts evaluated under Alternative Education Accountability (AEA) procedures. Beginning in 2010, it is also not available for high school campuses, given a methodological change.

In 2011, 83 percent of the 1,226 districts and 77 percent of the 7,877 campuses evaluated for GPA earned one or more acknowledgments, compared to 82 percent and 79 percent respectively in 2010. Among the charter operators evaluated under AEA procedures, 29 earned one or more acknowledgments. Among the AECs, 221 earned one or more acknowledgments.

Three districts earned all 13 district acknowledgments, four districts earned 12, six earned 11, and eight districts earned 10. A total of 192 districts (16 percent) earned 1 acknowledgment, 191 (16 percent) earned 2 acknowledgments, and 180 (15 percent) earned 3 acknowledgments.

No campuses earned all 15 acknowledgments. One campuses earned 14, one earned 13, and 13 campuses earned 12. A total of 1,529 campuses (19 percent) earned 1 acknowledgment, 1,302 (17 percent) earned 2 acknowledgments, and 1,107 (14 percent) earned 3 acknowledgments.

At the campus level, the most frequent acknowledgment earned was commended on science (32.7 percent), followed by commended on reading/ELA (28.9 percent), and commended on mathematics (22.2 percent). The acknowledgment least earned was SAT/ACT with only 60 campuses earning this accolade.

At the district level, the most frequent acknowledgment earned was commended on social studies (48.9 percent), followed by commended on college-ready graduates (46.7 percent), the TSI in Mathematics (40.1 percent), and the TSI in ELA (33.6 percent). As with the campuses, the acknowledgment least earned was SAT/ACT with 3.0 percent of districts earning this accolade.

Among AEA charter operators, the GPA’s earned most often were attendance rate (22.0 percent) and commended on social studies (16.9 percent). Among AEC’s, the GPA earned most often was attendance rate (18.8 percent).