

HIGHLIGHTS OF THE 2011 ACCOUNTABILITY SYSTEM

November 2, 2011

THE STATE OF TEXAS

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

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

* 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).

