

Chapter 2 – The Basics: *Base Indicators*

To determine ratings under the standard accountability procedures, the 2011 accountability rating system for Texas public schools and districts uses five base indicators:

- spring 2011 performance on the Texas Assessment of Knowledge and Skills (TAKS),
 - spring 2011 performance of current and monitored limited English proficient (LEP) students on the English Language Learners (ELL) Progress Indicator,
 - spring 2011 Commended Performance on the TAKS,
 - Completion Rate I for the class of 2010, and
 - 2009-10 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:
 - TAKS (Accommodated), TAKS-Modified, and TAKS-Alternate reading and ELA results for all grades are included.
 - This is a combined indicator. It includes all students tested on and passing either the TAKS reading test or the TAKS ELA test.
 - The cumulative percent passing from the first two administrations of TAKS reading in grades 5 and 8 is used.
 - Results for the Spanish version of TAKS reading (grades 3-5) are included.
- **Writing** – Writing is tested in grades 4 and 7. Note also:
 - TAKS (Accommodated), TAKS-M, and TAKS-Alt writing results for all grades are included.
 - Results for the Spanish version of TAKS writing (grade 4) are included.
- **Social Studies** – Social studies is tested in grades 8, 10, and 11. TAKS (Accommodated), TAKS-M, and TAKS-Alt social studies results for all grades are also included.
- **Mathematics** – Mathematics is tested in grades 3-11. Note also:
 - TAKS (Accommodated), TAKS-M, and TAKS-Alt mathematics results for all grades are included.
 - The cumulative percent passing from the first two administrations of TAKS mathematics in grades 5 and 8 is used.
 - Results for the Spanish version of TAKS mathematics (grades 3-5) are included.

- **Science** – Science is tested in grades 5, 8, 10, and 11. Note also:
 - TAKS (Accommodated), TAKS-M, and TAKS-Alt science results for all grades are included.
 - Results for the Spanish version of TAKS science (grade 5) are included.

For further details, see *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 80% 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 65% of the tested students pass the test.
 - *Science* – At least 60% 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 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 tested 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 tested within the student group, it is evaluated.
 - Student group size is calculated subject by subject. For this reason the number of student groups evaluated sometimes varies. For example, an elementary school with grades 3, 4, and 5 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: 2010-11

Data Source: Pearson

Other Information:

- *Texas Projection Measure (TPM)*. In 2009 and 2010, the TPM was used as an Additional Feature in the system to elevate campus and district ratings given certain conditions were met. In the 2011 accountability rating system, **the TPM has been discontinued** and is not available as an Additional Feature for any indicator for determining the 2011 accountability ratings.
- *TAKS Modified and TAKS Alternate*. In 2011 for the first time, results on TAKS-M and TAKS-Alt assessments for all grades and subjects are included in determining the 2011 accountability ratings.
- *Race and Ethnicity*. A student's racial or ethnic category is based on what is reported on the TAKS answer document. As of 2011, all race and ethnic categories are based on the new, federally-mandated definitions for White, Hispanic, and African American. See *Appendix D – Data Sources* and *Appendix J – Federal Race/Ethnicity Provision* for more information on the new definition for race and ethnicity.
- *Federal Race/Ethnicity Provision*. For 2011 accountability, a new Federal Race/Ethnicity Provision will be applied only to the TAKS indicator. Under this provision, students who indicate their ethnicity is not Hispanic/Latino and who select multiple races that include both the Black/African American and White categories will be distributed into either the African American or White groups based on the information submitted on the 2009-10 TAKS answer documents under the former definitions. If the recalculated student group performance results in a higher rating, then the higher rating is assigned. See *Appendix J – Federal Race/Ethnicity Provision* for more information.
- *TAKS Vertical Scale*. The student passing standards for TAKS reading and mathematics in grades 3-8 (and Spanish 3-5) are based on a vertical scale for these grades and subjects. With the vertical scale, a student's scale score in one grade can be compared to that student's scale score in another grade. It provides information about student growth compared to prior years. Note that a scale score of 2100 is still used as the passing standard for grades 9-11 and for all TAKS-M grades and subjects. For more information on the vertical scale, see *Appendix E – Student Growth Measures*.
- *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 5 and 8 reading and mathematics performance. Results include performance on the Spanish versions of these tests, as well as TAKS (Accommodated), TAKS-M, and TAKS-Alt results.
- *TAKS Spanish*. The TAKS tests are given in Spanish in reading and mathematics for grades 3, 4, and 5; 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.
- *Special Education*. The performance of students with disabilities who take the TAKS is included in the TAKS indicator, whether they took TAKS (Accommodated), TAKS-M, TAKS-Alt, or the regular TAKS.

- *Reading/ELA Combined.* Reading (grades 3-9) and ELA (grades 10 and 11) results are combined and evaluated as a single subject. Counts of reading and ELA students who met the standard are summed and divided by the total number taking reading or ELA.
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability indicators.
- *Exit-level TAKS.* The performance of all juniors tested for the first time during the primary spring administration (ELA in March; mathematics, science, and social studies in April) is included in determining accountability ratings. The performance of exit-level TAKS retesters is not included.
- *October 2010 administration.* Some juniors eligible for early graduation took the TAKS in October 2010. 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 2010; and
 - they passed all four assessments at that time.

Students tested in October who failed any tests in October could retest in the spring. However, in the event of a retest, neither performance — from October *nor* 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.

- *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:

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

- *Excluded Students.* Only answer documents marked “Score” are included for TAKS, TAKS (Accommodated), and TAKS-M. Answer documents coded “Absent,” “Exempt,” or “Other” are excluded. For students taking TAKS-Alt, a score code of “G” and assessment categories 2 or 3 are included. Assessment categories 1 and 4 are excluded.
- *Refugees and Asylees.* Results of students coded as refugees and/or asylees on the TAKS answer documents are not used in determining ratings. For more information, see *Appendix D – Data Sources*.
- *Linguistically Accommodated Testing (LAT).* Results for limited English proficient (LEP) 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, 59.877% is rounded to 60%; 79.4999% is rounded to 79%; 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 is evaluated.

ENGLISH LANGUAGE LEARNERS (ELL) PROGRESS INDICATOR

This is a new indicator for 2011. Campuses and districts are evaluated on the percent of current and monitored limited English proficient (LEP) students who meet the TAKS reading/ELA standard or the criteria on the Texas English Language Proficiency Assessment System (TELPAS) reading component. Performance on this indicator will be used to determine *Recognized* and *Exemplary* ratings.

Who is evaluated for ELL Progress Indicator: Districts and campuses that test LEP students on TAKS reading/ELA or TELPAS reading in grades 3-11. See *Table 3 – ELL Progress Indicator Guidelines*.

Standard: For both *Recognized* and *Exemplary* ratings, at least 60% of the LEP students must meet the ELL Progress Indicator criteria. This indicator cannot cause an *Academically Unacceptable* rating.

Student Groups: The ELL Progress Indicator is evaluated for All Students only; no student groups are evaluated. A single performance measure based on all current and monitored LEP students is evaluated.

Methodology:

All current or monitored LEP students in grades 3-11 who met the TAKS reading/ELA standard or met the criteria on the TELPAS reading component

All current or monitored LEP students in grades 3-11 who took the TAKS reading/ELA test or the TELPAS reading component

Minimum Size Requirements: If the total number of current and monitored LEP students tested is fewer than 30, this indicator is not evaluated.

Year of Data: 2010-11

Data Source: Pearson

Other Information:

- *Frequently Asked Questions.* Questions and answers regarding the new ELL Progress Indicator are available online at http://ritter.tea.state.tx.us/perfreport/ell_faq.html.
- *Texas Projection Measure.* The Texas Projection Measure (TPM) is *not* available for any indicator for determining the 2011 accountability ratings.
- *TAKS Spanish.* Performance on TAKS Spanish is not used in determining the ELL Progress Indicator.
- *TAKS-M and TAKS-Alt.* Results for LEP students taking the TAKS-M test are included along with TAKS and TAKS (Accommodated) tests. However, TAKS-Alt results are not included, even if the TAKS-Alt students also take the reading component of TELPAS.

Table 3: ELL Progress Indicator Guidelines

Indicator Components	Details	
Assessments	TAKS, TAKS (Accommodated), TAKS-M, & TELPAS	
Subjects, Grades, Test Language	Reading/ELA in grades 3-11 in English (<i>TAKS/TAKS (Accommodated)/TAKS-M</i>) Reading component in grades 3-11 (<i>TELPAS</i>) If a student takes any combination of these tests, the best result is evaluated. If a student takes a Spanish version of TAKS and also takes TELPAS, only the TELPAS result is evaluated.	
Students	Current and monitored* LEP students enrolled in at least their second year in U.S. schools and tested in at least one of the assessments listed above (and not tested on any TAKS-Alt assessments). For the assessments and LEP students specified, the performance of students served in special education is included. <i>*A monitored LEP student is a student in his/her first or second year after exit from LEP status, as coded on their TAKS answer document.</i>	
Student Success Initiative	Grades 5 & 8 – includes first and second administration results (TAKS, TAKS (Accommodated), & TAKS-M)	
Years of Data (<i>Test Administration Used</i>)	TELPAS progress – 2011 and 2010 TELPAS met standard – 2011 TAKS/TAKS(Accommodated)/TAKS-M met standard – 2011	
Accountability Subset	The district indicator includes test results for students who were enrolled in the district in the fall and tested in the same district in the spring. The campus indicator includes students who were enrolled on the campus in the fall and tested in the same campus in the spring.	
Texas Projection Measure (TPM)	The TPM is not available for determining 2011 ratings.	
Progress Criteria	1) <i>Met Standard</i> on the TAKS/TAKS(Accommodated)/TAKS-M test, or 2) Met TELPAS criteria. (TELPAS criteria vary depending on years in U.S. schools and whether first time or previous TELPAS tester. <i>See TELPAS Criteria, below.</i>)	
TELPAS Criteria **	<i>1st time tester</i>	<i>Previous tester</i>
1st Year in U.S. Schools	Not Evaluated	Not Evaluated
2nd Year in U.S. Schools	<i>Intermediate</i> or higher	At least one level higher than the previous year or <i>Advanced</i> or higher
3rd Year in U.S. Schools	<i>Advanced</i> or higher	<i>Advanced</i> or higher
4 or more years in U.S. Schools	<i>Advanced High</i>	<i>Advanced High</i>
Monitored LEP students first or second year after exit from LEP status	N/A (Only TAKS evaluated.)	N/A (Only TAKS evaluated.)

** If years in U.S. schools is blank on the answer document, the student must achieve Advanced or higher to meet the TELPAS criteria.

- *Linguistically Accommodated Testing (LAT)*. Results for LEP students taking linguistically accommodated TAKS tests are not included in determining the ELL Progress Indicator.
- *Special Education*. The performance of LEP students with disabilities who take the TAKS reading/ELA is included in the ELL Progress Indicator, whether they took TAKS (Accommodated), TAKS-M, or the regular TAKS.
- *Testing Window*. Results for students given a make-up test within the testing window are included in the accountability indicators.
- *Excluded Students*. Only answer documents marked “Score” are included. Answer documents coded “Absent,” “Exempt,” or “Other” are excluded.
- *Exit-level TAKS*. The performance of all juniors who took the ELA test during the primary spring administration is included in determining accountability ratings. The performance of exit-level TAKS retesters is not included.
- *Refugees and Asylees*. To the extent possible, the results of students coded as refugees and/or asylees are excluded from this indicator. All TAKS results for appropriately coded refugee and/or asylee students are excluded. The exclusion applies across all subject areas. It is not possible to count a student’s scores in some subjects but exclude them in others. The determination is made using TAKS answer documents. For refugee and/or asylee students with only TELPAS reading results this determination cannot be made. For more information, see *Appendix D – Data Sources*.
- *Rounding of Met Criteria Percent*. The *Met Criteria* calculations are expressed as a percent, rounded to whole numbers. For example, 59.877% is rounded to 60% and 59.4999% is rounded to 59%.

COMMENDED PERFORMANCE

This is a new indicator for 2011. Campuses and districts are evaluated on the percent of students who score high enough on the TAKS reading and mathematics to achieve Commended Performance. This will be used to determine *Recognized* and *Exemplary* ratings.

Who is evaluated for Commended Performance: Districts and campuses that test students on TAKS reading and mathematics in grades 3-11. As with the TAKS indicator, the assessment results include TAKS, TAKS (Accommodated), TAKS-M, and TAKS-Alt.

Standard:

- ***Exemplary*** – For both subjects, at least 25% of the tested students attain Commended Performance on the TAKS.
- ***Recognized*** – For both subjects, at least 15% of the tested students attain Commended Performance on the TAKS.

Student Groups: Performance is evaluated for All Students and the Economically Disadvantaged student group. The Commended Performance indicator shares a denominator with the TAKS indicator. Therefore, if All Students or the Economically Disadvantaged student group are evaluated for the TAKS indicator, they will be evaluated for Commended Performance as well.

Methodology:

$$\frac{\text{number of students achieving Commended Performance on [TAKS subject]}}{\text{number of students tested in [TAKS subject]}}$$

Minimum Size Requirements:

- *All Students.* These results are evaluated regardless of the number of examinees. However, districts and campuses with a small number of total students tested on TAKS may receive Special Analysis. See *Chapter 6 – Special Issues and Circumstances* for more detailed information about Special Analysis.
- *Economically Disadvantaged Student Group.*
 - If the economically disadvantaged student group has fewer than 30 students tested, it is not evaluated.
 - If there are 30 to 49 students tested within the group and the group comprises at least 10% of All Students, it is evaluated.
 - If there are at least 50 students tested within the group, it is evaluated.

Year of Data: 2010-11

Data Source: Pearson

Other Information:

- *Special Education.* The performance of students with disabilities who take the TAKS is included in determining Commended Performance, whether they took the regular TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt.
- *Texas Projection Measure.* The Texas Projection Measure (TPM) is *not* available for any indicator for determining the 2011 accountability ratings.
- *TAKS Spanish.* Commended performance on the Spanish version of TAKS in reading and mathematics for grades 3, 4, and 5 is combined with commended performance on the English-language TAKS for the same subject to determine a rating.
- *Student Success Initiative (SSI).* In determining accountability ratings, a cumulative percent attaining Commended Performance is calculated by combining the first and second administrations of the TAKS in grades 5 and 8 reading and mathematics performance. Results include performance on the Spanish versions of these tests, as well as TAKS (Accommodated), TAKS-M, and TAKS-Alt results.
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability indicators.
- *Exit-level TAKS.* The commended performance of all juniors who took the ELA and mathematics tests for the first time during the primary spring administration is included in determining accountability ratings. The performance of exit-level TAKS retesters is not included.
- *October 2010 administration.* Some juniors eligible for early graduation took the TAKS in October 2010. The commended 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 2010; and
- they passed all four assessments at that time.

Students tested in October who failed any tests in October could retest in the spring. However, in the event of a retest, neither performance — from October *nor* from the spring retest — is included in the accountability calculations. This means that in determining Commended Performance, all October testers who passed all October TAKS tests will be in the denominator, but not necessarily in the numerator.

- *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 meeting commended performance in reading in an elementary school with a grade span of K-5 is calculated as:

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

- *Excluded Students.* Only answer documents marked “Score” are included for TAKS, TAKS (Accommodated), and TAKS-M. Answer documents coded “Absent,” “Exempt,” or “Other” are excluded. For students taking TAKS-Alt, a score code of “G” and assessment categories 2 or 3 are included. Assessment categories 1 and 4 are excluded.
- *Refugees and Asylees.* Results of students coded as refugees and/or asylees on the TAKS answer documents are not used in determining ratings. For more information, see *Appendix D – Data Sources.*
- *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 Commended Performance Percent.* The Commended Performance calculations are expressed as a percent, rounded to whole numbers. For example, 14.877% is rounded to 15%, and 24.4999% is rounded to 24%.
- *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 is evaluated.

ACCOUNTABILITY SUBSET

For TAKS, Commended Performance, and the ELL Progress Indicator (this includes the TELPAS reading assessment), only the performance of students enrolled on the PEIMS fall “as-of” date of October 29, 2010, are considered in the ratings. This is referred to as the *accountability subset* (sometimes referred to as the *October subset* or the *mobility adjustment*). This adjustment is not applied to the dropout or completion base indicators.

Students who move from district to district are excluded from the campus and district assessment 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 assessment 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 to be enrolled at one campus on October 29, 2010, but moves to another campus before the 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 enrolled in one district on October 29, 2010, but moved to another district before the 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 (including TAKS (Accommodated), TAKS-M, and TAKS-Alt) and TELPAS performance results. For more information, see *Tables 30 and 31 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.	These 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?
General	
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. Does her performance affect the district or campus?	No. The performance of 12 th graders is not used for accountability purposes.
6. A student who is ADA ineligible is enrolled at the campus in the fall and takes the TAKS in the spring. Does her performance count for accountability purposes?	Yes, this student’s performance on the TAKS will count toward the school’s accountability rating, regardless of her ADA eligibility.
Mobility between Writing/ELA and other tests	
7. 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.
8. 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.
9. 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.
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?
11. 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 is used in determining both campus and district Y ratings.
12. A first-time 11 th 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. He is not court-ordered to attend the disciplinary campus.	If the disciplinary campus is a JJAEP or DAEP, the student’s performance must be coded back to the sending campus, and it is used in determining both campus and district ratings. If the disciplinary campus is neither of the above but is in district Z, the performance is used in determining both the district and campus ratings.
Grades 5 and 8 Reading and Mathematics (Student Success Initiative) <i>(See Tables 30 and 31 in Appendix D – Data Sources for further information.)</i>	
13. Grade 5 student takes mathematics and reading in April at campus A where he was enrolled in the fall, and fails both tests. He then moves to campus B (in the same district) where he takes science and retests in reading and mathematics. He passes all tests.	This student’s results do not affect the rating of campus A or B. The April reading and mathematics results are reported to campus A, even though the other results are reported to campus B. The final results from all tests affect the district.
14. Grade 8 student takes TAKS reading and mathematics in early April at the campus where she was enrolled in the fall. She fails the mathematics test. The student then moves out of state. She does not take the other TAKS tests.	This student’s TAKS results for reading and mathematics affect the rating for both the campus and district.
15. Grade 5 student takes TAKS reading and mathematics in early April at the campus where she was enrolled in the fall, and fails both tests. The student then moves to another district, where she takes TAKS science and retests in May and fails again.	This student’s TAKS reading, mathematics, and science results do not affect the rating for any campus or district.
16. Grade 8 student takes reading and mathematics TAKS (Accommodated) in early April at the campus where he was enrolled in the fall, and fails both tests. His ARD committee decides he needs to retest with TAKS-M for both tests. He passes both.	The student’s TAKS-M results in reading and mathematics will be used in determining the school and district ratings. His results for science and social studies will also be used, regardless of version of TAKS taken.

Table 4: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
<p>17. Grade 5 student takes TAKS reading and mathematics in early April at campus A in district A where she was enrolled in the fall. She fails mathematics. The student then moves to campus B (in another district) where she takes science. She does not take the mathematics retest in May.</p>	<p><i>Science:</i> Her science results do not affect the rating of any campus or district. <i>Reading:</i> Her April reading results do affect the rating of campus A and district A. This is a change to the treatment of reading results from prior years. <i>Mathematics:</i> The April performance on mathematics is retained and does affect the rating of campus A and district A.</p>
Spanish TAKS	
<p>18. A grade 3 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>
TAKS, TAKS (Accommodated), TAKS-Modified, and TAKS-Alternate	
<p>19. A grade 8 student takes the TAKS mathematics test in April and passes it. She takes TAKS reading and fails the test. Her ARD committee decides she should take the TAKS (Accommodated) reading during the 2nd administration in May, which she passes. She has remained at the same campus the entire year.</p>	<p>This student’s TAKS (Accommodated) reading passing results and TAKS mathematics passing results are included in the TAKS performance for the campus and the district.</p>
<p>20. A grade 6 student’s ARD committee directs that she be tested in reading and mathematics subjects on the TAKS-Alt. She passes both tests. She remains at the same campus the entire year.</p>	<p>This student’s TAKS-Alt passing results are included in the TAKS and Commended Performance indicators for the campus and the district. (The inclusion of TAKS-Alt performance is new in 2011.)</p>
<p>21. A grade 5 student takes the TAKS (Accommodated) reading and mathematics tests in April and fails both. Her ARD committee directs that she take the TAKS-M reading and mathematics for the second administration. She passes mathematics but fails reading. She remains at the same campus the entire year.</p>	<p>This student’s TAKS-M mathematics passing result and TAKS-M reading failing result are included in the TAKS and Commended Performance indicators for the campus and the district. (The inclusion of TAKS-M performance is new in 2011.)</p>
<p>22. A grade 3 student takes and passes the TAKS (Accommodated) reading and the TAKS-M mathematics. He remains at the same campus the entire year.</p>	<p>Performance on both assessments will be included in determining the campus and district rating.</p>

Table 4: Accountability Subset (continued)

Student Situation	In Whose Accountability Subset?
English Language Learners	
23. A grade 9 current LEP student in his second year in U.S. schools takes the TELPAS reading test. He remains at the same campus the entire year.	This student’s results will be used in determining the ELL Progress Indicator for the district and campus.
24. Grade 6 LEP student is enrolled in district Y in the fall and moves to district Z at the semester break. The student is tested on TELPAS reading in April.	These results do not affect the rating of any campus or district. Results are reported to district Z.
25. A grade 6 LEP student takes the TAKS reading in English and fails. She also takes the TELPAS reading and meets the TELPAS progress criteria. She remains at the same campus the entire year.	Her performance will help the school and district meet the standard for the ELL Progress Indicator. However, her failure on the TAKS reading will also be used in calculating the school and district’s TAKS met standard and the Commended Performance.

COMPLETION RATE I [GRADUATES AND CONTINUERS]

This longitudinal rate shows the percent of students who first attended grade 9 in the 2006-07 school year and have graduated or are continuing their education four years later. Known as the 2006-07 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 2010 as a continuing student.

Who is evaluated for Completion Rate I: Beginning with the 2011 accountability cycle, the methodology for calculating completion rates has been expanded. The expanded methodology creates completion rates for campuses with grade 9 and either grade 11 or 12 in both year 1 (2006-07) and year 5 (2010-11); or, campuses with grade 12 in both year 1 and year 5. High schools that do not meet these requirements are not evaluated on this indicator in 2011. 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 – Data Sources* 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: 2006-07, 2007-08, 2008-09, 2009-10, and 2010-11.

Data Source: PEIMS submission 1 enrollment data, 2006-07 through 2010-11; PEIMS submission 1 leaver data, 2006-07 through 2010-11; PEIMS submission 3 attendance data, 2006-07 through 2009-10; and General Educational Development records as of August 31, 2010.

Other Information:

- *Race and Ethnicity*. For the class of 2010, most students' race and ethnicity were based on a final status using the former definitions. Fifth-year continuers, whose status was reported in the 2010-11 school year, use race/ethnicity based on the new, federally-mandated definitions for White, Hispanic, and African American. Only these continuing students reported as "Two or More Races" in year 5 will be matched back to the prior year to obtain their former (previously reported) ethnicities. See *Appendix D – Data Sources* for more information on race and ethnicity.
- *Economically Disadvantaged Status*. The economic status of a student is based on the economic disadvantage information reported by the accountable district in the student's final year of the cohort.
- *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 may 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 continues to be suspended through the 2011 accountability year.
- *Transfers in*. Students can be added to a district's cohort in one of two ways: 1) A student identified in the grade 9 2006-07 cohort is added to a district's cohort when the student moves from one Texas public school district to another. The student is removed from the sending district's cohort. 2) A student who is new to Texas public schools and enrolls in a district in the expected grade level of the cohort is added to the district's cohort. For example, a student who enrolls in grade 10 in 2007-08 when on-grade members of the cohort are in grade 10 is added to the district's cohort.

- *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 is evaluated.
- *Special Education.* The completion status of students with disabilities is included in this indicator.

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 1.6% or less for all rating categories. Any district or campus with a rate higher than 1.6% that does not demonstrate Required Improvement is 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: 2009-10

Data Source: PEIMS submission 1 enrollment data 2009-10; PEIMS submission 1 leaver data, 2010-11; PEIMS submission 3 attendance data, 2009-10.

Other Information:

- *Race and Ethnicity.* A dropout's racial and ethnic category is based on what is reported on the 2010-11 PEIMS submission 1 (2009-10) leaver data. Because the leaver data is only available with the new federal race and ethnicity designations, for 2011 accountability, the White, Hispanic, and African American student groups for the Annual Dropout Rate indicator can only be created using the new federal race and ethnicity definitions. See *Appendix D – Data Sources* for more information on race and ethnicity.
- *Economically Disadvantaged Status.* The economic status of a student is based on the economic disadvantage information reported by the accountable district.
- *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, 1.65% is rounded to 1.7%.
- *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 is evaluated.
- *Special Education.* Dropouts served by special education are included in this measure.

