

Chapter 4 – The Basics: *Determining a Rating*

The previous two chapters described the base indicators and the additional features of the system (Required Improvement and the Exceptions Provision). This chapter describes how to use the indicator data results with the additional features to determine campus and district ratings. The ratings for the overwhelming majority of campuses and districts can be determined this way. A small number of campuses and districts must be evaluated using different procedures. See *Chapter 6 – Special Issues and Circumstances* for details about which campuses and districts are affected and how they are evaluated.

WHO IS RATED?

The state accountability system is required to rate all districts and campuses that serve students in grades 1 through 12. The first step is to identify the universe of districts and campuses that can be considered for a rating. For 2011, the universe is determined to be those districts and campuses that reported students in membership in any grades (early education through grade 12) in the fall of the 2010-11 school year. The universe is then divided into those campuses and districts to be evaluated under Alternative Education Accountability (AEA) procedures (see *Part 2 – Alternative Education Accountability (AEA) Procedures*) and those evaluated using standard procedures. Most districts and campuses identified for standard procedures receive one of the four primary rating labels (*Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable*). Some receive a label of *Not Rated*. Rating labels and their uses are described below.

Once the universe of standard campuses and districts is established, the next step is to determine if the district or campus has TAKS results on which it can be evaluated. In order to attain one of the four primary rating labels, districts and campuses must have at least one TAKS test result in the accountability subset. The phrase “TAKS test results” refers to any TAKS assessments. For the 2011 accountability cycle, this includes TAKS, TAKS (Accommodated), TAKS-M, or TAKS-Alt results. ELL Progress Indicator results are not considered to be “TAKS test results” even though TAKS information is a component of this indicator.

An effort is made through the pairing process to supply TAKS results to campuses (with any grades from 1 to 12) with no students in the grades tested so that they can also be evaluated. For more information on pairing see *Chapter 6 – Special Issues and Circumstances*.

Districts and campuses that have only completion rates, only dropout rates, only ELL Progress data, or only combinations of these three will not receive one of the four primary ratings in 2011. To be eligible to be *Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable*, TAKS indicator results are required and *only* TAKS indicator results are required. Districts and campuses need not have data for dropout, completion, or ELL Progress indicators in order to receive a rating. Performance on any one of the TAKS subjects is sufficient for a rating to be assigned, even if only TAKS (Accommodated), TAKS-M, or TAKS-Alt results are available.

Though at least one TAKS tester (in the accountability subset) is required to be considered for a rating, some places with very small numbers of total TAKS test results may ultimately receive a *Not Rated* label. The process of Special Analysis is employed when there are very

small numbers of total test takers to determine if a rating is appropriate. See *Chapter 6 – Special Issues and Circumstances* for details about Special Analysis.

Campuses and districts that close in the summer of 2011 subsequent to the end of the school year but prior to the July ratings release will receive a 2011 accountability rating assuming they meet the criteria outlined above (they reported students in membership for the 2010-11 school year and had at least one TAKS test result in the accountability subset.)

STANDARD RATING LABELS

Rating labels for districts are specified in statute. For 2011, standard campuses and districts will be assigned one of the following rating labels.

Table 6: Standard Rating Labels

	District or Charter Operator Use	Campus Use (non-charter and charter)
<i>Exemplary</i>	Used for districts or charter operators with at least one TAKS test result (in any subject) in the accountability subset. Small numbers subject to Special Analysis.	Used for campuses serving grades 1-12 with at least one TAKS test result (in any subject) in the accountability subset. Includes campuses with TAKS data due to pairing. Small numbers subject to Special Analysis.
<i>Recognized</i>		
<i>Academically Acceptable</i>		
<i>Academically Unacceptable</i>		
<i>Not Rated: Other</i>	Used for districts or charter operators in the unlikely event that there is insufficient data to rate due to no TAKS results in the accountability subset or due to other highly unusual circumstances.	Used if the campus: <ul style="list-style-type: none"> ○ has no students enrolled in grades higher than kindergarten; ○ has insufficient data to rate due to no TAKS results in the accountability subset; ○ has insufficient data to rate through Special Analysis due to very small numbers of TAKS results in the accountability subset; or ○ is a designated Juvenile Justice Alternative Education Program (JJAEP) or a designated Disciplinary Alternative Education Program (DAEP).
<i>Not Rated: Data Integrity Issues</i>	Used in the rare situation where the accuracy and/or integrity of performance results are compromised, and it is not possible to assign a rating label based on the evaluation of performance. This label may be assigned temporarily pending an on-site investigation or may be assigned as the final rating label for the year. This rating label is not equivalent to an <i>Academically Unacceptable</i> rating. The Commissioner of Education also has the authority to lower a rating or assign an <i>Academically Unacceptable</i> rating to address problems with the accuracy and/or integrity of performance results that are discovered through accountability system safeguards, Performance-Based Monitoring, or other monitoring and compliance reviews. The accreditation status of a district may also be lowered due to data integrity issues. A district or campus may receive a rating of <i>Not Rated: Data Integrity Issues</i> , either temporarily or permanently, or the campus or district rating may be lowered due to data integrity problems. See <i>Chapter 16 – Responsibilities and Consequences</i> for more information about the circumstances that trigger this rating label.	

Registered alternative education campuses (AECs) and some charter operators will receive ratings under the AEA procedures. See *Chapter 12 – AEA Ratings* for information on the AEA rating labels.

NOTIFICATION OF RATINGS (JULY 29, 2011)

Notification of campus and district accountability ratings will occur on July 29, 2011. This consists of release of the campus and district data tables and the district summary reports on TEA’s website. Ratings for both standard and AEA procedures will be released simultaneously on this date.

NOTIFICATION OF RATINGS (LATE OCTOBER 2011)

Accountability ratings are finalized when the accountability appeals process is completed. Agency web products related to state accountability (both public and secure sites) will be updated to reflect the outcome of appeals and to add the Gold Performance Acknowledgment information in late October 2011. See *Chapter 17 – Calendar and Preview* and *Chapter 15 – Appealing the Ratings* for more information.

USING THE DATA TABLE TO DETERMINE A RATING

Around the third week in July, prior to finalizing all computations necessary for accountability ratings, TEA will provide districts with access to preview data tables for the district and each campus within the district through the Texas Education Agency Secure Environment (TEASE) website.

These tables will *not* show a rating. However, using the data on the tables and the *2011 Accountability Manual*, districts can anticipate their ratings in advance of the TEA ratings release. *These preview data tables will contain unmasked data and must be treated as confidential.* That is, information that reveals the performance of an individual student may be shown.

Sample data tables (unmasked) are excerpted on the following pages to present a step-by-step explanation of how ratings are determined. The design of both the preview and final data tables may vary from the samples shown.

July 2011
Confidential

2011 PREVIEW CAMPUS ACCOUNTABILITY DATA TABLES – STANDARD PROCEDURES

This preview information is confidential.

DISTRICT NAME: SAMPLE ISD
SCHOOL NAME: Sample H S
SCHOOL NUMBER: 255908003

Campus Rating: 09 - 12
Grade Span: 09 - 12

This indicates that this campus was evaluated under standard procedures. AECs will receive a different data table. See Part 2 – Alternative Education Accountability Procedures.

Analysis groups used to determine ratings are marked with an 'X'. Accountability standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Preview data tables similar to this one will be made available to districts in mid-July. Final data tables will be available on the public and secure websites by July 29th.

Accountability standards are shown for each subject.

Ratings are not available on the preview tables; this area is blank.

The ELL Progress Indicator and Commended Performance are two new base indicators in 2011.

Number Taking is the same for TAKS and Commended Performance.

Status by Measure shows the level attained for each measure: meeting the standard, Required Improvement, and Exceptions. The *** column shows the final summary.

Neither RI nor the Exceptions Provision are available for use with Commended Performance, so this area is left blank.

Subject	2011				2010				Required Improvement			Status by Measure			
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	STD	RI	EXCP	***
English Language Arts (ELA) (70%/80%/90%)															
All Students	773	975	79%	100%	714	952	75%	Yes	4	3	Yes	AA	RE	-	RE
African American	93	118	79%	12%	94	120	78%	Yes	1	1	Yes	AA	RE	-	RE
Hispanic	637	807	79%	83%	558	758	74%	Yes	5	3	Yes	AA	RE	-	RE
Economic Disadv	35	39	90%	4%	49	56	88%	-	2	-	-	-	-	-	-
All Students	694	866	80%	89%	616	815	76%	-	-	-	-	RE	-	-	RE
Mathematics (70%/80%/90%)															
All Students	0	0	-	-	0	0	-	-	-	-	-	-	-	-	-
African American	0	0	-	-	0	0	-	-	-	-	-	-	-	-	-
Hispanic	0	0	-	-	0	0	-	-	-	-	-	-	-	-	-
White	0	0	-	-	0	0	-	-	-	-	-	-	-	-	-
Economic Disadv	0	0	-	0%	0	0	-	-	-	-	-	-	-	-	-
Social Studies (70%/80%/90%)															
All Students	468	527	89%	100%	448	510	88%	-	1	-	-	RE	-	-	RE
African American	56	62	90%	12%	51	59	86%	-	4	-	-	EX	-	-	EX
Hispanic	377	426	88%	81%	351	402	87%	-	1	-	-	RE	-	-	RE
White	29	31	94%	6%	34	36	94%	-	0	-	-	-	-	-	-
Economic Disadv	410	460	89%	87%	374	422	89%	-	0	-	-	RE	-	-	RE
Mathematics (65%/80%/90%)															
All Students	569	947	60%	100%	480	922	52%	Yes	8	7	Yes	AU	AA	-	-
African American	65	110	59%	12%	49	115	43%	Yes	16	11	Yes	AU	AA	-	-
Hispanic	466	786	59%	83%	381	738	52%	Yes	7	7	Yes	AU	AA	-	-
White	30	40	75%	4%	37	51	73%	-	2	-	-	-	-	-	-
Economic Disadv	516	849	61%	90%	417	782	53%	Yes	8	6	Yes	AU	AA	-	-
Science (60%/80%/90%)															
All Students	360	532	68%	100%	314	514	61%	Yes	7	**	No	AA	-	-	-
African American	42	63	67%	12%	41	62	66%	Yes	1	**	No	AA	-	-	-
Hispanic	284	430	66%	81%	234	402	58%	Yes	8	**	No	AA	-	-	-
White	29	31	94%	6%	31	38	82%	-	12	-	-	-	-	-	-
Economic Disadv	311	465	67%	87%	257	427	60%	Yes	7	**	No	AA	-	-	AA
** Met the minimum size requirement, but did not meet the 75% floor for Recognized.															
ENGLISH LANGUAGE LEARNERS (ELL) PROGRESS INDICATOR TABLE (na/60%/60%)															
Reading/ELA															
All ELL Students	331	453	73%	-	278	416	67%	-	6	-	-	EX	EX	EX	EX
COMMENDED PERFORMANCE TABLE (NA/15%/25%)															
Performance Results	Number Met	Number Taking	Pct Met	Stu Grp %											
Reading/ELA															
All Students	122	975	13%	100%											
Economic Disadv	107	866	12%	89%											
Mathematics															
All Students	74	947	8%	100%											
Economic Disadv	63	849	7%	90%											

*** Summary column: The final outcome for this measure after use of RI and exceptions (if applicable).

Table 7: Sample Data Table

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TEXAS EDUCATION AGENCY
2011 PREVIEW CAMPUS ACCOUNTABILITY DATA TABLES – STANDARD PROCEDURES

PAGE 2

DISTRICT NAME: SAMPLE ISD
CAMPUS NAME: Sample H S
CAMPUS NUMBER: 255908003

Campus Rating:
Grade Span: 09 - 12

Exceptions now appear on page 2.

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2010?	Exceptions Applied
16	4	N/A	N/A	N/A	N/A

Exceptions can only be applied to TAKS or ELL. N/A indicates the rating is driven by another indicator, either Commended Performance, Completion Rate, and/or Annual Dropout Rate.

The number of measures evaluated is the sum of all analysis groups with an "X" under the TAKS indicator (up to 25). It does not include the analysis groups for the other four indicators.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

	Class of 2010					Class of 2009			Required Improvement			
	# Com-pleters	# Dropouts	# in Class	Comp Rate	Stu Grp %	# Com-pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
X All Students	320	52	372	86.0%	100%	296	368	80.4%		5.6		
X African Amer	33	6	39	84.6%	10%	56	67	83.6%	Yes	1.0	0.7	Yes
X Hispanic	255	40	295	86.4%	79%	212	270	78.5%		7.9		
White	20	4	24	83.3%	6%	20	23	87.0%		-3.7		
X Econ Disadv	208	24	232	89.7%	62%	210	256	82.0%		7.7		

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (1.6%)

	2009-10				2008-09			Required Improvement			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?
All Students	-	-	-	-	-	-	-				
African Amer	-	-	-	-	-	-	-				
Hispanic	-	-	-	-	-	-	-				
White	-	-	-	-	-	-	-				
Econ Disadv	-	-	-	-	-	-	-				

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Table 7: Sample Data Table (continued)

ADDITIONAL INFORMATION ON DATA TABLES

The sample shown is for a *preview* data table. These will be made available to districts on the TEASE website around the third week of July. Data tables with rating labels will be released on July 29, 2011.

When applicable, messages appear on the data tables to help explain the rating or the data shown. The preview data tables will include messages regarding the following:

- *Pairing.* Any standard campus with enrollment within grades 1-12, but no students tested on TAKS will be paired for accountability. A message will indicate the campus with which it is paired.
- *Special Analysis.* Campuses and districts with small numbers of total students tested may be subjected to Special Analysis to determine the rating. A message will state if Special Analysis was used. This message does not necessarily mean a rating will be changed from the outcome indicated by the data. See *Chapter 6 – Special Issues and Circumstances* for details.

The following are additional items not present on the preview that will be added to the data tables on July 29th or to the updated tables released in October.

- *Accountability Ratings.* (A list of possible rating labels is shown in *Table 6* in this chapter.)
- *Additional Messages.* These messages appear in the top section of the data table when applicable:
 - Rating Change due to Appeal. (*campus or district*)
 - Rating is not based on data shown in the table. (*campus or district*)
 - District rating limited to *Academically Acceptable* due to having one or more *Academically Unacceptable* campuses. (*district only*)
 - District rating limited to *Academically Acceptable* due to exceeding threshold for underreported students. (*district only*)
 - Rating changed after [date] due to Data Integrity Issues. (*campus or district*)
 - Special Analysis used. Exception applied for [subject - student group] (*campus or district*)
 - Rating is not based on data shown in the table (Federal Race/Ethnicity Provision used). (*campus or district*)

MASKED DATA

Performance posted to the public website is masked when there are fewer than five students in the denominator of the measure. Additionally, all performance at or near 0% or 100% is masked. It is necessary to mask data that potentially reveals the performance of every student to be in compliance with the *Family Educational Rights and Privacy Act* (FERPA).

SYSTEM SUMMARY

The following tables summarize the 2011 system. *Table 8* provides an overview of the requirements for each rating level. A district or campus must meet the criteria for every applicable measure to be rated *Exemplary*, *Recognized*, or *Academically Acceptable*; otherwise the next lower rating is assigned.

To receive a rating of *Recognized* or *Exemplary*, districts cannot have any *Academically Unacceptable* campuses. In addition, *Recognized* and *Exemplary* districts must not have excessive underreported students. See *Chapter 3* for details.

Table 9 is an overview that provides details of the 2011 system, with the base indicators listed as columns. For each of the indicators, users can see brief definitions, the rounding methodology, the accountability subset methodology, the standards, minimum size criteria, subjects and student groups used, and application of Required Improvement and the Exceptions Provision.

Table 8: Requirements for Each Rating Category

	Academically Acceptable	Recognized	Exemplary
Base Indicators			
<p>TAKS (2010-11) (including TAKS (Acc), -Alt, and -M) All Students <i>and each student group meeting minimum size:</i></p> <ul style="list-style-type: none"> African American Hispanic White Econ. Disadvantaged 	<p>Meets each standard:</p> <ul style="list-style-type: none"> Reading/ELA..... 70% Writing..... 70% Social Studies 70% Mathematics..... 65% Science 60% <p>OR Meets Required Improvement</p>	<p>Meets 80% standard for each subject OR Meets 75% floor and Required Improvement</p>	<p>Meets 90% standard for each subject</p>
<p>ELL Progress Indicator (2010-11) TELPAS or TAKS All ELL Students \geq 30</p>	N/A	<p>60% at or above criteria OR Meets Required Improvement</p>	<p>60% at or above criteria OR Meets Required Improvement</p>
<p>Commended Performance (2010-11) (including all TAKS) <i>if meets minimum size:</i></p> <ul style="list-style-type: none"> All Students and Econ. Disadvantaged 	N/A	<p>Meets 15% standard for Reading/ELA and Mathematics</p>	<p>Meets 25% standard for Reading/ELA and Mathematics</p>
<p>Completion Rate I (Class of 2010) <i>if meets minimum size:</i></p> <ul style="list-style-type: none"> All Students African American Hispanic White Econ. Disadvantaged 	<p>Meets 75.0% standard OR Meets Required Improvement</p>	<p>Meets 85.0% standard OR Meets floor of 75.0% and Required Improvement</p>	<p>Meets 95.0% standard</p>
<p>Annual Dropout Rate (2009-10) <i>if meets minimum size</i></p> <ul style="list-style-type: none"> All Students African American Hispanic White Econ. Disadvantaged 	<p>Meets 1.6% standard OR Meets Required Improvement</p>	<p>Meets 1.6% standard OR Meets Required Improvement</p>	<p>Meets 1.6% standard OR Meets Required Improvement</p>
Additional Provisions			
<p>Exception(s) (See Chapter 3 for more details.)</p>	<p>May be applied to TAKS indicators if district or campus would be <i>Academically Unacceptable</i> due to not meeting <i>Academically Acceptable</i> criteria.</p>	<p>May be applied to TAKS or ELL indicators if district or campus would be <i>Academically Acceptable</i> due to not meeting <i>Recognized</i> criteria.</p>	<p>No more than one may be applied to TAKS or ELL indicators if district/campus would be <i>Recognized</i> due to not meeting <i>Exemplary</i> criteria.</p>
<p>Check for Academically Unacceptable Campuses (District only)</p>	N/A	<p>A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Recognized</i>.</p>	<p>A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Exemplary</i>.</p>
<p>Check for Underreported Students (District only)</p>	N/A	<p>A district that underreports more than 150 students or more than 3.0% of its prior year students cannot be rated <i>Recognized</i>.</p>	<p>A district that underreports more than 150 students or more than 3.0% of its prior year students cannot be rated <i>Exemplary</i>.</p>
<p>Federal Race/Ethnicity Provision (See Appendix J)</p>	<p>If recalculated African American and White student group performance results in a higher rating for a campus or district, the higher rating will be assigned.</p>		

Table 9: Overview of 2011 System Components

	TAKS (including TAKS (Accommodated), TAKS-Ait, and TAKS-M)	ELL Progress Indicator	Commended Performance	Completion Rate I	Dropout Rate
Definition	TAKS passing results (gr. 3-11) summed across grades by subject. ELA & reading results are combined. Cumulative results used for first two administrations of grades 5 & 8 reading and mathematics.	Results (gr. 3-11) for TELPAS and TAKS for LEP students	Same as TAKS, but at <i>Commended</i> level.	Graduates and continuers expressed as a % of total students in the class.	Grade 7 and 8 dropouts as a % of students who were in attendance any time during the prior school year.
Rounding	Whole Numbers			One Decimal	
Standards	<i>Exemplary:</i> All Subjects..... ≥ 90% <i>Recognized:</i> All Subjects..... ≥ 80% <i>Acceptable:</i> Reading/ELA/Writ/Soc St ≥ 70% Mathematics ≥ 65% Science..... ≥ 60%	<i>Exemplary and Recognized:</i> ≥ 60%	<i>Exemplary:</i> R/ELA & M ≥ 25% <i>Recognized:</i> R/ELA & M ≥ 15%	EX: ≥ 95.0% RE: ≥ 85.0% AA: ≥ 75.0%	EX: ≤ 1.6% RE: ≤ 1.6% AA: ≤ 1.6%
Mobility Adjustment (Accountability Subset)	<u>District ratings:</u> results for students enrolled in the district in the fall and tested in the same district. <u>Campus ratings:</u> results for students enrolled in the campus in the fall and tested in the same campus.			None	
Subjects	Reading/ELA gr. 3-11 Writing.....gr. 4, 7 Mathematics gr. 3-11 Social Studies.....gr. 8, 10, 11 Sciencegr. 5, 8, 10, 11	Reading/ELA (TELPAS & TAKS - English only)	Reading/ELA gr. 3-11 Mathematics gr. 3-11	N/A	
Student Groups	All Students & Student Groups: <ul style="list-style-type: none"> • African American • Hispanic • White • Econ. Disadvantaged 	All ELL Students	All Students & Econ. Disadvantaged	All Students & Student Groups: <ul style="list-style-type: none"> • African American • Hispanic • White • Econ. Disadvantaged 	
Minimum Size Criteria for All Students	No minimum size requirement—special analysis for small numbers	30 Students	No minimum size requirement—special analysis for small numbers	≥ 5 dropouts AND ≥ 10 students	
Minimum Size Criteria for Groups	30/10%/50	N/A	30/10%/50	≥ 5 dropouts AND 30/10%/50	

Table 9: Overview of 2011 System Components (continued)

	TAKS (including TAKS (Accommodated), TAKS-Alt, and TAKS-M)			ELL Progress Indicator	Commended Performance	Completion Rate I	Dropout Rate
Required Improvement (RI)							
Actual Chg	2011 minus 2010 performance			2011 minus 2010 performance	N/A	Class of 2010 rate minus Class of 2009 rate	2009-10 rate minus 2008-09 rate
RI	Gain needed to reach standard in 2 years				N/A	Gain needed to reach standard in 2 years	
Use	As a gate up to <i>Academically Acceptable</i> or <i>Recognized</i>			As a gate up to <i>Recognized</i> or <i>Exemplary</i>	N/A	As a gate up to <i>Academically Acceptable</i> or <i>Recognized</i>	As a gate up to <i>Academically Acceptable</i> or <i>Recognized</i> or <i>Exemplary</i>
Floor	≥ 75% for <i>Recognized</i> , no floor for <i>Academically Acceptable</i>			No floor	N/A	≥ 75% for <i>Recognized</i>	No floor
Minimum Size	Meets minimum size in current year and has ≥ 10 students tested in prior year			Meets min. size current year and has ≥ 10 students the prior year	N/A	Meets min. size current year and has ≥ 10 in prior year class.	Meets min. size current year and has ≥ 10 7 th – 8 th grade students the prior year
Exceptions Provision <i>Applies to TAKS and ELL Progress indicators only</i>							
Use	As a gate up to <i>Acceptable</i> , <i>Recognized</i> , or <i>Exemplary</i>			As a gate up to <i>Recognized</i> or <i>Exemplary</i>	Exceptions are Not Applicable to Commended Performance, Completion Rate or Dropout Rate		
Floor	<i>Academically Acceptable</i>	<i>Recognized</i>	<i>Exemplary</i>	55%			
R/ELA/W/SS	65%	75%	85%				
M/Sc	60% / 55%	75%	85%				
Number of Exceptions Allowed	1 - 4 measures..... 0 allowed 5 - 8 measures..... 1 allowed 9 - 11 measures..... 2 allowed 12 - 15 measures..... 3 allowed 16+ measures..... 4 allowed			If 10 or more measures, one exception allowed			