

Chapter 9

State Accountability System: 1993–2011

A state accountability system for public education was established legislatively in 1993. This chapter provides an overview of the evolution of the Texas accountability system for public schools and school districts from 1993 to 2011. The two different systems of accountability in place over that time period are described in terms of system development, key features, and implementation activities.

System Development

System development encompasses activities such as setting goals, determining data needs, identifying statutory requirements, developing options and models, establishing advisory committees, summarizing and communicating decisions, and many other activities needed before a system can be implemented.

System development is an on-going process for a variety of reasons such as changes in policy or statute, unintended consequences, advisory committee advice, changes in data collections, etc. The sections that follow describe two different accountability systems that have existed between 1993 and 2011. The first was based on the Texas Assessment of Academic Skills (TAAS) testing program (1994–2002) and the second is based on the Texas Assessment of Knowledge and Skills (TAKS). Separate development of procedures for evaluating alternative education campuses and districts are also described.

System Development: 1993–2002

In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate school districts and evaluate campuses. A viable and effective accountability system could be developed in Texas because the state already had the necessary supporting infrastructure in place comprised of a pre-existing student-level data collection system, a state-mandated curriculum, and a statewide assessment tied to the curriculum.

Texas identified two overarching goals for the accountability system: to improve student achievement in core content areas of reading, writing, and mathematics and to close performance gaps among student groups. Statutes authorizing the accountability system in 1993 specified that performance measures must be used as indicators. These statutes also authorized the commissioner of education to establish indicator definitions and the methodology for calculating measures.

In 1994, data modeling on assessment results for all districts and campuses was conducted statewide. Based on the impact analyses, an accountability framework was first developed with the assistance of an educator focus group and a commissioner’s accountability advisory committee. The focus group was comprised of principals, superintendents, other district administrators, and key education service center (ESC) administrators who provided recommendations in modifying the indicators, standards, and the additional features of the system. Many topics dealt with the application of a single set of accountability

standards to a state as diverse as Texas. Also, evaluating districts and campuses in a uniform manner presented special challenges, where, in some cases, very small numbers of students or no students in grades tested under the various assessments occurred. Other challenges centered on the administration of the accountability system, such as with the timing of the annual ratings release. Once decided, the focus group recommendations were then forwarded for review to the separate accountability advisory committee composed of legislative representatives, business and community members, Texas public school districts and campuses leaders, and key ESC administrators.

Surveys of educators and parents further assisted with the collection of broad-based stakeholder input before the final integrated accountability system design was approved and implemented. A set of eight guiding principles emerged and currently remain in place:

- **Student Performance**
The system is first and foremost designed to improve student performance;
- **Recognition of Diversity**
The system is fair and recognizes diversity among schools and students;
- **System Stability**
The system is stable and provides a realistic, practical timeline for measurement, data collection, planning, staff development, and reporting;
- **Statutory Compliance**
The system is designed to comply with statutory requirements;
- **Appropriate Consequences**
The system sets reasonable standards for adequacy, identifies and publicly recognizes high levels of performance and performance improvement, and identifies schools with inadequate performance and provides assistance;
- **Local Program Flexibility**
The system allows for flexibility in the design of programs to meet the individual needs of students;
- **Local Responsibility**
The system relies on local school districts to develop and implement local accountability systems that complement the state system; and
- **Public's Right to Know**
The system supports the public's right to know levels of student performance in each school district and on each campus.

The 1994–2002 state accountability system issued ratings based largely on results of the Texas Assessment of Academic Skills (TAAS) and annual dropout rate indicators. Overall, the goal was to expand the system over time to phase in higher standards and integrate additional assessments and students into the system. The priority of the system was to maintain the easy-to-calculate performance

indicators that measured a single educational indicator, and maintain a rating structure that applied the same standards to all subjects and student groups at the district and campus levels.

System Development: 2004–2011

Designing a future accountability system that met the demands of implementing and reporting Texas Assessment of Knowledge and Skills (TAKS) results, a longitudinal completion rate, and other state requirements; and met the demands of the new federal requirements presented even greater challenges during the transition from the prior system to a new system in 2004. Challenges included keeping the performance improvement of low-performing students a priority while improving the performance of top-performing students who compete with top-performing students in the nation. Additionally, new state accountability requirements expanded the system in one direction with more subjects and grades while federal accountability requirements expanded the system in another direction with more student groups.

Due to the integrated nature of the accountability system, a change in any one area often led to changes throughout the system in order to maintain alignment. Following an update in 1997 of the statewide curriculum known as the Texas Essential Knowledge and Skills (TEKS), TEA began to develop the TAKS that would include more subjects and grades, and would be more rigorous than the TAAS.

To assist districts in preparing for the transition from TAAS to TAKS, early indicator reports were distributed in December 2001 and December 2002 to provide districts and campuses with a preview of the increased level of performance that would be required to be successful on the new TAKS assessments. These reports were designed to highlight areas of performance that needed strengthening in order to prepare students for the more rigorous graduation testing requirements that were anticipated with the TAKS exit level assessments.

The first administration of the TAKS occurred in spring 2003. As soon as these results were available and analyzed, development of a new accountability system began in earnest. State statute required annual district performance ratings with the standard accountability labels of *Exemplary*, *Recognized*, *Academically Acceptable*, and *Academically Unacceptable*. To comply with state statute, district accountability ratings issued in 2002 were carried forward into 2003, since ratings based on the TAKS program could not be created until 2004.

The 2002–2003 Academic Excellence Indicator System (AEIS) reports were published on October 1, 2003, in order to provide data as early as possible on as many new TAKS performance indicators as possible. The role of these reports was to serve as a basis for planning and improvements to be emphasized in 2004. These reports provided districts, campuses, and ESCs with the first preview data for performance indicators that were included in the accountability system for 2004 and beyond including TAKS results for the accountability subset and student groups, by subject summed across grades, and aggregated for the state, region, district, and campus.

July 2003 through March 2004 was devoted to development of the accountability system for 2004 and beyond. The development work included analysis of campus and district AEIS performance data,

meetings with an educator focus group and an accountability advisory committee, surveys of educators to obtain input on the proposed structure of the new accountability system, and incorporation of new state requirements such as the TAKS and completion rates, as well as new federal statutory requirements.

Coincidentally, 2003 was the first year of implementation of new federal legislation related to accountability, the *No Child Left Behind Act of 2001* (NCLB). Provisions of this statute required that Adequate Yearly Progress (AYP) status be assigned to all districts and campuses for the first time in the summer of 2003.

Development of Alternative Accountability Procedures: 1994–2011

A set of alternative performance measures for campuses serving at-risk students was developed in late 1994 and implemented in the 1995–1996 school year. In order for a campus to qualify as alternative, it was required to serve one or more of the following student populations: students at risk of dropping out; recovered dropouts; pregnant or parenting students; adjudicated students; students with severe discipline problems; or expelled students.

For the 1995–1996 school year, alternative accountability ratings were based on state-approved district proposals that included student performance indicators, current-year data, and comparisons of pre- and post-assessment results. Following a review of campus data by the local board of trustees, each district made an initial determination of the campus rating. This initial determination was then forwarded to TEA where it was reviewed by a panel of peer reviewers who sent a recommendation to the commissioner.

From the 1995–1996 to 2001–2002 school years, revisions were made to the ratings criteria and procedures determined by an *ad hoc* Alternative Education Advisory Committee.

- Minimum performance levels for an *Acceptable* rating were established in 1996–1997.
- Beginning in 1996–1997, school districts were required to select campus-based performance indicators from a menu of state-established indicators.
- In 1997–1998, TEA staff assumed responsibility for the review and analysis of campus performance data.
- In 1999–2000, TEA required that the rating for each alternative education campus (AEC) be determined on three base indicators: TAAS passing rates for reading and mathematics, dropout rates, and attendance rates.
- In 1999–2000, disciplinary alternative education programs (DAEPs) and juvenile justice alternative education programs (JJAEPs) were no longer permitted to register for alternative education accountability (AEA). Instead, the performance of students served in these programs was attributed to the campuses where these students would otherwise have attended.

- In 2000–2001, campuses were required to serve “students at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081(d) in order to be eligible to receive an accountability rating under AEA procedures.

In 1996, all AECs received a rating of *Alternative Education* while the new procedures were implemented. The ratings assigned to AECs from 1997 through 2002 under the former AEA procedures were *Commended*, *Acceptable*, and *Needing Peer Review*. In 2003, state accountability ratings for all campuses and districts were suspended for one year while the new accountability system was developed. In 2004, AECs received a rating of *Not Rated: Alternative Education* while new AEA procedures were developed.

House Bill 6 (HB 6), enacted by the 77th Texas Legislature, called for a pilot program to examine issues surrounding accountability of alternative education programs. The purposes of this pilot were to analyze the existing status of AECs and to make recommendations regarding the methods of evaluating the performance of these campuses. In order to achieve these purposes, the following activities were undertaken in 2002:

- a set of surveys for principals, teachers/counselors, parents, and students at AECs was administered;
- a more detailed survey was administered and follow-up telephone calls were made to a small sample of AECs;
- an analysis of existing Public Education Information Management System (PEIMS) data was undertaken; and
- individual student data from a small sample of AECs were compiled and analyzed.

Results of the pilot program are published in the *Report on the Alternative Education Accountability Pilot* (Texas Education Agency, December 1, 2002).

While these pilot activities were conducted, the NCLB was signed into law. This federal legislation was considered as part of the pilot project report. Accountability provisions of NCLB require that all campuses, including AECs, be evaluated annually for AYP.

The 2003 Educator Focus Group on Accountability made a recommendation to develop new AEA procedures for 2005 and beyond. The new AEA procedures are based on the following guidelines:

- The AEA indicators are based on data submitted through standard data submission processes such as PEIMS or by the state testing contractor.
- The AEA measures are appropriate for alternative education programs offered on AECs rather than just setting lower standards on the same measures used in the standard accountability procedures. Furthermore, these measures ensure that all students demonstrate proficiency on the state assessments in order to graduate.

- The Texas Growth Index (TGI) and other improvement indicators are evaluated as base indicators for AEC ratings.
- Additional AEA criteria are included. For example, AECs must have a minimum percentage of at-risk students (based on PEIMS data reported on current-year fall enrollment records) to be evaluated under AEA procedures.

In 2005, registered AECs and some charter operators were evaluated for the first time under the newly developed, redesigned AEA procedures. From 2006 to 2010, the amendments below were made to the current AEA procedures. Table 9-1 provides the number and percent of charter operators and campuses that were evaluated under standard and AEA procedures for 2005–2010.

- The at-risk registration criterion began at 65 percent in 2006 and increased by five percentage points annually until it reached 75 percent in 2008, where it will remain through 2011.
- Beginning in 2008, AEA campuses and charters are evaluated on Gold Performance Acknowledgment (GPA) indicators.
- Beginning in 2009, the Texas Projection Measure (TPM) is used in the TAKS Progress indicator.
- In 2011, AEA campuses and charters will be evaluated on a new English Language Learners (ELL) Progress indicator.

Features of the State Accountability System: 1994–2002 and 2004–2011

A number of features or overarching constructs integral to accountability remained unchanged between the 1994–2002 and the 2004–2011 rating systems. This section describes several key features common to both systems. These include criteria for ratings, accountability subset, student groups, acknowledgments, and report-only indicators.

Criteria for Ratings

A primary feature of the rating system is annually increasing rigor by raising the standards progressively over time; including new assessments as they become available; and, incorporating more students in the district and campus evaluations. Table 9-2 illustrates the various assessment and accountability factors that impact the rigor of the state accountability system. Tables 9-3 and 9-4 summarize the changes in the accountability standards for the 1994–2002 and the 2004–2011 systems, respectively.

To determine the rating label, the system evaluates indicators of performance, including assessment results on the state standardized assessment instruments as well as longitudinal completion rates and/or

annual dropout rates. Trends in performance on the base indicators are provided in Table 9-5 (1994–2002) and Table 9-6 (2004–2010). Generally, campuses and districts earn ratings by achieving performance that meets absolute standards or by demonstrating sufficient improvement toward the standard. In addition to evaluating performance for all students, the performance of individual groups of students is evaluated. The student groups are defined as the major ethnic/racial groups and economically disadvantaged. All of the evaluated groups must meet the criteria for a given rating category.

For the most part, performance indicators and standards used to determine ratings are the same for districts and campuses. However, some additional performance requirements apply only to districts. For example, no district with a *Low-Performing/Academically Unacceptable* campus may receive an *Exemplary* or *Recognized* rating. Also, since 2000, districts are required to meet the criteria on the Underreported Students indicator, a data quality measure, to receive an *Exemplary* or *Recognized* rating.

Accountability Subset

For the state assessment indicator, only the performance of students enrolled on the PEIMS fall “as-of” date 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 any other base indicator.

The accountability subset feature ensures that districts and campuses are only held accountable for student performance if the student was served by the district or campus for the majority of the school year. Therefore, students who move from district to district are excluded from the campus and district assessment results that are used for accountability. Further, students who move from campus to campus within a district remain 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 fall enrollment snapshot date and before the date of testing, even if they stay within the same district. 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. Therefore, district performance results may not match the sum of the campus performance results.

Student Groups

Accountability for student group performance has been a distinguishing feature of the state accountability system. In the first year that accountability data were used to rate districts and campuses, the two lower ratings were assigned based on TAAS performance of the total student body, performance of student groups was considered only at the two higher rating levels. Beginning in 1995, the standards for base indicators at all four rating levels were applied to each of the African American, Hispanic, White, and Economically Disadvantaged student groups as well as to All Students (aggregate of student data at the district and campus level). The All Students group is always evaluated regardless of the number of students. However, districts and campuses with a small number of total students tested on TAKS receive Special Analysis.

Acknowledgments

Under both accountability systems, districts and campuses received acknowledgments for high performance on additional indicators that did not affect accountability ratings, such as completion of advanced academic courses and participation and performance on college admissions tests. In 2001, the Texas legislature enacted the Gold Performance Acknowledgment (GPA) system which replaced the system of Additional Acknowledgments that had been part of the accountability system since 1994. The GPA is similar to the former acknowledgment system in that any district or campus rated *Academically Acceptable* or higher may be considered for acknowledgment on GPA. All of the previous Additional Acknowledgment indicators are part of the GPA, although the standards for acknowledgment changed over the years. The GPA also included indicators that were not previously used for acknowledgments. Five of the GPA indicators are based on performance at the commended level on TAKS. Table 9-7 shows trends in commended performance by subject from 2004 through 2010. The standards on each of the individual GPA indicators are shown for 2002 through 2011 in Table 9-10.

Report-Only Indicators

Report-only indicators are not statutorily mandated for use in ratings. Unlike base and acknowledgment indicators, report-only indicators are not evaluated against standards. However, they present a more comprehensive picture of the education programs being implemented at the district and campus levels. As such, they provide information important to interpreting results on base and acknowledgment indicators. For example, the TAAS participation profile was relevant to interpreting TAAS results in light of the numbers and demographic characteristics of students who were not tested on the TAAS.

When possible, new base or acknowledgment indicators were phased-in over a three-year period by reporting for two years before using the third year. In the first year, data were collected and reported to establish benchmarks. For the next two years, the data were reported to familiarize districts and campuses with the indicator and to encourage advance local planning. During this three-year “report, report, use” period, accountability standards were set. After the third year, the indicator became part of the rating or acknowledgment system. For example, in 2000 and 2001, the “percent passing” on the grade 8 TAAS social studies test was a report-only indicator. In 2002, the same indicator became a measure evaluated for district and campus ratings.

Implementation of the State Accountability System: 2004–2011

To determine ratings under the standard accountability procedures, the accountability rating system for Texas public schools and districts uses three base indicators: spring performance on the TAKS assessment, the Completion Rate I [Graduates and Continuers], and the annual Dropout Rate for grades 7–8. Under AEA procedures, registered AECs and charter operators are evaluated based on three

base indicators: spring performance on the TAKS assessment (plus the July, October, and March retest administrations), the Completion Rate II [Graduates, Continuers, and General Educational Development (GED) Recipients], and the annual Dropout Rate for grades 7–12. The following section provides an overview of each of the base indicators evaluated under the standard accountability procedures for 2004–2011. These indicators include TAKS, Completion Rate I, and annual Dropout Rates. Finally, implementation of additional features and reporting requirements are described.

Texas Assessment of Knowledge and Skills (TAKS)

The TAKS base 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. TAKS results are evaluated if any students are tested, though minimum size criteria apply to the student groups. The *Academically Acceptable* standard varies by subject, while the *Recognized* and *Exemplary* standards are the same for all subjects.

Significant Changes: 2004–2010

The most significant changes made between 2004 and 2010 to the state accountability system follow.

- Student passing standards on TAKS were phased in during 2004 and 2005 until the panel recommended student passing standards were fully achieved in 2006.
- Grade 8 science results were included at the panel recommended standard beginning in 2008.
- Performance of students served in special education were evaluated through the State-Developed Alternative Assessment (SDAA) indicator from 2004–2007. Beginning in 2008, TAKS (Accommodated) tests for certain grades/subjects were evaluated. In 2010, TAKS (Accommodated) results for all grades/subjects were fully incorporated.
- The Exceptions Provisions was expanded in 2008 to allow up to four exceptions for the *Academically Acceptable* and *Recognized* ratings and one exception for the *Exemplary* rating. Safeguards were applied to limit use of this feature.
- *Academically Acceptable* standards began increasing in 2006. Mathematics and science increased five points per year between 2006 and 2011 reaching 65 percent and 60 percent, respectively, in 2011. All other subjects achieved 70 percent for *Academically Acceptable* by 2009.
- *Recognized* standards increased from 70 percent to 75 percent in 2007 and from 75 percent to 80 percent in 2010.
- Student passing standards on TAKS increased in 2010 for certain grades/subjects due to the transition to the vertical scale for TAKS English grades 3–8 in reading and mathematics and for TAKS Spanish grades 3–5 in reading and mathematics.

- Inclusion of more students occurred in the accountability system due to more students being tested over time (95.4 percent in 2004 and 98.5 percent in 2010).
- Evaluation of the TPM results were incorporated beginning in 2009 as a new additional feature. Like the other two features, Required Improvement (RI) and Exceptions, TPM could elevate a rating one level only.

Significant Changes: 2011

The most significant changes planned for 2011 follow. Table 9-8 provides a side-by-side comparison of the base indicator standards between 2010 and 2011. Table 9-9 provides an overview of the 2011 requirements for each rating level.

- Performance on alternate assessments, TAKS–Modified (TAKS–M) and TAKS–Alternate (TAKS–Alt), will be combined with TAKS and TAKS (Accommodated) results in the TAKS base indicator.
- Evaluation of student performance at the Commended level will be added in 2011. As described below, this indicator will serve as a proxy for the use of college-ready standards that will be set on STAAR.
- The English Language Learners (ELL) Progress measure will be incorporated into the rating system as an additional indicator. Students who are LEP-exempt from the TAKS test, and who are only assessed on Texas English Language Proficiency Assessment System (TELPAS) reading will be included in the state accountability system for the first time through the evaluation of this new indicator.
- Options for use of the TPM in 2011 will be reviewed during the 2011 accountability development cycle.

TAKS Commended Performance. In 2011, districts and campuses will be required to meet a TAKS Commended performance standard in order to achieve the *Recognized* or *Exemplary* ratings. The Commended indicator will include the same test results as the TAKS base indicator: TAKS, TAKS (Accommodated), TAKS–M, and TAKS–Alt.

Commended performance will be evaluated only for the subject areas of reading/ELA and mathematics and only for two student groups—All Students and Economically Disadvantaged, if minimum size criteria are met. The minimum size criteria are the same as those used for the TAKS base indicator.

Commended standards will be 15 percent for *Recognized* and 25 percent for *Exemplary*. Neither Required Improvement nor the Exceptions Provision will be applied to the commended indicator. The absolute standards must be met by both student groups (if applicable) for both subjects.

Evaluation of TAKS Commended Performance in 2011 will serve as an early warning for the use of college readiness standards that will be incorporated in the new accountability system in 2014. Evaluation of Commended performance for the two highest rating categories provides an incentive for campuses and

districts to focus on the performance of higher performing students, in addition to those not passing the test. Reading/ELA and mathematics are targeted because these are the two subjects that will have college-ready standards set and evaluated in 2014 under the new accountability system.

The All Students and Economically Disadvantaged student groups are evaluated on the TAKS Commended Performance to encourage districts to continue to set high expectations for all students regardless of economic status while limiting the additional hurdles to two student groups initially as a phase-in to the student groups that will be evaluated in the new accountability system.

ELL Progress Indicator. This indicator will be incorporated into the 2011 rating system as a separate indicator that is evaluated for students identified as LEP in the current or prior two years. The ELL Progress indicator is based on the current and prior year of TELPAS reading results and current year TAKS performance.

Campuses and districts must meet a standard of 60 percent on the ELL Progress indicator in order to attain a *Recognized* or *Exemplary* rating. A minimum size of 30 students will be applied. Required Improvement will be used with this indicator in a manner that parallels the use of Required Improvement with the TAKS base indicator. In addition, the Exceptions Provision will be applied using a minimum performance floor of 55 percent.

Completion Rate I (Graduates and Continuers)

Under standard accountability procedures, graduates and continuing students (students who return to school for a fifth year) count as high school completers (Completion Rate I). Under AEA procedures, alternative education campuses and charters are evaluated using Completion Rate II, which also includes GED recipients as completers. The completion rate indicator is calculated as the number of completers expressed as a percent of total students in the class. For both the Completion Rate I and II, the class (denominator) is the sum of graduates, continuing students, GED recipients, and dropouts.

The 2007 accountability year (Class of 2006) was the first year the National Center for Education Statistics (NCES) dropout definition was used for the dropout component of the completion rate indicator. The Class of 2009, the class of students evaluated for the 2010 accountability cycle, is the first class for which all years of the cohort use the NCES dropout definition.

Completion rates are evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged. Minimum size criteria must be met for All Students and the other student groups in order for the group to be evaluated.

Significant Changes

The most significant changes made between 2004 and 2010 to the completion rate indicator follow.

- Completion Rate II was used as a base indicator for districts and campuses evaluated under the standard accountability procedures in 2004 and 2005.

- Completion Rate I has been used as the base indicator for the standard accountability procedures since 2006.
- For 2007 and 2008 ratings, a School Leaver Provision (SLP) was added to the system to aid in the transition to the more rigorous NCES dropout definition. Under the SLP, the annual dropout rate, completion rate, and underreported students indicators could not be the sole cause for a lowered campus or district rating.
- In 2009, the SLP was no longer applied to the completion, dropout, and underreported indicators.
- Phase-in of the NCES definition of a dropout for the Completion Rate indicator was completed in 2010 with all four years of the 2009 cohort based on the new dropout definition.
- The completion rate standards, 75.0 percent for *Academically Acceptable*, 85.0 percent for *Recognized*, and 95.0 percent for *Exemplary*, remained constant during the phase-in of the NCES dropout definition.

Annual Dropout Rate

Under standard accountability procedures, the annual dropout rate includes grades 7 and 8 only. The annual dropout rate for grades 7–12 is evaluated under AEA procedures. The 2007 accountability cycle (which evaluated 2005–2006 dropouts) was the first year the NCES dropout definition was used. This change significantly increased the rigor of the definition of a dropout.

The annual dropout rate for standard procedures is calculated by dividing the number of grade 7–8 students designated as dropouts during the school year by the number of grade 7–8 students who were in attendance at any time during the school year. The annual dropout rate has been used to evaluate campuses and districts with students in grades 7 and/or 8 since 2004. Performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged. Performance is only evaluated for groups meeting minimum size criteria.

Beginning with the 2008 accountability cycle, the grade 7–8 Annual Dropout Rate standard was reset to 2.0 percent for all rating levels. A multi-year phase-in process for ultimately achieving a standard of 1.0 percent was planned. The rationale for resetting the standard was that the Annual Dropout Rate became a new indicator due to the significance of the change in the dropout definition. Under the new definition, the state average grade 7–8 dropout rate doubled. Doubling the standard from 1.0 percent to 2.0 percent made it comparable in rigor to the standard used to evaluate rates under the prior definition.

Significant Changes

The most significant changes made between 2004 and 2010 to the dropout rate indicator follow.

- Adoption in 2005–2006 of the federal definition of a dropout for use in the annual dropout rate indicator and longitudinal completion rate measure.

- For 2007 and 2008 ratings, a School Leaver Provision (SLP) was added to the system to aid in the transition to the more rigorous NCES dropout definition. Under the SLP, the annual dropout rate, completion rate, and underreported students indicators could not be the sole cause for a lowered campus or district rating.
- In 2009, the SLP was no longer applied to the completion, dropout, and underreported indicators.
- Annual dropout rate indicator standards for *Academically Acceptable* decreased from 2.0 percent to 1.0 percent in 2005; increased to 2.0 percent in 2008 with the new definition; then decreased to 1.8 percent in 2010 and 1.6 percent in 2011.

Additional Features of the State Accountability System

Under certain circumstances districts and campuses can raise their rating one level using the following additional features of the state accountability system: Required Improvement, the Texas Projection Measure, or the Exceptions Provision. Other additional features such as underreported students can prevent a district from achieving a higher rating. Still others, such as the Gold Performance Acknowledgment system, recognize high achievement.

Required Improvement. Required Improvement (RI) has been a feature used in the state accountability system since 1994. RI can be used to elevate a rating to *Academically Acceptable* or *Recognized*, but cannot elevate a rating to *Exemplary*. In order for RI to move a campus or district rating up a level, the campus or district must show within two years enough improvement on the deficient measure from the prior year to be able to meet the current year accountability standard. Unlike the following additional features, RI is applied to all three base indicators, not the TAKS indicator only.

Texas Projection Measure. Beginning in 2009, the TPM was added to the state accountability rating system. The TPM was evaluated as a means of elevating a campus or district rating in cases where neither the TAKS base indicator nor RI were sufficient to allow a campus or district to earn the next higher rating. The TPM is an estimate of whether a student is likely to pass a TAKS assessment in the next high stakes grade (grade 5, 7 [writing only], 8, or 11). With the addition of TPM, the state accountability rating system gives districts and campuses credit not only for students who pass but also for students who are on track to pass at a future grade.

The TPM is reported in mathematics, reading, ELA, science, social studies, and writing. Projections for each student are made separately for each subject. When projections are made to a future grade, the result is the projected score. To determine if a student is projected to meet the standard, the projected score is compared to the Met Standard cut point in the projected grade and subject. Evaluation of the grade 8 science TPM values was added in 2010.

Exceptions Provision. The Exceptions Provision has been a feature of the accountability system since 2004. The rationale for the provision was to provide a mechanism for avoiding the *Academically Unacceptable* rating for new indicators or indicators that were being phased in to the system. The

mechanism was designed to provide greater relief for larger campuses and districts serving more diverse student populations who are evaluated on more measures.

The Exceptions Provision was significantly modified in 2008. For the first time, districts and campuses could use the Exceptions Provision to achieve a *Recognized* or *Exemplary* rating. In addition, the number of exceptions allowed was increased from three to four in order to achieve the *Recognized* or *Academically Acceptable* ratings. (A maximum of one exception was permitted to achieve *Exemplary*.) The minimum performance floors required to use an exception have varied over time but are now uniformly set at five points below the accountability standard.

Combined Uses of Additional Features. The sequence for application of the additional features begins with the evaluation based on the percentage of students who met the passing standard on TAKS. If the passing standard is not met, the campus or district must have demonstrated RI on the deficient measures in order to meet the current year accountability standard in two years. If RI is not met, then performance is evaluated based on the percentage of students who either met the passing standard or are projected to meet the passing standard in a future grade with the TPM. The Exceptions Provision is applied last to determine if performance based on percent meeting passing standards meets the necessary criteria to elevate the rating for a district or campus. To be eligible to use these provisions, the following safeguards are applied.

- Combinations of RI, TPM, and the Exceptions Provision cannot be used for one measure to elevate a rating more than one level.
- Exceptions cannot be used for the same measure for two consecutive years.
- Any campus or district that uses one or more exceptions must address performance on those measures in its campus or district improvement plan.
- RI calculations and all floor evaluations (RI and Exceptions Provision) are based on the Percent Met Standard results—not Percent Met Standard with TPM.

Underreported Students. An underreported student is a student in grades 7–12 reported in enrollment or attendance in one school year not accounted for through district records or Texas Education Agency (TEA) processing the next school year. Districts account for students by reporting that students re-enrolled in school or withdrew from school. TEA accounts for students by determining that students either moved from one district into another, received GED certificates, or graduated in a previous school year. The underreported students' rate is calculated by dividing the number of underreported students by the total number of grade 7–12 students served in the prior year.

The counts and rates of underreported students have been used as data quality measures in the accountability system since the 2000 accountability year. Performance is evaluated for All Students—individual student groups are not evaluated. Districts cannot be rated *Exemplary* or *Recognized* if either the count or rate of underreported students exceeds the standards. Results are evaluated if there are at least 5 underreported students. This indicator does not apply to campuses.

The 2007 accountability cycle, which evaluated 2005–2006 underreported students, was the first year the NCES dropout definition was used. A school leaver provision (SLP) was added to the system for the 2007 and 2008 ratings. Under the SLP, the annual dropout rate, completion rate, and underreported students indicators could not be the sole cause for a lowered campus or district rating. Use of the SLP was discontinued with the 2009 accountability cycle.

Gold Performance Acknowledgments (GPA) System. Beginning in 2002, GPA was awarded to districts and campuses that met the acknowledgment standard on one or more of nine measures. By 2011, the number of acknowledgment indicators has grown to 13 indicators. Two of the GPA indicators, described below, that were developed after 2002 rewarded high achievement on indicators designed to measure preparation for postsecondary success.

Beginning in 2006, the Texas Success Initiative (TSI) indicator was evaluated for GPA in the state accountability system. The TSI indicator showed the percentage of students who met the Higher Education Readiness Component standards on the exit level TAKS tests in mathematics and ELA. Performance on these tests is used to assess a student's readiness to enroll in an institution of higher education. A student who meets the standards adopted by the Texas Higher Education Coordinating Board (THECB) is exempt from the TSI requirements (TEC §51.3062).

In response to legislation requiring that the TEA report a “measure of progress toward preparation for postsecondary success” [TEC §39.051(b)(13)], an indicator of college readiness was added to AEIS reports, beginning with the 2006–2007 report. The indicator, College-Ready Graduates, was evaluated for GPA in the state accountability system for the first time in 2009. It supplements the higher education readiness component of the TSI by adding SAT and ACT test results to the TAKS data used to determine eligibility for exemption from TSI requirements. Results for the College-Ready Graduates indicator are reported for ELA and mathematics separately and for both subjects combined and GPA is awarded if criteria are met for the “both subjects” combined measure.

Comparable Improvement (CI) evaluates how much a school's students have improved in reading and mathematics by comparing current year performance to prior year performance. Comparable Improvement evaluated each campus relative to a group of similar campuses with similar student demographics. The CI indicators are campus-level indicators only. Campuses are acknowledged separately for reading/ELA and mathematics performance in the GPA system.

Beginning with the 2008 accountability cycle, GPA indicators were awarded for AECs and charter operators rated *AEA: Academically Acceptable* to acknowledge high academic achievement. To the extent possible, the AEA GPA system is aligned with the GPA system that acknowledges districts and campuses evaluated under standard accountability procedures.

Performance Reports

A number of reports are produced annually that contain performance data and other descriptive information at the district and the campus level. These reports include the Academic Excellence Indicator System, the School Report Card, Snapshot, and Pocket Edition.

Academic Excellence Indicator System (AEIS). Since 1985, Texas school districts have been required to produce public annual performance reports that describe the profile and performance of districts and campuses. These annual performance reports were first named Annual Performance Reports (APR) and later the AEIS reports. The AEIS contains performance data and descriptive characteristics for all Texas public school districts and campuses. Local districts share responsibility for disseminating the AEIS reports, including holding hearings for public discussion of the AEIS report content.

From its inception, multiple indicators that measure student and school success were incorporated. Beginning in 1994, performance measures were organized into three broad categories: base indicators, acknowledgment indicators, and report-only indicators. The minimum requirements for a statistic to be included as an indicator in AEIS follow:

- measure of student/institutional excellence and equity,
- must be quantifiable,
- must have a standardized definition,
- must be reliable,
- must be valid, and
- must be reported to TEA in a standardized format.

The AEIS pulls together a wide range of information on the performance of students in each school and district in Texas every year. This information is put into the annual AEIS reports, which are available each year in the fall. The performance indicators are:

- Results of TAKS; by grade, by subject, and by all grades tested;
- Participation in the TAKS tests;
- Exit level TAKS Cumulative Passing Rates;
- Progress of Prior Year TAKS Failers;
- Results of the Student Success Initiative;
- English Language Learners Progress Measure;
- Attendance Rates;
- Annual Dropout Rates (grades 7–8, grades 7–12, and grades 9–12);
- Completion Rates (4-year and 5-year longitudinal);

- College Readiness Indicators;
 - Completion of Advanced/Dual Enrollment Courses;
 - Completion of the Recommended High School Program or Distinguished Achievement Program;
 - Participation and Performance on Advanced Placement (AP) and International Baccalaureate (IB) Examinations;
 - TSI – Higher Education Readiness Component;
 - Participation and Performance on the College Admissions Tests (SAT and ACT), and
 - College-Ready Graduates.

Performance on each of these indicators is shown disaggregated by ethnicity, sex, special education, low income status, limited English proficient status (since 2002–2003), at-risk status (since 2003–2004, district, region, and state), and, beginning in 2008–2009, by bilingual/ESL (district, region, and state in section three). The reports also provide extensive information on school and district staff, finances, programs, and student demographics.

Beginning in 2005–2006, all indicators of college-readiness are grouped under one heading. The list of AEIS college-readiness indicators are:

- Advanced Course/Dual Enrollment Completion,
- RHSP/DAP Graduates,
- AP/IB Results,
- TSI – Higher Education Readiness Component (ELA and mathematics),
- SAT/ACT Results, and
- College-Ready Graduates.

School Report Card (SRC). The SRC contains a small subset of the data provided on the AEIS report. While districts are required to publicize their AEIS reports, schools are required to send home a copy of their SRC with each student. Also, while AEIS reports are available at the school, district, region and state level, SRCs are only provided at the school level. The SRC has been published annually since 1994.

Snapshot. This report provides a detailed look at public education in the State of Texas for each school year. Published annually since 1987–1988, *Snapshot* presents a variety of information about school districts in a consistent manner. District data published in Snapshot are available through the agency’s website.

Pocket Edition of Texas Public School Statistics. This pocket-sized brochure is designed to provide state summary statistics for quick reference. It has been published annually since the 1991–1992 school year.

Table 9-1

Number and Percent of Campuses Evaluated under Standard and AEA Procedures by Charter/Non-Charter
2005 through 2010

Accountability Procedures	2005				2006				2007				2008				2009				2010			
	Charter		Non-Charter		Charter		Non-Charter		Charter		Non-Charter		Charter		Non-Charter		Charter		Non-Charter		Charter		Non-Charter	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Standard	138	46.6	7,346	96.5	156	49.8	7,383	96.6	187	56.3	7,475	96.7	212	56.7	7,560	96.7	247	56.5	7,625	96.7	276	59.6	7,699	96.6
AEA	158	53.4	266	3.5	157	50.2	260	3.4	145	43.7	254	3.3	162	43.3	261	3.3	190	43.5	260	3.3	187	40.4	273	3.4
Campuses by Type	296	100.0	7,612	100.0	313	100.0	7,643	100.0	332	100.0	7,729	100.0	374	100.0	7,821	100.0	437	100.0	7,885	100.0	463	100.0	7,972	100.0
Total Campuses Rated	7,908				7,956				8,061				8,195				8,322				8,435			
AEA At-Risk Registration Criterion	None				≥ 65% at-risk student enrollment at the registered AEC				≥ 70% at-risk student enrollment at the registered AEC				≥ 75% at-risk student enrollment at the registered AEC											

Number and Percent of Charter Operators Evaluated under Standard and AEA Procedures
2005 through 2010

Accountability Procedures	2005		2006		2007		2008		2009		2010	
	#	%	#	%	#	%	#	%	#	%	#	%
Standard	103	53.6	110	56.7	128	67.0	127	64.1	132	64.4	139	67.1
AEA	89	46.4	84	43.3	63	33.0	71	35.9	73	35.6	68	32.9
All Charter Operators	192	100.0	194	100.0	191	100.0	198	100.0	205	100.0	207	100.0
Total Districts Rated	1,229		1,227		1,222		1,229		1,235		1,237	

Table 9-2: Assessment and Accountability Factors Affecting the Rigor of the State Accountability System

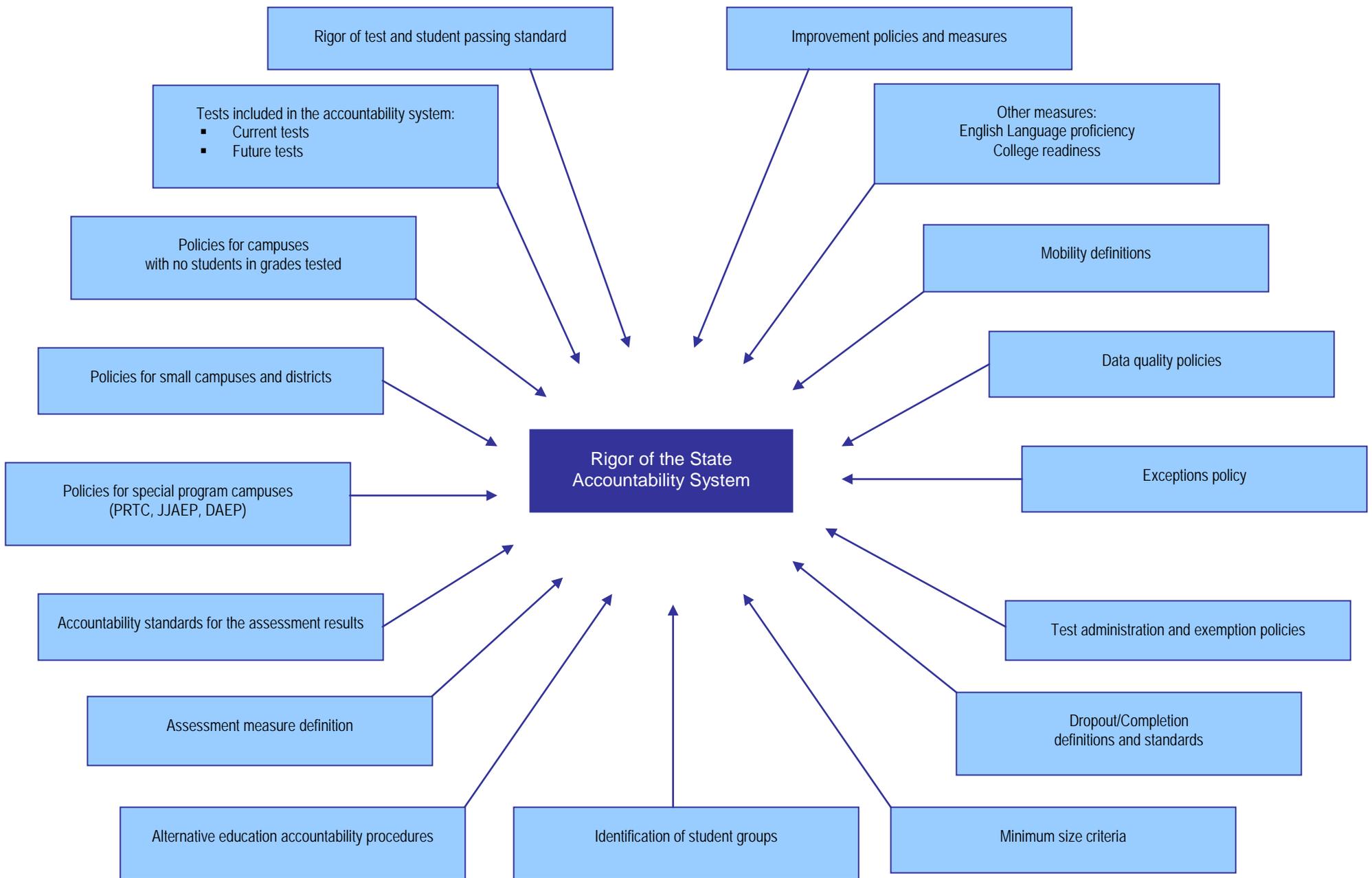


Table 9-3: Summary of Accountability Standards: 1994 – 2002

	1994	1995	1996	1997	1998	1999	2000	2001	2002
TAAS Passing Standards (Gr. 3–8, 10) (For all students and each individual student group)									
<i>Exemplary</i>	> = 90.0%	> = 90.0%	> = 90.0%	> = 90.0%	> = 90.0%	> = 90.0%	> = 90.0%	> = 90.0%	> = 90.0%
<i>Recognized</i>	> = 65.0%	> = 70.0%	> = 70.0%	> = 75.0%	> = 80.0%	> = 80.0%	> = 80.0%	> = 80.0%	> = 80.0%
<i>Academically Acceptable</i> * / <i>Acceptable</i>	> = 25.0%	> = 25.0%	> = 30.0%	> = 35.0%	> = 40.0%	> = 45.0%	> = 50.0%	> = 50.0%	> = 55.0%
<i>Academically Unacceptable</i> * / <i>Low-Performing</i>	< 25.0%	< 25.0%	< 30.0%	< 35.0%	< 40.0%	< 45.0%	< 50.0%	> = 50.0%	< 55.0%
Dropout Rate Standards (Gr. 7–12) (For all students and each individual student group)									
<i>Exemplary</i>	< = 1.0%	< = 1.0%	< = 1.0%	< = 1.0%	< = 1.0%	< = 1.0%	< = 1.0%	< = 1.0%	< = 1.0%
<i>Recognized</i>	< = 3.5%	< = 3.5%	< = 3.5%	< = 3.5%	< = 3.5%	< = 3.5%	< = 3.5%	< = 3.0%	< = 2.5%
<i>Academically Acceptable</i> * / <i>Acceptable</i>	n/a	< = 6.0%	< = 6.0%	< = 6.0%	< = 6.0%	< = 6.0%	< = 6.0%	< = 5.5%	< = 5.0%
<i>Academically Unacceptable</i> * / <i>Low-Performing</i>	n/a	> 6.0%	> 6.0% ✧	> 6.0% ✧	> 6.0% ✧	> 6.0% ✧	> 6.0% ✧	< = 5.5% ✧	> 5.0% ✧
Attendance Rate Standard (Gr. 1–12) †	> = 94.0%	> = 94.0%	> = 94.0%	> = 94.0%	> = 94.0%	> = 94.0%	> = 94.0%	n/a	n/a
Sustained Performance (For all students and each individual student group)	exceed 93 TAAS state averages	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
At What Levels of Performance Required Improvement Is Analyzed (For all students and each individual student group)									
To Be Rated <i>Recognized</i> TAAS Reading, Mathematics, and Writing	65.0% - 89.9%	70.0% - 79.9%	70.0% - 79.9%	75.0% - 79.9%	n/a	n/a	n/a	n/a	n/a
To Avoid <i>Academically Unacceptable</i> / <i>Low-Performing</i>									
TAAS Reading, Mathematics, and Writing	< 25.0%	< 25.0%	< 30.0%	< 35.0%	< 40.0%	< 45.0%	< 50.0%	n/a	n/a
Dropout Rate	n/a	> 6.0%	> 6.0%	> 6.0%	> 6.0%	> 6.0%	> 6.0%	n/a	n/a

✧ Special conditions apply for a single dropout rate exceeding the 6.0 percent standard.

† The Attendance Rate standard is waived for the *Academically Acceptable* / *Acceptable* rating if failure to meet that standard would be the sole reason that the school would be *Low-Performing* or the district *Academically Unacceptable*.

* In 1994–1996, the district ratings used were: *Exemplary*, *Recognized*, *Accredited*, and *Accredited Warned*. A statutory change in 1997 resulted in use of the current labels.

Table 9-4: Summary of State Accountability Standards: 2004–2011

Rating Categories	2004		2005		2006		2007		2008		2009		2010		2011				
	Grades 3–10 at 1 SEM below PR; Grade 11 at 2 SEM below PR	System (Final)	Grades 3–10 at PR; Grade 11 at 1 SEM below PR	System (Final)	All Grades and all Subjects at PR	System (Final)	System (Final)	Grade 8 Science included at PR; TAKS (Accommodated) Phase-in begins	System (Final)	System (Final)	TAKS (Accommodated) Phase-in completed	System (Final)	TAKS–M and TAKS–Alt included in Ratings	Adopted in Rule					
<i>Academically Acceptable</i>																			
Reading/ELA		≥ 50%				≥ 50%			≥ 60%	≥ 65%				≥ 70%		≥ 70%		≥ 70%	
Soc. Studies; Writing		≥ 50%				≥ 50%			≥ 60%	≥ 65%				≥ 65%		≥ 70%		≥ 70%	
Mathematics		≥ 35%				≥ 35%			≥ 40%	≥ 45%				≥ 50%		≥ 55%		≥ 65%	
Science		≥ 25%				≥ 25%			≥ 35%	≥ 40%				≥ 45%		≥ 50%		≥ 60%	
<i>Recognized</i>																			
All Subjects		≥ 70%				≥ 70%			≥ 70%	≥ 75%				≥ 75%		≥ 75%		≥ 80%	
<i>Exemplary</i>																			
All Subjects		≥ 90%				≥ 90%			≥ 90%	≥ 90%				≥ 90%		≥ 90%		≥ 90%	

Summary of Federal Accountability Standards: 2002–2003 — 2013–2014

	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Reading/ELA	47%	47%	53%	53%	60%	60%	67%	73%	80%	87%	93%	100%
Mathematics	33%	38%	42%	42%	50%	50%	58%	67%	75%	83%	92%	100%

Summary of State Accountability Standards for Reading/ELA & Mathematics Only: 2003–2004 — 2010–2011

	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012	2012–2013	2013–2014
Reading/ELA	N/A	50%	50%	60%	65%	70%	70%	70%	70%	No Ratings	New System	New System
Mathematics	N/A	35%	35%	40%	45%	50%	55%	60%	65%	No Ratings	New System	New System

Table 9-5: State Performance on Accountability Indicators: 1994 – 2002

Indicator	1994 ‡ ✖	1995 ⊕ ✖	1996 ⊕ ✖	1997 ⊕ ✖	1998 ⊕ ✖	1999 ⊕ *	2000 ⊕ √	2001 ⊕ √ ❖*	2002 ⊕ √ ❖*	Change 1994-2002
TAAS Results, summed across grades 3–8, and 10 [accountability subset]										
TAAS Acceptable Standard	25%	25%	30%	35%	40%	45%	50%	50%	55% ♦	+30%
READING										
<i>All Students</i>	76.5%	78.4%	80.4%	84.0%	87.0%	86.5%	87.4%	88.9%	91.3%	+14.8%
<i>African American</i>	60.2%	63.0%	66.8%	73.2%	78.2%	78.2%	80.8%	82.5%	86.7%	+26.5%
<i>Hispanic</i>	64.9%	67.9%	70.3%	75.3%	79.5%	79.5%	80.7%	83.5%	86.9%	+22.0%
<i>White</i>	87.2%	88.4%	90.0%	92.4%	94.2%	93.7%	94.3%	95.1%	96.3%	+9.1%
<i>Economically Disadvantaged</i>	62.9%	66.1%	68.4%	73.7%	78.4%	78.2%	79.8%	82.3%	86.0%	+23.1%
MATHEMATICS										
<i>All Students</i>	60.5%	65.9%	74.2%	80.1%	84.2%	85.7%	87.4%	90.2%	92.7%	+32.2%
<i>African American</i>	38.1%	43.8%	55.0%	64.1%	70.5%	72.8%	77.0%	81.9%	86.5%	+48.4%
<i>Hispanic</i>	47.1%	52.3%	63.9%	71.8%	77.7%	80.7%	82.9%	86.9%	90.1%	+43.0%
<i>White</i>	73.3%	79.2%	85.0%	89.5%	91.9%	92.5%	93.6%	95.1%	96.5%	+23.2%
<i>Economically Disadvantaged</i>	45.0%	51.4%	62.3%	70.5%	76.1%	78.7%	81.1%	85.3%	88.9%	+43.9%
WRITING										
<i>All Students</i>	79.0%	82.0%	82.9%	85.3%	87.4%	88.2%	88.2%	87.9%	88.7%	+9.7%
<i>African American</i>	65.8%	70.5%	72.8%	76.1%	80.4%	81.9%	82.4%	82.9%	84.5%	+18.7%
<i>Hispanic</i>	69.6%	73.4%	74.2%	77.6%	80.9%	83.1%	82.3%	83.0%	83.7%	+14.1%
<i>White</i>	87.6%	89.7%	90.5%	92.5%	93.4%	93.1%	94.0%	92.9%	93.9%	+6.3%
<i>Economically Disadvantaged</i>	67.7%	71.5%	72.9%	76.0%	79.7%	81.4%	81.3%	81.8%	82.7%	+15.0%
SOCIAL STUDIES ✖										
<i>All Students</i>	—	65.9%	70.2%	67.4%	66.3%	70.1%	71.8%	77.0%	83.7%	+17.8%
Annual Dropout Rate, Grades 7–12										
<i>All Students</i>	2.8%	2.6%	1.8%	1.8%	1.6%	1.6%	1.6%	1.3%	1.0%	-1.8%
<i>African American</i>	3.6%	3.2%	2.3%	2.3%	2.0%	2.1%	2.3%	1.8%	1.3%	-2.3%
<i>Hispanic</i>	4.2%	3.9%	2.7%	2.5%	2.3%	2.3%	2.3%	1.9%	1.4%	-2.8%
<i>White</i>	1.7%	1.5%	1.2%	1.1%	1.0%	0.9%	0.8%	0.7%	0.5%	-1.2%
<i>Economically Disadvantaged</i>	2.9%	2.7%	1.9%	1.7%	1.6%	1.6%	1.5%	1.3%	1.0%	-1.9%
Attendance Rate, Grades 1–12	94.9%	95.1%	95.1%	95.1%	95.2%	95.3%	95.4%	95.6%	95.5%	+0.6%

- ‡ TAAS reading and mathematics was administered to grades 3–8, and 10; TAAS writing was administered to grades 4, 8, and 10. [English language]
- ⊕ TAAS reading and mathematics was administered to grades 3–8, and 10; TAAS writing was administered to grades 4, 8, and 10; TAAS social studies was administered to grade 8. [English language]
- ✖ The accountability subset includes only non-special education students.
- * The accountability subset includes non-special education and special education students, and Spanish TAAS test takers in grades 3 & 4, reading and mathematics.
- √ The accountability subset includes non-special education and special education students, and Spanish TAAS test takers in grades 3–6, reading, writing, and mathematics.
- ❖ The annual dropout rate *Acceptable* standard was 6.0% from 1994 through 2000. This standard was changed to 5.5% in 2001 and to 5.0% in 2002.
- * Attendance no longer used as a base indicator.
- ♦ The TAAS *Acceptable* standard for social studies is 50% and applies only to the *All Students* group in 2002.
- ✖ Social studies was first included in the accountability system in 2002; however, information is shown from 1995.

Table 9-6: State Performance on Accountability Indicators: 2004 to 2010

TAKS Met Standard Performance

Standard Procedures Indicator	2004	2005	2006	2007	2008	2009	2010	Change 2004–2010
TAKS Results[†], summed across grades 3–11 [accountability subset]	<i>Academically Acceptable standards are shown in shaded cells.</i>							
Reading / English Language Arts	50%	50%	60%	65%	70%	70%	70%	
<i>All Students</i>	80%	83%	87%	89%	91%	91%	90%	+10%
<i>African American</i>	71%	76%	82%	84%	87%	88%	87%	+16%
<i>Hispanic</i>	72%	77%	82%	84%	87%	88%	87%	+15%
<i>White</i>	89%	91%	94%	95%	96%	96%	96%	+7%
<i>Economically Disadvantaged</i>	70%	76%	81%	83%	86%	87%	86%	+16%
Writing	50%	50%	60%	65%	65%	70%	70%	
<i>All Students</i>	89%	90%	91%	92%	93%	93%	93%	+4%
<i>African American</i>	84%	86%	89%	89%	90%	91%	91%	+7%
<i>Hispanic</i>	85%	87%	89%	91%	91%	92%	92%	+7%
<i>White</i>	93%	94%	95%	95%	96%	96%	96%	+3%
<i>Economically Disadvantaged</i>	84%	85%	88%	89%	90%	91%	91%	+7%
Social Studies	50%	50%	60%	65%	65%	70%	70%	
<i>All Students</i>	84%	87%	87%	89%	91%	93%	95%	+11%
<i>African American</i>	77%	81%	81%	84%	87%	90%	93%	+16%
<i>Hispanic</i>	76%	80%	80%	84%	88%	90%	94%	+18%
<i>White</i>	92%	94%	94%	95%	96%	97%	98%	+6%
<i>Economically Disadvantaged</i>	74%	79%	79%	83%	87%	89%	93%	+19%
Mathematics	35%	35%	40%	45%	50%	55%	60%	
<i>All Students</i>	66%	71%	75%	77%	80%	82%	84%	+18%
<i>African American</i>	49%	55%	61%	64%	69%	71%	74%	+25%
<i>Hispanic</i>	57%	63%	68%	71%	75%	78%	81%	+24%
<i>White</i>	78%	83%	86%	87%	89%	90%	91%	+13%
<i>Economically Disadvantaged</i>	55%	61%	66%	69%	74%	76%	79%	+24%
Science	25%	25%	35% [‡]	40% [‡]	45%	50%	55%	
<i>All Students</i>	56%	63%	70%	71%	74%	78%	83%	+27%
<i>African American</i>	38%	45%	54%	56%	61%	66%	75%	+37%
<i>Hispanic</i>	41%	50%	59%	61%	66%	70%	78%	+37%
<i>White</i>	73%	79%	85%	85%	87%	89%	92%	+19%
<i>Economically Disadvantaged</i>	39%	48%	58%	60%	63%	68%	76%	+37%

State Performance on Accountability Indicators: 2004 to 2010 cont.

TAKS Met Standard Performance

Indicator	2004	2005	2006	2007¥	2008¥	2009¥	2010¥	Change 2007–2010
Annual Dropout Rate, Grades 7–8	2.0%	1.0%	1.0%	1.0%	2.0%	2.0%	1.8%	
	2002–2003	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008	2008–2009	
All Students	0.2%	0.2%	0.2%	0.4%	0.4%	0.3%	0.3%	-0.1%
<i>African American</i>	0.2%	0.2%	0.2%	0.8%	0.7%	0.5%	0.5%	-0.3%
<i>Hispanic</i>	0.4%	0.3%	0.3%	0.6%	0.5%	0.4%	0.4%	-0.2%
<i>White</i>	0.1%	0.1%	0.1%	0.2%	0.2%	0.1%	0.1%	-0.1%
<i>Economically Disadvantaged</i>	0.3%	0.2%	0.2%	0.5%	0.5%	0.3%	0.3%	-0.2%
Completion Rate I*, Grades 9–12	75.0%							
	Class of 2003	Class of 2004	Class of 2005	Class of 2006	Class of 2007	Class of 2008	Class of 2009	
All Students	92.2%	91.9%	91.9%	88.9%	86.7%	88.0%	89.2%	0.3%
<i>African American</i>	91.7%	92.0%	91.9%	85.0%	81.2%	82.8%	84.1%	-0.9%
<i>Hispanic</i>	90.0%	90.0%	89.7%	84.9%	81.9%	84.1%	86.2%	1.3%
<i>White</i>	93.7%	93.0%	93.3%	93.2%	92.3%	93.0%	93.8%	0.6%
<i>Economically Disadvantaged</i>	90.2%	90.0%	89.4%	83.9%	80.5%	82.7%	88.0%	4.1%

† The TAKS accountability standards were held constant in 2004 and 2005 during the phase-in of the student passing standards. In 2004, the student passing standard was 1 standard error of measurement (SEM) below panel recommendation (PR) for grades 3–10 and 2 SEM below PR for grade 11. In 2005, the student passing standard was PR for grades 3–10 and 1 SEM below PR for grade 11. In 2006, the student passing standard was PR for all grades. In 2008 and 2009, the TAKS results include TAKS (Accommodated) for science and social studies and all grade 11 subjects. In 2010, the TAKS results include TAKS (Accommodated) for all grades and subjects. For 2004 – 2009, TAKS results are shown at the PR student passing standard. In 2010, TAKS results are based on the vertical scale standards for grades 3 – 8 reading and mathematics, so change calculations between 2004 and 2010 are based on different student passing standards for certain grades and subjects.

‡ Grade 8 science results are not included because they were not used in the 2006 or 2007 accountability system. Grade 8 science results are included in the 2008 – 2010 results shown.

• While accountability ratings issued under standard procedures for 2004 and 2005 used Completion Rate II, the data shown are for Completion Rate I for all years so the results are based on the same indicator.

¥ Due to the change to the National Center for Education Statistics (NCES) dropout definition, dropout and completion rates from 2004 through 2006 are not comparable to 2007 and beyond. Change for these indicators is based on a comparison of 2007 to 2010.

Table 9-7: State Performance on Accountability Indicators: 2004 to 2010

TAKS Commended Performance

Indicator	2004	2005	2006	2007	2008	2009	2010	Change 2004–2010
TAKS Results[†], summed across grades 3–11 [accountability subset]	Gold Performance <i>Commended</i> standards are shown in shaded cells.							
Reading / English Language Arts	20%	20%	20%	25%	25%	30%	30%	
<i>All Students</i>	20%	25%	27%	30%	34%	34%	33%	+13%
<i>African American</i>	12%	15%	17%	20%	23%	25%	23%	+11%
<i>Hispanic</i>	13%	17%	18%	22%	25%	26%	25%	+12%
<i>White</i>	29%	36%	38%	42%	47%	46%	45%	+16%
<i>Economically Disadvantaged</i>	12%	15%	17%	20%	23%	24%	23%	+11%
Writing	20%	20%	20%	25%	25%	30%	30%	
<i>All Students</i>	22%	26%	30%	30%	33%	34%	33%	+11%
<i>African American</i>	13%	17%	21%	21%	24%	25%	24%	+11%
<i>Hispanic</i>	14%	19%	22%	23%	25%	27%	26%	+12%
<i>White</i>	31%	36%	40%	40%	43%	45%	43%	+12%
<i>Economically Disadvantaged</i>	12%	17%	20%	20%	23%	24%	24%	+12%
Social Studies	20%	20%	20%	25%	25%	30%	30%	
<i>All Students</i>	21%	26%	30%	35%	36%	44%	47%	+26%
<i>African American</i>	10%	14%	17%	21%	24%	31%	34%	+24%
<i>Hispanic</i>	11%	15%	19%	23%	25%	33%	36%	+25%
<i>White</i>	31%	38%	43%	49%	50%	59%	60%	+29%
<i>Economically Disadvantaged</i>	10%	13%	17%	21%	23%	30%	34%	+24%
Mathematics	20%	20%	20%	25%	25%	30%	30%	
<i>All Students</i>	17%	20%	23%	25%	28%	31%	29%	+12%
<i>African American</i>	8%	9%	11%	13%	15%	18%	17%	+9%
<i>Hispanic</i>	11%	13%	16%	18%	21%	25%	23%	+12%
<i>White</i>	25%	29%	32%	34%	38%	42%	39%	+14%
<i>Economically Disadvantaged</i>	10%	12%	15%	17%	19%	23%	21%	+11%
Science	20%	20%	20% [*]	25% [*]	25%	30%	30%	
<i>All Students</i>	9%	14%	16%	19%	22%	26%	28%	+19%
<i>African American</i>	3%	6%	6%	9%	11%	14%	16%	+13%
<i>Hispanic</i>	4%	8%	9%	12%	15%	18%	21%	+17%
<i>White</i>	14%	20%	23%	28%	33%	38%	40%	+26%
<i>Economically Disadvantaged</i>	4%	8%	9%	11%	14%	17%	20%	+16%

[†] TAKS results for 2004–2009 are shown at the commended performance standard that corresponded to the scale score of 2400. In 2010, TAKS results are based on vertical scale standards for commended performance at grades 3–8 reading and mathematics, so change calculations between 2004 and 2010 are based on different student standards for these grades. In 2008 and 2009, the TAKS results include TAKS (Accommodated) for science and social studies and all grade 11 subjects. In 2010, the TAKS results include TAKS (Accommodated) for all grades and subjects.

^{*} Grade 8 science results are not included in either the 2006 or 2007 results shown because they were not used in the 2006 or 2007 accountability system. Grade 8 science results are included in the 2008 – 2010 results shown.

Table 9-8: 2010 and 2011 Standards – Standard Procedures

	2010	2011*
TAKS % Met (All Students, White, Hispanic, African American, & Economically Disadvantaged)		
	% Met	% Met
<i>Exemplary</i> (All Subjects)	≥ 90%	≥ 90%
<i>Recognized</i> (All Subjects)	≥ 80%	≥ 80%
Academically Acceptable		
Reading/ELA, Writing, Social Studies	≥ 70%	≥ 70%
Mathematics	≥ 60%	≥ 65%
Science	≥ 55%	≥ 60%
TAKS (Accommodated)	All grades & subjects	All grades & subjects
TAKS–M and TAKS–Alt	N/A	All grades & subjects
TAKS Commended Performance (All Students & Economically Disadvantaged)		
	N/A	% Commended (with TPM)
<i>Exemplary</i> (Reading/ELA, Math)		≥ 25%**
<i>Recognized</i> (Reading/ELA, Math)		≥ 15%**
<i>Academically Acceptable</i>		N/A
ELL Progress Indicator (All Students only)***		
<i>Exemplary</i>	N/A	≥ 60%
<i>Recognized</i>		≥ 60%
<i>Academically Acceptable</i>		N/A
Completion Rate I (Gr. 9–12) (All Students, White, Hispanic, African American, & Econ. Disadvantaged)		
	Class of 2009 (9 th grade 2005–2006)	Class of 2010 (9 th grade 2006–2007)
<i>Exemplary</i>	≥ 95.0%	≥ 95.0%
<i>Recognized</i>	≥ 85.0%	≥ 85.0%
<i>Academically Acceptable</i>	≥ 75.0%	≥ 75.0%
Annual Dropout Rate (Gr. 7–8) (All Students, White, Hispanic, African American, & Econ. Disadvantaged)		
	2008–2009 Dropouts	2009–2010 Dropouts
<i>Exemplary, Recognized, & Academically Acceptable</i>	≤ 1.8%	≤ 1.6%
Additional Features		
Required Improvement	Use	Use**
Texas Projection Measure	Use	Use***
Exceptions	Use	Use**
Underreported Students	≤ 150 and ≤ 4.0%	≤ 150 and ≤ 3.0%

New Accountability System will be in place beginning in the 2012–2013 school year. No Ratings in 2012

Source: 2010 Accountability Manual. Changes from the previous year are indicated in bold.

* Details about the 2011 standards are presented in Chapter 17 – Indicators and Standards for 2011.

** RI and Exceptions are not available for use with the Commended Indicator.

*** Decisions about the use of TPM with the ELL Progress Indicator will be made during the 2011 development cycle.

2010 and 2011 Standards cont. – AEA Procedures

	2010	2011*	2012	
TAKS Progress Standard				
<i>AEA: Academically Acceptable</i>	≥ 50%	≥ 55%	New Accountability System will be in place beginning in 2012-2013 No Ratings in 2012	
TAKS (Accommodated)	All grades and subjects	All grades and subjects		
TAKS-M	N/A	All grades and subjects		
TAKS-Alt	N/A	All grades and subjects**		
Completion Rate II (Grade 9–12) Standard				
Year of Data	Class of 2009 (9 th grade 2005–2006)	Class of 2010 (9 th grade 2006–2007)		
<i>AEA: Academically Acceptable</i>	≥ 60.0%	≥ 60.0%		
Completer II Definition	Graduates + Continuing Students + GED Recipients			
Dropout Definition	NCES Definition	NCES Definition		
Annual Dropout Rate (Grade 7–12) Standard				
Year of Data	2008–2009	2009–2010		
<i>AEA: Academically Acceptable</i>	≤ 20.0%	≤ 20.0%		
Dropout Definition	NCES Definition	NCES Definition		
English Language Learners (ELL) Progress				
	N/A	55%***		
Additional Features				
Texas Projection Measure	See Chapter 10 and Appendix E			
Required Improvement	See Chapter 11			
Use of District At-Risk Data	See Chapter 11			
At-Risk Registration Criterion	≥ 75%	≥ 75%		

Source: 2010 Accountability Manual. Changes from the previous year are indicated in bold.

* Details about the 2011 standards are presented in Chapter 17 – Indicators and Standards for 2011.

** TAKS-M and TAKS-Alt will be included in TAKS Progress in 2011. Performance will be summed across all grades and subjects, evaluated for All Students only.

*** Decisions about the use of TPM with the ELL Progress Indicator will be made during the 2011 development cycle.

Table 9-9: Indicators and Standards for 2011 Ratings - Standard Procedures

Indicators/Features	<i>Academically Acceptable</i>	<i>Recognized</i>	<i>Exemplary</i>
Assessment Indicators			
<ul style="list-style-type: none"> • All TAKS–Modified and TAKS–Alternate results are combined with TAKS and TAKS (Accommodated) results and used for ratings in 2011. • Commended performance is an additional TAKS base indicator for Recognized and Exemplary ratings. • The ELL Progress indicator is a separate indicator for Recognized and Exemplary. 			
<p>TAKS – Met Standard (2010–2011)</p> <ul style="list-style-type: none"> • All Students and each student group meeting minimum size: <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 style="text-align: center;">or</p> <p>Meets Required Improvement</p> <p style="text-align: center;">or</p> <p>Meets Standard with TPM</p> <p style="text-align: center;">or</p> <p>Meets criteria for use of Exception Provision</p>	<p>Meets 80% Standard for each Subject</p> <p style="text-align: center;">or</p> <p>Meets floor and Required Improvement</p> <p style="text-align: center;">or</p> <p>Meets Standard with TPM</p> <p style="text-align: center;">or</p> <p>Meets criteria for use of Exception Provision</p>	<p>Meets 90% Standard for each Subject</p> <p style="text-align: center;">or</p> <p>Meets Standard with TPM</p> <p style="text-align: center;">or</p> <p>Meets criteria for use of Exception Provision</p>
<p>TAKS – Commended Performance Level (2010–2011)</p> <ul style="list-style-type: none"> • All Students and, if meets minimum size: <ul style="list-style-type: none"> • Econ. Disadvantaged 	N/A	<p>Meets 15% Standard in Reading/ELA and Mathematics for Commended Performance</p> <p style="text-align: center;">or</p> <p>Commended Performance with TPM</p>	<p>Meets 25% Standard in Reading/ELA and Mathematics for Commended Performance</p> <p style="text-align: center;">or</p> <p>Commended Performance with TPM</p>
<p>English Language Learners (ELL) Progress (2010–2011) * (if meets minimum size)</p> <ul style="list-style-type: none"> • All Students 	N/A	<p>Meets 60% Standard</p> <p style="text-align: center;">or</p> <p>Meets Required Improvement criteria</p> <p style="text-align: center;">or</p> <p>Meets criteria for use of Exception Provision</p>	

Indicators and Standards for 2011 Ratings cont. - Standard Procedures

Indicators/Features	<i>Academically Acceptable</i>	<i>Recognized</i>	<i>Exemplary</i>
Completion/Dropout Indicators			
<i>Completion Rate I (Class of 2010)</i> (if meets minimum size) <ul style="list-style-type: none"> • All Students • African American • Hispanic • White • Econ. Disadvantaged 	Meets 75.0% Standard or Meets Required Improvement	Meets 85.0% Standard or Meets floor of 75.0% and Required Improvement	Meets 95.0% Standard
<i>Annual Dropout Rate Grades 7–8 (2009–2010)</i> (if meets minimum size) <ul style="list-style-type: none"> • All Students • African American • Hispanic • White • Econ. Disadvantaged 	Meets 1.6% Standard or Meets Required Improvement		
Additional Provisions			
<i>Underreported Students (2009–2010)</i> (District only) (if meets minimum size) All Students	N/A	A district that underreports more than 150 students or more than 3.0% of its prior year students cannot be rated <i>Recognized</i> or <i>Exemplary</i> .	

* Options for the inclusion of TPM in this measure will be explored during the 2011 development cycle.

Other components of the 2011 system will be reevaluated during the annual development process that will begin for the next cycle in spring 2011.

Indicators and Standards for 2011 Ratings cont. - AEA Procedures

Indicators/Features	AECs of Choice	Residential Facilities	Charters
Assessment Indicators			
TAKS Progress (2010–2011) All TAKS–Modified and TAKS–Alternate results are combined with TAKS and TAKS (Accommodated) results and used for AEA ratings in 2011.			
<ul style="list-style-type: none"> • All Students and each student group meeting minimum size: • African American • Hispanic • White • Econ. Disadvantaged 	Meets 55% Standard or Demonstrates Required Improvement or Meets 55% Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data		Meets 55% Standard or Demonstrates Required Improvement
ELL Progress (2010–2011)* All Students (if minimum size requirements are met)	Meets 55% Standard or Demonstrates Required Improvement		
Completion/Dropout Indicators			
Completion Rate II (Class of 2010) All Students (if minimum size requirements are met)	Meets 60.0% Standard or Demonstrates Required Improvement or Meets 60.0% Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data	Residential Facilities are not evaluated on Completion Rate II.	Meets 60.0% Standard or Demonstrates Required Improvement
Annual Dropout Rate Grades 7–12 (2009–2010) All Students (if minimum size requirements are met)	Meets 20.0% Standard or Demonstrates Required Improvement or Meets 20.0% Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data		Meets 20.0% Standard or Demonstrates Required Improvement
Additional Provision			
AEA Registration (AEC only)	AECs must meet the AEA campus registration requirements and 75% at-risk registration criterion.		Does not apply to charter operators.

* This indicator cannot be the sole reason for the AEA: Academically Unacceptable rating.

Other components of the 2011 system will be reevaluated during the annual development process that will begin for the next cycle in spring 2011.

Table 9-10: Gold Performance Acknowledgments (GPA): Multi-Year Standards

Indicators	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Advanced Course / Dual Enrollment Completion**	25.0%	n/a	25.0%	25.0%	25.0%	25.0%	25.0%	30.0%	30.0%	30.0%
End-of-Course: Algebra I	90%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
AP/IB* Results	15.0% / 50.0%	n/a	15.0% / 50.0%	15.0% / 50.0%	15.0% / 50.0%	15.0% / 50.0%	15.0% / 50.0%	15.0% / 50.0%	15.0% / 50.0%	15.0% / 50.0%
Attendance Rate	HS: 95.0% JH: 96.0% EL: 97.0% Multi: 96.0%	n/a	HS: 95.0% JH: 96.0% EL: 97.0% Multi: 96.0%	AEA: 95% HS: 95.0% JH: 96.0% EL: 97.0% Multi: 96.0%	AEA: 95% HS: 95.0% JH: 96.0% EL: 97.0% Multi: 96.0%	AEA: 95% HS: 95.0% JH: 96.0% EL: 97.0% District: 96% Multi: 96.0%	AEA: 95% HS: 95.0% JH: 96.0% EL: 97.0% District: 96% Multi: 96.0%			
College-Ready Graduates**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	35.0%	35.0%	40.0%
Commended: Reading/ELA**	n/a	n/a	20%	20%	20%	25%	25%	30%	30%	30%
Commended: Mathematics**	n/a	n/a	20%	20%	20%	25%	25%	30%	30%	30%
Commended: Writing**	n/a	n/a	20%	20%	20%	25%	25%	30%	30%	30%
Commended: Science**	n/a	n/a	20%	20%	20%	25%	25%	30%	30%	30%
Commended: Social Studies**	n/a	n/a	20%	20%	20%	25%	25%	30%	30%	30%
Comparable Improvement: Reading/ELA***	Top 25% / 50%	n/a	n/a	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%
Comparable Improvement: Mathematics***	Top 25% / 50%	n/a	n/a	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%	Top 25%
Recommended H.S. Program/DAP**	40.0%	n/a	50.0%	60.0%	70.0%	80.0%	80.0%	85.0%	85.0%	85.0%
SAT/ACT* Results	70.0% / 40.0%	n/a	70.0% / 40.0%	70.0% / 40.0%	70.0% / 40.0%	70.0% / 40.0%	70.0% / 40.0%	70.0% / 40.0%	70.0% / 40.0%	70.0% / 40.0%
TAAS/TASP Equivalency**	80.0%	n/a	80.0%	80.0%	n/a	n/a	n/a	n/a	n/a	n/a
Texas Success Initiative (TSI) ELA**	n/a	n/a	n/a	n/a	50%	50%	55%	60%	65%	65%
Texas Success Initiative (TSI) Mathematics**	n/a	n/a	n/a	n/a	50%	50%	55%	60%	65%	65%

The 2002–2003 school year was a transition year for the development of a new accountability system. Therefore, no new ratings or acknowledgments were issued. Also, the years in the column headings indicate accountability report year, not data year.

* The IB and ACT indicators evaluate performance for the All Students and African American, Hispanic, and White Students groups. Economically Disadvantaged status is not available from the testing results.

** The Advanced Course / Dual Enrollment Completion, Attendance, five Commended, Recommended HS Program / DAP, and two TSI indicators evaluate performance for All Students, African American, Hispanic, White, and Economically Disadvantaged student groups.

*** Comparable Improvement is available to campuses only and evaluated at the All Students group only.

