

### How has the TEA Accountability System changed this year as compared to last year?

Several changes were incorporated into the 2002 Accountability System. The major modifications are described here.

- The Academically Acceptable/Acceptable TAAS passing rate standard for social studies “all students” is 50.0 percent. [Student group results for social studies will become a rating component in 2004.]
- The Academically Acceptable/Acceptable TAAS passing rate standard for reading, mathematics, and writing, for “all students” and each student group will be raised to 55.0 percent.
- School districts and campuses will be required to have a 2000–2001 dropout rate of 5.0% or less for all students and student groups in order to be rated Acceptable, as compared to the previous year’s standard of 5.5%. Dropout standards for schools seeking the Exemplary rating will remain at their current level of 1% or less, but schools seeking the Recognized rating cannot have a 2000–2001 dropout rate higher than 2.5%.

### Summary of Significant Dates Related to the TEA Accountability System

February 19, 2002	Writing is administered to grades 4 and 8, in Spanish to grade 4.
February 19–21, 2002	Exit Math, Reading, and Writing are administered to grade 10.
April 16–19, 2002	Math and Reading are administered to grades 3–8, in Spanish to grades 3–6.
April 10-12, 2002	District receives TAAS exit results for all students.
May 1, 2002	TEA releases official dropout data.
May 10, 2002	District receives TAAS results for all students grade 3–8.
June 16, 2002	District receives accountability TAAS, dropout, and 2000–2001 attendance data from TEA.
August 17, 2002	Tentatively scheduled release date of TEA Accountability System results.

### Anticipated Changes for the 2003 Accountability System

Schools and districts will not be rated in 2003, the first year of the new assessment system.

The new state TAKS assessments will be benchmarked in spring 2001 for grades 3-11. This will be the first full administration of the TAKS.

# Research Brief

## 2002 TEXAS EDUCATION AGENCY ACCOUNTABILITY SYSTEM

The Texas Education Agency (TEA) Accountability System is a method for evaluating school districts and campuses with regard to their student performance on certain “base indicators.” The ratings employed in the TEA Accountability System are:

#### District Accreditation Ratings

- Exemplary
- Recognized
- Academically Acceptable
- Academically Unacceptable

#### Campus Performance Ratings

- Exemplary
- Recognized
- Acceptable
- Low-performing

To determine a campus’ or district’s classification, TEA examines student attendance, dropout rates, and performance on TAAS. Each of these indicators is examined for all students as well as for each student group (African American, Hispanic, White, and Economically Disadvantaged). The twenty-one base indicators for the TEA Accountability System are summarized below.

Indicator	Population
<b>Spring 2002 TAAS Passing Rates</b>	
Reading Subtest 5 Indicators	All non-Special Education and Special Education students tested on English TAAS grades 3–8 and 10 and Spanish TAAS grades 3–6 enrolled as of the PEIMS Fall Enrollment date (all students and each student group)
Writing Subtest 5 Indicators	All non-Special Education and Special Education students tested on English TAAS grades 4, 8, and 10 and Spanish TAAS grade 4 enrolled as of the PEIMS Fall Enrollment date (all students and each student group)
Mathematics Subtest 5 Indicators	All non-Special Education and Special Education students tested on English TAAS grades 3–8 and 10 and Spanish grades 3–6 enrolled as of the PEIMS Fall Enrollment date (all students and each student group)
Social Studies Subtest 1 Indicator	All non-Special Education and Special Education students tested on English TAAS grade 8 enrolled as of the PEIMS Fall Enrollment date (all students)
End-of-Course Examination as Substitute for Exit-Level TAAS	Any student enrolled in grade 10 as of PEIMS Fall Enrollment date who has passed 3 End-of-Course Examinations prior to the Spring grade 10 TAAS administration date will fulfill the TAAS exit-level requirement
<b>2000–2001 Dropout Rates</b> 5 Indicators	All students and each student group, grades 7–12; data to be obtained from PEIMS leaver record

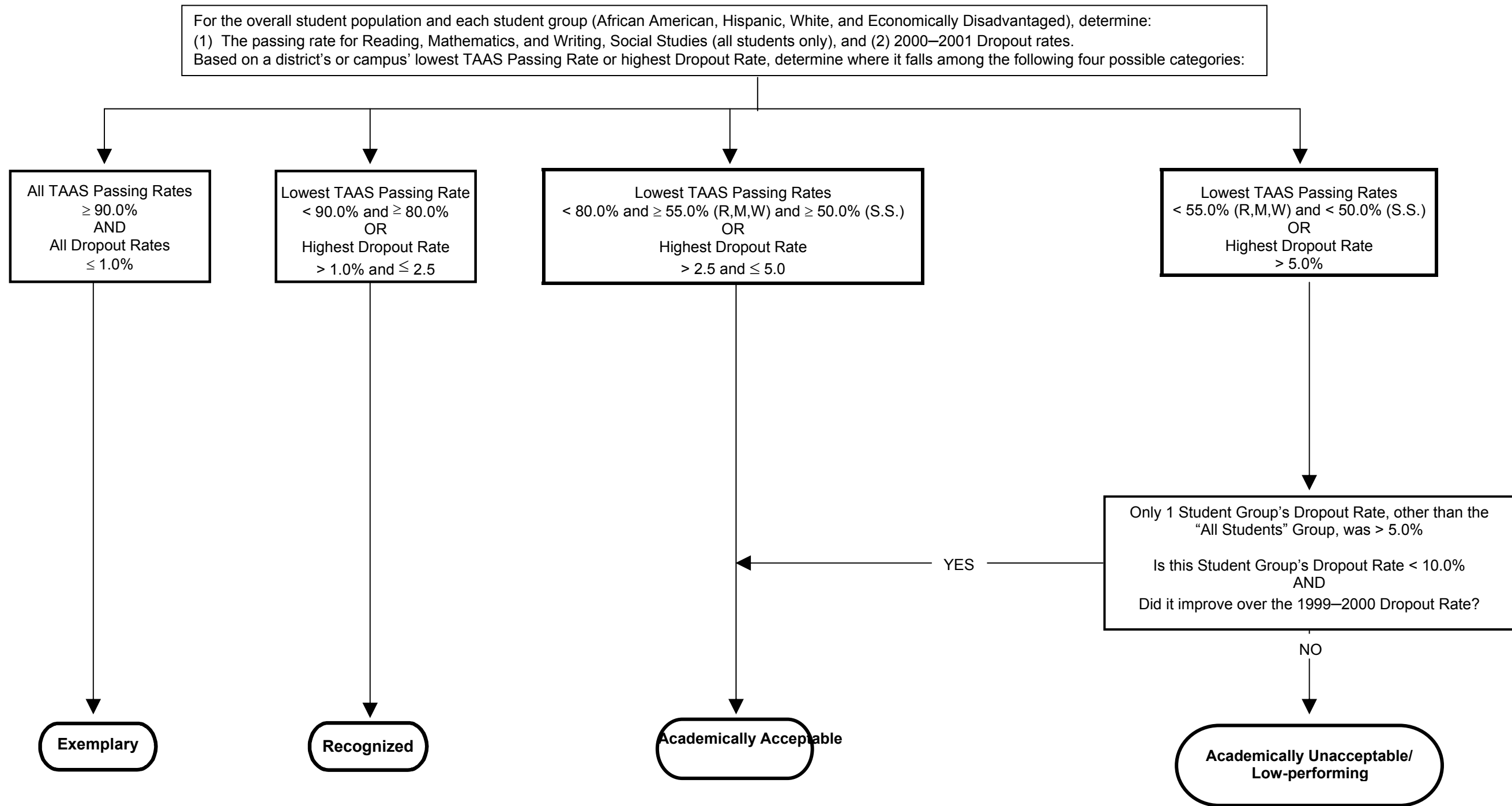
Only student groups meeting the size requirements, are used in the accountability analysis. The size requirement for TAAS is:

- At least 30 students within a student group were tested for any subject area, and that student group comprises at least 10% of all test takers in each subject; OR, at least 50 students within the student group were tested.

With respect to Dropout Rate:

- For all students and each student group, a district or campus must have at least 10 dropouts AND at least 30 7<sup>th</sup>–12<sup>th</sup> graders in membership during the school year; AND
- For each student group, the group must comprise at least 10% of all 7<sup>th</sup>–12<sup>th</sup> graders, OR there must be at least 50 7<sup>th</sup>–12<sup>th</sup> graders within that group.

## 2002 TEA Accountability System



### How are ratings assigned in the 2002 TEA Accountability System?

In general, a campus' or district's rating is determined by its lowest performance on any single criterion by any single student group. The above figure describes how ratings are assigned in the TEA Accountability System. All calculations are rounded to one decimal place.

A district can not be rated exemplary or recognized if it:

- Has one or more Low-performing campuses,
- Has 1,000 or more, or 10% or more, 2000–2001 students in grades 7–12 who were unreported on either the PEIMS enrollment record or PEIMS leaver record, or
- Is found to be out of compliance with Special Education regulations.