

# Research Brief

## 2009 TEXAS EDUCATION AGENCY Standard 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:

- |             |              |                           |                             |
|-------------|--------------|---------------------------|-----------------------------|
| • Exemplary | • Recognized | • Academically Acceptable | • Academically Unacceptable |
|-------------|--------------|---------------------------|-----------------------------|

To determine a campus'/district's rating, TEA examines completion rates, dropout rates, and performance on the Texas Assessment of Knowledge and Skills (TAKS) which includes the TAKS (Accommodated). Each of these indicators is examined for all students as well as for each student group (African American, Hispanic, White, and Economically Disadvantaged). The thirty-five base indicators for the TEA Accountability System are summarized below.

Indicator	Population
<b>Spring 2009 TAKS Passing Rates at State Passing Standard</b> Reading Subtest 5 Indicators	All students tested on English TAKS grades 3–9, English Language Arts grades 10–11, and Spanish TAKS grades 3–6 <b>enrolled on that campus as of the PEIMS Fall Enrollment date</b> (all students and each student group)
Writing Subtest 5 Indicators	All students tested on English TAKS grades 4 & 7 and Spanish TAKS grade 4 <b>enrolled on that campus as of the PEIMS Fall Enrollment date</b> (all students and each student group)
Mathematics Subtest 5 Indicators	All students tested on English TAKS grades 3–11 and Spanish TAKS grades 3–6 <b>enrolled on that campus as of the PEIMS Fall Enrollment date</b> (all students and each student group)
Social Studies Subtest 5 Indicators	All students tested on English TAKS grades 8, 10, and 11 <b>enrolled on that campus as of the PEIMS Fall Enrollment date</b> (all students and each student group)
Science Indicators 5 Indicators	All students tested on English TAKS grades 5, 8, 10, and 11 and Spanish TAKS grade 5 <b>enrolled on that campus as of the PEIMS Fall Enrollment date</b> (all students and each student group)
<b>2007–2008 Dropout Rate</b> 5 Indicators	Percent of dropouts in grades 7–8 based on the number of students enrolled in grades 7–8 for that school year for all students and each student group; data to be obtained from PEIMS leaver record (NCES definition)
<b>2008 Completion Rate</b> 5 Indicators	Completers based on graduates and continuing students as a percent of the total class starting with the ninth-grade cohort four years earlier (2004–05) (all students and each student group)

**Note:** As planned, in 2009 the TAKS (Accommodated) results for ELA (grade 11), mathematics (grade 11), science (grades 5, 8, 10, and 11-English), science (grade 5 Spanish), and social studies (grades 8, 10, and 11) will be used for the same grades and subjects used in the 2008 standard accountability system. Beginning in 2010, the TAKS indicator will include these additional TAKS (Accommodated)-tested grades and subjects reading/ELA (grades 3-10 English; grades 3-6 Spanish), mathematics (grades 3-10 English; 3-6 Spanish), and writing (grades 4 and 7 English; grade 4 Spanish).

**School Leaver Provision:** The Commissioner of Education has ruled that the School Leaver Provision will not continue past the 2008 accountability year. Districts and campuses will be held accountable for their completion and dropout data in 2009.

**Accountability Subset:** To be included in a campus' accountability subset, a student must be enrolled on the campus on the October PEIMS Snapshot date AND tested on that campus on the last applicable TAKS test for that student. Otherwise the student is not attributed into any campus' accountability subset. The only exception is for students referred to Disciplinary Alternative Education Programs (DAEPs). They are attributed to their home campus. Therefore, TAKS Summary Reports do not reflect the performance of a campus' accountability subset.

All students and each student group meeting the size requirements are used in the accountability analysis. The size requirements for achievement data are:

- TAKS: At least 30 students within a student group were tested for the subject, and that student group comprises at least 10% of all test takers in the subject; OR, at least 50 students within the student group were tested. There are no minimum size requirements at the "all students" level.

Minimum size requirements with respect to Annual Dropout Rate:

- For each student group, a district or campus must have at least 5 dropouts AND
  - at least 30 7<sup>th</sup>–8<sup>th</sup> graders in the group AND the group must comprise at least 10% of all 7<sup>th</sup>–8<sup>th</sup> graders; OR
  - there must be at least 50 7<sup>th</sup> and 8<sup>th</sup> graders within that group.
- For all students, a district or campus must have at least 5 dropouts AND at least 10 7<sup>th</sup>–8<sup>th</sup> grade students in membership during the school year.

Minimum size requirements with respect to Completion Rate:

- For each student group, a district or campus must have at least 5 dropouts AND
  - at least 30 in the group AND the group must comprise at least 10% of students in the ninth-grade cohort; OR
  - at least 50 students in the group.
- For all students, a district or campus must have at least 5 dropouts AND at least 10 students in the ninth-grade cohort.
- For campuses that serve students in any of the grades 9–12 but do not have a Completion Rate (have not served grades 9–12 for the last five years) are no longer assigned the Completion Rate of the district for accountability purposes. The use of district assigned rates will be suspended until the NCES dropout definition is fully phased in.

### Critical Components of the Model

- Texas Projection Measure (TPM): Districts or campuses rated *Academically Unacceptable*, *Academically Acceptable*, or *Recognized* may achieve a higher rating by comparing the "Percent Meeting the TAKS Standard with TPM" to the accountability standards. For any TAKS measure not meeting the standard for the next higher rating, Required Improvement, TPM, or the Exceptions Provision can elevate the status of the measure one level, and **only one level**. Combinations of Required Improvement, TPM, and the Exceptions Provision cannot be used together for one measure. However, these features can be used independently for different TAKS measures. Some schools that attain a rating of *Academically Acceptable* by including students who met the TPM improvement standard may be identified for technical assistance teams.
- Exceptions: The district and campuses can move up one rating due to 1–4 assessment measures, an exception will be given based on the number of assessment measures. Performance on the measure to which the Exceptions Provision will be applied must be no more than five percentage points below the standard for the subject. The floor must be met by the TAKS base indicator No exception will be given for the same measure in 2 consecutive years. The Campus Improvement Plan must address performance on the measures to which the exceptions are applied.
- Results from the first and second administrations of the reading test at grades 3, 5, and 8 are incorporated into the TAKS Reading/English Language Arts indicator. Results from the first and second administrations of the math test at grade 5 and 8 are incorporated into the TAKS Math indicator. For students enrolled on the same campus for both administrations of reading and math tests, results of the second administration will be used for students who failed or were absent from the first administration. The district indicator will include students enrolled in the same district for both test administrations.
- Results for students given a make-up test within the testing window are included in the accountability measures.

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

- May 22, 2009 District receives TAKS results for all students.
- Late May, 2009 TEA publishes final 2009 Accountability Manual.
- June 18, 2009 Completion and dropout data will be released to districts.
- July 16, 2009 District receives confidential preview data tables from TEA (secure website only)
- July 31, 2009 TEA releases preliminary accountability ratings for campuses and districts.
- Aug. 1 – 14, 2009 Appeals window.
- Late October 2009 TEA releases final accountability ratings.

### Anticipated Changes for the 2010 Accountability System and Beyond

- Commended performance will be incorporated into the ratings in 2009 as an additional label. This "commended" label will be based on results from the Gold Performance Acknowledgements on the commended indicators.
- The TAKS Student Growth measure may be used in the 2009 accountability system.
- Accountability standards will increase in 2009:

	2009 AA/Re/Ex	2010 AA/Re/Ex	2011* AA/Re/Ex
Reading/ELA	70/75/90	70/80/90	70/80/90
Writing and Social Studies	70/75/90	70/80/90	70/80/90
Mathematics	55/75/90	60/80/90	65/80/90
Science	50/75/90	55/80/90	60/80/90

- \* Standards for 2011 are subject to review in 2010 and may be adjusted.
- The definition of a dropout will be fully National Center for Education Statistics (NCES)-compliant by 2010.
- TAKS-Alternate and TAKS-Modified are scheduled to be included in the accountability system in 2011.

# 2009 TEA Standard Accountability System

For the overall student population and each student group (African American, Hispanic, White, and Economically Disadvantaged), determine:  
 The passing rate for TAKS Reading/English Language Arts, Mathematics, Writing, Social Studies, and Science at the state passing standard; 2007-2008 dropout rates for grades 7-8; AND Class of 2008 Completion Rate I (Graduates and Continuers).  
 A district's or campus' lowest TAKS passing rate, highest dropout rate, or lowest completion rate, determines where it falls among the four possible categories.

