

Research Brief

2010 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
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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 (TAKS-A). 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
Spring 2010 TAKS Passing Rates at State Passing Standard	All students tested on English TAKS and TAKS (Accommodated) grades 3–9, English Language Arts grades 10–11 and Spanish TAKS and TAKS (Accommodated) grades 3–5, enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group).
Reading Subtest 5 Indicators	
Writing Subtest 5 Indicators	All students tested on English TAKS and TAKS (Accommodated) grades 4 & 7 and Spanish TAKS and TAKS (Accommodated) grade 4, enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group)
Mathematics Subtest 5 Indicators	All students tested on English TAKS and TAKS (Accommodated) grades 3–11 and Spanish TAKS and TAKS (Accommodated) grades 3–5, enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group)
Social Studies Subtest 5 Indicators	All students tested on English TAKS and TAKS (Accommodated) grades 8, 10, and 11 enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group)
Science Indicators 5 Indicators	All students tested on English TAKS and TAKS (Accommodated) grades 5, 8, 10, and 11 and Spanish TAKS and TAKS (Accommodated) grade 5 enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group)
2008–2009 Dropout Rate 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)
Class of 2009 Completion Rate I 5 Indicators	Completion Rate I 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: In addition to the inclusion of all TAKS (Accommodated) tests, the 2010 TAKS base indicator will use grade 3 reading results based on a single administration. Vertical scale scores will be used to determine passing rates in reading and mathematics for grades 3-8. Additionally, it will be the first time that NCES Dropout definition applies to all grades.

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.

HB3 Exclusions: New statutorily-required exclusions that the TEA must make when evaluating dropout and completion rates for state accreditation and performance ratings will not be implemented until the 2010-11 dropouts are collected in the 2011-12 school year. Therefore, these exclusions will not apply to ratings issued in either 2010 or 2011.

Hurricane Provisions for Completions Status: Hurricane displaced students in the completion cohort with a “dropout” status assigned in either 2005-06 or 2008-09 may be appealed.

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
 - a. at least 30 7th–8th graders in the group AND the group must comprise at least 10% of all 7th–8th graders; OR
 - b. there must be at least 50 7th and 8th graders within that group.
- For all students, a district or campus must have at least 5 dropouts AND at least 10 7th–8th 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
 - a. at least 30 in the group AND the group must comprise at least 10% of students in the ninth-grade cohort; OR
 - b. 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 2011.

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. A TPM will be calculated for all grades and subjects except grade 7 writing and all subjects in grade 11. A TPM will be available for grade 8 science in 2010.
- 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 and math tests at grades 5 and 8 are incorporated into the TAKS Reading/English Language Arts and math indicators. 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.
- **Required Improvement (RI):** In 2010-11, RI will continue to be a feature for evaluating ratings to Academically Acceptable or Recognized for all three base indicators. RI evaluates campus or district gain for a given measure, rather than a projection of individual student growth that is measured by the TPM.

Summary of Significant Dates Related to the TEA Accountability System (subject to change)

May 26, 2010	District receives TAKS results for all students.
Late May, 2010	TEA publishes final 2010 Accountability Manual.
Late June, 2010	Completion and dropout data will be released to districts.
July 16, 2010	District receives confidential preview data tables from TEA (secure website only).
July 30, 2010	TEA releases preliminary accountability ratings for campuses and districts.
Aug. 2 – 13, 2010	Appeals window.
Late October 2010	TEA releases final accountability ratings.

Anticipated Changes for the 2011 Accountability System and Beyond

- In 2011, districts and campuses will be required to meet a Commended Performance (CP) standard in reading and math in order to achieve the Recognized or Exemplary ratings. The CP indicator will be defined as the percent of students achieving the commended level or projected to meet the commended level at the next high stakes grade based on the TPM. CP will be evaluated for all students and economically disadvantaged students.
- The English Language Learners (ELL) Progress indicator will be incorporated into the rating system as a separate indicator that is evaluated at the “All Students” level only, beginning with the 2011 ratings.

Accountability standards will increase in 2011:

	2010 AA/Re/Ex	2011* AA/Re/Ex	(CP) 2011 Re/Ex	Grade 7–8 Annual Dropout Rate Accountability Standards		
				2009 Ratings 2007-08 Dropouts	2010 Ratings 2008-09 Dropouts	2011 Ratings 2009-10 Dropouts
Reading/ELA	70/80/90	70/80/90	15/25	Exemplary, Recognized, Academically Acceptable	2.0%	1.8%
Writing and Social Studies	70/80/90	70/80/90				
Mathematics	60/80/90	65/80/90	15/25			
Science	55/80/90	60/80/90				

* Standards for 2011 are subject to review in 2010 and may be adjusted.

- TAKS-Alternate and TAKS-Modified are scheduled to be included in the accountability system in 2011.

2010 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; 2008-2009 dropout rates for grades 7-8; AND Class of 2009 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.

