

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.

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 2011.

Size Requirements

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. The minimum size requirements for the CP Indicator is the same as the TAKS Indicators.

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.

Minimum size requirements with respect to ELL Progress Indicator:

- TAKS: At least 30 current and monitored limited English proficient (LEP) students tested in order for the indicator to be evaluated. Individual race/ethnicity student groups and the Economically Disadvantaged student group are not evaluated.

Critical Components of the Model

- Exceptions: If 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. The exception rule also applies to the ELL Progress Indicator but not the CP Indicator.
- 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 2011, RI will continue to be a feature for evaluating ratings to Academically Acceptable or Recognized for all three base indicators. It will also be calculated for the ELL Progress Indicator.

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

Late May 2011	District receives TAKS results for all students.
Late May 2011	TEA publishes final 2011 Accountability Manual.
Late June 2011	Completion and dropout data will be released to districts.
Mid. July 2011	District receives confidential preview data tables from TEA (secure website only).
July 29, 2011	TEA releases preliminary accountability ratings for campuses and districts.
Mid. August 2011	Appeals window Closed.
Late October 2011	TEA releases final accountability ratings.

Anticipated Changes for the 2012 Accountability System and Beyond

- State of Texas Assessments of Academic Readiness (STAAR) will replace the Texas Assessment of Knowledge and Skills (TAKS) beginning in spring 2012. The STAAR program at grades 3–8 will assess the same subjects and grades that are currently assessed on TAKS. At high school, however, grade-specific assessments will be replaced with 12 end-of-course (EOC) assessments: Algebra I, geometry, Algebra II, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history.
- In 2012, districts and campuses will not receive a rating due to the fact that the STAAR assessment will be administered for the first time and that the Texas Education Agency is currently developing a new accountability system for 2013.
- **Ratings from the 2011 state and federal accountability systems will rollover for campuses and districts through 2012.**

Research Brief

2011 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 **all Texas Assessment of Knowledge and Skills (TAKS)** tests which includes TAKS, TAKS-Accommodated (TAKS-A), TAKS-Alternate (TAKS-ALT), and TAKS-Modified (TAKS-M). Each of these indicators is examined for all students as well as for each student group (African American, Hispanic, White, and Economically Disadvantaged). The state accountability system will use the federal definitions of race and ethnicity for all current year (2010-2011) indicators. No additional student groups beyond the five listed above are proposed to be added to the 2011 accountability system because the composition of the African American, Hispanic, and White groups are similar to prior years. The thirty-five base indicators for the TEA Accountability System are summarized below.

Indicator	Population
Spring 2011 TAKS Passing Rates at State Passing Standard	
Reading Subtest 5 Indicators	All students tested on all TAKS tests grades 3–9, English Language Arts grades 10–11 and all Spanish TAKS tests grades 3–5, enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group).
Writing Subtest 5 Indicators	All students tested on all English TAKS tests grades 4 & 7 and all Spanish TAKS tests 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 all English TAKS tests grades 3–11 and all Spanish TAKS tests 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 all English TAKS tests 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 all English TAKS grades 5, 8, 10, and 11 and all Spanish TAKS tests grade 5 enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group)
2009–2010 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 2010 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 (2006–07) (all students and each student group)

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.

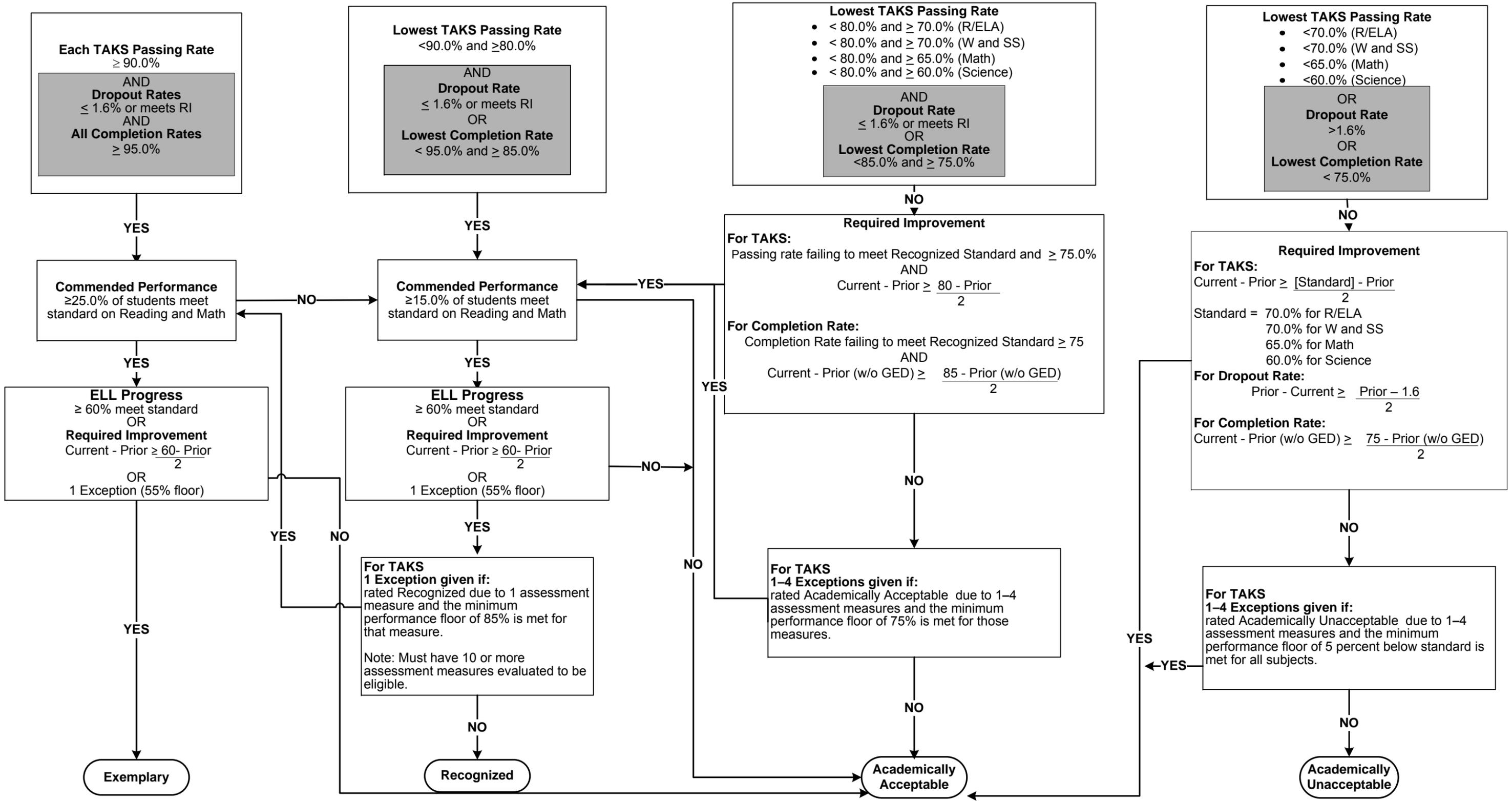
English Language Learners (ELL): This new Indicator evaluates the progress of ELL students in attaining proficiency in reading/ELA in English based on their performance on either Texas Assessment of Knowledge and Skills (TAKS) reading/ELA in grades 3-11 or the reading component of Texas English Language Proficiency Assessment System (TELPAS) in grades 3-11. The indicator includes current and monitored limited English proficient (LEP) students who are enrolled in at least their second year in U.S. schools, and who took at least one of the following reading assessments: TELPAS reading component, TAKS, TAKS-A, or TAKS-M. Campuses and districts must meet a standard of 60% on the ELL Progress Indicator in order to attain a *Recognized* or *Exemplary* rating or meet required improvement.

Commended Performance Indicator (CP): In 2011, districts and campuses will be required to meet a CP standard in order to achieve the Recognized or Exemplary ratings. The CP indicator will be defined as the percent of students achieving the commended level. The CP indicator will include the same results as the TAKS % Met Standard Indicator. The All students and Economically Disadvantaged student groups will be evaluated in reading and mathematics.

Texas Projection Measure (TPM): In 2011, use of the TPM in the state and federal accountability system will be **discontinued**.

2011 TEA Standard Accountability System

For the overall student population and each student group (African American, Hispanic, White, and Economically Disadvantaged) with federal definitions, determine:
 The passing rate for TAKS Reading/English Language Arts, Mathematics, Writing, Social Studies, and Science at the state passing standard; 2009-2010 dropout rates for grades 7-8; AND Class of 2010 Completion Rate I (Graduates and Continuers).
 A district's or campus' lowest TAKS passing rate, highest dropout rate, lowest completion rate, ELL passing rate, or Commended Performance rate determines where it falls among the four possible categories.



A district cannot be rated Exemplary or Recognized if it:

- Has one or more Academically Unacceptable campuses on the standard accountability system; or
- Has more than 150, or greater than 3%, 2009-10 students in grades 7-12 who were unreported on either the PEIMS enrollment record or PEIMS leaver record.

Note: Exceptions will be given based on the number of assessment measures: 5-8 measures, 1 exception; 9-11 measures, 2 exceptions, 12-15 measures, 3 exceptions; and 16 or more measures, 4 exceptions.