HISD Department of Research and Accountability

DRA 5.11-001

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), ALT and MKL TAKS Modified (MAL TAKS). One 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.

Minimum size requirements at the all students level. The minimum size requirements for the CP Indicator is defined as the percent of students achieving the commended performance 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 the campus as of the PEIMS Fall Enrollment date (all students and each student group).
- All students tested on all English TAKS tests grades 4-7 and all Spanish TAKS tests grades 4-7, enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group).
- 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).
- All students tested on all English TAKS tests 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).
- All students enrolled on the campus as of the PEIMS Fall Enrollment date (all students and each student group).

HURRICANE PROVISIONS FOR COMPLETION STATUS

Hurricane provisions for completions status:

- TAKS: At least 30 students within a student group were tested and 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.
- Science Indicators: 5 Indicators
- Mathematics Subtest 5 Indicators
- Social Studies Subtest 5 Indicators
- Science Indicators 5 Indicators

2009-2010 Dropout Rate 5 Indicators

District receives TAKS results for all students.

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 the campus as of the PEIMS Fall Enrollment date (all students and each student group).

Newly-enrolled students or other students that are 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.

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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.

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Anticipated Changes for the 2012 Accountability System and Beyond

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, 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.

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, biology, chemistry, physics, English I, English II, English III, world geography, world history, and U.S. history.

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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.

Each TAKS Passing Rate ≥ 90.0%

AND

Dropout Rates ≤ 1.6% or meets RI

AND

All Completion Rates ≥ 95.0%

YES

Commended Performance ≥ 25.0% of students meet standard on Reading and Math

YES

Commended Performance ≥ 15.0% of students meet standard on Reading and Math

YES

ELL Progress ≥ 60% meet standard OR Required Improvement Current - Prior ≥ 60- Prior OR 1 Exception (55% floor)

YES

YES

Exemplary

For TAKS:
1 Exception given if: rated Recognized due to 1 assessment measure and the minimum performance floor of 85% is met for that measure.

Note: Must have 10 or more assessment measures evaluated to be eligible.

YES

Recognized

AND

Dropout Rate ≤ 1.6% or meets RI OR Lowest Completion Rate < 95.0% and ≥ 65.0%

NO

Lowest TAKS Passing Rate ≥ 90.0% and ≥ 80.0%

AND

Lowest Dropout Rate < 1.6% or meets RI OR Lowest Completion Rate < 85.0% and ≥ 75.0%

YES

Required Improvement

For TAKS:
Passing rate failing to meet Recognized Standard and ≥ 75.0%

AND

Current - Prior > 80 - Prior

2

YES

Academically Acceptable

For Completion Rate:
Completion Rate failing to meet Recognized Standard ≥ 75

AND

Current - Prior (w/o GED) > 85 - Prior (w/o GED)

2

YES

Academically Unacceptable

For TAKS:
1-4 Exceptions given if:
rated Academically Acceptable due to 1-4 assessment measures and the minimum performance floor of 75% is met for those measures.

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.

NO

FOR TAKS:
Rated Academically Unacceptable due to 1-4 assessment measures and the minimum performance floor of 5 percent below standard is met for all subjects.

NO

FOR TAKS:
1-4 Exceptions given if:
rated Academically Unacceptable due to 1-4 assessment measures and the minimum performance floor of 5 percent below standard is met for all subjects.

NO

FOR TAKS:
Current - Prior > [Standard] - Prior

2

Standard = 70.0% for R/ELA

70.0% for W and SS

65.0% for Math

60.0% for Science

FOR TAKS:
Current - Prior > Prior – 1.6

2

FOR TAKS:
Current - Prior (w/o GED) > 75 - Prior (w/o GED)

2

YES

ELP Progress ≥ 60% meet standard OR Required Improvement Current - Prior ≥ 60- Prior OR 1 Exception (55% floor)

YES

YES

Academically Acceptable

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.

YES

Academically Unacceptable

NO

NO

NO

NO

NO

NO

NO

NO

NO