

Minimum size requirements with respect to Dropout Rate:

- For each student group, a district or campus must have at least 10 dropouts AND at least 30 7th–8th graders in the group AND the group must comprise at least 10% of all 7th–8th graders; OR there must be at least 50 7th and 8th graders within that group.
- For all students, a district or campus must have at least 10 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 10 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 10 dropouts AND at least 10 students in the ninth-grade cohort.
- 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 assigned the Completion Rate of the district for accountability purposes.

Critical Components of the Model

- New campuses will receive a rating. If that rating would be Academically Unacceptable, then it will receive a rating of "New Campus" or "Not Rated". Otherwise, it will receive the rating based on criteria it meets.
- Districts have the option of pairing a campus that does not have base indicators with the district rather than with another campus.
- Exceptions – If a campus/district is rated Academically Unacceptable due to 1–3 assessment measures, an exception will be given based on the number of assessment measures. Exceptions can only move a school/district up one rating. The measure can be no more than 5 percentage points below Academically Acceptable standard. No exception will be given for the same measure in 2 consecutive years. The number of allowed exceptions are as follows: If a campus/district has 1–5 achievement measures, no exceptions will be allowed; 6–10 measures, 1 exception; 11–15 measures, 2 exceptions; and 16 or more measures, no more than 3 exceptions. The Campus Improvement Plan must address performance on the measures to which the exceptions are applied.
- For 2004, registered alternative campuses will be rated "Alternative Education". Data for students will be used in district results. Standards will be developed in 2005.
- Results from the first and second administrations of the grade 3 reading test are incorporated into the TAKS Reading/English Language Arts indicator. For students enrolled on the same campus for both administrations of the grade 3 reading test, 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 tests.
- 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

February 24, 2004	TAKS and SDAA Writing is administered to grades 4 and 7. Spanish TAKS Writing is given to grade 4.
February 24, 2004	TAKS Reading is administered to grade 9 and English Language Arts to grades 10–11.
March 3, 2004	First administration of TAKS grade 3 Reading test
April 27–29, 2004	TAKS Reading, Math, Science, and Social Studies are administered in English and Spanish at specified grade levels. Second TAKS grade 3 Reading test is administered.
April 27–29, 2004	SDAA Reading, Math, and Writing tests are administered to Special Education students in grades 3–8.
May 21, 2004	District receives TAKS and SDAA results for all students.
Late May, 2004	TEA publishes final 2004 Accountability Manual.
October 2004	TEA releases accountability ratings for campuses and districts.

Anticipated Changes for the 2005 Accountability System and Beyond

- Commended Performance will be developed in 2005 and incorporated into the ratings no later than 2007.
- SDAA indicators will change in 2005 due to the new benchmark test and NCLB guidelines.
- RPTTE progress will be reported in 2005 and incorporated into the accountability system in 2006 or 2007.
- Accountability standards will remain constant from 2004 through 2006 as student passing standards increase.
- Beginning in 2006 (for the class of 2005), the completion rate calculation will only use graduates and continuing students.
- Possibly in 2007, minimum size requirements might eliminate the "10% or 50 students" part of the rule.
- Additional improvement measures such as Comparable Improvement and a student-level TAKS Growth Index will be developed and could be added to the accountability system in 2005.
- The state will adopt the National Center for Educational Statistics (NCES) dropout definition for the 2005–06 annual dropout rate calculation for grades 7–8. The NCES definition will be used to calculate the completion rate for the class of 2009.
- For 2005, the minimum size criteria for the numerator will be 5 for both the annual dropout rate and the completion rate indicators. Furthermore, the Academically Acceptable dropout standard will move from 2.0% to 1.0%.
- Required Improvement Standards for 2005 and beyond will be developed in early 2005 following analyses at actual gains made between 2003 and 2004.

Research Brief

2004 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:

- 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) and State Developed Alternative Assessment (SDAA). 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-six base indicators for the TEA Accountability System are summarized below.

Indicator	Population
Spring 2004 TAKS Passing Rates at State Passing Standard	All students tested on English TAKS grades 3–9, English Language Arts grades 10–11, and Spanish TAKS grades 3–6 enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group)
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 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 English TAKS grades 4 & 7 and Spanish TAKS 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 grades 3–11 and Spanish TAKS grades 3–6 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 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 grades 5, 10, and 11 and Spanish TAKS grade 5 enrolled on that campus as of the PEIMS Fall Enrollment date (all students and each student group)
SDAA Indicator 1 Indicator	Summed across grades 3–8 and subjects. Percent of tests that met ARD Expectations based on the number of tests for which ARD expectations were established (all students)
2002–2003 Dropout Rate 5 Indicators	All students and each student group, grades 7–8; data to be obtained from PEIMS leaver record
2003 Completion Rate 5 Indicators	Completers based on graduates, continuing students, and GED recipients as a percent of the total class starting with the ninth-grade cohort four years earlier (all students and each student group)

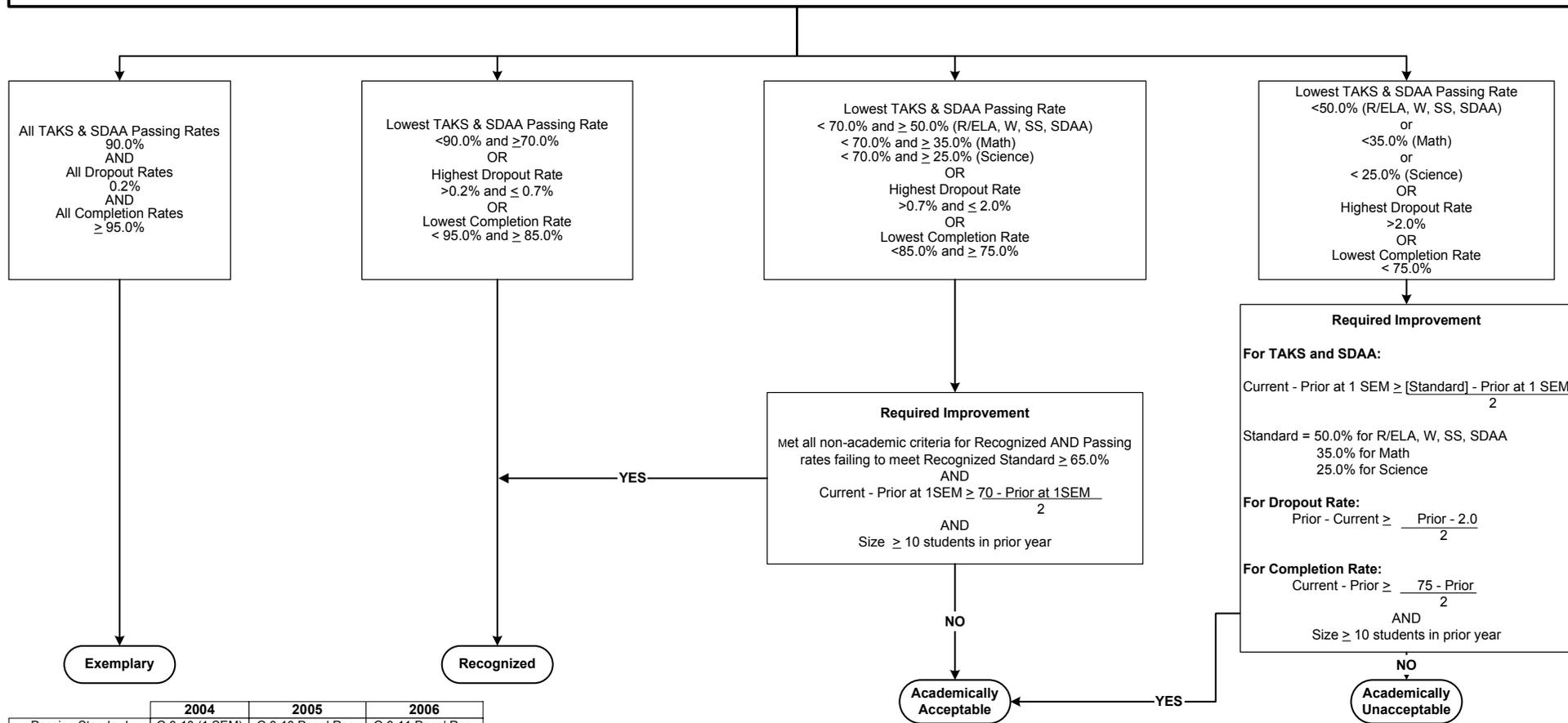
All students and each student group meeting the size requirements are used in the accountability analysis. The size requirements for achievement data are:

- For 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.
- For SDAA: Results from at least 30 tests (summed across grades and subjects).

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2004 TEA Accountability System

For the overall student population and each student group (African American, Hispanic, White, and Economically Disadvantaged), determine:
 (1) The passing rate for TAKS Reading/English Language Arts, Mathematics, Writing, Social Studies, and Science at the state passing standard;
 (2) SDAA percent met ARD expectations summed across grades 3-8 and across subjects (all students only);
 (3) 2002-2003 dropout rates for grades 7-8; AND
 (4) Class of 2003 Completion Rate (Grad+Cont+GED).
 Based on a district's or campus' lowest TAKS and SDAA passing rate, highest dropout rate, or lowest completion rate, determine where it falls among the four possible categories.



	2004	2005	2006
Passing Standard	G 3-10 (1 SEM)	G 3-10 Panel Rec.	G 3-11 Panel Rec.
	G 11 (2 SEM)	G 11 (1 SEM)	

How are ratings assigned in the 2004 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. At the Academically Acceptable and Academically Unacceptable levels, schools showing Required Improvement can move up one rating level. The above figure describes how ratings are assigned in the TEA Accountability System. All calculations are rounded to one decimal place.

A district cannot be rated exemplary or recognized if it:
 Has one or more Academically Unacceptable campuses;
 Has more than 500, or greater than 5%, 2002-03 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 the Special Education regulations.