

Research Brief

2005 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
- Academically Acceptable
- Recognized
- 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 II (SDAA II). 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 2005 TAKS Passing Rates at State Passing Standard	
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 II Indicator 1 Indicator	Summed across grades 3–10 and subjects. Percent of tests that met ARD expectations based on the number of tests for which ARD expectations were established (all students)
2003–2004 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
2004 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:

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

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.
- 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 an accountability rating.
- 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.
- Results from the first and second administrations of the reading test at grades 3 and 5 are incorporated into the TAKS Reading/English Language Arts indicator. Results from the first and second administrations of the math test at grade 5 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 13, 2005	District receives TAKS and SDAA II results for all students.
Late May, 2005	TEA publishes final 2005 Accountability Manual.
August 1, 2005	TEA releases preliminary accountability ratings for campuses and districts.
Aug. 1 – Sept. 15, 2005	Appeals window.
October 2005	TEA releases final accountability ratings.

Anticipated Changes for the 2006 Accountability System and Beyond

- Commended Performance will be incorporated into the ratings no later than 2007.
- Use of Required Improvement for SDAA II will be introduced in 2006.
- RPTE progress will be reported in 2005 and incorporated into the accountability system in 2006 or 2007.
- Accountability standards will increase in 2006:

	2005 AA/Re/Ex	2006* AA/Re/Ex	2007* AA/Re/Ex	2008* AA/Re/Ex	2009* AA/Re/Ex	2010* AA/Re/Ex
Reading/ELA; Writing; Social Studies	50/70/90	60/70/90	60/75/90	65/75/90	70/80/90	70/80/90
Mathematics	35/70/90	40/70/90	45/75/90	50/75/90	55/80/90	60/80/90
Science	25/70/90	35/70/90	40/75/90	40/75/90	45/80/90	50/80/90

* Standards are subject to review annually and may be adjusted.

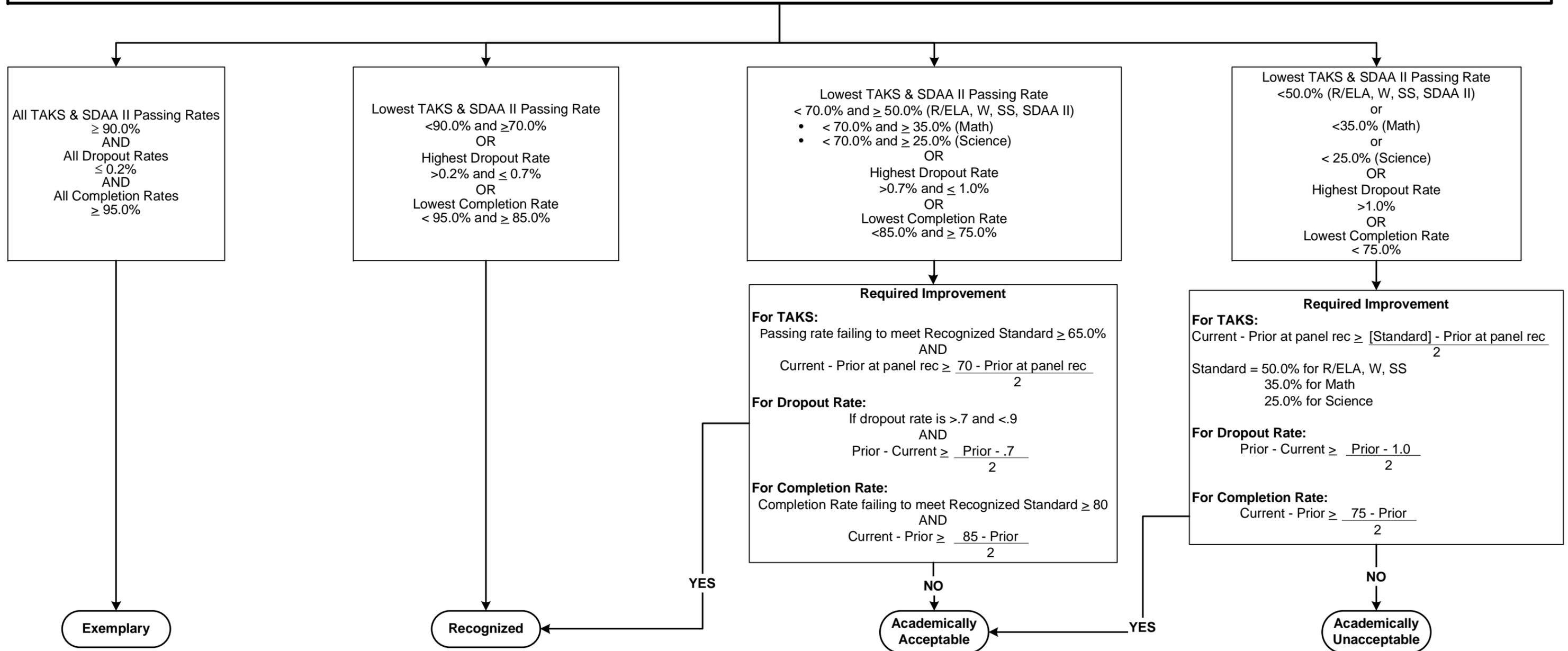
Source: TEA

- Beginning in 2006 (for the class of 2005), the completion rate calculation will only use graduates and continuing students.
- Beginning in 2007, the definition of a dropout will change to begin phasing-in use of the National Center for Education Statistics (NCES) definition of a dropout. In 2007, the dropouts in the denominator of the completion rate will be defined using the current state definition for the first 3 years of the cohort and an NCES-compliant definition for the fourth year. In 2008, the first 2 years will be the state definition and the last 2 years will be NCES-compliant. By 2010, the definition will be fully NCES-compliant. The new NCES definition will also be used to calculate the annual dropout rate starting in 2005–06 for the 2007 accountability ratings.

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2005 TEA Standard 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 II percent met ARD expectations summed across grades 3-10 and across subjects (all students only);
 (3) 2003-2004 dropout rates for grades 7-8; AND
 (4) Class of 2004 Completion Rate (Grad+Cont+GED).
 Based on a district's or campus' lowest TAKS and SDAA II passing rate, highest dropout rate, or lowest completion rate, determine where it falls among the four possible categories.



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

Note: Required Improvement cannot be calculated in 2005 for SDAA II as this is the first year of administration. Special consideration (appeal) will be given when the SDAA II indicator is the sole reason for not achieving the next higher rating.

How are ratings assigned in the 2005 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 100, or greater than 5%, 2003-04 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.