

**Accountability System for 2008 and Beyond – Standard Procedures**  
**Commissioner of Education Final Decisions**  
**April 2008**

**State Assessment Indicators**

1. TAKS Indicator Definition. Beginning in 2008, the TAKS indicator will include the performance of grade 8 science at the *Panel Recommendation* (PR) student passing standard. Also beginning in 2008, the TAKS indicator will include the performance of TAKS (Accommodated) test results for science and social studies (all grades) and for grade 11 (all subjects). The grade 8 science and TAKS (Accommodated) results will be combined with the other TAKS results into a single indicator.

In 2008 and 2009, the TAKS (Accommodated) results that will be combined with the TAKS results will be for the following grades and subjects **only**:

Science (grades 5, 8, 10, & 11—English; grade 5—Spanish)  
Social Studies (grades 8, 10, & 11)  
English Language Arts (ELA) (grade 11)  
Mathematics (grade 11)

Beginning in 2010, the TAKS indicator will include these additional TAKS (Accommodated)-tested grades and subjects:

Reading/ELA (grades 3 through 10—English; grades 3 through 6—Spanish)  
Mathematics (grades 3 through 10—English; grades 3 through 6—Spanish)  
Writing (grades 4 and 7—English; grade 4—Spanish)

*Rationale:* Although state statute does not require the use of grade 8 science in the accountability system until 2009, this proposal is in alignment with previous advisory group recommendations to incorporate it in the rating system beginning in 2008. Beginning with the 2005-06 Academic Excellence Indicator System (AEIS), a preview indicator showing total science performance including grade 8 results at the PR standard was reported. Therefore, using the grade 8 science results in 2008 follows the ‘report, report, use’ phase-in of additional assessment results.

Combining the TAKS and TAKS (Accommodated) results into a single indicator is appropriate for several reasons. TAKS (Accommodated) is an on-grade-level assessment designed for students with disabilities. Special education students tested on TAKS (Accommodated) are assessed on the same test questions given to all students assessed on the regular TAKS. Both TAKS and TAKS (Accommodated) have the same *Met Standard* and *Commended Performance* student passing standards. The inclusion of TAKS results for special education students is not new. Students served in special education taking the regular state assessment tests on grade level have been included in the state rating system since 1998-99.

Since the State-Developed Alternative Assessment II (SDAA II) is no longer administered, using TAKS (Accommodated) results in 2008 ensures that some assessment results for students with disabilities who do not take the regular TAKS are included in the state accountability system continuously between 2006 and 2011, while new assessments for students with disabilities are fully phased in.

Combining TAKS (Accommodated) and TAKS results maintains the same number of measures in the state accountability system. Also, inclusion of TAKS (Accommodated) with TAKS parallels the use of the combined TAKS/TAKS (Accommodated) results in the Adequate Yearly Progress (AYP) system beginning in 2007-08.

2. 2008 TAKS Standards. The 2008 *Academically Acceptable* standards are 70% for reading/English language arts (ELA), 65% for writing and social studies, 50% for mathematics, and 45% for science. These standards represent increases of 5 percentage points to the *Academically Acceptable* standards for reading/ ELA, mathematics, and science. The 2008 *Recognized* standard of 75%, which applies to all subjects, is unchanged from the prior year. The 2008 standards were announced in April 2007, subsequently published in the *2007 Accountability Manual*, and adopted as commissioner rule by July 26, 2007. The 2008 standards are shown below, compared to 2007.

	<b>2007 (Used) AA/Re/Ex</b>	<b>2008 (Final Decision) AA/Re/Ex</b>
<b>Reading/ELA</b>	<b>65 / 75 / 90</b>	<b>70 / 75 / 90</b>
<b>Writing</b>	<b>65 / 75 / 90</b>	65 / 75 / 90
<b>Social Studies</b>	<b>65 / 75 / 90</b>	65 / 75 / 90
<b>Mathematics</b>	<b>45 / 75 / 90</b>	<b>50 / 75 / 90</b>
<b>Science</b>	<b>40 / 75 / 90</b>	<b>45 / 75 / 90</b>

*Numbers in bold indicate an increase from the prior year.*

3. Required Improvement (RI). TAKS RI will be used in 2008 as it was defined in the 2007 system. RI is calculated as the amount of gain in percent *Met Standard* required to reach the current year accountability standard in two years. RI is calculated for each TAKS subject area, for All Students, and each student group evaluated. RI can be used to elevate a rating from *Academically Unacceptable* to *Academically Acceptable* or from *Academically Acceptable* to *Recognized*. A condition of using RI to achieve *Recognized* is a minimum performance floor that is five points below the current year standard. In 2008 the floor will be 70% as it was in 2007. There is no floor for using RI to gate up to *Academically Acceptable*.

For purposes of calculating RI in 2008, the prior year assessment results will be rebuilt to include both the grade 8 science results and the TAKS (Accommodated) results in the selected grades and subjects. This will make 2007 and 2008 performance comparable and enable the continued use of RI as a feature in the system for this indicator in 2008.

4. Exceptions Provision. The Exceptions Provision is significantly modified for 2008 and beyond. First, campuses and districts may now use the provision to achieve a *Recognized* or an *Exemplary* rating. Previously the provision was only permitted to elevate a rating from *Academically Unacceptable* to *Academically Acceptable*. Other changes include expanding the number of exceptions allowed from three to four and altering the minimum performance floor values required.

The Exceptions Provision is unchanged in that it will continue to be applied to only the 25 TAKS measures (5 subjects multiplied by 5 groups: All Students, African American, Hispanic, White, and Economically Disadvantaged). The Exceptions Provision will not be applicable to either Completion Rate I or Annual Dropout Rate indicators. It is also unchanged in that safeguards will continue to be applied to prevent its misuse or overuse.

Details regarding the use of the provision differ depending on the rating category affected. Details are described below:

Use for Academically Acceptable or Recognized:

Districts and campuses will be eligible to receive four possible exceptions in order to achieve the *Academically Acceptable* rating or four possible exceptions in order to achieve the *Recognized* rating. The ranges for the number of measures evaluated in order to earn an exception are changed from the ranges used previously, as shown in the following table. The current (2007) table is included for comparison.

2007 Exceptions Provision Table (for <i>Academically Acceptable</i> only)		2008 and Beyond Exceptions Provision Table (for <i>Academically Acceptable</i> or <i>Recognized</i> )	
Number of Assessment Measures Evaluated	Maximum Number of Exceptions Allowed	Number of Assessment Measures Evaluated	Maximum Number of Exceptions Allowed
1 – 5	0 exceptions	1 – 4	0 exceptions
6 – 10	1 exception	5 – 8	1 exception
11 – 15	2 exceptions	9 – 11	2 exceptions
16 or more	3 exceptions	12 – 15	3 exceptions
n/a	n/a	16 or more	4 exceptions

*Safeguards:*

- The Exceptions Provision cannot elevate a rating more than one rating category.
- An exception cannot be used for the same measure for two consecutive years.
- A campus/district that uses exception(s) to raise its rating must address the measure(s) in its campus/district improvement plan.
- The campus or district must meet a minimum performance floor to be eligible to use this provision. The floors vary by subject and rating category:

Floors			
<i>Academically Acceptable</i>		<i>Recognized</i>	
Mathematics and Science	No more than 10 percentage points below standards	All subjects	No more than 5 percentage points below standards
Reading/ELA, Writing, and Social Studies	No more than 5 percentage points below standards		

*Rationale:* The original rationale for this provision was to provide a mechanism for avoiding the *Academically Unacceptable* rating due to new indicators or indicators that were being phased-in to the system. It was also designed to provide greater relief for larger campuses and districts serving more diverse student populations that are evaluated on more measures. With the inclusion of additional students [students with disabilities tested on TAKS (Accommodated)] and an additional assessment (grade 8 science) in 2008, the recommended changes to the Exceptions Provision are aligned with the original purpose of the Exceptions Provision. In addition, permitting the provision to be applied to *Academically Acceptable* campuses and districts makes the *Recognized* rating more accessible to campuses and districts that are large and have diverse student populations, or whose student populations are predominantly economically disadvantaged or at risk. Analyses of the use of the Exceptions Provision over the past four years indicate that the provision is working as intended and that the safeguards appropriately prevent its misuse.

Expanding the number of exceptions allowed provides for more distinctions among larger and/or more diverse campuses and districts by splitting the number of assessment measures evaluated into groups with narrower ranges.

Allowing for an additional exception addresses the additional hurdles that will be faced by districts and campuses because the additional tests added to the base indicator increase the number of student groups meeting minimum size criteria. Including grade 8 science and the TAKS (Accommodated) results increases the average number of campus hurdles by one, from 11 to 12.

However, the impact on middle schools is greater—the average number of hurdles increases from 14 to 17. This analysis is based on the TAKS (Accommodated) grades and subjects that will be first used in 2008. In 2009 and 2010 when all grades and subjects are used, the impact may be greater and felt across more campus types.

The floors are modified from 5 to 10 points below the standard for mathematics and science to accommodate the increased rigor of the mathematics and science standards that will continue to increase by five percentage points each year. To use an exception to achieve *Recognized*, the floor is designed to be stricter because attainment of the *Recognized* rating demands a high level of performance. A 5 point floor also aligns with the 5 point floor required to use RI to achieve the *Recognized* rating.

Use for Exemplary:

Districts and campuses will be eligible to receive one possible exception in order to achieve the *Exemplary* rating. A minimum of 10 assessment measures must be evaluated in order to be eligible to use the one exception.

2008 and Beyond Exceptions Provision Table (for <i>Exemplary</i> )	
Number of Assessment Measures Evaluated	Maximum Number of Exceptions Allowed
1 – 9	0 exceptions
10 or more	1 exception

*Safeguards:*

- The campus or district must meet a minimum performance floor that is 5 points below the *Exemplary* standard. Because the *Exemplary* standard is 90% for all subjects for 2008 and beyond, the floor is 85%.
- An exception cannot be used for the same measure for two consecutive years.

*Rationale:* Permitting the provision to be applied to *Recognized* campuses and districts makes the *Exemplary* rating more accessible to campuses and districts that are larger and have more diverse student populations, or whose student populations are predominantly economically disadvantaged or at risk. Under the current system, the typical *Exemplary* campus or district is smaller, serves a more homogenous student population, and is evaluated on fewer measures than an average campus or district. The safeguards cited above and the restriction to one exception only, limits its use such that attainment of *Exemplary* through the use of this provision will not diminish the status of this rating label.

5. Commended Label. Appending a commended label to the base rating label will be deferred at least another year. Original plans were to append a label of “Commended” to campus and district ratings if the campus or district also earned a Gold Performance Acknowledgment (GPA) for at least 50% of the TAKS Commended indicators on which they were evaluated. During this development cycle, a second option was considered that would have appended a suffix to the rating label based on campus or district performance on all GPA indicators.

*Rationale:* During the initial development of the new accountability system, the Educator Focus Group and Commissioner’s Accountability Advisory Committee (CAAC) recommended that measures be developed to incorporate TAKS commended performance into the accountability ratings. Use of such a label provides a more comprehensive picture of a campus or district and helps distinguish among large numbers of campuses and districts with the same ratings.

Several of the proposals recommended for 2008 provide other ways to allow greater discrimination among high performing campuses. Additional time is needed to explore these additional proposals. In the meantime, to provide districts and campuses with an overall summary of their GPA results, the agency will explore options for reporting the number of GPA indicators earned compared to the number of indicators evaluated when the GPA results are released in fall 2008.

6. **SDAA II.** As of the 2008 accountability year, the State-Developed Alternative Assessment II (SDAA II) indicator is no longer in the system because the 2006-07 school year was the last time this test was administered. Students previously tested on the SDAA II who take the regular TAKS test or TAKS (Accommodated) in the grades and subjects described above, will be included in the ratings evaluation. Students previously tested on SDAA II who take either the TAKS-M or TAKS-Alt in 2008 will not be included in the 2008 state accountability system. However, decisions addressing the phase-in of these two new assessments into the state accountability system are described in item 10 below.
7. **TAKS Standards—2009 and 2010.** The standards for writing, social studies, mathematics, and science will increase by five points in 2009 to 70%, 70%, 55%, and 50%, respectively. In 2010, mathematics and science will increase by an additional five points each, to 60% and 55%, respectively. In addition, the *Recognized* standard will increase from 75% to 80% in 2010. These decisions are shown in the following table. The 2007 and 2008 standards are presented for comparison.

	<b>2007 (Used)</b>	<b>2008 (Adopted in Commissioner Rule)</b>	<b>2009 (Final Decision)</b>	<b>2010 (Recommended*)</b>
<b>Exemplary</b>	≥ 90%	≥ 90%	≥ 90%	≥ 90%
<b>Recognized</b>	≥ 75%	≥ 75%	≥ 75%	≥ 80%
<b>Acceptable</b>				
<b>R/ELA</b>	≥ 65%	≥ 70%	≥ 70%	≥ 70%
<b>Writing</b>	≥ 65%	≥ 65%	≥ 70%	≥ 70%
<b>Social Studies</b>	≥ 65%	≥ 65%	≥ 70%	≥ 70%
<b>Mathematics</b>	≥ 45%	≥ 50%	≥ 55%	≥ 60%
<b>Science</b>	≥ 40%	≥ 45%	≥ 50%	≥ 55%

*\*Standards for 2010 will be reviewed in 2009 and are subject to change.  
Numbers in bold indicate an increase from the prior year.*

The 2009 standards for the *Academically Acceptable* rating are the same standards recommended by the Educator Focus Group and the CAAC in 2007; however, they differ from the 2009 *Recognized* standard published in the preview chapter of the *2007 Accountability Manual*. The difference is that in 2009 the *Recognized* standard will remain at 75% instead of increasing to 80%.

*Rationale:* Both the *Exemplary* and *Recognized* standards are a significant challenge to achieve, especially for campuses and districts with a large and diverse student population, or a student population that is predominantly economically disadvantaged or at risk. Beginning in 2008, the challenge to maintain a 75% standard increases with the inclusion of TAKS (Accommodated) and grade 8 science (at the PR student passing standard). In 2010, the number of TAKS (Accommodated) results used will increase again even more significantly due to the use of reading, mathematics, and writing results for TAKS (Accommodated) test takers; however, it is also important to maintain adequate distance between the standards for *Academically Acceptable* and *Recognized*. By 2009 three subjects will have an *Academically Acceptable* standard of 70%—only five points from the *Recognized* standard of 75%. Elevating the *Recognized* standard to 80% in 2010 reestablishes the ten point difference between *Academically Acceptable* and *Recognized*. In addition, a goal of the

system was to achieve a *Recognized* standard that was within 10 percentage points of the *Exemplary* standard. A *Recognized* standard of 80% in 2010 will achieve that goal and will result in an even distribution of standards at 70% / 80% / 90% for three of the five subject areas. Although attainment of *Recognized* will be more difficult due to inclusion of all TAKS (Accommodated) results and due to the five point increase in the standard, the application of the Exceptions Provision to *Recognized* that will begin in 2008 provides another means of achieving this label.

8. TAKS Student Growth Measure. A method for measuring annual student improvement on the TAKS tests will be selected during the fall of 2008. Student growth reporting for individual students is scheduled to begin with the 2008-09 school year. Also, student growth (contingent upon United States Department of Education [USDE] approval) is planned to be used in the AYP system beginning with the release of the 2009 AYP statuses. Student growth will be used in the state accountability system as soon as possible, which could be as early as the 2009 accountability cycle. The 2009 advisory groups will recommend the method for incorporating growth and will review 2009 TAKS standards in relation to the growth decisions. If student growth is incorporated beginning in 2009, other components of the system such as Required Improvement, Comparable Improvement, and the Exceptions Provision will also be subject to review during the 2009 development cycle.

One option that will be considered for including student growth in the accountability system is to modify the current TAKS base indicator to be defined as the percent of students who *either* meet the TAKS student passing standard *or* meet the growth standard. This option and other alternatives will be explored during the 2009 development cycle.

9. Vertical Scale. To meet new statutory requirements, a vertical scale will be implemented in grades 3-8 for TAKS mathematics and reading starting with the 2008-09 school year. A vertical scale is a scale score system that allows comparison of student test scores across grade levels within a subject. With vertical scaling, scores that measure content in the same subject but at different grade levels are placed onto a common scale.

One implication a vertical scale has for TAKS is that a review of current student passing standards may need to be considered. Should changes to the TAKS student passing standards occur, a reconsideration of accountability standards for the affected subject(s) will be necessary.

10. Incorporating TAKS-Alternate (TAKS-Alt) and TAKS-Modified (TAKS-M). The TAKS-Alt is an alternate assessment based on alternate achievement standards designed for students with significant cognitive disabilities. It is designed to meet the federal requirements mandated under the No Child Left Behind Act of 2001 (NCLB). TAKS-Alt was field tested in spring 2007 and will be administered for the first time in spring 2008. The TAKS-Alt results will be reported beginning with 2008.

The TAKS-M is an alternate assessment based on modified achievement standards designed for students who receive modified instruction in the Texas Essential Knowledge and Skills (TEKS), but for whom neither the TAKS, TAKS (Accommodated), nor TAKS-Alt are an appropriate measure of their academic progress. It is designed to meet the federal requirements mandated under NCLB. TAKS-M will be administered for the first time in the spring of 2008, but only to selected grades and subjects. The 2008-09 school year will be the first year TAKS-M is administered to all grades and subjects.

Following the 'report, report, use' schedule, 2010 is the first year TAKS-Alt results could possibly be used and 2011 is the first year TAKS-M results could possibly be used in the state accountability system. Use of TAKS-Alt in the state accountability system will be delayed at least until TAKS-M can be incorporated in 2011.

*Rationale:* The use of TAKS (Accommodated) results will not be fully phased-in until the 2010 school year. TAKS-Alt results will not be added into the system that same year. The earliest both TAKS-Alt and TAKS-M can both be added is 2011. Incorporating these two remaining alternate assessments

for students with disabilities will be coordinated. Analysis of the TAKS-Alt and TAKS-M results will be possible for the first time during the 2009 development cycle based on the results of the first administration of these assessments in 2008.

**Annual Dropout Rate (Grade 7-8) Indicator**

1. Standards. With the release of the *2007 Accountability Manual*, the 2008 standards for the grade 7-8 Annual Dropout Rate indicator were published to be the same in 2008 as they were in 2007—1.0%, 0.7%, and 0.2% for *Academically Acceptable*, *Recognized*, and *Exemplary*, respectively. However, these standards will be reset to a 2.0% standard for all rating categories—*Academically Acceptable*, *Recognized*, and *Exemplary*.

A phase-in process for achieving the goal of a 1.0% rate in a future year will begin with 2008.

The 2008 standards as previously published are shown in the table below, along with the decisions for 2008 through 2012.

	2008 (Previously Published)	2008 (Final Decision)	2009 (Final Decision)	Recommended*		
				2010	2011	2012
<b>Academically Acceptable</b>	≤ 1.0%	≤ <b>2.0%</b>	≤ 2.0%	≤ <b>1.8%</b>	≤ <b>1.6%</b>	≤ <b>1.4%</b>
<b>Recognized</b>	≤ 0.7%					
<b>Exemplary</b>	≤ 0.2%					

*\*Standards for 2010 and beyond will be reviewed in 2009 and are subject to change. Numbers in bold indicate a change from the prior year.*

*Rationale:* The Annual Dropout Rate in effect in 2008 is actually a *new* indicator because the definition of *dropout* changed from the last year (2006) that the Annual Dropout Rate affected accountability. Students dropping out of school during the 2005-06 school year were the first to be reported in accordance with the National Center for Education Statistics (NCES) dropout definition. Under the new definition, the average grade 7-8 dropout rate doubled, not due to an increase in dropouts, but due to a reclassification of students previously not considered to be dropouts. Doubling the standard from 1.0% to 2.0% makes it comparable to the standard used to evaluate rates under the prior definition.

When standards were set for 2008 during the 2007 development cycle, data using the new definition were not available to analyze. The impact of the definitional change on campus and district ratings could not be predicted. Also, although 2006-07 dropouts will be the second reporting year under the new definition, 2008 will be the first year campuses and districts will be held accountable under the new definition because the School Leaver Provision (SLP) protected ratings from being adversely affected by dropout rates in 2007. That provision is not available beginning with 2008 for districts and campuses evaluated under standard accountability procedures.

Further, the dramatic increase in the number of dropouts due to the definition change means many more campuses and districts will be evaluated on this indicator and many more student groups will meet the minimum size criteria and be evaluated. There is no Exceptions Provision for the dropout rate indicator, so any single rate (meeting minimum size criteria) that misses the standard will result in a lower rating for the campus or district.

The minimum size criteria in place for the grade 7-8 annual dropout rate under the previous dropout definition is recommended to remain unchanged under the new definition for 2008 and beyond. For

“All Students”, a campus or district must have a minimum of 5 grade 7-8 dropouts, and at least 10 grade 7-8 students. For the individual student groups a minimum of 5 grade 7-8 dropouts is required and the 30/10%/50 rule applies to the total number of grade 7-8 students.

The revised standard may also permit more campuses and districts to demonstrate Required Improvement (RI), a feature of the system that has had little effect for the dropout rate indicator. For those not able to meet the absolute standard, the amount of improvement needed in order to demonstrate RI will be more attainable.

Additionally, the adjusted rate of 2.0% should apply uniformly to *Exemplary*, *Recognized*, and *Academically Acceptable* ratings. The rationale for the single standard across rating categories is that the previous differential standards were very narrowly defined with fractions of rates accounting for the difference between a *Recognized* or *Exemplary* rating. A rate difference this small could be attributed to very small numbers of dropouts. Such small differences do not warrant the rating label distinctions they cause.

2. Required Improvement. Districts and campuses will be able to meet the Annual Dropout Rate criteria by either meeting the absolute standard or by demonstrating RI. With a single dropout rate standard for all rating categories, the same RI calculation will be applied to each rating. Campuses and districts that demonstrate enough improvement in their rates to reach the standard in two years will be considered to have met the annual dropout rate criteria. A campus or district cannot be prevented from a rating of *Exemplary*, *Recognized*, or *Academically Acceptable* if it has either met the absolute dropout rate standard or demonstrated dropout rate RI.

**Completion Rate (Grade 9-12) Indicator**

1. Standards. The 2008 standards for the grade 9-12 completion rate are 75.0% for *Academically Acceptable*, 85.0% for *Recognized*, and 95.0% for *Exemplary*. These standards were adopted in rule as part of the *2007 Accountability Manual*. These standards will be held constant through 2010.

	<b>2008</b>	<b>2009</b>	<b>2010*</b>
<b><i>Academically Acceptable</i></b>	≥ 75.0%	≥ 75.0%	≥ 75.0%
<b><i>Recognized</i></b>	≥ 85.0%	≥ 85.0%	≥ 85.0%
<b><i>Exemplary</i></b>	≥ 95.0%	≥ 95.0%	≥ 95.0%
Completion Rate I Definition of a “Completer”	Graduates + Continued HS		
Dropout Definition (used in denominator)	Phase-in NCES definition	NCES definition	

\*Standards for 2010 will be reviewed in 2009 and are subject to change.

*Rationale:* The rigor of the indicator is increasing incrementally each year until the NCES definition of a dropout is fully phased-in in 2010. This means that although the standards are constant, it is harder each year to continue to achieve those standards. In addition, the SLP is not available beginning in 2008 for campuses and districts evaluated on Completion Rate I under standard accountability procedures.

Also, the changes to graduation requirements to comply with attainment of the “4 x 4” curriculum (beginning with 2007-08 ninth graders) and the TAKS exit-level test have contributed toward more rigorous graduation requirements for students. (The class of 2007 was the first required to graduate under TAKS exit-level tests that were all at the fully phased-in panel recommended student passing standards. The class of 2011 will be the first to graduate having completed four years of study in each of four core academic areas.)

2. Required Improvement. The floor needed to be eligible to use RI to achieve the *Recognized* rating is changed to be the *Academically Acceptable* standard. This would decrease the floor value from

80.0% to 75.0%. Should the *Academically Acceptable* standard increase in the future, the floor for *Recognized* would automatically increase as well.

*Rationale:* This could improve the viability of this feature of the system, which has proven to be largely unattainable using the current formula. The use of Completion Rate I in the system is becoming more rigorous due to the continued phase-in of the dropout definition, and due to the discontinuation of the SLP. Therefore, demonstration of improved completion rates will be unusual, but should improvement occur, this change in eligibility will allow more campuses and districts a chance at meeting the required degree of improvement.

3. Use of District Rate. Secondary campuses that serve students in grades 9-12 are evaluated using their district's completion rate when a completion rate cannot be calculated using their campus data. The use of district assigned rates will be suspended until the NCES dropout definition is fully phased in.

*Rationale:* Issues with the use of the district assigned values have arisen each year and have been handled on a case-by-case basis through the appeals process. With implementation of the NCES dropout definition, completion rates have dropped significantly; and without use of the SLP, a number of campuses are expected to experience adverse rating consequences due to this indicator alone.

Without any mechanism to accommodate the increasing rigor of this indicator, campuses with ratings adversely affected solely due to their district's completion rate are likely to appeal. In 2008 this could be a significant number, and these appeals are anticipated to be difficult to evaluate. Suspension of the use of district assigned rates will reduce the burden of appeals for both districts and the agency and will ameliorate some of the negative effects of the extended phase-in of changes to this indicator in 2008.

4. Hurricane Displaced Students. The class of 2007 completion rates used for 2008 accountability may be negatively affected by students displaced by Hurricanes Katrina or Rita during 2005-06. Specific guidelines will be published in the *2008 Accountability Manual* to aid districts in appealing the Completion Rate indicator when the campus or district rating is limited from the next higher rating due to displaced students with a non-completion status. Only students with a final status of "dropout" during 2005-06 (the year of the hurricane) would be considered favorable for appeal. This special circumstance appeal would be permitted through the 2010 accountability cycle, the last year students with a final status during 2005-06 are part of a cohort used for accountability. Each year only students in the completion cohort with a "dropout" status assigned during 2005-06 could be appealed. The district would be required to supply appropriate documentation that the student was displaced due to the hurricanes. This would apply to both standard and AEA procedures. As with all granted appeals, no changes will be made to the data shown on the reports.

*Rationale:* The appeals process provides a way to handle special circumstances that cannot be accommodated through the evaluation of existing data. The use of specific guidelines should simplify the evaluation of the appeal and permit consistent recommendations from the appeals panel.

### **Underreported Students Data Quality Indicator**

1. Standards. The underreported standards will be held constant in 2008, but will increase beginning in 2009. Increases will continue each year at least through the 2012 accountability cycle. The use of the SLP for this indicator is discontinued beginning in 2008.

In 2008, any district that has more than 200 underreported students or an underreported student rate greater than 5.0% cannot be rated *Exemplary* or *Recognized*. If the underreported student rate exceeds the threshold (5.0%), but is based on fewer than five underreported students, then the district rating is unaffected. In 2009, the standard for the underreported count decreases to 150 but the rate remains at 5.0%. See the table below for the standards for 2010 through 2012.

### Underreported Standards: 2007 through 2012

Accountability Year	Underreported students data year	Underreported students cannot exceed:		Minimum Size
		Count	Rate	
2007 (Used)	2005-06	200	5.0	5 or more
2008 (Adopted in Commissioner Rule)	2006-07	200	5.0	5 or more
2009 (Final Decision)	2007-08	<b>150</b>	5.0	5 or more
Recommendation*	2010	<b>100</b>	<b>4.5</b>	5 or more
	2011	100	<b>4.0</b>	5 or more
	2012	100	<b>3.0</b>	5 or more
	2013	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>

Numbers in bold indicate a change from the prior year.

\* Standards for 2010 and beyond are subject to annual review.

The underreported indicator has also been used in the Performance-Based Monitoring (PBM) Data Validation System since 2004. Both PBM and the state accountability systems used the same standards for underreported student counts and rates for 2004, 2005, 2006, and 2007. Districts that did not meet the underreported standards were subject to interventions. The interventions are graduated depending on district data results on each leaver data validation indicator, patterns across all leaver data validation indicators, and prior leaver data validation history. The standards shown in the table above will be applied to the PBM Data Validation System for 2008 and beyond.

*Rationale:* The PEIMS data collection experienced significant changes with the 2005-06 collection of leaver data. The collection of 2006-07 leaver data, data that will be used to construct the underreported counts and rates for 2008 accountability, marks the second year under the new collection processes. Use of the SLP for the underreported indicator in 2007 protected district ratings from adverse consequences due to problems with leaver reporting, but that feature is discontinued with the 2008 cycle. Resuming the evaluation of this indicator provides an effective incentive for districts to improve leaver data quality.

The underreported measures provide important safeguards to the dropout rate and completion rate indicators, as students who might otherwise be dropouts or non-completers cannot go unreported. Also, the quality of any longitudinal data depends heavily on the accuracy of student tracking over time.

### English Language Learner Progress Measure

1. **Indicator Definition.** The English Language Learner (ELL) progress measure as reported on the current Academic Excellence Indicator System (AEIS) reports combines the results from the Texas Assessment of Knowledge and Skills (TAKS) English reading/ELA tests and the Reading Proficiency Tests in English (RPTE).

The indicator reported on the 2005-06 and the 2006-07 AEIS reports shows the percent of current and former (monitored) limited English proficient (LEP) students who:

- met the student passing standard on the TAKS English reading/ELA test, **or**
- met their proficiency level on the RPTE, **or**
- showed progress on the RPTE from the prior year.

In 2008, the RPTE was expanded and re-named Texas English Language Proficiency Assessment System (TELPAS) Reading. The new test is similar to its predecessor RPTE except that it:

- assesses to a greater extent the ability to read academic English in mathematics and science contexts,
  - contains more items at the advanced high English language proficiency level,
  - is administered in six rather than four grade clusters,
  - adds a grade 2 assessment that replaces the previous holistically rated assessment.
2. Timeline for Inclusion of ELL Measure in State Accountability. For state accountability purposes, progress on the ELL measure will be based on comparisons of two years of TELPAS Reading results, instead of comparisons between the new TELPAS Reading and the former RPTE tests.

Two years of TELPAS Reading data are needed in order to calculate progress and set standards. Two years will not be available for advisory group review until the 2010 development cycle. Based on these timelines, the first use of this ELL Measure in state accountability will be 2011.

3. Methodology for Inclusion of ELL Measure in State Accountability. During the 2010 development cycle, decisions will be made on use of the ELL measure in the accountability system, including:
- whether to use it as a base indicator or a Gold Performance Acknowledgment in 2011;
  - the development of standards;
  - the determination of minimum size criteria; and
  - use of required improvement and/or exceptions.

*Rationale:* The performance of ELL students is not available for use in accountability before 2011, since two years of TELPAS Reading results are needed in order to set standards and determine other criteria. When multiple years of TELPAS Reading results are available, research will be conducted to present options for adding this indicator to either the GPA or base rating system.

When the ELL measure is integrated into the state accountability system, a number of students will be evaluated in the system who have formerly not been included due to exemptions from the TAKS assessments. For example, students who are served by district LEP programs are LEP-exempt from the TAKS test, and are assessed on TELPAS Reading only will be included in the state accountability system for the first time. Until then, although ELL students are not evaluated on a separate indicator or as a separate student group, the overwhelming majority of ELL students will continue to be included in the state accountability system through the TAKS or TAKS (Accommodated) tests in English and Spanish in selected subjects and grades and in the completion and dropout rate indicators. In the federal accountability system, the ELL students have been evaluated as a separate student group for both performance and participation components of the reading/ELA and mathematics indicators as defined in AYP since 2003.

### **Gold Performance Acknowledgment System**

1. Standards—2008 through 2010. The 2007 standards for all GPA indicators will be held constant in 2008, except for Texas Success Initiative: Higher Education Readiness Component for English Language Arts and Mathematics, which both increase by five percentage points. The standards for these two indicators are proposed to increase again in 2009 to 60.0% and again in 2010 to 65.0%. Advanced Course/Dual Enrollment Course Completion will increase from 25.0% to 30.0% in 2009 and remain at 30.0% in 2010. Commended Performance will increase for each subject from 25.0% to 30.0% in 2009 and remain at 30.0% in 2010. The Recommended High School Program/Distinguished Achievement Program standard will increase from 80.0% to 85.0% in 2009 and will remain at 85.0% in 2010. Standards for the SAT/ACT for 2010 will be determined during the 2009 accountability development process. Comparable Improvement for 2010 will be revisited during the 2009 development cycle when more is known about a new student growth measure.

	<b>GPA Indicators</b>		<b>2008</b>	<b>2009</b>	<b>2010</b>
1	Advanced / Dual Enrollment Course Completion		>= 25.0%	<b>&gt;= 30.0%</b>	>= 30.0%
2	Advanced Placement / International Baccalaureate Results		>=15.0% and >=50.0%	>=15.0% and >=50.0%	>=15.0% and >=50.0%
3	Attendance Rate	High School: Middle/K-12/District: Elementary:	>=95.0% >=96.0% >=97.0%	>=95.0% >=96.0% >=97.0%	>=95.0% >=96.0% >=97.0%
4 – 8	Commended Performance: Reading/ELA Mathematics Writing Science Social Studies		>=25%	<b>&gt;=30%</b>	>=30%
9	Recommended High School Program (RHSP)/Distinguished Achievement Program (DAP)		>=80.0%	<b>&gt;=85.0%</b>	>=85.0%
10	SAT/ACT Results (College Admissions Tests)		>=70.0% and >=40.0% (reading and mathematics components of the new SAT only)	>=70.0% and >=40.0% (reading and mathematics components of the new SAT only)	<b>TBD</b>
11	Texas Success Initiative: Higher Education Readiness Component -- English Language Arts		<b>&gt;= 55%</b>	<b>&gt;= 60%</b>	<b>&gt;= 65%</b>
12	Texas Success Initiative: Higher Education Readiness Component -- Mathematics		<b>&gt;= 55%</b>	<b>&gt;= 60%</b>	<b>&gt;= 65%</b>
13-14	Comparable Improvement (campus-only acknowledgments) Reading/ELA Mathematics		Top Quartile (top 25%)	Top Quartile (top 25%)	<b>TBD</b>

Numbers in bold indicate a change from the prior year.

2. Use of TAKS (Accommodated) with GPA Indicators. Beginning in 2008, the five TAKS Commended indicators, the two Texas Success Initiative (TSI) indicators, and the two Comparable Improvement (CI) indicators will use TAKS (Accommodated) results combined with TAKS results. In 2008, the TAKS (Accommodated) results that will be combined with TAKS results are for these grades and subjects only:

<b>TAKS (Accommodated) Grades and Subjects Included</b>	<b>GPA Indicators Affected</b>
Science (grades 5, 8, 10, & 11—English; grade 5—Spanish)	TAKS Commended (Science)
Social Studies (grades 8, 10, & 11)	TAKS Commended (Social Studies)
ELA (grade 11)	TAKS Commended (Reading/ELA); TSI: ELA; CI: Reading/ELA
Mathematics (grade 11)	TAKS Commended (Mathematics); TSI: Mathematics; CI: Mathematics

Beginning in 2008, the Commended Science indicator will also be affected by the inclusion of all grade 8 science results for the first time, not just the grade 8 TAKS (Accommodated) science results.

In 2009, the same TAKS (Accommodated) grades and subjects will be included as shown above; but, in 2010, all TAKS (Accommodated) grades and subjects will be included.

3. SAT/ACT Indicator. For 2009, the SAT/ACT indicator will continue to use only the mathematics and critical reading scores on the SAT. The SAT writing component will be incorporated in the future. TEA staff will research options for including the writing component during the 2008 calendar year for consideration by the 2009 advisory groups. In addition, staff will pursue reporting the writing results beginning with the 2008-09 AEIS. The first possible use of the writing component as part of this GPA indicator will be the 2010 accountability year.

*Rationale:* Use of the SAT writing component is delayed because:

- multiple years of writing results can then be analyzed and inform decision-making;
  - results can be reported prior to use in the acknowledgment system; and,
  - other agency staff and policy groups working on indicators of college readiness have time to define measures that use SAT and ACT data which can influence decisions about this GPA indicator.
4. RHSP/DAP Indicator. For 2009 and 2010, the RHSP/DAP indicator will remain a combined indicator as previously defined and will be evaluated using the standards previously published. Counts of DAP graduates may be reported separately from RHSP graduates on future AEIS reports.

*Rationale:* Even though the vast majority of students are to graduate under the RHSP plan, the increases in standards and decreases in number acknowledged prove this to still be a rigorous indicator. Also, changes in curriculum and exit-testing requirements (*i.e.*, the 4x4 requirements that began with the 9<sup>th</sup> grade class of 2007-08 and the TAKS exit-level tests) make achievement of the RHSP more challenging. Lastly, more campuses and districts have data to evaluate using the combined graduation programs than if the DAP was used alone. Also, the combined indicator allows for more student groups to be evaluated, which encourages districts to graduate students of all characteristics under one of these two plans. If DAP-only were evaluated, the “All Students” category would more often be the only group held to the standard.

5. Comparable Improvement Indicator. Comparable Improvement (CI) will be calculated based on the Texas Growth Index (TGI) through the 2009 ratings cycle. During the 2009 calendar year, research on a new means of rank ordering campuses within comparison groups will be conducted using 2009 performance on the new vertical scale compared to realigned prior year performance. Also, student growth reporting for individual students is scheduled to begin with the 2008-09 school year. The availability of a student growth measure will affect future CI decisions. Options for changes to CI will be presented to advisory groups during the 2010 development process for first possible use in either the 2010 or 2011 ratings cycle. For these reasons, no standards for the CI indicators beyond 2009 can be published at this time.