

Chapter 1 – Overview

SYSTEM HISTORY

In 1993, the Texas Legislature enacted statutes that mandated the creation of the Texas public school accountability system to rate school districts and evaluate campuses. A viable and effective accountability system was able to be developed in Texas because the state already had the necessary supporting infrastructure in place: a pre-existing student-level data-collection system; a state-mandated curriculum; and a statewide assessment tied to the curriculum.

The system initiated with the 1993 legislative session remained in place through the 2001-02 school year. The ratings issued in 2002 were the last under that system. Beginning in 2003, a new assessment, the Texas Assessment of Knowledge and Skills (TAKS), was administered. This assessment includes more subjects and grades, and is more difficult than the previous statewide assessment. With such fundamental changes, the accountability system needed to be redesigned. As soon as results from the 2003 TAKS were available and analyzed, development of the new accountability system began in earnest. Ratings established using the newly designed system were first issued in the fall of 2004.

COMPARISON OF 2005 AND 2006

The ratings issued in 2006 mark the third year of the new system. Many components of the 2006 system are the same as those that were in effect in 2005. However, there are a few differences between 2005 and 2006. These include:

- a significant increase in the rigor of the TAKS standards for all subjects in order to achieve or maintain a rating of *Academically Acceptable*;
- an increase in the rigor of the underreported students indicator, which can prevent a district from being rated *Exemplary* or *Recognized*;
- completion of phasing in the passing standard on the TAKS (now at Panel Recommendation for all grades and subjects);
- the use of Completion Rate I, which does not count GED recipients as completers;
- additional Required Improvement opportunities for SDAA II;
- adjustments to the accountability subset as well as adjustments to ratings in situations where Hurricanes Katrina and Rita adversely affected schools and districts.
- an increase in the rigor of the Recommended High School Program/Distinguished Achievement Program (RHSP/DAP) indicator for Gold Performance Acknowledgment (GPA);
- replacement of the TAAS/TASP Equivalency indicator with the Texas Success Initiative (TSI) - Higher Education Readiness Component indicator for GPA.

The following table provides details on these and other changes between the 2005 and 2006 systems. Components that are unchanged are provided as well.

Table 2: Comparison of 2005 and 2006

Component	2005				2006			
Base Indicators for Determining Rating (Chapter 2)	<ul style="list-style-type: none"> TAKS % Met Standard SDAA II % Met ARD Expectations Completion Rate II Annual Dropout Rate 				<ul style="list-style-type: none"> TAKS No Change SDAA II No Change Completion Rate II..... Changed to Completion Rate I Dropout Rate No Change 			
Rating Standards (Chapter 2)		Acceptable	Recognized	Exemplary		Acceptable	Recognized	Exemplary
	TAKS	25%/35%/50%	70%	90%	TAKS	35%/40%/60%	70%	90%
	SDAA II	50%	70%	90%	SDAA II	No Change		
	Completion	75.0%	85.0%	95.0%	Completion			
Dropout	1.0%	0.7%	0.2%	Dropout				
Evaluation of Student Groups (Chapter 2)	White, Hispanic, African American, Economically Disadvantaged, and All Students				No Change			
Number of Performance Measures Used (Chapter 2)	The larger and more diverse the campus or district, the more measures apply — up to 36				No Change			
TAKS Subjects Evaluated (Chapter 2)	All TAKS subjects individually				No Change (TAKS science for gr. 8 is assessed and reported, but not used for accountability)			
TAKS Student Success Initiative (Chapter 2)	Gr. 3 & 5 reading, Gr. 5 mathematics cumulative results used				No Change			
TAKS Grades Tested (Chapter 2)	Summed across all grades tested (grades 3-11)				No Change			
TAKS Student Passing Standard (Chapter 2)	PR for Gr. 3-10; 1 SEM below PR for Gr. 11				Panel Recommendation for all subjects, all grades			
TAKS Minimum Size for All Students (Chapter 2)	All Students results are always evaluated, regardless of size				No Change			
TAKS Minimum Size for Student Groups (Chapter 2)	<ul style="list-style-type: none"> If fewer than 30 test takers, not evaluated separately If 30 to 49, evaluated if they comprise at least 10% of all test takers If 50 or more, evaluated 				No Change			
TAKS Special Analysis (Chapter 6)	Used for determining rating for very small campuses and districts				No Change			
SDAA II Subjects Evaluated (Chapter 2)	Summed across all SDAA II subjects: reading/ELA, writing, mathematics				No Change			
SDAA II Grades tested (Chapter 2)	Summed across all grades tested (grades 3-10)				No Change			
SDAA II Minimum Size (Chapter 2)	Results are always evaluated if there are 30 or more tests (summed across grades and subjects)				No Change			

Table 2: Comparison of 2005 and 2006 (continued)

Component	2005	2006
Accountability Subset (TAKS & SDAA II only) (<i>Chapter 2</i>)	Students who are mobile after the October PEIMS “as of” date and before the last TAKS/SDAA II administration are taken out of the subset for a district if they move to another district; students are taken out of the campus subset if they move to another campus (whether it is in the same district or not)	No Change
Student performance included for rating (<i>Appendix I</i>)	Performance of all students (in the Accountability Subset) tested on the TAKS or SDAA II is included in ratings calculation	Same as 2005; additionally, performance of students with KRI (Katrina-Rita Indicator) codes on TAKS/SDAA II is excluded from ratings calculation
Completion Rate & Annual Dropout Rate Minimum Size for All Students (<i>Chapter 2</i>)	At least 5 dropouts and at least 10 students in denominator.	No Change
Completion Rate & Annual Dropout Rate Minimum Size for Student Groups (<i>Chapter 2</i>)	At least 5 dropouts AND <ul style="list-style-type: none"> • If fewer than 30 in group, not evaluated separately • If 30 to 49, evaluated if they comprise at least 10% of all students • If 50 or more, evaluated 	No Change
Required Improvement (<i>Chapter 3</i>)	<ul style="list-style-type: none"> • TAKS: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible • SDAA II: RI not possible • Completion Rate II: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible • Annual Dropout Rate: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible 	<ul style="list-style-type: none"> • TAKS: No Change • SDAA II: RI to <i>Academically Acceptable</i> and <i>Recognized</i> possible • Completion Rate I: RI still possible; prior year will be re-computed as Completion Rate I • Annual Dropout Rate: No Change
Exceptions (<i>Chapter 3</i>)	<i>Academically Acceptable</i> rating possible by using exceptions	No Change (<i>Exceptions applied in 2005 cannot be re-used in 2006</i>)
Pairing (<i>Chapter 6</i>)	Standard campuses without TAKS data are paired; paired data not used for GPA	No Change
Charters (<i>Chapter 6</i>)	Charter operators are rated, as are their campuses. Both are eligible for GPA.	No Change
New Campuses (<i>Chapter 6</i>)	All campuses (established or new) are rated	No Change
Hurricane Rita (<i>Appendix I</i>)	n/a	Schools and districts closed for ten or more days may receive a rating of <i>Not Rated: Other</i> .

Table 2: Comparison of 2005 and 2006 (continued)

Component	2005	2006
Gold Performance Acknowledgment Indicators (Chapter 5)	<ul style="list-style-type: none"> • <i>Advanced Course Completion</i> • <i>AP/IB Results</i> • <i>Attendance Rate</i> • <i>Commended Performance: Reading/ELA</i> • <i>Commended Performance: Mathematics</i> • <i>Commended Performance: Writing</i> • <i>Commended Performance: Science</i> • <i>Commended Performance: Social Studies</i> • <i>Comparable Improvement: Reading/ELA</i> • <i>Comparable Improvement: Mathematics</i> • <i>Recommended High School Program/DAP</i> • <i>SAT/ACT Results</i> • <i>TAAS/TASP Equivalency</i> 	<p>Same as 2005, except:</p> <p>Addition of</p> <ul style="list-style-type: none"> • <i>TSI - Higher Education Readiness Component for English Language Arts</i> • <i>TSI - Higher Education Readiness Component for Mathematics</i> <p>Deletion of</p> <ul style="list-style-type: none"> • <i>TAAS/TASP Equivalency</i>
Standards for GPA (Chapter 5)	Varies by indicator. See Chapter 5.	<p>Same as 2005, except:</p> <ul style="list-style-type: none"> • Recommended High School Program is raised to 70.0%; • Standard for the new <i>TSI - Higher Education Readiness Component for Mathematics and ELA</i> indicators is 50%
Underreported Students (Chapter 3)	<ul style="list-style-type: none"> • No more than 100 underreported students; and, • No more than 5.0% underreported 	<ul style="list-style-type: none"> • No more than 100 underreported students; and, • No more than 2.0% underreported