

# State Accountability Ratings

The Texas Education Agency (TEA) rates school districts and individual campuses as *Exemplary*, *Recognized*, *Academically Acceptable* or *Academically Unacceptable* at the end of each school year. The ratings are based primarily on the percentage of students that pass the TAKS Reading/ELA, Mathematics, Writing, Science and Social Studies tests. For 7<sup>th</sup> and 8<sup>th</sup> grade, the ratings are also based on annual dropout rates. For high schools, the ratings are also based on the percentage of students that have completed or return to high school after four years.

Specific student groups (All Students, African American students, Hispanic students, White students and Economically Disadvantaged students) must meet a minimum standard for TAKS performance and for dropout and school completion in order to be rated *Academically Acceptable*. Higher standards are used to determine if the campus earns a more desirable rating of *Exemplary* or *Recognized*. If one or more of the student groups does not meet the minimum standard, the campus is rated as *Academically Unacceptable*. The specific standards to be met are shown in Table 1.

**Table 1. Requirements for each State Accountability Rating Category**

Base Indicators	Academically Acceptable	Recognized	Exemplary
<p><b>TAKS (2008-09)*</b></p> <ul style="list-style-type: none"> <li>All students and each student group meeting minimum size</li> </ul> <p>* TAKS (Accommodated) included for some grades and subjects.</p>	<p>Meets each standard:</p> <ul style="list-style-type: none"> <li>Reading/ELA ... <b>70%</b></li> <li>Writing .....<b>70%</b></li> <li>Social Studies <b>70%</b></li> <li>Mathematics.... <b>55%</b></li> <li>Science ..... <b>50%</b></li> </ul> <p><b>OR</b> Meets Required Improvement <b>OR</b> Meets standard with TPM</p>	<p>Meets <b>75%</b> standard for each subject <b>OR</b> Meets <b>70%</b> floor and Required Improvement <b>OR</b> Meets standard with TPM</p>	<p>Meets <b>90%</b> standard for each subject <b>OR</b> Meets standard with TPM</p>
<p><b>Completion Rate I (Class of 2008)</b></p> <ul style="list-style-type: none"> <li>All students and each student group meeting minimum size.</li> </ul>	<p>Meets <b>75.0%</b> standard <b>OR</b> Meets Required Improvement</p>	<p>Meets <b>85.0%</b> standard <b>OR</b> Meets floor of 75.0% and Required Improvement</p>	<p>Meets <b>95.0%</b> standard</p>
<p><b>Annual Dropout Rate (2007-08)</b></p> <ul style="list-style-type: none"> <li>All students and each student group meeting minimum size</li> </ul>	<p>Meets <b>2.0%</b> standard <b>OR</b> Meets Required Improvement</p>	<p>Meets <b>2.0%</b> standard <b>OR</b> Meets Required Improvement</p>	<p>Meets <b>2.0%</b> standard <b>OR</b> Meets Required Improvement</p>

Source: TEA Accountability Manual 2009 pg.42 <http://ritter.tea.state.tx.us/perfreport/account/2009/manual/manual.pdf>

**TPM.** The Texas Projection Measure (TPM) is an estimate of whether a student is likely to pass the Texas Assessment of Knowledge and Skills (TAKS) tests at a future grade. This measure is based on (1) a student's current performance on TAKS and (2) the TAKS scores from all students in the campus that a student attends.

**Academically Unacceptable** ratings trigger sanctions that increase with successive years of poor performance. A campus intervention team, approved by the Commissioner of Education and led by an external (non-district employee) leader, completes a needs assessment of each *Academically Unacceptable* school and

helps the campus develop a school improvement plan (SIP) that is specific to each area of low performance at the school.

**Year 2 Academically Unacceptable** For schools with a second consecutive rating of, the teams must also recommend to the Commissioner whether the schools should be reconstituted in some way. Reconstitution can involve the removal of a principal and/or staff, reorganization of staff and/or implementation of new programs.

**Year 3 Academically Unacceptable** campuses must open the new year as a reconstituted campus, continue to work with the campus intervention team and attend a closed hearing before the TEA Commissioner, who, based on Spring TAKS performance, must decide whether to 1) allow the school to remain open, 2) assign a monitor, a conservator, or a management entity to address performance issues, or 3) close the school.

**For Year 4 Academically Unacceptable** campuses the Commissioner shall review progress and may order closure or pursue alternative management (non-profit entity or district in same ESC region). If Commissioner allows campus to open, the school must continue CIT assignment and SIP implementation. Commissioner may appoint monitor, conservator, management team, or board of managers to ensure SIP implementation and oversee campus.

**For Year 5 Academically Unacceptable\*** campuses the Commissioner shall order closure or pursue alternative management (non-profit entity or district in same ESC region) and follow requirements related to closure or alternative management. The TEA website (<http://ritter.tea.state.tx.us/student.assessment/parents.html>) provides more information for parents about the state accountability system.

\*Source: Academically Unacceptable Intervention Matrix <http://www.tea.state.tx.us/pmi/accmon/>

## Federal Accountability Ratings

As required by the Federal No Child Left Behind (NCLB) Act, school districts and campuses must also meet Adequate Yearly Progress (AYP) criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle/junior high schools)(see Table2).

If a campus, district, or state that is receiving Title I, Part A funds fails to meet AYP for two consecutive years, that campus, district, or state enters into a “Needs Improvement” stage and is subject to certain requirements that increase each year such as offering supplemental education services, offering school choice, and/or taking corrective actions.

**Schools in Stage 1, Needs Improvement** missed the standard in the same subject for two consecutive years. Among other activities, these schools must address areas in need of improvement in a two year Campus Improvement Plan (CIP), participate in required training and offer students the choice to attend a different

school in the district. If a student chooses to attend a different school, the district must provide transportation.

**Table 2. Requirements for Federal Accountability Ratings**

Base Indicators	Met AYP
<p><b>TAKS (2008-09)*</b></p> <ul style="list-style-type: none"> <li>• All students</li> </ul> <p><i>and each student group meeting minimum size:</i></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>* TAKS (Accommodated) included for some grades and subjects. TELPAS Reading, TAKS LAT, TAKS-Modified, TAKS- Modified LAT and TAKS Alternate</i></p>	<p>Meets each standard:</p> <ul style="list-style-type: none"> <li>• Reading/ELA ...<b>67%</b></li> <li>• Mathematics... <b>58%</b></li> </ul> <p><b>OR</b></p> <p>Meets Performance Improvement/Safe Harbor* of <b>10%</b> decrease on non-passing</p>
<p><b>Attendance Rate</b></p> <ul style="list-style-type: none"> <li>• All students only</li> </ul>	<p>Meets <b>90.0%</b> standard</p> <p><b>or</b></p> <p>Meets at least <b>0.1%</b> Improvement</p>
<p><b>Completion Rate (Grades 9-12)</b></p> <ul style="list-style-type: none"> <li>• All students <i>and each student group meeting minimum size.</i></li> </ul>	<p>Meets <b>70.0%</b> standard</p> <p><b>or</b></p> <p>Meets at least <b>0.1%</b> Improvement</p>
<p><b>Participation Rate: ELA &amp; Mathematics</b></p> <ul style="list-style-type: none"> <li>• All students <i>and each student group meeting minimum size:</i></li> </ul>	<p>Tested at Campus/District <b>95%</b></p>

Source: 2009 Adequately Yearly Progress (AYP) Guide pg.22 <http://ritter.tea.state.tx.us/ayp/2009/guide.pdf>

\* **Performance Improvement/ Safe Harbor.** A provision that protects a school that *doesn't* meet the statewide goal in a given year, the school will still make AYP if it reduces the percent of students who are not proficient by 10% from the previous year (and makes progress on the other academic indicator).

**Schools in Stage 2, Needs Improvement** missed the standard in the same subject for three consecutive years in a row. These campuses continue the activities required of Stage 1 campuses (e.g. Campus Improvement Plans, required training and School Choice). In addition, Stage 2 campuses are assigned a TEA-approved, outside Technical Assistance Provider (TAP) and must offer Supplemental Education Services (tutoring) (SES) to qualified students.

**Schools in Stage 3, Needs Improvement** missed the standard in the same subject for four consecutive years in a row. These campuses must continue the activities required of Stage 1 and Stage 2 campuses and must also develop a Corrective Action plan.

**Schools in Stage 4, Needs Improvement** missed the standard in the same subject for five consecutive years in a row. These campuses must continue the activities required of Stage 1, Stage 2 and Stage 3 campuses and must also develop a Restructuring Plan approved by TEA.

**Schools in Stage 5, Needs Improvement** missed the standard in the same subject for six consecutive years in a row. These campuses must continue the activities required of Stage 1, Stage 2, Stage 3 and Stage 4 campuses are required to implement the Restructuring Plan approved by TEA.