

Chapter 4 – The Basics: *Determining a Rating*

The previous two chapters described the base indicators and the additional features of the system (Required Improvement, Texas Projection Measure, and the Exceptions Provision). This chapter describes how to use the indicator data results with the additional features to determine campus and district ratings. The ratings for the overwhelming majority of campuses and districts can be determined this way. Some campuses and districts must be evaluated using different procedures. See *Chapter 6 – Special Issues and Circumstances* for details about which campuses and districts are affected and how they are evaluated.

WHO IS RATED?

The state accountability system is required to rate all districts and campuses that serve students in grades 1 through 12. The first step is to identify the universe of districts and campuses that can be considered for a rating. For 2009, the universe is determined to be those districts and campuses that reported students in membership in any grades (early education through grade 12) in the fall of the 2008-09 school year. The universe is then divided into those campuses and districts to be evaluated under Alternative Education Accountability (AEA) procedures (see *Part 2 – Alternative Education Accountability (AEA) Procedures*) and those evaluated using standard procedures. Most districts and campuses identified for standard procedures receive one of the four primary rating labels (*Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable*). Some receive a label of *Not Rated*. Rating labels and their uses are described below.

Once the universe of standard campuses and districts is established, the next step is to determine if the district or campus has TAKS results on which it can be evaluated. In order to attain one of the four primary rating labels, districts and campuses must have at least one TAKS test result in the accountability subset. The phrase “TAKS test results” refers to TAKS assessments. This includes results on the TAKS (Accommodated) assessments that are part of the accountability calculations for 2009 (see *Table 3 in Chapter 2*).

An effort is made through the pairing process to supply TAKS results to campuses (with any grades from 1 to 12) with no students in the grades tested so that they can also be evaluated. For more information on pairing see *Chapter 6 – Special Issues and Circumstances*.

Districts and campuses that have only completion rates, only dropout rates, or only combinations of these two will not receive one of the four primary ratings in 2009. To be eligible to be *Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable*, TAKS results are required and *only* TAKS results are required. Districts and campuses need not have data for dropout or completion indicators in order to receive a rating. Performance on any one of the TAKS subjects is sufficient for a rating to be assigned, even if only TAKS (Accommodated) results are available (see *Table 3 in Chapter 2*).

Though at least one TAKS tester (in the accountability subset) is required to be considered for a rating, some places with very small numbers of total TAKS test results may ultimately receive a *Not Rated* label. The process of Special Analysis is employed when there are very small numbers of total test takers to determine if a rating is appropriate. See *Chapter 6 – Special Issues and Circumstances* for details about Special Analysis.

STANDARD RATING LABELS

Rating labels for districts are specified in statute. For 2009, standard campuses and districts will be assigned one of the following rating labels.

Table 5: Standard Rating Labels

	District or Charter Operator Use	Campus Use (non-charter and charter)
<i>Exemplary</i>	Used for districts or charter operators with at least one TAKS test result (in any subject) in the accountability subset. Small numbers subject to Special Analysis.	Used for campuses serving grades 1-12 with at least one TAKS test result (in any subject) in the accountability subset. Includes campuses with TAKS data due to pairing. Small numbers subject to Special Analysis.
<i>Recognized</i>		
<i>Academically Acceptable</i>		
<i>Academically Unacceptable</i>		
<i>Not Rated: Other</i>	<p>Used for districts or charter operators in the unlikely event that there is insufficient data to rate due to no TAKS results in the accountability subset, or due to other highly unusual circumstances.</p> <p>In 2009 this rating may be assigned to districts impacted by Hurricane Ike.</p>	<p>Used if the campus:</p> <ul style="list-style-type: none"> ○ has no students enrolled in grades higher than kindergarten; ○ has insufficient data to rate due to no TAKS results in the accountability subset; ○ has insufficient data to rate through Special Analysis due to very small numbers of TAKS results in the accountability subset; ○ is a designated Juvenile Justice Alternative Education Program (JJAEP) or a designated Disciplinary Alternative Education Program (DAEP). ○ was impacted by Hurricane Ike and met provisions outlined in <i>Appendix K</i>.
<i>Not Rated: Data Integrity Issues</i>	<p>Used in the rare situation where the accuracy and/or integrity of performance results are compromised and it is not possible to assign a rating label based on the evaluation of performance. This label may be assigned temporarily pending an on-site investigation or may be assigned as the final rating label for the year.</p> <p>This rating label is not equivalent to an <i>Academically Unacceptable</i> rating. The Commissioner of Education also has the authority to lower a rating or assign an <i>Academically Unacceptable</i> rating to address problems with the accuracy and/or integrity of performance results that are discovered through accountability system safeguards, Performance-Based Monitoring, or other monitoring and compliance reviews. The accreditation status of a district may also be lowered due to data integrity issues.</p> <p>The district or a campus may receive a rating of <i>Not Rated: Data Integrity Issues</i>, either temporarily or permanently, or the campus or district rating may be lowered due to data integrity problems.</p> <p>See <i>Chapter 16 – Responsibilities and Consequences</i> for more information about the circumstances that trigger this rating label.</p>	

Registered alternative education campuses (AECs) and some charter operators will receive ratings under the AEA procedures. See *Chapter 12 – AEA Ratings* for information on the AEA rating labels.

NOTIFICATION OF RATINGS (JULY 31, 2009)

Notification of campus and district accountability ratings will occur on July 31, 2009. This consists of release of the campus and district data tables and the district summary reports on TEA's website. Ratings for both standard and AEA procedures will be released simultaneously by this date.

NOTIFICATION OF RATINGS (LATE OCTOBER, 2009)

Accountability ratings are finalized when the accountability appeals process is completed. Agency web products related to state accountability (both public and secure sites) will be updated to reflect the outcome of appeals and to add the Gold Performance Acknowledgments information in late October, 2009. See *Chapter 19 – Calendar* and *Chapter 15 – Appealing the Ratings* for more information.

USING THE DATA TABLE TO DETERMINE A RATING

In mid-July, prior to finalizing all computations necessary for accountability ratings, TEA will provide districts with access to preview data tables for the district and each campus within the district through the Texas Education Agency Secure Environment (TEASE) website.

These tables will *not* show a rating. However, using the data on the tables and the *2009 Accountability Manual*, districts can anticipate their ratings in advance of the TEA ratings release. *These preview data tables will contain unmasked data and must be treated as confidential.* That is, information that reveals the performance of an individual student may be shown.

Sample data tables (unmasked) are excerpted on the following pages to present a step-by-step explanation of how ratings are determined. The design of both the preview and final data tables may vary from the samples shown.

Table 6: Sample Data Table

This preview information is confidential.

DISTRICT NAME: SAMPLE DISTRICT
 CAMPUS NAME: SAMPLE SCHOOL
 CAMPUS NUMBER: 255901001

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2009			2008			Required Improvement			2009			Status by Measure			
	Number Met Std	Number Taking	Pct Met Std	Number Met Std	Number Taking	Pct Met Std	Act Chg	RI	Met RI?	Number Met Std w/TPM	Number Taking	Pct Met w/TPM	Std	RI	TPM	EXCP
Reading/ELA (70%/75%/90%)	140	146	96%	148	159	93%				145	146	99%	EX	-	-	EX
X All Students	0	3		0	42					0	0		-	-	-	-
X African Amer	36	10		38	114					58	38	100%	EX	-	-	EX
X Hispanic	102	10		104	53					704	105	99%	EX	-	-	EX
X White	34	3		36	53					36	37	97%	EX	-	-	EX
X Econ Disadv																
Writing (70%/75%/90%)	19	20	95%	18	19	95%				19	20	95%	EX	-	-	EX
X All Students	0	0		0	4					0	0		-	-	-	-
X African Amer	4	4	100%	4	4	100%				4	4	100%	-	-	-	-
X Hispanic	14	14	100%	14	15	93%				14	14	100%	-	-	-	-
X White	7	7	100%	5	5	100%				7	7	100%	-	-	-	-
X Econ Disadv																
Social Studies (70%/75%/90%)	72	75	96%	82	91	90%				72	75	100%	EX	-	-	EX
X All Students	0	0		0	0					0	0		-	-	-	-
X African Amer	15	16	94%	28	31	90%				16	16	100%	-	-	-	-
X Hispanic	56	58	97%	53	59	90%				58	58	100%	EX	-	-	EX
X White	17	18	94%	25	30	83%				18	18	100%	-	-	-	-
X Econ Disadv																
Mathematics (55%/75%/90%)	120	143	84%	124	158	78%				130	143	91%	RE	RE	EX	EX
X All Students	0	0		0	0					0	0		-	-	-	-
X African Amer	27	37	73%	27	42	64%		Yes	6	30	37	81%	AA	RE	-	RE
X Hispanic	90	103	87%	95	113	84%		Yes	3	97	103	94%	RE	RE	EX	EX
X White	26	37	70%	40	55	73%		Yes	1	30	37	81%	AA	AA	RE	RE
X Econ Disadv																
Science (50%/75%/90%)	56	74	76%	55	91	60%				59	74	80%	RE	-	-	RE
X All Students	0	0		0	0					0	0		-	-	-	-
X African Amer	13	16	81%	15	31	48%				13	16	81%	-	-	-	-
X Hispanic	43	57	75%	40	59	68%				45	57	79%	RE	-	-	RE
X White	14	18	78%	17	30	57%				14	18	78%	-	-	-	-
X Econ Disadv																

*** Summary column: Note that RI, TPM, EXCP, and combinations of these may elevate the rating one level, but only one level.

EXCEPTIONS TABLE
 Number Msrs Evaluated: 13
 Number Allowed: 1
 Number Needed: 4
 Floor(s) Met?: N/A
 Msr(s) Used in 2008?: N/A
 Exceptions Applied: N/A

This indicates that this campus was evaluated under standard procedures. AECs will receive a different data table. See Part 2 – Alternative Education Accountability Procedures.

Status by Measure is new for 2009. It shows the level attained for each measure: meeting the standard, RI, TPM, and Exceptions. The *** column shows the final summary.

Preview data tables similar to this one will be made available to districts in mid-July. Final data tables will be available on the public and secure websites on July 31st.

STANDARD PROCEDURES

Campus Rating: 06
 Grade Span: 06-12

Ratings are not available on the preview tables; this area is blank.

The Texas Projection Measure (TPM) is a new feature for 2009.

DISTRICT NAME: SAMPLE DISTRICT
 CAMPUS NAME: SAMPLE SCHOOL
 CAMPUS NUMBER: 255901001

Campus Rating:
 Grade Span: 06 - 12

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.

COMPLETION I RATE TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

	Class of 2008				Class of 2007				Required Improvement		
	# Com-pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com-pleters	# in Class	Comp Rate	Met Min Size	Act Chg	Met RI?
All Students	41	1	42	97.6%	100%	29	29	100.0%	-	-2.4	
African Amer	0	0	0	-	0%	0	0	-	-	-	
Hispanic	8	0	8	100.0%	19%	7	7	100.0%	0.0	0.0	
White	33	1	34	97.1%	81%	20	20	100.0%	-2.9	-7.7	
Econ Disadv	12	1	13	92.3%	31%	5	5	100.0%	-	-	

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year. Completion data not evaluated for your accountability rating due to grade span, small numbers, or no data.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

	2007-08			2006-07			Required Improvement		
	# Dropouts	# 7-8 Graders	Dropout Rate	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	Met RI?
All Students	0	77	0.0%	0	78	0.0%	-	0.0	
African Amer	0	1	0.0%	0	0	-	-	-	
Hispanic	0	26	0.0%	0	22	0.0%	0.0	0.0	
White	0	50	0.0%	0	54	0.0%	0.0	0.0	
Econ Disadv	0	29	0.0%	0	27	0.0%	0.0	0.0	

Dropout data not evaluated for your accountability rating due to grade span, small numbers, or no data.

Annual Dropout Rate

Number of Dropouts – This value is the numerator used to calculate the annual dropout rate.

Minimum Size – Note that at this campus there was only one dropout, fewer than the minimum number required (5) for the indicator to be evaluated.

To calculate the annual dropout rate, divide the number of dropouts by the number of 7th and 8th graders.

Number of 7th and 8th Graders – This value is the denominator used to calculate the annual dropout rate.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

	2007-08		Dropouts	2007-08		Dropout Rate	Stu Grp %	# 7 Drop
	# 7-8 Graders	Dropout Rate		# 7-8 Graders	Dropout Rate			
All Students	128	0.8%	1	128	0.8%	100%	1	
African Amer	29	3.4%	1	29	3.4%	23%	1	
Hispanic	11	0.0%	0	11	0.0%	9%	0	
White	87	0.0%	0	87	0.0%	68%	0	
Econ Disadv	71	1.4%	1	71	1.4%	55%	1	

Completion Rate

To calculate the completion rate, divide the *number of completers* (in this example, 41) by the *number in the class of 2008* (42). This equals the *completion rate* (97.6%). The completion rate for this campus is within the *Exemplary* level.

Number of Completers – This value is the numerator used to calculate the completion rate. Completers are graduates and continuing students. GED recipients are *not* included as completers.

COMPLETION RATE TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

Class of 2008		Class of 2008		Class of 2008	
# Completers	# dropouts	# in Class	Comp Rate	Stu Grp %	# pl
All Students	41	42	97.6%	100%	
African Amer	0	0	-	0%	
Hispanic	8	8	100.0%	19%	
White	33	34	97.1%	81%	
Econ Disadv	12	13	92.3%	31%	

Number in Class – This value is the denominator used to calculate the completion rate. Due to space limitations, the number of GED recipients is not shown as a separate column. These students are included in the # in Class.

Minimum Size – The *number of dropouts* and the *number in class* are used together to determine whether there are enough students for a group to be evaluated.

TAKS

Number Met Standard – This value is the numerator used to calculate percent met standard.

Number Taking – This value is the denominator used to calculate percent met standard.

Percent Met Standard – This value is the key number for TAKS: it shows what percent of the student group passed that test.

Analysis Group Marker – An 'X' to the left of a group label indicates that performance results for that group are used to determine an accountability rating because minimum size criteria were met. If no 'X' appears, then the size minimums were not met and performance results for that group are not used to determine the accountability rating. Note that 'All Students' results for TAKS are always evaluated.

Accountability standards for all levels are shown in parentheses.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABL

Performance Results	2009		Pct Met Std	Stu Grp %
	Number Met Std	Number Taking		
Reading/ELA (70%/75%/90%)	140	146	96%	100%
X All Students	0	0	-	0%
X African Amer	36	38	95%	26%
X Hispanic	102	105	97%	72%
X White	34	37	92%	25%
X Econ Disadv	19	20	95%	100%
Writing (70%/75%/90%)	0	0	-	0%
X All Students	4	4	100%	20%
X African Amer	14	14	100%	70%
X Hispanic	7	7	100%	35%
X White				
X Econ Disadv				

Student group percentages are shown to help explain which student groups meet the minimum size criteria for the indicator.

At this campus note that the number of Hispanic, White, and Economically Disadvantaged students taking the writing test is fewer than 30, and no African American students were tested in this subject. Only those groups with an "X" are analyzed for this subject. *All Students* is always evaluated if any students are tested.

Required Improvement

Campuses and districts may achieve a higher rating using *Required Improvement*. It can be applied to three base indicators – TAKS, Completion, and Dropout Rate – to raise a rating from *Academically Unacceptable* to *Academically Acceptable* or from *Academically Acceptable* to *Recognized*. All calculations for Required Improvement are done automatically by TEA, using the steps shown below.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2009		2008		2007		2006		2005		2004		2003		2002		2001		2000																					
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Stu Grp %																				
Mathematics (55%/75%/90%)	120	143	84%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%
X ALL Students	120	143	84%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%	124	158	78%	100%
X African Amer	0	0	-	0%	0	0	-	0%	0	0	-	0%	0	0	-	0%	0	0	-	0%	0	0	-	0%	0	0	-	0%	0	0	-	0%	0	0	-	0%	0	0	-	0%
X Hispanic	27	37	73%	26%	27	42	64%	26%	27	42	64%	26%	27	42	64%	26%	27	42	64%	26%	27	42	64%	26%	27	42	64%	26%	27	42	64%	26%	27	42	64%	26%	27	42	64%	26%
X White	90	103	87%	72%	95	113	84%	72%	95	113	84%	72%	95	113	84%	72%	95	113	84%	72%	95	113	84%	72%	95	113	84%	72%	95	113	84%	72%	95	113	84%	72%	95	113	84%	72%
X Econ Disadv	26	37	70%	26%	40	55	73%	26%	40	55	73%	26%	40	55	73%	26%	40	55	73%	26%	40	55	73%	26%	40	55	73%	26%	40	55	73%	26%	40	55	73%	26%	40	55	73%	26%

At this campus, all performance is at the *Recognized* standard or above for all measures except TAKS mathematics.

(1) Required Improvement was applied to see if these measures could be raised to *Recognized*. First a check is made to see if each measure meets the minimum size for the prior year (at least 10 test takers). It did.

(2) Next, determine the Required Improvement: The formula is the *standard for 2009 minus the campus's performance in 2008, divided by 2*.

(4) This campus met Required Improvement in one measure, but not the other.

(3) Finally, for each measure, the *actual change* must be greater than or equal to the *Required Improvement*. A negative number indicates performance has declined (except in the case of the Annual Dropout Rate, where it means improvement).

Texas Projection Measure

The Texas Projection Measure (TPM) is new for 2009. After Required Improvement has been evaluated, TPM is applied.

Continuing with the sample school used in calculating Required Improvement (above), we focus on the performance of the Economically Disadvantaged students in mathematics. In this example we see that when those students who are projected to meet the TAKS standard with TPM are included, the result is 30 out of 37 students.

Performance Results	2009		2008		2007		2006		2005		2004		2003		2002		2001		2000																					
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Stu Grp %																				
Economically Disadvantaged	30	37	81%	-	30	37	81%	-	30	37	81%	-	30	37	81%	-	30	37	81%	-	30	37	81%	-	30	37	81%	-	30	37	81%	-	30	37	81%	-	30	37	81%	-
Required Improvement	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6		
Actual Change	24	31	76%	-	24	31	76%	-	24	31	76%	-	24	31	76%	-	24	31	76%	-	24	31	76%	-	24	31	76%	-	24	31	76%	-	24	31	76%	-	24	31	76%	-

The percent meeting the standard with TPM is 81%, which puts this group at the *Recognized* level.

Exceptions

Campuses or districts may also be able to “gate up” to the next higher rating, even after being evaluated under Required Improvement and TPM, as long as they qualify for the Exceptions Provision. Exceptions can only be used for the TAKS indicator.

In this example, the campus was evaluated on 12 assessment measures, and is therefore allowed up to 3 exceptions to move from *Academically Acceptable* to *Recognized*. (Note that only one exception is allowed to move from *Recognized* to *Exemplary*, regardless of the number of measures evaluated.)

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2008?	Exceptions Applied
12	3	1	Yes	No	Science - Economically Disadvantaged

After applying both Required Improvement and TPM, assume one TAKS measure is at the *Academically Acceptable* level. If *Pct Met Std* for that measure meets the floor, and if an exception was not used for this measure in 2008, the campus can use one of the 3 exceptions allowed.

The exception is applied and the campus is rated *Recognized*.

Status by Measure

Another new feature for 2009, the *Status by Measure*, shows the status of each evaluated TAKS measure, beginning with Met Standard, then after applying Required Improvement, TPM, and Exceptions.

The *** *Summary* column shows the status of each measure after RI, TPM, EXCP are applied.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2009			2008			Required Improvement			2009 TPM			Status by Measure ***		
	Number Met Std	Number Taking	Pct Met Std	Number Met Std	Number Taking	Pct Met Std	Met RI?	Act Chg	RI	Number Met w/TPM	Number Taking	Pct Met w/TPM	Std	RI	TPM EXCP
Reading/ELA (70%/75%/90%)	335	500	67%	332	502	66%	Yes	1	2	410	500	(82%)	AU	AU	(AA)
X All Students	243	347	70%	232	348	67%	Yes	3	4	294	347	85%	AA	AA	RE
X African Amer	90	150	60%	100	152	66%	Yes	-6	2	113	150	75%	AU	AU	AA
X Hispanic	0	0	-	0	0	-	-	-	-	0	0	-	-	-	-
X White	254	384	66%	169	254	67%	Yes	-1	2	314	384	(82%)	AU	AU	(AA)
X Econ Disadv															

In this example, performance is below the 70% *Academically Acceptable* standard, so Status by Measure shows *AU* under the *STD* column.

After application of RI, the status for these measures is unchanged. Status by Measure shows *AU* under the *RI* column.

With TPM, the outcomes improve to *Academically Acceptable* for one, and to *Recognized* for two. However, those two measures are held to *Academically Acceptable*, since they began at *AU*, and the additional features may elevate the rating one level only.

ADDITIONAL INFORMATION ON DATA TABLES

The sample shown is of a *preview* data table. These will be made available to districts on the TEASE website in mid-July. Data tables with rating labels will be released on July 31, 2009.

When applicable, messages appear on the data tables to help explain the rating or the data shown. The preview data tables will include messages regarding the following:

- *Pairing*. Any standard campus with enrollment within grades 1-12, but no students tested on TAKS will be paired for accountability. A message will indicate the campus with which it is paired.
- *Special Analysis*. Campuses and districts with small numbers of total students tested may be subjected to Special Analysis to determine the rating. A message will state if Special Analysis was used. This message does not necessarily mean a rating will be changed from the outcome indicated by the data. See *Chapter 6 – Special Issues and Circumstances* for details.

The following are additional items not present on the preview that will be added to the data tables on July 31st or to the updated tables released in October.

- *Accountability Ratings*. (A list of possible rating labels is shown in *Table 5* in this chapter.)
- *Additional Messages*. These messages appear in the top section of the data table when applicable:
 - Rating Change due to Appeal. (*campus or district*)
 - Rating is not based on data shown in the table. (*campus or district*)
 - District rating limited to *Academically Acceptable* due to having one or more *Academically Unacceptable* campuses. (*district only*)
 - District rating limited to *Academically Acceptable* due to exceeding threshold for underreported students. (*district only*)
 - Rating changed after [*date*] due to Data Integrity Issues. (*campus or district*)
 - Special Analysis used. Exception applied for [*subject - student group*] (*campus or district*)
 - Rating is not based on data shown in the table (Hurricane Ike provision used). (*campus or district*)

MASKED DATA

Performance posted to the public website is masked when there are fewer than five students in the denominator of the measure. Additionally, all performance at or near 0% or 100% is masked. It is necessary to mask data that potentially reveals the performance of every student to be in compliance with the *Family Educational Rights and Privacy Act* (FERPA).

SYSTEM SUMMARY

The following tables summarize the 2009 system. *Table 7* provides an overview of the requirements for each rating level. A district or campus must meet the criteria for every applicable measure to be rated *Exemplary*, *Recognized*, or *Academically Acceptable*; otherwise the next lower rating is assigned.

To receive a rating of *Recognized* or *Exemplary*, districts can have no *Academically Unacceptable* campuses. In addition, *Recognized* and *Exemplary* districts must not have excessive underreported students. See *Chapter 3* for details.

Table 8 is a single-page overview that provides details of the 2009 system, with the base indicators listed as columns. For each of the indicators, users can see brief definitions, the rounding methodology, the accountability subset methodology, the standards, minimum size criteria, subjects and student groups used, application of Required Improvement, the Texas Projection Measure and the Exceptions Provision.

Table 7: Requirements for Each Rating Category

	Academically Acceptable	Recognized	Exemplary
Base Indicators			
<p>TAKS (2008-09)*</p> <ul style="list-style-type: none"> All students <p>and each student group meeting minimum size:</p> <ul style="list-style-type: none"> African American Hispanic White Econ. Disadv. <p>* TAKS (Accommodated) included for some grades and subjects. See Table 3.</p>	<p>Meets each standard:</p> <ul style="list-style-type: none"> Reading/ELA ... 70% Writing 70% Social Studies... 70% Mathematics 55% Science 50% <p>OR Meets Required Improvement</p> <p>OR</p> <p>Meets standard with TPM</p>	<p>Meets 75% standard for each subject</p> <p>OR</p> <p>Meets 70% floor and Required Improvement</p> <p>OR</p> <p>Meets standard with TPM</p>	<p>Meets 90% standard for each subject</p> <p>OR</p> <p>Meets standard with TPM</p>
<p>Completion Rate I (Class of 2008)</p> <ul style="list-style-type: none"> All students <p>and each student group meeting minimum size:</p> <ul style="list-style-type: none"> African American Hispanic White Econ. Disadv. 	<p>Meets 75.0% standard</p> <p>OR</p> <p>Meets Required Improvement</p>	<p>Meets 85.0% standard</p> <p>OR</p> <p>Meets floor of 75.0% and Required Improvement</p>	<p>Meets 95.0% standard</p>
<p>Annual Dropout Rate (2007-08)</p> <ul style="list-style-type: none"> All students <p>and each student group meeting minimum size:</p> <ul style="list-style-type: none"> African American Hispanic White Econ. Disadv. 	<p>Meets 2.0% standard</p> <p>OR</p> <p>Meets Required Improvement</p>	<p>Meets 2.0% standard</p> <p>OR</p> <p>Meets Required Improvement</p>	<p>Meets 2.0% standard</p> <p>OR</p> <p>Meets Required Improvement</p>
Additional Provisions			
<p>Exceptions (See Chapter 3 for more details.)</p>	<p>May be applied if district/campus would be <i>AU</i> due to not meeting <i>AA</i> criteria.</p>	<p>May be applied if district/campus would be <i>AA</i> due to not meeting <i>Recognized</i> criteria.</p>	<p>May be applied if district/campus would be <i>Recognized</i> due to not meeting <i>Exemplary</i> criteria.</p>
<p>Check for Academically Unacceptable Campuses (District only)</p>	<p>Does not apply to <i>Academically Acceptable</i> districts.</p>	<p>A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Recognized</i>.</p>	<p>A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Exemplary</i>.</p>
<p>Check for Underreported Students (District only)</p>	<p>Does not apply to <i>Academically Acceptable</i> districts.</p>	<p>A district that underreports more than 150 students or more than 5.0% of its prior year students cannot be rated <i>Recognized</i>.</p>	<p>A district that underreports more than 150 students or more than 5.0% of its prior year students cannot be rated <i>Exemplary</i>.</p>
<p>Hurricane Ike</p>	<p>For eligible districts and campuses, if the 2009 rating is <i>AU</i> or lower than the rating received in 2008, the campus or district will be rated <i>Not Rated: Other</i>.</p>		<p>n/a</p>

Table 8: Overview of 2009 System Components

	TAKS	TAKS (Accommodated)	Completion Rate I	Dropout Rate
Definition	Results (gr. 3-11) summed across grades by subject. ELA & reading results are combined. Cumulative results used for first two administrations of gr. 3, 5, & 8 reading; gr. 5 & 8 math.	Included in TAKS for selected subjects and grades. See "Subjects" below.	Grads & continuers expressed as a % of total students in the class.	Gr. 7 and 8 dropouts as a % of students who were in attendance any time during the prior school year.
Rounding	Whole Numbers		One Decimal	
Standards	<i>Exemplary</i> :..... All Subjects..... ≥ 90% <i>Recognized</i> :..... All Subjects..... ≥ 75% <i>Acceptable</i> :..... Reading/ELA/Writ/Soc St... ≥ 70% Mathematics ≥ 55% Science..... ≥ 50%		EX: ≥ 95.0% RE: ≥ 85.0% AA: ≥ 75.0%	EX: ≤ 2.0% RE: ≤ 2.0% AA: ≤ 2.0%
Mobility Adjustment (Accountability Subset)	<u>District ratings</u> : results for students enrolled in the district in the fall and tested in the same district. <u>Campus ratings</u> : results for students enrolled in the campus in the fall and tested in the same campus.		None	
Subjects	Reading/ELAgr. 3-11 Writing.....gr. 4, 7 Mathematicsgr. 3-11 Social Studies.....gr. 8, 10, 11 Science.....gr. 5, 8, 10, 11	ELAgr. 11 Writing.....N/A Mathematics.....gr. 11 Social Studiesgr. 8, 10, 11 Sciencegr. 5, 8, 10, 11	N/A	
Student Groups	<u>All & Student Grps:</u> African American Hispanic White Econ. Disadv.		<u>All & Student Grps:</u> African American Hispanic White Econ. Disadv.	
Minimum Size Criteria for All Students	No minimum size requirement—special analysis for small numbers		≥ 5 dropouts AND ≥ 10 students	
Minimum Size Criteria for Groups	30/10%/50		≥ 5 dropouts AND 30/10%/50	
Required Improvement (RI)				
Actual Chg	2009 minus 2008 performance		Class of 2008 rate minus Class of 2007 rate	2007-08 rate minus 2006-07 rate
RI	Gain needed to reach standard in 2 years			
Use	As a gate up to <i>Academically Acceptable</i> or <i>Recognized</i>			
Floor	≥ 70% for <i>Recognized</i> , no floor for <i>Academically Acceptable</i>		≥ 75.0% for <i>Recognized</i>	No floor
Minimum Size	Meets minimum size in current year and has ≥ 10 students tested in prior year		Meets min. size current year and has ≥ 10 in prior year class.	Meets min. size current year and has ≥ 10 7 th – 8 th grade students the prior year.
TPM Applies to TAKS measures only				
Definition	Estimate of whether a student is likely to pass a TAKS test in a future grade. "% Passing w/ TPM" includes those projected to pass as passers.		TPM is Not Applicable to Completion Rate or Dropout Rate	
Subjects	All except: gr. 7 Writ; gr. 11 All Subjects, gr. 8 Science (until 2010)			
Use	As a gate up to <i>Acceptable</i> , <i>Recognized</i> , or <i>Exemplary</i>			
Exceptions Applies to TAKS measures only				
Use	As a gate up to <i>Acceptable</i> , <i>Recognized</i> , or <i>Exemplary</i>			
Floor	<i>Academically Acceptable</i>	<i>Recognized</i>	<i>Exemplary</i>	Exceptions are Not Applicable to Completion Rate or Dropout Rate
R/W/SS	65%	70%	85%	
M/Sc	50% / 45%	70%	85%	
Number of Exceptions Allowed	1 – 4 measures evaluated 0 allowed 5 – 8 measures evaluated 1 allowed 9 – 11 measures evaluated 2 allowed 12 – 15 measures evaluated 3 allowed 16+ measures evaluated 4 allowed		If 10 or more measures, one exception allowed	