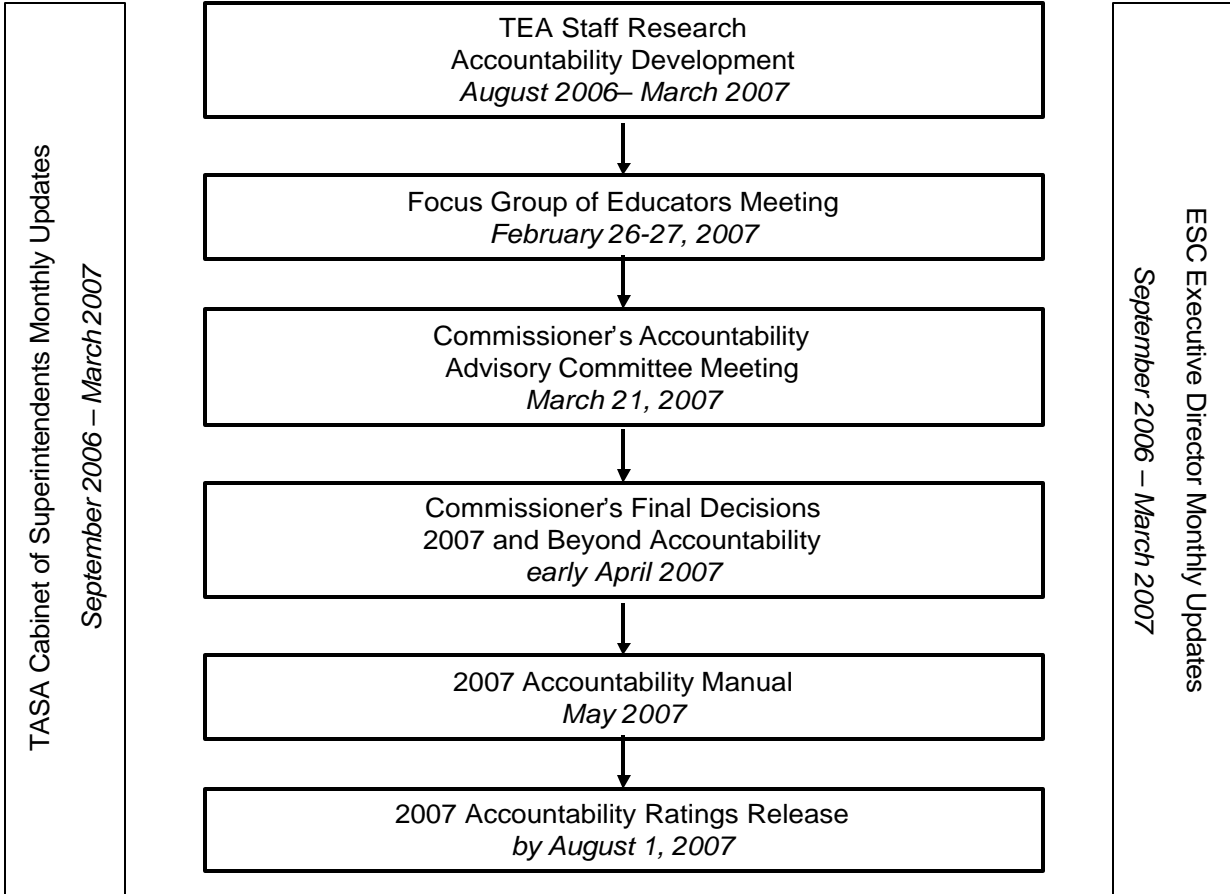


**Accountability Development: 2007 and Beyond**  
***August 2006 – March 2007***



## Membership

### 2006 Educator Focus Group on Accountability

Jana Anderson, *San Angelo Independent School District*, Director of Special Programs, ESC Region XV

Mark Ayala, *Clint Independent School District*, Principal, Desert Hills Elementary, ESC Region XIX

Charlotte Baker, *Region III Education Service Center*, Deputy Director for Programs and Services, ESC Region III

Frank Belcher, *Canadian Independent School District*, Superintendent, ESC Region XVI

Della Berlanga, *Corpus Christi Independent School District*, Coordinator of Counseling & Guidance (K-12), ESC Region II

Judy Caskey, *Region VIII Education Service Center*, Director of Curriculum & Instructional Technology, ESC Region VIII

M. Annette Cluff, *The Varnett Charter School*, Superintendent, ESC Region IV

Nabor F. Cortez, Jr., *Edgewood Independent School District*, Secondary Curriculum and Instruction Compliance Director, ESC Region XX

Anthony Edwards, *Community Education Partners*, Principal, ESC Region IV

Sylvia Garza, *San Marcos Consolidated Independent School District*, Assistant Superintendent for Teaching and Learning, ESC Region XIII

Valerie Haley, *Port Arthur Independent School District*, Teacher, Memorial High School, ESC Region V

Tom Harvey, *La Vernia Independent School District*, Superintendent, ESC Region XX, *formerly of Sabine Pass Independent School District*, Superintendent, ESC Region V

Benny P. Hernandez, *Iraan-Sheffield Independent School District*, Principal, Iraan-Sheffield Jr. High/High School, ESC Region XVIII

Francine Holland, *Region XI Education Service Center*, Deputy Executive Director for Instructional Services, ESC Region XI

Whitcomb Johnstone, *Irving Independent School District*, Director of Planning, Evaluation and Research, ESC Region X

Daniel King, *Hidalgo Independent School District*, Superintendent, ESC Region I

Michael Motheral, *Sundown Independent School District*, Superintendent, ESC Region XVII

Dawson Orr, *Wichita Falls Independent School District*, Superintendent, ESC Region IX

Anne Poplin, *Region IX Education Service Center*, Executive Director, ESC Region IX

Raymon Puente, *Juvenile Justice Center*, Director of Residential Services, ESC Region VI

Glory M. Rivera, *Waco Independent School District*, Teacher, Doris Miller Elementary School, ESC Region XII

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David Splitek, *Lackland Independent School District*, Superintendent

Mike Strozski, *Richardson Independent School District*, Assistant Superintendent, Accountability & Technology

Travis Weatherspoon, *La Marque Independent School District*, Director of Testing, ESC Region IV

Nola Wellman, *Eanes Independent School District*, Superintendent, ESC Region XIII

Ledessa White, *Abilene Independent School District*, Assistant Director of Elementary Education, ESC Region XIV

Mary Ann Whiteker, *Hudson Independent School District*, Superintendent, ESC Region VII

## 2006 Commissioner's Accountability Advisory Committee

### **School District / Regional Education Service Center Representatives**

- Nadine Kujawa, Superintendent, *Aldine ISD*
- Cathy Bryce, Superintendent, *Highland Park ISD*
- Jesus Chavez, Superintendent, *Round Rock ISD*
- Pat Forgione, Superintendent, *Austin ISD*
- David Splitek, Superintendent, *Lackland ISD*
- Thomas Randle, Superintendent, Lamar CISD
- Adrain Johnson, Superintendent, *La Marque ISD*
- Mike Strozski, Assistant Superintendent, Accountability and Technology, *Richardson ISD*
- Jim Scales, Deputy Superintendent, *Dallas ISD*
- Harlan Howell, Director of Research and Evaluation / Computer Services, *Harlingen CISD*
- Jill Shugart, Executive Director, Region X Education Service Center
- Tom Norris, Executive Director, Region XII Education Service Center
- James R. Vasquez, Executive Director, Region XIX Education Service Center

### **Legislative Staff**

- Todd Webster, Public Education Policy Director, *Office of Governor Perry*
- Ursula Parks, Public Education Team Manager, *Legislative Budget Board*
- Andrea Sheridan, Special Assistant for Education, *Office of the Lieutenant Governor*
- Harrison Keller, Special Assistant for Education, *Office of the Speaker of the House*
- Melissa Galligher, Special Assistant for Education, *House Public Education Committee*
- Von Byer, Committee Director, *Senate Education Committee*

### **Other Representatives**

- Johnny Veselka, Executive Director, Texas Association of School Administrators
- Jim Crow, Executive Director, Texas Association of School Boards
- John Stevens, Executive Director, Texas Business and Education Coalition
- Darv Winick, Winick Consultants
- Sandy Kress, Partner, Akin, Gump, Strauss, Hauer, and Feld
- Don McAdams, President, Center for Reform of School Systems
- Bill Hammond, President & CEO, Texas Association of Business
- Jeri Stone, Executive Director / General Counsel, Texas Classroom Teachers Association

## **GUIDING ACCOUNTABILITY PRINCIPLES AND GOALS**

### ***Guiding Accountability Principles:***

- ◆ **STUDENT PERFORMANCE**  
The system is first and foremost designed to improve student performance;
- ◆ **RECOGNITION OF DIVERSITY**  
The system is fair and recognizes diversity among schools and students;
- ◆ **SYSTEM STABILITY**  
The system is stable and provides a realistic, practical timeline for measurement, data collection, planning, staff development, and reporting;
- ◆ **STATUTORY COMPLIANCE**  
The system is designed to comply with statutory requirements;
- ◆ **APPROPRIATE CONSEQUENCES**  
The system sets reasonable standards for adequacy, identifies and publicly recognizes high levels of performance and performance improvement, and identifies schools with inadequate performance and provides assistance;
- ◆ **LOCAL PROGRAM FLEXIBILITY**  
The system allows for flexibility in the design of programs to meet the individual needs of students;
- ◆ **LOCAL RESPONSIBILITY**  
The system relies on local school districts to develop and implement local accountability systems that complement the state system; and
- ◆ **PUBLIC'S RIGHT TO KNOW**  
The system supports the public's right to know levels of student performance in each school district and on each campus.

### ***State Accountability Goals:***

To improve the achievement of all students in the core subjects of the state curriculum.  
To increase the number of students who earn a high school diploma.  
To reduce the performance and high school completion gaps among student groups.

## **PUBLIC EDUCATION MISSION, OBJECTIVES, AND GOALS (Texas Education Code § 4.001)**

(a) The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

(b) The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.

OBJECTIVE 6: Qualified and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 7: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 8: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995. Amended by Acts 2003, 78th Leg., ch. 82, § 1, eff. Sept. 1, 2003.

## **PUBLIC EDUCATION ACADEMIC GOALS (Texas Education Code, § 4.002)**

To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.

## State Performance on Accountability Indicators: 1994 to 2002

Indicator	1994 ‡ †	1995 ⊕ † ‡	1996 ⊕ † ‡	1997 ⊕ † ‡	1998 ⊕ † ‡	1999 ⊕ † *	2000 ⊕ † ‡	2001 ⊕ † ‡ ❖	2002 ⊕ † ‡ ❖	Change 94-02
<b>TAAS Results, summed across grades 3-8, and 10 [accountability subset]</b>										
TAAS <i>Acceptable</i> Standard	25%	25%	30%	35%	40%	45%	50%	50%	55% ♦	+30%
<b>READING</b>										
<i>All Students</i>	76.5%	78.4%	80.4%	84.0%	87.0%	86.5%	87.4%	88.9%	91.3%	+14.8%
<i>African American</i>	60.2%	63.0%	66.8%	73.2%	78.2%	78.2%	80.8%	82.5%	86.7%	+26.5%
<i>Hispanic</i>	64.9%	67.9%	70.3%	75.3%	79.5%	79.5%	80.7%	83.5%	86.9%	+22.0%
<i>White</i>	87.2%	88.4%	90.0%	92.4%	94.2%	93.7%	94.3%	95.1%	96.3%	+9.1%
<i>Economically Disadvantaged</i>	62.9%	66.1%	68.4%	73.7%	78.4%	78.2%	79.8%	82.3%	86.0%	+23.1%
<b>MATHEMATICS</b>										
<i>All Students</i>	60.5%	65.9%	74.2%	80.1%	84.2%	85.7%	87.4%	90.2%	92.7%	+32.2%
<i>African American</i>	38.1%	43.8%	55.0%	64.1%	70.5%	72.8%	77.0%	81.9%	86.5%	+48.4%
<i>Hispanic</i>	47.1%	52.3%	63.9%	71.8%	77.7%	80.7%	82.9%	86.9%	90.1%	+43.0%
<i>White</i>	73.3%	79.2%	85.0%	89.5%	91.9%	92.5%	93.6%	95.1%	96.5%	+23.2%
<i>Economically Disadvantaged</i>	45.0%	51.4%	62.3%	70.5%	76.1%	78.7%	81.1%	85.3%	88.9%	+43.9%
<b>WRITING</b>										
<i>All Students</i>	79.0%	82.0%	82.9%	85.3%	87.4%	88.2%	88.2%	87.9%	88.7%	+9.7%
<i>African American</i>	65.8%	70.5%	72.8%	76.1%	80.4%	81.9%	82.4%	82.9%	84.5%	+18.7%
<i>Hispanic</i>	69.6%	73.4%	74.2%	77.6%	80.9%	83.1%	82.3%	83.0%	83.7%	+14.1%
<i>White</i>	87.6%	89.7%	90.5%	92.5%	93.4%	93.1%	94.0%	92.9%	93.9%	+6.3%
<i>Economically Disadvantaged</i>	67.7%	71.5%	72.9%	76.0%	79.7%	81.4%	81.3%	81.8%	82.7%	+15.0%
<b>SOCIAL STUDIES *</b>										
<i>All Students</i>	—	65.9%	70.2%	67.4%	66.3%	70.1%	71.8%	77.0%	83.7%	+17.8%
<b>Annual Dropout Rate, Grades 7-12</b>										
<i>All Students</i>	2.8%	2.6%	1.8%	1.8%	1.6%	1.6%	1.6%	1.3%	1.0%	-1.8%
<i>African American</i>	3.6%	3.2%	2.3%	2.3%	2.0%	2.1%	2.3%	1.8%	1.3%	-2.3%
<i>Hispanic</i>	4.2%	3.9%	2.7%	2.5%	2.3%	2.3%	2.3%	1.9%	1.4%	-2.8%
<i>White</i>	1.7%	1.5%	1.2%	1.1%	1.0%	0.9%	0.8%	0.7%	0.5%	-1.2%
<i>Economically Disadvantaged</i>	2.9%	2.7%	1.9%	1.7%	1.6%	1.6%	1.5%	1.3%	1.0%	-1.9%
<b>Attendance Rate, Grades 1-12</b>	94.9%	95.1%	95.1%	95.1%	95.2%	95.3%	95.4%	95.6%	95.5%	+0.6%

‡ TAAS reading and mathematics was administered to grades 3-8, and 10; TAAS writing was administered to grades 4, 8, and 10. [English language]

⊕ TAAS reading and mathematics was administered to grades 3-8, and 10; TAAS writing was administered to grades 4, 8, and 10; TAAS social studies was administered to grade 8. [English language]

‡ The accountability subset includes only non-special education students.

\* The accountability subset includes non-special education and special education students, and Spanish TAAS test takers in grades 3 & 4, reading and mathematics.

† The accountability subset includes non-special education and special education students, and Spanish TAAS test takers in grades 3-6, reading, writing, and mathematics.

❖ The annual dropout rate *Acceptable* standard was 6.0% from 1994 through 2000. This standard was changed to 5.5% in 2001 and to 5.0% in 2002.

\* Attendance no longer used as a base indicator.

♦ The TAAS *Acceptable* standard for social studies is 50% and applies only to the *All Students* group in 2002.

\* Social studies was first included in the accountability system in 2002; however, information is shown from 1995.

**State Performance on Accountability Indicators: 2004 to 2006**  
**Standard Procedures**

Indicator	2004	2005	2006	Change 2004-2006
<b>TAKS Results<sup>+</sup>, summed across grades 3-11 [accountability subset]</b>	<i>Academically Acceptable standards are shown in shaded cells.</i>			
<b>READING / ENGLISH LANGUAGE ARTS</b>	50%	50%	60%	
<i>All Students</i>	80%	83%	87%	+7%
<i>African American</i>	71%	76%	82%	+11%
<i>Hispanic</i>	72%	77%	82%	+10%
<i>White</i>	89%	91%	94%	+5%
<i>Economically Disadvantaged</i>	70%	76%	81%	+11%
<b>WRITING</b>	50%	50%	60%	
<i>All Students</i>	89%	90%	91%	+2%
<i>African American</i>	84%	86%	89%	+5%
<i>Hispanic</i>	85%	87%	89%	+4%
<i>White</i>	93%	94%	95%	+2%
<i>Economically Disadvantaged</i>	84%	85%	88%	+4%
<b>SOCIAL STUDIES</b>	50%	50%	60%	
<i>All Students</i>	84%	87%	87%	+3%
<i>African American</i>	77%	81%	81%	+4%
<i>Hispanic</i>	76%	80%	80%	+4%
<i>White</i>	92%	94%	94%	+2%
<i>Economically Disadvantaged</i>	74%	79%	79%	+5%
<b>MATHEMATICS</b>	35%	35%	40%	
<i>All Students</i>	66%	71%	75%	+9%
<i>African American</i>	49%	55%	61%	+12%
<i>Hispanic</i>	57%	63%	68%	+11%
<i>White</i>	78%	83%	86%	+8%
<i>Economically Disadvantaged</i>	55%	61%	66%	+11%
<b>SCIENCE</b>	25%	25%	35% <sup>*</sup>	
<i>All Students</i>	56%	63%	70%	+14%
<i>African American</i>	38%	45%	54%	+16%
<i>Hispanic</i>	41%	50%	59%	+18%
<i>White</i>	73%	79%	85%	+12%
<i>Economically Disadvantaged</i>	39%	48%	58%	+19%
<b>State-Developed Alternative Assessment (SDAA)</b>	50%	50%	50%	
<i>All Students</i>	84%	79%	84%	✖

Indicator	2004	2005	2006	Change 2004-2006
<b>Annual Dropout Rate, Grades 7-8</b>	<b>2.0%</b>	<b>1.0%</b>	<b>1.0%</b>	
	2002-03	2003-04	2004-05	
<i>All Students</i>	0.2%	0.2%	0.2%	0.0%
<i>African American</i>	0.2%	0.2%	0.2%	0.0%
<i>Hispanic</i>	0.4%	0.3%	0.3%	-0.1%
<i>White</i>	0.1%	0.1%	0.1%	0.0%
<i>Economically Disadvantaged</i>	0.3%	0.2%	0.2%	-0.1%
<b>Completion Rate I * , Grades 9-12</b>	<b>75.0%</b>	<b>75.0%</b>	<b>75.0%</b>	
	Class of 2003	Class of 2004	Class of 2005	
<i>All Students</i>	92.2%	91.9%	91.9%	-0.3%
<i>African American</i>	91.7%	92.0%	91.9%	0.2%
<i>Hispanic</i>	90.0%	90.0%	89.7%	-0.3%
<i>White</i>	93.7%	93.0%	93.3%	-0.4%
<i>Economically Disadvantaged</i>	90.2%	90.0%	89.4%	-0.8%

- ★ The TAKS accountability standards were held constant in 2004 and 2005 during the phase-in of the student passing standards. In 2004, the student passing standard was 1 standard error of measurement (SEM) below panel recommendation (PR) for grades 3-10 and 2 SEM below PR for grade 11. In 2005, the student passing standard was PR for grades 3-10 and 1 SEM below PR for grade 11. In 2006, the student passing standard was PR for all grades. In this table, TAKS results are shown at the PR student passing standard for all years so the change calculations are based on the same student passing standards.
- ❖ Grade 8 science results are not included because they are not used in the 2006 accountability system.
- ✘ Gains/losses in performance from 2004—2006 are not comparable since the 2004 results are based on SDAA and results in 2005 and 2006 are based on SDAA II.
- ★ Accountability ratings for 2004 and 2005 used Completion Rate II, not Completion Rate I; however, Completion Rate I results are shown for all years. Therefore, change calculations are based on comparable definitions.



# State Performance on Accountability Indicators: 2004 to 2006

## TAKS Commended Performance

Indicator	2004	2005	2006	Change 2004-2006
<b>TAKS Results, summed across grades 3-11 [accountability subset]</b>				
<b>READING / ENGLISH LANGUAGE ARTS</b>				
<i>All Students</i>	20%	25%	27%	+7%
<i>African American</i>	12%	15%	17%	+5%
<i>Hispanic</i>	13%	17%	18%	+5%
<i>White</i>	29%	36%	38%	+9%
<i>Economically Disadvantaged</i>	12%	15%	17%	+5%
<b>WRITING</b>				
<i>All Students</i>	22%	26%	30%	+8%
<i>African American</i>	13%	17%	21%	+8%
<i>Hispanic</i>	14%	19%	22%	+8%
<i>White</i>	31%	36%	40%	+9%
<i>Economically Disadvantaged</i>	12%	17%	20%	+8%
<b>SOCIAL STUDIES</b>				
<i>All Students</i>	21%	26%	30%	+9%
<i>African American</i>	10%	14%	17%	+7%
<i>Hispanic</i>	11%	15%	19%	+8%
<i>White</i>	31%	38%	43%	+12%
<i>Economically Disadvantaged</i>	10%	13%	17%	+7%
<b>MATHEMATICS</b>				
<i>All Students</i>	17%	20%	23%	+6%
<i>African American</i>	8%	9%	11%	+3%
<i>Hispanic</i>	11%	13%	16%	+5%
<i>White</i>	25%	29%	32%	+7%
<i>Economically Disadvantaged</i>	10%	12%	15%	+5%
<b>SCIENCE<sup>❖</sup></b>				
<i>All Students</i>	9%	14%	16%	+7%
<i>African American</i>	3%	6%	6%	+3%
<i>Hispanic</i>	4%	8%	9%	+5%
<i>White</i>	14%	20%	23%	+9%
<i>Economically Disadvantaged</i>	4%	8%	9%	+5%
<b>ALL TESTS</b>				
<i>All Students</i>	8%	10%	11%	+3%
<i>African American</i>	3%	4%	4%	+1%
<i>Hispanic</i>	4%	5%	6%	+2%
<i>White</i>	12%	15%	17%	+5%
<i>Economically Disadvantaged</i>	4%	5%	5%	+1%

❖ Grade 8 science results are not included because they are not used in the 2006 accountability system.

**District Ratings by Rating Category  
For Nine Years: 1994 through 2002  
Including Counts of Charters  
April, 2004**

Accountability Rating	1994		1995		1996		1997		1998		1999		2000		2001		2002	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>EXEMPLARY</b>	6	0.6%	14	1.3%	37	3.5%	65	6.1%	120	11.3%	122	11.1%	168	14.2%	178	14.8%	149	12.2%
<b>RECOGNIZED</b>	54	5.2%	137	13.1%	209	20.0%	321	30.3%	329	31.0%	383	34.7%	439	37.1%	471	39.3%	425	34.8%
<b>ACADEMICALLY ACCEPTABLE</b>	983	94.0%	860	82.3%	788	75.5%	650	61.4%	585	55.1%	523	47.4%	428	36.2%	390	32.5%	450	36.9%
<b>ACADEMICALLY UNACCEPTABLE</b>	3	0.3%	34	3.3%	8	0.8%	4	0.4%	6	0.6%	7	0.6%	5	0.4%	1	0.1%	14	1.1%
<b>ACADEMICALLY UNACCEPTABLE: SAI</b>	0	0.0%	0	0.0%	2	0.2%	3	0.3%	2	0.2%	3	0.3%	1	0.1%	0	0.0%	2	0.2%
<b>UNACCEPTABLE: DATA QUALITY</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	4	0.4%	0	0.0%	0	0.0%	0	0.0%
<b>CHARTER SCHOOL</b>	0	0.0%	0	0.0%	0	0.0%	16	1.5%	19	1.8%	61	5.5%	142	12.0%	159	13.3%	180	14.8%
<b>TOTAL</b>	1,046	100.0%	1,045	100.0%	1,044	100.0%	1,059	100.0%	1,061	100.0%	1,103	100.0%	1,183	100.0%	1,199	100.0%	1,220	100.0%

Texas Education Agency  
Office of Accountability Reporting and Research  
Division of Performance Reporting  
Table D.1 Version 2

**District Ratings by Rating Category  
For Three Years: 2004 through 2006  
August 2006**

Accountability Rating	2004		2005		2006	
	Count	Percent	Count	Percent	Count	Percent
EXEMPLARY	19	1.5%	11	0.9%	19	1.5%
RECOGNIZED	378	30.8%	172	14.0%	330	26.9%
ACADEMICALLY ACCEPTABLE	712	58.0%	915	74.5%	734	59.8%
ACADEMICALLY UNACCEPTABLE	24	2.0%	37	3.0%	54	4.4%
NOT RATED: ALTERNATIVE EDUCATION	85	6.9%	0	0.0%	0	0.0%
AEA: ACADEMICALLY ACCEPTABLE	0	0.0%	74	6.0%	76	6.2%
AEA: ACADEMICALLY UNACCEPTABLE	0	0.0%	15	1.2%	8	0.7%
NOT RATED: OTHER	9	0.7%	4	0.3%	6	0.5%
NOT RATED: DATA INTEGRITY ISSUES	0	0.0%	1	0.1%	0	0.0%
<b>TOTAL</b>	<b>1,227</b>	<b>100.0%</b>	<b>1,229</b>	<b>100.0%</b>	<b>1,227</b>	<b>100.0%</b>

Texas Education Agency  
Office of Accountability Reporting and Research  
Division of Performance Reporting  
Table D.1 Version 2

**Campus Ratings by Rating Category  
For Nine Years: 1994 through 2002  
April, 2004**

Accountability Rating	1994		1995		1996		1997		1998		1999		2000		2001		2002	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>EXEMPLARY</b>	67	1.1%	255	4.1%	394	6.2%	683	10.5%	1,048	15.7%	1,120	16.5%	1,296	18.8%	1,571	22.5%	1,918	27.0%
<b>RECOGNIZED</b>	516	8.4%	1,004	16.1%	1,309	20.6%	1,617	24.8%	1,666	25.0%	1,843	27.1%	2,009	29.1%	2,327	33.3%	2,391	33.7%
<b>ACCEPTABLE</b>	5,176	84.1%	4,347	69.9%	4,127	64.9%	3,679	56.5%	3,365	50.5%	3,147	46.3%	2,912	42.2%	2,469	35.4%	2,063	29.1%
<b>ACCEPTABLE: DATA ISSUES</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	36	0.5%	0	0.0%	0	0.0%	0	0.0%
<b>LOW-PERFORMING</b>	54	0.9%	267	4.3%	108	1.7%	67	1.0%	59	0.9%	96	1.4%	146	2.1%	100	1.4%	166	2.3%
<b>ALTERNATIVE ED.</b>	254	4.1%	253	4.1%	309	4.9%	331	5.1%	406	6.1%	394	5.8%	326	4.7%	338	4.8%	387	5.5%
<b>NR: PK-K</b>	85	1.4%	94	1.5%	111	1.7%	120	1.8%	118	1.8%	124	1.8%	135	2.0%	136	1.9%	143	2.0%
<b>NR: CHARTER (NEW)</b>	0	0.0%	0	0.0%	0	0.0%	16	0.2%	3	0.0%	44	0.6%	62	0.9%	15	0.2%	16	0.2%
<b>NR: CHARTER (INSUFFICIENT DATA)</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	12	0.2%	12	0.2%	7	0.1%
<b>NR: DATA QUALITY</b>	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	5	0.1%	13	0.2%	2	0.0%
<b>TOTAL</b>	6,152	100.0%	6,220	100.0%	6,358	100.0%	6,513	100.0%	6,665	100.0%	6,804	100.0%	6,903	100.0%	6,981	100.0%	7,093	100.0%

**Texas Education Agency  
Office of Accountability Reporting and Research  
Division of Performance Reporting  
Table C.1**

**Campus Ratings by Rating Category  
For Three Years: 2004 through 2006  
August 2006**

Accountability Rating	2004		2005		2006	
	Count	Percent	Count	Percent	Count	Percent
EXEMPLARY	518	6.6%	304	3.8%	555	7.0%
RECOGNIZED	2,538	32.5%	1,909	24.1%	2,825	35.5%
ACADEMICALLY ACCEPTABLE	3,579	45.8%	4,356	55.1%	3,172	39.9%
ACADEMICALLY UNACCEPTABLE	95	1.2%	233	2.9%	297	3.7%
NOT RATED: ALTERNATIVE EDUCATION	381	4.9%	0	0.0%	0	0.0%
AEA: ACADEMICALLY ACCEPTABLE	0	0.0%	392	5.0%	393	4.9%
AEA: ACADEMICALLY UNACCEPTABLE	0	0.0%	31	0.4%	24	0.3%
AEA: NOT RATED - OTHER	0	0.0%	1	0.0%	0	0.0%
NOT RATED: OTHER	700	9.0%	682	8.6%	690	8.7%
NOT RATED: DATA INTEGRITY ISSUES	2	0.0%	0	0.0%	0	0.0%
TOTAL	7,813	100.0%	7,908	100.0%	7,956	100.0%

**Campus Ratings by School Type  
Campus Counts  
August 2006**

<b>Accountability Rating</b>	<b>Elementary</b>	<b>Middle/Jr. High</b>	<b>High School</b>	<b>Multi-level</b>	<b>TOTAL</b>
<b>EXEMPLARY</b>	492	48	9	6	555
<b>RECOGNIZED</b>	2,060	513	170	82	2,825
<b>ACADEMICALLY ACCEPTABLE</b>	1,399	829	845	99	3,172
<b>ACADEMICALLY UNACCEPTABLE</b>	70	84	125	18	297
<b>AEA: ACADEMICALLY ACCEPTABLE</b>	10	14	276	93	393
<b>AEA: ACADEMICALLY UNACCEPTABLE</b>	0	0	17	7	24
<b>NOT RATED: OTHER</b>	193	88	245	164	690
<b>TOTAL</b>	4,224	1,576	1,687	469	7,956

Texas Education Agency  
Office of Accountability and Data Quality  
Division of Performance Reporting  
Table C.5.A

## Campus Ratings in 2005 and 2006 August 2006

Accountability Rating 2006	Accountability Rating 2005									TOTAL
	EXEMPLARY	RECOGNIZED	ACADEMICALLY ACCEPTABLE	ACADEMICALLY UNACCEPTABLE	AEA: ACADEMICALLY ACCEPTABLE	AEA: ACADEMICALLY UNACCEPTABLE	AEA: NOT RATED - OTHER	NOT RATED: OTHER	NOT IN OPERATION	
EXEMPLARY	226	277	33	2	0	0	0	1	16	555
RECOGNIZED	77	1,326	1,362	10	1	0	0	2	47	2,825
ACADEMICALLY ACCEPTABLE	1	283	2,668	148	10	2	0	2	58	3,172
ACADEMICALLY UNACCEPTABLE	0	2	230	46	6	0	0	2	11	297
AEA: ACADEMICALLY ACCEPTABLE	0	0	5	13	329	24	0	4	18	393
AEA: ACADEMICALLY UNACCEPTABLE	0	0	0	0	19	3	0	1	1	24
NOT RATED: OTHER	0	9	19	3	5	0	0	578	76	690
NOT IN OPERATION	0	12	39	11	22	2	1	92	0	179
<b>TOTAL</b>	<b>304</b>	<b>1,909</b>	<b>4,356</b>	<b>233</b>	<b>392</b>	<b>31</b>	<b>1</b>	<b>682</b>	<b>227</b>	<b>8,135</b>

**District Ratings in 2005 and 2006  
August 2006**

Accountability Rating 2006	Accountability Rating 2005								TOTAL
	EXEMPLARY	RECOGNIZED	ACADEMICALLY ACCEPTABLE	ACADEMICALLY UNACCEPTABLE	AEA: ACADEMICALLY ACCEPTABLE	AEA: ACADEMICALLY UNACCEPTABLE	NOT RATED	NOT IN OPERATION	
EXEMPLARY	8	5	4	1	0	0	0	1	19
RECOGNIZED	2	112	211	1	1	0	1	2	330
ACADEMICALLY ACCEPTABLE	1	54	652	18	4	2	1	2	734
ACADEMICALLY UNACCEPTABLE	0	0	41	7	5	0	0	1	54
AEA: ACADEMICALLY ACCEPTABLE	0	0	1	6	59	9	1	0	76
AEA: ACADEMICALLY UNACCEPTABLE	0	0	0	1	5	2	0	0	8
NOT RATED	0	1	3	1	0	0	1	0	6
NOT IN OPERATION	0	0	3	2	0	2	1	0	8
<b>TOTAL</b>	<b>11</b>	<b>172</b>	<b>915</b>	<b>37</b>	<b>74</b>	<b>15</b>	<b>5</b>	<b>6</b>	<b>1,235</b>



# Accountability System Features Linked to Student Success

- An understandable rating system
- Dual goals: raising standards and increasing student participation
- Institutional accountability and student accountability
- Campuses and districts held accountable
- A criterion-referenced state assessment program that is aligned to the state curriculum and assesses all students at specific grade levels
- All students held to the same standards

# Accountability System Features Linked to Student Success *(continued)*

- Indicator data disaggregated for specific student groups
- Realistic targets for increased standards
- A stable system with gradual increases in standards
- Continuous improvement and refinement of the system
- Advance notice of future rating standards
- Multiple indicators of performance and multiple rating levels

# Accountability System Features Linked to Student Success *(continued)*

- Performance reported against absolute and improvement standards
- Program diversity accommodated  
(alternative education / charter schools)
- Special circumstances accommodated  
(small numbers of students / student mobility)
- System safeguards for data integrity
- A fair appeals process
- Publicly released annual campus and district ratings

# Accountability System Features Linked to Student Success

- Public access to accountability information
- Positive and negative consequences for results
- Interventions target deficit areas
- A set of increasingly severe sanctions, applied as appropriate for specific district and campus circumstances

### State Accountability Performance Standards

	2004 AA/Re/Ex	2005 AA/Re/Ex	2006 AA/Re/Ex	2007 AA/Re/Ex	2008 AA/Re/Ex	2009 AA/Re/Ex	2010 AA/Re/Ex
R/ELA, W, SS	50/70/90	50/70/90	60/70/90	65/75/90	65/75/90	70/80/90	70/80/90
Mathematics	35/70/90	35/70/90	40/70/90	45/75/90	50/75/90	55/80/90	60/80/90
Science	25/70/90	25/70/90	35/70/90	40/75/90	45/75/90	50/80/90	55/80/90

### AYP Targets

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Reading/ELA	47	47	53	53	60	60	67	73	80	87	93	100
Mathematics	33	33	42	42	50	50	58	67	75	83	92	100

