

Chapter 11 - AEA Base Indicators

To determine ratings, the alternative education accountability (AEA) procedures use four base indicators:

- performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
- performance on the *State-Developed Alternative Assessment II (SDAA II)*,
- *Completion Rate II* for the Class of 2004, and
- *2003-04 Annual Dropout Rate* for grades 7 through 12.

TAKS PROGRESS INDICATOR

A single performance indicator is evaluated for TAKS. The TAKS Progress indicator sums performance results across grades (3-11) and across subjects to determine alternative education campus (AEC) ratings under AEA procedures. This indicator is not based on the number of students tested but on the number of tests taken. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). Students who take multiple TAKS exit-level retests are included only when the passing standard is met.

The TAKS Progress indicator numerator is calculated as the number of tests meeting the student passing standard *or* having a Texas Growth Index (TGI) score that meets the student growth standard of 0 (zero) or higher *and* TAKS exit-level retests meeting the student passing standard at the February and April administrations or in the previous October or July. The denominator is the number of TAKS tests taken *and* the number of TAKS exit-level retests meeting the student passing standard at the February and April administrations or in the previous October or July.

The TAKS Progress indicator includes the following results:

- TAKS grades 3-11 April 2005 administration:
 - Actual student passing standard
 - TGI: 2004 to 2005, growth of 0 (zero) or higher
 - Campus accountability subset
- TAKS grade 12 April 2005, February 2005, October 2004, and July 2004 administrations:
 - Actual student passing standard
 - Students who meet passing standard
 - No accountability subset
- TAKS grade 11 April 2005, February 2005, October 2004, and July 2004 administrations:
 - Retesters only
 - Actual student passing standard
 - Students who meet passing standard
 - No accountability subset

Who is evaluated for the TAKS Progress Indicator:

- AECs that test students on any TAKS subject.
- AECs of Choice and Residential Facilities.
- *Use of District At-Risk Data.* If the AEC does not meet the accountability standard based on results for fewer than 10 tests, or if there are no TAKS results for the AEC, then the AEC is evaluated on the district performance of at-risk students. See *Chapter 12 – Additional Features of AEA*. If there are results for fewer than 10 at-risk tests in the district, then Special Analysis is conducted. See *Chapter 13 – AEA Ratings*.
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

Table 12: TAKS Progress Indicator

	2005	2006	2007	2008	2009	2010
<i>AEA: Academically Acceptable</i>	40%	40%	45%	45%	50%	50%
TAKS Progress Indicator	TAKS + TGI + Exit-Level Retesters					
Accountability Subset	85-day rule and Campus Accountability Subset	Campus Accountability Subset				

TAKS Progress Standard:

- *AEA: Academically Acceptable* – At least 40%.
- The TAKS Progress standard will be reviewed annually and is subject to change.

Student Groups: TAKS performance is evaluated for All Students and for the following student groups that meet minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of TAKS tests that meet the standard } \mathbf{or} \text{ have a TGI } \geq 0 \mathbf{ and} \text{ number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken } \mathbf{and} \text{ number of TAKS exit-level retests that meet the standard}}$$

Minimum Size Requirements:

- *All Students.* All Students performance is always evaluated.
- *Student Groups.* Student groups are evaluated if there are:
 - 30 to 49 tests for the student group and the student group represents at least 10% of All Students tests; *or*
 - at least 50 tests for the student group even if these tests represent less than 10% of All Students tests.

Accountability Subset:

- Test answer documents are attributed to the AEC only when the student attends the registered AEC for 85 days or more.
- The 85-day rule does not apply to charter AECs and charters.
- *Campus Accountability Subset.* AECs are accountable for TAKS results for students enrolled on the AEC on the Public Education Information Management System (PEIMS) enrollment snapshot date (the last Friday in October) and on the testing date.
- *District Accountability Subset.* Charters are accountable for TAKS results for students enrolled at the charter on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date.
- Accountability subset does not apply to TAKS exit-level retesters.

Years of Data:

- April 2005 grades 3-11 TAKS results (primary administration)
- April 2005, February 2005, October 2004, and July 2004 grade 11 exit-level retester results
- April 2005, February 2005, October 2004, and July 2004 grade 12 exit-level results

Data Source: Pearson Educational Measurement

Other Information:

- *Grades and Subjects.* The TAKS results for English (grades 3-11) and Spanish (grades 3-6) are summed across grades and subjects and are evaluated for All Students and each student group that meets minimum size requirements.
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability measures.
- *Student Success Initiative.* For grades 3 and 5 reading and grade 5 mathematics performance, a cumulative percent passing is calculated by combining the first and second administrations of the TAKS.
- *Student Passing Standard.* The TAKS Progress indicator is calculated as percent *Met Standard* using the student passing standard adopted by the State Board of Education (SBOE) for each specific year. See *Chapter 2 – The Basics: Base Indicators* for more detailed information.
- *TGI.* A TGI has been developed for accountability purposes to evaluate individual student growth from one year to the next on the TAKS. The TGI compares how students taking a TAKS subject test in one year perform on the same TAKS subject test in the next higher grade the following year. An individual TGI score indicates the amount of growth for each student in relation to the average growth of all students who performed at the same level in the base year. The TGI score of zero (0) indicates that the year-to-year change in scale score is equal to the average change. The TGI measures growth for a student who passes as well as a student who does not pass the TAKS.

The TGI calculation is limited to students who have test results in the same subject for two consecutive years, in consecutive grades:

- Reading/ELA – grades 4 through 11
- Mathematics – grades 4 through 11
- Social Studies – grade 11
- Science – grade 11

More detailed TGI information can be found in *Appendix E – Texas Growth Index*.

SDAA II INDICATOR

The SDAA II assesses students with disabilities in grades 3-10 who receive instruction in the state's curriculum but for whom the TAKS test is an inappropriate measure of their academic progress. SDAA II tests are given in the areas of reading, English language arts (ELA), writing, and mathematics. Students are assessed at their appropriate instructional levels, as determined by their Admission, Review, and Dismissal (ARD) committees.

The SDAA II is administered on the same schedule as TAKS and designed to measure annual growth based on appropriate expectations for each student, as decided by the student's ARD committee.

A single performance indicator is evaluated for SDAA II. The indicator sums performance results across grades (3-10) and across subjects. This indicator is not based on the number of students tested but on the number of tests taken. It is calculated as the number of *tests* meeting ARD committee expectations divided by the number of SDAA II *tests* for which ARD expectations were established. Students who take multiple SDAA II tests are included multiple times (for every SDAA II test taken).

Who is evaluated for SDAA II:

- AECs that test students on any SDAA II subject.
- AECs of Choice and Residential Facilities.
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

Standard:

- *AEA: Academically Acceptable* – Results on at least 40% of tests taken must meet ARD expectations.
- The SDAA II standard will be reviewed annually and is subject to change.

Student Groups:

- Performance for the percent *Meeting ARD Expectations* is evaluated for All Students only.
- Student group performance is not evaluated separately.

Methodology:
$$\frac{\text{number of SDAA II tests Meeting ARD Expectations}}{\text{number of SDAA II tests taken}}$$
Minimum Size Requirements:

- SDAA II performance is evaluated for AECs and charters with results from 30 or more tests (summed across grades and subjects).
- Special Analysis is not conducted on SDAA II performance.
- Student groups are not evaluated separately.

Accountability Subset:

- Test answer documents are attributed to the AEC only when the student attends the registered AEC for 85 days or more.
- The 85-day rule does not apply to charter AECs and charters.
- *Campus Accountability Subset.* AECs are accountable for SDAA II results for students enrolled on the AEC on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date.
- *District Accountability Subset.* Charters are accountable for SDAA II results for students enrolled at the charter on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date.

Year of Data: Spring 2005 grades 3-10 SDAA II results**Data Source:** Pearson Educational Measurement**Other Information:**

- *Students Tested in both SDAA II and TAKS.* In some cases, students may take both the SDAA II and TAKS. For example, a grade 6 student may take the TAKS for mathematics, but the SDAA II for reading. In this case, the student's performance is included in both indicators.
- *Rounding of Met ARD Expectation Percent.* The *Met ARD Expectation* calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.

COMPLETION RATE II (GRADES 9-12) INDICATOR

This longitudinal rate shows the percent of students who first attended grade 9 in the 2000-01 school year who completed or who are continuing their education four years later. Known as the 2000-01 cohort, these students' progress was tracked over the four years using data provided to TEA by districts and charters.

Completion Rate II counts graduates, continuing students (students who return to school for a fifth year), and General Educational Development (GED) recipients in the definition of Completion Rate II for AECs and charters evaluated under AEA procedures.

Who is evaluated for Completion Rate II:

- AECs of Choice that have served students in grades 9, 10, 11, and 12 for the last five years. (Residential Facilities are not evaluated on Completion Rate II.)
- If the AEC of Choice does not serve students in grades 9, 10, 11, and/or 12 in the 2004-05 school year, then the AEC of Choice is not evaluated on Completion Rate II.
- *Use of District At-Risk Rate:* If the AEC of Choice does not meet the accountability standard, or if the AEC of Choice has students in grades 9, 10, 11, and/or 12 but does not have a Completion Rate II, then the AEC of Choice is evaluated on Completion Rate II (including GED recipients) of at-risk students in the district. If at-risk students in the district do not meet minimum size requirements for All Students, then the AEC of Choice is not evaluated on Completion Rate II. See *Chapter 12 – Additional Features of AEA.*
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

Table 13: Completion Rate II (Grades 9-12) Indicator

	2005 Class of 2004; 9th grade 00-01	2006 Class of 2005; 9th grade 01-02	2007 Class of 2006; 9th grade 02-03	2008 Class of 2007; 9th grade 03-04	2009 Class of 2008; 9th grade 04-05	2010 Class of 2009; 9th grade 05-06
<i>AEA: Academically Acceptable</i>	75.0%	75.0%	TBD	TBD	TBD	TBD
Completion Rate II	Graduates + Continuing Students + GED Recipients					
Dropout Definition	Current state definition	Current state definition	Phase in NCES definition	Phase in NCES definition	Phase in NCES definition	NCES definition
Accountability Subset	85-day rule	85-day rule	None	None	None	None

Standard:

- *AEA: Academically Acceptable* – At least 75.0% Completion Rate II.
- The Completion Rate II standard will be reviewed annually and is subject to change.

Student Groups: Completion Rate II is evaluated for All Students and the following student groups that meet minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

number of completers (graduates + continuing students + GED recipients)

number of students in class (original cohort)

Minimum Size Requirements:

- *All Students.* These results are evaluated if there are:
 - at least 5 dropouts (non-completers), **and**
 - at least 10 students in the AEC of Choice or charter Completion Rate II class.

- *Student Groups.* These results are evaluated if there are:
 - at least 5 dropouts (non-completers) within the student group, *and*;
 - 30 to 49 students in the student group and the student group represents at least 10% of All Students in the class; *or*
 - at least 50 students in the group even if they represent less than 10% of All Students in the class.
- Special Analysis is not conducted on Completion Rate II.

Accountability Subset:

- Completion data are attributed to the AEC of Choice only when the student attends the registered AEC of Choice for 85 days or more.
- The 85-day rule does not apply to charter AECs and charters.

Years of Data:

- Graduating Class of 2004 (results are based on the original cohort, whether the students remain on grade level or not)
- Continued enrollment in 2004-05
- GED records for 1999 through 2005

Data Sources:

- PEIMS Submission 1 enrollment data for 2000-01 through 2004-05
- PEIMS Submission 1 leaver data for 2001-02 through 2004-05
- PEIMS Submission 3 attendance data for 2000-01 through 2003-04
- GED records as of March 1, 2005

Other Information:

- *Transfers.* Any student who transfers into the cohort is added to it, and any student who transfers out of the cohort is subtracted from it.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 74.875% is rounded to 74.9%. However, student group percents (minimum size requirements) are always rounded to whole numbers.
- *Students with Disabilities.* The completion status of students with disabilities is included in this measure.

ANNUAL DROPOUT RATE (GRADES 7-12) INDICATOR

The Annual Dropout Rate indicator is grade 7-12 dropouts as a percent of total students enrolled at the AEC or charter in grades 7-12 in a single school year.

Who is evaluated for Annual Dropout Rate:

- AECs of Choice and Residential Facilities that serve students in grades 7, 8, 9, 10, 11, and/or 12.
- Charters that operate only registered AECs.

- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

Table 14: Annual Dropout Rate (Grades 7-12) Indicator

	2005 from 2003-04	2006 from 2004-05	2007 from 2005-06	2008 from 2006-07	2009 from 2007-08	2010 from 2008-09
<i>AEA: Academically Acceptable</i>	10.0%	10.0%	TBD	TBD	TBD	TBD
Dropout Definition	Current state definition	Current state definition	NCES definition	NCES definition	NCES definition	NCES definition
Accountability Subset	85-day rule	85-day rule	None	None	None	None

Standard:

- *AEA: Academically Acceptable* – An Annual Dropout Rate of 10.0% or less.
- The Annual Dropout Rate standard will be reviewed annually and is subject to change.

Student Groups: Annual Dropout Rate is evaluated for All Students and the following student groups that meet minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of grade 7-12 students designated as 'official' dropouts}}{\text{number of grade 7-12 students in attendance at any time during the school year}}$$

Minimum Size Requirements:

- *All Students.* These results are evaluated if there are:
 - at least 5 dropouts, **and**
 - at least 10 students in grades 7-12.
- *Student Groups.* These results are evaluated if there are:
 - at least 5 dropouts within the student group, **and;**
 - 30 to 49 students within the student group and the student group represents at least 10% of All Students in grades 7-12; **or**
 - 50 students within the student group even if they represent less than 10% of All Students in grades 7-12.
- Special Analysis is not conducted on Annual Dropout Rate.
- If the AEC or charter does not meet the minimum size requirements for All Students, then the AEC or charter is not evaluated on Annual Dropout Rate.

Accountability Subset:

- Dropout data are attributed to the AEC only when the student attends the registered AEC for 85 days or more.
- The 85-day rule does not apply to charter AECs and charters.

Year of Data: 2003-04

Data Sources:

- PEIMS Submission 1 enrollment data for 2003-04 and 2004-05
- PEIMS Submission 1 leaver data for 2004-05
- PEIMS Submission 3 attendance data for 2003-04

Other Information:

- *Cumulative Attendance.* A cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effects of mobility by including in the denominator every student reported in attendance at the AEC or charter throughout the school year, regardless of length of stay.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 2.49% is rounded to 2.5%, and 0.25% is rounded to 0.3%. However, student group percents (minimum size requirements) are always rounded to whole numbers.
- *Students with Disabilities.* Students with disabilities who drop out of school are included in this measure.

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