

**Accountability System for 2009 and Beyond – Alternative Education Accountability Procedures  
Educator Focus Group Proposal**

This proposal includes accountability procedures developed for alternative education campuses (AECs) that qualify and are registered for evaluation under alternative education accountability (AEA) procedures. An at-risk registration criterion restricts use of AEA procedures to AECs that serve large populations of at-risk students and enhances at-risk data quality. AEA procedures also apply to some charter operators.

**TAKS Progress Indicator**

The Texas Assessment of Knowledge and Skills (TAKS) Progress indicator is a single performance indicator that sums TAKS results across grades (3-12) and subjects. The numerator is the number of TAKS tests meeting the student passing standard **or** projected to meet the student passing standard based on the Texas Projection Measure (TPM) **and** TAKS exit-level retests meeting the student passing standard at the March and April/May 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 March and April/May administrations or in the previous October or July.

TAKS (Accommodated) results are included in accountability ratings as shown in Table 1.

<b>Table 1: TAKS (Accommodated) Test Administration</b>			
<b>Subjects and Grade Levels</b>	<b>2008</b>	<b>2009</b>	<b>2010 and Beyond</b>
Science (grades 5, 8, 10, and 11; grade 5 Spanish) Social Studies (grades 8, 10, and 11) English Language Arts (ELA) (grade 11) Mathematics (grade 11)	Use for accountability ratings	Use for accountability ratings	Use for accountability ratings
Reading/ELA (grades 3–10; grades 3–6 Spanish) Mathematics (grades 3–10; grades 3–6 Spanish) Writing (grades 4 and 7; grade 4 Spanish)	Report Only	Report Only	Use for accountability ratings

1. 2009 Standard. In April 2008, the Commissioner of Education announced final decisions on the 2009 accountability standard for the TAKS Progress indicator. The 2009 standard was published in the *2008 Accountability Manual* and adopted as commissioner rule in July 2008. For 2009 AEA ratings, the TAKS Progress standard is 50% as shown in Table 2.
2. Texas Projection Measure (TPM). Beginning with 2009 accountability, TPM replaces the Texas Growth Index (TGI) in the TAKS Progress indicator.
3. 2009 Required Improvement (RI). TAKS Progress RI is calculated for All Students and each student group evaluated and is the amount of gain in percent *Met Standard* required to reach the current-year standard in two years. For 2009 AEA ratings, RI will be calculated using 2008 performance results with TGI and 2009 performance results with TPM. Using TGI in 2008 and TPM in 2009 does not prevent the calculation of RI.
4. 2010 and 2011 Standards. In 2010, the remaining TAKS (Accommodated) results will be phased in (see Table 1). During the 2010 accountability development process, this indicator will be reviewed and options will be considered for 2011 and beyond (see Table 2).

<b>Table 2: TAKS Progress Indicator</b>				
<b>TAKS Progress Indicator:</b>	<b>2008 Used</b>	<b>2009 Adopted</b>	<b>2010 Preview</b>	<b>2011 Proposed</b>
<b>Standard</b>	45%	<b>50%</b>	50%	50%
<b>Definition</b>	TAKS + TGI + Exit-Level Retests	TAKS + TPM + Exit-Level Retests		
<b>Accountability Subset</b>	District and Campus Accountability Subsets Accountability Subset does not apply to exit-level retests			
<b>Changes in Indicator</b>	Gr. 8 science; TAKS (Accommodated) – partial grades/subjects	Replace TGI with TPM	TAKS (Accommodated) – all grades/subjects; Vertical scale recalibration	Include new assessment indicators: TAKS-Alt, TAKS-M, and ELL Progress Measure

**Bold** numbers indicate a change from the previous year.

5. Hurricane Ike. The 'Educator Focus Group Proposal for Standard Procedures' describes the recommendations for displaced students and districts affected directly by Hurricane Ike that will be applied to the AEA procedures.

**Rationale:** The phase-in plan shown in Table 2 provides advance notice of standards and stable targets while other changes are taking place in the assessment program. The accountability standard is held constant between 2009 and 2010 when results for all TAKS (Accommodated) subjects and grades are included for the first time (see Table 1). Using TPM gives credit to AECs and charters for tests that do not meet the student passing standard but are projected to meet the standard by the next high-stakes grade level. Compared to TGI, more AECs and charters will benefit from using TPM because TPM is based on current-year performance, whereas TGI requires both current and prior-year scores.

### **Annual Dropout Rate (Grades 7–12) Indicator**

Beginning with 2007 accountability (2005-06 data), the definition of a dropout changed to comply with the National Center for Education Statistics (NCES) definition. Under the NCES definition, a dropout is a student who is enrolled in Texas public schools in grades 7-12, does not return to a Texas public school the following fall, is not expelled, and does not graduate, receive a General Educational Development (GED) certificate, continue high school outside the Texas public school system, or begin college, or die.

Under AEA procedures, a grade 7-12 annual dropout rate is used. Therefore, registered AECs and charters evaluated under AEA procedures experience the full impact of implementing the NCES dropout definition. Below are six groups of students counted as dropouts by NCES that were not counted as dropouts under the state definition. All six definitional changes affect grade 7-12 dropout calculations.

- a. a student who withdraws (or is court-ordered) to enroll in an approved adult education GED preparation program and does not receive a GED certificate by August 31 of the school year in which the student left;
- b. a senior who meets all graduation requirements but does not pass the exit-level test;
- c. a student previously counted as a dropout;
- d. a student enrolled in school but not eligible for state Foundation School Program funds;
- e. a dropout for whom the last district of attendance cannot be determined; and,
- f. a student who returns to school after the school-start window.

As expected, changes in the dropout definition and attribution of leaver data have resulted in significantly higher annual dropout rates as shown in Table 3. Two years of dropout data (2005-06 and 2006-07) under the NCES definition are available for analysis.

Year of Data	All Students	African American	Hispanic	White	Economically Disadvantaged
<b>2006-07</b>	12.2%	13.3%	13.4%	8.8%	9.5%
<b>2005-06</b>	12.3%	12.1%	14.1%	9.2%	10.0%
<b>2004-05</b>	3.0%	2.9%	3.5%	2.1%	2.7%

Source: 2006, 2007, and 2008 AEA State Data Tables

1. 2009 Standard. In April 2008, the Commissioner of Education announced final decisions on the 2009 accountability standard for the Annual Dropout Rate indicator. The 2009 standard was published in the *2008 Accountability Manual* and adopted as commissioner rule in July 2008. However, the educator focus group recommends that the Annual Dropout Rate standard be raised to 20.0% as shown in Table 4.
2. 2009 and Beyond Required Improvement. Dropout rates are comparable; therefore, Annual Dropout Rate RI will be calculated in 2009 and beyond.
3. 2009 School Leaver Provision (SLP). In April 2008, the Commissioner of Education announced that the 2009 SLP would apply only to the Annual Dropout Rate indicator evaluated under AEA procedures. However, due to the educator focus group recommendation to raise the Annual Dropout Rate standard to 20.0%, use of the SLP is no longer recommended.
4. 2010 and 2011 Standards. During the 2010 accountability development process, this indicator will be reviewed and options will be considered for 2011 and beyond (see Table 4).

Annual Dropout Rate Indicator:	2008 from 2006-07	2009 from 2007-08	2010 from 2008-09	2011 from 2009-10
<b>Standard</b>	10.0%	<b>20.0%</b>	20.0%	TBD
<b>Definition</b>	NCES dropout definition			

**Bold** numbers indicate a change from the previous year.

Rationale: Changes in the dropout definition and attribution of leaver data have resulted in significantly higher dropout rates as illustrated in Table 3; however, the long-term effects of the changes to the Annual Dropout Rate are still unknown. Raising the standard to 20.0% addresses the impact of increased rigor in this indicator. If an increased standard is approved, then the SLP is inappropriate.

### **Completion Rate II Indicator**

The transition to the NCES dropout definition also impacts the Completion Rate II indicator. Beginning with 2007 accountability, the dropout component of the Completion Rate denominator changes. In 2007, only one of the four years in the cohort is affected. In 2008, two years of the cohort are affected, and so on, until 2010 accountability when the Completion Rate denominator uses the NCES dropout definition for all four years of the cohort (see Table 6). Also, the completion rates used through at least 2010 accountability will be affected by students displaced by Hurricane Katrina.

As expected, the changes in dropout definition and attribution of leaver data have significantly lowered completion rates as shown in Table 5. However, the long-term impact cannot be predicted or fully modeled at this time. Two years of dropout data (2005-06 and 2006-07) under the NCES definition are available for analysis.

<b>Class of:</b>	<b>All Students</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>Economically Disadvantaged</b>
<b>2007</b>	72.3%	65.9%	70.1%	80.2%	69.2%
<b>2006</b>	77.3%	71.0%	75.1%	84.5%	74.8%
<b>2005</b>	90.7%	89.2%	89.7%	93.5%	90.4%

Source: 2006, 2007, and 2008 AEA State Data Tables

1. 2009 Standard. In April 2008, the Commissioner of Education announced final decisions on the 2009 and 2010 accountability standards for the Completion Rate II indicator. These standards were published in the *2008 Accountability Manual* and adopted as commissioner rule in July 2008. However, the educator focus group recommends that the Completion Rate II indicator standard be lowered to 60.0% as shown in Table 6.
2. 2009 and Beyond Required Improvement. Completion Rate II RI will be applied. However, meeting RI becomes more difficult as additional years of dropout data under the NCES definition are included in the Completion Rate.
3. 2010 and 2011 Standards. 2010 will be the first accountability year when all four years of the cohort use the NCES dropout definition. Data for the Class of 2009 will not be available for analysis until the 2011 accountability development process. During the 2010 accountability development process, this indicator will be reviewed and options will be considered for 2011 and beyond (see Table 6).

<b>Completion Rate II Indicator:</b>	<b>2008</b> Class of 2007	<b>2009</b> Class of 2008	<b>2010</b> Class of 2009	<b>2011</b> Class of 2010
<b>Standard</b>	<b>70.0%</b>	<b>60.0%</b>	60.0%	TBD
<b>Completion Rate II Definition</b>	Graduates + GED Recipients + Continuing Students			
<b>Dropout Definition (by Cohort Years)</b>	2003-04 – TEA 2004-05 – TEA <b>2005-06 – NCES</b> <b>2006-07 – NCES</b>	2004-05 – TEA <b>2005-06 – NCES</b> <b>2006-07 – NCES</b> <b>2007-08 – NCES</b>	<b>2005-06 – NCES</b> <b>2006-07 – NCES</b> <b>2007-08 – NCES</b> <b>2008-09 – NCES</b>	NCES definition

**Bold** numbers and text indicate a change from the previous year.

Rationale: Changes in the dropout definition and attribution of leaver data have resulted in significantly lower completion rates (see Table 5); however, the long-term effects of the changes to the Completion Rate are still unknown and current data cannot be fully modeled using the new definition. Lowering the standard addresses the ongoing increase in rigor as additional years of NCES dropout data are included in the Completion Rate and the diminishing impact of RI.

## AEA Gold Performance Acknowledgments (AEA GPA)

Beginning with the 2008 accountability cycle, GPA indicators were reported for AECs and charter operators rated *AEA: Academically Acceptable* to acknowledge high academic achievement. To the extent possible, the AEA GPA system is aligned with the GPA system that acknowledges campuses and districts evaluated under standard accountability procedures.

The 2009 – 2011 AEA GPA indicators in Table 7 will be evaluated at the same standards applied to GPA indicators used for districts and campuses evaluated under standard accountability procedures. In 2009, the College-Ready Graduates indicator will be evaluated for the first time under AEA and standard accountability procedures.

- The two Comparable Improvement indicators evaluated under standard procedures are inappropriate for AEA campuses and charters and are not evaluated for AEA GPA purposes.
- An Attendance Rate standard of 95.0% is applied to all AEA campuses and charters.
- Only the All Students group is evaluated for AEA GPA purposes. The All Students group is always evaluated; student groups are not evaluated separately.

Table 7: AEA GPA Indicators and Standards				
AEA GPA Indicators		2009 Standard	2010 Standard	2011 Standard
1	Advanced Course/ Dual Enrollment Completion	<b>≥30%</b>	≥30%	≥30%
2	AP / IB Results	≥15% taking AP/IB test and ≥50% at or above criterion		
3	Attendance Rate	95%	95%	95%
4 - 8	Commended Performance: Reading/ELA Mathematics Writing Science Social Studies	<b>≥30%</b>	≥30%	≥30%
9	RHSP / DAP	<b>≥85%</b>	≥85%	≥85%
10	SAT / ACT Results	≥70.0% of graduates and ≥40.0% at or above criterion		
11 - 12	Texas Success Initiative (TSI) – Higher Education Readiness Component: ELA Mathematics	<b>≥60%</b>	<b>≥65%</b>	≥65%
13	College-Ready Graduates	<b>≥35%</b>	≥35%	≥35%

**Bold** indicates a five percentage point increase from the prior year.