

Accountability System for 2010 and 2011 – Alternative Education Accountability Procedures
Commissioner of Education Final Decisions
April 2010

These decisions apply to 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 and subjects.

1. Methodology. The numerator is the number of TAKS tests meeting the student passing standard **or** meeting the Texas Projection Measure (TPM) at grades 3-10 or the Texas Growth Index (TGI) at grade 11 **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.
2. 2010 Standard. In April 2009, the Commissioner of Education announced final decisions on the 2010 accountability standard for the TAKS Progress indicator. The 2010 standard was published in the *2009 Accountability Manual* and adopted as commissioner rule in July 2009. For 2010 AEA ratings, the TAKS Progress standard is 50% as shown in Table 1.
3. 2011 Standard. For 2011 AEA ratings, the TAKS Progress standard increases by five percentage points to 55%.
4. TAKS (Accommodated) Use in 2010 and 2011. All TAKS (Accommodated) tests will be combined with TAKS results and used for AEA ratings in 2010 and 2011.
5. TAKS–Modified and TAKS–Alternative Use in 2011. All TAKS–Modified and all TAKS–Alternate tests will be combined with TAKS and TAKS (Accommodated) results and used for AEA ratings in 2011.
6. Required Improvement (RI). TAKS Progress RI is calculated for All Students and each student group evaluated. RI is the amount of gain in percent *Met Standard* required to reach the current-year standard in two years.
7. TPM and TGI. Both TPM and TGI are used in the TAKS Progress indicator in 2010 and 2011. TAKS grades 3-10 tests meeting the student passing standard or projected to meet the student passing standard based on TPM are included in the numerator of the TAKS Progress indicator. Since TPM results are not available at grade 11, TAKS grade 11 tests having a TGI score of zero (0) or higher are included in the numerator of the TAKS Progress indicator.

Table 1: TAKS Progress Indicator				
TAKS Progress Indicator:	2008 Used	2009 Used	2010 Adopted	2011 Preview
Standard	45%	50%	50%	55%
Definition	TAKS + TGI + Exit-Level Retests		TAKS + TPM (grades 3-10) + TGI (grade 11) + Exit-Level Retests	
TAKS (Accommodated)	Evaluate partial grades and subjects		Evaluate all grades and subjects	
TAKS–Modified	Not evaluated			Evaluate all grades and subjects
TAKS–Alternate	Not evaluated			Evaluate all grades and subjects
Required Improvement	Calculate and apply			
Accountability Subset	District and Campus Accountability Subsets Accountability Subset does not apply to exit-level retests			
Changes in Indicator	Include Grade 8 science and partial TAKS (Accommodated) results	Increase standard; Use TPM and TGI	Include all TAKS (Accommodated) results; Vertical scale recalibration	Increase standard; Include TAKS-Modified and TAKS-Alternate results

Bold numbers indicate a change from the previous year.

Rationale: As shown in Table 1, 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. Increasing the accountability standard to 55% in 2011 maintains the pattern of increasing the standard by five percentage points every two years. Since AEA campuses and charters administer so few TAKS–Alternate tests, combining all AEA TAKS results into a single TAKS Progress indicator is appropriate. Including TAKS (Accommodated), TAKS–Modified, and TAKS–Alternate results combines the performance of all special education students in one measure.

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.

As expected, changes in the dropout definition have resulted in significantly higher annual dropout rates as shown in Table 2. Three years of dropout data (2005-06, 2006-07, and 2007-08) under the NCES definition are available for analysis.

Year of Data	All Students	African American	Hispanic	White	Economically Disadvantaged
2007-08	11.5%	14.4%	12.4%	7.2%	9.2%
2006-07	12.2%	13.3%	13.4%	8.8%	9.5%
2005-06	12.3%	12.1%	14.1%	9.2%	10.0%
2004-05	3.0%	2.9%	3.5%	2.1%	2.7%

Source: 2006, 2007, 2008, and 2009 AEA State Data Tables

1. 2010 Standard. In April 2009, the Commissioner of Education announced final decisions on the 2010 accountability standard for the Annual Dropout Rate indicator. The 2010 standard was published in the *2009 Accountability Manual* and adopted as commissioner rule in July 2009. For 2010 AEA ratings, the Annual Dropout Rate standard is 20.0%.
2. 2011 Standard. For 2011 AEA ratings, the Annual Dropout Rate standard is 20.0%.
3. Required Improvement (RI). Annual Dropout Rate RI will be calculated in 2010 and 2011.
4. House Bill (HB) 3 Exclusions to the Dropout and Completion Rates. HB 3 defined certain exclusions that TEA must make when evaluating dropout and completion rates for state accreditation and performance ratings. HB 3 explicitly requires use of the current NCES dropout definition until 2011-12 which TEA interprets to mean 2010-11 dropouts collected in the 2011-12 school year. Therefore, 2008-09 dropouts collected in 2009-10 (2010 ratings) and 2009-10 dropouts collected in 2010-11 (2011 ratings) will be processed using current definitions with no HB 3 exclusions applied.

Annual Dropout Rate Indicator:	2008 from 2006-07 Used	2009 from 2007-08 Used	2010 from 2008-09 Adopted	2011 from 2009-10 Preview
Standard	10.0%	20.0%	20.0%	20%
Definition	NCES dropout definition			
Required Improvement	Calculate and apply			
School Leaver Provision	Applied	None		

Bold numbers indicate a change from the previous year.

Rationale. Changes in the dropout definition have resulted in significantly higher dropout rates as illustrated in Table 2. A 20.0% standard is appropriate for AEA campuses and charters that are evaluated on grade 7-12 annual dropout rates and serve large populations of students at risk of dropping out of school.

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 5).

As expected, the changes in dropout definition have significantly lowered completion rates as shown in Table 4. Three years of dropout data (2005-06, 2006-07, and 2007-08) under the NCES definition are available for analysis.

Class of:	All Students	African American	Hispanic	White	Economically Disadvantaged
2008	72.2%	60.2%	71.2%	82.4%	69.5%
2007	72.3%	65.9%	70.1%	80.2%	69.2%
2006	77.3%	71.0%	75.1%	84.5%	74.8%
2005	90.7%	89.2%	89.7%	93.5%	90.4%

Source: 2006, 2007, 2008, and 2009 AEA State Data Tables

1. 2010 Standard. In April 2009, the Commissioner of Education announced final decisions on the 2010 accountability standard for the Completion Rate II indicator. The 2010 standard was published in the *2009 Accountability Manual* and adopted as commissioner rule in July 2009. For 2010 AEA ratings, the Completion Rate II indicator standard is 60.0%.
2. 2011 Standard. For 2011 AEA ratings, the Completion Rate II indicator standard is 60.0%.
3. Required Improvement (RI). Completion Rate II RI will be applied in 2010 and 2011.
4. House Bill (HB) 3 Exclusions to the Dropout and Completion Rates. HB 3 defined certain exclusions that TEA must make when evaluating dropout and completion rates for state accreditation and performance ratings. HB 3 explicitly requires use of the current NCES dropout definition until 2011-12 which TEA interprets to mean 2010-11 dropouts collected in the 2011-12 school year. Therefore, 2008-09 dropouts collected in 2009-10 (2010 ratings) and 2009-10 dropouts collected in 2010-11 (2011 ratings) will be processed using current definitions with no HB 3 exclusions applied.

Completion Rate II Indicator:	2008 Class of 2007 Used	2009 Class of 2008 Used	2010 Class of 2009 Adopted	2011 Class of 2010 Preview
Standard	70.0%	60.0%	60.0%	60.0%
Definition	Graduates + GED Recipients + Continuing Students			
Dropout Definition (by Cohort Years)	2003-04 – TEA 2004-05 – TEA 2005-06 – NCES 2006-07 – NCES	2004-05 – TEA 2005-06 – NCES 2006-07 – NCES 2007-08 – NCES	2005-06 – NCES 2006-07 – NCES 2007-08 – NCES 2008-09 – NCES	NCES definition
Required Improvement	Calculate and apply			
School Leaver Provision	Applied	None		

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

Rationale: Changes in the dropout definition have resulted in significantly lower completion rates (see Table 4). Maintaining the 60.0% standard addresses the increased rigor in this indicator.

English Language Learners (ELL) Progress Indicator (AEA Procedures)

In 2011, AEA campuses and charters will be evaluated on a new ELL Progress indicator. The ELL Progress indicator combines the results from the TAKS English reading/English language arts (ELA) tests and the Texas English Language Proficiency Assessment System (TELPAS) reading tests.

ELL results were reported on the 2008-09 Academic Excellence Indicator System (AEIS) reports as a preview indicator for the 2011 accountability system. A detailed summary of the ELL Progress indicator can be found in Appendix H of the 2008-09 AEIS Glossary.

1. Methodology. The numerator is the number of students who *Met Standard* on TAKS/TAKS(Accommodated)/TAKS-Modified or Met TELPAS criteria. The denominator is the number of current and monitored limited English proficient (LEP) students in U.S. schools for two or more years and tested in the specified assessments.
2. Student Groups Evaluated. The ELL Progress indicator is evaluated for All Students. Student groups are not evaluated separately.
3. Minimum Size Requirements. The ELL Progress indicator is evaluated for AECs and charters with results for 30 or more students (summed across grades).
4. Standard. In 2011, the ELL Progress standard will be 55%.
5. Required Improvement (RI). ELL RI will be applied. The RI calculation will parallel the calculation used with the TAKS Progress indicator – the amount of gain in percent *Met Standard* required to reach the current-year standard in two years.
8. Texas Projection Measure (TPM). Options for including TPM in the ELL Progress indicator will be developed and discussed during the 2011 development cycle at which time two years of data will be available.
9. 2011 AEA ELL Progress Provision. For 2011 AEA ratings, if the ELL Progress indicator is the only cause for an *AEA: Academically Unacceptable* rating, then the AEC or charter is assigned the *AEA: Academically Acceptable* label. The AEA ELL Progress Provision applies only to the ELL Progress indicator under AEA procedures in 2011.

Rationale. An ELL Progress indicator provides a mechanism for focusing on performance of ELL students and evaluating performance results from assessment instruments other than TAKS that are not evaluated currently in the state accountability system. The accountability standard is 55% to align with the standard applied to the TAKS Progress indicator. In 2011, the first year of implementation for this indicator and the last year of the current accountability system, the ELL Progress indicator cannot be the sole cause of an *AEA: Academically Unacceptable* rating.

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 AEA GPA indicators in Table 6 will be evaluated at the same standards applied to GPA indicators used for districts and campuses evaluated under standard accountability procedures.

- The two Comparable Improvement indicators evaluated under standard procedures 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 6: AEA GPA Indicators and Standards				
AEA GPA Indicators		2009 Standard	2010 Standard	2011 Standard
1	Advanced Course/ Dual Enrollment Completion	≥30%	≥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	≥30%	≥30%	≥30%
9	RHSP / DAP	≥85%	≥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	≥60%	≥65%	≥65%
13	College-Ready Graduates	≥35%	≥35%	≥40%

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