

Chapter 10 – AEA Base Indicators

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

- performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
- *Completion Rate II* for the Class of 2009, and
- *2008-09 Annual Dropout Rate* for grades 7–12.

TAKS PROGRESS INDICATOR

A single performance indicator is evaluated for TAKS. The TAKS Progress indicator sums performance results across grades (3-12) and across subjects to determine alternative education campus (AEC) and charter ratings under AEA procedures. This indicator is based on the number of tests taken, not on the number of students tested. 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 TAKS grades 3-10 tests meeting the student passing standard *or* projected to meet the student passing standard based on the Texas Projection Measure (TPM) *and* TAKS grade 11 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 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.

The TAKS Progress indicator includes the following results:

- TAKS grades 3-11 Spring 2010 primary administration:
 - Tests meeting passing standard
 - TPM for grades 3-10 and TGI for grade 11
 - Campus accountability subset
- TAKS grade 12 April/May 2010, March 2010, October 2009, and July 2009 administrations:
 - Tests meeting passing standard
 - No accountability subset
- TAKS grade 11 April/May 2010, March 2010, October 2009, and July 2009 administrations:
 - Retests only
 - Tests meeting 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 11 – 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 12 – 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 11: TAKS Progress Indicator

	2009	2010	2011
AEA: Academically Acceptable	50%	50%	55%
TAKS Progress Indicator	TAKS + TPM (grades 3-10) + TGI (grade 11) + Exit-Level Retests		
Accountability Subset	District and Campus Accountability Subset; Accountability Subset does not apply to exit-level retests		

Standard: *AEA: Academically Acceptable* – At least 50%.

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

Methodology:

$$\frac{\text{number of TAKS tests that meet the standard } \mathbf{or} \text{ meet TPM (grades 3-10) or meet TGI (grade 11)} \\ \mathbf{and} \\ \text{number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken } \mathbf{and} \\ \text{number of TAKS exit-level retests that meet the standard}}$$

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:

- *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 and on the testing date.
- Accountability subset does not apply to TAKS exit-level results.

Years of Data:

- Spring 2010 grades 3-11 TAKS results (primary administration)
- April/May 2010, March 2010, October 2009, and July 2009 grade 11 exit-level retest results
- April/May 2010, March 2010, October 2009, and July 2009 grade 12 exit-level results

Data Source: Pearson

Other Information:

- *Grades and Subjects.* The TAKS results for English (grades 3-11) and Spanish (grades 3-5) are summed across grades and subjects and are evaluated for All Students and each student group that meets minimum size requirements. Second administration results of grades 5 and 8 reading and mathematics are included.
- *TAKS (Accommodated).* Results for all TAKS (Accommodated) subjects and grades are included in the TAKS Progress indicator beginning in 2010.
- *TAKS-Modified and TAKS-Alternate.* Performance on these tests will not be used in determining ratings for 2010.
- *TAKS Vertical Scale.* The 2010 student passing standards for TAKS reading and mathematics in grades 3-8 (and Spanish grades 3-5) are based on a vertical scale. With the vertical scale, a student's scale score in one grade can be compared to that student's scale score in another grade. It provides information about student growth compared to prior years. As a result, the scale score for *Met Standard* for these grades and subjects is no longer 2100. For more information on the vertical scale, see *Appendix E – Student Growth Measures*.
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability measures.
- *Refugees and Asylees.* Beginning in 2010, results of students coded as refugees and/or asylees on the TAKS answer documents will not be used in determining ratings. See *Appendix D – Data Sources*.
- *Rounding of Met Standard Percent.* The TAKS Progress indicator percent *Met Standard* calculations are 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%.
- *Rounding of Student Group Percent.* The *Student Group* calculations are expressed as a percent, rounded to whole numbers. When determining if a student group is at least 10%, the rounded value is used. For example, 40 students in a group out of a total of 421 students is 9.5011876%. Because this rounds to the whole number 10, this student group will be evaluated.

- *TPM.* The TPM was developed for accountability purposes to measure annual student improvement. TPM is a multi-level regression-based model that predicts student performance by subject in the next high-stakes grade (5, 8, and 11). A student projected to be at or above proficiency in the next high stakes grade is determined to have met the improvement standard.

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.

Detailed TPM information can be found in *Appendix E – Student Growth Measures*.

- *TGI.* The TGI was 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 TAKS test results in the same subject for two consecutive years, in consecutive grades.

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.

Detailed TGI information can be found in *Appendix E – Student Growth Measures*.

COMPLETION RATE II INDICATOR [GRADUATES, CONTINUERS, AND GED RECIPIENTS]

This longitudinal rate shows the percent of students who first attended grade 9 in the 2005-06 school year who graduated, received a General Educational Development (GED) certificate, or who are continuing their education four years later. Known as the 2005-06 cohort, these students' progress was tracked over the four years using data provided to TEA by districts and charters and data available in the statewide GED database.

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

Beginning with 2007 accountability, the definition of a dropout changed to comply with the National Center for Education Statistics (NCES) definition. 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 when the Completion Rate denominator uses the NCES dropout definition for all four years of the cohort. See *Appendix I* for detailed information on the NCES dropout definition.

Who is evaluated for Completion Rate II:

- AECs of Choice that have served students in grades 9 and 11 or 12 in the first (2005-06) and fifth (2009-10) years of the cohort.
- Residential Facilities are not evaluated on Completion Rate II.
- If the AEC of Choice does not serve students in any of grades 9-12 in the 2009-10 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, does not meet minimum size requirements for All Students, or if the AEC of Choice has students in any of grades 9-12 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 11 – 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 12: Completion Rate II (Grades 9-12) Indicator

	2009 Class of 2008; 9th grade 04-05	2010 Class of 2009; 9th grade 05-06	2011 Class of 2010; 9th grade 06-07
AEA: Academically Acceptable	60.0%	60.0%	60.0%
Completion Rate II	Graduates + Continuers Students + GED Recipients		
Dropout Definition	Phase in NCES definition	NCES definition	
Accountability Subset	School Leaver data are attributed to the last campus of attendance		

Standard: *AEA: Academically Acceptable* – At least 60.0% Completion Rate II.

Student Groups: Completion Rate II is evaluated for All Students. Student groups are not evaluated separately.

Methodology:

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

number of students in class

Minimum Size Requirements:

All Students. These results are evaluated if there are:

- at least 10 dropouts (non-completers), *and*
- at least 10 students in the AEC of Choice or charter Completion Rate II class.

Accountability Subset: Completion data are attributed to the student’s last campus of attendance.

Years of Data:

- Graduating Class of 2009 (results are based on the original 2005-06 cohort, whether the students remain on grade level or not)
- Continued enrollment in 2009-10
- GED records as of August 31, 2009

Data Sources:

- PEIMS Submission 1 enrollment data for 2005-06 through 2009-10
- PEIMS Submission 1 leaver data for 2006-07 through 2009-10
- PEIMS Submission 3 attendance data for 2005-06 through 2008-09
- GED records as of August 31, 2009

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%.
- *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.

Beginning with 2007 accountability, the more rigorous NCES dropout definition is used. See *Appendix I* for detailed information on the NCES dropout definition.

Who is evaluated for Annual Dropout Rate:

- AECs of Choice and Residential Facilities that serve students in any of grades 7-12.
- *Use of District At-Risk Rate.* If the AEC does not meet the accountability standard or demonstrate Required Improvement, then the AEC is evaluated on the Annual Dropout Rate of at-risk students in the district. See *Chapter 11 – 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: Annual Dropout Rate (Grades 7-12) Indicator

	2009 from 2007-08	2010 from 2008-09	2011 from 2009-10
AEA: Academically Acceptable	20.0%	20.0%	20.0%
Dropout Definition	NCES definition		
Accountability Subset	School Leaver data are attributed to the last campus of attendance		

Standard: *AEA: Academically Acceptable* – An Annual Dropout Rate of 20.0% or less.

Student Groups: Annual Dropout Rate is evaluated for All Students. Student groups are not evaluated separately.

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 10 dropouts, *and*
 - at least 10 students in grades 7-12.
- 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 student's last campus of attendance.

Year of Data: 2008-09

Data Sources:

- PEIMS Submission 1 enrollment data for 2008-09 and 2009-10
- PEIMS Submission 1 leaver data for 2009-10
- PEIMS Submission 3 attendance data for 2008-09

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%.
- *Students with Disabilities.* Students with disabilities who drop out of school are included in this measure.

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