

Chapter 13 – AEA Gold Performance Acknowledgments

The alternative education accountability (AEA) Gold Performance Acknowledgment (GPA) system acknowledges alternative education campuses (AECs) and charters for high performance on indicators other than those used to determine accountability ratings.

There are significant differences between the AEA GPA indicators and the GPA indicators used under standard accountability procedures as described in *Chapter 5*.

- There are 13 AEA GPA indicators. The two Comparable Improvement indicators are inappropriate for AECs and charters and are not evaluated for AEA GPA.
- An Attendance Rate standard of 95.0% is applied to all AECs and charters under AEA GPA.
- Performance is evaluated for All Students only. Student groups are not evaluated separately.

The GPA indicators are in statute (*Texas Education Code*) or determined by the Commissioner of Education. Acknowledgment is given for high performance on the indicators below.

- Advanced Course/Dual Enrollment Completion
- Advanced Placement/International Baccalaureate (AP/IB) Results
- Attendance Rate
- College-Ready Graduates
- Commended Performance: Reading/English Language Arts (ELA)
- Commended Performance: Mathematics
- Commended Performance: Writing
- Commended Performance: Science
- Commended Performance: Social Studies
- Recommended High School Program/Distinguished Achievement Program (RHSP/DAP)
- SAT/ACT Results (College Admissions Tests)
- Texas Success Initiative (TSI) – Higher Education Readiness Component: ELA
- Texas Success Initiative – Higher Education Readiness Component: Mathematics

Acknowledgment Categories

Acknowledgments are awarded separately on each of the 13 AEA GPA indicators.

Acknowledged. Assigned to AECs and charters with:

- a rating of *AEA: Academically Acceptable*; and
- performance results that meet the standard on the AEA GPA indicator(s).

Does Not Qualify. Assigned to AECs and charters with performance results to evaluate but:

- the performance results do not meet the standard; or
- the AEC or charter is rated *AEA: Academically Unacceptable*. (Those that are later granted a higher rating on appeal are eligible to be evaluated and may earn acknowledgments.)

Not Applicable. Assigned to AECs and charters with:

- no performance results to evaluate; or
- a rating of *AEA: Not Rated – Other* (due to insufficient data or no students enrolled in grades tested) or *AEA: Not Rated – Data Integrity Issues*.

Table 21: AEA GPA Standards for 2010

Indicator	Description	Standard	Year of Data
Advanced Course/Dual Enrollment Completion	Percent of 9 th –12 th graders completing and receiving credit for at least one Advanced/Dual Enrollment Course	≥30.0%	2008-09
AP/IB Results	Percent of 11 th and 12 th graders taking at least one AP or IB examination <i>AND</i>	≥15.0% <i>AND</i>	2008-09
	Percent of 11 th and 12 th grade examinees scoring at or above the criterion on at least one examination (3 and above for AP; 4 and above for IB)	≥50.0%	
Attendance Rate	Attendance Rate for students in grades 1-12, the total number of days present divided by the total number of days in membership	95.0% (all AECs and charters)	2008-09
College-Ready Graduates	Percent of graduates who scored at or above the criterion score on both the TAKS exit-level, SAT, or ACT ELA and mathematics tests	≥35%	Class of 2009
Commended Performance: Reading/ELA Mathematics Writing Science Social Studies	Percent of examinees scoring at or above the TAKS commended performance standard	≥30%	Spring 2010
RHSP/DAP	Percent of graduates meeting or exceeding requirements for the RHSP/DAP	≥85.0%	Class of 2009
SAT/ACT Results	Percent of graduates taking either the SAT or ACT <i>AND</i>	≥70.0% of graduates <i>AND</i>	Class of 2009
	Percent of examinees scoring at or above the criterion score (SAT 1110; ACT Composite 24)	≥40.0% at or above criterion	
TSI - Higher Education Readiness Component: ELA Mathematics	Percent of grade 11 examinees with a scale score of 2200 or more and a score of 3 or higher on the ELA essay	≥65%	Spring 2010

AEA GPA Indicators

ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

This indicator is based on a count of students who complete and receive credit for at least one advanced course in grades 9-12. Advanced courses include dual enrollment courses. Dual enrollment courses are those for which a student gets both high school and college credit. See *Appendix D – Data Sources* for a link to a list of advanced courses.

Who is eligible: AECs and charters with grades 9, 10, 11, and/or 12 that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator, at least 30.0% of the 2008-09 students in grades 9-12 must receive credit for at least one advanced course.

Methodology:
$$\frac{\text{number of students in grades 9-12 who received credit for at least one advanced course}}{\text{number of students in grades 9-12 who completed at least one course}}$$

Year of Data: 2008-09

Data Source: PEIMS Submission 3 (June 2009)

Other information:

- *Special Education.* Performance of students served by special education is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 24.879% is rounded to 24.9%.

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE (AP/IB) RESULTS

This refers to the results of the College Board AP examinations and the IB examinations taken by Texas public school students in a given school year. High school students may take these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

Who is eligible: AECs and charters with grades 11 and/or 12 that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator, the AEC or charter must meet both participation and performance standards.

- At least 15.0% of the non-special education 11th and 12th graders must be taking at least one AP or IB examination; *and*
- At least 50.0 % of those tested must score at or above the criterion score on at least one AP or IB examination.

Methodology:

Participation:
$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders taking at least one AP or IB examination}}{\text{total non-special education students enrolled in 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ grades}}$$

Performance:
$$\frac{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one score at or above the criterion score}}{\text{number of 11}^{\text{th}} \text{ and } 12^{\text{th}} \text{ graders with at least one AP or IB examination}}$$

Year of Data: 2008-09 school year

Data Source: The College Board; The International Baccalaureate Organization; and PEIMS Submission 1 (October 2008)

Other information:

- *Criterion Score.* The criterion score is 3 or above on AP tests and 4 or above on IB examinations.
- *Special Education.* For *participation*, 11th and 12th graders served by special education who take an AP or IB examination are included in the numerator, but not the denominator. This may have a slight positive effect on the percent reported.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 49.877% is rounded to 49.9%.

ATTENDANCE RATE

Attendance rates are based on student attendance for the entire school year for students in grades 1-12.

Who is eligible: AECs and charters whose grade span is within grades 1-12 that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator, the AEC or charter must have at least 95.0% attendance rate.

Methodology:
$$\frac{\text{total number of days students in grades 1-12 were present in 2008-09}}{\text{total number of days students in grades 1-12 were in membership in 2008-09}}$$

Year of Data: 2008-09

Data Source: PEIMS Submission 3 (June 2009)

Other information:

- *Time Span.* Attendance for the entire school year is used.
- *Special Education.* This measure includes students served by special education.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 95.877% is rounded to 95.9%.

COLLEGE-READY GRADUATES

This indicator measures the progress toward preparation for post-secondary success and shows the percent of graduates who scored at or above the criterion score on both the TAKS exit-level, SAT, or ACT ELA and mathematics tests.

A single College-Ready Graduates indicator combining ELA and mathematics is evaluated.

Who is eligible: AECs and charters with graduates that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator, at least 35% of all 2009 graduates meet or exceed the criterion score on both the TAKS exit-level, SAT, or ACT ELA and mathematics tests.

Methodology:
$$\frac{\text{number of graduates who scored at or above the college-ready criteria on ELA and mathematics}}{\text{number of graduates with results in ELA and mathematics to evaluate}}$$

Year of Data: Class of 2009

Data Source: PEIMS Submission 1 (October 2009); Pearson; The College Board (SAT); and ACT, Inc. (ACT)

Other Information:

- *Criteria Scores.* The table below details the criteria scores by subject that must be met for a graduate to be considered college-ready on this indicator.

Subject	Exit-Level TAKS		SAT		ACT
ELA	≥ 2200 scale score on ELA test and a "3" or higher on essay	or	≥ 500 on Critical Reading and ≥ 1070 Total *	or	≥ 19 on English and ≥ 23 Composite
Math	≥ 2200 scale score	or	≥ 500 on Math and ≥ 1070 Total *	or	≥ 19 on Math and ≥ 23 Composite

* Total is the sum of Critical Reading and Mathematics. It does not include Writing.

- *TAKS (Accommodated).* The TAKS (Accommodated) ELA and mathematics results are included in this indicator.
- *Special Education.* This measure includes graduates served by special education.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%.

COMMENDED PERFORMANCE INDICATORS: READING/ELA, MATHEMATICS, WRITING, SCIENCE, AND SOCIAL STUDIES

TAKS Commended Performance is the highest performance level set on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested.

A Commended Performance indicator is evaluated for each of the following TAKS subjects: reading/ELA, mathematics, writing, science, and social studies.

Who is eligible: AECs and charters that are rated *AEA: Academically Acceptable* and test students in any of the TAKS subjects below:

- reading (grades 3-9) or ELA (grades 10 and 11),
- mathematics (grades 3-11),
- writing (grades 4 and 7),
- science (grades 5, 8, 10, and 11), or
- social studies (grades 8, 10, and 11).

Standard: For acknowledgment on these indicators, the AEC or charter must have at least 30% of its examinees scoring at or above the Commended Performance standard.

Methodology:
$$\frac{\text{number of test takers achieving } \textit{Commended Performance} \text{ on reading/ELA, mathematics, writing, science, or social studies}}{\text{total number of test takers in reading/ELA, mathematics, writing, science, or social studies}}$$

Year of Data: 2009-10

Data Source: Pearson

Other information:

- *Scale Scores.* For grades 3-8 reading and mathematics, the Commended Performance standard on the vertical scale will vary by grade level. For grade 9 reading and grades 9-11 mathematics, the Commended Performance standard is a scale score of 2400 or higher. For grades 10 and 11 ELA, a scale score of at least 2400 with a score of 2 or higher on the essay is required. For writing, Commended Performance is a scale score of at least 2400 with a score of 3 or higher on the essay. For science and social studies, Commended Performance is a scale score of at least 2400.
- *Student Success Initiative.* Students who meet the Commended Performance standard in either of the first two administrations of TAKS reading or mathematics are included.
- *Mobility.* Students who move between AECs after October 30, 2009 and before the date of testing are not included in the evaluation of campuses; students who move between charters after October 30, 2009 and before the date of testing are not included in the evaluation of charters. See *Table 3 – Accountability Subset in Chapter 2* for more information.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 24.877% is rounded to 25%.

RECOMMENDED HIGH SCHOOL PROGRAM/DISTINGUISHED ACHIEVEMENT PROGRAM (RHSP/DAP)

This indicator shows the percent of graduates who were reported as having satisfied the course requirements for the Texas SBOE RHSP or DAP.

Who is eligible: AECs or charters with graduates that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator, at least 85.0% of all 2009 graduates reported must meet or exceed the requirements for the RHSP or DAP.

Methodology:
$$\frac{\text{number of graduates reported with graduation codes for RHSP or DAP}}{\text{number of graduates}}$$

Year of Data: Class of 2009

Data Source: PEIMS Submission 1 (October 2009)

Other information:

- *Special Education.* This measure includes graduates served by special education.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 79.877% is rounded to 79.9%.

SAT/ACT RESULTS

This indicator shows the performance and participation on two college admissions tests: the College Board's SAT Reasoning Test and ACT, Inc.'s ACT Assessment.

Who is eligible: AECs and charters with graduates that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator, the AEC or charter must meet both participation and performance standards.

- At least 70.0% of the class of 2009 non-special education graduates must take either the ACT or the SAT; *and*
- At least 40.0% of those examinees must score at or above the criterion score on at least one examination.

Methodology:

Participation:
$$\frac{\text{number of graduates taking either the SAT or the ACT}}{\text{total non-special education graduates}}$$

Performance:
$$\frac{\text{number of examinees at or above the criterion score}}{\text{number of graduates taking either the SAT or the ACT}}$$

Year of Data: Class of 2009

Data Source: The College Board (SAT) and ACT, Inc. (ACT)

Other information:

- *SAT Reasoning Test.* Although the SAT now includes a writing assessment, performance on writing is not used for determining GPA. The writing component may be incorporated into this GPA indicator in the future.
- *Criterion.* The criterion score is 1110 on the SAT (the sum of the critical reading and mathematics scores) or 24 on the ACT (composite).
- *Most Recent Test.* Annually, both testing companies provide the agency with information on the most recent test participation and performance of graduating seniors from all Texas public schools. Only one record is sent per student. If a student takes an ACT or SAT test more than once, the agency receives the record for the most recent examination taken, not necessarily the examination with the highest score.
- *Both Tests Taken.* If a student takes both the SAT and the ACT, the information is combined so that an unduplicated count of students is used. If the student scored above the criterion on either the SAT or ACT, that student is counted as having scored above the criterion.
- *Campus ID.* The student taking the test identifies the campus to which a score is attributed.
- *Special Education.* For *participation*, graduates served by special education who take the ACT or SAT are included in the numerator, but not the denominator. This may have a slight positive effect on the percent reported.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 69.877% is rounded to 69.9%.

TEXAS SUCCESS INITIATIVE (TSI) – HIGHER EDUCATION READINESS COMPONENT INDICATORS: ELA AND MATHEMATICS

These indicators show the percent of grade 11 students who are considered ready to begin college-level work, based on their performance on the TAKS exit-level examination.

A TSI – Higher Education Readiness Component indicator is evaluated for each of the following TAKS subjects: ELA and mathematics.

Who is eligible: AECs and charters that test grade 11 students on the exit-level TAKS ELA or mathematics that are rated *AEA: Academically Acceptable*.

Standard: For acknowledgment on this indicator the AEC or charter must have at least 65% of its examinees scoring at or above the TSI standard. The Texas Higher Education Coordinating Board set the standard of college readiness on the exit-level TAKS at a scale score of 2200 for mathematics and ELA with a score of 3 or higher on the ELA essay.

Methodology:
$$\frac{\text{number of grade 11 test takers with a scale score of 2200 on mathematics or 2200 and a score of 3 or higher on the essay of the ELA test}}{\text{total number of grade 11 students taking mathematics or ELA}}$$

Year of Data: 2009-10

Data Source: Pearson

Other information:

- *Mobility.* Students who move between AECs after October 30, 2009 and before the date of testing are not included in the evaluation of AECs; students who move between charters after October 30, 2009 and before the date of testing are not included in the evaluation of districts. See *Table 3 – Accountability Subset in Chapter 2* for more information.
- *Special Education.* Performance of students served by special education who took the TAKS or TAKS (Accommodated) is included in this measure.
- *Rounding.* All calculations are expressed as a percent, rounded to whole numbers. For example, 49.877% is rounded to 50%.

NOTIFICATION OF ACKNOWLEDGMENT

Notification of AEA GPA will occur in late October 2010 at the same time as the 2010 ratings update that follows the resolution of all appeals. (See *Chapter 19 – Calendar* for more details.) At that time, the district lists and data tables on the TEA website will be updated to show the acknowledgments earned.