

**Accountability System for 2011
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.

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 meeting 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.

2011 Standard. In April 2010, the Commissioner of Education announced final decisions on the 2011 accountability standard for the TAKS Progress indicator. The 2011 standard was published in the *2010 Accountability Manual* and adopted as commissioner rule in July 2010. For 2011, the TAKS Progress standard increases to 55%.

TAKS (Accommodated). Beginning in 2010, results for all subjects and grades are combined with TAKS results and used for AEA ratings.

TAKS–Modified. Results for all subjects and grades are combined with TAKS results and used for AEA ratings in 2011.

TAKS–Alternate. Results for all subjects and grades are combined with TAKS results and used for AEA ratings in 2011.

TPM and TGI. The Educator Focus Group recommends the continued use of both TPM and TGI in the TAKS Progress indicator in 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. Using both TPM and TGI continues to provide a growth component across all grades tested.

Required Improvement (RI). In 2011, 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. Performance results for 2010 will be rebuilt to include TAKS–Modified and TAKS–Alternate results. 2011 results using the new race/ethnicity data will be compared to 2010 data with student groups defined using the former definitions.

Race/Ethnicity. The Educator Focus Group discussed options to address results of students who indicate their race/ethnicity is not Hispanic/Latino with “two or more races” including African American and white. Details of this discussion are in the Standard Accountability Procedures Proposal.

Rationale. As shown in Table 1, 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.

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

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, using the NCES dropout definition has resulted in significantly higher annual dropout rates as shown in Table 2. Four years of dropout data (2005-06, 2006-07, 2007-08, and 2008-09) under the NCES definition are available for analysis.

Table 2: Annual Dropout Rate (Grades 7–12) for AEA Campuses and Charters					
Year of Data	All Students	African American	Hispanic	White	Economically Disadvantaged
2008-09	10.5%	12.7%	11.3%	7.0%	10.6%
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, 2009, and 2010 AEA State Data Tables

2011 Standard. In April 2010, the Commissioner of Education announced final decisions on the 2011 accountability standard for the Annual Dropout Rate indicator. The 2011 standard was published in the *2010 Accountability Manual* and adopted as commissioner rule in July 2010. For 2011 AEA ratings, the Annual Dropout Rate standard is 20.0%.

Required Improvement. The Educator Focus Group recommends that Annual Dropout Rate RI be calculated in 2011 even though race/ethnicity student groups are defined differently across the two years.

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, 2009-10 dropouts collected in 2010-11 (2011 ratings) will be processed using current definitions with no HB 3 exclusions applied.

Table 3: Annual Dropout Rate (Grades 7–12) Indicator			
	2009 from 2007-08 Used	2010 from 2008-09 Used	2011 from 2009-10 Adopted
Standard	20.0%	20.0%	20%
Definition	NCES dropout definition		
RI	Calculate and apply		

Rationale. Using the NCES dropout definition has 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 required to serve large populations of students at risk of dropping out of school.

Completion Rate II Indicator

Transitioning to the NCES dropout definition also impacted the Completion Rate II indicator. Beginning with 2007 accountability, the dropout component of the completion rate denominator changed. In 2007, only one of the four years in the cohort was affected. In 2008, two years of the cohort were affected, and so on, until 2010 accountability when the completion rate denominator used the NCES dropout definition for all four years of the cohort (see Table 5).

As expected, using the NCES dropout definition has significantly lowered completion rates as shown in Table 4. Four years of dropout data (2005-06, 2006-07, 2007-08, and 2008-09) under the NCES definition are available for analysis.

Table 4: Completion Rate II (Grades 9–12) for AEA Campuses and Charters					
Class of:	All Students	African American	Hispanic	White	Economically Disadvantaged
2009	74.1%	62.6%	73.5%	83.4%	76.4%
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, 2009, and 2010 AEA State Data Tables

2011 Standard. In April 2010, the Commissioner of Education announced final decisions on the 2011 accountability standards for the Completion Rate II indicator. These standards were published in the *2010 Accountability Manual* and adopted as commissioner rule in July 2010. For 2011 AEA ratings, the Completion Rate II standard is 60.0%.

Required Improvement. Completion Rate II RI will be applied in 2011 using former ethnicity definitions.

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, 2009-10 dropouts collected in 2010-11 (2011 ratings) will be processed using current definitions with no HB 3 exclusions applied.

Table 5: Completion Rate II (Grades 9–12) Indicator			
	2009 Class of 2008 Used	2010 Class of 2009 Used	2011 Class of 2010 Adopted
Standard	60.0%	60.0%	60.0%
Definition	Graduates + GED Recipients + Continuing Students		
Dropout Definition (by Cohort Years)	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
RI	Calculate and apply		

Rationale. Using the NCES dropout definition has resulted in significantly lower completion rates (see Table 4). Maintaining the 60.0% standard addresses the increased rigor in this indicator caused by the changes in the dropout definition.

English Language Learners (ELL) Progress Indicator

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 and 2009-10 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 AEIS Glossary.

Methodology.

All current or monitored limited English proficient (LEP) students in grades 3-11 who met the
TAKS reading standard or met the criteria on the TELPAS reading component

All current or monitored LEP students in grades 3-11 who took the TAKS reading test or
the TELPAS reading component

Student Groups Evaluated. The ELL Progress indicator is evaluated for All Students. Student groups are not evaluated separately.

Minimum Size Requirements. The ELL Progress indicator is evaluated for AECs and charters with reading/ELA results for 30 or more current and monitored LEP students (summed across grades).

Standard. The Educator Focus Group recommends a 55% ELL Progress standard for 2011 AEA ratings.

Required Improvement. ELL RI will be applied. The RI calculation will parallel the calculation used for the TAKS Progress indicator.

TPM. The ELL Progress indicator evaluates progress towards English language proficiency and not general academic achievement in reading. Therefore, the Educator Focus Group recommends that TPM not be used.

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. The accountability standard for the ELL Progress indicator is aligned 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 Educator Focus Group recommends that the AEA GPA indicators in Table 6 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		2010 Standard	2011 Standard
1	Advanced Course/Dual Enrollment Completion	≥30%	≥30%
2	AP / IB Results	≥15% taking AP/IB test and ≥50% at or above criterion	
3	Attendance Rate	95%	95%
4 - 8	Commended Performance: Reading/ELA Mathematics Writing Science Social Studies	≥30%	≥30%
9	RHSP / DAP	≥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	≥65%	≥65%
13	College-Ready Graduates	≥35%	≥40%

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