

Chapter 10 – AEA Base Indicators

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

- performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
- *English Language Learners (ELL) Progress*,
- *Completion Rate II* for the Class of 2010, and
- *2009-10 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 tests meeting the student passing standard at the March or April/May administrations *and* exit-level retests meeting the student passing standard at the March or April/May administrations or in the previous October or July. The denominator is the number of tests taken at the March or April/May administrations *and* exit-level retests meeting the student passing standard at the March or April/May administrations or in the previous October or July.

The TAKS Progress indicator includes the following results:

- TAKS grades 3-11 Spring 2011 primary administration:
 - Tests meeting passing standard
 - Campus accountability subset
- TAKS grade 12 April/May 2011, March 2011, October 2010, and July 2010 administrations:
 - Tests meeting passing standard
 - No accountability subset
- TAKS grade 11 April/May 2011, March 2011, October 2010, and July 2010 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 13: TAKS Progress Indicator

	2010	2011
AEA: Academically Acceptable	50%	55%
TAKS Progress Indicator	TAKS + TPM (grades 3-10) + TGI (grade 11) + Exit-Level Retests	TAKS + 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 55%.

Student Groups: TAKS performance is evaluated for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

Methodology:

$$\frac{\text{number of TAKS tests that meet the standard } \mathbf{and} \text{ number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken } \mathbf{and} \text{ number of TAKS exit-level retests that meet the standard}}$$

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 2011 grades 3-11 TAKS results (primary administration)

- April/May 2011, March 2011, October 2010, and July 2010 grade 11 exit-level retest results
- April/May 2011, March 2011, October 2010, and July 2010 grade 12 exit-level results

Data Source: Pearson

Other Information:

- *Texas Growth Index (TGI) and Texas Projection Measure (TPM)*. Use of TGI and TPM are discontinued in the 2011 state and federal accountability systems.
- *Race/Ethnicity*. Beginning in 2011, student groups are determined using the new federal race/ethnicity definitions reported on the TAKS answer document. See *Appendix D* for information on race/ethnicity.
- *Federal Race/Ethnicity Provision*. For 2011 accountability, a new Federal Race/Ethnicity Provision will be applied to the TAKS Progress indicator. Under this provision, students who indicate their ethnicity is not Hispanic/Latino and select multiple races that include both the Black/African American and White categories will be distributed into either the African American or White groups based on information submitted on the 2009-10 TAKS answer documents under the former definitions. If the recalculated student group performance results in a higher rating, then the higher rating is assigned. See *Appendix J* for information on the 2011 Federal Race/Ethnicity Provision.
- *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*. Results for all TAKS-Modified and TAKS-Alternate subjects and grades are included in the TAKS Progress indicator beginning in 2011.
- *TAKS Vertical Scale*. The 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. A scale score of 2100 is still used for grades 9-11. For more information on the vertical scale, see *Appendix E – Student Growth Measures*.
- *Special Education*. The TAKS Progress indicator includes performance of students with disabilities who take the TAKS, TAKS (Accommodated), TAKS-Modified, and/or TAKS-Alternate tests.
- *Testing Window*. Results for students given a make-up test within the testing window are included in the accountability measures.
- *Refugees and Asylees*. Results of students coded as refugees and/or asylees on the TAKS answer documents are not used in determining ratings. See *Appendix D – Data Sources*.

- *Rounding of Met Standard Percent.* The 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 is evaluated.

ELL PROGRESS INDICATOR

In 2011, a new ELL indicator evaluates the percent of current and monitored limited English proficient (LEP) results from the TAKS English reading/English language arts (ELA) and the Texas English Language Proficiency Assessment System (TELPAS) reading tests.

Who is evaluated for the ELL Progress Indicator:

- AECs that test current and/or monitored LEP students on TAKS reading/ELA and/or TELPAS reading.
- AECs of Choice and Residential Facilities.
- 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.

Standard: *AEA: Academically Acceptable* – At least 55%.

Student Groups: ELL Progress is evaluated for All Students. Student groups are not evaluated separately.

Methodology:

All current or monitored LEP students in grades 3-11
who met the TAKS reading/ELA standard or the TELPAS reading criteria

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

Minimum Size Requirements:

- ELL performance is evaluated for AECs and charters with results from 30 or more tests (summed across grades).
- Special Analysis is not conducted on ELL performance.

Years of Data: 2010-11

Data Source: Pearson

Other Information:

- *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.

- *Special Education.* The ELL Progress indicator includes performance of LEP students with disabilities who take the reading/ELA TAKS, TAKS (Accommodated), or TAKS-Modified test, or the TELPAS reading test.
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability indicators.
- *Refugees and Asylees.* To the extent possible, the results of students coded as refugees and/or asylees are excluded from this indicator. All TAKS results for appropriately coded refugee and/or asylee students are excluded. The exclusion applies across all subject areas. It is not possible to count a student's scores in some subjects but exclude them in others. The determination is made using TAKS answer documents. For refugee and/or asylee students with only TELPAS reading results this determination cannot be made. For more information, see *Appendix D – Data Sources*.
- *Rounding of Met Standard Percent.* The 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%.

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

This longitudinal rate shows the percent of students who first attended grade 9 in the 2006-07 school year who graduated, received a General Educational Development (GED) certificate, or who are continuing their education four years later. Known as the 2006-07 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.

Who is evaluated for Completion Rate II:

- AECs of Choice that served students in grades 9 and either 11 or 12 in the first (2006-07) and fifth (2010-11) years of the cohort or students in grade 12 in the first and fifth 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 2010-11 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 14: Completion Rate II (Grades 9-12) Indicator

	2010 Class of 2009; 9th grade 05-06	2011 Class of 2010; 9th grade 06-07
AEA: Academically Acceptable	60.0%	60.0%
Completion Rate II	Graduates + Continuers + GED Recipients	
Dropout 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:

$$\frac{\text{number of completers (graduates + continuers + GED recipients)}}{\text{number of students in class}}$$

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 2010 (results are based on the original 2006-07 cohort, even if students do not remain on grade level)
- Continued enrollment in 2010-11
- GED records as of August 31, 2010

Data Sources:

- PEIMS Submission 1 enrollment data for 2006-07 through 2010-11
- PEIMS Submission 1 leaver data for 2007-08 through 2010-11
- PEIMS Submission 3 attendance data for 2006-07 through 2009-10
- GED records as of August 31, 2010

Other Information:

- *Ethnic Groups.* For the completion rate indicator, a student’s ethnicity is determined from the year of final status. For the class of 2010, most students have a final status from years 1-4 (2006-07 through 2009-10). Only the continuers [students with a final status in year 5 (2010-11)] will be reported with new race/ethnicity definitions. Students reported

with multiple races in year 5 will be matched back to the prior year to obtain their former (previously reported) ethnicities. See *Appendix D* for information on race/ethnicity.

- *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 indicator.

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.

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 15: Annual Dropout Rate (Grades 7-12) Indicator

	2010 from 2008-09	2011 from 2009-10
AEA: Academically Acceptable	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: 2009-10

Data Sources:

- PEIMS Submission 1 enrollment data for 2009-10 and 2010-11
- PEIMS Submission 1 leaver data for 2010-11
- PEIMS Submission 3 attendance data for 2009-10

Other Information:

- *Ethnic Groups.* The 2009-10 annual dropout rates used in 2011 accountability are calculated from enrollment and attendance data submitted in 2009-10 (denominator) and leaver data submitted in 2010-11 (numerator). The 2010-11 leaver data (numerator) are reported using the new race/ethnicity designations; therefore, the student groups for the 2011 Annual Dropout Rate indicator are created using the new race/ethnicity definitions. See *Appendix D* for information on race/ethnicity.
- *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 indicator.