

**The 2005 Accountability Rating System  
for Texas Public Schools and School Districts**

# Part 2

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**Alternative Education  
Accountability (AEA)  
Procedures**

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# Chapter 8 - Overview of Alternative Education Accountability (AEA)

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## ABOUT PART 2 OF THIS MANUAL

Part 2 of this *Manual* is a technical resource to explain the criteria and procedures applied by the Texas Education Agency (TEA) in evaluating the performance of alternative education campuses (AECs) including charters and charter campuses that:

- are dedicated to serving students at risk of dropping out of school;
- are eligible to receive an alternative education accountability (AEA) rating; and
- register annually for evaluation under AEA procedures.

Registered AECs and charters rated under AEA procedures will be subject to all the terms and provisions of this *Manual*.

## EDUCATOR INPUT

While it was the role of the Commissioner of Education to develop AEA procedures, during the past year, the commissioner relied extensively on the detailed review, study, and advice of staff, educators, and other education stakeholders. The resulting procedures contain appropriate indicators for AECs with increased rigor phased in over time.

## HISTORY OF AEA

Enacted by the Texas legislature in 1993, accountability legislation mandated creation of an accountability system for all Texas schools. This accountability system integrated the statewide curriculum; the state criterion-referenced assessment system; district and campus accountability; district and campus recognition for high performance and significant increases in performance; sanctions for poor performance; and school, district, and state reports.

As a result of statewide educator feedback, an alternative set of performance measures for campuses serving at-risk students was developed in late 1994 and implemented in the 1995-96 school year. In order for a campus to qualify as alternative, it was required to serve one or more of the following student populations: students at risk of dropping out; recovered dropouts; pregnant or parenting students; adjudicated students; students with severe discipline problems; or expelled students.

For the 1995-96 school year, alternative accountability ratings were based on state-approved district proposals that included student performance indicators, current-year data, and comparisons of pre- and post-assessment results. Following a review of campus data by the local board of trustees, each district made an initial determination of the campus rating. This initial determination was then forwarded to the TEA where it was reviewed by a panel of peer reviewers who sent a recommendation to the commissioner.

From the 1995-96 to 2001-02 school years, revisions were made to the ratings criteria and procedures determined by an *ad hoc* Alternative Education Advisory Committee:

- Minimum performance levels for an *Acceptable* rating were established in 1996-97.
- Beginning in 1996-97, school districts were required to select campus-based performance indicators from a menu of state-established indicators.
- In 1997-98, TEA staff assumed responsibility for the review and analysis of all campus performance data.
- In 1999-00, TEA required that the rating for each AEC be determined on three base indicators: Texas Assessment of Academic Skills (TAAS) passing rates for reading and mathematics, dropout rates, and attendance rates.
- In 1999-00, disciplinary alternative education programs (DAEPs) and juvenile justice alternative education programs (JJAEPs) were no longer permitted to register for AEA. Instead, the performance of students served in these programs was attributed to the campuses where these students would otherwise have attended.
- In 2000-01, campuses were required to serve “students at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081 in order to be eligible to receive an accountability rating under AEA procedures.

House Bill 6, enacted by the 77th Texas Legislature, called for a pilot program to examine issues surrounding accountability of alternative education programs. The purposes of this pilot were to analyze the existing status of AECs and to make recommendations regarding the methods of evaluating the performance of these campuses. In order to achieve these purposes, the following activities were undertaken in 2002:

- a set of surveys for principals, teachers/counselors, parents, and students at all AECs was administered;
- a more detailed survey was administered and follow-up telephone calls were made to a small sample of AECs;
- an analysis of existing Public Education Information Management System (PEIMS) data was undertaken; and
- individual student data from a small sample of AECs was compiled and analyzed.

Results of the pilot program are published in the *Report on the Alternative Education Accountability Pilot* (Texas Education Agency, December 1, 2002).

While these pilot activities were conducted, *No Child Left Behind Act of 2001* (NCLB), Public Law 107-110, was signed into law. This federal legislation, which focuses on increasing state and school accountability for student progress, was considered as part of the pilot project report. Accountability provisions of NCLB require that all campuses, including AECs, be evaluated annually for Adequate Yearly Progress (AYP).

The 2003 Educator Focus Group on Accountability made a recommendation to develop new AEA procedures for 2005 and beyond. The new AEA procedures are based on the following guidelines:

- The AEA indicators must be based on data submitted through standard data submission processes such as PEIMS or by the state testing contractor.
- The AEA measures should be appropriate for alternative education programs offered on AECs rather than just setting lower standards on the same measures used in the standard accountability procedures. Furthermore, these measures should ensure that all students demonstrate proficiency on the state assessments in order to graduate.
- The Texas Growth Index (TGI) and other improvement indicators should be evaluated as base indicators for AEC ratings.
- Additional AEA criteria should be researched. For example, AECs should have a minimum percentage of at-risk students (based on PEIMS data reported on current year fall enrollment records) to be evaluated under AEA procedures.

Also, in 2003, ratings for all campuses were suspended for one year while the new Texas Assessment of Knowledge and Skills (TAKS) assessments were implemented for the first time and the new state accountability system was developed. In 2004, registered AECs received a rating of *Not Rated: Alternative Education* while new AEA procedures were developed.

## **PHILOSOPHY OF AEA**

Throughout the 2005 AEA development process, TEA worked closely with educators and other education stakeholders to create new AEA procedures based on the following principles:

- Procedures apply to AECs, not programs.
- Procedures apply to AECs dedicated to serving students at risk of dropping out of school.
- Procedures apply only to those AECs that qualify and register for evaluation under AEA procedures.
- Procedures do not apply to DAEPs or JJAEPs. Statute or interpretation of statutory intent requires that DAEP and JJAEP data are attributed to the student's home campus.
- Procedures do not apply to standard campuses, even if the campus primarily serves at-risk students.

During the development of the new AEA procedures, the following issues were identified as affecting many components and were considered at many decision points. For example, whether to make recommendations for Residential Facilities and AECs of Choice was addressed as decisions were made.

- Small numbers of test results and mobility – AECs are smaller on average than standard campuses and have high mobility rates.
- Attribution of data – High mobility also affects attribution of data and complicates evaluation of AEC data.
- Residential Facilities – Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers (PRTC).

## **OVERALL DESIGN OF AEA PROCEDURES**

The overall design of the new AEA procedures is an improvement model. In 2005 and beyond, AECs can meet either an absolute performance standard or an improvement standard for each accountability measure.

The new AEA procedures include these major components for 2005:

- Rating labels – *AEA: Academically Acceptable*, *AEA: Academically Unacceptable*, and *AEA: Not Rated – Other*;
- AEC registration criteria and requirements;
- Base Indicators – TAKS, State-Developed Alternative Assessment II (SDAA II), Completion Rate II, and Annual Dropout Rate; and
- Additional Features – Required Improvement and use of district at-risk data.

## Chapter 9 - AEA Registration Criteria and Requirements

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Registration criteria restrict use of alternative education accountability (AEA) procedures to:

- campuses that offer nontraditional programs rather than programs within a standard campus,
- charters that operate only alternative education campuses (AECs), and
- charters that meet an AEC enrollment criterion.

### Alternative Education Campuses (AECs)

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AECs including charter AECs must serve students “at risk of dropping out of school” as defined in Texas Education Code (TEC) §29.081(d) and provide accelerated instructional services to these students. Each AEC registered for evaluation under AEA procedures is designated as an AEC of Choice or Residential Facility.

*AEC of Choice.* At-risk students enroll at AECs of Choice to expedite progress toward performing at grade level and high school completion.

*Residential Facility.* Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers (PRTC).

In this *Manual* the terms “AEC” and “registered AEC” refer collectively to AECs of Choice and Residential Facilities that are registered for evaluation under AEA procedures.

### AEC ELIGIBILITY

AECs have the option to be rated under the AEA procedures and indicators. Campuses that choose not to register as an AEC are evaluated under the standard accountability procedures. The performance results of students at registered AECs are included in the district’s performance and used in determining the district’s accountability rating and acknowledgments.

The following types of campuses had the option to register as an AEC in 2005.

- **Local District AEC:** Serves students at risk of dropping out of school as defined in TEC §29.081(d). Students are provided accelerated instruction designed to enable students to be promoted at the elementary and middle school levels or complete credits and pass the assessments necessary to attain a high school diploma.
- **Charter AEC:** AEC operated by a charter.
- **Community-Based AEC:** As described in TEC §29.081(e), a “district may use a private or public community-based dropout recovery education program to provide alternative education programs for students at risk of dropping out of school.”
- **Shared Service Arrangement (SSA) AEC (local district or fiscal agent):** The district in which the AEC is located or the fiscal agent district registers the AEC number.

- **SSA AEC (virtual campus number of a participating district):** Member districts of an alternative education SSA establish and register virtual AEC numbers on which to track long-term alternative education students.

The following types of campuses are ineligible for evaluation under AEA procedures. The data for these campuses are attributed to the home campus:

- disciplinary alternative education programs (DAEPs);
- juvenile justice alternative education programs (JJAEPs); and
- stand-alone General Educational Development (GED) programs.

See *Chapter 6 – Special Issues and Circumstances* for more information on DAEPs and JJAEPs.

## **AEC REGISTRATION PROCESS**

Since the 1999-00 school year, AEC registration has governed the alternative education component of the CAMPUS-ID-OF-ACCOUNTABILITY data processing in the Public Education Information Management System (PEIMS) and attribution of AEC student data.

AECs registered in 2003-04 were re-registered automatically in 2004-05. A rescission letter was required from AECs not wishing to remain registered for AEA. A *2004-05 Alternative Education Accountability Campus Registration Form* was required for each AEC not already on the list of registered AECs that wished to be evaluated under 2004-05 AEA procedures. The 2005 registration process closed on September 10, 2004. The list of 2005 registered AECs is available on the AEA website at <http://www.tea.state.tx.us/aea>.

## **AEC REGISTRATION CRITERIA**

Ten criteria are required for campuses to be registered for AEA. However, the requirements in criteria (6)-(10) may not apply to charter campuses (depending on the terms of the charter) or for community-based dropout recovery campuses established in accordance with TEC §29.081(e). The requirements in criterion (9) apply to Residential Facilities only if students are placed in the facility by the district.

- (1) The AEC must have its own county-district-campus (CDC) number to which PEIMS data are submitted and test answer documents are coded. A program operated within or supported by another campus does not qualify.
- (2) The AEC must be identified in AskTED (Texas School Directory database) as an alternative campus.
- (3) The AEC must be dedicated to serving “students at risk of dropping out of school” as defined in TEC §29.081(d).
- (4) The AEC must operate on its own campus budget.
- (5) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
- (6) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.

- (7) The AEC must have appropriately certified teachers assigned in all areas including special education, bilingual education, and/or English as a second language (ESL) to serve students eligible for such services.
- (8) The AEC must provide each student the opportunity to attend a 7-hour school day as defined in TEC §25.082(a), according to the needs of each student.
- (9) If the campus serves students with disabilities, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee.
- (10) Students with disabilities must receive all services outlined in their current individualized education programs (IEPs). Limited English proficient (LEP) students must receive all services outlined by the language proficiency assessment committee (LPAC). Students with disabilities and LEP students must be served by appropriately certified teachers.

An at-risk registration criterion will be phased in beginning in 2006. See *Chapter 14 – Preview of 2006 and Beyond* for information on this new at-risk registration criterion.

## Charters

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In this publication the term “charter” refers to the charter operator, not an individual charter campus. The terms “charter campus” and “charter AEC” refer to an individual campus.

### CHARTERS EVALUATED UNDER AEA PROCEDURES

Under standard and AEA procedures, charter ratings are based on aggregate performance of the campuses operated by the charter. Performance results of all students in the charter are included in the charter’s performance and used in determining the charter’s rating.

Charters receiving ratings under AEA procedures are evaluated on the same indicators as registered AECs:

- performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
- performance on the *State-Developed Alternative Assessment II (SDAA II)*,
- *Completion Rate II* for the Class of 2004, and
- *2003-04 Annual Dropout Rate* for grades 7 through 12.

*Charters that operate only registered AECs.* Beginning in 2005, charters that operate only registered AECs will be evaluated under AEA procedures. Charters that operate only registered Residential Facilities are not evaluated on Completion Rate II.

*Charters that operate both standard campuses and registered AECs.* Also beginning in 2005, charters that operate both standard campuses and registered AECs have the option to be evaluated under AEA procedures if the AEC enrollment criterion described below is met. TEA will contact each charter to obtain their preference. If a preference cannot be obtained, then the charter will be evaluated under the standard accountability procedures.

## **AEC ENROLLMENT CRITERION FOR CHARTERS**

In order for a charter that operates both standard campuses and registered AECs to be eligible for evaluation under AEA procedures, the charter must meet an AEC enrollment criterion. At least 50% of the charter's students must be enrolled at registered AECs. AEC enrollment is verified through current year PEIMS fall enrollment data.

Charters that operate both standard campuses and registered AECs will be evaluated under the standard accountability procedures if fewer than 50% of the charter's students are enrolled at registered AECs.

# Chapter 10 - Attribution of AEC Data

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## BACKGROUND

Since the 1999-00 school year, student data (attendance, completion/dropout, and performance) are attributed to alternative education campuses (AECs) registered for evaluation under alternative education accountability (AEA) procedures only when the student attends the registered AEC for 85 days or more. Under the previous AEA procedures, the AEC accountability rating was based on performance of students enrolled on the campus for 85 days or more. The 85-day rule was implemented before the campus accountability subset was incorporated in the state accountability system.

In 2004, the campus accountability subset was applied for the first time in the state accountability system. Under the campus accountability subset, only test results for students enrolled on the same campus on the Public Education Information Management System (PEIMS) enrollment snapshot date (the last Friday in October) and on the testing date are included in the campus performance measure.

For data collected through PEIMS, attribution of attendance and leaver records to the home campus is automated for most students based on attendance data reported for the student. A CAMPUS-ID-OF-ACCOUNTABILITY data element is required when a student's only campus of enrollment is a registered AEC that the student attends for less than 85 days, and/or a disciplinary alternative education program (DAEP), and/or a juvenile justice alternative education program (JJAEP). For assessment data, the test answer document is physically submitted with the answer documents for the student's home campus.

Student data and test documents are only reattributed within the same school district. For this reason, charter campus data are not reattributed. For students who have not attended a standard campus in the district, local policy determines to which campus the short-term AEC student data are attributed.

A comparison of 2003-04 attendance reattribution and test answer documents suggests that the reattribution is not always conducted consistently for PEIMS data (an automated process conducted at the state level) and test results (a local process). Often, test answer documents for students enrolled on the AEC for fewer than 85 days were not sent back to the student's home campus.

## ATTRIBUTION OF DATA

*AECs of Choice and Residential Facilities.* The 85-day rule will be phased out under the new AEA procedures on the timeline provided below. When the 85-day rule is discontinued, the accountability subset definition will govern whether or not test results are included in the performance indicators used for ratings.

- For 2005 accountability, AEC test answer documents and leaver data are attributed according to current policies based on the 85-day rule.
- For 2006 accountability, campus accountability subset determines attribution of AEC test data. 2004-05 leaver data are attributed according to the 85-day rule for AECs that were registered for evaluation under AEA procedures in 2005. 2004-05 leaver

data are attributed to the last campus of attendance for AECs that were not registered for evaluation under AEA procedures in 2005, but are registered in 2006.

- For 2007 accountability, campus accountability subset determines attribution of AEC test data. Leavers are attributed to the last campus attended.

*DAEPs and JJAEPs.* As required in statute, DAEP and JJAEP student data are attributed to the student's home campus.

## Chapter 11 - AEA Base Indicators

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

- performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
- performance on the *State-Developed Alternative Assessment II (SDAA II)*,
- *Completion Rate II* for the Class of 2004, and
- *2003-04 Annual Dropout Rate* for grades 7 through 12.

### TAKS PROGRESS INDICATOR

A single performance indicator is evaluated for TAKS. The TAKS Progress indicator sums performance results across grades (3-11) and across subjects to determine alternative education campus (AEC) ratings under AEA procedures. This indicator is not based on the number of students tested but on the number of tests taken. 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 *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 February and April 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 February and April administrations or in the previous October or July.

The TAKS Progress indicator includes the following results:

- TAKS grades 3-11 April 2005 administration:
  - Actual student passing standard
  - TGI: 2004 to 2005, growth of 0 (zero) or higher
  - Campus accountability subset
- TAKS grade 12 April 2005, February 2005, October 2004, and July 2004 administrations:
  - Actual student passing standard
  - Students who meet passing standard
  - No accountability subset
- TAKS grade 11 April 2005, February 2005, October 2004, and July 2004 administrations:
  - Retesters only
  - Actual student passing standard
  - Students who meet 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 12 – 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 13 – 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 12: TAKS Progress Indicator**

	2005	2006	2007	2008	2009	2010
<i>AEA: Academically Acceptable</i>	40%	40%	45%	45%	50%	50%
TAKS Progress Indicator	TAKS + TGI + Exit-Level Retesters					
Accountability Subset	85-day rule and Campus Accountability Subset	Campus Accountability Subset				

**TAKS Progress Standard:**

- *AEA: Academically Acceptable* – At least 40%.
- The TAKS Progress standard will be reviewed annually and is subject to change.

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

**Methodology:**

$$\frac{\text{number of TAKS tests that meet the standard } \mathbf{or} \text{ have a TGI } \geq 0 \mathbf{ and} \text{ number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken } \mathbf{and} \text{ number of TAKS exit-level retests that meet the standard}}$$

**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:**

- Test answer documents are attributed to the AEC only when the student attends the registered AEC for 85 days or more.
- The 85-day rule does not apply to charter AECs and charters.
- *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 (the last Friday in October) and on the testing date.
- Accountability subset does not apply to TAKS exit-level retesters.

**Years of Data:**

- April 2005 grades 3-11 TAKS results (primary administration)
- April 2005, February 2005, October 2004, and July 2004 grade 11 exit-level retester results
- April 2005, February 2005, October 2004, and July 2004 grade 12 exit-level results

**Data Source:** Pearson Educational Measurement

**Other Information:**

- *Grades and Subjects.* The TAKS results for English (grades 3-11) and Spanish (grades 3-6) are summed across grades and subjects and are evaluated for All Students and each student group that meets minimum size requirements.
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability measures.
- *Student Success Initiative.* For grades 3 and 5 reading and grade 5 mathematics performance, a cumulative percent passing is calculated by combining the first and second administrations of the TAKS.
- *Student Passing Standard.* The TAKS Progress indicator is calculated as percent *Met Standard* using the student passing standard adopted by the State Board of Education (SBOE) for each specific year. See *Chapter 2 – The Basics: Base Indicators* for more detailed information.
- *TGI.* A TGI has been 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 test results in the same subject for two consecutive years, in consecutive grades:

- Reading/ELA – grades 4 through 11
- Mathematics – grades 4 through 11
- Social Studies – grade 11
- Science – grade 11

More detailed TGI information can be found in *Appendix E – Texas Growth Index*.

## **SDAA II INDICATOR**

The SDAA II assesses students with disabilities in grades 3-10 who receive instruction in the state’s curriculum but for whom the TAKS test is an inappropriate measure of their academic progress. SDAA II tests are given in the areas of reading, English language arts (ELA), writing, and mathematics. Students are assessed at their appropriate instructional levels, as determined by their Admission, Review, and Dismissal (ARD) committees.

The SDAA II is administered on the same schedule as TAKS and designed to measure annual growth based on appropriate expectations for each student, as decided by the student's ARD committee.

A single performance indicator is evaluated for SDAA II. The indicator sums performance results across grades (3-10) and across subjects. This indicator is not based on the number of students tested but on the number of tests taken. It is calculated as the number of *tests* meeting ARD committee expectations divided by the number of SDAA II *tests* for which ARD expectations were established. Students who take multiple SDAA II tests are included multiple times (for every SDAA II test taken).

### **Who is evaluated for SDAA II:**

- AECs that test students on any SDAA II subject.
- 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* – Results on at least 40% of tests taken must meet ARD expectations.
- The SDAA II standard will be reviewed annually and is subject to change.

### **Student Groups:**

- Performance for the percent *Meeting ARD Expectations* is evaluated for All Students only.
- Student group performance is not evaluated separately.

**Methodology:**
$$\frac{\text{number of SDAA II tests Meeting ARD Expectations}}{\text{number of SDAA II tests taken}}$$
**Minimum Size Requirements:**

- SDAA II performance is evaluated for AECs and charters with results from 30 or more tests (summed across grades and subjects).
- Special Analysis is not conducted on SDAA II performance.
- Student groups are not evaluated separately.

**Accountability Subset:**

- Test answer documents are attributed to the AEC only when the student attends the registered AEC for 85 days or more.
- The 85-day rule does not apply to charter AECs and charters.
- *Campus Accountability Subset.* AECs are accountable for SDAA II results for students enrolled on the AEC on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date.
- *District Accountability Subset.* Charters are accountable for SDAA II results for students enrolled at the charter on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date.

**Year of Data:** Spring 2005 grades 3-10 SDAA II results**Data Source:** Pearson Educational Measurement**Other Information:**

- *Students Tested in both SDAA II and TAKS.* In some cases, students may take both the SDAA II and TAKS. For example, a grade 6 student may take the TAKS for mathematics, but the SDAA II for reading. In this case, the student's performance is included in both indicators.
- *Rounding of Met ARD Expectation Percent.* The *Met ARD Expectation* calculations are expressed as a percent, 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 (GRADES 9-12) INDICATOR**

This longitudinal rate shows the percent of students who first attended grade 9 in the 2000-01 school year who completed or who are continuing their education four years later. Known as the 2000-01 cohort, these students' progress was tracked over the four years using data provided to TEA by districts and charters.

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

**Who is evaluated for Completion Rate II:**

- AECs of Choice that have served students in grades 9, 10, 11, and 12 for the last five years. (Residential Facilities are not evaluated on Completion Rate II.)
- If the AEC of Choice does not serve students in grades 9, 10, 11, and/or 12 in the 2004-05 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, or if the AEC of Choice has students in grades 9, 10, 11, and/or 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 12 – 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: Completion Rate II (Grades 9-12) Indicator**

	2005 Class of 2004; 9th grade 00-01	2006 Class of 2005; 9th grade 01-02	2007 Class of 2006; 9th grade 02-03	2008 Class of 2007; 9th grade 03-04	2009 Class of 2008; 9th grade 04-05	2010 Class of 2009; 9th grade 05-06
<i>AEA: Academically Acceptable</i>	75.0%	75.0%	TBD	TBD	TBD	TBD
Completion Rate II	Graduates + Continuing Students + GED Recipients					
Dropout Definition	Current state definition	Current state definition	Phase in NCES definition	Phase in NCES definition	Phase in NCES definition	NCES definition
Accountability Subset	85-day rule	85-day rule	None	None	None	None

**Standard:**

- *AEA: Academically Acceptable* – At least 75.0% Completion Rate II.
- The Completion Rate II standard will be reviewed annually and is subject to change.

**Student Groups:** Completion Rate II is evaluated for All Students and the following student groups that meet minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

**Methodology:**

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

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number of students in class (original cohort)

**Minimum Size Requirements:**

- *All Students.* These results are evaluated if there are:
  - at least 5 dropouts (non-completers), **and**
  - at least 10 students in the AEC of Choice or charter Completion Rate II class.

- *Student Groups.* These results are evaluated if there are:
  - at least 5 dropouts (non-completers) within the student group, **and**;
  - 30 to 49 students in the student group and the student group represents at least 10% of All Students in the class; **or**
  - at least 50 students in the group even if they represent less than 10% of All Students in the class.
- Special Analysis is not conducted on Completion Rate II.

**Accountability Subset:**

- Completion data are attributed to the AEC of Choice only when the student attends the registered AEC of Choice for 85 days or more.
- The 85-day rule does not apply to charter AECs and charters.

**Years of Data:**

- Graduating Class of 2004 (results are based on the original cohort, whether the students remain on grade level or not)
- Continued enrollment in 2004-05
- GED records for 1999 through 2005

**Data Sources:**

- PEIMS Submission 1 enrollment data for 2000-01 through 2004-05
- PEIMS Submission 1 leaver data for 2001-02 through 2004-05
- PEIMS Submission 3 attendance data for 2000-01 through 2003-04
- GED records as of March 1, 2005

**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%. However, student group percents (minimum size requirements) are always rounded to whole numbers.
- *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.

**Who is evaluated for Annual Dropout Rate:**

- AECs of Choice and Residential Facilities that serve students in grades 7, 8, 9, 10, 11, and/or 12.
- 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: Annual Dropout Rate (Grades 7-12) Indicator**

	2005 from 2003-04	2006 from 2004-05	2007 from 2005-06	2008 from 2006-07	2009 from 2007-08	2010 from 2008-09
<i>AEA: Academically Acceptable</i>	10.0%	10.0%	TBD	TBD	TBD	TBD
Dropout Definition	Current state definition	Current state definition	NCES definition	NCES definition	NCES definition	NCES definition
Accountability Subset	85-day rule	85-day rule	None	None	None	None

**Standard:**

- *AEA: Academically Acceptable* – An Annual Dropout Rate of 10.0% or less.
- The Annual Dropout Rate standard will be reviewed annually and is subject to change.

**Student Groups:** Annual Dropout Rate is evaluated for All Students and the following student groups that meet minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

**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 5 dropouts, **and**
  - at least 10 students in grades 7-12.
- *Student Groups.* These results are evaluated if there are:
  - at least 5 dropouts within the student group, **and;**
  - 30 to 49 students within the student group and the student group represents at least 10% of All Students in grades 7-12; **or**
  - 50 students within the student group even if they represent less than 10% of All Students in grades 7-12.
- Special Analysis is not conducted on Annual Dropout Rate.
- 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 AEC only when the student attends the registered AEC for 85 days or more.
- The 85-day rule does not apply to charter AECs and charters.

**Year of Data:** 2003-04

**Data Sources:**

- PEIMS Submission 1 enrollment data for 2003-04 and 2004-05
- PEIMS Submission 1 leaver data for 2004-05
- PEIMS Submission 3 attendance data for 2003-04

**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%. However, student group percents (minimum size requirements) are always rounded to whole numbers.
- *Students with Disabilities.* Students with disabilities who drop out of school are included in this measure.

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## Chapter 12 - Additional Features of AEA

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As shown in *Chapter 11 – AEA Base Indicators*, alternative education campuses (AECs) can achieve a rating by meeting the absolute standards for the different indicators. However, under certain conditions, AECs can achieve a rating by:

- meeting Required Improvement; and/or
- using the accountability data for at-risk students in the district.

All additional features are applied and calculated automatically by the Texas Education Agency (TEA) before ratings are released. AECs do not need to request the use of additional features.

Additional requirements for charters are explained later in this chapter.

### Required Improvement

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AECs of Choice and Residential Facilities can achieve an *AEA: Academically Acceptable* rating by meeting the absolute standards for the different indicators or by demonstrating Required Improvement. AECs initially rated *AEA: Academically Unacceptable* may achieve an *AEA: Academically Acceptable* rating using the Required Improvement feature. Required Improvement can be applied to three of the base indicators: Texas Assessment of Knowledge and Skills (TAKS) Progress, Completion Rate II, and Annual Dropout Rate.

Required Improvement compares prior-year performance to current-year performance. In order to qualify for this comparison, the target group (All Students or any student group) must meet a minimum size requirement for the prior year. See *Minimum Size Requirements* in this chapter for each indicator.

#### Who is evaluated for Required Improvement:

- AECs of Choice whose performance is *AEA: Academically Unacceptable* for any TAKS, Completion Rate II, or Annual Dropout Rate measure.
- Residential Facilities whose performance is *AEA: Academically Unacceptable* for any TAKS or Annual Dropout Rate measure. (Residential Facilities are not evaluated on Completion Rate II.)
- Charters evaluated under AEA procedures whose performance is *AEA: Academically Unacceptable* for any TAKS, Completion Rate II, or Annual Dropout Rate measure.

### TAKS PROGRESS INDICATOR

**Improvement Standard:** In order for Required Improvement to move an AEC or charter to *AEA: Academically Acceptable*, the AEC or charter must demonstrate sufficient improvement on the deficient TAKS measures to meet a standard of **40%** within two years.

#### Methodology:

The *Actual Change* must be equal to or greater than the *Required Improvement*.

*Actual Change* is the difference between performance in 2005 and 2004.

*Required Improvement* is the result of the 2005 standard minus performance in 2004 divided by 2.

**Example:**

In 2005, an AEC has performance above the *AEA: Academically Acceptable* standard in all student groups except for Economically Disadvantaged; only 38% meet the standard. Performance in 2004 for the same group is 20%.

First calculate the *Actual Change*:  $38 - 20 = 18$

Next calculate the *Required Improvement*:  $(40 - 20) / 2 = 10$

Then compare *Actual Change* to *Required Improvement* to determine if *Actual Change* is greater than or equal to the *Required Improvement*:  $18 \geq 10$

The AEC meets *Required Improvement*, so its rating is *AEA: Academically Acceptable*.

**Minimum Size Requirements:** Required Improvement is not calculated if the AEC or charter has less than 10 test results (for the student group) in 2004.

**Other Information:**

- *Student Passing Standard.* Prior year percent *Met Standard* is recalculated using the current year student passing standard so gain from the prior year to the current year uses comparable performance data for the two years. In other words, the 2004 performance of 20% for the AEC in the example above, is based on a student passing standard of *Panel Recommendation* so that it is comparable to performance in 2005.
- *Performance in 2004.* Prior year performance includes April 2004 grades 3-10 TAKS results and April 2004 grade 11 TAKS exit-level first time testers, and TGI for 2003 to 2004 growth. Grade 11 TAKS exit-level retester results are not included. (In future years, exit-level retesters will be included in the prior year performance.)
- *Rounding.* All improvement calculations of performance rates and standards are rounded to whole numbers. Required Improvement calculations are expressed as a percent, rounded to whole numbers. For example, 4.5% is rounded to 5%.

**SDAA II INDICATOR**

An improvement measure for the SDAA II cannot be calculated until two years of data are available. Required Improvement for SDAA II will be introduced in 2006 when two years of data are available and actual change in performance can be calculated.

**COMPLETION RATE II INDICATOR**

**Improvement Standard:** In order for Required Improvement to move an AEC of Choice or charter to *AEA: Academically Acceptable*, the AEC of Choice or charter must demonstrate sufficient improvement on the deficient Completion Rate II measures since the Class of 2003 to be at **75.0%** within two years.

**Methodology:**

The *Actual Change* must be equal to or greater than the *Required Improvement*.

*Actual Change* is the difference between the Completion Rate II for the Class of 2004 and the Class of 2003.

*Required Improvement* is the result of the 2005 standard minus the Completion Rate II for the Class of 2003 divided by 2.

**Example:**

An AEC of Choice has a Class of 2004 Completion Rate II of 72.3% for their White student group. The Class of 2003 Completion Rate II for this same group is 63.8%.

First calculate the *Actual Change*:  $72.3 - 63.8 = 8.5$

Next calculate the *Required Improvement*:  $(75.0 - 63.8) / 2 = 5.6$

Then compare *Actual Change* to *Required Improvement* to determine if *Actual Change* is greater than or equal to the *Required Improvement*:  $8.5 \geq 5.6$

The AEC of Choice meets *Required Improvement*, so its rating is *AEA: Academically Acceptable*.

**Minimum Size Requirements:** Required Improvement is not calculated if the AEC of Choice or charter has less than 10 students (in the same student group) in the Completion Rate II Class of 2003.

**Other Information:**

- *Completion Rate II Definition.* Completion Rate II for the prior year is computed using the same definition as the current year so that gain from the prior year to the current year uses comparable data for both years. Specifically, the Completion Rate II definition includes graduates, General Educational Development (GED) recipients, and continuing students as completers.
- *Rounding.* All calculations are expressed as a percent, rounded to one decimal point. For example, 4.85% is rounded to 4.9%.

**ANNUAL DROPOUT RATE INDICATOR**

**Improvement Standard:** In order for Required Improvement to move an AEC or charter to *AEA: Academically Acceptable*, the AEC or charter must demonstrate a decline in the Annual Dropout Rate to be at **10.0%** within two years.

**Methodology:**

The *Actual Change* must be equal to or less than the *Required Improvement*.

*Actual Change* is the difference between the 2003-04 and 2002-03 Annual Dropout Rates.

*Required Improvement* is the result of the 2005 standard minus the 2002-03 Annual Dropout Rate divided by 2.

This calculation measures declines in rates. The *Actual Change* in the Annual Dropout Rate must be less than or equal to the *Required Improvement* for the standard to be met and will contain negative numbers. The *Actual Change* needs to be a larger negative number than the required change.

**Example:**

In 2003-04, an AEC had an Annual Dropout Rate for their Hispanic student group of 12.8%. The Annual Dropout Rate in 2002-03 for the same group was 24.2%.

First calculate the *Actual Change*:  $12.8 - 24.2 = -11.4$

Next calculate the *Required Improvement*:  $(10.0 - 24.2) / 2 = -7.1$

Then compare *Actual Change* to *Required Improvement* to determine if the *Actual Change* is less than or equal to the *Required Improvement*:  $-11.4 \leq -7.1$

The AEC meets *Required Improvement*, so its rating is *AEA: Academically Acceptable*.

**Minimum Size Requirements:** Required Improvement is not calculated if the AEC or charter has less than 10 grade 7-12 students (in the same student group) in 2002-03.

**Other Information:** All calculations are expressed as a percent, rounded to one decimal point. For example, -1.875% is rounded to -1.9%.

## Use of District At-Risk Data

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In limited circumstances, data for at-risk students in the district are used to evaluate registered AECs. Use of data for at-risk students in the district acknowledges that AECs are part of the overall district strategy for education of students at risk of dropping out of school.

AECs of Choice and Residential Facilities may be evaluated on the TAKS Progress indicator using data for at-risk students in the district. AECs of Choice may be evaluated on Completion Rate II of at-risk students in the district.

## TAKS PROGRESS INDICATOR

**Who is evaluated for the TAKS Progress Indicator using performance data of at-risk students in the district:**

- AECs of Choice and Residential Facilities that do not meet the 40% standard or demonstrate Required Improvement and have results for fewer than 10 tests in the current year.
- AECs of Choice and Residential Facilities with no TAKS results.

**Table 15: Use of TAKS Data of At-Risk Students in the District**

Number of TAKS tests at the AEC	Does the AEC meet the performance standard on its own data?	Does the AEC demonstrate Required Improvement (RI) on its own data?	Does the AEC meet the performance standard using district performance data of at-risk students?
10 or more	Yes – assign rating	N/A	N/A
	No	Yes – assign rating	N/A
		No – assign rating	
Less than 10	Yes – assign rating	N/A	N/A
	No	Yes – assign rating	N/A
		No	Yes – assign rating
			No – calculate district RI
None	N/A	N/A	Yes – assign rating
			No – calculate district RI

**Required Improvement:** If the AEC does not meet the performance standard based on district performance data of at-risk students, then Required Improvement is calculated using district performance data of at-risk students.

**Minimum Size Requirements:** If there are less than 10 at-risk test results in the district, then Special Analysis is conducted.

**Special Analysis:** This process ensures that AECs with small numbers of students are rated fairly. AECs with TAKS results for fewer than 10 at-risk tests in the district will receive Special Analysis under circumstances similar to those used in the standard accountability procedures. Special Analysis consists of analyzing current and past performance data to determine if the initial rating assigned under the automated evaluation process is an aberration or an indication of consistent performance. More detailed information on Special Analysis is in *Chapter 6 – Special Issues and Circumstances*.

## COMPLETION RATE II INDICATOR

**Who is evaluated for Completion Rate II using data of at-risk students in the district:**

- AECs of Choice that do not meet the 75.0% accountability standard or demonstrate Required Improvement.
- AECs of Choice that serve students in grades 9, 10, 11, and/or 12, but do not have a Completion Rate II.
- If the AEC of Choice does not serve students in grades 9, 10, 11, and/or 12 in the 2004-05 school year, then the AEC of Choice is not evaluated on Completion Rate II.

**Table 16: Use of Completion Rate II Data of At-Risk Students in the District**

Does the AEC of Choice serve students in grades 9, 10, 11, and/or 12 in 2004-05?	Does the AEC of Choice have a Completion Rate II in 2003-04?	Does the AEC of Choice meet the accountability standard on its own data?	Does the AEC of Choice demonstrate Required Improvement (RI) on its own data?	Do at-risk students in the district meet minimum size requirements?	Does the AEC of Choice meet the accountability standard using Completion Rate II of at-risk students in the district?
Yes	Yes	Yes – assign rating	N/A	N/A	N/A
		No	Yes – assign rating	N/A	N/A
			No	Yes	Yes – assign rating
				No	No – calculate district RI
	No	N/A	Yes	Yes – assign rating	
			No	No – calculate district RI	
		N/A	N/A	N/A	
	No	N/A	N/A	N/A	N/A

**Required Improvement:** If the AEC of Choice does not meet the accountability standard based on at-risk students in the district or if the AEC of Choice does not have a Completion Rate II, then Required Improvement is calculated using Completion Rate II of at-risk students in the district.

**Minimum Size Requirements:**

- Completion Rate II of at-risk students in the district is evaluated if there are:
  - at least 5 at-risk dropouts (non-completers), **and**
  - at least 10 students in the district at-risk Completion Rate II class.
- If at-risk students in the district do not meet minimum size requirements, then the AEC of Choice is not evaluated on Completion Rate II.

**Additional Requirements for Charters**

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**Underreported Students:** Charters evaluated under AEA procedures are subject to underreported student standards as described in *Chapter 3 – The Basics: Additional Features*.

**Additional Students in Charter Ratings:** Charters evaluated under AEA procedures are responsible for the performance of all students, including those who attend campuses that receive a rating of *AEA: Not Rated – Other*.

**AEAs Rated AEA: Academically Unacceptable**

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In 2005, registered AEAs rated *AEA: Academically Unacceptable* do not prevent a district rating of *Exemplary* or *Recognized*. This policy will be reviewed and is subject to change in 2006.

## Chapter 13 - AEA Ratings

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This chapter illustrates how to apply the alternative education accountability (AEA) indicator data results and the additional features of AEA to determine ratings for registered alternative education campuses (AECs) and charters evaluated under AEA procedures.

### WHO IS RATED?

The state accountability system is required to rate all districts and campuses serving students in grades 1-12. However, under the new AEA procedures, the first step in determining AEA ratings is to identify the universe of AECs and charters. The universe consists of:

- AECs of Choice and Residential Facilities that meet the registration criteria and register as an AEC;
- charters that operate only registered AECs; and
- charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

The next step is to determine whether the AEC or charter has TAKS results on which it can be evaluated. In order to attain an *AEA: Academically Acceptable* rating, AECs and charters must have at least one Texas Assessment of Knowledge and Skills (TAKS) test result in the accountability subset. Furthermore, performance on any one of the TAKS subjects is sufficient for a rating to be assigned. AECs with no TAKS test results are evaluated using district at-risk performance results. Information on use of district at-risk data is in *Chapter 12 – Additional Features of AEA*. AECs and charters need not have data for the State-Developed Alternative Assessment II (SDAA II), Completion Rate II, and Annual Dropout Rate indicators to receive an AEA rating. Charters that have only SDAA II results, Completion Rate II, and/or Annual Dropout Rate will not receive an AEA rating.

AECs and charters with very small numbers of TAKS test results in the accountability subset may ultimately receive an *AEA: Not Rated – Other* label. Special Analysis is employed when very small numbers of total tests determine whether a rating is appropriate. Special Analysis also ensures that AECs with small numbers of students are rated fairly. Charters are rated on the aggregate performance of all students in the charter. Charters with TAKS results for fewer than 10 tests will receive Special Analysis under circumstances similar to those used in the standard accountability procedures. Special Analysis consists of analyzing current and past performance data to determine if the initial rating assigned under the evaluation process is an aberration or an indication of consistent performance. Additional details on Special Analysis are in *Chapter 6 – Special Issues and Circumstances*.

### RATING LABELS

Accountability rating labels for districts are specified in statute. Beginning in 2004, campuses are assigned the same labels as districts under the standard accountability procedures. For 2005 and beyond, registered AECs evaluated and charters rated under AEA procedures are assigned three similar rating labels as applied under the standard accountability procedures:

- *AEA: Academically Acceptable*

- *AEA: Academically Unacceptable*
- *AEA: Not Rated – Other*

**Table 17: AEA Rating Labels**

	<b>AECs of Choice and Residential Facilities</b>	<b>Charters</b>
<i>AEA: Academically Acceptable</i>	Assigned to registered AECs with: <ul style="list-style-type: none"> <li>○ at least one TAKS test (summed across grades and subjects) in the accountability subset; or</li> <li>○ no TAKS test results and are evaluated using district at-risk performance results.</li> </ul>	Assigned to charters with at least one TAKS test (summed across grades and subjects) in the accountability subset. Charters with fewer than 10 TAKS test results receive Special Analysis.
<i>AEA: Academically Unacceptable</i>		
<i>AEA: Not Rated – Other</i>	Assigned to registered AECs that: <ul style="list-style-type: none"> <li>○ have no students enrolled in grades tested; or</li> <li>○ are operated by a charter that has no TAKS data in the accountability subset on which to rate.</li> </ul>	Assigned to charters with: <ul style="list-style-type: none"> <li>○ no students enrolled in grades tested; or</li> <li>○ insufficient or no TAKS data in the accountability subset on which to rate.</li> </ul>

Accountability ratings are final when the accountability appeals process for the year is completed in the fall following release of the ratings in August.

### **USING THE DATA TABLE TO DETERMINE AN AEA RATING**

On June 16, completion/dropout data from the Texas Education Agency (TEA) will be released to districts and campuses in the TEA Secure Environment (TEASE). In late July, prior to finalizing all computations necessary for accountability ratings, preview data tables will be available in TEASE for the district and each campus.

These tables will *not* show a rating and will *not* provide calculations for Required Improvement. However, by using the preview data tables and the *2005 Accountability Manual*, districts can anticipate their ratings in advance of the TEA ratings release in August. *The preview data tables will contain unmasked data and must be treated as confidential.* The performance of individual students may be shown.

A sample unmasked preview data table for a campus serving grades 9-12 follows. This grade span includes data for all AEA indicators.

**Table 18: Sample AEA Data Table**

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2005 Preview Accountability Data Table – Alternative Education Accountability Procedures

District Name: SAMPLE ISD

Campus Name: SAMPLE ALTERNATIVE LEARNING CENTER

Campus Number: 999999999

Campus Type: AEC of Choice

Grade Span: 09 – 12

% At-Risk: 75%

3

2

4

Rating:

5

Analysis groups used to determine ratings are marked with an 'X.'

District At-Risk TAKS data used.

SDAA II not evaluated due to grade span, small numbers, or no data.

District At-Risk Completion Rate II used.

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	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
<b>Texas Assessment of Knowledge and Skills (TAKS) (Grades 3-11)</b>						
Analysis Groups Evaluated	X	X		X		X
2004-05 Progress Measure						
# Tests Met Standard	33,197	36	2	26	8	26
# Tests	46,756	144	14	119	11	136
% Met Standard	71%	25%	14%	22%	73%	19%
Student Group %	n/a	100%	6%	72%	22%	72%
2003-04 Progress Measure						
# Tests Met Standard	26,881	3	0	3	0	3
# Tests	44,067	9	0	9	0	9
% Met Standard	61%	33%	0%	33%	0%	33%
Required Improvement						
Actual Change	10	-8	14	-11	73	-14

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State-Developed Alternative Assessment II (SDAA II) (Grades 3-10)

Analysis Groups Evaluated

2004-05 SDAA II Results

# Tests Met ARD Expectations	n/a	18	n/a	n/a	n/a	n/a
# Tests	n/a	26	n/a	n/a	n/a	n/a
% Met ARD Expectations	n/a	69%	n/a	n/a	n/a	n/a

Special formats (\*\*, >99%, <1%) are used to protect student confidentiality.

'n/a' indicates that the data are not applicable.

**Table 18: Sample AEA Data Table (continued)**

July 2005

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2005 Preview Accountability Data Table – Alternative Education Accountability Procedures

District Name: SAMPLE ISD

Campus Name: SAMPLE ALTERNATIVE LEARNING CENTER

Campus Number: 999999999

Campus Type: AEC of Choice

Grade Span: 09 – 12

% At-Risk: 75%

Rating:

Analysis groups used to determine ratings are marked with an 'X.'

District At-Risk TAKS data used.

SDAA II not evaluated due to grade span, small numbers, or no data.

District At-Risk Completion Rate II used.

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	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
<b>Completion Rate II (Grades 9-12)</b>						
Analysis Groups Evaluated	X	X		X		
Class of 2004						
# Completers	1,824	29	2	22	5	20
# Non-completers	181	16	3	13	0	9
# in Class	2,005	45	5	35	5	29
Completion Rate	91.0%	64.4%	40.0%	62.9%	100%	69.0%
Student Group %	n/a	100%	11%	78%	11%	64%
Class of 2003						
# Completers	1,661	25	2	19	4	19
# in Class	1,992	43	4	34	5	28
Completion Rate	83.4%	58.1%	50.0%	55.9%	80.0%	67.9%
Required Improvement						
Actual Change	7.6	6.3	-10.0	7.0	20.0	1.1

9

<b>Annual Dropout Rate (Grades 7-12)</b>						
Analysis Groups Evaluated		X		X		X
2003-04						
# Dropouts	n/a	10	1	9	0	8
# Students in Grades 7-12	n/a	83	7	68	8	81
Dropout Rate	n/a	12.0%	14.3%	13.2%	0.0%	9.9%
Student Group %	n/a	100%	8%	82%	10%	98%
2002-03						
# Dropouts	n/a	14	2	12	0	14
# Students in Grades 7-12	n/a	75	8	59	8	70
Dropout Rate	n/a	18.7%	25.0%	20.3%	0.0%	20.0%
Required Improvement						
Actual Change	n/a	-6.7	-10.7	-7.1	0.0	-10.1

Special formats (\*\*, >99%, <1%) are used to protect student confidentiality.  
'n/a' indicates that the data are not applicable.

The sample preview data table above illustrates the types of information provided. See *Chapter 11 – AEA Base Indicators* for more information about each measure. The final AEA data table released in August may include minor modifications. An explanation of each numbered topic follows.

1. **Confidential:** Performance data are unmasked on the AEA data tables posted in TEASE. For this reason, personal student information may be shown. To be compliant with the federal *Family Educational Rights and Privacy Act* (FERPA), all unmasked data must be treated as confidential.

**Alternative Education Accountability Procedures:** New accountability procedures have been developed for AECs and charters rated under AEA procedures. Campuses not registered for evaluation under AEA procedures are evaluated under standard accountability procedures.

2. **% At-Risk:** In 2005, % *At-Risk* is provided as information only. In 2006, all registered AECs must have a minimum percentage of at-risk students enrolled on the AEC verified through current year Public Education Information Management System (PEIMS) fall enrollment data in order to be evaluated under AEA procedures. The at-risk criterion will begin at 65% in 2006.
3. **Campus Type:** Each AEC registered for evaluation under AEA procedures is designated as an AEC of Choice or Residential Facility.
4. **Rating:** AEA rating labels are not available for the preview data tables.
5. **Messages:** A complete list of messages that may appear on AEA data tables is provided later in this chapter.

**District At-Risk TAKS data used:** If an AEC has no TAKS results or does not meet the 40% TAKS Progress standard based on results for fewer than 10 tests, then the AEC is evaluated on performance of at-risk students in the district.

If the AEC does not meet the performance standard based on district performance data of at-risk students, then Required Improvement is calculated using district performance data of at-risk students.

**SDAA II not evaluated due to grade span, small numbers, or no data:** If the AEC or charter does not serve students in grades 3-10 or has fewer than 30 SDAA II test results in the accountability subset, then the AEC or charter is not evaluated on SDAA II.

**District At-Risk Completion Rate II used:** If the AEC of Choice does not meet the 75.0% Completion Rate II standard or demonstrate Required Improvement, or if the AEC of Choice has students in grades 9-12 but does not have a Completion Rate II, then the AEC of Choice is evaluated on the Completion Rate II of at-risk students in the district.

If the AEC of Choice does not meet the accountability standard based on at-risk students in the district, then Required Improvement is calculated using Completion Rate II of at-risk students in the district.

6. **Texas Assessment of Knowledge and Skills (TAKS) (Grades 3-11):** One of the four AEA base indicators on which AECs and charters are evaluated. The TAKS Progress indicator evaluates test results across grades and subjects.

**Analysis Groups Evaluated:** Analysis groups used to determine AEA ratings are marked with an ‘X.’

**# Tests Met Standard:** The numerator used to calculate *% Met Standard* – TAKS tests meeting the standard or having a TGI score of 0 (zero) or higher and exit-level retests meeting the standard at the spring administrations or in the previous fall or summer.

**# Tests:** The denominator used to calculate *% Met Standard* – TAKS tests taken and exit-level retests meeting the standard at the spring administrations or in the previous fall or summer.

**% Met Standard:** The percent of the student group that met the TAKS Progress standard.

**Student Group %:** Used to identify which student groups meet minimum size requirements for the indicator. TAKS performance is always evaluated for All Students and the following student groups meeting minimum size requirements: African American, Hispanic, White, and Economically Disadvantaged.

**TAKS Required Improvement:** Moves an AEC or charter to *AEA: Academically Acceptable* if the AEC or charter demonstrates sufficient improvement on the deficient TAKS measures to meet a standard of 40% within two years. Required Improvement is not calculated if the AEC or charter has fewer than 10 test results (for the student group) in 2004.

**Actual Change:** The difference between performance in 2005 and 2004. *Actual Change* is always shown when two years of data are available.

- 7. State-Developed Alternative Assessment II (SDAA II) (Grades 3-10):** One of the four AEA base indicators on which AECs and charters are evaluated. SDAA II assesses grades 3-10 students with disabilities who receive instruction in the state’s curriculum but for whom the TAKS test is inappropriate.

SDAA II was introduced in 2005; therefore, only one year of data is shown. Required Improvement for SDAA II will be developed in 2006 when two years of data are available.

**Analysis Groups Evaluated:** Analysis groups used to determine AEA ratings are marked with an ‘X.’

SDAA II performance is evaluated for All Students only. Student groups are not evaluated. District SDAA II data are not evaluated for AEC ratings.

**# Tests Met ARD Expectations:** The numerator used to calculate *% Met ARD Expectations* – SDAA II tests *Meeting ARD Expectations*.

**# Tests:** The denominator used to calculate *% Met ARD Expectations* – SDAA II tests taken.

**% Met ARD Expectations:** The percent of tests that *Met ARD Expectations*.

- 8. Completion Rate II (Grades 9-12):** One of the four AEA base indicators on which AECs of Choice and charters are evaluated. Completion Rate II counts graduates, continuing students (students who return to school for a fifth year), and General Educational Development (GED) recipients as completers. This longitudinal rate shows the percent of students who first attended grade 9 in the 2000-01 school year who completed or are continuing their education four years later. Residential Facilities are not evaluated on Completion Rate II.

**Analysis Groups Evaluated:** Analysis groups used to determine AEA ratings are marked with an ‘X.’

**# Completers:** The numerator used to calculate Completion Rate II – number of completers.

**# Non-completers:** Used together with *# in Class* to determine if minimum size requirements are met for a group to be evaluated.

**# in Class:** The denominator used to calculate Completion Rate II – number of students in the class.

**Completion Rate II:** The percent of the student group that completed high school – *# Completers* divided by *# in Class*.

**Student Group %:** Used to identify which student groups meet minimum size requirements for the indicator. All Students and the following student groups meeting minimum size requirements are evaluated: African American, Hispanic, White, and Economically Disadvantaged.

**Completion Rate II (Grades 9-12) Required Improvement:** Moves an AEC of Choice or charter to *AEA: Academically Acceptable* if the AEC of Choice or charter demonstrates sufficient improvement on the deficient Completion Rate II measures since the Class of 2003 to be at 75.0% within two years.

**Actual Change:** The difference between the Completion Rate II for the Classes of 2004 and 2003. *Actual Change* must be equal to or greater than the *Improvement Required*. *Actual Change* is always shown when two years of data are available.

In this example, Required Improvement will be calculated; therefore, *Met Minimum Size Requirements?*, *Improvement Required*, and *Met Required Improvement?* will be shown on the final data table for the analysis groups evaluated.

9. **Annual Dropout Rate (Grades 7-12):** One of the four AEA base indicators on which AECs and charters are evaluated. This annual rate is grade 7-12 dropouts as a percent of all students enrolled at the AEC or charter in grades 7-12 in a single school year.

**Analysis Groups Evaluated:** Analysis groups used to determine AEA ratings are marked with an ‘X.’

**# Dropouts:** The numerator used to calculate Annual Dropout Rate – number of grade 7-12 students designated as official dropouts.

**# Students in Grades 7-12:** The denominator used to calculate Annual Dropout Rate – number of grade 7-12 students in attendance at any time during the school year.

**Dropout Rate:** The percent of the student group that dropped out of school – *# Dropouts* divided by *# Students in Grades 7-12*.

**Student Group %:** Used to identify which student groups meet minimum size requirements for the indicator. All Students and the following student groups meeting minimum size requirements are evaluated: African American, Hispanic, White, and Economically Disadvantaged. If the AEC does not meet the minimum size requirements for All Students, then the AEC is not evaluated on Annual Dropout Rate.

**Annual Dropout Rate (Grades 7-12) Required Improvement:** Moves an AEC or charter to *AEA: Academically Acceptable* if the AEC or charter demonstrates a sufficient decline in the Annual Dropout Rate to be at 10.0% in two years.

**Actual Change:** The difference between the 2003-04 and 2002-03 Annual Dropout Rates. *Actual Change* must be less than or equal to the *Improvement Required* and will contain negative numbers. The *Actual Change* needs to be a larger negative number than the *Required Improvement*. *Actual Change* is always shown when two years of data are available.

In this example, Required Improvement will be calculated; therefore, *Met Minimum Size Requirements?*, *Improvement Required*, and *Met Required Improvement?* will be shown on the final data table for the analysis groups evaluated.

## FINAL DATA TABLES

Preview data tables will be available only via TEASE prior to finalizing accountability ratings. Ratings will be released on August 1, 2005. Final data tables that include masked data will be online and available to districts and the public on August 1. See *Chapter 18 – Calendar* for other important dates.

The following will appear on the final data tables:

*Accountability Ratings.* AEA rating labels are:

- *AEA: Academically Acceptable,*
- *AEA: Academically Unacceptable, or*
- *AEA: Not Rated – Other.*

*Messages.* These messages appear in the top section of the data table after the rating label when applicable:

- District At-Risk TAKS data used. (AEC only)
- District At-Risk Completion Rate II used. (AEC only)
- Residential Facilities are not evaluated on Completion Rate II. (Residential Facilities only)
- This campus is not rated due to grade span. (AEC only)
- Charter operates only Residential Facilities. (charter only)
- Charter exceeds threshold for underreported students. (charter only)
- Special Analysis conducted. (AEC or charter)
- SDAA II not evaluated due to grade span, small numbers, or no data. (AEC or charter)
- Completion Rate II not evaluated due to grade span, small numbers, or no data. (AEC or charter)
- Annual Dropout Rate not evaluated due to grade span, small numbers, or no data. (AEC or charter)

- Rating changed due to appeal. Data not modified. (AEC or charter)

*Required Improvement.* The final data table shows all calculations for Required Improvement when calculated:

- *Met Minimum Size Requirements?* – “Y” or “N” is shown.
- *Actual Change* – The difference between current and prior year data.
- *Improvement Required* – The amount of change needed for Required Improvement to be met.
- *Met Required Improvement?* – If Required Improvement is calculated, “Y” or “N” is shown depending on the comparison of *Actual Change* to the *Improvement Required*.

## **MASKED DATA**

As in the past, performance on the data tables posted to the agency website is masked when there are fewer than five students in the denominator of the measure. Additionally, all performance at or near 0% or 100% is masked. It is necessary to mask data that potentially reveals the performance of a student in order to be in compliance with *FERPA*.

## **AEA SUMMARY**

Two tables follow that summarize the 2005 AEA procedures. *Table 19* provides an overview of the requirements for achieving each rating level. An AEC or charter must meet the criteria for every applicable measure to be rated *AEA: Academically Acceptable*. If the criteria for a rating are not met for every measure, then *AEA: Academically Unacceptable* is assigned.

For example, to be rated *AEA: Academically Acceptable*, an AEC or charter must satisfy all requirements shown in the *AEA: Academically Acceptable* column for each indicator evaluated. As shown, AECs and charters can meet the criteria for the *AEA: Academically Acceptable* rating by either meeting an absolute performance standard or demonstrating Required Improvement for the indicators.

*Table 20* provides a more detailed overview of the 2005 AEA procedures, with the base indicators listed as columns. For example, for each of the indicators, *Table 20* provides a brief definition, use of district at-risk data, the rounding methodology, the standards, the accountability subset methodology, subjects, student groups, minimum size criteria, and application of Required Improvement.

**Table 19: Requirements for AEA: Academically Acceptable Rating**

Indicators/Features	AECs of Choice	Residential Facilities	Charters
<b>Assessment Indicators</b>			
<b>TAKS Progress</b> All Students and each student group that meets minimum size criteria: African American Hispanic White Economically Disadvantaged	Meets <b>40%</b> Standard or Demonstrates Required Improvement or Meets <b>40%</b> Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data		Meets <b>40%</b> Standard or Demonstrates Required Improvement
<b>SDAA II</b> All Students if minimum size criteria are met	Meets <b>40%</b> Standard		
<b>Completion/Dropout Indicators</b>			
<b>Completion Rate II</b> All Students and each student group that meets minimum size criteria: African American Hispanic White Economically Disadvantaged	Meets <b>75.0%</b> Standard or Demonstrates Required Improvement or Meets <b>75.0%</b> Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data	Residential Facilities are not evaluated on Completion Rate II.	Meets <b>75.0%</b> Standard or Demonstrates Required Improvement
<b>Annual Dropout Rate</b> All Students and each student group that meets minimum size criteria: African American Hispanic White Economically Disadvantaged	Meets <b>10.0%</b> Standard or Demonstrates Required Improvement		
<b>Additional Features</b>			
<b>Required Improvement</b>	Required Improvement is calculated for the TAKS Progress, Completion Rate II, and Annual Dropout Rate indicators when the standards are not met and when prior year minimum size requirements are met.		
<b>Use of District At-Risk Data</b>	TAKS data of at-risk students in the district are used when the 40% standard and Required Improvement are not met based on fewer than 10 tests or when there are no TAKS tests.		Performance results of all students in the accountability subset are used in determining the charter rating. The charter rating is not limited to evaluation of at-risk students.
	Completion Rate II of at-risk students in the district is used when the 75.0% standard and Required Improvement are not met or when students in any grades 9-12 are served but there is no Completion Rate II.	Residential Facilities are not evaluated on Completion Rate II.	
<b>Special Analysis</b>	Special Analysis is conducted when there are fewer than 10 at-risk TAKS tests in the district or charter.		Special Analysis is conducted when there are fewer than 10 TAKS tests in the charter.
<b>Data Integrity</b>	None		Charters are subject to underreported student standards, although the charter rating is not affected.

**Table 20: Overview of 2005 AEA Procedures**

	<b>TAKS Progress Grades 3-11</b>	<b>SDAA II Grades 3-10</b>	<b>Completion Rate II Grades 9-12</b>	<b>Annual Dropout Rate Grades 7-12</b>
<b>Use/Definition</b>	<p>TAKS tests meeting the student passing standard or having a TGI score of 0 (zero) or higher <b>and</b> TAKS exit-level retester results meeting the student passing standard at the spring administrations or in the previous fall or summer.</p> <p>Results are summed across grades and subjects. Spanish results are included. First and second administration results of grades 3 and 5 Reading and grade 5 Mathematics are included. Make-up tests taken within testing window are included.</p>	<p>The number of SDAA II tests meeting ARD expectations summed across grades and subjects divided by the total number of SDAA II tests for which ARD expectations were established.</p>	<p>A prior year indicator that evaluates graduates, continuing students, and GED recipients, expressed as a percent of total students in the Completion Rate II class.</p> <p>AECs of Choice that do not serve students in grades 9, 10, 11, and/or 12 are not evaluated on Completion Rate II.</p> <p>Residential Facilities are not evaluated on Completion Rate II.</p>	<p>A prior year indicator that evaluates the number of grade 7-12 students designated as official dropouts divided by the number of grade 7-12 students in attendance at any time during the school year.</p> <p>If minimum size requirements for All Students are not met, then do not evaluate Annual Dropout Rate.</p>
<b>District At-Risk Data</b>	<p>The AEC is evaluated on performance of at-risk students in the district if the AEC does not meet the standard or demonstrate RI based on fewer than 10 tests or if the AEC has no TAKS results.</p>	N/A	<p>The AEC of Choice is evaluated on Completion Rate II of at-risk students in the district if the AEC of Choice does not meet the standard or demonstrate RI or if the AEC of Choice serves students in any grades 9-12 but does not have a Completion Rate II.</p>	N/A
<b>Rounding</b>	Whole Numbers		One decimal	
<b>Standards</b>	40%		75.0%	10.0%
<b>Accountability Subset</b>	<p>Test answer documents are attributed to the AEC based on the 85-day rule (except for charters and charter AECs).</p> <p>Campus accountability subset holds the AEC accountable for students enrolled at the AEC on the fall snapshot and testing date, but does not apply to exit-level retesters.</p> <p>District accountability subset holds the charter accountable for students enrolled at the charter on the fall snapshot and testing date, but does not apply to exit-level retesters.</p>		<p>Completion/Dropout data are attributed to the AEC only when the student attends the AEC for 85 days or more.</p>	
<b>Subjects</b>	<p>Reading/ELA Writing Mathematics Social Studies Science</p>	<p>Reading/ELA Writing Mathematics</p>	N/A	
<b>Student Groups</b>	<p>All Students <b>and</b> African American, Hispanic, White, Economically Disadvantaged</p>	All Students only	<p>All Students <b>and</b> African American, Hispanic, White, Economically Disadvantaged</p>	<p>All Students <b>and</b> African American, Hispanic, White, Economically Disadvantaged</p>
<b>Minimum Size Criteria</b>				
<b>All Students</b>	All Students tests are always evaluated	30 or more tests summed across grades and subjects	<p>≥ 5 dropouts (non-completers) <b>and</b> ≥ 10 students</p>	<p>≥ 5 dropouts <b>and</b> ≥ 10 students</p>
<b>Student Groups</b>	<p>30-49 tests for the student group and the student group represents at least 10% of All Students tests <b>or</b> at least 50 tests</p>	N/A	<p>≥ 5 dropouts (non-completers) <b>and</b> 30/10%/50</p>	<p>≥ 5 dropouts <b>and</b> 30/10%/50</p>

**Table 20: Overview of 2005 AEA Procedures (continued)**

	<b>TAKS Progress Grades 3-11</b>	<b>SDAA II Grades 3-10</b>	<b>Completion Rate II Grades 9-12</b>	<b>Annual Dropout Rate Grades 7-12</b>
<b>Required Improvement (RI) – A gate up to AEA: Academically Acceptable</b>				
<b>Use/Definition</b>	The AEC or charter must demonstrate sufficient gain in TAKS Progress to be at 40% within 2 years.  Prior year percent <i>Met Standard</i> is recalculated using the current year passing standard.	RI for SDAA II will be implemented when 2 years of data are available.	The AEC or charter must demonstrate sufficient gain in Completion Rate II to be at 75.0% within 2 years.  Residential Facilities are not evaluated on Completion Rate II.	The AEC or charter must demonstrate sufficient decline in Annual Dropout Rate to be at 10.0% within 2 years.  Improvement will appear as a negative number to demonstrate decline in the dropout rate.
<b>Actual Change</b>	2005 minus 2004 performance (at Panel Recommended for grades 3-10 and at 1 SEM for grade 11)	N/A	Class of 2004 rate minus Class of 2003 rate	2003-04 rate minus 2002-03 rate
<b>Improvement Required</b>	Gain needed to reach 40% standard in 2 years	N/A	Gain needed to reach 75.0% standard in 2 years	Decline needed to reach 10.0% standard in 2 years
<b>Minimum Size</b>	Meets minimum size in current year and has at least 10 tests in prior year	N/A	Meets minimum size in current year and has at least 10 students in Completion Rate II class in prior year	Meets minimum size in current year and has at least 10 students in grades 7-12 in the prior year
<b>Rounding</b>	Whole Numbers	N/A	One decimal	

## Chapter 14 - Preview of 2006 and Beyond

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This chapter provides information about future plans for the alternative education accountability (AEA) procedures to the extent known at the time this *Manual* is published. The purpose of this chapter is to inform educators in advance so that districts and campuses can prepare for changes that will occur in 2006 and beyond. Additions, deletions, and modifications are possible due to state legislative action.

### AEC Registration Process for 2006

The 2006 alternative education campus (AEC) registration process begins on August 5, 2005. An e-mail notification will be sent to all superintendents stating that AECs registered in 2004-05 will be re-registered automatically in 2005-06 subject to the at-risk registration criterion described below. A rescission letter will be required from AECs not wishing to remain registered for AEA. A *2005-06 Alternative Education Accountability Campus Registration Form* will be required from each AEC that wishes to be evaluated under 2005-06 AEA procedures that is not already on the list of registered AECs. A sample rescission letter and the registration form will be available on the AEA website at <http://www.tea.state.tx.us/aea>. The 2006 registration process closes on August 31, 2005. When finalized, the list of 2006 registered AECs will be available on the AEA website.

### At-Risk Registration Criterion for 2006 and Beyond

An at-risk registration criterion will be phased in beginning in 2006. Each registered AEC must have a minimum percentage of at-risk students enrolled on the AEC verified through current year Public Education Information Management System (PEIMS) fall enrollment data in order to be evaluated under AEA procedures. The at-risk criterion will begin at 65% in 2006 and increase by five percentage points each year until it reaches 75% in 2008 where it is expected to remain as described below.

- 2006 – 65% or higher at-risk student enrollment at the AEC
- 2007 – 70% or higher at-risk student enrollment at the AEC
- 2008 – 75% or higher at-risk student enrollment at the AEC

A safeguard will be incorporated for those campuses that are below the at-risk requirement such as averaging the rate over multiple years.

### Attribution of AEC Data

*2006 Accountability.* Campus accountability subset determines attribution of AEC test data. 2004-05 leaver data are attributed according to the 85-day rule for AECs that were registered for evaluation under AEA procedures in 2005. 2004-05 leaver data are attributed to the last campus of attendance for AECs that were not registered for evaluation under AEA procedures in 2005, but are registered in 2006.

*2007 Accountability.* Campus accountability subset determines attribution of AEC test data. All 2005-06 leavers are attributed to the last campus attended.

## **Accountability Standards**

*2006 and Beyond.* AEA base indicator standards will be reviewed annually and are subject to change.

*2007.* Completion Rate II and Annual Dropout Rate standards will be reviewed to determine the impact of discontinuing the 85-day rule and implementing the National Center for Education Statistics (NCES) dropout definition.

## **Student Passing Standard**

In 2006, the student passing standard will move to *Panel Recommendation (PR)* for the grade 11 Texas Assessment of Knowledge and Skills (TAKS) test. All other grades have been at PR since 2005.

## **Required Improvement**

Required Improvement for State-Developed Alternative Assessment II (SDAA II) will be developed in 2006 when two years of data are available.

## **AECs Rated AEA: Academically Unacceptable**

In 2005, registered AECs rated *AEA: Academically Unacceptable* do not prevent a district from achieving a rating of *Exemplary* or *Recognized*. This policy will be reviewed and is subject to change in 2006.

## Chapter 15 - AEA Glossary and Index

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**Alternative Education Campus (AEC) of Choice:** Alternative education programs provide accelerated instructional services to students at risk of dropping out of school. At-risk students enroll at AECs of Choice to expedite progress toward performing at grade level and high school completion.

**Annual Dropout Rate:** Grade 7-12 dropouts as a percent of total students enrolled at the AEC in grades 7-12 in a single school year. A dropout is defined as a student who is enrolled in school at some time during the school year but either leaves school during the school year without an approved excuse or completes the school year and does not return the following year.

**At-Risk:** In accordance with Texas Education Code (TEC) §29.081(d), a "student at risk of dropping out of school" includes each student who is under 21 years of age and who:

- (1) was not advanced from one grade level to the next for one or more school years;
- (2) if the student is in grade 7, 8, 9, 10, 11, or 12, did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- (3) did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- (4) if the student is in prekindergarten, kindergarten, or grade 1, 2, or 3, did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- (5) is pregnant or is a parent;
- (6) has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- (7) has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- (8) is currently on parole, probation, deferred prosecution, or other conditional release;
- (9) was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- (10) is a student of limited English proficiency, as defined by TEC §29.052;
- (11) is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- (12) is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- (13) resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

**Campus Accountability Subset:** Only test results for students enrolled on the same campus on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date are included in the campus performance measure.

**Completion Rate II:** Longitudinal rate that shows the percent of students who first attended grade 9 in the 2000-01 school year who completed or who are continuing their education four years later. Known as the 2000-01 cohort, these students' progress was tracked over the four years using data provided to the Texas Education Agency (TEA) by districts and charters. Graduates, continuing students (students who return to school for a fifth year), and General Educational Development (GED) recipients are counted as completers in the calculation of Completion Rate II.

**District Accountability Subset:** Only test results for students enrolled in the same charter on the PEIMS enrollment snapshot date (the last Friday in October) and on the testing date are included in the charter performance measure.

**Registered AEC:** Term used to refer collectively to AECs of Choice and Residential Facilities that are registered for evaluation under alternative education accountability (AEA) procedures.

**Required Improvement:** Compares prior year performance to current year performance. In order to qualify for this comparison, the target group (All Students or any student group) must meet a minimum size requirement for the prior year.

**Residential Facility:** Education services are provided to students in residential programs and facilities operated under contract with the Texas Youth Commission (TYC), students in detention centers and correctional facilities that are registered with the Texas Juvenile Probation Commission (TJPC), and students in private residential treatment centers (PRTC).

**Special Analysis:** Ensures that AECs with small numbers of students are rated fairly. Special Analysis consists of analyzing current and past performance data to determine if the initial rating assigned under the automated evaluation process is an aberration or an indication of consistent performance.

**State-Developed Alternative Assessment II (SDAA II):** Assesses students with disabilities in grades 3-10 who receive instruction in the state's curriculum but for whom the Texas Assessment of Knowledge and Skills (TAKS) test is an inappropriate measure of their academic progress. SDAA II tests are given in reading, English language arts (ELA), writing, and mathematics. Students are assessed at their appropriate instructional levels, as determined by their Admission, Review, and Dismissal (ARD) committees.

**TAKS Progress Indicator:** The TAKS Progress indicator includes TAKS 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 spring administrations or in the previous fall or summer.

**Texas Growth Index (TGI):** 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.

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