

Chapter 12 - AEA Ratings

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. Under the new AEA procedures, the first step in determining AEA ratings is to identify the universe of AECs and charters. The AEA universe consists of:

- AECs of Choice and Residential Facilities that meet the registration criteria, register as an AEC, and meet the at-risk registration criterion;
- 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 11 – 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. AECs undergo Special Analysis when the AEC is evaluated on district at-risk data and there are fewer than 10 at-risk TAKS tests in the district. 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*.

AEA 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. Registered AECs and charters rated under AEA procedures are assigned three rating labels:

- *AEA: Academically Acceptable*

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

Table 15: AEA Rating Labels

	AECs of Choice and Residential Facilities	Charters
<i>AEA: Academically Acceptable</i>	Assigned to registered AECs with: <ul style="list-style-type: none"> ○ at least one TAKS test (summed across grades and subjects) in the accountability subset; or ○ no TAKS test results and are evaluated using district at-risk performance results. 	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 with: <ul style="list-style-type: none"> ○ no students enrolled in grades tested; or ○ no TAKS data in the accountability subset or exit-level data on which to rate. 	Assigned to charters with: <ul style="list-style-type: none"> ○ no students enrolled in grades tested; or ○ no TAKS data in the accountability subset or exit-level data on which to rate.
In 2006, this rating may be assigned to AECs and charters impacted by Hurricane Rita as outlined in <i>Appendix I</i> .		

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 20, completion/dropout data from the Texas Education Agency (TEA) will be released to districts and campuses in the TEA Secure Environment (TEASE). On July 21, 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 *2006 Accountability Manual*, districts can anticipate their ratings in advance of the TEA ratings release on August 1. *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 16: Sample AEA Data Table

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2006 Preview Accountability Data Table
Alternative Education Accountability (AEA) Procedures

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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%

2

4

Rating:

5

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.

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

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	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
Texas Assessment of Knowledge and Skills (TAKS) (Grades 3-12)						
Analysis Groups Evaluated	X	X		X		X
2005-06 Progress Measure						
# Tests Met Standard	33,197	2	0	2	0	2
# Tests	46,756	8	0	8	0	8
% Met Standard	71%	25%	0%	25%	0%	25%
Student Group %	n/a	100%	0%	100%	0%	100%
2004-05 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	0	-8	0	-8

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State-Developed Alternative Assessment II (SDAA II) (Grades 3-10)						
Analysis Groups Evaluated						
2005-06 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
2004-05 SDAA II Results						
# Tests Met ARD Expectations	n/a	13	n/a	n/a	n/a	n/a
# Tests	n/a	20	n/a	n/a	n/a	n/a
% Met ARD Expectations	n/a	65%	n/a	n/a	n/a	n/a
Required Improvement						
Actual Change	n/a	4	n/a	n/a	n/a	n/a

'n/a' indicates that the data are not applicable.
(-) indicates that data are not available.

Table 16: Sample AEA Data Table (continued)

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2006 Preview Accountability Data Table
Alternative Education Accountability (AEA) 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:

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.

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

	District At-Risk	All Students	African American	Hispanic	White	Econ Disadv
8 Completion Rate II (Grades 9-12)						
Analysis Groups Evaluated Class of 2005	X	X		X		
# 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 2004						
# 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 Annual Dropout Rate (Grades 7-12)						
Analysis Groups Evaluated 2004-05		X		X		X
# 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%
2003-04						
# 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

'n/a' indicates that the data are not applicable.
(-) indicates that data are not available.

The sample preview data table above illustrates the types of information provided. See *Chapter 10 – 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 (AEA) Procedures: This indicates that the AEC or charter is rated under AEA procedures. Campuses not registered for evaluation under AEA procedures are evaluated under standard accountability procedures.

2. **% At-Risk:** All registered AECs must meet the at-risk registration criterion or the applicable safeguards in order to remain registered and be evaluated under AEA procedures.
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 serves students in any of 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 3-12):** 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 tests 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 2005.

Actual Change: The difference between performance in 2006 and 2005. *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.

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.

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*.

SDAA II Required Improvement: Moves an AEC or charter to *AEA: Academically Acceptable* if the AEC or charter demonstrates sufficient improvement 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 in 2005.

Actual Change: The difference between performance in 2006 and 2005. *Actual Change* is always shown when two years of data are available.

- 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 2001-02 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 2004 to be at 75.0% within two years.

Actual Change: The difference between the Completion Rate II for the Classes of 2005 and 2004. *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 2004-05 and 2003-04 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, 2006. 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. When applicable, these messages appear in the top section of the data table after the rating label:

- District at-risk TAKS data used. (AEC only)
- District at-risk Completion Rate II used. (AEC of Choice only)
- Residential Facilities are not evaluated on Completion Rate II. (Residential Facility 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 of Choice or charter)
- Annual Dropout Rate not evaluated due to grade span, small numbers, or no data. (AEC or charter)

- Rating is not based on data shown in the table (due to consolidation/annexation). (AEC or charter)
- Rating is not based on data shown in the table (Hurricane Rita provision used). (AEC or charter)
- Rating changed due to an 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-year 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 very small numbers of tests or 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 2006 AEA procedures. *Table 17* provides an overview of the requirements for achieving the *AEA: Academically Acceptable* rating label. An AEC or charter must meet the criteria for every applicable measure to be rated *AEA: Academically Acceptable*. If the criteria 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 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 18 provides a detailed overview of the 2006 AEA procedures, with the base indicators listed as columns. For example, for each of the indicators, *Table 18* 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 17: Requirements for 2006 AEA: Academically Acceptable Rating

Indicators/Features	AECs of Choice	Residential Facilities	Charters
Assessment Indicators			
TAKS Progress All Students and each student group that meets minimum size criteria: African American Hispanic White Economically Disadvantaged	Meets 40% Standard or Demonstrates Required Improvement or Meets 40% Standard Using District At-Risk Data or Demonstrates Required Improvement Using District At-Risk Data		Meets 40% Standard or Demonstrates Required Improvement
SDAA II All Students if minimum size criteria are met	Meets 40% Standard or Demonstrates Required Improvement		
Completion/Dropout Indicators			
Completion Rate II All Students and each student group that meets minimum size criteria: African American Hispanic White Economically Disadvantaged	Meets 75.0% Standard or Demonstrates Required Improvement or Meets 75.0% 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 75.0% Standard or Demonstrates Required Improvement
Annual Dropout Rate All Students and each student group that meets minimum size criteria: African American Hispanic White Economically Disadvantaged	Meets 10.0% Standard or Demonstrates Required Improvement		
Additional Features			
Required Improvement	Required Improvement is calculated for the TAKS Progress, SDAA II, Completion Rate II, and Annual Dropout Rate indicators when the standards are not met and when prior year minimum size requirements are met.		
Use of District At-Risk Data	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.	
Special Analysis	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.
Data Integrity	None		Charters are subject to underreported student standards, although the charter AEA rating is not affected.

Table 18: Overview of 2006 AEA Procedures

	TAKS Progress Grades 3-12	SDAA II Grades 3-10	Completion Rate II Grades 9-12	Annual Dropout Rate Grades 7-12
Use/Definition	<p>TAKS tests meeting the student passing standard or having a TGI score of 0 (zero) or higher and TAKS exit-level retest results meeting the student passing standard at the spring administrations or in the previous fall or summer divided by total TAKS tests taken and TAKS exit-level retests meeting the standard.</p> <p>Results are summed across grades and subjects. Spanish results are included. First 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 any of grades 9-12 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>
District At-Risk Data	<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 of grades 9-12 but does not have a Completion Rate II.</p>	N/A
Rounding	Whole Numbers		One Decimal	
Standards	40%		75.0%	10.0%
Accountability Subset	<p>Campus accountability subset holds the AEC accountable for students enrolled at the AEC on the fall snapshot and testing dates, but does not apply to exit-level retests.</p> <p>District accountability subset holds the charter accountable for students enrolled at the charter on the fall snapshot and testing dates, but does not apply to exit-level retests.</p>		<p>Completion/Dropout data are attributed to the AEC only when the student attends the AEC for 85 days or more and the AEC was registered for evaluation under AEA in 2005.</p>	
Subjects	<p>Reading/ELA Writing Mathematics Social Studies Science</p>	<p>Reading/ELA Writing Mathematics</p>	N/A	
Student Groups	<p>All Students and African American, Hispanic, White, Economically Disadvantaged</p>	All Students only	<p>All Students and African American, Hispanic, White, Economically Disadvantaged</p>	<p>All Students and African American, Hispanic, White, Economically Disadvantaged</p>
Minimum Size Criteria				
All Students	All Students tests are always evaluated	30 or more tests summed across grades and subjects	<p>≥ 5 dropouts (non-completers) and ≥ 10 students</p>	<p>≥ 5 dropouts and ≥ 10 students</p>
Student Groups	<p>30-49 tests for the student group and the student group represents at least 10% of All Students tests or at least 50 tests</p>	N/A	<p>≥ 5 dropouts (non-completers) and 30/10%/50</p>	<p>≥ 5 dropouts and 30/10%/50</p>

Table 18: Overview of 2006 AEA Procedures (continued)

	TAKS Progress Grades 3-12	SDAA II Grades 3-10	Completion Rate II Grades 9-12	Annual Dropout Rate Grades 7-12
Required Improvement (RI) – A gate up to AEA: Academically Acceptable				
Use/Definition	The AEC or charter must demonstrate sufficient gain in TAKS Progress to be at 40% within 2 years.	The AEC or charter must demonstrate sufficient gain in SDAA II to be at 40% within 2 years.	The AEC of Choice 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.
Actual Change	2006 performance minus 2005 performance	2006 performance minus 2005 performance	Class of 2005 rate minus Class of 2004 rate	2004-05 rate minus 2003-04 rate
Improvement Required	Gain needed to reach 40% standard in 2 years	Gain needed to reach 40% standard in 2 years	Gain needed to reach 75.0% standard in 2 years	Decline needed to reach 10.0% standard in 2 years
Minimum Size	Meets minimum size in current year and has at least 10 tests in prior year	Meets minimum size in current year and has at least 10 tests in prior year	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
Rounding	Whole Numbers		One Decimal	