

Chapter 7 – Overview of AEA

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 are 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, the commissioner relied extensively on the detailed review, study, and advice of educators and other education stakeholders. The resulting procedures contain appropriate indicators for AECs and charters with increased rigor phased in over time.

HISTORY OF AEA

Enacted by the Texas legislature in 1993, accountability legislation mandated the 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.

A set of alternative 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 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(d) 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 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 were 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, the *No Child Left Behind Act of 2001* (NCLB), Public Law 107-110, was signed into law. This federal legislation 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 are based on data submitted through standard data submission processes such as PEIMS or by the state testing contractor.
- The AEA measures are 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 ensure that all students demonstrate proficiency on the state assessments in order to graduate.

- The Texas Growth Index (TGI) and other improvement indicators are evaluated as base indicators for AEC ratings.
- Additional AEA criteria are included. For example, AECs must 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.

In 2005, registered AECs were evaluated for the first time under the newly developed, redesigned AEA procedures. From 2006 to 2009, the amendments below were made to the AEA procedures.

- The at-risk registration criterion began at 65% in 2006 and increased by five percentage points annually until it reached 75% in 2008, where it remains.
- Beginning in 2008, AEA campuses and charters are evaluated on Gold Performance Acknowledgment (GPA) indicators.
- Beginning in 2009, the Texas Projection Measure (TPM) is used in the TAKS Progress indicator.

PHILOSOPHY OF AEA

AEA procedures are based on the following principles:

- Procedures apply to AECs, not programs.
- Procedures apply to AECs and charters 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.

The following issues affect many components of the accountability system.

- 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.

OVERALL DESIGN OF AEA PROCEDURES

The overall design of the AEA procedures is an improvement model that allows AECs and charters to meet either an absolute performance standard or an improvement standard for each accountability measure.

The AEA procedures include these major components:

- Rating labels – *AEA: Academically Acceptable*, *AEA: Academically Unacceptable*, *AEA: Not Rated – Other*, and *AEA: Not Rated – Data Integrity Issues*;
- AEC registration criteria and requirements including an at-risk registration criterion;
- Base Indicators – TAKS Progress, Completion Rate II, and Annual Dropout Rate;
- Additional Features – Required Improvement and use of district at-risk data; and
- AEA GPA recognize high performance on indicators other than those used to determine AEA ratings and are reported for AECs and charters rated *AEA: Academically Acceptable*.

COMPARISON OF 2009 AND 2010 AEA PROCEDURES

The AEA ratings issued in 2010 mark the sixth year of the current procedures. Many components of the 2010 system are the same as those that were in effect in 2009. However, there are several significant differences between 2009 and 2010:

- In 2010, the phase-in of the TAKS (Accommodated) assessments is complete. TAKS (Accommodated) results for all grades and subjects are evaluated for 2010 ratings.
- The phase-in of the National Center for Education Statistics (NCES) definition of a dropout is complete for the Completion Rate II indicator. All four years of the 2009 cohort are based on the NCES dropout definition.
- The standard for the AEA GPA TSI indicators increases by five points to 65.0%.

The following table provides details on changes between the 2009 and 2010 systems. Components that are unchanged are provided as well.

Table 10: Comparison of 2009 and 2010 – AEA Procedures

Component	2009	2010		
Base Indicators for Determining Rating (Chapter 10)	<ul style="list-style-type: none"> • TAKS Progress • Completion Rate II • Annual Dropout Rate for grades 7–12 	No Change		
Rating Standards (Chapter 10)	TAKS Progress	50%	TAKS Progress	No Change
	Completion Rate II	60.0%	Completion Rate II	No Change
	Dropout	20.0%	Dropout	No Change
TAKS Progress (Chapter 10 unless noted otherwise)				
Grades Tested	Performance results are summed across grades and subjects	No Change		
TAKS (Accommodated) Subjects & Grades Evaluated	<ul style="list-style-type: none"> • ELA (grade 11) • Mathematics (grade 11) • Science (grades 5, 8, 10, 11; grade 5 Spanish) • Social Studies (grades 8, 10, 11) 	All subjects and grades evaluated		
TPM	TAKS grade 3-10 tests meeting TPM are included in the TAKS Progress numerator.	No Change		
TGI	TAKS grade 11 tests meeting TGI are included in the TAKS Progress numerator.	No Change		
Accountability Subset	Campus and district accountability subset rules are applied. However, the performance of students displaced by Hurricane Ike who are tested in Texas school districts in 2008-09 is not included in the TAKS Progress indicator used for 2009 accountability ratings.	<ul style="list-style-type: none"> • <i>Campus Accountability Subset</i> – AECs are accountable for TAKS results for students enrolled on the AEC on the PEIMS enrollment snapshot date and on the testing date. • <i>District Accountability Subset</i> – Charters are accountable for TAKS results for students enrolled at the charter on the PEIMS enrollment snapshot date and on the testing date. 		
Evaluation of Student Groups	All Students, African American, Hispanic, White, and Economically Disadvantaged	No Change		
Minimum Size Criteria for All Students	All Students performance is always evaluated.	No Change		
Minimum Size Criteria for Student Groups	<ul style="list-style-type: none"> • 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 Student tests. 	No Change		
District At-Risk Data	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.	No Change		
Special Analysis	<ul style="list-style-type: none"> • Special Analysis is conducted for the charter when there are fewer than 10 TAKS tests in the charter. • Special Analysis is conducted for the AEC when there are fewer than 10 at-risk TAKS tests in the district/charter. 	No Change		
Hurricane Ike	Charters and campuses closed for ten or more days may receive a rating of AEA: <i>Not Rated – Other</i> .	None		

Table 10: Comparison of 2009 and 2010 – AEA Procedures (continued)

Component	2009	2010
Completion Rate II (Chapter 10 unless noted otherwise)		
Dropout Definition	Includes three years of NCES dropout definition (2005-06, 2006-07, and 2007-08)	Includes four years of NCES dropout definition (2005-06, 2006-07, 2007-08, and 2008-09)
Evaluation of Student Groups	All Students (if minimum size criteria are met); Student groups are not evaluated.	No Change
District At-Risk Data	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.	No Change
Annual Dropout Rate (Chapter 10 unless noted otherwise)		
Evaluation of Student Groups	All Students (if minimum size criteria are met); Student groups are not evaluated.	No Change
District At-Risk Data	The AEC is evaluated on Annual Dropout Rate of at-risk students in the district if the AEC does not meet the standard or demonstrate RI.	No Change
Required Improvement (RI) and AEA GPA		
Required Improvement (Chapter 11)	RI 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.	No Change
AEA GPA Indicators and Standards (Chapter 13)	<ul style="list-style-type: none"> • Advanced Course/Dual Enrollment $\geq 30.0\%$ • AP/IB Results $\geq 15\%$ and $\geq 50\%$ • Attendance Rate $\geq 95.0\%$ • Commended Performance: <ul style="list-style-type: none"> ○ Reading/ELA $\geq 30.0\%$ ○ Mathematics $\geq 30.0\%$ ○ Writing $\geq 30.0\%$ ○ Science $\geq 30\%$ ○ Social Studies $\geq 30.0\%$ • RHSP/DAP $\geq 85.0\%$ • SAT/ACT Results $\geq 70\%$ and $\geq 40\%$ • TSI - Higher Education Readiness Component: <ul style="list-style-type: none"> ○ ELA $\geq 60.0\%$ ○ Mathematics $\geq 60.0\%$ • College-Ready Graduates $\geq 35\%$ 	<ul style="list-style-type: none"> • TSI - Higher Education Readiness Component: <ul style="list-style-type: none"> ○ ELA $\geq 65.0\%$ ○ Mathematics $\geq 65.0\%$

Chapter 8 – AEA Registration Criteria and Requirements

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

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

Alternative Education Campuses (AECs)

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.

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 and meet the at-risk registration criterion.

AEC ELIGIBILITY

AECs have the option to be rated under AEA procedures and indicators. Campuses that choose not to register are evaluated under 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 for acknowledgments.

The following types of campuses have the option to register for evaluation under AEA procedures:

- AEC of Choice and
- Residential Facility.

The following types of campuses are ineligible for evaluation under AEA procedures. 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.

AEA CAMPUS REGISTRATION PROCESS

The AEA campus registration process is conducted online using the Texas Education Agency Secure Environment (TEASE) Accountability website. AECs rated under 2009 AEA procedures were re-registered automatically in 2010. An *AEA Campus Rescission Form* was required from AECs not wishing to remain registered for AEA. An *AEA Campus Registration Form* was required for each AEC not already on the list of registered AECs that wished to be evaluated under 2009-10 AEA procedures. AECs for which 2009 AEA registration was rescinded due to not meeting the at-risk registration criterion were required to submit a *2009-10 AEA Campus Registration Form* if the AEC wished to request AEA campus registration in 2010. The 2010 registration process occurred September 9–23, 2009. The list of registered AECs is available on the AEA website at <http://www.tea.state.tx.us/aea>.

AEA 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 Public Education Information Management System (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.

AT-RISK REGISTRATION CRITERION

An at-risk registration criterion was implemented under 2006 AEA procedures. Each registered AEC must have a minimum percentage of at-risk students enrolled on the AEC verified through current-year PEIMS fall enrollment data in order to remain registered and be evaluated under AEA procedures. The at-risk criterion began at 65% in 2006 and increased by five percentage points annually until it reached 75% in 2008, where it remains.

An at-risk registration criterion accomplishes two goals. It restricts use of AEA procedures to AECs that serve large populations of at-risk students and enhances at-risk data quality.

The following safeguards are incorporated for AECs not meeting the at-risk registration criterion.

Prior-Year PEIMS At-Risk Data Safeguard. If a registered AEC does not meet the at-risk criterion in the current year, then it remains under AEA if the AEC meets the at-risk criterion in the prior year. For example, an AEC with an at-risk enrollment below 75% in 2010 and at least 75% in 2009 remains registered in 2010.

New Campus Safeguard. If a new campus is registered for evaluation under AEA procedures, then the AEC is not required to meet the at-risk criterion in its first year of operation. This safeguard provides an accommodation for new campuses with no prior-year data.

Due to timing between AEC registration, PEIMS fall enrollment submission, and PEIMS fall data availability in the spring, the at-risk registration criterion cannot be applied until April. The 2010 AEA campus registration is rescinded for AECs not meeting the at-risk registration criterion or utilizing the safeguards. As a result, the AEC does not qualify for evaluation under AEA procedures and will receive a 2010 rating under standard accountability procedures. The AECs that shifted from AEA to standard accountability received a letter from TEA in May to notify them that the AEC would be evaluated under the standard accountability procedures.

The final list of 2010 registered AECs was posted on the TEASE Accountability and public AEA websites in May 2010. Additionally, an email was sent to all superintendents when the list was available.

The at-risk registration criterion will be evaluated annually to determine whether adjustments are necessary.

Charters

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 AEA and standard accountability 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 accountability rating and for acknowledgments.

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)*,
- *Completion Rate II*, and
- *Annual Dropout Rate* for grades 7–12.

Charters that operate only registered AECs. 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. 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 contacts each charter to obtain their preference. Charters submit their preference online using the TEASE Accountability website. If a preference cannot be obtained, then the charter will be evaluated under standard accountability procedures.

Charters that operate only standard campuses. Charters that operate only standard campuses, either because the campuses choose not to register for evaluation under AEA or the campuses do not meet the at-risk registration criterion, will be evaluated under 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 the 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 standard accountability procedures if fewer than 50% of the charter’s students are enrolled at registered AECs. Charters that operate only standard campuses will be evaluated under standard accountability procedures.

Chapter 9 – Attribution of AEC Data

BACKGROUND

From 1999-00 to 2004-05, student data (attendance, completion/dropout, and performance) were attributed to alternative education campuses (AECs) registered for evaluation under alternative education accountability (AEA) procedures only when the student attended 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.

In 2005, both the campus accountability subset and the 85-day rule were applied. AECs evaluated under AEA procedures were accountable for test results for students enrolled on the AEC on the PEIMS enrollment snapshot date and on the testing date if the student had been enrolled on the AEC for 85 days or more. Campus accountability subset does not apply to exit-level retests. 2003-04 leaver data were attributed to the AEC if the student had been enrolled on the AEC for 85 days or more and the AEC was registered for evaluation under AEA procedures in 2004.

For data collected through PEIMS, attribution of attendance and leaver records to the home campus was automated for most students based on attendance data reported for the student. A CAMPUS-ID-OF-ACCOUNTABILITY data element was required when a student's only campus of enrollment was a registered AEC that the student attended 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 was physically submitted with the answer documents for the student's home campus.

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

A comparison of 2003-04 attendance reattribution and test answer documents indicated that reattribution was not always conducted consistently for PEIMS data (an automated process conducted by the state) 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.

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

ATTRIBUTION OF DATA

AECs of Choice and Residential Facilities. Campus accountability subset determines attribution of AEC test data. 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. Accountability subset does not apply to exit-level retests. School leaver data are attributed to the campus that the student last attended. The 85-day rule is phased out completely for accountability in 2007 and beyond.

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

Chapter 10 – AEA Base Indicators

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

- performance on the *Texas Assessment of Knowledge and Skills (TAKS)*,
- *Completion Rate II* for the Class of 2009, and
- *2008-09 Annual Dropout Rate* for grades 7–12.

TAKS PROGRESS INDICATOR

A single performance indicator is evaluated for TAKS. The TAKS Progress indicator sums performance results across grades (3-12) and across subjects to determine alternative education campus (AEC) and charter ratings under AEA procedures. This indicator is based on the number of tests taken, not on the number of students tested. Students who take multiple TAKS tests are included multiple times (for every TAKS test taken). Students who take multiple TAKS exit-level retests are included only when the passing standard is met.

The TAKS Progress indicator numerator is calculated as the number of TAKS grades 3-10 tests meeting the student passing standard *or* projected to meet the student passing standard based on the Texas Projection Measure (TPM) *and* TAKS grade 11 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 March and April/May administrations or in the previous October or July. The denominator is the number of TAKS tests taken *and* the number of TAKS exit-level retests meeting the student passing standard at the March and April/May administrations or in the previous October or July.

The TAKS Progress indicator includes the following results:

- TAKS grades 3-11 Spring 2010 primary administration:
 - Tests meeting passing standard
 - TPM for grades 3-10 and TGI for grade 11
 - Campus accountability subset
- TAKS grade 12 April/May 2010, March 2010, October 2009, and July 2009 administrations:
 - Tests meeting passing standard
 - No accountability subset
- TAKS grade 11 April/May 2010, March 2010, October 2009, and July 2009 administrations:
 - Retests only
 - Tests meeting passing standard
 - No accountability subset

Who is evaluated for the TAKS Progress Indicator:

- AECs that test students on any TAKS subject.
- AECs of Choice and Residential Facilities.
- *Use of District At-Risk Data.* If the AEC does not meet the accountability standard based on results for fewer than 10 tests, or if there are no TAKS results for the AEC, then the AEC is evaluated on the district performance of at-risk students. See *Chapter 11 – Additional Features of AEA*. If there are results for fewer than 10 at-risk tests in the district, then Special Analysis is conducted. See *Chapter 12 – AEA Ratings*.
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

Table 11: TAKS Progress Indicator

	2009	2010	2011
AEA: Academically Acceptable	50%	50%	55%
TAKS Progress Indicator	TAKS + TPM (grades 3-10) + TGI (grade 11) + Exit-Level Retests		
Accountability Subset	District and Campus Accountability Subset; Accountability Subset does not apply to exit-level retests		

Standard: *AEA: Academically Acceptable* – At least 50%.

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

Methodology:

$$\frac{\text{number of TAKS tests that meet the standard } \mathbf{or} \text{ meet TPM (grades 3-10) or meet TGI (grade 11)} \\ \mathbf{and} \\ \text{number of TAKS exit-level retests that meet the standard}}{\text{number of TAKS tests taken } \mathbf{and} \\ \text{number of TAKS exit-level retests that meet the standard}}$$

Minimum Size Requirements:

- *All Students.* All Students performance is always evaluated.
- *Student Groups.* Student groups are evaluated if there are:
 - 30 to 49 tests for the student group and the student group represents at least 10% of All Students tests; **or**
 - at least 50 tests for the student group even if these tests represent less than 10% of All Students tests.

Accountability Subset:

- *Campus Accountability Subset.* AECs are accountable for TAKS results for students enrolled on the AEC on the Public Education Information Management System (PEIMS) enrollment snapshot date (the last Friday in October) and on the testing date.

- *District Accountability Subset.* Charters are accountable for TAKS results for students enrolled at the charter on the PEIMS enrollment snapshot date and on the testing date.
- Accountability subset does not apply to TAKS exit-level results.

Years of Data:

- Spring 2010 grades 3-11 TAKS results (primary administration)
- April/May 2010, March 2010, October 2009, and July 2009 grade 11 exit-level retest results
- April/May 2010, March 2010, October 2009, and July 2009 grade 12 exit-level results

Data Source: Pearson

Other Information:

- *Grades and Subjects.* The TAKS results for English (grades 3-11) and Spanish (grades 3-5) are summed across grades and subjects and are evaluated for All Students and each student group that meets minimum size requirements. Second administration results of grades 5 and 8 reading and mathematics are included.
- *TAKS (Accommodated).* Results for all TAKS (Accommodated) subjects and grades are included in the TAKS Progress indicator beginning in 2010.
- *TAKS-Modified and TAKS-Alternate.* Performance on these tests will not be used in determining ratings for 2010.
- *TAKS Vertical Scale.* The 2010 student passing standards for TAKS reading and mathematics in grades 3-8 (and Spanish grades 3-5) are based on a vertical scale. With the vertical scale, a student's scale score in one grade can be compared to that student's scale score in another grade. It provides information about student growth compared to prior years. As a result, the scale score for *Met Standard* for these grades and subjects is no longer 2100. For more information on the vertical scale, see *Appendix E – Student Growth Measures*.
- *Testing Window.* Results for students given a make-up test within the testing window are included in the accountability measures.
- *Refugees and Asylees.* Beginning in 2010, results of students coded as refugees and/or asylees on the TAKS answer documents will not be used in determining ratings. See *Appendix D – Data Sources*.
- *Rounding of Met Standard Percent.* The TAKS Progress indicator percent *Met Standard* calculations are rounded to whole numbers. For example, 49.877% is rounded to 50%; 79.4999% is rounded to 79%; and 89.5% is rounded to 90%.
- *Rounding of Student Group Percent.* The *Student Group* calculations are expressed as a percent, rounded to whole numbers. When determining if a student group is at least 10%, the rounded value is used. For example, 40 students in a group out of a total of 421 students is 9.5011876%. Because this rounds to the whole number 10, this student group will be evaluated.

- *TPM.* The TPM was developed for accountability purposes to measure annual student improvement. TPM is a multi-level regression-based model that predicts student performance by subject in the next high-stakes grade (5, 8, and 11). A student projected to be at or above proficiency in the next high stakes grade is determined to have met the improvement standard.

TAKS grades 3-10 tests meeting the student passing standard or projected to meet the student passing standard based on TPM are included in the numerator of the TAKS Progress indicator.

Detailed TPM information can be found in *Appendix E – Student Growth Measures*.

- *TGI.* The TGI was 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 TAKS test results in the same subject for two consecutive years, in consecutive grades.

Since TPM results are not available at grade 11, TAKS grade 11 tests having a TGI score of zero (0) or higher are included in the numerator of the TAKS Progress indicator.

Detailed TGI information can be found in *Appendix E – Student Growth Measures*.

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

This longitudinal rate shows the percent of students who first attended grade 9 in the 2005-06 school year who graduated, received a General Educational Development (GED) certificate, or who are continuing their education four years later. Known as the 2005-06 cohort, these students' progress was tracked over the four years using data provided to TEA by districts and charters and data available in the statewide GED database.

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

Beginning with 2007 accountability, the definition of a dropout changed to comply with the National Center for Education Statistics (NCES) definition. The transition to the NCES dropout definition also impacts the Completion Rate II indicator. Beginning with 2007 accountability, the dropout component of the Completion Rate denominator changes. In 2007, only one of the four years in the cohort is affected. In 2008, two years of the cohort are affected, and so on, until 2010 when the Completion Rate denominator uses the NCES dropout definition for all four years of the cohort. See *Appendix I* for detailed information on the NCES dropout definition.

Who is evaluated for Completion Rate II:

- AECs of Choice that have served students in grades 9 and 11 or 12 in the first (2005-06) and fifth (2009-10) years of the cohort.
- Residential Facilities are not evaluated on Completion Rate II.
- If the AEC of Choice does not serve students in any of grades 9-12 in the 2009-10 school year, then the AEC of Choice is not evaluated on Completion Rate II.
- *Use of District At-Risk Rate.* If the AEC of Choice does not meet the accountability standard, does not meet minimum size requirements for All Students, or if the AEC of Choice has students in any of grades 9-12 but does not have a Completion Rate II, then the AEC of Choice is evaluated on Completion Rate II (including GED recipients) of at-risk students in the district. If at-risk students in the district do not meet minimum size requirements for All Students, then the AEC of Choice is not evaluated on Completion Rate II. See *Chapter 11 – Additional Features of AEA.*
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

Table 12: Completion Rate II (Grades 9-12) Indicator

	2009 Class of 2008; 9th grade 04-05	2010 Class of 2009; 9th grade 05-06	2011 Class of 2010; 9th grade 06-07
AEA: Academically Acceptable	60.0%	60.0%	60.0%
Completion Rate II	Graduates + Continuers + GED Recipients		
Dropout Definition	Phase in NCES definition	NCES definition	
Accountability Subset	School Leaver data are attributed to the last campus of attendance		

Standard: *AEA: Academically Acceptable* – At least 60.0% Completion Rate II.

Student Groups: Completion Rate II is evaluated for All Students. Student groups are not evaluated separately.

Methodology:

number of completers (graduates + continuers + GED recipients)

number of students in class

Minimum Size Requirements:

All Students. These results are evaluated if there are:

- at least 10 dropouts (non-completers), *and*
- at least 10 students in the AEC of Choice or charter Completion Rate II class.

Accountability Subset: Completion data are attributed to the student’s last campus of attendance.

Years of Data:

- Graduating Class of 2009 (results are based on the original 2005-06 cohort, whether the students remain on grade level or not)
- Continued enrollment in 2009-10
- GED records as of August 31, 2009

Data Sources:

- PEIMS Submission 1 enrollment data for 2005-06 through 2009-10
- PEIMS Submission 1 leaver data for 2006-07 through 2009-10
- PEIMS Submission 3 attendance data for 2005-06 through 2008-09
- GED records as of August 31, 2009

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%.
- *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.

Beginning with 2007 accountability, the more rigorous NCES dropout definition is used. See *Appendix I* for detailed information on the NCES dropout definition.

Who is evaluated for Annual Dropout Rate:

- AECs of Choice and Residential Facilities that serve students in any of grades 7-12.
- *Use of District At-Risk Rate.* If the AEC does not meet the accountability standard or demonstrate Required Improvement, then the AEC is evaluated on the Annual Dropout Rate of at-risk students in the district. See *Chapter 11 – Additional Features of AEA.*
- Charters that operate only registered AECs.
- Charters that operate both standard campuses and registered AECs, meet the AEC enrollment criterion, and opt to be evaluated under AEA procedures.

Table 13: Annual Dropout Rate (Grades 7-12) Indicator

	2009 from 2007-08	2010 from 2008-09	2011 from 2009-10
AEA: Academically Acceptable	20.0%	20.0%	20.0%
Dropout Definition	NCES definition		
Accountability Subset	School Leaver data are attributed to the last campus of attendance		

Standard: *AEA: Academically Acceptable* – An Annual Dropout Rate of 20.0% or less.

Student Groups: Annual Dropout Rate is evaluated for All Students. Student groups are not evaluated separately.

Methodology:

$$\frac{\text{number of grade 7-12 students designated as 'official' dropouts}}{\text{number of grade 7-12 students in attendance at any time during the school year}}$$

Minimum Size Requirements:

- *All Students.* These results are evaluated if there are:
 - at least 10 dropouts, *and*
 - at least 10 students in grades 7-12.
- If the AEC or charter does not meet the minimum size requirements for All Students, then the AEC or charter is not evaluated on Annual Dropout Rate.

Accountability Subset: Dropout data are attributed to the student's last campus of attendance.

Year of Data: 2008-09

Data Sources:

- PEIMS Submission 1 enrollment data for 2008-09 and 2009-10
- PEIMS Submission 1 leaver data for 2009-10
- PEIMS Submission 3 attendance data for 2008-09

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%.
- *Students with Disabilities.* Students with disabilities who drop out of school are included in this measure.

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Chapter 11 – Additional Features of AEA

As shown in *Chapter 10 – 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

AECs and charters initially rated *AEA: Academically Unacceptable* may achieve an *AEA: Academically Acceptable* rating using the Required Improvement feature. Required Improvement can be applied to all three 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 Progress, Completion Rate II, or Annual Dropout Rate measure.
- Residential Facilities whose performance is *AEA: Academically Unacceptable* for any TAKS Progress 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 Progress, 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 **50%** 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 2010 and 2009.

Required Improvement is the result of the 2010 standard minus performance in 2009 divided by 2.

Example:

In 2010, 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 2009 for the same group is 21%.

First calculate the *Actual Change*: $38 - 21 = 17$

Next calculate the *Required Improvement*: $(50 - 21) / 2 = 15$ (14.5 rounds to 15)

Then compare *Actual Change* to *Required Improvement* to determine if *Actual Change* is greater than or equal to the *Required Improvement*: $17 \geq 15$

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 2009.

Other Information:

- *Recalculation of Prior Year Results.* For purposes of calculating RI, 2009 assessment results will be rebuilt to:
 - include TAKS (Accommodated) results for all subjects and grades,
 - use only first administration results for grade 3 reading, and
 - use the new vertical scale for grades 3-8 reading and mathematics.
- *Rounding.* All improvement calculations of performance rates and standards are rounded to whole numbers. For example, 4.5% is rounded to 5%.

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

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 in the Completion Rate II to meet a standard of **60.0%** 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 2009 and the Class of 2008.

Required Improvement is the result of the 2010 standard minus the Completion Rate II for the Class of 2008 divided by 2.

Example:

An AEC of Choice has a Class of 2009 Completion Rate II of 57.3% for All Students. The Class of 2008 Completion Rate II for All Students is 48.8%.

First calculate the *Actual Change*: $57.3 - 48.8 = 8.5$

Next calculate the *Required Improvement*: $(60.0 - 48.8) / 2 = 5.6$

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 Completion Rate II Class of 2008.

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.
- *NCES Dropout Definition.* Beginning with 2007 accountability, the definition of a dropout changes to comply with the National Center for Education Statistics (NCES) definition. This transition to the NCES dropout definition impacts the Completion Rate II indicator. Beginning with 2007 accountability, the dropout component of the Completion Rate denominator changes. In 2007, only one of the four years in the cohort is affected. In 2008, two years of the cohort are affected, and so on, until 2010 when the Completion Rate denominator uses the NCES dropout definition for all four years of the cohort. See *Appendix I* for detailed information on the NCES dropout definition.
- *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 **20.0%** within two years.

Methodology:

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

Actual Change is the difference between the 2008-09 and 2007-08 Annual Dropout Rates.

Required Improvement is the result of the 2010 standard minus the 2007-08 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 2008-09, an AEC had an Annual Dropout Rate for All Students of 22.8%. The Annual Dropout Rate in 2007-08 for All Students was 34.2%.

First calculate the *Actual Change*: $22.8 - 34.2 = -11.4$

Next calculate the *Required Improvement*: $(20.0 - 34.2) / 2 = -7.1$

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 2007-08.

Other Information:

- *NCES Dropout Definition.* Beginning with 2007 accountability, the definition of a dropout changed to comply with the NCES definition. See *Appendix I* for detailed information on the NCES dropout definition.
- *Rounding.* 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

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 and Annual Dropout Rate indicators 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 50% standard, do not 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.

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 TAKS test results in the district, then Special Analysis is conducted.

Special Analysis: 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. Methods of Special Analysis are discussed in *Chapter 6 – Special Issues and Circumstances*.

Table 14: 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; assign rating
None	N/A	N/A	Yes – assign rating
			No – calculate district RI; assign rating

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

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

- AECs of Choice that do not meet the 60.0% accountability standard or demonstrate Required Improvement.
- AECs of Choice that have completion data, but do not meet minimum size requirements for All Students.
- AECs of Choice that serve students in any of grades 9-12, but do not have a Completion Rate II.
- If the AEC of Choice does not serve students in any of grades 9-12 in the 2009-10 school year, then the AEC of Choice is not evaluated on Completion Rate II.

Required Improvement: 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.

Minimum Size Requirements:

- Completion Rate II of at-risk students in the district is evaluated if there are:
 - at least 10 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.

Table 15: 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 2009-10?	Does the AEC of Choice have a Completion Rate II and meet minimum size requirements in 2008-09?	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 – calculate district RI; assign rating		
	No	N/A				
	No	N/A	N/A	N/A	Yes	Yes – assign rating
					No – calculate district RI; assign rating	
					No	N/A
No	N/A	N/A	N/A	N/A	N/A	

ANNUAL DROPOUT RATE INDICATOR

Who is evaluated for Annual Dropout Rate using data of at-risk students in the district:

AECs of Choice and Residential Facilities that do not meet the 20.0% standard or demonstrate Required Improvement.

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

Minimum Size Requirements: Annual Dropout Rate of at-risk students in the district is evaluated if there are:

- at least 10 at-risk dropouts (non-completers), *and*
- at least 10 at-risk students in the district in grades 7-12.

Table 16: Use of Annual Dropout Data of At-Risk Students in the District

Number of Dropouts	Does the AEC meet the accountability standard on its own data?	Does the AEC demonstrate Required Improvement (RI) on its own data?	Does the AEC meet the accountability standard using Annual Dropout Rate of at-risk students in the district?
10 or more	Yes – assign rating	N/A	N/A
	No	Yes – assign rating	N/A
		No	Yes – assign rating
			No – calculate district RI; assign rating
0 - 9	N/A	N/A	N/A

Additional Requirements for Charters

Underreported Students: Charters evaluated under AEA procedures are subject to underreported student standards as described in *Chapter 3 – The Basics: Additional Features*. Although the charter AEA rating is not affected, Performance-Based Monitoring (PBM) will continue to evaluate this indicator at the 2010 standards in its Data Validation system.

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*.

AECs Rated *AEA: Academically Unacceptable*

Registered AECs rated *AEA: Academically Unacceptable* do not prevent a district rating of *Exemplary* or *Recognized*.

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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 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 Texas Assessment of Knowledge and Skills (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 TAKS test result. The term "TAKS test result" includes TAKS and TAKS (Accommodated) results used in TAKS Progress indicator calculations. In addition, performance on only the TAKS (Accommodated) assessments that are included in the TAKS Progress indicator is sufficient for a rating to be assigned. 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 Completion Rate II and Annual Dropout Rate indicators to receive an AEA rating. Charters that have only 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 accountability subset. 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 one of the following four rating labels.

Table 17: AEA Rating Labels

	Registered AECs	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); 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). 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 and 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. 	
<i>AEA: Not Rated – Data Integrity Issues</i>	<p>Used in the rare situation where the accuracy and/or integrity of performance results are compromised and it is not possible to assign a rating label based on the evaluation of performance. This label may be assigned temporarily pending an on-site investigation or may be assigned as the final rating label for the year.</p> <p>This rating label is not equivalent to an <i>AEA: Academically Unacceptable</i> rating. The Commissioner of Education also has the authority to lower a rating or assign an <i>AEA: Academically Unacceptable</i> rating to address problems with the accuracy and/or integrity of performance results that are discovered through accountability system safeguards, Performance-Based Monitoring, or other monitoring and compliance reviews. The accreditation status of a district may also be lowered due to data integrity issues.</p> <p>The district or a campus may receive a rating of <i>AEA: Not Rated – Data Integrity Issues</i>, either temporarily or permanently, or the campus or district rating may be lowered due to data integrity problems.</p> <p>See <i>Chapter 16 – Responsibilities and Consequences</i> for more information about the circumstances that trigger this rating label.</p>	

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

USING THE DATA TABLE TO DETERMINE AN AEA RATING

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

These tables will *not* show a rating and will *not* provide calculations for Required Improvement. However, by using the preview data tables and the *2010 Accountability Manual*, districts can anticipate their ratings in advance of the TEA ratings release on July 30. *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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2010 Preview Accountability Data Table
Alternative Education Accountability (AEA) Procedures

3

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.
District at-risk Completion Rate II used.

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

6

	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				
2009-10 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%
2008-09 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

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

Table 18: Sample AEA Data Table (continued)

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2010 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.
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
7 Completion Rate II (Grades 9-12)						
Analysis Groups Evaluated	X	X				
Class of 2009						
# Completers	1,824	29	n/a	n/a	n/a	n/a
# Non-completers	181	24	n/a	n/a	n/a	n/a
# in Class	2,005	53	n/a	n/a	n/a	n/a
Completion Rate	91.0%	54.7%	n/a	n/a	n/a	n/a
Class of 2008						
# Completers	1,661	25	n/a	n/a	n/a	n/a
# in Class	1,992	52	n/a	n/a	n/a	n/a
Completion Rate	83.4%	48.1%	n/a	n/a	n/a	n/a
Required Improvement						
Actual Change	7.6	6.6	n/a	n/a	n/a	n/a
8 Annual Dropout Rate (Grades 7-12)						
Analysis Groups Evaluated		X				
2008-09						
# Dropouts	190	20	n/a	n/a	n/a	n/a
# Students in Grades 7-12	2,405	208	n/a	n/a	n/a	n/a
Dropout Rate	7.9%	9.6%	n/a	n/a	n/a	n/a
2007-08						
# Dropouts	31	6	n/a	n/a	n/a	n/a
# Students in Grades 7-12	1,464	94	n/a	n/a	n/a	n/a
Dropout Rate	2.1%	6.4%	n/a	n/a	n/a	n/a
Required Improvement						
Actual Change	5.8	3.2	n/a	n/a	n/a	n/a

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

The sample preview data table illustrates the types of information provided. *Chapter 10 – AEA Base Indicators* contains detailed information about each measure. The final AEA data table released in July 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 50% 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.

District at-risk Completion Rate II used: If the AEC of Choice does not meet the 60.0% Completion Rate II standard or demonstrate Required Improvement, does not meet minimum size requirements for All Students, 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 three 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 grades 3-10 tests meeting the standard or projected to meet based on TPM and TAKS grade 11 tests meeting the standard or having a TGI score that meets the student growth standard 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 50% within two years. Required Improvement is not calculated if the AEC or charter has fewer than 10 test results (for the student group) in 2009.

Actual Change: The difference between performance in 2010 and 2009. *Actual Change* is always shown when two years of data are available.

- 7. Completion Rate II (Grades 9-12):** One of the three 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 2005-06 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: Number of grade 9-12 students designated as official dropouts.

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

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

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 Completion Rate II to meet a standard of 60.0% within two years.

Actual Change: The difference between the Completion Rate II for the Classes of 2009 and 2008. *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.

8. **Annual Dropout Rate (Grades 7-12):** One of the three 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 students that dropped out of school – *# Dropouts* divided by *# Students in Grades 7-12*.

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 20.0% in two years.

Actual Change: The difference between the 2008-09 and 2007-08 Annual Dropout Rates. *Actual Change* is always shown when two years of data are available.

FINAL DATA TABLES

Preview data tables will be available only via TEASE prior to finalizing accountability ratings. Ratings will be released on July 30, 2010. Final data tables that include masked data will be online and available to districts and the public on July 30. See *Chapter 19 – 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*
- *AEA: Not Rated – Other, or*
- *AEA: Not Rated – Data Integrity Issues.*

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)
- District at-risk Annual Dropout Rate used. (AEC 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)
- 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)
- Campus data excluded from district rating calculation due to TEC §39.072(d). (AEC only)
- This charter is not rated. All campus data are excluded from the district rating calculation due to TEC §39.072(d). (charter only)
- Rating changed due to an appeal. Data not modified. (AEC or charter)
- Rating changed after [*date*] due to data integrity issues. (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

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 2010 AEA procedures. *Table 19* 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 20 provides a detailed overview of the 2010 AEA procedures. 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 2010 AEA: Academically Acceptable Rating

Indicators/Features	AECs of Choice	Residential Facilities	Charters
Assessment Indicator			
TAKS Progress All Students and each student group that meets minimum size criteria: African American Hispanic White Econ. Disadv.	Meets 50% Standard or Demonstrates Required Improvement (RI) or Meets 50% Standard Using District At-Risk Data or Demonstrates RI Using District At-Risk Data		Meets 50% Standard or Demonstrates RI
Completion/Dropout Indicators			
Completion Rate II All Students only (if minimum size criteria are met)	Meets 60.0% Standard or Demonstrates RI or Meets 60.0% Standard Using District At-Risk Data or Demonstrates RI Using District At-Risk Data	Residential Facilities are not evaluated on Completion Rate II.	Meets 60.0% Standard or Demonstrates RI
Annual Dropout Rate All Students only (if minimum size criteria are met)	Meets 20.0% Standard or Demonstrates RI or Meets 20.0% Standard Using District At-Risk Data or Demonstrates RI Using District At-Risk Data		Meets 20.0% Standard or Demonstrates RI
Additional Features			
Required Improvement (RI)	RI 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.		
Use of District At-Risk Data	TAKS data of at-risk students in the district are used when the 50% standard and RI 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 60.0% standard and RI 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.	
	Annual Dropout Rate of at-risk students in the district is used when the 20.0% standard and RI are not met.		
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 20: Overview of 2010 AEA Procedures

	TAKS Progress Grades 3-12	Completion Rate II Grades 9-12	Annual Dropout Rate Grades 7-12
Use/Definition	<p>TAKS tests meeting the student passing standard or meeting TPM (grades 3-10) or meeting TGI (grade 11) and TAKS exit-level retests 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. Second administration results of grades 5 and 8 reading and mathematics are included. Make-up tests taken within testing window are included. All TAKS (Accommodated) results are included.</p>	<p>A prior year indicator that evaluates graduates, continuers, 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	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.	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.	The AEC is evaluated on Annual Dropout Rate of at-risk students in the district if the AEC does not meet the standard or demonstrate RI.
Rounding	Whole Numbers	One Decimal	
Standards	50%	60.0%	20.0%
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>	Completion/Dropout data are attributed to the student's last campus of attendance.	
Subjects	Mathematics, Reading/ELA, Social Studies, Science, Writing	N/A	
Student Groups	All Students and African American, Hispanic, White, Economically Disadvantaged	All Students	All Students
Minimum Size Criteria			
All Students	All Students tests are always evaluated	≥ 10 dropouts (non-completers) and ≥ 10 students	≥ 10 dropouts and ≥ 10 students
Student Groups	30-49 tests for the student group and the student group represents at least 10% of All Students tests or at least 50 tests	N/A	N/A

Table 20: Overview of 2010 AEA Procedures (continued)

	TAKS Progress Grades 3-12	Completion Rate II Grades 9-12	Annual Dropout Rate Grades 7-12
Required Improvement (RI) – A gate up to AEA: <i>Academically Acceptable</i>			
Use/Definition	The AEC or charter must demonstrate sufficient gain in TAKS Progress to be at 50% within 2 years.	The AEC of Choice or charter must demonstrate sufficient gain in Completion Rate II to be at 60.0% 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 20.0% within 2 years. Improvement will appear as a negative number to demonstrate decline in the dropout rate.
Actual Change	2010 performance minus 2009 performance	Class of 2009 rate minus Class of 2008 rate	2008-09 rate minus 2007-08 rate
Improvement Required	Gain needed to reach 50% standard in 2 years	Gain needed to reach 60.0% standard in 2 years	Decline needed to reach 20.0% 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 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	

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Chapter 13 – AEA Gold Performance Acknowledgments

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

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

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

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

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

Acknowledgment Categories

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

Acknowledged. Assigned to AECs and charters with:

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

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

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

Not Applicable. Assigned to AECs and charters with:

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

Table 21: AEA GPA Standards for 2010

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

AEA GPA Indicators

ADVANCED COURSE/DUAL ENROLLMENT COMPLETION

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

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

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

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

Year of Data: 2008-09

Data Source: PEIMS Submission 3 (June 2009)

Other information:

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

ADVANCED PLACEMENT/INTERNATIONAL BACCALAUREATE (AP/IB) RESULTS

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

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

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

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

Methodology:

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

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

Year of Data: 2008-09 school year

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

Other information:

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

ATTENDANCE RATE

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

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

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

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

Year of Data: 2008-09

Data Source: PEIMS Submission 3 (June 2009)

Other information:

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

COLLEGE-READY GRADUATES

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

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

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

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

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

Year of Data: Class of 2009

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

Other Information:

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

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

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

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

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

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

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

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

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

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

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

Year of Data: 2009-10

Data Source: Pearson

Other information:

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

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

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

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

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

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

Year of Data: Class of 2009

Data Source: PEIMS Submission 1 (October 2009)

Other information:

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

SAT/ACT RESULTS

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

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

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

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

Methodology:

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

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

Year of Data: Class of 2009

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

Other information:

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

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

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

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

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

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

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

Year of Data: 2009-10

Data Source: Pearson

Other information:

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

NOTIFICATION OF ACKNOWLEDGMENT

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

Chapter 14 – AEA Glossary and Index

Alternative Education Accountability Gold Performance Acknowledgment (AEA GPA):

Recognizes charters and campuses rated *AEA: Academically Acceptable* for high performance on indicators other than those used to determine accountability ratings. Acknowledgment is given for high performance on:

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

See *Chapter 13 – AEA GPA* for detailed information.

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. The National Center for Education Statistics (NCES) Dropout Definition is later in this chapter.

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 Indicator: Longitudinal rate that shows the percent of students who graduate, receive a General Educational Development (GED) certificate, or who are continuing their education four years after first attending grade 9. These students' progress is tracked over the four years using data provided to the Texas Education Agency (TEA) by districts and charters and data available in the statewide GED database. Graduates, continuing students (students who return to school for a fifth year), and 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.

NCES Dropout Definition: Under this definition, a dropout is a student who is enrolled in Texas public school in grade 7-12, does not return to Texas public school the following fall, is not expelled, and does not graduate, receive a GED certificate, continue high school outside the Texas public school system or begin college, or die. See *Appendix I* for more information.

Registered AEC: Term used to refer collectively to AECs of Choice and Residential Facilities that are registered for evaluation under AEA procedures and meet the at-risk registration criterion.

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.

Special Analysis: Ensures that ratings based on small numbers of tests are assigned appropriately. 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. Special analysis is conducted at the AEC level when there are fewer than 10 at-risk TAKS tests in the district or charter. Special analysis is conducted at the charter level when there are fewer than 10 TAKS tests in the charter.

TAKS (Accommodated): This assessment has the same questions as the TAKS, but allows certain accommodations for students with disabilities. Performance on these tests is being phased into the accountability system over three years. In 2008 and 2009, partial TAKS (Accommodated) results are included in the TAKS Progress indicator. In 2010 and 2011, performance on all TAKS (Accommodated) tests are used in the accountability system.

TAKS Progress Indicator: The TAKS Progress indicator includes TAKS tests meeting the student passing standard *or* meeting the Texas Projection Measure (TPM) at grades 3-10 *or* meeting the Texas Growth Index (TGI) at grade 11 *and* TAKS exit-level retests meeting the student passing standard at the spring administrations (April/May and March) or in the previous fall or summer (October and July).

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.

Texas Projection Measure (TPM): TPM is a multi-level regression-based model that predicts student performance by subject in the next high-stakes grade (5, 8, and 11). A student projected to be at or above proficiency in the next high stakes grade is determined to have met the improvement standard.

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