

## **Chapter 6 – Other Accountability System Processes**

---

The vast majority of accountability ratings are determined through the process detailed in Chapters 2-5. Accommodating all campuses and districts in Texas increases the complexity of the accountability system, but also ensures the fairness of ratings assigned. This chapter describes other processes necessary to implement the accountability system.

### **Required Improvement**

Beginning in 2014, the Level III Advanced performance standard is used to evaluate Index 3 and the Final Level II performance standard is used to evaluate Index 4. A separate required improvement calculation at the index level for campuses and districts that do not meet the accountability target for the index will be considered for 2015 and beyond when the underlying indicators can be more appropriately used for year-to-year comparisons.

### **Pairing**

All campuses serving grades prekindergarten (PK) through 12 must receive an accountability rating. Campuses with no state assessment results due to grades served are paired with another campus within the same district for accountability purposes. A campus may pair with the district and be evaluated on the district's results.

The Texas Education Agency (TEA) analyzes enrollment files submitted on the Public Education Information Management System (PEIMS) submission 1 to determine which campuses need to be paired. Campuses that only serve students in grades not tested on the State of Texas Assessments of Academic Readiness (STAAR) (i.e., PK, K, grades 1, and/or 2) are paired with either another campus in the district or the district itself.

Charter campuses and alternative education campuses (AECs) registered for evaluation by alternative education accountability (AEA) provisions are not asked to pair.

Paired data are not used for distinction designation indicators; therefore, paired campuses cannot earn distinction designations.

### **Pairing Process**

Districts may use the prior year pairing relationship or select a new relationship by completing the pairing form on the TEA Secure Environment (TEASE) website. In April, districts with campuses that need to be paired receive instructions on how to access this application on TEASE. Pairing decisions are due in May each year.

If a district fails to inform the state, then pairing decisions are made by agency staff. For campuses that have been paired in the past, staff assume that prior year pairing relationships still apply. For campuses in need of pairing for the first time, pairing selections are made based on the guidelines given in this section in conjunction with analysis of attendance and enrollment patterns using PEIMS data.

### **Guidelines**

Paired campuses should have a "feeder" relationship, and the grades should be contiguous. For example, a K-2 campus should be paired with the 3-5 campus that accepts its students into 3rd grade. An exception is when the campus being asked to pair is a PK or K campus with a "feeder" relationship to a campus that also requires pairing (e.g. a grade 1-2 campus).

In this case, both the PK-K and grade 1-2 campuses should pair with the same grade 3 and above campus. Campuses cannot be paired with another campus that is required to be paired.

Campuses may pair with the district instead of another campus. This option is suggested for cases where the campus has no clear relationship with another single campus in the district. A campus paired with the district is evaluated using the district's assessment results for STAAR (grades 3-8) and end-of-course (EOC) for all grades tested in the district.

Note that pairing with the district is not mandatory in these cases. Districts have the choice of selecting another campus *or* selecting the district. For example, in cases where a K-2 campus feeds into several 3-5 campuses, one of the 3-5 campuses may be selected, or the district.

Multiple pairings are possible. If several K-2 campuses feed the same 3-5 campus, all of the K-2 campuses may be paired with that 3-5 campus.

Districts may change pairings from year to year; however, these changes should be based on reasonable justification (*e.g.*, a change in attendance zones affecting feeder patterns). As long as pairings are established yearly, any prior year performance is calculated using the pairing relationships in place for the year in question.

## **Non-Traditional Educational Settings**

Even though districts are responsible for the performance of all their students, statutory requirements affect the rating calculations for Texas Juvenile Justice Department (TJJD), residential treatment facilities (RTF), juvenile justice alternative education program (JJAEP), and disciplinary alternative education program (DAEP) campuses.

### **Inclusion or Exclusion of Performance Data**

The performance of students served in certain campuses cannot be used in evaluating the district where the campus is located. Texas Education Code (TEC) §§ 39.054(f) and 39.055 require that students ordered by a juvenile court into a residential program or facility operated by the TJJD, a juvenile board, or any other governmental entity or any student who is receiving treatment in a residential facility be excluded from the campus and district when determining the accountability ratings. See *Appendix G – Inclusion or Exclusion of Performance Data*.

### **Student Attribution Codes**

Districts with RTF or TJJD campuses are required to submit student attribution codes in PEIMS.

### **JJAEPs and DAEPs**

State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Each district that sends students to a JJAEP or DAEP is responsible for properly attributing all performance and attendance data to the home campuses according to the *PEIMS Data Standards* and testing guidelines.

## **Special Education Campuses**

Campuses where all students are served in special education programs and are tested on STAAR will be rated on the performance on their students.

## **AEA Provisions**

Alternative performance measures for campuses serving at-risk students were first implemented in the 1995-96 school year. Over time, these measures expanded to include charters that served large populations of at-risk students. Accountability advisory groups consistently recommend evaluating AECs by separate and/or different AEA provisions due to the large number of students served in alternative education programs on AECs and to ensure these unique campus settings are appropriately evaluated for state accountability.

### **AEA Campus Identification**

AEA provisions apply to and are appropriate for:

- campuses that offer nontraditional programs, rather than programs within a traditional campus;
- campuses that meet the at-risk enrollment criterion;
- campuses that meet the grades 6-12 enrollment criterion;
- charters that operate only AECs; and
- charters that meet the AEC enrollment criterion.

### **AEC Eligibility**

AECs, including charter AECs, must serve students “at risk of dropping out of school” as defined in TEC §29.081(d) and provide accelerated instructional services to these students. The performance results of students at registered AECs are included in the district’s performance and used in determining the district’s accountability rating.

The following types of campuses have the option to register for evaluation by AEA provisions.

- 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 private residential treatment centers and residential programs, detention centers, and correctional facilities operated by the TJJD.
- Dropout Recovery School (DRS) – Educational services targeted to dropout prevention and recovery of students in grades 9 -12, enrollment of which at least 50 percent of the students are 17 years of age or older as reported for the fall semester PEIMS submission.

In this manual, the terms “AEC” and “registered AEC” refer collectively to AECs of Choice, Residential Facilities, and Dropout Recovery Schools that are registered for evaluation by AEA provisions and meet the at-risk and grades 6-12 enrollment criteria.

DAEPs, JJAEPs, and stand-alone General Educational Development (GED) programs are ineligible for evaluation by AEA provisions. Data for these campuses are attributed to the home campus.

### **AEA Campus Registration Process**

The AEA campus registration process is conducted online using the TEASE Accountability website. AECs rated by 2013 AEA provisions are re-registered

automatically in 2014. E-filing an *AEA Campus Rescission Form* is required from AECs wishing to discontinue AEA registration. E-filing an *AEA Campus Registration Form* is required for each AEC not on the list of registered AECs that wishes to be evaluated by 2014 AEA provisions. The 2014 registration process occurred April 1-15, 2014.

### **AEA Campus Registration Criteria**

Eleven (11) criteria are required for campuses to register for AEA. However, the requirements in criteria 7-11 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). Criterion 10 applies to Residential Facilities only if students are placed in the facility by the district.

- 1) The AEC must have its own county-district-campus number to which PEIMS data are submitted and test answer documents are coded. A program operated within or supported by another campus does not qualify.
- 2) The AEC must be identified in AskTED (Texas School Directory database) as an alternative campus.
- 3) The AEC must be dedicated to serving “students at risk of dropping out of school” as defined in TEC §29.081(d).
- 4) At least 50 percent of students at the AEC must be enrolled in grades 6-12.
- 5) The AEC must operate on its own campus budget.
- 6) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.
- 7) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.
- 8) 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.
- 9) 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.
- 10) If the campus has students served by special education, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee.
- 11) Students served by special education must receive all services outlined in their current individualized education programs (IEPs). Limited English proficient students must receive all services outlined by the language proficiency assessment committee (LPAC). Students served by special education or language programs must be served by appropriately certified teachers.

### **At-Risk Enrollment Criterion**

Each registered AEC must have at least 75 percent at-risk student enrollment on the AEC verified through current-year PEIMS fall enrollment data in order to be evaluated by AEA provisions. The at-risk enrollment criterion restricts use of AEA provisions to AECs that serve large populations of at-risk students and enhances at-risk data quality.

*Prior Year Safeguard.* If a registered AEC does not meet the at-risk enrollment criterion in the current year, then it remains registered for AEA if the AEC meets the at-risk enrollment criterion in the prior year. For example, an AEC with an at-risk enrollment below 75 percent in 2014 and at least 75 percent in 2013 remains registered in 2014.

### **Grades 6-12 Enrollment Criterion**

Each registered AEC must have at least 50 percent student enrollment in grades 6-12 verified through current-year PEIMS fall enrollment data in order to be evaluated by AEA provisions. The grades 6-12 enrollment criterion restricts use of AEA provisions to middle and high schools.

### **Final AEA Campus List**

The Final AEA Campus List is posted on the public website in May, at which time an email is sent to all superintendents.

The *2014 Final AEA Campus List* includes DRS designations. If at least 50 percent of the students enrolled at an AEA campus are 17 years of age or older as of September 1, 2013, then the AEC of Choice is designated as a DRS (TEC §39.0545).

### **AEA Charter Identification**

Charter ratings are based on aggregate performance of the campuses operated by the charter. Performance results of all students in the charter are used in determining the charter's accountability rating and for distinction designations.

- Charters that operate only registered AECs are evaluated by AEA provisions.
- Charters that operate both non-AEA campuses and registered AECs are evaluated by AEA provisions if the AEC enrollment criterion described below is met.
- Charters that operate both non-AEA campuses and registered AECs that do not meet the AEC enrollment criterion described below do not qualify for evaluation by AEA provisions.
- Charters that operate only non-AEA campuses do not qualify for evaluation by AEA provisions, because the campuses choose not to register for AEA evaluation or do not meet the at-risk and/or grades 6-12 enrollment criteria.

### **AEC Enrollment Criterion for Charters**

A charter that operates both non-AEA campuses and registered AECs is eligible for evaluation by AEA provisions if at least 50 percent of the charter's students are enrolled at registered AECs. AEC enrollment is verified through current-year PEIMS fall enrollment data.

### **Final AEA Charter Operator List**

After the AEA Campus List is finalized, AEA charters eligible for evaluation by AEA provisions are identified. The final list of AEA charter operators is posted on the public website in May, at which time an email is sent to all superintendents.

## **AEA Modifications**

*Chapter 3 – Performance Index Construction* and *Chapter 4 – Performance Index Indicators* describe the modifications to the accountability system for AEA campuses and charters.

Adjustments were made to the 2014 AEA provisions to include new statutory requirements prescribed in TEC § 39.0545, such as:

- The Index 4 Graduation/Annual Dropout Rate component includes continuing students. This component evaluates four-, five-, or six-year graduation, continuer, and GED rate or annual dropout rate.
- An Excluded Students Credit gives AEA campuses and districts bonus points for serving recovered dropouts and other students who graduate or earn a GED, but are statutorily excluded from the graduation and dropout rate calculations.
- Retest results are included in the appropriate index calculations.