

## ATAC Alternative Education Accountability (AEA) Workgroup Proposal

### INTRODUCTION:

As the proposed Performance Index Framework incorporates indicators and components that are aligned with former AEA procedures, a separate framework has been deemed to be unnecessary.

**-- Thus the Alternative Education Accountability Workgroup has been tasked with developing a proposal to review the indicators proposed to be evaluated in each of the four indexes in order to determine if they are appropriate for both regular campuses and alternative campuses. The following possible options have been considered:**

- No change
- Adjustment of the Index outcome Targets (requiring that AECs be evaluated on the same indicators as regular campuses but basing the outcome of each index on the different targets)
- Adjustment of the Indicators
- A combination of the above possibilities

**After a period of consideration and discussion, the AEA Workgroup has determined that a combination of adjusting both the Indicators and the Index outcome Targets will provide appropriate measures of evaluation for alternative campuses.**

The adjusted Index Indicators and outcome Targets are defined for Indexes I through IV as seen in Section II below.

**-- Additionally, the Alternative Education Accountability Index Workgroup has also been tasked with a review and recommendation of Alternative Education Campus eligibility criteria.**

### SECTION I: ALTERNATIVE EDUCATION CAMPUS ELIGIBILITY CRITERIA

In addition to the existing 10 criteria currently specified for a campus to be registered for AEA, the AEA Workgroup is recommending an additional requirement that the AEC must be a secondary campus, as described in criterion (1) below.

#### AEC Eligibility Recommendations



- (1) The AEC must be a secondary campus serving students in any combination of grades 6 – 12. Elementary campuses may not be identified as AEC campuses. *(Exceptions may need to be made for Residential Facilities.)*
- (2) 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.
- (3) The AEC must be identified in AskTED (Texas School Directory database) as an alternative campus.
- (4) The AEC must be dedicated to serving “students at risk of dropping out of school” as defined in TEC §29.081(d).
- (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 serviced 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 serves students with disabilities, the students must be placed at the AEC by their Admission, Review, and Dismissal (ARD) committee.
- (11) 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.

[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). The requirements in criterion (10) apply to Residential Facilities only if students are placed in the facility by the district.]

Rationale: AECs will serve students in secondary grade levels; thus elementary campuses should not qualify as AEC's.
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#### **At-Risk Criterion Recommendations**

Each registered AEC must have a minimum percentage of at-risk students enrolled on the AEC verified through current-year PEIMS fall enrollment data of 75% in order to be evaluated under AEA procedures. This requirement restricts use of AEA procedures to AECs that serve large percentages of at-risk students.

In hopes of simplifying the registration process, the AEA Workgroup recommends that campuses meeting all eligibility criteria automatically be registered for AEA procedures unless they opt out through established online procedures. If this complicates the process, then a registration window will need to be established and procedures communicated to all districts as soon as possible.

The AEA Workgroup recommends eliminating the *Prior-Year PEIMS At-Risk Data Safeguard* and the *New Campus Safeguard* for AECs not meeting AEC and at-risk criteria. Campuses not qualifying for evaluation under AEA procedures will be evaluated under traditional accountability procedures.

### **Charters Evaluated under AEA Procedures – Recommendations**

Under AEA and traditional 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 in the same indexes as registered AECs:

- Index 1: Student Achievement
- Index 2: Student Progress
- Index 3: Closing Performance Gaps
- Index 4: Postsecondary Readiness

*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 Index IV.

*Charters that operate both traditional campuses and registered AECs:* Charters that operate both traditional campuses and registered AECs have the option to be evaluated under AEA procedures if the AEC enrollment criterion described below is met. TEA will contact each charter to obtain their preference. Charters will submit their preference online using the TEASE Accountability website. If a preference cannot be obtained, then the charter will be evaluated under traditional accountability procedures.

*Charters that operate only traditional campuses:* Charters that operate only traditional campuses, either because the campuses choose to opt out of evaluation under AEA or the campuses do not meet the at-risk criterion, will be evaluated under traditional accountability procedures.

### **AEC Enrollment Criterion for Charters – Recommendation**

In order for a charter that operates both traditional campuses and AECs to be eligible for evaluation under AEA procedures, the charter must meet the AEC enrollment criteria. At least 50% of the charter's students must be enrolled in AECs as verified through current-year PEIMS fall enrollment data.

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

**SECTION II: ADJUSTED PERFORMANCE INDEX INDICATORS AND INDEX OUTCOME TARGETS**

Adjusted Performance Index indicators and outcome targets are defined for Indexes 1-4 as shown below. To the left are the traditional campus criteria; to the right are adjusted indicators due to the significant differences in the student populations served by Alternative Education Campuses. Below Index indicators and targets is seen the rationale for adjustment.

<b><i>Proposed Performance Index Framework for Traditional Campuses/Districts</i></b>	<b><i>Proposed Performance Index Framework for Alternative Education Campuses</i></b>
<p style="text-align: center;"><b><u>Index 1: Student Achievement</u></b></p> <p><b>STAAR Satisfactory Performance</b></p> <ul style="list-style-type: none"> <li>• All Students Only</li> <li>• Combined over All Subject Areas</li> <li>• Credit given for Satisfactory performance level (Level II) on:               <ul style="list-style-type: none"> <li>○ STAAR Grades 3-8 English and Spanish at final Level II performance standard for assessments administered in the spring;</li> <li>○ EOC at final Level II performance standard for assessments administered in the spring and the previous fall and summer;</li> <li>○ STAAR Grades 3-8 and EOC Modified and Alternate at final Level II performance standard;</li> <li>○ STAAR L (linguistically accommodated) are included based on the ATAC ELL Workgroup recommendations, in progress;</li> <li>○ TAKS included in 2013 only: Grade 11 results at Met Standard performance standard</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Index 1: Student Achievement</u></b></p> <p><b>STAAR Satisfactory Performance</b></p> <ul style="list-style-type: none"> <li>• All Students Only</li> <li>• Combined over All Subject Areas</li> <li>• Credit given for Satisfactory performance level (Level II) on:               <ul style="list-style-type: none"> <li>○ STAAR Grades 3-8 English and Spanish at final Level II performance standard for assessments administered in the spring;</li> <li>○ EOC at final Level II performance standard for assessments administered in the spring and the previous fall and summer;</li> <li>○ STAAR Grades 3-8 and EOC Modified and Alternate at final Level II performance standard;</li> <li>○ STAAR L (linguistically accommodated) are included based on the ATAC ELL Workgroup recommendations, in progress;</li> <li>○ TAKS included in 2013 only: Grade 11 results at Met Standard performance standard</li> <li>○ <u>TAKS retests for tests meeting passing standard</u> (Additional Indicator – using same methodology described in former AEA system)</li> <li>○ <u>EOC retests for tests meeting passing standard</u> (Additional Indicator – using methodology described in former AEA system for TAKS retests)</li> </ul> </li> </ul> <p><i>Adjust the Index Outcome Targets: Depending on Index Construction for Index 1, the Total Points Score (Index Score) range requirement will be adjusted appropriately for AEC campuses (e.g., 15-25%).</i></p>
<p>Rationale: AECs will likely serve students who still need to pass one or more TAKS tests, so including TAKS retests is a very appropriate measure. Since many AEC students will likely need to retest in one or more EOC subjects, it makes sense to include EOC retest results in the same manner as TAKS retest results were included in the former AEA system. Target index scores will likely need to be adjusted for AECs.</p>	

<p><b><i>Proposed Performance Index Framework for Traditional Campuses/Districts</i></b></p>	<p><b><i>Proposed Performance Index Framework for Alternative Education Campuses</i></b></p>
<p style="text-align: center;"><b><u>Index 2: Student Progress</u></b></p> <p><b>Student Progress to Satisfactory or Advanced Performance Levels</b></p> <ul style="list-style-type: none"> <li>• Ten Student Groups Evaluated:               <ul style="list-style-type: none"> <li>○ All Students</li> <li>○ Each Race/Ethnicity:                   <ul style="list-style-type: none"> <li>□ African American</li> <li>□ American Indian</li> <li>□ Asian</li> <li>□ Hispanic</li> <li>□ Pacific Islander</li> <li>□ White</li> <li>□ Two or More Races</li> </ul> </li> <li>○ Students with Disabilities</li> <li>○ English Language Learners (ELLs)</li> </ul> </li> <li>• By Subject Area (Reading and Mathematics; Writing for EOC only)</li> <li>• Same assessments used in Index 1 where student progress measures are available</li> <li>• Credit given for meeting the student progress measure requirements for:               <ul style="list-style-type: none"> <li>○ Progress to Satisfactory performance (Level II), or</li> <li>○ Progress to Advanced performance (Level III)</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Index 2: Student Progress</u></b></p> <p><b>Student Progress to Satisfactory or Advanced Performance Levels</b></p> <ul style="list-style-type: none"> <li>• Ten Student Groups Evaluated:               <ul style="list-style-type: none"> <li>○ All Students</li> <li>○ Each Race/Ethnicity:                   <ul style="list-style-type: none"> <li>□ African American</li> <li>□ American Indian</li> <li>□ Asian</li> <li>□ Hispanic</li> <li>□ Pacific Islander</li> <li>□ White</li> <li>□ Two or More Races</li> </ul> </li> <li>○ Students with Disabilities</li> <li>○ English Language Learners (ELLs)</li> </ul> </li> <li>• By Subject Area (Reading and Mathematics; Writing for EOC only)</li> <li>• Same assessments used in Index 1 where student progress measures are available</li> <li>• Credit given for meeting the student progress measure requirements for:               <ul style="list-style-type: none"> <li>○ Progress to Satisfactory performance (Level II), or</li> <li>○ Progress to Advanced performance (Level III)</li> </ul> </li> </ul> <p><i>Adjust the Index Outcome Targets: Depending on Index Construction for Index 2, the Total Points Score (Index Score) range requirement will be adjusted appropriately for AEC campuses (e.g., 15-25%).</i></p>
<p>Rationale: Target index scores will likely need to be adjusted for AECs.</p>	

<p><b><i>Proposed Performance Index Framework for Traditional Campuses/Districts</i></b></p>	<p><b><i>Proposed Performance Index Framework for Alternative Education Campuses</i></b></p>
<p style="text-align: center;"><b><u>Index 3: Closing Performance Gaps</u></b></p> <p><b>Achievement Gaps Measured for Satisfactory and Advanced Levels</b></p> <ul style="list-style-type: none"> <li>• All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups based on the Index 1 student achievement indicator reported in the prior year</li> <li>• By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)</li> <li>• Same Assessments Used in Index 1</li> <li>• Credit based on weighted performance:               <ul style="list-style-type: none"> <li>○ One point credit given for each percentage of students at the final Level II Satisfactory performance standard</li> <li>○ Two point credit given for each percentage of students at the final Level III Advanced performance standard</li> </ul> </li> </ul>	<p style="text-align: center;"><b><u>Index 3: Closing Performance Gaps</u></b></p> <p><b>Achievement Gaps Measured for Satisfactory and Advanced Levels</b></p> <ul style="list-style-type: none"> <li>• <del>All Economically Disadvantaged Students and Two Lowest Performing Racial/Ethnic Groups</del> based on the Index 1 student achievement indicator reported in the prior year</li> <li>• By Subject Area (Reading/ELA, Mathematics, Writing, Science, and Social Studies)</li> <li>• Same Assessments Used in Index 1</li> <li>• Credit based on weighted performance:               <ul style="list-style-type: none"> <li>○ One point credit given for each percentage of students at the final Level II Satisfactory performance standard</li> <li>○ Two point credit given for each percentage of students at the final Level III Advanced performance standard</li> </ul> </li> </ul> <p><i>Adjust the Index Outcome Targets: Depending on Index Construction for Index 3, the Total Points Score (Index Score) range requirement will be adjusted appropriately for AEC campuses (e.g., 15-25%).</i></p>
<p>Rationale: Due to smaller numbers of students at AECs and the greater likelihood of double-counting students, the AEA Workgroup recommends that Closing Performance Gaps be analyzed for Economically Disadvantaged students only. Target index scores will likely need to be adjusted for AECs.</p>	

<p><b><i>Proposed Performance Index Framework for Traditional Campuses/Districts</i></b></p>	<p><b><i>Proposed Performance Index Framework for Alternative Education Campuses</i></b></p>
<p style="text-align: center;"><b><u>Index 4: Postsecondary Readiness</u></b></p> <p><b>Measures of Postsecondary Readiness</b></p> <ul style="list-style-type: none"> <li>• Credit based on average of two postsecondary indicators:               <ol style="list-style-type: none"> <li>1) STAAR Advanced performance level (Level III) and</li> <li>2) High school graduation rates and diploma rates</li> </ol> </li> </ul> <p><b>STAAR Advanced Performance</b></p> <ul style="list-style-type: none"> <li>• Combined over All Subject Areas</li> <li>• Credit given for Advanced performance level (Level III) on same assessments used in Index 1 at final Level III performance standard</li> <li>• Eight Student Groups Evaluated: All Students and each Race/Ethnicity</li> </ul> <p><b>High School Graduation</b></p> <ul style="list-style-type: none"> <li>• Four-year Graduation Rate or Five-year Graduation Rate</li> <li>• Annual Dropout Rate (if no graduation rate)</li> <li>• Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs</li> <li>• Percent Recommended or Advanced High School Program Plan (RHSP/AHSP) Graduates</li> <li>• Eight Student Groups Evaluated: All Students and each Race/Ethnicity</li> </ul>	<p style="text-align: center;"><b><u>Index 4: Postsecondary Readiness</u></b></p> <p><b>Measures of Postsecondary Readiness</b></p> <ul style="list-style-type: none"> <li>• Credit based on average of two postsecondary indicators:               <ol style="list-style-type: none"> <li>1) STAAR Advanced performance level (Level III) and</li> <li>2) High school graduation rates and <del>diploma rates</del> <u>credit accrual rates</u></li> </ol> </li> </ul> <p><b>STAAR Advanced Performance</b></p> <ul style="list-style-type: none"> <li>• Combined over All Subject Areas</li> <li>• Credit given for Advanced performance level (Level III) on same assessments used in Index 1 at final Level III performance standard</li> <li>• Eight Student Groups Evaluated: All Students and each Race/Ethnicity</li> </ul> <p><b>High School Graduation</b></p> <ul style="list-style-type: none"> <li>• Four-year Graduation Rate or Five-year Graduation Rate <u>or Six-year Graduation Rate calculated using process of removing GED recipients (or students continuing to be enrolled if no Six-year Rate) from cohort (denominator)</u></li> <li>• <u>Credit Accrual Rate: Percent of non-graduates earning 6 or more credits during school year (Additional Indicator &amp; Alternative to Annual Dropout Rate)</u></li> <li>• Ten Student Groups Evaluated: All Students, each Race/Ethnicity, Students with Disabilities, and ELLs</li> <li>• <del>Percent Recommended or Advanced High School Program Plan (RHSP/AHSP) Graduates (moved to Bonus Credit section)</del></li> <li>• Eight Student Groups Evaluated: All Students and each Race/Ethnicity</li> </ul> <p><b><u>Bonus Credit Given for Other Evidence of Postsecondary Readiness, including:</u></b></p> <ul style="list-style-type: none"> <li>• <u>Percent Recommended or Advanced High School Program Plan (RHSP/AHSP) Graduates</u></li> <li>• <u>Percent of high school seniors having received confirmation of admission to postsecondary institutions (Reporting System to be developed)</u></li> <li>• <u>Percent of high school students having received vocational certifications (see p. 9 for examples)</u></li> <li>• <u>Percent of students having received credit for dual enrollment/advanced courses</u></li> <li>• <u>Percent of students scoring at or above the TEA-defined criterion for ACT/SAT or AP/IB exams</u></li> </ul> <p><i>Adjust the Index Outcome Targets: Depending on Index Construction for Index 4, the Total Points Score (Index Score) range requirement will be adjusted appropriately for AEC campuses (e.g., 15-25%).</i></p>

Rationale: The AEA Workgroup wanted to provide incentives (i.e., Bonus Credit) for AECs to work towards and to recognize the efforts of AECs that met those higher standards that would contribute to their students' postsecondary readiness. Rather than focusing on a negative measure (e.g., annual dropout rate), the AEA Workgroup wanted to include a measure that would keep AEC staff focused on providing services and programs to ensure that their non-graduating students earned at least 6 credits each school year and were on-track to graduate. Including the option to examine the 6-year graduation rate recognizes the fact that many of the students served by AECs are multiple years behind their cohort and may need additional years of schooling in order to graduate. Target index scores will likely need to be adjusted for AECs.

**Proposed Sampling of Industry Certifications for Index 4 Bonus Credit**

A Plus Certification  
Adobe Certification Expert  
Aircraft Operator-Private Pilots License FAA Certification  
American Welding Society Certification (AWS)  
AWS SENSE (American Welding Society)  
Associate Certified Electronics Technician (ACE)  
Automotive Service Excellence (ASE) Certification  
AutoCAD Certified Associate, Professional, and User  
CCNA Certification  
Certified Internet Web Professional (CIW)  
Certified Nursing Assistant (CNA)  
Certified Veterinary Assistant (TVMA)  
Child Development Associate (CDA)  
Cisco Network Design, Network Support, Router Fundamentals  
Cosmetology Certification  
Culinary Arts Certification  
Early Childhood Education Certification  
Education Fundamentals Certification  
Emergency Medical Technician (EMT)  
Family and Community Services Certification  
Fashion, Textiles and Apparel Certification  
Floral Certification  
Food Science Fundamentals Certification  
Home Builders Institute (HBI) Carpentry Basic  
Home Builders Institute HVAC Basic Principles  
Home Builders Institute Wiring Basic  
HVAC Excellence Certification  
Lodging Management Program Certificate of Achievement  
Manufacturing Skills Standards Certification (MSSC)  
Microsoft Office Specialist Access Expert  
National Institute for Metalworking Skills (NIMS)  
Network Plus Certification  
Pharmacy Technician Certification  
Prostart National Certificate of Achievement  
Server Plus Certification  
Society of Broadcast Engineers Certification