Chapter 6 – Other Accountability System Processes

The majority of accountability ratings are determined through the process detailed in chapters 2–5. Accommodating all districts and campuses 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

In 2015, results of STAAR assessments in mathematics for grades 3–8 and STAAR A and STAAR Alternate 2 for all subjects and grade levels were excluded from accountability. Because of this, and the inclusion of these assessments in 2016 accountability, a separate required improvement calculation at the index level for districts and campuses that do not meet the accountability target for the index cannot be calculated. Required improvement will be considered 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 that do not serve grade levels at which STAAR is administered are paired with another campus in 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 Public Education Information Management System (PEIMS) fall enrollment data 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) (*e.g.*, PK, K, grade 1, or grade 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 paired with another campus.

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. Pairing decisions for 2016 are due May 2–13, 2016.

If a district fails to inform TEA of its pairing preference, pairing decisions will be made by TEA. For campuses that have been paired in the past, staff will 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

Campuses that are paired should have a "feeder" relationship and should serve students in contiguous grades. For example, a kindergarten (K) through grade 2 campus should be paired with the campus that serves grade 3 in which its students will be enrolled following grade 2.

When a campus being asked to pair is a prekindergarten (PK) or K campus with a "feeder" relationship to a campus that also requires pairing (e.g., a grade 1–2 campus.) both campuses should pair with the same campus that serves grade 3 in which their students will be enrolled following grade 2.

Campuses may be paired with the district itself instead of with another campus. This option is suggested for cases in which the campus has no clear relationship with another single campus in the district. A campus paired with the district will be evaluated using the district's assessment results (for all grades tested in the district). Note that pairing with the district is not required in these cases. Districts have the choice of selecting another campus or selecting the district itself.

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

Districts may change pairings from year to year. Any changes should, however, be based on establishing the most appropriate pairing relationship. For example, a change in attendance zones that affects feeder patterns may cause a district to change pairing. A change in a pairing relationship does not change accountability ratings assigned in previous years to either campus.

Non-Traditional Educational Settings

Even though districts are responsible for the performance of all their students, statutory requirements affect the rating calculations for residential treatment facilities (RTF), Texas Juvenile Justice Department (TJJD), 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 district and campus 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 tested on STAAR will be rated on the performance of 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 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 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.

AEA Campus Identification

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) – Education services are targeted to dropout prevention and recovery of students in grades 9–12, with enrollment consisting of at least 50 percent of the students 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 2015 AEA provisions are re-registered automatically in 2016. Filing an *AEA Campus Rescission Form* is required from AECs wishing to discontinue AEA registration. Filing an *AEA Campus Registration Form* is required for each AEC not on the list of registered AECs that wishes to be evaluated by 2016 AEA provisions. The 2016 registration process occurred March 28–April 8, 2016.

AEA Campus Registration Criteria

Thirteen criteria must be met for campuses to register for AEA. However, the requirements in criteria 8–13 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).

1) The AEC must have its own county-district-campus number for 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 have its own county-district-campus number on PEIMS fall snapshot day (October 30, 2015).

3) The AEC must be identified in AskTED (Ask Texas Education Directory database) as an alternative instructional campus. This is a self-designation that districts and charters request via AskTED.

4) The AEC must be dedicated to serving students at risk of dropping out of school as defined in TEC §29.081(d).

5) At least 50 percent of students at the AEC must be enrolled in grades 6–12.

6) The AEC must operate on its own campus budget.

7) The AEC must offer nontraditional settings and methods of instructional delivery designed to meet the needs of the students served on the AEC.

8) The AEC cannot be the only middle school or high school listed for the district in AskTED.

9) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC.

10) 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.

11) 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.

12) 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. If the campus is a residential facility, the students must have been placed in the facility by the district.

13) Students served by special education must receive all services outlined in their current individualized education programs (IEPs). English language learners (ELL) 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, 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 2016 that had at least 75 percent in 2015 remains registered in 2016.

Grades 6–12 Enrollment Criterion

In order to be evaluated by AEA provisions, each registered AEC must have at least 50 percent student enrollment in grades 6–12 based on total students enrolled (early education–grade 12) verified through current-year PEIMS fall enrollment data. The grades 6–12 enrollment criterion restricts use of AEA provisions to middle and high schools.

Final AEA Campus List

The final list of AEA campuses is posted on the TEA website in May at which time an email notification is sent to all superintendents.

The *2016 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, 2015, 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, do not meet the at-risk criteria, or do not meet the 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 based on total students enrolled (early education–grade 12) 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 TEA website in late April or early 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 separate provisions and targets used to evaluate AEA campuses and charters.