



2020 Alternative Education Accountability (AEA) Taskforce

Texas Education Agency | Governance & Accountability | Performance Reporting

TEXAS EDUCATION AGENCY
GOVERNANCE &
ACCOUNTABILITY
PERFORMANCE REPORTING

Introduce yourselves.



- Clearly define alternative education campuses
- Identify the accountability needs for AECs
- Develop short-term and long-term AEA recommendations
- Develop and recommend potential accountability indicators unique to AECs
- Identify potential future needs for AECs



- Alternative education campuses 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
- What is the purpose or mission of these types of campuses?



AEA history document



- 2005: Alternative Education Accountability procedures for 2005 and beyond implemented:
 - Revised AEA procedures which contained indicators for AECs with increased rigor and specific at-risk registration criterion, both phased in over time
- 2015: Every Student Succeeds Act (ESSA) signed into law permitting states additional flexibility to design accountability
- 2017: House Bill 22 signed into law providing framework for current A–F accountability system

Current registration criteria document



- AEA campus registration is filed online using the forms found on the TEAL Accountability application.
- AECs evaluated by AEA provisions in the previous year that meet the 75 percent at-risk criterion and have at least 50 percent of their students enrolled in grades 6–12, as verified through TSDS PEIMS fall enrollment data, are automatically pre-registered.
- If at least 50 percent of the students enrolled at an AEA campus are 17 years of age or older as of snapshot, the campus is designated as a dropout recovery school (DRS).
- The registration process occurs annually at the end of March.

Possible improvements to the registration process?



There are three types of alternative education campuses (AECs):

1) **AEC of choice**—At-risk students enroll at AECs of choice to expedite progress toward performing at grade level and high school completion.



2) **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 of September 1, as reported for the fall semester TSDS PEIMS submission.



3) **Residential Treatment Facility**—Live-in private centers and programs or detention centers and correctional facilities operated by the Texas Juvenile Justice Department that provide educational services. The performance results of students in a residential treatment facility are excluded from state accountability ratings if appropriate TSDS PEIMS student attribution codes are submitted.



Number of AECs by Campus Type

71

*AECs of
Choice*

217

*Dropout
Recovery
Schools*

91

*Residential
Treatment
Facilities*

Student Enrollment by AEC Type

17,229

*AECs of
Choice*

27,876

*Dropout
Recovery
Schools*

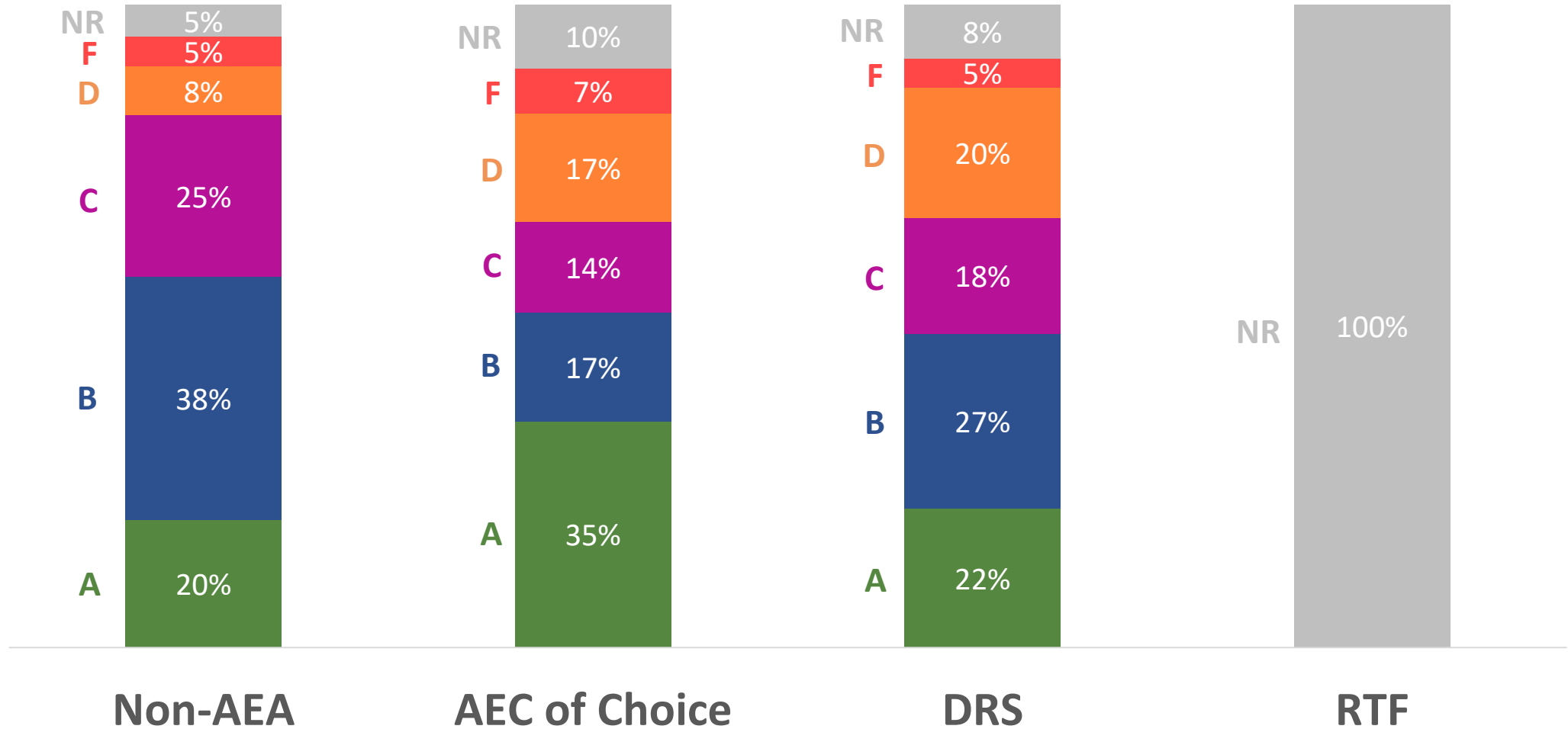
4,988

*Residential
Treatment
Facilities*

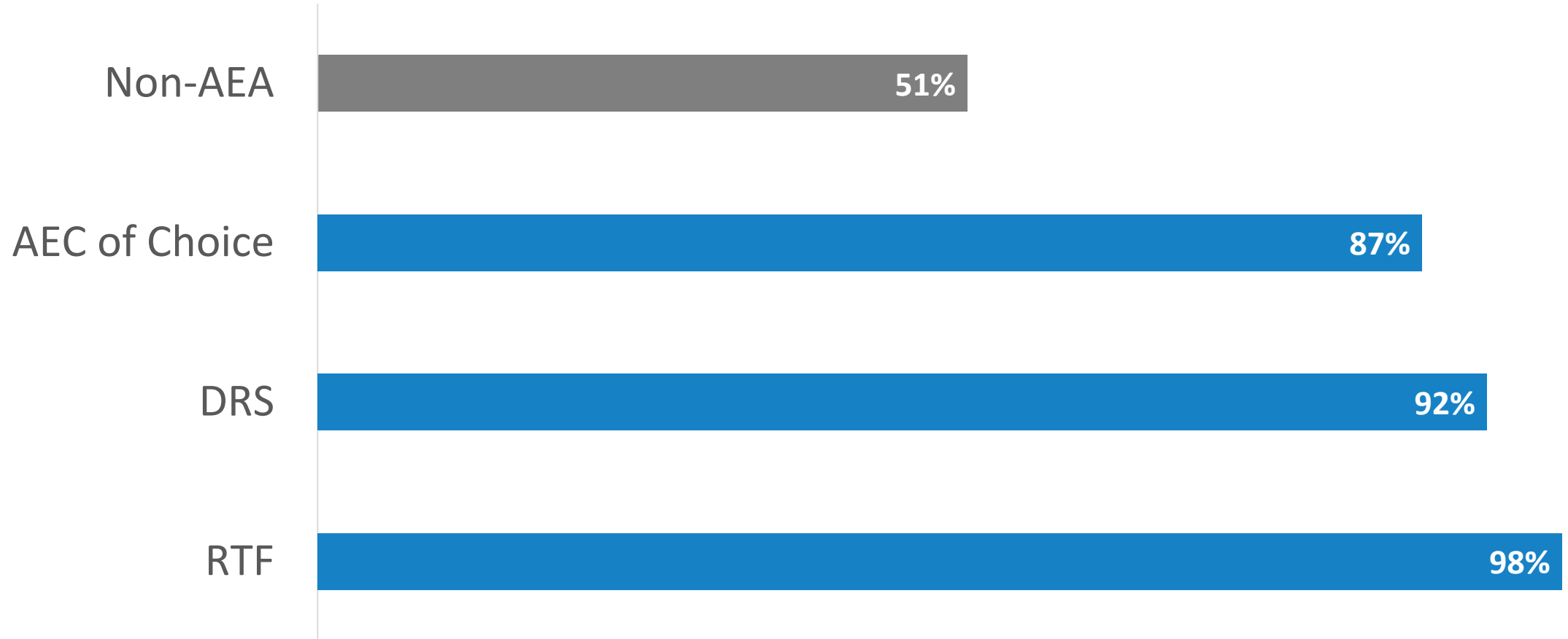
Future needs for types of AECs?



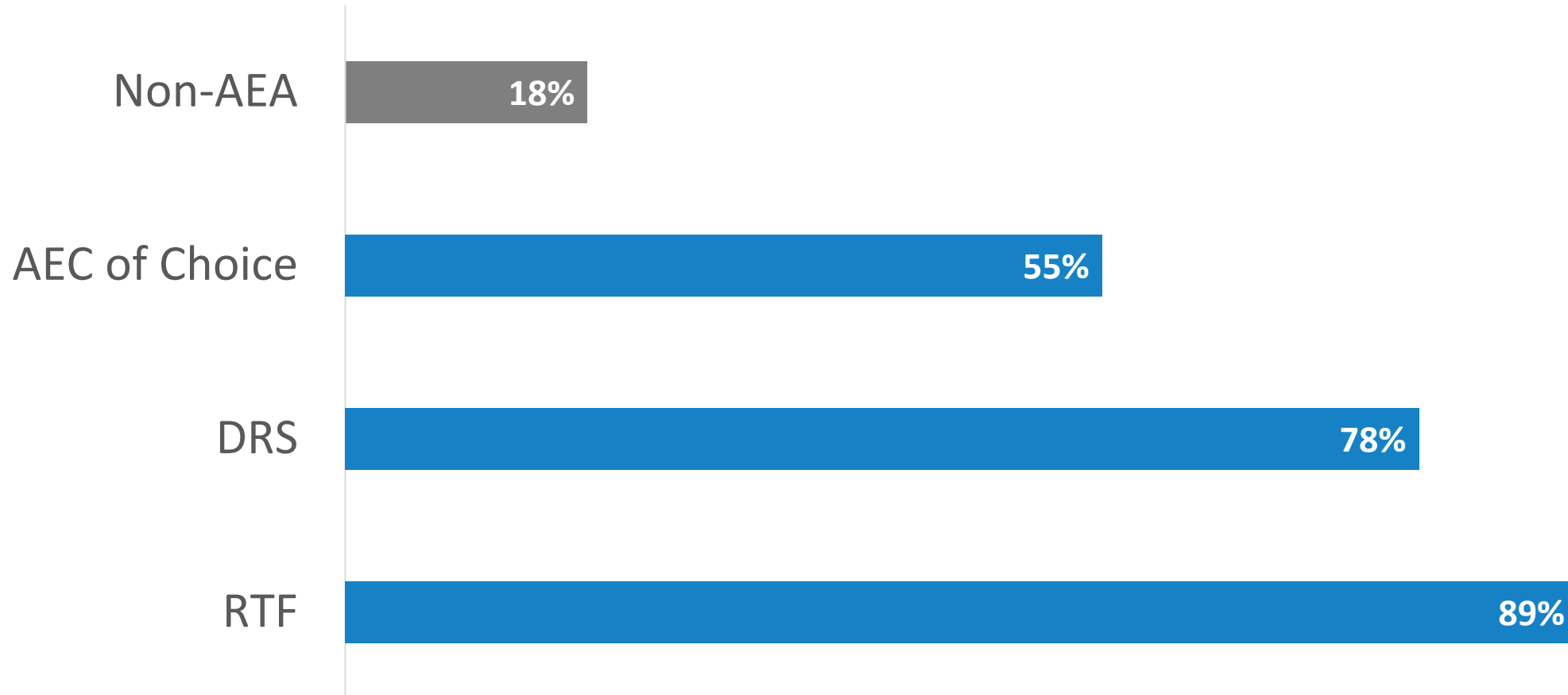
AECs Received More *Ds* and *Fs* Than Traditional Campuses



AECs Serve More At-Risk Students



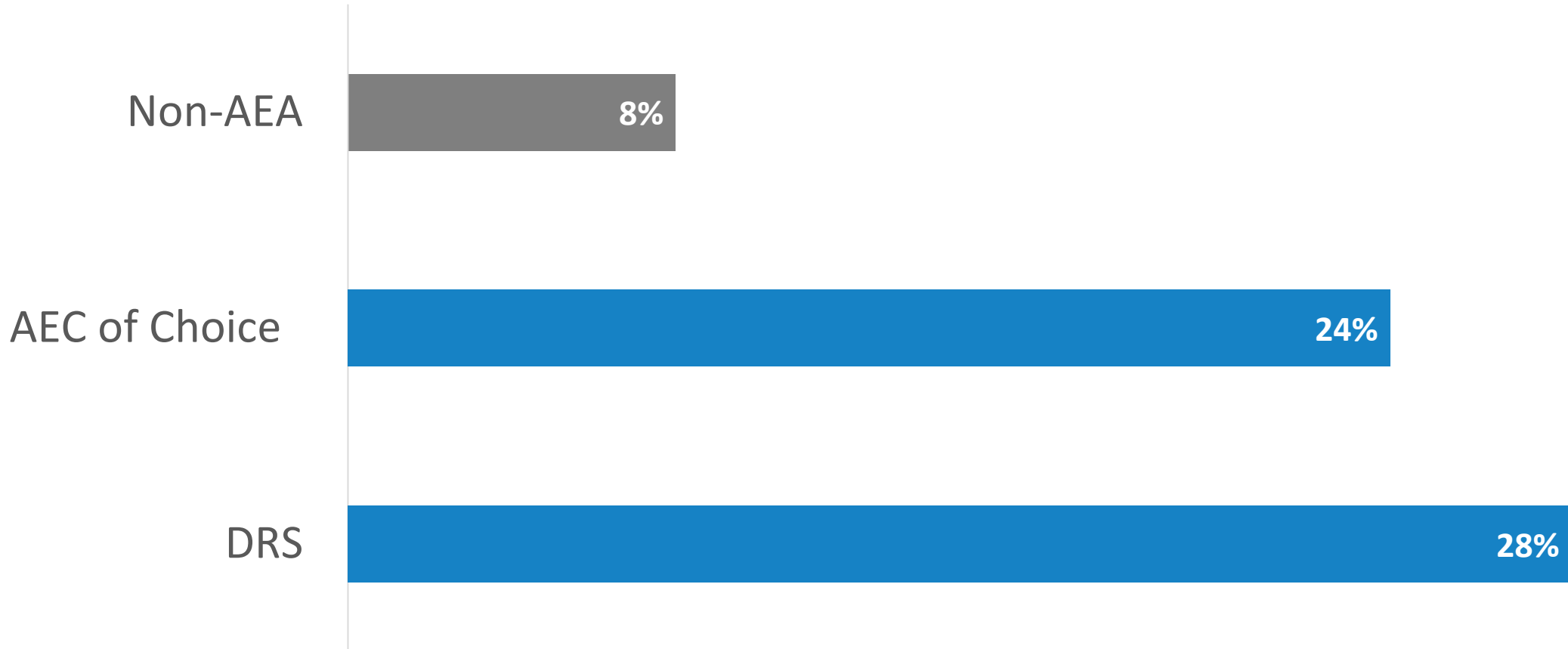
AECs Serve Highly Mobile Students



AECs Have Higher Economic Disadvantage



AECs Receive More *F*s in Closing the Gaps



AECs are Overidentified for Comprehensive Support

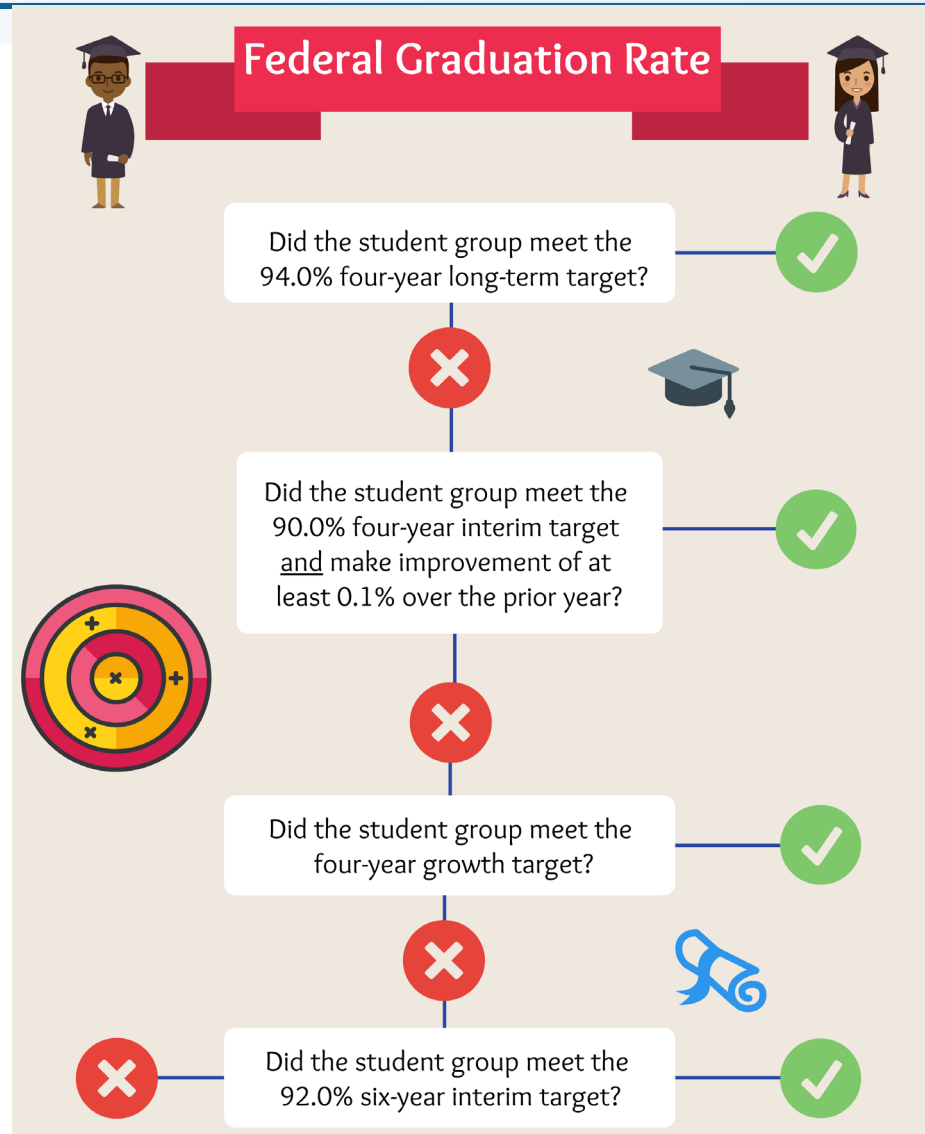
| | Non-AEA | | AEA | |
|-------------------------------------|---------|---------|-------|-------|
| | | Percent | Count | |
| Comprehensive Support & Improvement | | | 107 | |
| Targeted Support & Improvement | | 29.8% | 39 | 10.3% |
| Additional Targeted Support | | 8.2% | 19 | 5.0% |
| Total | | | | |

- **Rethinking Accountability for Alternative High Schools**
 - The indicators used in traditional systems may not be well-aligned to the supports that are most important to incentivize in alternative high schools.
 - System design can
 - incentivize actions that improve opportunities to learn and help students achieve important outcomes; and
 - provide signals to guide evaluation of policies and initiatives.
 - It is also important to design a system that not only reflects the unique features of alternative schools but also clarifies the conditions and mechanisms for achieving improved outcomes.

- **Accountability for California's Alternative Schools**
 - Good information on alternative school performance is hard to find. An accurate understanding requires outcome measures better suited to their (AEAs) mission and operation.
 - Alternative and regular school outcomes may not be comparable.
 - Standard school indicators make alternative schools look very low performing.
 - The alternative accountability system should use indicators that parallel the state's regular school accountability program whenever possible.

- Can we use a 6-year graduation rate for AECs?
- Per the USDE, we cannot use a separate graduation rate for AECs. We can propose an update to the methodology for all campus types.





Graduation Rate Updates – Example

| 2018 Special Education Graduation Rate | 2019 Special Education Graduation Rate |
|--|--|
| 66.7% | 70.0% |

1. Did not meet 94.0% 4-year long-term graduation target
2. Did not meet 90.0% 4-year interim graduation target and improve by 0.1%
3. Did meet 4-year growth target (i.e. a 10% decrease in difference between the prior year rate and the long-term target):

$$70.0 - 66.7 = 3.3 > 2.73 = \frac{94.0 - 66.7}{10}$$

When modeling the proposed revised graduation rate methodology

- 44.6% of AECs had an improved Closing the Gaps rating.
- 14% of non-AECs had an improved Closing the Gaps rating.
- No campuses regressed in their Closing the Gaps rating.



| | AEA | Non-AEA |
|------------|-------|---------|
| Maintained | 55.4% | 86.0% |
| Improved | 44.6% | 14.0% |

| 2018 Closing the Gaps Rating | Using Proposed Methodology | | | | | |
|------------------------------------|----------------------------|----|----|----|----|-----|
| | | B | C | D | F | |
| A | 5 | 0 | 0 | 0 | 0 | 5 |
| B | 3 | 13 | 0 | 0 | 0 | 16 |
| C | 0 | 5 | 14 | 0 | 0 | 19 |
| D | 0 | 0 | 8 | 8 | 0 | 16 |
| F | 0 | 0 | 20 | 22 | 32 | 74 |
| Total | 8 | 18 | 42 | 30 | 32 | 130 |

- Replace 4-year graduation rate with the 6-year graduation rate for comprehensive support and improvement identification.



- What would be the impact of pulling out AECs as their own group for comprehensive support and improvement identification?
- Note, this would require an ESSA state plan amendment in alignment with the accountability reset.



Pulling out AECs as their own group would affect non-AECs more than AECs.

| Model | Campus Type | Lowest 5% Cut Point | Total Identified |
|------------------------|-------------|---------------------|------------------|
| Current model | AECs | 42 | 50 |
| | Non-AECs | 42 | 241 |
| AECs as separate group | AECs | 30 | 50 |
| | Non-AECs | 45 | 287 |



- What if AECs had unique student group targets?
- Note, this would require an ESSA state plan amendment in alignment with the accountability reset.



- District ratings more closely aligned with campus outcomes (proportional impact)
- AEAs (taskforce)
 - Identification method
 - Indicators
 - ESSA amendment to update Closing the Gaps (CTG)
- Pairing process
- Targets/cut points adjusted as necessary



- **ESSA Amendment (CTG)**
 - Set unique student group graduation rate targets for Special Education (other groups?) based on baseline data
 - 4-year rate
 - 6-year rate
 - Add AEA school type in addition to EL, MS, and HS
 - Unique CTG indicator weights for AEA



- **ESSA Amendment (CTG)**
 - School Quality Student Success updates
 - Replace STAAR Only Component at EL/MS
 - Attendance strength?
 - 36 other states use attendance in ESSA
 - Change to AEA specific indicators
 - Current bonus points?
 - Credit recovery?



- **Appropriate for AEAs**
- **Effective indicators should**
 - relate to key student outcomes;
 - provide meaningful differentiation among AEAs;
 - lead to key student outcomes; and
 - incentivize positive action.



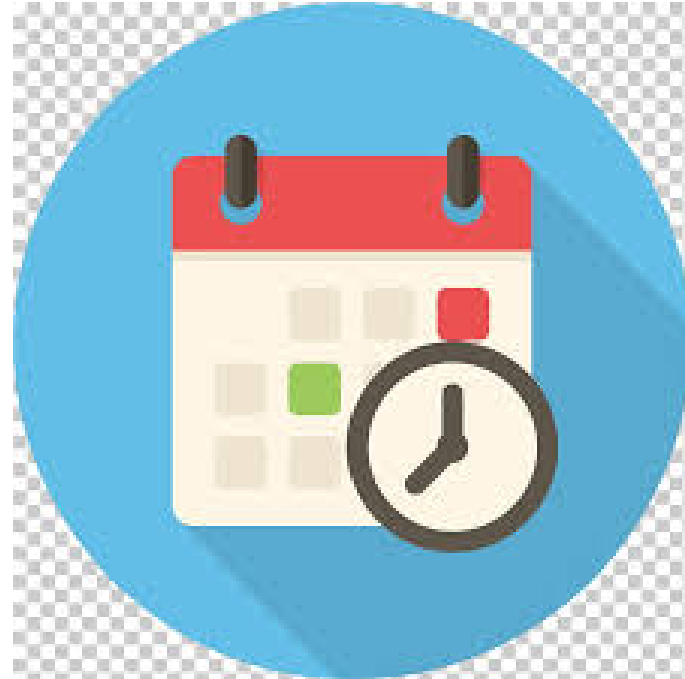
- **CTG–School Quality/Student Success Ideas**
 - Combination of metrics
 - Attendance
 - Growth
 - Change
 - Strength
 - Credit Recovery
 - Credit accumulation
 - Credit acceleration



What indicators can be used for AEAs to meet both state and federal standards?



Next Meeting Date



What concerns or suggestions do you have that were not discussed today?

