A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and smiling as he works on a silver laptop. The background is a bright, out-of-focus indoor setting. A white coffee cup on a saucer is visible on the desk to the right of the laptop. The text 'October 12, 2021 Alternative Education Accountability (AEA) Taskforce' is overlaid in the center of the image in a bold, blue, sans-serif font.

**October 12, 2021
Alternative Education
Accountability (AEA) Taskforce**

9:00 – 9:15	Welcome and Overview
9:15 – 9:30	2022 AEA Registration
9:30 – 10:15	Student Achievement Indicators & Weighting
10:15 – 10:30	Break
10:30 – 11:30	Academic Growth Indicators & Weighting
11:30 – 11:45	Next Steps

- Clearly define alternative education campuses (AECs)
- 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

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and smiling as he looks at a laptop. His right hand is on the keyboard. To his right, there is a white coffee cup on a saucer and a stack of books. The background is a bright, out-of-focus room with a window and a chair. The text "Looking Ahead" is overlaid in a large, bold, blue font.

Looking Ahead

- **SB 879** updated the dropout recovery enrollment requirements from 50 to 60 percent of students aged 16 (instead of 17) years of age and updated the criteria to permit the Commissioner to designate as a dropout recovery school a campus or district that applies and receives designation.
- This update will allow us to phase out “AEC of Choice” designations and shift to dropout prevention and recovery identifications.
- **HB 572** added enrollment in dropout recovery schools as an at-risk indicator for students.

Looking Ahead: 2022 AEA Registration

- Campuses newly eligible for AEA will be automatically preregistered for 2022.
- 2021 AECs that continue to meet eligibility will be automatically re-registered for 2022.
- Campuses must meet either the current year 75 percent at-risk criterion or the prior-year at-risk safeguard provision.
- **Updated in 2021:** Campuses must also have at least 90 percent of their students enrolled in grades 6–12, as verified through 2021–22 PEIMS fall enrollment data.

Looking Ahead: 2022 AEA Registration

- **New for 2022:** Campuses that do not meet the DRS statutory definition but do meet the AEA criteria (75% at-risk, 6-12 enrollment, etc.), may apply for a discretionary DRS identification.
- All campuses registered under AEA for 2022 will be DRS (or RTF) identified on the final listing.
- Is this system also the appropriate mechanism for exceptional campuses/programs to request a waiver before ratings to identify the exceptions prior to ratings/appeals?

Number of AECs by Campus Type (2021 vs 2019)

53

AECs of Choice

(71 in 2019)

225

DRS

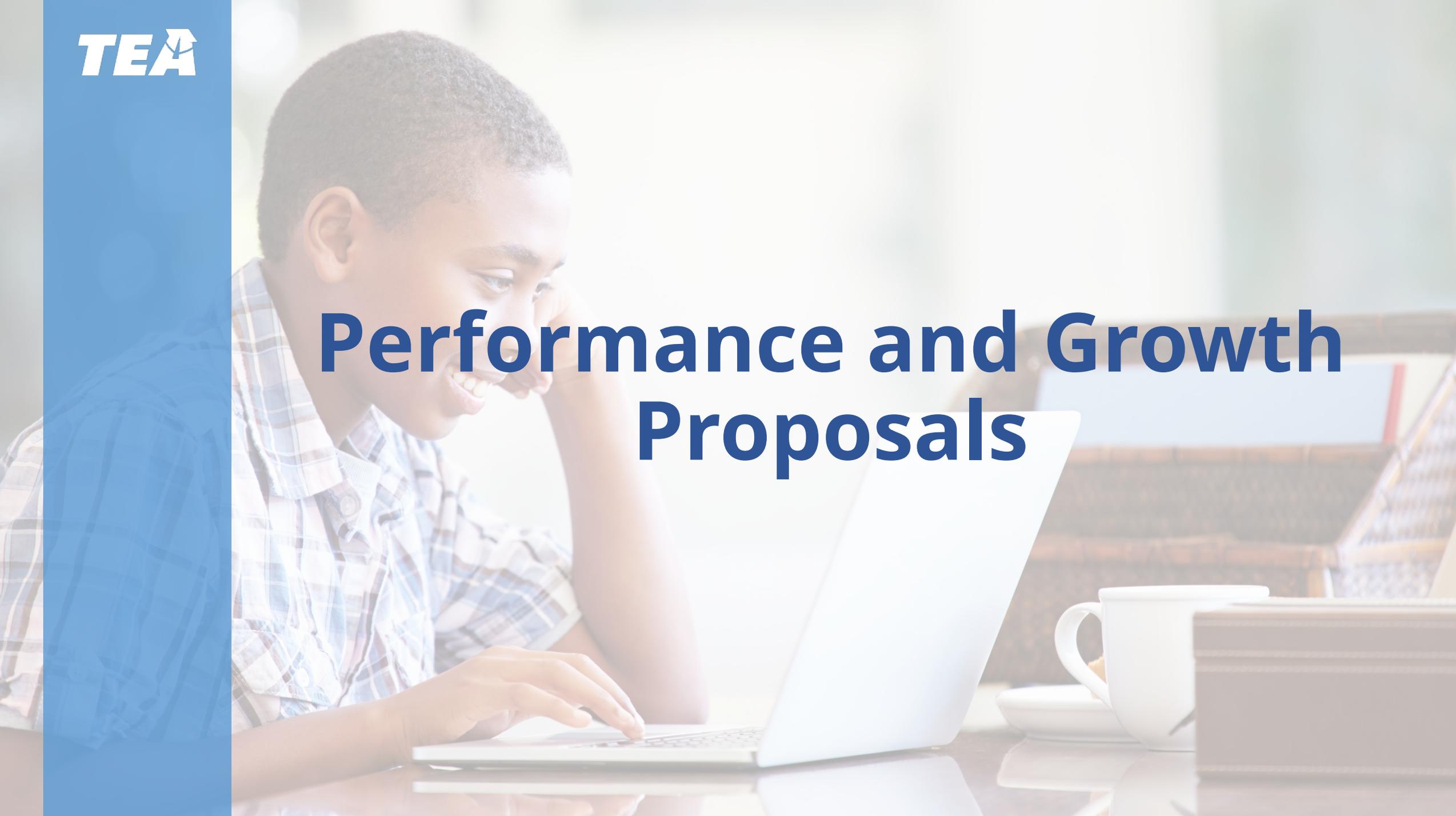
(217 in 2019)

98

RTFs

(91 in 2019)

376 Alternative Campuses in 2021 vs 379 in 2019

A young boy with short dark hair, wearing a blue and white plaid shirt, is sitting at a desk and smiling while looking at a laptop. His right hand is on the keyboard. To the right of the laptop is a white coffee cup on a saucer. The background is a bright, out-of-focus indoor setting.

Performance and Growth Proposals

- Add performance level weights
 - Results in higher scores for all
 - Weights of 1, 2, 3 result in average score increase of 11
 - Same number of campuses having 2019 D1A
 - Most closely aligned to current system
 - Simple to communicate and understand

Proposal Results

Domain	Model	# of Campuses	Average Score	Conclusion
1A	2019 D1A results for DRS	199	29	
1	Performance level weights of 1, 2, 3 for all (first & retests)	199	40	<p>Makes the performance level issue with DRS more appropriate.</p> <p>Same number of rated campuses and all with higher scores.</p> <p>Reflects the current system most closely.</p> <p>Simple to communicate and understand.</p>

Student Achievement: Completion Rate & CCMR

- Previously we had discussed moving CCMR and graduation rate to Closing the Gaps.
 - Thoughts now?
 - What about campuses that do not meet Closing the Gaps minimum size?
 - Previous dropout proposals that have been floated to CMM
 - Include in numerator but exclude from denominator
 - Completion rate bonus
 - CCMR rate bonus

Student Achievement: Completion Rate & CCMR

School Year	Grade 7–12 Dropouts
2015–16	33,466
2016–17	33,050
2017–18	33,697
2018–19	34,477
4-year Total	134,690

Previous Dropouts Who Graduated in 2019

1,634

Student Achievement: Completion Rate & CCMR

	No CCMR Point	0.5 CCMR Point	1.0 CCMR Point
Previous Dropouts	82%	7%	11%
State	35%	7%	58%

Student Achievement: CCMR Bonus for Previous Dropouts

CCMR adjusted to include previous dropouts in the numerator only.

- 75 DRS had at least 1 previous dropout earning CCMR.
- 52% of DRS had a CCMR rate gain of 1 point, with the maximum rate gain of 22.
- Average rate gain is 3 points.
- Encourages dropout recovery with no penalty.

Academic Growth (D2B) Methodology Proposal

STAAR AEA Bonus Points Methodology: Rate of retests from prior years, Approaches Grade Level or higher in current year

- Growth/progress metric
- Reflects population of DRS students with emphasis on retests
- 79 more campuses evaluated than current system
- Methodology already used in current system
- Simple to communicate and understand

Proposal Results

Domain	Model	# of Campuses	Average Score	Conclusion
1A	2019 D1A results for DRS	199	29	
1	Performance level weights of 1, 2, 3 for all (first & retests)	199	40	Makes the performance level issue with DRS more appropriate. Same number of rated campuses and all with higher scores. Reflects the current system most closely. Simple to communicate and understand.
2A	2019 D2A results for DRS	99	55	
2B	2019 STAAR AEA Bonus Points methodology: Rate of retests from prior years, approaching grade level or higher in current year.	178	40	Growth/progress metric Reflects population of DRS students with emphasis on retests. 79 more campuses evaluated than current system. Methodology already used in the current system. Simple to communicate and understand.
2A & 2B	Best of D2A and D2B	182	48	Campuses with best D2A: 40% Campuses with best D2B: 60%
1 & 2	Best of proposed D1 and D2	199	52	Campuses with best D1: 32% Campuses with best D2: 68%



Closing the Gaps – Overarching Ideas for DRS

- Develop DRS-specific indicators that measure outcomes for previous dropouts, completion rates, and CCMR along with indicators that meet ESSA requirements.
- Reset weighting and targets for DRS.
- Propose student group targets that are unique for DRS.
- Pull DRS out and identify the bottom 5% separately for comprehensive support.
- Additional ideas being discussed as part of the reset:
 - Award partial points based on distance from target.
Example: 0–4 possible points
 - Rework school improvement identification/exit to align with any updates.

Taskforce Next Steps: Outstanding Topics

- Model Closing the Gaps data
 - Student group targets
 - Weighting
 - Differentiated outcomes
- Updates to school improvement.
 - Align SI and overall grade more closely
 - Consider AEA-specific interventions.
 - Develop an intervention framework specifically for DPRS.
- Evaluate minimum size requirements for DRS-specific indicators.

2023 Accountability Reset Topics

These are all discussion topics. No decisions have been made.

- Scaling/target adjustments as needed
- Growth methodology revision
- Adjustments to Closing the Gaps
 - 0-4 methodology instead of Y/N for each indicator
 - Addition of a non-STAAR indicator such as chronic absenteeism
 - ELP targets by school type
- Alignment of district rating with its campuses' ratings
- Closer alignment with federal label and overall grade

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



Next Meeting Date

