

Alternative Education Accountability Registration Criteria History

History

Enacted by the Texas Legislature in 1993, accountability legislation mandated the creation of an accountability system for all Texas schools. This accountability system integrated the statewide curriculum; the state criterion-referenced assessment system; district and campus accountability; district and campus recognition for high performance and significant increases in performance; sanctions for poor performance; and school, district, and state reports.

As a result of statewide educator feedback, an alternative set of performance measures for campuses serving at-risk students was developed in late 1994 and implemented in the 1995–96 school year. In order for a campus to qualify as alternative, it was required to serve one or more of the following student populations: students at risk of dropping out; recovered dropouts; pregnant or parenting students; adjudicated students; students in violation of the campus rating. This initial determination was then forwarded to the TEA where it was reviewed by a panel of peer reviewers who sent a recommendation to the commissioner.

From the 1995–96 to 2001–02 school years, revisions were made to the ratings criteria and procedures determined by an ad hoc Alternative Education Advisory Committee:

- Minimum performance levels for an Acceptable rating were established in 1996–97.
- Beginning in 1996–97, school districts were required to select campus-based performance indicators from a menu of state-established indicators.
- In 1997–98, TEA staff assumed responsibility for the review and analysis of all campus performance data.
- In 1999–00, TEA required that the rating for each AEC be determined on three base indicators: Texas Assessment of Academic Skills (TAAS) passing rates for reading and mathematics, dropout rates, and attendance rates.
- In 1999–00, disciplinary alternative education programs (DAEPs) and juvenile justice alternative education programs (JJAEPs) were no longer permitted to register for AEA. Instead, the performance of students served in these programs was attributed to the campuses where these students would otherwise have attended.
- In 2000–01, campuses were required to serve "students at risk of dropping out of school" as defined in Texas Education Code (TEC) §29.081 in order to be eligible to receive an accountability rating under AEA procedures.

House Bill 6, enacted by the 77th Texas Legislature, called for a pilot program to examine issues surrounding accountability of alternative education programs. The purposes of this pilot were to analyze the existing status of AECs and to make recommendations regarding the methods of evaluating the performance of these campuses. In order to achieve these purposes, the following activities were undertaken in 2002:

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- e) The AEC must offer nontraditional methods of instructional delivery designed to meet the needs of the students served on the campus;
- f) The AEC must have an appropriately certified, full-time administrator whose primary duty is the administration of the AEC;
- g) 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;
- h) The AEC must provide each student the opportunity to attend a 7-hour school day;
- i) If the campus serves special education students, the students must be placed at the AEC by their admission, review, and dismissal (ARD) committee; and
- j)

