

Guidelines

for the

Academic Excellence Indicator System

2005-06 Report

The following guidelines have been developed by the Division of Performance Reporting of the Texas Education Agency to help districts understand their responsibilities regarding the Academic Excellence Indicator System reports. Please read these guidelines carefully.

Texas Education Code §39.053 requires each district's board of trustees to publish an annual report that includes the AEIS report; campus performance objectives; a report of violent or criminal incidents; and, information received under Texas Education Code §51.403(e) from the Texas Higher Education Coordinating Board. The board of trustees shall hold a hearing for public discussion of the report, and they shall widely disseminate the report within the district.

- 1. Publishing an Annual Report.** The AEIS report comprises the main part of the district's annual report. Districts must publish the AEIS report in the format prepared by TEA. Apart from the AEIS report, districts must also include campus performance objectives (see item **2.** below), a report of violent or criminal incidents (see item **3.** below), and information received from the Texas Higher Education Coordinating Board (THECB) for each high school campus in the district (see item **4.** below). Districts may add narrative describing their schools; present additional data, charts, and diagrams; and give further explanation of the data prepared by TEA.

Of the materials provided by TEA to the district, those that must be made available to the public are: (1) the Performance and Profile sections for the district and for every campus in the district; and (2) the Campus Comparable Improvement Reports. It is also helpful to provide a copy of the *AEIS Glossary*. Where appropriate, the Spanish version *Glosario* should be made available. Other materials provided by TEA, such as these *Guidelines*, are for district or campus use only.

The information specified above will not be mailed to districts and schools; it must be downloaded from the internet. To access and print the reports and *Glossary*, log onto the Texas Education Agency Secure Environment (TEASE) website at:

<https://seguin.tea.state.tx.us/apps/logon.asp>

This search site is designed for district use only and provides the basic materials districts need to comply with the mandated publication requirements of the AEIS. See items **6.** and **7.** below for details on how to access and print reports off the TEASE site. Note that on November 16, 2006, all 2005-06 AEIS information will be made available to the public online at

<http://www.tea.state.tx.us/perfreport/aeis/2006/index.html>

The following items and actions are local district responsibilities:

- 2. Campus Performance Objectives.** *Texas Education Code* §11.253 requires that each campus improvement plan set objectives based on the AEIS report and periodically measure progress toward the performance objectives. These objectives must be approved by the local board of trustees and must be included in the published AEIS report.
- 3. Report on Violent or Criminal Incidents.** Texas statute requires every district to publish a report on violent or criminal incidents at their schools. This report is meant to be available for use and review by the public in the district; a copy does **not** need to be sent to TEA. It is a local responsibility to determine the format of this report and publish it. The content of the report should reflect the requirements in statute. *Texas Education Code* §39.053. Performance Report reads, in part:
 - (a) The annual report must . . . include:
 - (4) a statement of the number, rate, and type of violent or criminal incidents that occurred on each district campus, to the extent permitted under the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g);
 - (5) information concerning school violence prevention and violence intervention policies and procedures that the district is using to protect students;
 - (6) the findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act (SDFSCA) of 1994 (20 U.S.C. Section 7101 et seq.) and its subsequent amendments;

For clarification on information related to the SDFSCA, please contact Carolyn Smyrl, Program Administrator for Safe and Drug-Free Schools and Communities (SDFSC) at (512) 463-9374. For questions about violent or criminal incident information as reported on the PEIMS 425 Record, please contact Leslie Smith, Program Specialist on Chapter 37 at (512) 463-9982.

- 4. Reports of Student Enrollment and Academic Performance.** Texas statute requires every district to include, with their performance report, information received under Texas Education Code §51.403(e) for each high school campus in the district. This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school. The most recent report, the 2004 Annual Texas Success Initiative (TSI)/Alternative Test High School Summary Report, will be available soon as a PDF download at:

<http://www.txhighereddata.org/reports/Docfetch.cfm?DocID=1270&Format=PDF>.

The current time frame for release of this report by the THECB is mid-December, 2006. The Texas Education Agency will notify district superintendents through email when the most current report has been posted. If it is a hardship for your district to wait until this report is available, you may proceed with your hearing for public discussion and publication of the AEIS. To meet the requirement of TEC §51.403(e), you may use the most current THECB report available at the time of publication of these *Guidelines*, which is for 2003. That report is available (as are all historical years from 1995 forward) at:

<http://www.txhighereddata.org/Interactive/HSCollLink.cfm>.

To comply with this requirement, find the page with the information for your district, print it, and include it with the published AEIS report. Included within the THECB report are explanations of the data that might be useful to add to your published AEIS report. To protect privacy, results are not published for individual high schools (or districts with a small number of students attempting the TSI Test). Districts are not required to report TSI results for individual high schools. If data for a district are masked due to small numbers of students, districts should still publish their section of the report, showing the masked data, just as they would publish any data that are masked in the AEIS report.

5. **Public Hearings.** A hearing for public discussion of the annual report must be held within 90 days of receipt of the AEIS materials. The winter holiday does not count toward the 90 days. Parents and property owners must be notified of the hearing. State law stipulates that notification **MUST** include “notice to a newspaper of general circulation in the district and notice to electronic media serving the district.” This notice can be in the form of a press release or other announcement, but it must be made available to local print and electronic media (*i.e.*, newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing. The hearing may be combined with a regularly scheduled meeting of the local board of trustees, but must be held at a reasonable time, when parents and taxpayers can attend. Within two weeks after the hearing, the AEIS report must be widely disseminated within the district.
6. **How to Access the Reports.** For 2006, the TEA-generated AEIS reports are available on the Texas Education Agency Secure Environment (TEASE) website. Every superintendent should have a logon to this site, or have a designated staff member with access to the site.
7. **How to Print the Reports.** On the TEASE site, AEIS reports are only available as Portable Document Format (PDF) files and require you to have Adobe™ Acrobat Reader on your computer. This is a free download, available at www.adobe.com/acrobat (look for the link to “free acrobat reader”). We recommend the latest version. Please contact your computer technician if you are unsure how to download this software.
 - a) Once on the AEIS site on TEASE, the search page allows for searches of sets of reports: A) the Comparable Improvement reports; B) the district AEIS report; and C) the campus AEIS reports. Because only your district is made available to you through the TEASE site, there is no need to enter your district name or number.
 - b) These reports are generated upon request. If you are a large district, or have a slower internet connection, you may experience a wait for the reports. Please refrain from hitting the “STOP” button and resubmitting your request, as this will restart your wait and create additional web traffic. If the reports do not run successfully for you, please contact the Division of Performance Reporting at (512) 463-9704.
 - c) Depending on your computer setup, the browser may prompt you to save the report onto a disk or hard drive, or it may open automatically through your internet browser. It is important to save reports that you plan to view more than once onto your own computer or a removable disk. This will give you instant access to the reports, and not leave you dependent on your secure internet connection. You can save a report from the Acrobat window, by clicking on the “disk” icon. Within the application, see the “help page” for greater detail on how to save reports.
 - d) When running C), the AEIS reports for campuses, you have two choices: either to select all

campuses, or a third of the campuses at a time. With a fast internet connection, a full set of campus reports can be run quickly for almost all districts (the first choice).

- e) Once you have the reports open on your computer, you are ready to print. The reports have been designed to allow for double-sided printing. Blank pages have been added — after the cover page and at the end of every campus report that has an odd number of pages. If you print the reports single-sided, simply discard the blank pages.

- 8. Disseminating the Report.** Once the annual report is published, it must be disseminated to the public. This can be accomplished by directing readers to the AEIS website, or for members of the public without internet access, through mailouts or by having copies posted in public places such as each school office, local businesses, and public libraries. The district is responsible for finding the most efficient and cost-effective method of making the annual report available to the public.
- 9. HB 3297 and the AEIS Reports.** A portion of HB 3297 (TEC Sec. 39.252) requires that districts post the most current AEIS reports on the district website by the 10th instructional day of the school year. While this statute does not require that the district website be updated with the latest AEIS reports following the 10th instructional day of the year, districts are strongly encouraged to make the 2005-06 reports available to your public on your own website. With the PDF version of the reports, this can be done easily. TEA's public website will have the AEIS reports online (as HTML as well as PDF) on November 16, 2006.

Other Information:

- 10. Making Changes to Data:** By the time AEIS reports are generated, it is too late for districts to correct any data printed on the reports. Corrections to PEIMS data used in the AEIS report must be made using the procedures described in the *PEIMS Data Standards*, well ahead of the time the AEIS reports are generated by TEA. The submission and resubmission period for PEIMS (Submission 1) was roughly from November 2005 through mid-January 2006. For changes to the TAKS results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests, corrections must be handled through the appropriate testing contractor. However, if there are discrepancies between the data that appear on the AEIS report and locally computed data, the district may add a statement explaining the discrepancies.
- 11. Publishing a Summary Report:** In addition to publishing its full annual report and having it available in public places, the district has the option to produce a shortened or summarized report, showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report. Note that the *School Report Card*, (available in mid-December 2006), provides such a summary. (See item **15.** below)
- 12. Changes to this Year's AEIS:**
 - ***PBM Special Education Monitoring Results Status:*** This new item replaces the former Special Education Compliance Status last reported on the 2002-03 AEIS reports. Districts are assigned one of 16 possible statuses, which are printed on the covers of the AEIS reports (PDF only). Please refer to the *AEIS Glossary* for a complete description.
 - ***Grade 8 Science:*** Students in grade 8 were assessed on TAKS science beginning in 2006. Performance on this assessment will not be incorporated into the state accountability system until 2008, but is reported on the AEIS reports beginning this year. Grade 8 science results are shown on the TAKS by grade results based on the actual 2006 student level passing

standards –2 standard error of measurement (SEM) below panel recommendation (PR). Grade 8 science results are not included in the summed across grade accountability indicators. Similarly Commended Performance results, also summed across grades, do not include grade 8 science. Finally, a new statistic has been added that provides a preview of the 2008 accountability indicator for science which will include grade 8 at the PR standard. Footnotes have been added and labels expanded to clarify when grade 8 science is included and when it is excluded.

- **Multi-year History on the Web:** The multi-year history is a report of selected AEIS indicators for multiple years. It is only available on the public web. Users can select a report for any campus or district, or the state. Prior to this year, the reports provided information for 1994-2002. With this release, the feature will add the years 2003 forward.
- **Grade 11 Results:** The performance of all 11th graders tested for the first time during the primary spring administration plus the results of certain rising juniors who tested in June 2005 and juniors who took the exit-level TAKS for the first time in October 2005 and passed all four tests are included. A footnote is added to clarify the use of the June and October results.
- **TAKS-I Results:** Results of TAKS-I summed across grades are shown by subject. Met standard for TAKS-I is defined as it is for TAKS. All Tests is not shown for TAKS-I.
- **Participation:** The 2006 participation results are broken down two ways: by tested versus non-tested categories. Tested students are divided by type of assessment they took; and, by whether they are included in the accountability system or not. Students who were not tested at all are shown by reason. Students who were coded as hurricane-displaced are shown as a separate non-tested category and as a separate category within the accountability system status. These same types of participation groups do not apply to the 2005 participation results. The 2005 participation results are shown as they were in the 2005 AEIS reports, with some label changes to make comparative items across years easier to locate.
- **RPTE and English Language Learners:** The RPTE measures previously reported are replaced with a new English Language Learner (ELL) measure. The ELL Progress measure reports the percentage of current and monitored (former) limited English proficient (LEP) students who either meet a proficiency standard on the TAKS English reading/ELA test or on the RPTE; or, show progress on the RPTE from the prior year. Plans call for a measure such as this one to be used in determining accountability ratings in 2008. This measure will be reported for two years (2005-06 and 2006-07) before being used for accountability. Future use of this indicator will be discussed with the accountability focus group and advisory committee during February and March 2007.
- **TAAS/TASP Equivalency:** This indicator no longer exists and has been replaced with the Texas Success Initiative measures for ELA and mathematics.
- **College Readiness Indicators:** Existing AEIS indicators related to college readiness have been grouped together on the 2005-06 AEIS reports under a new heading “College Readiness Indicators.” The indicators are: Advanced Course/Dual Enrollment Completion, Recommended High School Program/Distinguished Achievement Program Graduates, AP/IB Results, Texas Success Initiative Higher Education Readiness Component, and SAT/ACT Results.

13. Other Data Issues: In releasing these reports to the public and the media, districts are encouraged to include a copy of the *AEIS Glossary*. Districts may explain any discrepancies between locally-computed statistics and the values received from TEA. The following are some of the most commonly requested explanations for perceived discrepancies between state and local data. (Districts may wish to include any or all of these.)

- **Time frame:** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. Dates of data sources are given in the *AEIS Glossary*.
- **Static versus Dynamic Data Sources:** Most of the data provided are derived from collections compiled at a specific time to create an annual statistic. Districts may maintain cumulative or dynamic sets of similar information, which they may wish to provide locally. An example of this might be the cumulative number of recovered dropouts.
- **The “October” or “Accountability” Subset:** TAKS, SDAA II, and TAKS-I results are adjusted to account for student mobility. Only passing rates for students who were enrolled in the campus or district as of October 28, 2005 (for the Spring 2006 test) were included in the AEIS reports. See the *AEIS Glossary* for a more complete explanation of which students are included in each of the TAKS indicators. Also see Table 3 in the *2006 Accountability Manual* for examples.
- **Masking:** Masking rules are applied to results of the TAKS, SDAA II, and TAKS-I tests in order to be in compliance with the federal Family Educational Rights and Privacy Act (FERPA). Other performance indicators are also masked, such as AP/IB and SAT/ACT results. For more information on masking rules and symbols, please see pages 38 and 39 in the *AEIS Glossary*.

14. Explanation to Parents and Staff: As previously mentioned (see item 5.), districts are required to notify parents (including anyone having lawful control of a student), property owners, and the local media of the AEIS hearing for public discussion. Beyond that, the superintendent may want to encourage principals to meet with staff to discuss their campus report; and, following public discussion, schedule presentations of the information at meetings of the local parent-teacher organization. The material TEA provides on this website is designed to provide all the basic information needed to understand the AEIS report.

15. School Report Card (SRC): The SRC will be released on the TEA website to districts in mid-December of 2006. Schools are required to disseminate SRCs to parents or guardians within six weeks of receipt of the report card from TEA. More information regarding district and campus responsibility for disseminating the SRC is provided with the report card release.