

# Guidelines

for the  
**Academic Excellence Indicator System**  
2004-05 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.

As was the case last year, 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 December 7, 2005, all 2004-05 AEIS information will be made available to the public online at

**<http://www.tea.state.tx.us/perfreport/aeis/2005/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.S. 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.S. Section 710 et seq.) and its subsequent amendments;

For clarification on information related to the SDFSCA, please contact Carolyn Smyrl, State Coordinator for SDFSCA, at (512) 463-9374. For questions about violent or criminal incident information as reported on the PEIMS 425 Record, please contact Billy Jacobs, Senior Director of Safe Schools 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 THECB, reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school. The most recent report, the 2002-03 Annual TASP/Alternative Test High School Summary Report, is available as a PDF download at:

**<http://www.txhighereddata.org/reports/Docfetch.cfm?DocID=1098&Format=PDF>.**

To comply with this requirement, find the page with the information for your district, print it, and include it with the published AEIS report. The summary report also provides explanations of the data that might be useful to include with the published AEIS report. To protect privacy, results are not published for individual high schools (or districts with a small number of students attempting the TASP/A Test). Districts are not required to report TASP/A 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. Also note that the 1994-95 through 2001-02 editions of the annual TASP/A Test Report of Student Performance of High School Graduates are now available at <http://www.txhighereddata.org/Interactive/HSCollLink.cfm>.

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 2005, 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](http://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 shown, there is no need to enter your district name or number.
  - b) These reports are generated as you wait. With a high-speed connection and normal internet traffic, a single report will take about a few seconds. A complete set of reports for larger districts with over fifty campuses takes longer. Slower connections and very high levels of traffic will result in a longer wait. **DO NOT HIT “STOP” AND RESUBMIT YOUR REQUEST.** This will put you back at the beginning of the wait, and create additional traffic for the website.
  - 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.
  - 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 at once for almost all districts (the first choice). For example, a district with 100 campuses should take under a minute to generate all reports.

- 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 2004-05 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) in early December.

***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 2004 through mid-January 2005. 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 of 2005), provides such a summary. (See item **15.** below)
- 12. Changes to this Year's AEIS:**
- ***SDAA II Results:*** New in 2005, the State-Developed Alternative Assessment II (SDAA II) assesses students in special education programs in grades 3-10 who are receiving instruction in the Texas Essential Knowledge and Skills (TEKS) but for whom the TAKS is an inappropriate measure. Two sets of SDAA II results are presented on the AEIS report - (1) SDAA II examinations that met ARD expectations, summed across grades 3-10 (*this measure is used in determining accountability ratings.*); and (2) SDAA II examinees who met ARD expectations by subject (reading/ELA, writing, and mathematics), summed across grades 3-10.
  - ***Student Success Initiative:*** As required by statute, the AEIS reports show four values for this indicator: (1) *Students Requiring Accelerated Instruction*, (2) *TAKS Cumulative Met*

Standard, (3) TAKS Failers Promoted by Grade Placement Committee, and (4) TAKS Met Standard (Failed in Previous Year). Beginning in 2005, students in grade 5 were subject to SSI requirements for the first time. Please refer to the *AEIS Glossary* for a complete description.

- **Progress of Prior Year TAKS Failers (Sum of Grades 4-11):** The 2004-05 AEIS reports show the percent of students who failed TAKS the prior year but passed the corresponding assessment in the current year. The average Texas Growth Index (TGI) between the prior year and current year for students who failed the TAKS test in the prior year are also shown.
- **Cumulative Percent Passing Exit-Level TAKS:** This measure is the percentage of a class of students passing all tests taken on the exit-level TAKS. The class of 2005 is the first class of graduates who must pass the exit-level TAKS in English language arts, mathematics, science, and social studies to be eligible to receive high school diplomas.
- **TAKS Progress Measure:** This new indicator sums performance results across grades 3-11 and across subjects to evaluate alternative education campuses (AEC) under AEA procedures. It is based on the number of tests taken, instead of the number of students tested. This indicator is shown on the 2004-05 AEIS reports for AEA-rated campuses and districts only.
- **Reading Proficiency Tests in English:** The RPTE measures annual growth of students learning English. Beginning in 2005, a new proficiency level, *Advanced High*, was added to the three levels of proficiency: *Beginning*, *Intermediate*, and *Advanced* used in 2004.
- **Annual Dropout Rate:** The annual dropout rate for grades 7-8 and the annual dropout rate for grades 7-12 are both provided in 2004-05 AEIS reports. The grades 7-8 dropout rate was used as a base indicator under the 2005 standard accountability procedures while the grades 7-12 dropout rate is a base indicator under the alternative education accountability procedures.
- **At-Risk Students:** Statistics of students at risk of dropping out of school are shown on the 2004-05 AEIS reports for the first time. Current year performance of at-risk students is added to the district, region, and state AEIS reports, along with the other student groups reported on the 2003-04 AEIS reports. The at-risk student group is NOT shown on the campus report. The enrollment statistics of at-risk students are added to the profile section (campus and district).
- **Revenues and Expenditures:** The reporting of revenues and expenditures statistics on the 2004-05 AEIS reports are better aligned with the Financial Standard Reports published by the agency. As a result, a breakdown by fund types (general only and all funds) is shown. Also, per-pupil statistics are provided for both fund categories. Please refer to the *AEIS Glossary* for a complete description.

**13. Other Data Issues:** In releasing these reports to the public and the media, districts should 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 and SDAA II results are adjusted to account for student mobility. Only passing rates for students who were enrolled in the campus or district as of October 29, 2004 (for the Spring 2005 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 *2005 Accountability Manual* for examples.
- **Masking:** Masking rules are applied to results of the TAKS and SDAA II tests in order to be in compliance with federal Family Educational Rights and Privacy Act (FERPA). For more information on masking rules and symbols, please see pages 33 and 34 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):** These will be released on the TEA website to districts in mid-December of 2005. 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.