

ACCOUNTABILITY
ACCREDITATION AND PERFORMANCE INDICATORS

AIA

PURPOSE

Each district must be accredited by TEA. A district that is not accredited may not receive funds from TEA or hold itself out as operating a public school of this state. *Education Code 11.001, 39.052(f)*

As a condition of accreditation, the State Board of Education (SBOE) shall require each district to provide instruction in the essential knowledge and skills at appropriate grade levels and to make available to each high school student in the district an Algebra II course. *Education Code 28.002(c)*

ACCREDITATION

A Memorandum of Understanding of Understanding between Texas School for the Deaf and the Texas Education Agency has been established for purposes of accreditation and accountability.

Texas Education Code (TEC), 29.315

The MOU establishes:

1. the method for developing and reevaluating a set of indicators of quality learning at the school;
2. the process for TEA to conduct and report on an annual evaluation of the school's performance indicators;
3. the requirements of the School's Board to publish, discuss and disseminate an annual report describing the educational performance of the school;
4. the process for TEA to assign an accreditation status to the School, to reevaluate the status on an annual basis, and, if necessary, to make on-site accreditation investigations, and,
5. the type of information the School shall be required to provide through the Public Education Information Management System (PEIMS).

STATUSES

The Commissioner shall determine criteria for the following accreditation statuses by September 1 of each school year.

1. Acceptable
2. Needing on site review

If the School receives a rating of "needing on-site review", the School may appeal the rating to the Commissioner of Education by October 1. The rating will become final November 1.

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STUDENT
ACHIEVEMENT
INDICATORS

The determination of the performance rating may include consideration of the effectiveness of the School's special education program based on TEA's most recent compliance review of the School.

No later than August 31 of each school year, TEA and the School shall jointly develop and agree upon a set of quality indicators that are appropriate for the characteristics of the students served by the School.

By September 15 the School shall submit an accountability proposal that includes

1. Quality indicators;
2. Performance Objectives within each indicator; and,
3. Minimum standards for determining the achievement of performance indicators.
4. To the extent appropriate, the indicators shall incorporate academic excellence indicators and alternative assessment measures.

TEC, Chapter 39, Subchapter B

By September 15, the Commissioner shall review the proposal and notify the School of approval or needed modifications necessary for approval.

By November 1, the Commissioner shall provide notification of final approval of the proposed indicators and performance objectives.

By July 1 of each school year, the School shall submit to TEA all complete and accurate information necessary to document performance with respect to the approved indicators and performance objectives selected for rating purposes under the accountability system.

QUALITY OF
LEARNING
INDICATORS

In addition to the student achievement indicators, the School may include indicators of the quality of learning for the purpose of preparing performance reports [see AIB]. The quality of learning indicators may include:

1. The percentage of graduating students who meet the course requirements for the foundation high school program, the distinguished level of achievement under the foundation high

school program, and each endorsement described by Education Code 28.025(c-1) [see EIF];

2. The results of the SAT, ACT, articulated postsecondary degree programs, and certified workforce training programs;
3. For students who have failed to satisfy the state standard on an assessment, the performance of those students on subsequent assessments, aggregated by grade level and subject area;
4. For each campus, the number of students, disaggregated by major student subpopulations, who take courses under the foundation high school program and take additional courses to earn an endorsement, disaggregated by type of endorsement;
5. The percentage of students provided accelerated instruction after unsatisfactory performance on a state assessment, the subject of the assessment on which each student failed to perform satisfactorily, the results of second and third administrations of the assessment, the percentage of such students promoted through the grade placement committee process, and the performance of those students in the following school year on the state assessments;
6. The percentage of students of limited English proficiency exempted from the administration of an assessment;
7. The percentage of students in a special education program assessed through alternative assessment instruments;
8. The percentage of students who satisfy the college readiness measure;
9. The measure of progress toward dual language proficiency for students of limited English proficiency;
10. The percentage of students who are not educationally disadvantaged;
11. The percentage of students who enroll and begin instruction at an institution of higher education in the school year following high school graduation; and
12. The percentage of students who successfully complete the first year of instruction at an institution of higher education without needing a developmental education course.

Education Code 39.301

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CEASD
ACCREDITATION

TSD is also accredited by the Conference of Educational Administrators of Schools and Programs for the Deaf (CEASD). The accreditation cycle for CEASD Accreditation is every five years. CEASD accreditation is a voluntary process undertaken by member schools that are committed to continuous school improvement.

CEASD Accreditation requires an in-depth study and self-evaluation conducted by the school community utilizing the CEASD Accreditation Guidelines for School Improvement. The School must provide a comprehensive Self-Study that addresses the following to the Accreditation team:

1. Evidence of stakeholder involvement in the process including stakeholder survey data.
2. An analysis of the School/Community profile
3. A statement of the School's Mission, Vision and Beliefs
4. An action plan for desired results for student learning
5. An in-depth analysis of the School's compliance with the CEASD Standards
 - a. Philosophy/Mission
 - b. Governance and Leadership
 - c. School Improvement Planning, Outreach and Viability
 - d. Finances
 - e. Health and Safety
 - f. Educational Program
 - g. Assessment and Evidence of Student Learning
 - h. Student Services
 - i. Student Life, Student Activities and Residential Living
 - j. Learning Resources and Information Technology
6. An on-site visit to validate the self-study and determine how well the Standards above are met.

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7. The on-site or virtual visit includes:
 - a. Interviews with selected staff
 - b. Classroom and Dorm observations
 - c. Meetings with various stakeholder groups including parents, alumni, Board members and community members.
8. The Visiting Team will prepare a written report of their visit including both recommendations and commendations.
9. They will also make an accreditation recommendation to the CEASD Board of Directors.
10. Accreditation decisions may include:
 - a. Full Accreditation
 - b. Provisional Accreditation
 - c. No Accreditation