

Second Generation
Open-Enrollment Charter
Renewal Application

Standard Renewal

SUBMITTED TO:

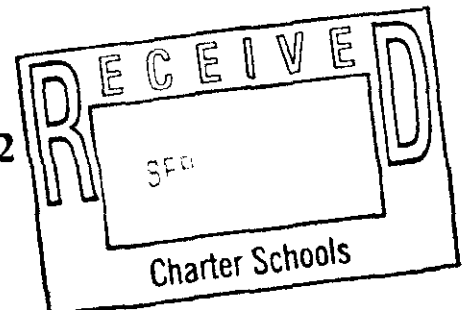
**Texas Education Agency
William B. Travis Building
1701 North Congress Avenue
Austin, Texas 78701-1494**

Original

SUBMITTED BY:

**Educational Learning and Enrichment Center,
Academy of Accelerated Learning, Inc. (101-810)
2913 Louisiana St.
Houston, TX 77006**

**Tuesday, September 3, 2002
Charter Schools Division
Room 5-107
5:00 p.m.**



**Educational Learning and Enrichment Center,
Academy of Accelerated Learning, Inc. (101-810)**

Renewal Application

Table of Contents

Page No.

Part 1. Charter Update

Section I. Maximum Enrollment, Grades Served, and Geographic Boundaries	5
Section II. Governance Structure and Procedures	
A. Governing Body of Charter Holder	7
B. Governing Body of Charter School	8
C. Roles and Responsibilities of Governing Bodies	9
D. Organizational Chart, Criminal History Records, Biographical Affidavit	Attachments 1 – 3
Section III. Teacher Qualifications	13
Section IV. Code of Conduct	13
Section V. Complaints	14
Section VI. Admissions Policy	15

**Educational Learning and Enrichment Center,
Academy of Accelerated Learning, Inc. (101-810)**

Renewal Application

Table of Contents

Page No.

Part 2. Program Evaluation

Section VII. Evaluation of Student Performance

A. AEIS Base Indicators	16
B. AEIS Additional Indicators	17
C. Other Information Relevant to Student Performance	17

Section VIII. Student Performance Goals

A. AEIS Base Indicators	18
B. AEIS Additional Indicators	18
C. Other Relevant Performance Goals	Attachment 4

Section IX. Plans and Initiatives to Improve Student Performance	18-a (1-30)
-----------------------------------------------------------------------------	--------------------

Section X. Monitoring Follow-Up	20
----------------------------------------	-----------

**Educational Learning and Enrichment Center,
Academy of Accelerated Learning, Inc. (101-810)**

Renewal Application

Table of Contents

Page No.

Part 3. Special Needs Students/Programs

Section XI. IDEA Key Components

A. Child Find (34 CFR 300.125)	21
B. Confidentiality (34 CFR 300.127; CFR 300.560-300.577; 34 CFR Part 99; TEC 26.004)	21
C. Procedural Safeguards (34CFR 300.504)	22
D. Notice of admission, review & dismissal (ARD) committee meetings (34 CFR 300.503; 34 CFR 300.345; TEC 26.0081; 19 TAC 89.1015; 19 TAC 89.1045)	22
E. Evaluation of children to determine eligibility (34 CFR 300.530-300.543; TEC 29.004; 19 TAC 89.1011; 19 TAC 89.1015; 19 TAC 89.1040)	23
F. Development and implementation of the individualized educational program (IEP); Extended school year (ESY) services (34 CFR 300.342-300.350; 34 CFR 300.309; TEC 37.0021; 19 TAC 89.1050; 19 TAC 89.1053; 19 TAC 89.1055; 19 TAC 89.1065)	23
G. Least restrictive environment (LRE) placement (34 CFR 300.550-330.553; 19 TAC 89.63 (A-C))	24
H. Transition planning (34 CFR 300.29; TEC 29.011; 19 TAC 89.1110)	24
I. Certified personnel for the provision of services to children with special needs (34 CFR 300.26; 34 CFR 300.136; 19 TAC 89.1131; SBEC requirements)	25
J. Services to expelled students (34 CFR 300.121(D); 34 CFR 300.522; TEC Chapter 37 – 10 day rule)	25
K. Allowable expenditures of state education funds (19 TAC 89.1125)	25

**Educational Learning and Enrichment Center,
Academy of Accelerated Learning, Inc. (101-810)**

Renewal Application

Table of Contents

Page No.

Part 3. Special Needs Students/Programs (cont'd)

Section XII. Information Request

A. Current copy of the charter school's informational brochure/pamphlet	26
B. Current blank copy of the initial pre-selection data sheet for potential students	27
C. Current blank copy of the student enrollment card once the student is selected for enrollment in the charter school	28
D. Brief description of the charter school's instructional arrangements/settings	Attachment 5
E. Brief description of the charter school's system for placement decisions	Attachment 5

Part 4. Electronic Copy Certification and Written Resolution

Section XIII. Electronic Copy of Application **Attachment 6**

Section XIV. Written Resolution **Attachment 6**

**Educational Learning and Enrichment Center,
Academy of Accelerated Learning, Inc. (101-810)**

Renewal Application

Table of Contents

Part 5. Attachments

Attachment 1 Organizational Chart

Attachment 2 Criminal History Records for Board Members

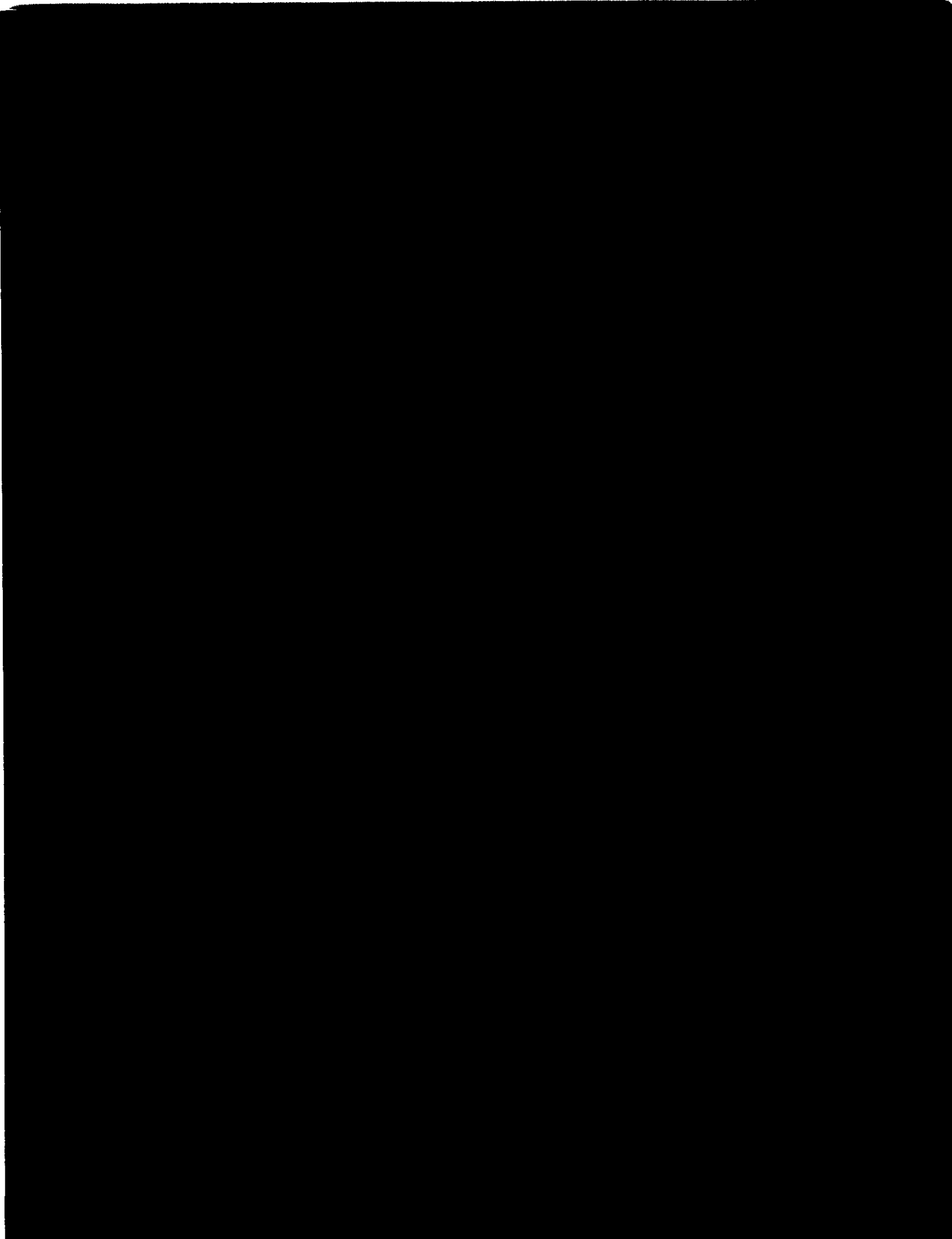
Attachment 3 Board Member Biographical Affidavits

Attachment 4 Documentation for Evaluation of other
Information Relevant to Performance

Attachment 5 Special Needs/Programs Information Request

Attachment 6 Electronic Application Certification

Attachment 7 Written Resolution Adopted by
Governing Body of Charter Holder



**Open-Enrollment Charter School Renewal Application
Generation Two – Standard**

Part 1. Charter Update

Charter Holder Name: Educational Learning and Enrichment Center, Academy of Accelerated Learning, Inc.
(i.e., nonprofit organization, institution of higher learning, or governmental entity)

Charter School Name: Educational Learning and Enrichment Center, Academy of Accelerated Learning, Inc.

Charter School County/District #: 101-810-002

Campus Name(s)	County/District/Campus #
Academy of Accelerated Lrng.	101-810-002

Section I. Maximum Enrollment, Grades Served, and Geographic Boundaries

In the spaces below, please list the maximum enrollment, the grades the charter school serves (indicating if there is an approved GED program), and the geographic boundaries.

A. Maximum Enrollment: 750

B. Grades Served: Pre-K - 8th Grades (Grades 9-12) continuation of moratorium requested.

Approved GED Program: YES NO

C. Geographic Boundaries (School Districts): Greater Houston Metropolitan Areas: Alief ISD, Aldine ISD, Channelview ISD, Crosby ISD, Cypress-Fairbank ISD, Deer Park ISD, North Forest ISD, Gelena Park ISD, Goose Creek ISD, Houston ISD, Humble ISD, Katy ISD, Klein ISD, La Port ISD, Pasadena ISD, Spring ISD, Spring Branch ISD, Tomball ISD, Sheldon ISD, Huffman ISD, Pearland ISD, Stafford ISD, Fort Bend ISD.

**This page left
intentionally blank**

Section II. Governance Structure and Procedures

Review *TEC, Sec. 12.121* and *19 TAC Chapter 100, Division 5 (Charter School Governance)*, which lists, among other things, powers and duties that must be exercised by the governing body of the charter holder, and nepotism and conflict of interest prohibitions and exceptions.

Where indicated, list all relatives of the members of the Governing Body of the Charter Holder, of the Governing Body of the Charter School, and of the Officers of the Charter School within the *third degree of consanguinity or affinity*. These include your spouse and the following relations to you and to your spouse: parents, children, grandchildren, siblings, grandparents, great-grandparents, nieces, nephews, aunts, uncles, and great-grandchildren.

A. Governing Body of Charter Holder

1. In the spaces below please list the names of the members of the governing body of the charter holder, the offices held, any board members relative within the third degree of consanguinity or affinity (see definition above), and any compensation or remuneration from the charter holder or charter school received by the board members.

Board Member Name	Office Held	Relative(s) Within the Third Degree of Consanguinity or Affinity Who are Also Serving on the Board	Board Member Compensation or Remuneration Per Year
James M. Douglas	President	None	None
Joyce Bethany	Secretary	None	None
Percy P. Cruzot	Treasurer	None	None
Isaac Ledesma	Member	None	None
Dannette M. Elroy	Member	None	None

2. Will any relative of the board member within the third degree of consanguinity or affinity (see definition above) be employed by or receive any compensation or remuneration from the charter holder or the charter school? If yes, provide details in the space provided below. YES NO

On August 29, 2002 at the regular scheduled board meeting, the board voted to accept the bid of Creuzo' Cuzine. The owner Angela Creuzot is a relative of board member Percy Creuzot. Mr. Creuzot did not participate in the discussion nor the vote with regard to the awarding of this contract.

3. Will any board member's spouse or any of the spouse's relatives within the third degree of consanguinity or affinity (see definition on page 2) be employed by or receive any compensation or remuneration from the charter holder or charter school? If yes, provide details in the space provided below. YES NO

4. Will any person who is a relative within the third degree of consanguinity or affinity (see definition on page 2) of a charter school officer (i.e., a person charged with the duties of, or acting as, a chief executive officer, a central administrator, a campus administration officer, or a business manager) be employed by or receive any compensation or remuneration from the charter holder or charter school? If yes, provide details in the space provided below. YES NO

B. Governing Body of Charter School

1. If the governance structure includes more than one board (i.e., a governing body that is separate from the governing body of the charter holder), in the spaces below please list the names of the members of the governing body of the charter school, the offices held, any relative of a board member within the third degree of consanguinity or affinity (see definition on page 2), and any compensation or remuneration from the charter holder or charter school received by the board members.

Board Member Name	Office Held	Relative(s) Within the Third Degree of Consanguinity or Affinity Who are also Serving on the Board	Board Member Compensation or Remuneration Per Year
N/A			

2. Will any relative of a board member within the third degree of consanguinity or affinity (see definition on page 3) be employed by or receive any compensation or remuneration from the charter holder or the charter school? If yes, provide details in space provided below. YES NO

On August 29,2002 at the regular scheduled board meeting, the board voted to accept the bid of Creuzot Cuzine. The owner Angela Creuzot is a relative of board member Percy Creuzot. Mr. Creuzot did not participate in the discussion nor the vote with regard to the awarding of this contract.

3. Will any board member's spouse or any of the spouse's relatives within the third degree of consanguinity or affinity (see definition on page 3) be employed by or receive any compensation or remuneration from the charter holder or charter school? If yes, provide details in the space provided below. YES NO

C. Roles and Responsibilities of Governing Bodies

Describe the roles and responsibilities of both the charter holder and charter school governing bodies. If this represents a change from the governance structure currently on file with the Agency, please indicate that it is a change and describe the difference from the previous structure.

The Board of Directors shall provide leadership, guidance, and direction in the education of the youth of the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc. The Board of Directors shall provide the best possible educational programs and physical facilities and other institutions under its control and direction which best meet community needs at the lowest required cost.

The following powers and duties must be exercised by the Board of Directors, acting as a body corporate in meetings posted in compliance with Government Code, Chapter 551 (absent a specific written waiver, setting forth good cause why a specific function [as listed below] cannot reasonably be carried out and authorized by the Commissioner of Education).

Absent such waiver the Board of Directors shall not delegate!

1. final authority to hear or decide employee grievances, citizen complaints or parental concerns:
2. final authority to adopt or amend the budget of the district or the charter school, or to authorize the expenditure or the charter school, or to authorize the expenditure or obligation of state funds or the use of public property:
3. final authority to direct the disposition or safekeeping of public records; except that the Board of Directors may delegate this function to any person, subject to the board's superior right of immediate access to control over, and possession of such records:
4. final authority to adopt policies governing the charter school operations:
5. final authority to approve audit reports under TEC, sec. 44.008 (d); or
6. initial or final authority to select, employ, direct, evaluate, renew, non-renew, terminate, or set compensation for a chief executive officer.

The Board of Directors recognizes the Superintendent is responsible under state law for managing the day-to-day operations of the school as its administrative manager. It shall be policy of the Board of Directors to determine and maintain the distinction between those activities which are appropriately the responsibility of the Board as the governing body of the school and those activities which are administrative in nature and performed by the administrative staff.

The following powers and duties shall be exercised by the Superintendent. (absent a specific written waiver setting forth good cause why any of the listed functions cannot be carried out by the Superintendent and approved by the Commissioner of Education).

Absent such waiver, the Superintendent shall not delegate final authority:

1. to organize the charter school's central administration
2. to approve reports or data submissions required by law;
3. to select charter school employees or officers; or
4. to faithfully carry out all duties delegated by the Board of Directors and as necessary for effective school operations, accountability, or requirement under the Texas Education Code, secs. 11.201 and 11.202.

As a Governing Body

The Board of Directors shall act as:

- a. A policy-making body and through its own action legislate to make its policies effective.
- b. An appraisal body sitting in judgment upon recommendations that may come to it through its executive officer or its own members which concern the progress and improvement of the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc.

Employment Certain Personnel

The Board of Education shall employ:

- a. A Superintendent and establish the salary and terms of contract provided said terms shall be in conformity with existing laws and regulations of the State of Texas. (7-22-93)
- b. Independent auditors for the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc., said auditors to be responsible directly to the Board. In accordance with prudent business practices, employment of the auditors should be rotated periodically.
- c. Attorneys who shall be responsible directly to the Board.

Additional Duties and Powers of the Board of Directors:

- a. Maintain suitable offices as deemed feasible within the Administrative building for the individual members and for the employed staff to handle the work of the Board and Board committees, keeping the minutes policies, and Board files current.
- b. Adopt broad goals and objectives for each aspect of the school's operation based upon the identified needs of the community. Said goals shall be documented, reviewed, and revised periodically in light of changing community needs and state accreditation guidelines.
- c. Establish basic policies to implement these goals and objectives and provide a framework of general rules and guidelines affecting major education and financial problems of the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc.
- d. Act upon all recommendations of the Superintendent as they relate to implementation of Board policies.
- e. Evaluate the performance and progress of the school against the stated goals and objectives. The measures used shall be:
 1. Progress toward objectives
 2. Administrative operations within the Board policy
 3. Concise and meaningful management reports on current operations provided to the Board members by the Superintendent on a regular recurring basis
 4. Performance of the Superintendent

Evaluate the Superintendent's performance on a continuing basis. Criteria for appraisal shall be specific

and communicated to the Superintendent. Performance appraisals based on the stated criteria shall be conducted privately or publicly at his discretion. Formal evaluation shall occur annually; informal evaluation as the parties deem appropriate.

Review and act upon the annual operating budget of the school prepared by the Superintendent and his staff to provide prudent stewardship of public resources.

Provide leadership in presenting needs of the school to local, state and federal government or agencies, the general public and the media by a planned program of external relations. Actively support appropriate regulations, ordinances or legislation necessary to meet these needs.

Review and act upon the recommended attendance boundaries within the school in compliance with state and federal mandates.

Authorize expenditures and approve bills presented for payment of said expenditure.

Act upon legal matters with advice from the attorneys.

Act upon textbooks and courses of study recommended by the Superintendent.

1. Training for Board Members:

Board members shall participate in training activities consistent with the statewide standards as prescribed by the State Board of Education. [TEC §23.33], Chapter 12 of the Texas Code and Title 19 Texas Administrative Code, Chapter 100.

2. Annual Performance Report:

The Board of Directors shall establish an annual performance report which shall be available to the public and filed with the State board of Education describing the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc.'s educational performance and giving financial information related to the costs incurred by the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc.

D. Organizational Chart, Criminal History Records, Biographical Affidavit

- Submit an organizational chart. Include this document as **Attachment 1, Organizational Chart.**
- Submit a criminal history record for each board member. Include these documents as **Attachment 2, Criminal History Records for Board Members.**
- Submit a biographical affidavit for each board member. Include these documents as **Attachment 3,**
- **Board Member Biographical Affidavit.**

Section III. Teacher Qualifications

In the space provided, describe the qualifications required for all classroom teachers and other instructional staff. If this represents a change from the charter application on file with the Agency or approved amendments, please indicate that it is a change and describe the difference from the previous requirement.

All core area teachers will have college degrees and meet all other requirements under federal and state laws and regulations

Annual Performance Report:

The Board of trustees shall establish an annual performance report which shall be available to the public and filed with the State board of Education describing the Academy of Accelerated Learning, Inc.'s educational performance and giving financial information related to the costs incurred by the Academy of Accelerated Learning, Inc.

D. Organizational Chart, Criminal History Records, Biographical Affidavit

- Submit an organizational chart. Include this document as **Attachment 1, Organizational Chart.**
- Submit a criminal history record for each board member. Include these documents as **Attachment 2, Criminal History Records for Board Members.**
- Submit a biographical affidavit for each board member. Include these documents as **Attachment 3, Board Member Biographical Affidavit.**

Section III. Teacher Qualifications

In the space provided, describe the qualifications required for all classroom teachers and other instructional staff. If this represents a change from the charter application on file with the Agency or approved amendments, please indicate that it is a change and describe the difference from the previous requirement.

All instructional staff will be certified, degreed, or possess extensive experience working with culturally diversified students and student of low social economic status. Additionally, all employees must pass a criminal background check.

Section IV. Code of Conduct

In the space provided, describe the methods used to inform parents and students about school rules and guidelines governing student behavior. Include policies regarding student expulsion and suspension and procedures that satisfy due process requirements.

A Student Code of Conduct establishes standards for all student conduct and will define misconduct, consistent with the Texas Education Code. Discipline management within ELEC, AAL, Inc. begins with the district's Discipline Management plan (DMP) which provides administrative guidance on the district's student code of conduct, the classification of suspension, and expulsion criteria. The DMP has been formally adopted by the board and serves as the "handbook" for discipline management, used by teachers, campus administrators, community stakeholders, and other constituents.

1. Informing Parents And Students About School Rules And Guidelines Governing Student Behavior.
Students and parents are made aware of the student code of conduct and classification of offenses at the beginning of each school year. Both students and parents are informed of the consequences of unacceptable student behavior.

For entering students, at the time of enrollment and prior to attending the first day of classes, parents are

Section IV. Code of Conduct

In the space provided, describe the methods used to inform parents and students about school rules and guidelines governing student behavior. Include policies regarding student expulsion and suspension and procedures that satisfy due process requirements.

A Student Code of Conduct establishes standards for all student conduct and will define misconduct, consistent with the Texas Education Code. Discipline management within ELEC, AAL, Inc. begins with the district's Discipline Management plan (DMP) which provides administrative guidance on the district's student code of conduct, the classification of suspension, and expulsion criteria. The DMP has been formally adopted by the board and serves as the "handbook" for discipline management, used by teachers, campus administrators, community stakeholders, and other constituents.

1. **Informing Parents and Students about School Rules and Guidelines Governing Student Behavior.** Students and parents are made aware of the student code of conduct and classification of offenses at the beginning of each school year. Both students and parents are informed of the consequences of unacceptable student behavior.
 - For entering students, at the time of enrollment and prior to attending the first day of classes, parents are provided a copy of the Student Code of Conduct. Parents are requested to review and discuss the Code with their child(ren). When this has been done, parents (and the student when feasible) are required to sign a form provided as part of the Code of Conduct publication, and return the form to the school. Signatures of the parent (and when feasible the student) acknowledges receipt of a copy of the Student's Code of Conduct and certify that both have read and discussed the Code. It is expected that parents and students will accept their responsibilities as described in the Student's Code of Conduct.
2. **Policies Regarding Student Expulsion and Suspensions:** The student Code of Conduct provides a description of a broad range of behavior considered being student misconduct. The behavior described should be viewed as representative of the misconduct listed in Level I, II, III, IV, and V Offenses: are not inclusive. The student who commits an act of misconduct, which may be classified into any of the given levels, will be subject to disciplinary action by the classroom teachers, counselor or principal.
 - **Suspension Is Considered To Be a Level III Offense:** This action is taken when the student commits offenses that seriously disrupt the education process in the classroom the school, and/or at school related activities, or a continuation of repeated Level I, II, or III misconduct.
 - **Expulsion Is Considered To Be a Level VI or V Offense:** This action is taken for offenses, which include those for which a student may or shall be expelled under, state law. They include continued serious or persistent misbehavior, which violates the school's Student Code of Conduct by a student while placed in an alternative education program.
3. **Procedures That Satisfy Due Process Requirements.** Parents, guardians, and students who wish to appeal placement in an alternative education program that extends beyond the next grading period, or who wish to appeal an expulsion, should refer to the section of the Student code of Conduct relating to procedures for appropriate guidance.

Section V. Complaints

In the space provided, describe the methods used to inform parents, students, and employees about the procedures for receiving and responding to complaints. (Note: Under 19 T AC § 100.110 1 (e), the governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns.)

provided a copy of the Student Code of Conduct. Parents are requested to review and discuss the Code with their child(ren). When this has been done, parents (and the student when feasible) are required to sign a form provided as part of the Code of Conduct publication, and return the form to the school. Signatures of the parent (and when feasible the student) acknowledges receipt of a copy of the Student's Code of Conduct and certify that both have read and discussed the Code. It is expected that parents and students will accept their responsibilities as described in the Student's Code of Conduct.

Section IV. Code of Conduct (cont'd)

2. Policies Regarding Student Expulsion and Suspensions: The student Code of Conduct provides a description of a broad range of behavior considered being student misconduct. The behavior described should be viewed as representative of the misconduct listed in Level I, II, III, IV, and V Offenses: are not inclusive. The student who commits an act of misconduct, which may be classified into any of the given levels, will be subject to disciplinary action by the classroom teachers, counselor or principal.

· Suspension Is Considered To Be a Level III Offense: This action is taken when the student commits offenses that seriously disrupt the education process in the classroom the school, and/or at school related activities, or a continuation of repeated Level I, II, or II misconduct.

· Expulsion Is Considered To Be A Level V Offense: This action is taken for offenses, which include those for which a student bay or shall be expelled under, state law. They include continued serious or persistent misbehavior, which violates the school's Student Code of Conduct by a student while placed in an alternative education program.

3. Procedures That Satisfy Due Process Requirements. Parents, guardians, and students who wish to appeal placement in an alternative education program that extends beyond the next grading period, or who wish to appeal an expulsion, should refer to the section of the Student code of Conduct relating to procedures for appropriate guidance.

Section V. Complaints

In the space provided, describe the methods used to inform parents, students, and employees about the procedures for receiving and responding to complaints. (Note: Under 19 TAC § 100.1101(e), the governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns.)

- Describe the procedure for receiving and responding to complaints from students.
It is the philosophy of the AAL Board of Directors and the Administration that school problems can best be resolved at campus level, where problems start. In order to resolve problems, parents, guardians, and or students can meet with the teacher at appropriate times to discuss exiting problems. If the parent's, a guardian, or students are dissatisfied with the teacher's decision or explanation, they can meet with the principal to review the area of concern. If further assistance is needed, then parents, guardians, or students can meet with the Executive Director who makes the final determination.
- Describe the procedures for receiving and responding to complaints from both parents and employees
The Academy of Accelerated Learning, Inc. will receive and respond to complaints from both parents and employees through written procedures adopted by the board. Any staff person or parent having a grievance with the ELEC AAL, Inc. Administration must administratively exhaust the ELEC AAL, Inc. grievance procedures described herein.
1. An effort must be made to verbally (one on one) discuss with the appropriate supervisor, the staff person's reason for feeling grieved. It is hoped that resolution can occur at this point.
 2. If the grievance is not resolved after the first step, the staff person must write a letter to his/her supervisor describing the grievance and his/her understanding of the outcome of the initial in person attempt. This letter should be copied and sent to the executive Director.
 3. The Executive Director of ELEC AAL, Inc will schedule and preside over a meeting with the supervisor and the staff person.
 4. If resolution does not occur at this time, the staff person should write the Executive Director of ELEC, AAL, Inc. requesting a formal hearing date and time.
 5. The aggrieved party, (ies) will be notified of the hearing date and time.
 6. A formal hearing will be conducted.
 7. The aggrieved party (ies) will be notified as to the outcome of the hearing.

- Describe the procedure for receiving and responding to complaints from students.

It is the philosophy of the AAL Board of Directors and the Administration that school problems can best be resolved at campus level, where problems start. In order to resolve problems, parents, guardians, and or students can meet with the teacher at appropriate times to discuss exiting problems. If the parent's, a guardian, or students are dissatisfied with the teacher's decision or explanation, they can meet with the principal to review the area of concern. If further assistance is needed, then parents, guardians, or students can meet with the Executive Director who makes the final determination.

- Describe the procedures for receiving and responding to complaints from both parents and employees

The Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc. will receive and respond to complaints from both parents and employees through written procedures adopted by the board. Any staff person or parent having a grievance with the ELEC AAL, Inc. Administration must administratively exhaust the ELEC AAL, Inc. grievance procedures described herein.

1. An effort must be made to verbally (one on one) discuss with the appropriate supervisor, the staff person's reason for feeling aggrieved. It is hoped that resolution can occur at this point.
2. If the grievance is not resolved after the first step, the staff person must write a letter to his/her supervisor describing the grievance and his/her understanding of the outcome of the initial in person attempt. This letter should be copied and sent to the Executive Director.
3. The Executive Director of ELEC AAL, Inc will schedule and preside over a meeting with the supervisor and the staff person.
4. If resolution does not occur at this time, the staff person should write the Executive Director of ELEC, AAL, Inc. requesting a formal hearing date and time.
5. The aggrieved party, (ies) will be notified of the hearing date and time.
6. A formal hearing will be conducted.
7. The aggrieved party (ies) will be notified as to the outcome of the hearing.

Section VI. Admissions Policy

In the space provided, describe the time line used for admitting students, including the application deadline and the process for the admission of students by lottery. (Although state law permits students to be accepted on a first come, first served basis or through a lottery, a **charter school that is oversubscribed must use a lottery to be eligible to receive federal funds.**)

ELEC, AAL, Inc. will provide educational services to some 750 low-income, inner city, primarily economically disadvantaged and at-risk students from Pre-K 3 through eighth grade and pursuant to the Texas Education Code, Section 12.111(6), ELEC, AAL, Inc. shall not discriminate in its admissions policy on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, athletic ability, or the district the child would otherwise attend in accordance with the Texas Education Code.

Reasonable accommodations will be provided to meet the needs of special enrolled populations such as Special Education, Dyslexia, etc. and ELEC, AAL, Inc. will contract with qualified personnel on an as-needed basis.

The school shall employ a lottery system to select students for each grade level where the total number of applicants exceed available seats in a particular class. The period for applying shall be from March 10th through May 30th of each year.

Admissions and Enrollment Process:

Currently enrolled students receive a Notice to Return form on March 24, 2003. This form asks students to state whether they intend to return the following school year and to identify any of their siblings who wish to attend the school the following school year. The form must be returned by May 10, 2003.

Section VI. Admissions Policy

In the space provided, describe the timeline used for admitting students, including the application deadline and the process for the admission of students by lottery. (Although state law permits students to be accepted on a first come, first served basis or through a lottery, **a charter school that is oversubscribed must use a lottery to be eligible to receive federal funds.**)

ELEC, AAL, Inc. will provide educational services to some 750 low-income, inner city primarily economically disadvantaged and at-risk, between the ages of four and 10 in the Early Childhood/Elementary Program without regard to religious, racial, ethnic, or national origin. Reasonable accommodations will be provided to meet the needs of special populations, if enrolled, such as Special Education, Dyslexia, etc., ELEC, AAL, Inc. will contract certified personnel on an as-needed basis. Presently, the school has requested a continuation of the moratorium for r grades 9th – 12th.

ELEC, AAL, Inc. employs the innovative strategy of the entry system where students can enroll and start virtually any weekday of the school year to support the needs of the at-risk student. We have not had the need to employ the lottery system on over subscription to the school because of our physical ability to accommodate a 30 % larger student population.

Currently enrolled students expressing a desire to return are automatically enrolled for the following school year upon timely receipt of the Notice to Return form. Vacancies in each class are then determined, and the siblings of returning students are given priority in admission.

Applications from new students are accepted from March 10, 2003 through May 30, 2003. If the number of eligible applicants does not exceed the number of vacancies, then all applicants who timely applied are offered admission. If there are more eligible applicants than available than available spaces in a class, then a lottery will be conducted on June 10, 2003. A name is drawn for each vacancy that exists, and each applicant whose name is drawn is offered admission. The remaining names are then drawn and placed on a waiting list in the order they were drawn. If a vacancy arises before the commencement of the school year or during the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

If an application is received after the application period has passed, the applicant's name is added to the waiting list behind the names of the applicants who timely applied.

Academy of Accelerated Learning, Inc. Charter School does not discriminate in admission based on gender, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.

2. Will any relative of a board member within the third degree of consanguinity or affinity (see definition on page 3) be employed by or receive any compensation or remuneration from the charter holder or the charter school? If yes, provide details in space provided below. YES NO

On August 29, 2002 at the regular scheduled board meeting, the board voted to accept the bid of Creuzo' Cruzine. The owner Angela Creuzot is a relative of board member Percy Creuzot. Mr. Creuzot did not participate in the discussion nor the vote with regard to the awarding of this contract.

3. Will any board member's spouse or any of the spouse's relatives within the third degree of consanguinity or affinity (see definition on page 3) be employed by or receive any compensation or remuneration from the charter holder or charter school? If yes, provide details in the space provided below. YES NO

C. Roles and Responsibilities of Governing Bodies

Describe the roles and responsibilities of both the charter holder and charter school governing bodies. If this represents a change from the governance structure currently on file with the Agency, please indicate that it is a change and describe the difference from the previous structure.

The Board of Directors shall provide leadership, guidance, and direction in the education of the youth of the Academy of Accelerated Learning, Inc. The Board of Directors shall provide the best possible educational programs and physical facilities and other institutions under its control and direction which best meet community needs at the lowest required cost.

The Board of Directors recognizes the Superintendent is responsible under state law for managing the day-to-day operations of the school as its administrative manager. It shall be policy of the Board of Directors to determine and maintain the distinction between those activities which are appropriately the responsibility of the Board as the governing body of the school and those activities which are administrative in nature and performed by the administrative staff on duty authorized and delegated authority of the Board. The Board of Directors as a body, and as individual Board members, shall be prohibited from engaging in activities which inappropriately interfere with the administrative responsibilities of the Superintendent and the administrative staff. The Board shall not interfere in the following areas:

1. assignment and evaluation of school personnel, other than the Superintendent;
2. recommendations regarding selections and promotions of school personnel, other than Superintendent;
3. termination or suspension of an employee or the non-renewal of an employee's term contract;
4. preparation of the proposed budget;

5. implementation of adopted Board Policies
6. development of Administrative Procedures;
7. organization of the school central administration;
8. recommendations for student disciplinary action; and
9. any other activities included as responsibilities of the Superintendent and administrative staff, including principals, under Texas Education Code § 11.201 and 11.202.

As a Governing Body

The Board of Directors shall act as:

- a. A policy-making body and through its own action legislate to make its policies effective.
- b. An appraisal body sitting in judgment upon recommendations that may come to it through its executive officer or its own members which concern the progress and improvement of the Academy of Accelerated Learning, Inc.

Employment Certain Personnel

The Board of Education shall employ:

- a. A Superintendent and establish the salary and terms of contract provided said terms shall be in conformity with existing laws and regulations of the State of Texas. (7-22-93)
- b. Independent auditors for the Academy of Accelerated Learning, Inc., said auditors to be responsible directly to the Board. In accordance with prudent business practices, employment of the auditors should be rotated periodically.
- c. Attorneys who shall be responsible directly to the Board.

Additional Duties and Powers of the Board of Directors:

- a. Maintain suitable offices as deemed feasible within the Administrative building for the individual members and for the employed staff to handle the work of the Board and Board committees, keeping the minutes policies, and Board files current.
- b. Adopt broad goals and objectives for each aspect of the school's operation based upon the identified needs of the community. Said goals shall be documented, reviewed, and revised periodically in light of changing community needs and state accreditation guidelines.
- c. Establish basic policies to implement these goals and objectives and provide a framework of general rules and guidelines affecting major education and financial problems of the Academy of Accelerated Learning, Inc.
- d. Act upon all recommendations of the Superintendent as they relate to implementation of Board policies.
- e. Evaluate the performance and progress of the school against the stated goals and objectives. The measures used shall be:
 1. Progress toward objectives
 2. Administrative operations within the Board policy
 3. Concise and meaningful management reports on current operations provided to the Board members by the Superintendent on a regular recurring basis
 4. Performance of the Superintendent

Evaluate the Superintendent's performance on a continuing basis. Criteria for appraisal shall be specific and communicated to the Superintendent. Performance appraisals based on the stated criteria shall be conducted privately or publicly at his discretion. Formal evaluation shall occur annually; informal evaluation as the parties deem appropriate.

Review and act upon the annual operating budget of the school prepared by the Superintendent and his staff to provide prudent stewardship of public resources.

Delegate final authority for selection and employment of all personnel (except the Superintendent) to Superintendent and further delegate final authority to the Superintendent to determine the terms of employment consistent with the

budget approved by the Board and applicable Board Policy.

Provide leadership in presenting needs of the school to local, state and federal government or agencies, the general public and the media by a planned program of external relations. Actively support appropriate regulations, ordinances or legislation necessary to meet these needs.

Review and act upon the recommended attendance boundaries within the school in compliance with state and federal mandates.

Authorize expenditures and approve bills presented for payment of said expenditure.

Act upon legal matters with advice from the attorneys.

Act upon textbooks and courses of study recommended by the Superintendent.

Act as a body of final appeal for employees and patrons in cases which may be appealed from the decision for the Executive Director, his designee, or an independent hearing officer in accordance with provisions of the procedures for appeals and hearings established by the Texas Education Agency and applicable federal requirements.

Hear from citizens, hold such other public hearings as may be required by law, and recognize major contributions and awards received by students or employees in accordance with the following provisions:

1. Speakers to Agenda Items:

A citizen wishing to speak to an agendas item may do so by registering with the Board Services Office up to one hour before the meeting is called to order.

Speakers to agenda items will be limited to three minutes each. Time allotments for anyone agenda item shall not exceed thirty minutes, and total time for all agenda items shall not exceed one hour, without approval of the majority for Board members present.

2. Hearing of Citizens:

The Board shall provide an opportunity for citizens to be heard regarding their concerns, complaints, or commendations. A public hearing of citizens will be held each month at the regular meeting. Location and time for these hearings shall be at the discretion of the Board.

During this hearing, citizens may address the Board on any matter of Board policy, existent or proposed. Should any citizen wish to distribute a handout to the Board or audience, this shall be done either before or after the Hearing of Citizens and not during. No speech shall be permitted on behalf of any person running for political office and no literature pertaining to any for of/electioneering will be permitted during the meeting. Presentation of matters concerning individuals will be permitted only in the privacy of the Board members present and the citizen expressing the concern.

A citizen desiring to appear before the Board of Directors shall complete the application for hearing before the Board of Directors, and file said application along with any support information concerning the citizen's concern, complaint or commendation, with the administrator in charge of Board Services. The Board Services Office must receive the application no later than 4:30 p.m. on the day before the date of the hearing. The time allotted each citizen or organization for presentation shall be no more than five minutes, with an additional five minutes of interaction with the Board if needed for further clarification and better understanding of an issues. A speaker may not yield unused time to another person.

The total time for hearing of citizens shall be no more than ninety (90) minutes at anyone meeting. Only one ten-minute time slot shall be used for any particular viewpoint on a specific subject, which must be spelled out in the

application form. However, additional speakers on a subject will be allowed on a time-available, first-on-list, priority basis; preference shall be given to those citizens who have not appeared before the board within ninety (90) days and those who wish to present a matter not previously scheduled for the meeting. Should the speaker drift from the stated subject, or become disruptive or abusive, he or she shall be given one warning is required, then the speaker shall forfeit the remaining time allotment. Citizens are required to follow the rules of conduct as contained in Board Policy.

Other than the time allocated for interaction, members of the Board and/or administration will not respond at the meeting. However, there will be follow-up and reply to each person or arrangements made for the appropriate administrator to contact the speaker regarding the concern expressed, provided the necessary evidentiary documentation has been submitted. Should a citizen or representative of a delegation or an organization wish to use the time as a forum, documentation and evidence will not be required and official response will not be made.

3. Other Public Hearings Required by Law:

A citizen desiring to be heard before the Board of Directors may register for speaking prior to the hearing or at the beginning of the hearing. Citizens shall be heard in order of registration. Total time for any public hearing shall not exceed two hours. The time allotted for different speakers will not exceed five minutes; however, in the Board's desire to hear from as many citizens as possible, the time may be scaled downward to enable more speakers as necessary.

Should the speaker drift from the stated posted subject, he or she shall be given one warning; if a second warning is required, then the speaker shall forfeit the remainder of the time allotment.

4. Awards and Recognitions:

Awards and Recognitions for major achievements of students and employees will be held at regular workshop meetings of the Board as the occasion arises for such acknowledgment. Scheduling shall take into consideration the order of business for the meeting as determined by the Board President, and the convenience of the persons to be represented.

File a conflict of interest statement on or before the last day of September of each year. Each member of the Board of Directors of the Academy of Accelerated Learning, Inc. shall file a written statement, under oath, setting out in detail answers to each of the questions contained in the Conflict of Interest Questionnaire form, such statements to be filed in the office of the Board of Directors and made available there for inspection by the public.

It is recognized that public officials have a right to privacy in their financial affairs, as do all American citizens. However, this right must be harmonized with the right of the public to information on the financial dealings of a public official who does business with the government unit he services. The questionnaire recognizes both of these priorities by limiting its requires to financial dealings which involves the school.

Present merit awards, certificates, and plaques in accordance with established guidelines to:

1. Retiring employees:
2. The outstanding senior boy and girl in each school annually and up to give honorable mention students in each senior class.
3. Citizen and/or employees for specific achievement or services.

Training for Board Members:

Board members shall participate in training activities consistent with the statewide standards as prescribed by the State Board of Education. [TEC §23.33]

Part 2. Program Evaluation

Section VII. Evaluation of Student Performance

In the spaces provided, describe student performance. Address student progress over time and performance as it relates to AEIS *base* and *additional* indicators and in terms of any *other relevant performance information*.

A. AEIS Base Indicators

Describe student performance as it relates to AEIS *base* indicators (i.e., TAAS scores and dropout rates). Be specific about indicators such as percentage of students passing exams and annual dropout rates.

Note: Campuses rated under the Alternative Education Accountability system may also have student attendance and Texas Learning Index (TLI) growth as base indicators.

As a K-12 Charter institution, the Academy of Accelerated Learning (AAL) initially planned to serve 375 students (200 students in the Early Childhood/Elementary program and 175 in the secondary program). During the first three years, a cumulative total of 404 students were served in the secondary program, while 489 students (Kindergarten and first grade) were served in the early childhood program during the fourth year. With the granting of a moratorium on AAL's 9th-12th graders in the fourth year (2001-2002) at the request of AAL, the following discussion of student performance indicators covers 1999-2001 for the secondary students and 2001-2002 for the early childhood students.

TAAS Performance Levels:

Student performance levels between 1999-2000 and 2000-2001 for the secondary students in 10th grade increased significantly from 11.1% - 50% in math, 50% - 72.7% in reading, and 62.5% - 90% in writing (See Figure below). These performance achievements are deemed outstanding, in view of the fact that these secondary level students were recovered dropouts, many of whom were overaged or placed.

Student performance levels in the Early Childhood program were not assessed with the TAAS, since TAAS testing begins at grade 3.

Dropout Rates:

Student dropout rates in the secondary program have generally decreased from 17.3% during the baseline year (1998-99) to 10.9% in 2000-2001, before the moratorium was granted for the high school program.

Attendance Rates:

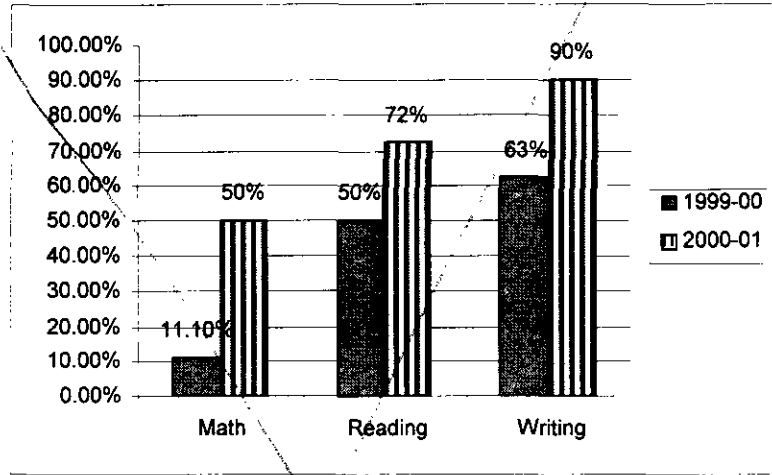
In view of the preceding successes, it appears unsurprising that a major contributory correlate (i.e. school attendance rate), has also improved from 79.1% in 1998-99 to 95.3% in 2001-02.

TLI Scores:

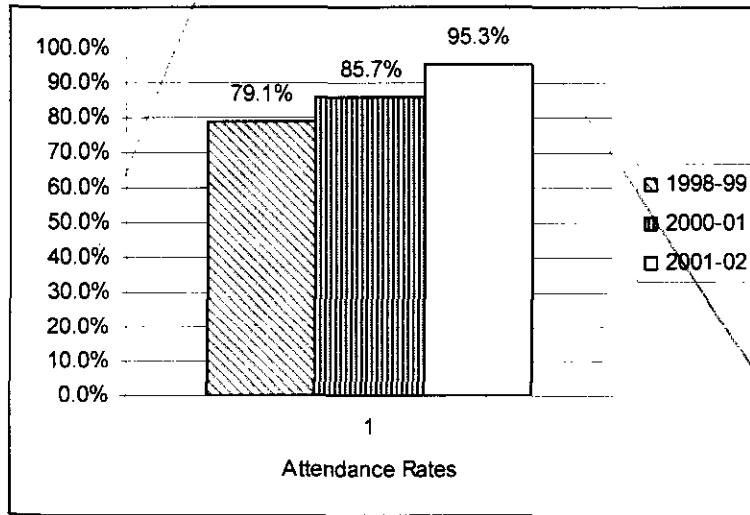
Texas Learning Index (TLI) scores of 10th grade students who took the 10-EXIT Level TAAS were 75.3 in Reading and 67.6 in math.

See Graph Page 16-a

TAAS Performance Levels:



Attendance Rates:



B. AEIS Additional Indicators

Describe student performance as it relates to AEIS *additional* indicators (i.e., attendance rates, 4-year completion rates, college admissions testing, and participation in the recommended high school program). Be specific about indicators such as average Texas Learning Index (TLI) growth, year-to-year progress, and accountability ratings.

Note: Campuses rated under the Alternative Education Accountability system may also have campus-selected additional AEIS indicators.

Student Performance Levels-Stanford-9 Test:

Student performance levels in the Early Childhood program were outstanding for the first year of the program. As high as 100% of the kindergarten students scored at/above the national average, with a 91 group average national percentile score in reading, while 75% of these students scored at/above the national average, with a 73 group average national percentile score in math. The first grade students of this pioneering group of students also performed superbly well. Of the first grade students, 100% scored at/above the national average, with an 87 average national percentile score in reading, while 100% of these students scored at/above the national average, and an 84 group average national percentile score in math.

C. Other Information Relevant to Student Performance

Describe unique accomplishments of the charter school as they relate to student performance. Be specific in describing accomplishments and provide supporting evidence and documentation as **Attachment 4, Documentation for Evaluation of Other Information Relevant to Performance.**

Refer to questions three and four of the charter application on file for any additional accountability provisions, in addition to those required under Texas Education Code, Chapter 39, under which the performance of the open-enrollment charter may be assessed. Refer to question five of the application for any basis, in addition to a basis specified under Texas Education Code, Chapter 12, on which the renewal of the charter may be denied.

Among the areas that the High school students excelled in 2001 was in the English II End-of-Course Exam. There was a significant improvement in the passing rate from 55.6% in 2000 to 77.8% in 2001.

*** Attendance Rate Improvement:**

1998-99	79.1%
1999-00	76.0%
2000-01	85.7%
2001-02	95.3%

*** Parental/Community Support**

*** Enrollment increased significantly:**

1998-99	162
2000-01	489

Section VIII. Student Performance Goals

In the spaces provided below, identify the school's academic goals for student learning for the next **five years** in terms of *AEIS base* and *additional* indicators and *other relevant performance information*.

Some accountability standards and criteria for 2004 and 2005 are available in the 2002 Accountability Manual, which is available at www.tea.state.tx.us/perfreport/account/2002/manual. TAKS passing standards for Exemplary and Recognized are the same as in 2002. Rating criteria and standards have not yet been determined beyond 2002 for completion rate, dropout rate, the State-Developed Alternative Assessment (SDAA), and the Academically Acceptable/Acceptable rating.

A. AEIS Base Indicators

Describe student performance goals in terms of *AEIS base* indicators (i.e., TAAS scores and dropout rates). Be specific about indicators such as percentage of students passing exams and annual dropout rates.

Note: Campuses rated under the Alternative Education Accountability system may also have student attendance and Texas Learning Index (TLI) growth as base indicators.

- * Dropout rate will be less than 5% when grades (7-12) are implemented.
- * See Academic goals for Students Learning (2003 - 2008)

18 - a

B. AEIS Additional Indicators

Describe student performance goals in terms of *AEIS additional* indicators (i.e., attendance rates, 4-year completion rate, college admissions testing, and participation in the recommended high school program). Be specific about indicators such as average Texas Learning Index (TLI) growth, year-to-year progress, and accountability ratings.

Note: Campuses rated under the Alternative Education Accountability system may also have campus-selected additional indicators.

- * Increase attendance rate 95.3% to 98.0%
- * See Academic Goals for Student Learning (2003 - 2008)

18 - a

Approved during Contingency Process

Part 2. Program Evaluation

Section VII. Evaluation of Student Performance

In the spaces provided, describe student performance. Address student progress over time and performance as it relates to AEIS *base* and *additional* indicators and in terms of any *other relevant performance information*.

A. AEIS Base Indicators

Describe student performance as it relates to AEIS *base* indicators (i.e., TAAS scores and dropout rates). Be specific about indicators such as percentage of students passing exams and annual dropout rates.

Note: Campuses rated under the Alternative Education Accountability system may also have student attendance and Texas Learning Index (TLI) growth as base indicators.

As a K-12 Charter institution, the Academy of Accelerated Learning (AAL) planned to serve 375 students (200 students in the early childhood/Elementary program and 175 in the secondary program). During the first three years, a cumulative total of 404 students were served in the secondary program, while 489 students (Kindergarten and first grade) were served in the early childhood program during the fourth year. With the granting of a moratorium on AAL's 9th-12th graders in the fourth year (2001-2002) at the request of AAL, the following discussion of student performance indicators covers 1999-2001 for the secondary students and 2001-2002 for the early childhood students.

TAAS Performance Levels:

Student performance levels between 1999-2000 and 2000-2001 for the secondary students in 10th grade increased significantly. As shown below, the increases in the percent of students passing the TAAS subtests occurred in all areas, especially in reading and writing.

Year	Math	Reading	Writing	Writing (Scale)	All Tests
1998-99	25.0%	33.0%	40.0%	1472	21.0%
1999-00	11.1%	50.0%	62.5%	1492	14.0%
2000-01	53.0%	75.0%	90.0%	1610	45.0%

(See attached page for bar charts depicting the preceding data. These performance achievements are outstanding, in view of the fact that these secondary level students were recovered dropouts, many of whom were overaged or placed. Student performance levels in the Early Childhood program were not assessed with the TAAS in 2001-2002, since TAAS testing begins at grade 3.

Dropout Rates:

Student dropout rates have generally decreased from 17.3% during the baseline year (1998-99) to 10.9% in 2000-2001, after a moderate increase to 26.5% in 1999-00. A moratorium was approved for the high school program in 2001-2002.

Attendance Rates:

In view of the preceding successes, it appears unsurprising that a major contributory correlate, school attendance rate, has also improved from 79.1% in 1998-99 to 95.3% in 2001-2002. As shown below, the increases have been steady, except for a slight decrease during the second year (1999-2000). During these four years of improvements in the annual attendance rates, the size of the student population has increased from 134 students in 1998-99 to 489 students in 2001-2002, a 265% increase.

Year	Attendance Rate
1998-99	79.1%
1999-00	76.3%
2000-01	85.7%
2001-02	95.3%

*Approved during
Contingency Process*

Figure 1. Performance Levels of AAL Students Taking the 10th Grade TAAS EXIT Test (1999-2001)

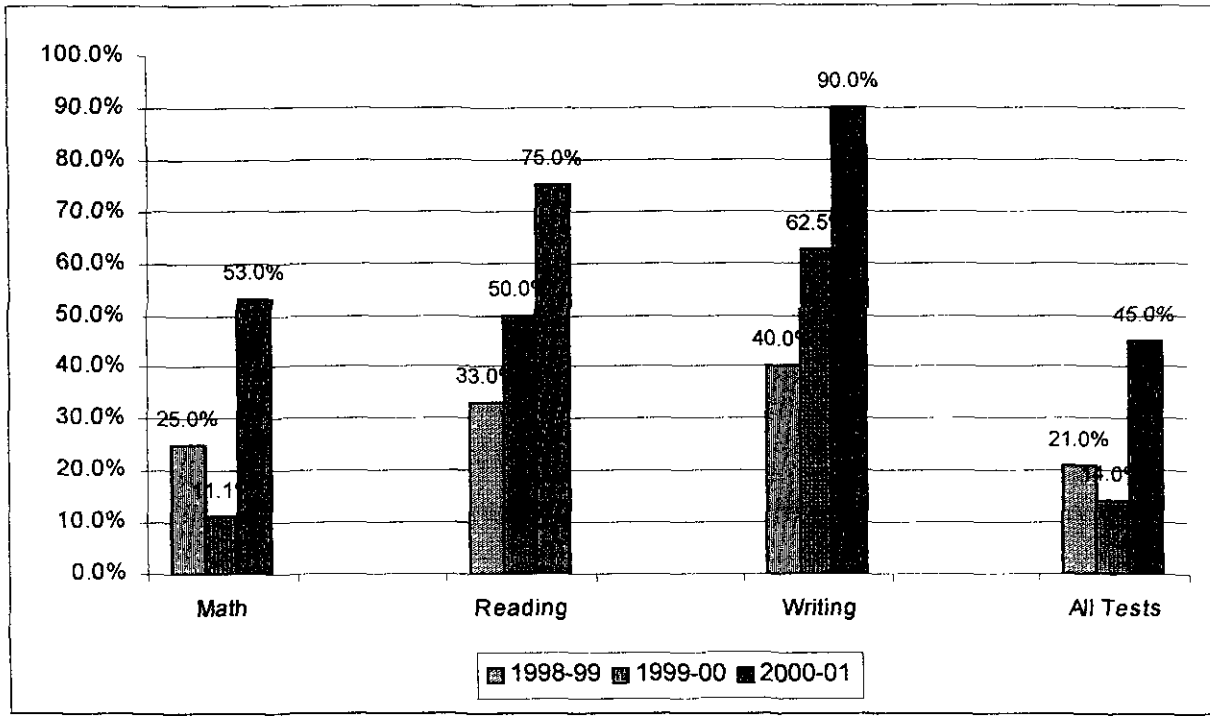
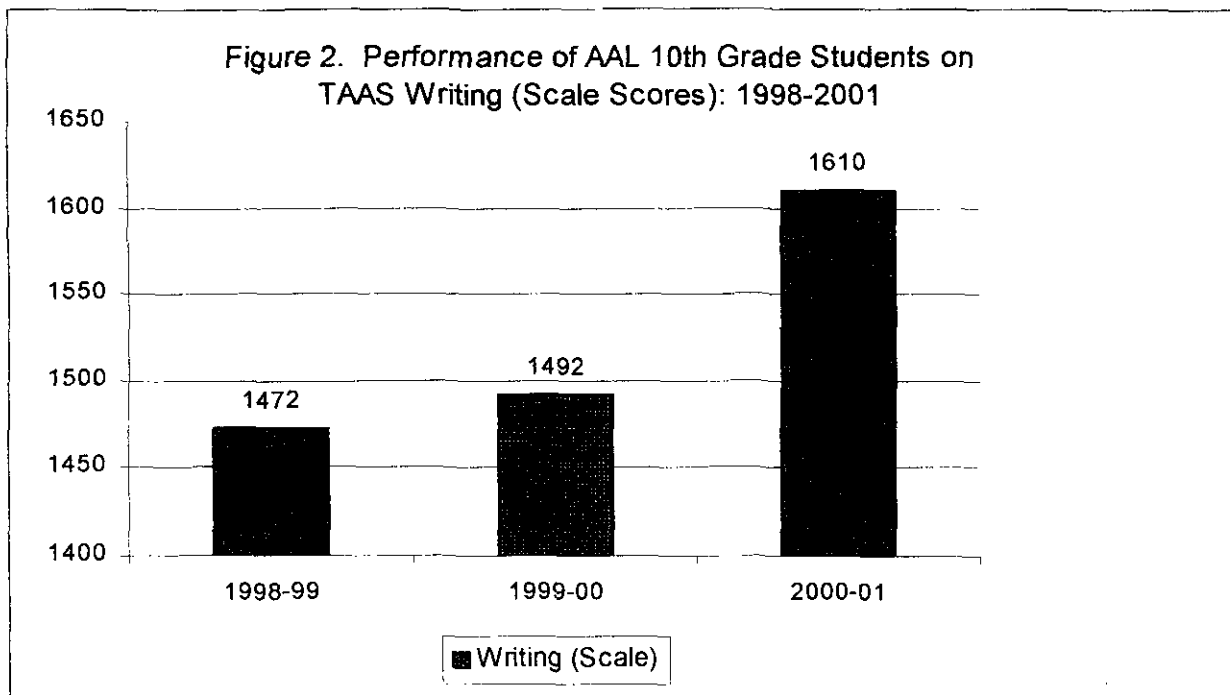


Figure 2. Performance of AAL 10th Grade Students on TAAS Writing (Scale Scores): 1998-2001



TLI Scores:

There have been steady increases in the Texas Learning Index (TLI) scores of 10th grade students who took the 10-EXIT Level TAAS in both reading and math. During the three years prior to the granting of the moratorium on the high school grades in 2001-2002, the TLI scores in reading experienced a bigger increase than in math. (see below).

Year	Reading TLI Score	Math TLI Score
1998-99	61.8	59.3
1999-00	62.2	58.4
2000-01	75.3	67.6

B. AEIS Additional Indicators

Describe student performance as it relates to AEIS *additional* indicators (i.e., attendance rates, 4-year completion rates, college admissions testing, and participation in the recommended high school program). Be specific about indicators such as average Texas Learning Index (TLI) growth, year-to-year progress, and accountability ratings.

Note: Campuses rated under the Alternative Education Accountability system may also have campus-selected additional AEIS indicators.

Student Performance Levels-Stanford-9 Test (2001-2002):

Student performance levels in the Early Childhood program were outstanding for the first year of the program (2001-2002). As high as 100% of the kindergarten students scored at/above the national average, with an average of 91 national percentile (PR) score in reading, while 75% of these students scored at or above the national average, with an average of 73 national percentile score in math. The first grade students of this pioneering group of students also performed solidly well. Of the first grade students, 100% scored at/above the national average, with an average of 87 national percentile score in reading, while 100% of these students scored at or above the national average and an average of 84 national percentile score in math. The following is a summary of results for these two groups.

Grade	% At/Above National Average	Average PR	Median Grade Equivalent Score
Kinderg.: Read.	100%	91	1.4
Math	75%	73	1.0
1st Grade: Read.	100%	87	2.4
Math	100%	84	2.5

The median grade equivalent score of the mid-point rank of all kindergarten students tested was 8 academic months above grade level in reading (10 academic months = one academic year), while the corresponding score for math was 4 months above grade level. The grade equivalent scores of the first grade students also reflect significant gains. Among the first grade students, the median score of 2.4 in reading was 8 academic months above grade level, while the median score of 2.5 was 9 academic months above grade level. The fact that 100% of the first grade students and 75-100% of the kindergarten scores were above grade level shows that the 50% of these students who scored higher than the preceding median scores achieved a considerable number of academic months above grade level.

With the preceding performance levels, the challenge for AAL is to strive to encourage these pioneering students in kindergarten and first grade to remain in AAL amid the temptation of being recruited by Houston ISD Magnet and Vanguard schools for gifted and talented students.

C. Other Information Relevant to Student Performance

Describe unique accomplishments of the charter school as they relate to student performance. Be specific in describing accomplishments and provide supporting evidence and documentation as **Attachment 4, Documentation for Evaluation of Other Information Relevant to Performance.**

Refer to questions three and four of the charter application on file for any additional accountability provisions, in addition to those required under Texas Education Code, Chapter 39, under which the performance of the open-enrollment charter may be assessed. Refer to question five of the application for any basis, in addition to a basis specified under Texas Education Code, Chapter 12, on which the renewal of the charter may be denied.

English II End-of-Course Exam:

One other academic area in which the high school students improved significantly, between 1999-00 and 2000-01, was the English II end-of-course exam. The proportion of students passing the test increased from 55.6% in 1999-00 to 77.8% in 2001.

High School Completion Rates:

Between 1999-00 and 2000-01, the proportion of AAL's 12th grade students who graduated increased from 4.8% to 68.6%, while the proportion that obtained GED increased from 9.5% to 21.5% during the same period.

Section VIII. Student Performance Goals

In the spaces provided below, identify the school's academic goals for student learning for the next **five years** in terms of AEIS *base* and *additional* indicators and *other relevant performance information*.

Some accountability standards and criteria for 2004 and 2005 are available in the 2002 Accountability Manual, which is available at www.tea.state.tx.us/perfreport/account/2002/manual. TAKS passing standards for Exemplary and Recognized are the same as in 2002. Rating criteria and standards have not yet been determined beyond 2002 for completion rate, dropout rate, the State-Developed Alternative Assessment (SDAA), and the Academically Acceptable/Acceptable rating.

A. AEIS Base Indicators

Describe student performance goals in terms of AEIS *base* indicators (i.e., TAAS scores and dropout rates). Be specific about indicators such as percentage of students passing exams and annual dropout rates.

Note: Campuses rated under the Alternative Education Accountability system may also have student attendance and Texas Learning Index (TLI) growth as base indicators.

Academic Performance Goals:

Please see attachment 18a (Academic Goals for Student Learning) for specific details on performance goals for the next five years.

Dropout Goal:

The annual dropout rate will be less than 5% when grades 7-12 curriculum is implemented.

B. AEIS Additional Indicators

Describe student performance goals in terms of AEIS *additional* indicators (i.e., attendance rates, 4-year completion rate, college admissions testing, and participation in the recommended high school program). Be specific about indicators such as average Texas Learning Index (TLI) growth, year-to-year progress, and accountability ratings.

Note: Campuses rated under the Alternative Education Accountability system may also have campus-selected additional indicators.

Attendance Rates:

* Annual student attendance rates will increase from 95.3% (2001-2002) to 98.5% by 2004-2005, indicating an annual increase of at least 1% starting from 2002-2003.

* Please see additional indicators in Attachment 18a (Academic Goals for Student Learning (2003-2008)).

C. Other Relevant Performance Goals

Describe other relevant student performance goals that may be unique to your school.

* Please see other relevant performance goals (Goals 3-5) in Attachment 18a (Academic Goals for Student Learning (2003-2008)).

Section IX. Plans and Initiatives to Improve Student Performance

Describe plans and initiatives to improve student performance for the next five years. Explain **how** the school plans to accomplish its goals.

The overarching goal or vision of AAL is to ensure that quality education is provided for AAL students through the development of customized learning environments that promote literacy, acquisition of social skills, and academic enrichment. Strategies that will guide the programmatic aspects of the curriculum for the next five years include the:

- 1) provision of a dual language program for all students;
- 2) development of a mentoring program for AAL students;
- 3) introduction of appropriate extracurricular activities that promote healthy lifelong lifestyles;
- 4) provision of computer labs, a literacy program (Reading Buddy), and Sign language for students and parents.
- 5) provision of professional development activities for teachers and staff; and
- 6) the creation of PTOs at all school locations.

AAL will ensure the continuing adoption of exemplary early childhood instructional practices recommended by the

National Association for the Education of Young Children (NAEYC). Consequently, grade appropriate planning, carefully aligned to TAKS will be used. Teachers will continue to use learning centers to facilitate both cooperative and individual creativity and learning. Parents will be encouraged to continue to help to improve the attendance rates of their children. In sum, AAL will continue to provide a nurturing, caring, and intensively challenging curriculum that will enhance and accelerate the effectiveness of AAL's performance-based curriculum.

* Please see detail strategies for achieving all targeted goals for the next five years in Attachment 18a, Academic Goals for Student Learning (2003-2008).

Section X. Monitoring Follow-Up

Discuss improvements made and other actions taken to address any and all findings, recommendations, or sanctions by the Agency including those resulting from monitoring on-site visits or hearings. Provide specific information about compliance status with all special program indicators, including corrective action plans for bilingual and special education programs, and about PAS/DAS risk levels.

Even though the high school program was significantly successful, a moratorium has been granted for that component to allow for the strengthening of the early childhood/elementary program. Such a strategy was deemed essential to enable AAL to provide a constant flow of well-prepared elementary students into the high school program. These well-prepared students will therefore support the challenging and rigorous high school curriculum in the years ahead.

ITEM #1. The initial on-site monitoring visit occurred during the week of March 5, 2001. It indicated a need for Peer Review. A copy of AAL's Self-Evaluation Document has been attached as Attachment 4. There was a deep concern about the dropout rate in the school's 9-12 grade segment. The school requested and was granted a moratorium by the State Board of Education effective July 31, 2002 for the high school program. The school therefore conducted subsequent search and placement activities for students and previous dropouts.

ITEM #2. An investigative visit to the campus by Mr. Ramon Medina on September 5, 2001, indicated a concern about the renovations at the school's 2913 Louisiana location. The findings were followed by a request from TEA that a written statement be furnished indicating when the renovations would be completed, as well as lease agreement/cost allocation plan would be furnished. These two items were addressed and the appropriate information furnished on or before September 20, 2001.

ITEM #3. Accreditation Visit: Charter School (March 18-22, 2002).

Finding: No certified bilingual teacher.

Resolution: AAL has employed a full-time certified bilingual teacher.

Finding #2: The school's Campus Improvement did not include FTE's and funding amounts.

Resolution: The Campus Improvement Plan has been revised to include FTE's and specific funding amounts.

Finding #3: The School Improvement Plan did not include formative evaluation measures

Resolution: The Campus Improvement Plan has been revised to include formative evaluation standards to measure the programmatic aspects of the curriculum and monitor academic achievement.

Approved During
Contingency Process

Academy of Accelerated Learning, Inc.

Campus Improvement Plan

Academic Goals for Student Learning
2003-2008

James Bullock, Superintendent
Joyce J. Bethany, Principal

Academic Goals for Student Learning 2003-2008

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 1

To Increase Student Achievement

Measurable Objective 1.1

2003 – 2008

On the reading subtest of the TAKS/SDAA/SDAA for 2003 – 2004, 95% of all students' grades 3rd, 95% of at-risk students, 95% of special education students and 95% of LEP students will meet minimum expectations.

Summative Evaluation

- The 2004 TAKS/SDAA/SDAA reading scores for third grade students will be disaggregated by the students groups listed above and examined to determine the percentage of students meeting minimum expectations.
- The 2005 TAKS/SDAA/SDAA reading for third and fourth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.
- The 2006 TAKS/SDAA reading for third, fourth, fifth, and sixth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.
- The 2007 TAKS/SDAA reading for third, fourth, fifth, sixth, seventh, and eighth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

- The 2008 TAKS/SDAA reading for third through eighth grade disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

Formative Evaluation including incremental dates or frequency

Each November and February: Administer Benchmark Testing

Person responsible for formative evaluation

Principal and Lead Teachers

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. Lead teachers will conduct benchmark assessments through the use of informal and formal practice tests.	Implementation: Classroom teachers Evaluator: Lead Teachers	Teacher's informal and formal reading assessment materials. Funds: SCE & Grant Funds (i.e. ITL, Investment Capital, Public Charter School, and reading Academy) Cost: \$1500	Every nine weeks Sept. – April of each year	Report on assessments of informal and formal testing every nine weeks

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
2. All teachers will conduct daily classroom reading activities.	Implementation: Classroom teachers Evaluator: Lead Teachers	Teacher-made materials and basal texts Funds: SCE Cost: \$500	Daily Sept. – May of each year	Weekly classroom observations
3. Provide teachers with training on use of computers and software for reading strategies.	Implementation: Lead teachers Evaluator: Principal	In-house Technology Specialist Funds: SCE Cost: \$2000	June – July of each year	Teacher survey will be conducted after each training and analyzed.
4. All teachers will provide direct instruction in reading and language for Pre-K through eighth grade. A Pre-K Aide will be maintained to assist the teacher in developing strategies for skill building and Language Arts.	Implementation: Lead teachers Evaluator: Principal	Read Instructional Materials Funds: SCE Cost: \$5000	Weekly beginning December of each year	Survey of participants will be conducted and analyzed quarterly
5. The Lead teachers will implement inter-generational reading activities where parents and other adults read to students.	Implementation: Lead teachers Evaluator: Principal	High Interest Trade Books Funds: SCE Cost: \$1000	Weekly beginning December of each year	Survey of participants will be conducted and analyzed quarterly
6. Students who experience difficulty mastering any of the state standards during the school year shall be provided with effective, timely additional assistance.	Implementation: Classroom teachers Evaluator: Principal	Facility	As needed August – April of each year	Feedback from parents & test scores analyzed weekly
7. Parent/teacher conferences will be held for any student not meeting standards to discuss what the school and parent can do to help the student meet standards.	Implementation: Classroom teachers Evaluator: Principal	Facility	As needed August – April of each year	Documentation of each Parent/Teacher Conference

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
8. Teachers will use computer programs to provide intensive intervention for students not achieving success.	Implementation: Classroom teachers Evaluator: Principal	Supplies Funds: SCE Cost: \$1000	Monthly Aug – May of each year	Monthly evaluation of computer generated reports
9. Accelerated Instruction will be used to increase student achievement.	Implementation: Classroom teachers Evaluator: Principal	Project CLEAR, HFWE materials, Open Court materials	On-going Aug – May of each year	Weekly evaluation of teacher-made tests measuring TAKS/SDAA objectives
10. Teachers will be trained in ESL strategies in English language development and reading.	Implementation: LEP Coordinator, Evaluator: Principal	Supplies Funds: SCE Cost: \$200	Fall of each year	Solicit teacher evaluations of the trainings and how they plan to implement the LEP strategies in their classes

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 1

To Increase Student Achievement

Measurable Objective 1.2

2003 – 2008

On the math subtest of the TAKS/SDAA for 2003-2004, 65% of all students grades 3rd 65% of at-risk students, 65% of special education students and 65% of LEP students will meet minimum expectations.

(An average increase of 3% each year)

Summative Evaluation

- The 2004 TAKS/SDAA math scores for third grade students will be disaggregated by the students groups listed above and examined to determine the percentage of students meeting minimum expectations.
- The 2005 TAKS/SDAA/SDAA math scores for third and fourth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.
- The 2006 TAKS/SDAA reading for third, fourth, fifth, and sixth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.
- The 2007 TAKS/SDAA reading for third, fourth, fifth, sixth, seventh, and eighth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.
- The 2008 TAKS/SDAA math scores for third through twelfth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

Formative Evaluation
including incremental
dates or frequency

Each November and February: Administer Benchmark Testing

Person responsible for
formative evaluation

Principal and Lead Teachers

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. All classroom teachers will assess the students' abilities through formal and informal testing.	Implementation: Lead teachers Evaluator: Principal	Teachers informal and formal assessments materials Funds: SCE Cost: \$500	Every nine weeks Sept – April of each year	Data analysis through reports on assessment of teacher-made tests
2. All classroom teachers will conduct daily classroom activities focusing on statistics, probability, problem-solving, patterns and relationships.	Implementation: Lead teachers Evaluator: Principal	Individualized classroom activities and classroom materials Funds: SCE Cost: \$5000	Weekly Sept – May of each year	Student portfolios will show evidence of increased student activity in the targeted areas weekly test
3. The school will participate in staff development training on using manipulatives in the mathematics classroom.	Implementation: Lead teachers Evaluator: Principal	Mathematics specialists and trainers Funds: SCE Cost: \$2500	Aug – Jan of each year	Teacher surveys analyzed and sign-in sheet examined
4. Teachers will be provided training on TAKS/SDAA specifications.	Implementation: Lead teachers Evaluator: Principal	TAKS/SDAA/TEKS specification guides	January of each year	Teacher surveys will be conducted and lesson plans will be analyzed
5. Students will be provided with computer-based instruction to reinforce mathematics skills.	Implementation: Technology teacher Evaluator: Principal	Computers and appropriate software Funds: SCE Cost: \$22500	August – May of each year	Computer-generated reports and teacher/student sign-in sheets

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
6. Mathematics manipulative will be used in classroom activities. Teachers will provide a variety of hands on activities and experiences through Math Advantage to physically re-enforce Math concepts for all students.	Implementation: Classroom teachers Evaluator: Lead teachers	Teacher-made and commercial manipulatives Funds: SCE Cost: \$5000	Daily Aug – May of each year	Student Portfolios and daily math activities will be monitored weekly. Weekly performance based assessment, report cards and primary progress reports
7. Students who experience difficulty mastering any of the state standards during the school year shall be provided with effective, timely, additional assistance.	Implementation: Classroom teachers Evaluator: Lead teachers	Facility	As needed Aug – April of each year	Feedback from parents & test scores analyzed weekly
8. Parent/teacher conferences will be held for any student not meeting standards to discuss what the school and parent can do to help the student meet standards.	Implementation: Classroom teachers Evaluator: Lead teachers	Facility	As needed Aug – April of each year	Documentation of each parent/teacher conference
9. Teachers will use computer programs to provide intensive intervention for students not achieving success.	Implementation: Classroom teachers Evaluator: Lead teachers	Supplies Funds: SCE Cost: \$1000	Monthly Aug – May of each year	Monthly evaluation of computer-generated reports
10. Accelerated instruction will be used to increase student achievement.	Implementation: Classroom teachers Evaluator: Principal	Project CLEAR, HFWE materials Open Court materials	On-going Aug – May of each year	Weekly evaluation of teacher-made tests measuring TAKS/SDAA objectives
11. Teachers will be trained in ESL strategies for math.	Implementation: LEP Coordinator Evaluator: Principal	Materials Funds: SCE Cost: \$200	Fall of each year	Solicit teacher evaluations of the trainings and how they plan to implement the LEP strategies in their classes

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 1

To Increase Student Achievement

Measurable Objective 1.3

2004 – 2008

On the writing subtest of the TAKS/SDAA for 2004-2005, 75% of all students, grades 4th will meet minimum expectations. Special education students meeting minimum expectations will increase by 2% from the previous year's scores available. (An average increase of 3% each year)

Summative Evaluation

- The 2004-2005 TAKS/SDAA writing scores for fourth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

Formative Evaluation
including incremental
dates or frequency

Each November and February: Administer Benchmark Testing

Person responsible for
formative evaluation

Principal and Lead Teachers

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. Writing exercises will be included in all classes.	Implementation: Classroom teachers Evaluator: Lead Teachers	Portfolios Funds: SCE Cost: \$2500	Daily Sept – May of each year	Weekly Lesson Plans will be analyzed Student Journals

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
2. Language Arts classes will include instruction in writing skills.	Implementation: Classroom teachers Evaluator: Principal	Region IV Trainers Consultants	Weekly Sept – May of each year	Weekly Lesson Plans will be analyzed
3. Daily writing activities in language arts classes will be implemented. Field lessons to provide life experiences to re-enforce classroom instruction.	Implementation: Classroom teachers Evaluator: Lead teachers Principal	Student Journals Funds: SCE Cost: \$2500 Funds: Title 1, Part A	Daily Sept – May of each year Oct – May of each year	Weekly monitoring of journals Every nine weeks portfolios and writing assignments
4. Special writing activities such as contests and class competitions to encourage student's development in writing skills will be conducted.	Implementation: Lead teachers Evaluator: Principal	News of Community Contests/Schedule of writing activities Funds: SCE Cost: \$500	Every 6 weeks starting Nov of each year	Records of contest entries every six weeks
5. Students who experience difficulty mastering any of the state standards during the school year shall be provided with effective, timely, additional assistance.	Implementation: Classroom teachers Evaluator: Principal	Facility	As needed Aug – April of each year	Feedback from Parents & weekly analysis of test scores
6. Parent/teacher conferences will be held for any student not meeting standards to discuss what the school and parent can do to help the student meet standards.	Implementation: Classroom teachers Evaluator: Principal	Facility	As needed August – April of each year	Documentation of each Parent/Teacher Conference
7. Teachers will use computer programs to provide intensive intervention for students not achieving success.	Implementation: Classroom teachers Evaluator: Principal	Supplies Funds: SCE Cost: \$1000	Monthly Aug – May of each year	Monthly evaluation of computer-generated reports
8. Accelerated instruction will be used to increase student achievement.	Implementation: Classroom teachers Evaluator: Principal	Project CLEAR, HFWE materials, Open Court materials	On-going Aug – May of each year	Weekly evaluation of teacher-made tests for TAKS/SDAA objectives

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
9. Teachers will be trained in ESL strategies in English language development and writing.	Implementation: LEP Coordinator Evaluator: Principal	Materials Funds: SCE Cost: \$200	Fall of each year	Weekly evaluation of teacher-made tests for TAKS/SDAA objectives

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 1

To Increase Student Achievement

Measurable Objective 1.4

2004 – 2008

On the science subtest of the TAKS/SDAA for 2005-2006, 65% of all students, grades 5th 65% of at-risk students, 80% of special education students, and 65% of LEP students will meet minimum expectations. (An average increase of 3% each year)

Summative Evaluation

- The 2005-2006 TAKS/SDAA science scores for fifth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

Formative Evaluation
including incremental
dates or frequency

Each December and February: Teacher-made Benchmark Testing

Person responsible for
formative evaluation

Principal and Teachers

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. All teachers will conduct weekly classroom science activities.	Implementation: Classroom teachers Evaluator: Principal	Portfolios Funds: SCE Cost: \$1500	Weekly Sept – May of each year	Weekly observations of lesson plans

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
2. Teachers will be provided training on "How To Relate Science Topics to Every Day Life".	Implementation: Lead Teachers Evaluator: Principal	Science Specialists, Trainers, and Consultants	As needed Sept – May of each year	Teacher surveys will be conducted
3. The principal will require all students, with parental involvement, to prepare a Science project based on contemporary scientific occurrences.	Implementation: Lead Teachers Evaluator: Principal	Science Journals Funds: SCE Cost: \$1500	Every six weeks Sept – May of each year	Every six weeks, student journals and projects will be evaluated

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 1

To Increase Student Achievement

Measurable Objective 1.5

2004 – 2008

On the social studies subtest of the TAKS/SDAA for 2008-2009, 65% of all students, grades 8th 65% of at-risk students, 65% of special education students, and 65% of LEP students will meet minimum expectations. (An average increase of 3% each year)

Summative Evaluation

- The 2008-2009 TAKS/SDAA social studies scores for eighth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

Formative Evaluation
including incremental
dates or frequency

Each December and February: Teacher-made Benchmark Testing

Person responsible for
formative evaluation

Principal and Teachers

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. All teachers will conduct weekly classroom social studies activities.	Implementation: Classroom teachers Evaluator: Principal	Portfolios Funds: SCE Cost: \$1500	Weekly Sept – May of each year	Weekly observations of lesson plans

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
2. Teachers will be provided training on "How To Relate Social Studies Topics to Every Day Life".	Implementation: Lead teachers Evaluator: Principal	Social Studies Specialists, Trainers, and Consultants	As needed Sept – May of each year	Teacher surveys will be conducted
3. The principal will require all students, with parental involvement, to prepare a Social Studies project based on Contemporary Social Studies concerns.	Implementation: Lead teachers Evaluator: Principal	Students Journals Funds: SCE Cost: \$1500	Every six weeks Sept – May of each year	Every six weeks student journals and projects will be evaluated.
4. Science Fair with Parental Involvement	Teachers	No Cost	March	Surveys and judging of Projects

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 1

To Increase Student Achievement

Measurable Objective 1.6

2003 – 2008

30% of the students taking SDAA will obtain the achievement level determined by the ARD committee.

Summative Evaluation

- Test scores will be evaluated to determine whether 30% was reached.

Formative Evaluation
including incremental
dates or frequency

Each grading period and testing period

Person responsible for
formative evaluation

Teachers and ARD Committee Chairpersons

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. Classroom teachers will work with ARD Committees in developing and implementing students' IEPs	Implementation: Classroom teachers Evaluator: Special Education Coordinators	ARD Reference Manuals; Special Education Department	As needed Aug – May of each year	Student progress reports will be evaluated weekly, monthly and each grading period

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 1

To Increase Student Achievement

Measurable Objective 1.7

2003 – 2008

Any ethnic/racial group of Special Education students exceeding the district ratio by 25% will be reduced by 10%.

Summative Evaluation

- At the end of the school year, the 2003 – 2004 PEIMS reports will be examined to determine if ratios exceeding 25% were reduced by 10%.

Formative Evaluation
including incremental
dates or frequency

Each six weeks: Check the Special folders and SASI files to check for progress toward objectives.

Person responsible for
formative evaluation

Special Education Coordinator

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. The principal will monitor ARD documents for Special Education students to determine continued eligibility.	Monitor: Evaluator: Principal	AAL District Special Education Staff	As student enroll Fall – Spring of each year	Quarterly audits of all students
2. The principal will set up a process for screening Special Education referrals	Monitor: Evaluator: Principal	Special Education materials	As students are referred Fall – Spring of each year	Quarterly audits of Special Education Reports

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 1

To Increase Student Achievement

Measurable Objective 1.8

2003 – 2008

65% of LEP, migrant and immigrant students taking the RPTE will increase their Reading English Proficiency Level by 2% from the previous year.

Summative Evaluation

- At the end of the school year, the LEP PEIMS reports will be examined to determine if 100% was reached.

Formative Evaluation
including incremental
dates or frequency

Each six weeks: Check the LEP folders and SASI files to check for progress toward 100% completion.

Person responsible for
formative evaluation

LEP Coordinator

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. Lead Teacher will develop a school-wide Reading Initiative Program consistent with AAL guidelines including diagnostic testing of all in-coming students.	Monitor: Lead Teacher Evaluator: LEP Coordinator	Diagnostic materials	Fall to Spring of each year	Monthly review of progress via Skill Bank
2. Teachers will initiate Sustained Silent Reading (SSR) at least three days a week.	Monitor: Classroom Teachers Evaluator: LEP Coordinator	Library Books and magazines \$600 SCE funds \$1000 T1A	Sept – April of each year	Once a month monitor Reading journals.

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 1

To Increase Student Achievement

Measurable Objective 1.9

2002 – 2003

The Average Daily Attendance (ADA) for school year 2003 – 2004 will be 95% overall, and for Pre-K, K, and grade one combined, the ADA will be 94%.

Summative Evaluation

- The 2003 – 2004 ADA report will be examined to determine if 95% was reached. The ADA report will also be disaggregated for students in Pre-K, K and grade one combined to determine that the objectives were met.

Formative Evaluation
including incremental
dates or frequency

Monthly, check the total ADA and disaggregate the Pre-K, K and grade one ADA to check for progress toward 94%.

Person responsible for
formative evaluation

ADA Clerk, ADA Supervisor

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. Incentives to individual students will be given out every nine weeks for perfect attendance.	Monitor: Homeroom Teachers Evaluator: Principal	Certificates, coupons for local businesses, small tokens such as books and games Reports to Parents	Every nine weeks Aug – May of each year	Attendance records and teachers' roll book
2. All teachers will provide information to parents about the value of regular attendance.	Monitor: All Teachers/Parent Liaison PTO Representative	Newsletters, handouts, etc.	As students enroll Aug – May of each year	Bi-annually, Parent surveys will be conducted and evaluated

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
3. All teachers will implement intra-class and intra-school attendance competitions/acknowledgements.	All teachers	Attendance records, posters, newsletters	Monthly Sept – May of each year	Monthly survey of attendance records
4. Parent/Teacher Conferences to improve attendance and academics.	Evaluator: Principal	Parent/Teacher Conferences	Monthly Sept – May	Designated waiver days, surveys, attendance log and conference log

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 1

To Increase Student Achievement

Measurable Objective 1.10

2003 – 2008

For the school year 2003-2004 Academy of Accelerated Learning, Inc., will maintain a dropout rate of less than 5% for all students.

Summative Evaluation

- The 2003 – 2004 Dropout rate will be examined to determine if less than 3% was reached.

Formative Evaluation
including incremental
dates or frequency

Monthly: Review Dropout rate

Person responsible for
formative evaluation

SASI Clerk

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. Classroom teachers will support students through student conferences, tutorials, and extra curricular activities.	Implementation: Classroom Teachers Evaluator: Principal Lead Teachers	Supplies and materials Funds: SCE Cost: \$300	As needed August – May of each year	Monthly analysis of the Dropout rate
2. All Elementary teachers will implement intra class and intra school attendance competitions.	Implementation: Lead Teachers Principal	Attendance records, posters, newsletters Funds: SCE Cost: \$250	Monthly, Sept – May of each year	Monthly survey of attendance records

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 2

To Increase Management Efficiency

Measurable Objective 2.1

2003 – 2008

100% of all federal, state and local regulations will be in compliance as measured by audits of the programs.

Summative Evaluation

- A random audit of several attendance and LEP records and files will be conducted at the end of the fall and spring semesters. A report of audits will be produced during the Fall and Spring semesters. Errors in recordkeeping and attendance monitoring will be examined and tallied to determine if each site met the objective goal of 100 percent compliance.

Formative Evaluation including incremental dates or frequency

Monthly: Sample audit of attendance and LEP records and files.

Person responsible for formative evaluation

Data Clerk.

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. The ADA Clerk will obtain a Home Language Survey Form from all new enrollees.	ADA Clerk	Home Language Survey Forms LAS Testing	August – May As students enroll of each year	Random audits of all new enrollments Quarterly
2. The ADA clerk will obtain query/printout of all LEP students who are coded LEP on SASI as they enroll and obtain/create and update Blue Folders.	ADA Clerk	SASI Report/LEP Query	August – May As students enroll of each year	Random audits of Blue Folders Quarterly

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 3

To Improve Public Support and Confidence in Schools

Measurable Objective 3.1

2003 – 2008

In school year 2003-2004, at least 80% of the parents from each grade level will participate in at least two school-based activities.

Summative Evaluation

- Sign-in sheets and attendance sheets will be collected from each school-based activity. The number of parents participating will be counted. Parents are counted once for each student at a grade level. The number of parents attending at least 2 activities for each individual grade-level will be counted. The percentage of parents participating in at least 2 activities will be calculated based on the number of students in each grade level.

Formative Evaluation
including incremental
dates or frequency

Quarterly: Analyze attendance sheets collected from school-based activities to determine if 60% of parents are attending the events.

Person responsible for
formative evaluation

Principal

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. All teachers will establish communication with parents in English and Spanish.	All teachers	Printing Funds: SCE Cost: \$2000	Nov of each year As needed	Survey of Parents Every 9 weeks

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
2. Parents will be offered the opportunity to attend regularly scheduled parent meetings.	All teachers	Flyers Funds: SCE Cost: \$1,000	Sept – May of each year Monthly	Survey of Parents' Sign-in and Attendance sheets Every 9 weeks
3. All instructors will conduct monthly Parent/Teacher Conferences.	All teachers	Letters/Report cards Funds: SCE Cost: \$3,000	Nov – May of each year Monthly	Monthly evaluation of Sign-in and Attendance sheets Parent Communication Log

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 4

To Create a Positive District Culture

Measurable Objective 4.1

2003 – 2008

On an employee survey to be administered in May 2003, at least 80% of respondents will indicate that they find the climate in the school to be positive.

Summative Evaluation

- At the end of May 2003, the employee survey will be calculated and analyzed. The number of employees responding positively to all questions will be totaled and divided by the total number of employees responding to determine if the 80% criterion was met.

Formative Evaluation
including incremental
dates or frequency

Quarterly: Feedback from lead teachers during monthly meetings.

Person responsible for
formative evaluation

Principal

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. The principal will provide staff development on Improving Employee-Employee relations.	Principal	Consultant Training materials FUNDS: SCE Cost: \$10,000	Quarterly of each year	Survey of Participants Quarterly
2. The principal will continue to conduct weekly staff meetings where concerns, suggestions and complaints are addressed.	Principal	Agenda Funds: SCE Cost: \$2,000	Weekly of each year	Weekly Agenda Analyzed Monthly

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 5

To Improve Public Support and Confidence in Schools

Measurable Objective 5.1

2003 – 2008

By the end of school year 2003-2004, at least 50% of our parents will participate in a training seminar on the use of tobacco, alcohol, and other drugs among students.

Summative Evaluation

- Sign-in sheets and attendance sheets will be collected from each school-based activity addressing the use of tobacco, alcohol, and other drugs. The number of parents participating will be counted to determine if the goal of 50% was met.

Formative Evaluation
including incremental
dates or frequency

Quarterly: Analyze attendance sheets collected from school-based activities to determine if 50% of parents are attending the events.

Person responsible for
formative evaluation

Principal

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. The principal will use community resources to train parents and students on drug and alcohol abuse and addictions.	Principal	Training workshops and seminars Funds: SCE Cost: \$3,000	Sept – May of each year Semi-annually	Sign-in sheets examined Monthly
2. The principal will utilize community resources to assist parents in getting information and/or help on the use of tobacco, alcohol and other drugs among students.	Principal	Community Volunteer Program	Sept – May of each year Quarterly	Sign-in sheets examined Monthly

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 5

To Increase Violence Prevention and Intervention

Measurable Objective 5.2

2003 – 2008

One hundred percent of students and staff will receive information on school safety and violence reduction strategies.

Summative Evaluation

- At the end of 2003 – 2004 school year, sign-in sheets, attendance sheets and surveys will be collected and analyzed to determine if the percentages were met.

Formative Evaluation including incremental dates or frequency

Quarterly: Review in-services, student lessons and activities that address violence prevention and intervention.

Person responsible for formative evaluation

Principal

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. The counselor will train students in Conflict Resolution and other Peer-to-Peer strategies.	Counselor, Principal	Training workshops and seminars Funds: SCE Cost: \$3,000	Semi-annually of each year	Survey of students and Parents will be conducted. Every nine weeks
2. The principal will train teachers and administrators in monitoring strategies.	Counselor, Principal	Consultants Funds: SCE Cost: \$3,500	Sept – May of each year Semi-Annually	Quarterly Report to Principal.

School Improvement Plan Strategies

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

Goal 1
To Increase student achievement

Measurable Objectives
1.1 – 1.4
TAKS

80% of student body will meet minimum expectations of state required test.
Reading/Math/Writing/Social Studies. All students and all student groups.

Reading – Percent of students passing will increase from 56% to 73%.
Math – Percent of students passing will increase from 62% to 78%
Writing – Percent of students passing will increase from 65% to 85%
Science – Percent of students passing will increase from 58% to 75%

Summative Evaluation

- TAKS test results from scoring company will be reviewed along with disaggregated TAKS results provided by the central office to determine if objectives were met.

Formative Evaluation
including incremental
dates or frequency

Benchmark test results posted on PASS will be reviewed and analyzed to determine problem areas and students in need of additional assistance.

Person responsible for
formative evaluation

Principal and teachers

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
1. Advise parents of requirements.	Principal/Teachers	Hand-out, Title I	Bi-annually	Parent evaluation forms at meetings
2. Parent/Teacher Conferences.	Teachers	Cost-neutral	As needed	Sign-in sheets

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
3. Parental Development.	Teachers	Hand-out, Title I	Quarterly	Parent feedback via parent evaluation form
4. Lesson Plans (include TEKS and TAKS objectives)	Teachers	Cost-neutral	Daily	Walkthroughs/ Observations
5. Tutorials/Test Preparation	Teachers	Test Prep materials, Title 1	Weekly	Benchmark results Grades
6. Progress reports	Teachers	Forms	Every four weeks	Review of student records
7. All professional staff will align planning and instruction to the scope and sequence of Project Clear. Teachers will differentiate instruction of all special population groups	Teachers / Principal	Project CLEAR Materials, Title I	Daily	Walkthroughs, Lesson Plans
8. Use PASS, Project Clear and Model Lessons to improve student achievement	Teachers	Computer Project CLEAR Materials	Daily	Walkthroughs, Lesson Plans, PASS Monitoring
9. Use Snapshots to monitor curriculum progress and modify instructional program	Teachers	Computer Handouts	Daily	Lesson Plans Snapshot results Walkthroughs/ Observations
10. Teachers will organize Family Night activities	Teachers	Materials, Title I	Bi-annually	Evaluation Forms
11. All students will participate in multicultural events through music and visual arts to increase awareness, respect and understanding of different cultures.	Principal/Teachers	Handouts Materials, Titles VII, III	All year	Lesson Plans Assessments Walkthroughs/ Observations
12. Conduct Open House Meetings with the intent of communicating school and classroom goals	Principal/Teachers	Title I Refreshments	Bi-annually	Sign-in Sheets

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
READING				
1. D.E.A.R.	Teachers	Books Magazines	Weekly	Student Progress
2. Staff Development (Workshops)	Principal Consultants	Title I	Monthly	Sign-in sheets and walkthroughs to observe implemented strategies
3. ELA Consultant	Principal Consultant	Title I	August – May	Weekly assessments
4. Paired Reading	Teachers/students	Books	Weekly	Student Progress
5. Sustained Silent Reading	Teachers	Books Study guides Magazines	Two days a week	Lessons Plans Walkthroughs
6. Usage of Public Library	Teachers	City Library	Weekly	Student Progress
7. Read Alouds (teachers, students, volunteers)	Teachers	Books	Weekly	Sign-in sheets
8. Book Drive	Teachers	Cost-neutral	Bi-yearly	Book Count

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
MATH				
1. Math Consultant	Principal/Consultant	Title I	Jan – March	Weekly Assessments
2. Peer Tutoring	Teachers	Cost neutral	Daily	Progress reports Report cards
3. Math Institute	Principal Teachers	Title I	Bi-annually	Workshop Evaluation
4. Staff Development	Principal	Title 1	Monthly	Sign-in sheets and walkthroughs to observe implementation of strategies
5. Math manipulatives will be used in class at least 20% of the time.	Principal/Teachers	Manipulative	Daily	Lessons Plans Observations
6. Parent/Teacher Workshop. Family Math Nights	Teachers	Title I	Annually	Evaluation forms
7. Use TEKS objectives as warm-ups	Teachers	Cost neutral	Daily	Walkthroughs Lesson plans

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
WRITING				
1. Journal Writing	Teachers	Cost neutral	Daily	Journal Logs
2. Writing Workshops for (students/teacher)	Principal/Teachers	Title I	Monthly	Journal Logs
3. Peer tutoring	Teachers	Cost neutral	Daily	Progress reports Report cards
4. Writing Consultant	Principal/Consultant	Title V	All year as needed	Progress reports Report cards
5. Hold individual student conferences	Teachers/Students	Cost neutral	All year as needed	Progress reports Report cards
6. Teachers will use the writing rubric for at least one writing assignment per nine weeks	Teachers	Cost neutral	Each nine weeks	Lesson plans
7. "Drop Everything and Write Up a Storm" for 10 minutes	Teachers	Cost neutral	Daily	Walkthroughs Lesson plans
8. Model appropriate writing styles	Teachers	Cost neutral	Daily	Walkthroughs
9. School wide writing competitions	Principal/Teachers	Title I Supplies	Bi-annually	Assessments/Awards

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
SCIENCE				
1. Implement 40% lab (or more)	Teachers	Hand-outs	Daily	Student Programs
2. Science Projects	Principal/Teachers	Hand-outs	Weekly	Contests
3. Science Fair	Principal/Teachers	Hand-outs	Daily	Contests
4. In Class hands on activities	Teachers	Hand-outs	Daily	Student Programs

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
SPECIAL EDUCATION STUDENTS				
1. Provide appropriate instructional interventions and modifications	Teachers	Materials and supplies; IEPs	Daily	Student Progress Lesson Plans
2. Provide tutorials for Math, Reading and Language Arts	Title I Coordinator Teachers	Materials and supplies	Daily	List of students participating in tutorials
3. Train teachers to implement instructional modifications to meet the needs of identified students with disabilities	Principal	Title I Materials	Quarterly	Sign-in sheets
4. In-service teachers on the procedures to follow for 504, Dyslexia and Special Education Referrals	Special Education Coordinator	Materials	Bi-annually	Sign-in sheets

Approved During
 Contingency Process

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
TARGETED STUDENTS				
1. Parent/Teacher Conferences will be held for any student not meeting standards	Teachers	Cost neutral	Weekly	Documentation of each Parent Conference
2. Track students on PASS snapshots, grades and attendance	Principal SASI Coordinator Teachers	Student Records	Weekly	SASI Reports PASS monitoring
3. Train teachers to address various learning styles	Principal	Materials	Quarterly	Sign-in sheets Walkthroughs to observe implemented strategies
4. Provide tutorials for Reading, Math and Language Arts	Title I Coordinator Teachers	Title I Supplies and materials	Daily	List of students participating in tutorials Progress charted

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
AFRICAN AMERICAN STUDENTS				
1. Parent/Teacher Conferences will be held for any student not meeting standards	Teachers	Cost neutral	Weekly	Documentation of each Parent Conference
2. Parents will be offered the opportunity to attend regularly scheduled Parent meetings	Teachers	Refreshments	Monthly	Sign-in Log
3. Provide tutorials for Reading, Math and Language Arts	Title I Coordinator Teachers	Title I Supplies and Materials	Daily	List of students participating in tutorials Progress charted

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
HISPANIC STUDENTS				
1. Parent/Teacher Conferences will be held for any student not meeting standards	Teachers	Cost neutral	Weekly	Documentation of each Parent Conference
2. Use subject and grade appropriate instructional strategies	Teachers	Materials Title III Supplies	Daily	Lessons Plans Observations
3. Provide tutorials for Reading, Math and Language Arts	Title I Coordinator Teachers	Title I Supplies and Materials	Daily	List of students participating in tutorials Progress charted
4. Teachers will continue enrollment in classes to obtain ESL certification	Principal	Cost for teachers	Daily	Sign-in sheets Chart student progress

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
LEP STUDENTS (ESL)				
1. Parent/Teacher Conferences will be held for any student not meeting standards	Teachers	Cost neutral	Weekly	Documentation of each Parent Conference
2. Provide tutorials for Math, Reading and Language Art	Title I Coordinator Teachers	Class materials	Daily	Sign-in Log Chart student progress
3. Provide intensive English Language Arts instruction to LEP students grouped by language ability levels	Teachers	Title III, Titles VII Supplies and Materials	Daily	Grouping of students Student progress
4. Train teachers to implement instructional modifications to meet the needs of identified LEP students	Principal Region IV	Title III Materials/Supplies	Oct – Feb	Sign-in sheets Walkthroughs to observe implemented strategies
5. Teachers will continue enrollment in classes to obtain ESL certification	Principal	Cost for teachers	Daily	Monitor enrollment status Certification certificates

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
MIGRANT STUDENTS				
1. Parent/Teacher Conferences will be held for any student not meeting standards	Teachers	Cost neutral	Weekly	Documentation of each Parent Conference
2. Provide tutorials for Math, Reading and Language Art	Title I Coordinator Teachers	Class materials	Daily	Sign-in Log Chart student progress
3. Parents will be offered the opportunity to attend regularly scheduled Parent meetings	Teachers	Refreshments	Monthly	Sign-in log

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
IMMIGRANT STUDENTS				
1. Parent/Teacher Conferences will be held for any student not meeting standards	Teachers	Cost neutral	Weekly	Documentation of each Parent Conference
2. Provide tutorials for Math, Reading and Language Art	Title I Coordinator Teachers	Class materials	Daily	Sign-in Log Chart student progress
3. Parents will be offered the opportunity to attend regularly scheduled Parent meetings	Teachers	Refreshments	Monthly	Sign-in log

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
WHITE/OTHER STUDENTS				
1. Parent/Teacher Conferences will be held for any student not meeting standards	Teachers	Cost neutral	Weekly	Documentation of each Parent Conference
2. Provide tutorials for Math, Reading and Language Art	Title I Coordinator Teachers	Class materials	Daily	Sign-in Log Chart student progress
3. Parents will be offered the opportunity to attend regularly scheduled Parent meetings	Teachers	Refreshments	Monthly	Sign-in log

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
ECONOMICALLY DISADVANTAGED STUDENTS				
1. Parent/Teacher Conferences will be held for any student not meeting standards	Teachers	Cost neutral	Weekly	Documentation of each Parent Conference
2. Provide tutorials for Math, Reading and Language Art	Title I Coordinator Teachers	Class materials	Daily	Sign-in Log Chart student progress

3. Parents will be offered the opportunity to attend regularly scheduled Parent meetings	Teachers	Refreshments	Monthly	Sign-in log
------------------------------------------------------------------------------------------	----------	--------------	---------	-------------

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
AT-RISK STUDENTS				
1. Parent/Teacher Conferences will be held for any student not meeting standards	Teachers	Cost neutral	Weekly	Documentation of each Parent Conference
2. Provide tutorials for Math, Reading and Language Art	Title I Coordinator Teachers	Class materials	Daily	Sign-in Log Chart student progress
3. Parents will be offered the opportunity to attend regularly scheduled Parent meetings	Teachers	Refreshments	Monthly	Sign-in log
4. Track students on PASS snapshots, grades and attendance	Principal/Teachers Office Staff SASI Coordinator	Cost neutral	Daily	SASI Reports PASS monitoring

Approved During
Contingency Process

School Improvement Plan Activities

School: **Academy of Accelerated Learning, Inc.** Principal: **Joyce Bethany** District: **101-810**

2003 - 2004

- Ambassador Program – Designed to recognize students who go the extra mile to excel and to promote stronger “Parent”, “Teacher”, and “Student” relationships.
- Parent Leadership Program – Designed to tutor parents in ESL.
- After School Tutorial – Designed to enhance and promote a student’s study abilities.
- Reading Program – Designed to help students with phonemic awareness, phonics, reading fluency, vocabulary development and reading comprehension strategies.

Academic Goals for Student Learning 2003-2008

School: **Academy of Accelerated Lrng, Inc., Inc.** Principal: **S. Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 1

To Increase Student Achievement

Measurable Objective 1.1

2003-2008

On the reading subtest of the TAKS/SDAA/SDAA for 2003-2004, 95% of all students grades 3rd, 95% of at-risk students, 95% of special education students and 95% of LEP students will meet minimum expectations.

Summative Evaluation

- The 2004 TAKS/SDAA/SDAA reading scores for third, students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.
- The 2005 TAKS/SDAA/SDAA reading for third and fourth, students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.
- The 2006 TAKS/SDAA reading for third, fourth, fifth, and sixth, students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.
- The 2007 TAKS/SDAA reading for third, fourth, fifth, sixth, seventh, and eighth students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.
- The 2008 TAKS/SDAA reading for third through twelfth grade disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

Formative Evaluation including incremental dates or frequency

Each November and February: Administer Benchmark Testing

Person responsible for formative evaluation

Principal, Stephanie Yorke and Lead Teachers

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. . Lead teachers will conduct benchmark assessments through the use of informal and formal practice tests.	Implementation: Classroom teachers Evaluator: Lead teachers	Teachers' informal and formal reading assessment materials Funds: SCE & Grant Funds (i.e. ITL, Investment Capital, Public Charter School, and Reading Academy) Cost: \$1500	Every nine weeks Sept. – April of each year	Report on assessments of informal and formal testing every nine weeks
2. All teachers will conduct daily classroom reading activities.	Implementation: Classroom teachers Evaluator: Lead teachers	Teacher-made materials and basal texts Funds: SCE Cost: \$500	Daily Sept. – May of each year	Weekly classroom observations

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/ activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
3. Provide teachers with training on use of computers and software for reading strategies.	Implementation: Lead teachers Evaluator: Principal, Stephanie Yorke	In-house technology specialist Funds: SCE Cost: \$2000	November of each year	Teacher survey will be conducted after each training and analyzed.
4. All teachers will provide direct instruction in reading and language for Pre-K through eighth grade.	Implementation: Lead teachers Evaluator Principal, Stephanie Yorke	Reading instructional materials Funds: SCE Cost: \$5000	Weekly August – May of each year	Weekly teacher-made HFWE and Test Best
5. The lead teachers will implement inter-generational reading activities where parents and other adults read to students.	Implementation: Lead teachers Evaluator: Principal, Stephanie Yorke	High interest Trade Books Funds: SCE Cost: \$1000	Weekly beginning December of each year	Survey of participants will be conducted and analyzed quarterly
6. Students who experience difficulty mastering any of the state standards during the school year shall be provided with effective, timely additional assistance.	Implementation: Classroom teachers Evaluator: Principal, Stephanie Yorke	Facility	As needed August – April of each year	Feedback from parents & test scores analyzed weekly
7. Parent/teacher conferences will be held for any student not meeting standards to discuss what the school and parent can do to help the student meet standards.	Implementation: Classroom teachers Evaluator: Principal, Stephanie Yorke	Facility	As needed August – April of each year	Documentation of each parent/teacher conference
8. Teachers will use computer programs to provide intensive intervention for students not achieving success.	Implementation: Classroom teachers Evaluator: Principal, Stephanie Yorke	Supplies Funds: SCE Cost: \$1000	Monthly Aug-May of each year	Monthly evaluation of computer generated reports
9. Accelerated instruction will be used to increase student achievement.	Implementation: Classroom teachers Evaluator Principal, Stephanie Yorke	Project CLEAR, HFWE materials, Open Court materials	On-going Aug-May of each year	Weekly evaluation of teacher made tests measuring TAKS/SDAA objectives

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
10. Teachers will be trained in ESL strategies in English language development and reading.	Implementation: LEP Coordinator, Elizabeth Scholl Evaluator: Principal, Stephanie Yorke	Supplies Funds: SCE Cost: \$200	Fall of each year	Solicit teacher evaluations of the trainings and how they plan to implement the LEP strategies in their classes

School: **Academy of Accelerated Lrng, Inc., Inc.** Principal: **S.Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 1

To Increase Student Achievement

Measurable Objective 1.2

2003-2008

On the math subtest of the TAKS/SDAA for 2003-2004, 65% of all students grades 3rd
65% of at-risk students, 65% of special education students and 65% of LEP students
will meet minimum expectations.

(An average increase of 3% each year)

Summative Evaluation

- The 2004 TAKS/SDAA math scores for third grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

- The 2005 TAKS/SDAA math scores for third, and fourth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

- The 2006 TAKS/SDAA math scores for third, fourth, fifth, and sixth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

- The 2007 TAKS/SDAA math scores for third, fourth, fifth, sixth, seventh and eighth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

- The 2008 TAKS/SDAA math scores for third through twelfth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

Formative Evaluation
including incremental dates
or frequency

Each November and February: Administer Benchmark Testing

Person responsible for
 formative evaluation

Principal, Stephanie Yorke and Lead Teachers

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. All classroom teachers will assess the students' abilities through formal and informal testing.	Implementation: Lead teachers Evaluator: Principal, Stephanie Yorke	Teachers informal and formal assessments materials Funds: SCE Cost: \$500	Every nine weeks Sept – April of each year	Data analysis through reports on assessment of teacher-made test
2. All classroom teachers will conduct daily classroom activities focusing on statistics, probability, problem-solving, patterns and relationships.	Implementation: Lead teachers Evaluator: Principal, Stephanie Yorke	Individualized classroom activities and classroom materials Funds: SCE Cost: \$5000	Weekly Sept. – May of each year	Student portfolios will show evidence of increased student activity in the targeted areas
3. The school will participate in staff development training on using manipulatives in the mathematics classroom.	Implementation: Lead teachers Evaluator: Principal, Stephanie Yorke	Mathematics specialists and trainers Funds: SCE Cost: \$2500	February of each year	Teacher surveys analyzed and sign-in sheet examined
4. Teachers will be provided training on TAKS/SDAA specifications.	Implementation: Lead teachers Evaluator: Principal, Stephanie Yorke	TAKS/SDAA/TEKS specification guides	January of each year	Teacher surveys will be conducted and lesson plans will be analyzed
5. Students will be provided with computer-based instruction to reinforce mathematics skills.	Implementation: Technology teacher Evaluator: Principal, Stephanie Yorke	Computers and appropriate software Funds: SCE Cost: \$22500	February of each year	Computer-generated reports and student sign-in sheets

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
6. Mathematics manipulative will be used in classroom activities.	Implementation: Classroom teachers Evaluator: Lead teachers	Teacher made and commercial manipulatives Funds: SCE Cost: \$5000	Daily August – May of each year	Student portfolios and daily math activities will be monitored weekly
7. Students who experience difficulty mastering any of the state standards during the school year shall be provided with effective, timely, additional assistance.	Implementation: Classroom teachers Evaluator: Lead teachers	Facility	As needed August – April of each year	Feedback from parents & test scores analyzed weekly
8. Parent/teacher conferences will be held for any student not meeting standards to discuss what the school and parent can do to help the student meet standards.	Implementation: Classroom teachers Evaluator: Lead teachers	Facility	As needed Sept. – April of each year	Documentation of each parent/teacher conference
9. Teachers will use computer programs to provide intensive intervention for students not achieving success.	Implementation: Classroom teachers Evaluator: Lead teachers	Supplies Funds: SCE Cost: \$1000	Monthly Aug-May of each year	Monthly evaluation of computer-generated reports
10. Accelerated instruction will be used to increase student achievement.	Implementation: Classroom teachers Evaluator: Principal, Stephanie Yorke	Project CLEAR, HFWE materials, Open Court Materials	On-going Aug-May of each year	Weekly evaluation of teacher made tests measuring TAKS/SDAA objectives
11. Teachers will be trained in ESL strategies for math.	Implementation: LEP Coordinator, Elizabeth Scholl Evaluator: Principal, Stephanie Yorke	Materials Funds: SCE Cost: \$200	Fall of each year	Solicit teacher evaluations of the trainings and how they plan to implement the LEP strategies in their classes

School: **Academy of Accelerated Lrng, Inc., Inc.** Principal: **S. Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 1

To Increase Student Achievement

Measurable Objective 1.3

2004-2008

On the writing subtest of the TAKS/SDAA for 2004-2005, 75% of all students, grades 4th will meet minimum expectations. Special education students meeting minimum expectations will increase by 2% from the previous year's scores available. (An increase of 3% each year for non Special Ed students)

Summative Evaluation

● The 2004-2005 TAKS/SDAA writing scores for fourth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

Formative Evaluation including incremental dates or frequency

Each November and February; Administer Benchmark Testing

Person responsible for formative evaluation

Principal, Stephanie Yorke and Lead Teachers

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Writing exercises will be included in all classes.	Implementation: Classroom teachers Evaluator: Lead teachers	Portfolios Funds: SCE Cost: \$ 2500	Daily Sept. - May of each year	Weekly, lesson plans will be analyzed.
2. Language Arts classes will include instruction in writing skills.	Implementation: Classroom teachers Evaluator: Principal, Stephanie York	Region IV trainers/ consultants	Weekly Sept. - May of each year	Weekly, lesson plans will be analyzed.

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/activity and specific time periods for evaluating strategy/activity
3. Daily writing activities in language arts classes will be implemented.	Implementation: Classroom teachers Evaluator: Lead teachers	Student journals Funds: SCE Cost: \$2500	Daily Sept. – May of each year	Weekly monitoring of journals
4. Special writing activities such as contests and class competitions to encourage student's development in writing skills will be conducted.	Implementation: Lead teachers Evaluator: Principal, Stephanie York	News of community contests / schedule of writing activities. Funds: SCE Cost: \$500	Every 6 weeks starting November of each year	Records of contest entries every six weeks
5. Students who experience difficulty mastering any of the state standards during the school year shall be provided with effective, timely, additional assistance.	Implementation: Classroom teachers Evaluator: Principal, Stephanie York	Facility	As needed August – April of each year	Feedback from parents & weekly analysis of test scores
6. Parent/teacher conferences will be held for any student not meeting standards to discuss what the school and parent can do to help the student meet standards.	Implementation: Classroom teachers Evaluator: Principal, Stephanie York	Facility	As needed August – May of each year	Documentation of each parent/teacher conference
7. Teachers will use computer programs to provide intensive intervention for students not achieving success.	Implementation: Classroom teachers Evaluator: Principal, Stephanie York	Supplies Funds: SCE Cost: \$1000	Monthly Aug-May of each year	Monthly evaluation of computer-generated reports
8. Accelerated instruction will be used to increase student achievement.	Implementation: Classroom teachers Evaluator: Principal, Stephanie York	Project CLEAR, HFWE materials, Open Court materials	On-going Aug-May of each year	Weekly evaluation of teacher-made tests for TAKS/SDAA objectives
9. Teachers will be trained in ESL strategies in English language development and writing	Implementation: LEP Coordinator, Elizabeth Scholl Evaluator: Principal, Stephanie Yorke	Materials Funds: SCE Cost: \$200	Fall of each year	Weekly evaluation of teacher -made tests for TAKS/SDAA objectives

School: **Academy of Accelerated Lrng, Inc.** Principal: **S.Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 1

To Increase Student Achievement

Measurable Objective 1.4

2005-2006

On the science subtest of the TAKS/SDAA for 2005-2006, 65% of all 5th grade students 65% of at-risk students, 80% of special education students, and 65% of LEP students will meet minimum expectations. (An increase of 3% each year)

Summative Evaluation

- The 2005-2006 TAKS/SDAA science scores for fifth grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

Formative Evaluation including incremental dates or frequency

Each December and February: Teacher-made benchmark tests

Person responsible for formative evaluation

Principal, Ms. Stephanie Yorke and 5th grade Teachers

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. All teachers will conduct weekly classroom science activities.	Implementation: Classroom teachers Evaluator: Principal, Stephanie Yorke	Portfolios Funds: SCE Cost: \$1500	Weekly, Sept. - May Of each year	Weekly observations of lesson plans
2. Teachers will be provided training on "How To Relate Science Topics to Every Day Life".	Implementation: Lead teachers Evaluator: Principal, Stephanie Yorke	HISD Science specialists, trainers, and consultants	As needed Sept. - May of each year	Teacher surveys will be conducted

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
3. The principal will require all students, with parental involvement, to prepare a Science project based on contemporary scientific occurrences.	Implementation: Lead teachers Evaluator: Principal, Stephanie Yorke	Science Journals Funds: SCE Cost: \$1500	Every six weeks Sept. - May of each year	Every six weeks, student journals and projects will be evaluated.

School: **Academy of Accelerated Lrng, Inc.** Principal: **S. Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 1

To Increase Student Achievement

Measurable Objective 1.5

2008-2009

On the social studies subtest of the TAKS/SDAA for 2008-2009, 65% of all 8th grade students, 65% of at-risk students, 65% of special education students, and 65% of LEP students will meet minimum expectations. (A increase of 3% each year)

Summative Evaluation

- The 2008-2009 TAKS/SDAA social studies scores for eighth, tenth and eleventh grade students will be disaggregated by the student groups listed above and examined to determine the percentage of students meeting minimum expectations.

Formative Evaluation including incremental dates or frequency

Each December and February Teacher-made benchmark tests

Person responsible for formative evaluation

Principal, Ms. Stephanie Yorke and 8th grade Teachers

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. All teachers will conduct weekly classroom social studies activities.	Implementation: Classroom teachers Evaluator: Principal, Stephanie Yorke	Portfolios Funds: SCE Cost: \$1500	Weekly, Sept. – May of each year	Weekly observations of lesson plans
2. Teachers will be provided training on "How To Relate Social Studies Topics to Every Day Life".	Implementation: Lead teachers Evaluator: Principal, Stephanie Yorke	HISD Social Studies specialists, trainers, and consultants	As needed Sept. – May of each year	Teacher surveys will be conducted

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
3. The principal will require all students, with parental involvement, to prepare a Social Studies project based on contemporary Social Studies concerns.	Implementation: Lead teachers Evaluator: Principal, Stephanie Yorke	Student Journals Funds: SCE Cost: \$1500	Every six weeks Sept. – May of each year	Every six weeks student journals and projects will be evaluated.

School: **Academy of Accelerated Lrng, Inc.**, Principal: **S. Yorke**

District: **Academy of Accelerated Learning, Inc.**

Goal 1

To Increase Student Achievement

Measurable Objective 1.6

2003-2008

30% of the students taking SDAA will obtain the achievement level determined by the ARD committee.

Summative Evaluation

● Test scores will be evaluated to determine whether 30% was reached.

Formative Evaluation including incremental dates or frequency

Each grading period and testing period

Person responsible for formative evaluation

Teachers and ARD Committee Chairpersons

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Classroom teachers will work with ARD Committees in developing and implementing students' IEPs	Implementation: Classroom teachers Evaluator: Special Education Coordinators	ARD reference manuals; Special Education Department	As needed; August – May of each year	Student progress reports will be evaluated weekly, monthly and each grading period

School: **Academy of Accelerated Lrng, Inc.** Principal: **S. Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 1

To increase student achievement

Measurable Objective 1.7

2003-2008

Any ethnic / racial group of Special Education students exceeding the district ratio by 25 % will be reduced by 10%.

Summative Evaluation

- At the end of the school year, the 2003 - 2004 PEIMS reports will be examined to determine if ratios exceeding 25% were reduced by 10%.

Formative Evaluation including incremental dates or frequency

Each six weeks: Check the Special folders and SASI files to check for progress toward district ratio

Person responsible for formative evaluation

Special Education Coordinator

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and Evaluate	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. The principal will monitor ARD documents for Special Education students to determine continued eligibility.	Monitor: Evaluate: Stephanie Yorke	Academy of Accelerated Learning, Inc. District Special Education Staff	As student Enroll. Fall - Spring of each year	Quarterly audits of all students

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and Evaluate	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
2. The principal will set up a process for screening Special Education referrals	Monitor: Evaluate: Stephanie Yorke	Special Education materials	As students are referred Fall – Spring of each year	Quarterly audits of special education reports

School: **Academy of Accelerated Learning, Inc.** Principal: **S.Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 1

To increase student achievement

Measurable Objective 1.8

2003-2008

65% of LEP, migrant and immigrant students taking the RPTE will increase their Reading English Proficiency Level by 2% from the pervious year.

Summative Evaluation

- At the end of the school year, the 2002 LEP PEIMS reports will be examined to determine if 100% was reached.

Formative Evaluation including incremental dates or frequency

Each six weeks: Check the LEP folders and SASI files to check for progress toward 100% completion.

Person responsible for formative evaluation

Elizabeth Scholl, LEP Coordinator

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and Evaluate	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Lead Teacher will develop a school wide Reading Initiative program consistent with HISD guidelines including diagnostic testing of all in-coming students.	Monitor: Leader Teacher Evaluate: Elizabeth Scholl	Diagnostic materials	Fall to Spring of each year	Monthly review of progress via Skill bank
2. Teachers will initiate Sustained Silent Reading (SSR) at least three days a week.	Monitor: Teachers Evaluate: Elizabeth Scholl	Library Books and magazines \$600 SCE funds \$1000 T1A	Sept. to April of each year	Once a month monitor Reading journals

School: **Academy of Accelerated Lrng, Inc.** Principal: **S. Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 1

To Increase Student Achievement

Measurable Objective 1.9

2002-2003

The Average Daily Attendance (ADA) for school year 2003 – 2004 will be 95% overall, and for PK, K, and grade one combined, the ADA will be 96%.

Summative Evaluation

- The 2003 – 2004 ADA report will be examined to determine if 95% was reached. The ADA report will also be disaggregated for students in P-K, K and grade one combined to determine that the objective was met.

Formative Evaluation including incremental dates or frequency

Monthly, check the total ADA and disaggregate the P-K, K and grade one ADA to check for progress toward 96%

Person responsible for formative evaluation

ADA Clerk, Wanda Garrett; ADA Supervisor, Isaac Ledesma

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Incentives will be provided to encourage daily attendance.	Homeroom teachers Evaluator: Principal, Stephanie Yorke	Certificates, coupons for local businesses, small tokens such as books and games	Every six weeks; August – May of each year	Attendance records will be evaluated daily

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
2. All teachers will provide information to parents about the value of regular attendance.	All teachers / Parent liaison – PTO representative	Newsletters, handouts, etc.	As students enroll August – May of each year	Bi-annually, (aren't surveys will be conducted and evaluated
3. All teachers will implement intra-class and intra-school attendance competitions/acknowledgements.	All teachers	Attendance records, posters, newsletters	Monthly, Sept. – May of each year	Monthly survey of attendance records

School: **Academy of Accelerated Lrng, Inc.,** Principal: **S.Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 1

To Increase Student Achievement

Measurable Objective 1.10

2003-2008

For the school year 2003-2004 Academy of Accelerated Learning, Inc., Inc. will maintain a dropout rate of less than 5% for all students.

Summative Evaluation

- The 2003-2004 Dropout rate will be examined to determine if less than 3% was reached.

Formative Evaluation including incremental dates or frequency

Monthly: Review dropout rate

Person responsible for formative evaluation

SASI clerk, Isaac Ledesma

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. Classroom teachers will support students through student conferences, tutorials, and extra curricular activities.	Implementation: Classroom teachers Evaluator: Lead teachers and Principal	Supplies and materials Funds: SCE Cost: \$300	As needed August – May of each year	Monthly analysis of the dropout rate
3. Middle and High school teachers will implement intra class and intra school attendance competitions.	Implementation: Lead teachers Evaluator: Principal, Stephanie Yorke	Attendance records, posters, newsletters Funds: SCE Cost: \$250	Monthly, Sept. – May of each year	Monthly survey of attendance records

School: **Academy of Accelerated Lrng, Inc.** Principal: **S. Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 2

To Increase Management Efficiency

Measurable Objective 2.1

2003-2008

100% of all federal, state and local regulations will be in compliance as measured by audits of the programs.

Summative Evaluation

- A random audit of several attendance and LEP records and files will be conducted at the end of the Fall and Spring semesters. A report of audits will be produced during the Fall and Spring semesters. Errors in record keeping and attendance monitoring will be examined and tallied to determine if each site met the objective goal of 100 percent compliance.

Formative Evaluation including incremental dates or frequency

Monthly: Sample audit of attendance and LEP records and files

Person responsible for formative evaluation

Data clerk: Wanda Garrett

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
-----------------------------------	---------------------------------------------------------------------------------	-----------	----------------------------------------------------------	----------------------------------------------------------------------------------------------

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. The ADA clerk will obtain a Home Language Survey Form from all new enrollees.	Wanda Garrett Isaac Ledesma	Home Language Survey Forms LAS Testing	August 2002 May 2003 As students enroll of each year.	Random audits of all new enrollments. Quarterly
2. The ADA clerk will obtain query/print out of all LEP students who are coded LEP on SASI as they enroll and obtain/create and update Blue Folders.	Wanda Garrett Isaac Ledesma	SASI Report/LEP Query	August 2002- May 2003 As students enroll of each year.	Random audits of Blue Folders. Quarterly

School: **Academy of Accelerated Lrng, Inc.** Principal: **S. Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 3

To Improve Public Support and Confidence in Schools

Measurable Objective 3.1

2003-2008

In school year 2003-2004, at least 80% of the parents from each grade level will participate in at least two school-based activities.

Summative Evaluation

- Sign-in sheets and attendance sheets will be collected from each school-based activity. The number of parents participating will be counted. Parents are counted once for each student at a grade level. The number of parents attending at least 2 activities for each individual grade-level will be counted. The percentage of parents participating in at least 2 activities will be calculated based on the number of students in each grade level.

Formative Evaluation
including incremental dates
or frequency

Quarterly: Analyze attendance sheets collected from school-based activities to determine if 60 % of parents are attending the events

Person responsible for
formative evaluation

Principal: Stephanie Yorke

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. All teachers will establish communication with parents in English and Spanish.	All teachers	Printing Funds: SCE Cost:	November of each year As needed	Survey of Parents Every 9 weeks.
2. Parents will be offered the opportunity to attend regularly scheduled parent meetings.	All teachers	Flyers Funds: SCE Cost:	September – May of each year Monthly	Survey of Parents Sign in and Attendance sheets Every 9 weeks
3. All instructors will conduct month parent/teacher Conferences.	All teachers	Letters/ Report cards Funds: SCE Cost:	November -May of each year Monthly	Monthly evaluation of sign in and Attendance sheets.

School: **Academy of Accelerated Learning, Inc.** Principal: **S. Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 4

To Create a Positive District Culture

Measurable Objective 4.1

2003-2008

On an employee survey to be administered in May 2003, at least 80% of respondents will indicate that they find the climate in the school to be positive.

Summative Evaluation

- At the end of May 2003, the employee survey will be calculated and analyzed. The number of employees responding positively to all questions will be totaled and divided by the total number of employees responding to determine if the 80% criterion was met.

Formative Evaluation including incremental dates or frequency

Quarterly: Feedback from lead teachers during monthly meetings

Person responsible for formative evaluation

Principal: Stephanie Yorke

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. The principle will provide staff development on Improving employee-employer relations.	Stephanie Yorke	Consultant Training Materials Funds: SCE Cost:	Quarterly of each year	Survey of Participants Quarterly
2. The principal will continue to conduct weekly staff meetings where concerns, suggestions and complaints are addressed.	Stephanie Yorke	Agenda Funds: SCE Cost:	Weekly of each year	Weekly Agenda Analyzed Monthly

School: **Academy of Accelerated Lrng, Inc.** Principal: **S. Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 5

To Increase Violence Prevention and Intervention

Measurable Objective 5.1

2003-2008

By the end of school year 2003-2004, at least 50% of our parents will participate in a training seminar on the use of tobacco, alcohol, and other drugs among students.

Summative Evaluation

- Sign-in sheets and attendance sheets will be collected from each school-based activity addressing the use of tobacco, alcohol, and other drugs. The number of parents participating will be counted to determine if the goal of 50% was met.

Formative Evaluation
including incremental dates
or frequency

Quarterly: Analyze attendance sheets collected from school-based activities to determine if 50 % of parents are attending the events

Person responsible for
formative evaluation

Principal: Stephanie Yorke

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. The principal will use community resources to train parents and students on drug and alcohol abuse and addictions.	Stephanie Yorke	Training workshops and Seminars Funds: SCE Cost:	September - May of each year Semi-annually	Sign-in sheets examined Monthly
2. The principal will utilize community resources to assist parents in getting information and/or help on the use of tobacco, alcohol and other drugs among students.	Stephanie Yorke	Community Volunteer Program	September - May of each year Quarterly	Sign-in sheets examined Monthly

School: **Academy of Accelerated Lrng, Inc.** Principal: **S. Yorke** District: **Academy of Accelerated Learning, Inc.**

Goal 5

To Increase Violence Prevention and Intervention

Measurable Objective 5.2

2003-2008

One hundred percent of students and staff will receive information on school safety and violence reduction strategies.

Summative Evaluation

- At the end of 2003 – 2004 school year, sign-in sheets, attendance sheets and surveys will be collected and analyzed to determine if the percentages were met.

Formative Evaluation including incremental dates or frequency

Quarterly: Review in-services, student lessons and activities that address violence prevention and intervention

Person responsible for formative evaluation

Principal: Stephanie Yorke

Initiatives/Strategies/Activities	Staff responsible for ensuring strategy/ activity is accomplished and evaluated	Resources	Specific Time period for implementing strategy/ activity	Evaluation of strategy/ activity and specific time periods for evaluating strategy/ activity
1. The counselor will train students in conflict Resolution and other Peer-to-Peer strategies.	Stephanie Yorke	Training workshops and Seminars Funds: SCE Cost:	Semi- annually of each year	Survey of students and Parents will Be conducted. Every nine weeks.
2. The principal will train teachers and administrators in monitoring strategies.	Elizabeth Scholl	Consultants Funds: SCE Cost:	September - May of each year Semi- Annually	Quarterly Report to Principal.

C. Other Relevant Performance Goals

Describe other relevant student performance goals that may be unique to your school.

The overarching goal or vision of AAL is to ensure that quality education is provided for all students through the development of customized learning environments that promote literacy, acquisition of social skills, and academic enrichment. Strategies that will guide the programmatic aspects of the curriculum for the next five years include the:

1. Provision of a dual language program for all students;
2. Development of a mentoring program for all students;
3. Introduction of appropriate extracurricular activities that promote healthy lifelong lifestyles;
4. Provision of computer labs, a literacy program (Reading Buddy), and Sign language for students and parents.
5. Provision of professional development activities for teachers and staff; and
6. The creation of PTO's at all school locations.

AAL will ensure the continuing adoption of exemplary early childhood instructional practices recommended by the National Association for the Education of Young Children (NAEYC). Consequently, grade appropriate planning, carefully aligned to TEKS, will be used. Teachers will continue to use learning centers to facilitate both cooperative and individual creativity and learning. Parents will be encouraged to continue to improve the attendance rates of their children. In sum, AAL will continue to provide a nurturing, caring, and intensively challenging curriculum that will enhance and accelerate the effectiveness of AAL's performance-based curriculum.

Section IX. Plans and Initiatives to Improve Student Performance

Describe plans and initiatives to improve student performance for the next five years. Explain **how** the school plans to accomplish its goals.

See Academic Goals for Student Learning (2003-2008)

18 - a

Section X. Monitoring Follow-Up

Discuss improvements made and other actions taken to address any and all findings, recommendations, or sanctions by the Agency including those resulting from monitoring on-site visits or hearings. Provide specific information about compliance status with all special program indicators, including corrective action plans for bilingual and special education programs, and about PAS/DAS risk levels.

Even though the high school program was achieving significant academic success, a moratorium has been granted for that component to allow for the strengthening of the early childhood/elementary program. Such a strategy was deemed essential to enable AAL to provide a constant flow of well-prepared elementary students into the high school program. These well-prepared students will therefore support the challenging and rigorous high school curriculum in the years ahead.

*** Charter School initial review on-site monitoring visit was conducted by the Division of Accountability Evaluation during the week of March 5, 2001. The visit was a result of the high drop-out rate and low TAAS scores for grades 9 – 12. Because of the continued increase in the drop-out rate, the school requested and was granted a moratorium by the State Board of Education effectively July 31, 2002 for goals grades 9-12.**

*** An investigative visit was conducted by the Division of School Financial Audits on August 21, 2001. The focus was with the renovations at the school's 2913 Louisiana Street location. T.E.A. requested that a written statement be furnished indicating when renovations would be completed and some lease agreement/cost allocation plan be submitted. These two items were addressed and the appropriate information was furnished timely to the Agency on Thursday, September 20, 2001.**

*** Charter School accreditation visit was conducted on March 18 – 22, 2002**

*** Finding – no certified bilingual education teacher.**

Resolution: School has employed a full-time bilingual certified teacher.

*** Finding – School's Campus Improvement did not include (FTEs) and funding amount.**

Resolution: Revision of Campus Improvement Plan to include FTE and specific funding amounts.

*** Finding – The school improvement plan does not include formative evaluation measures.**

Resolution: Inclusion in Campus Improvement Plan evaluation standards to measure academic improvement.

Part 3. Special Needs Students/Programs

NOTE: The approval of this charter school renewal application and/or removal of any contingencies is based on the information provided by the charter school as it reflects the charter school's knowledge of special education. Approval of the charter school renewal application and/or removal of any contingencies should not be construed to reflect a determination of special education compliance or to cover any other issues outside the scope of this renewal application process or actions that may have occurred since this renewal application process.

Section XI. IDEA Key Components

Describe ***IN DETAIL*** (*in the order requested and in the space provided below*) how the charter school accommodates students with disabilities in the SPECIAL EDUCATION program according to the Individuals with Disabilities Education Act (IDEA), the Texas Education Code, the State Board of Education rules, and the Commissioner's rules (SEE, Key Components).

Please **DO NOT SEND** a copy of the charter school's special education policies and procedures. This will only delay the review by a second request to submit the information as requested.

The Texas Side-by-Side is available online to assist the application process:
<http://www.tea.state.tx.us/special.ed/rules/sbs.html>.

IDEA Key Components

A. Child Find (34 CFR 300.125)

The Child find process is an ongoing effort at the Academy of Accelerated Learning, Inc. Charter School. Trained administrators and professional staff are constantly working towards ensuring that the adopted special education policies and the Academy of Accelerated Learning, Inc. Charter School employ to ensure that the Academy of Accelerated Learning, Inc. Charter School employ to ensure that the Child Find process is implemented in accordance with Chapter 34 CFR subsection 300.200:

- *Child Find posters are visible for parents upon entry into the school building referring them to call the school or the regional Service Center to obtain more information about how to obtain help for students experiencing difficulties.
- * Child Find brochures are available at the at the school and are disseminated to students at the campus's marquee. Disseminating Child Find contact information to local day cares and private schools within

B. Confidentiality (34 CFR 300.127; 34 CFR 300.560-300.577; 34 CFR Part 99; TEC 26.004)

Educational records containing personally identifiable information are regarded as confidential. Such records are maintained for the purpose of identification, evaluation, placement or the provision of Free and Appropriate Public Education (FAPE). School personnel are trained to use personally identifiable data with respect to the Family Educational Rights and Privacy Act and other recognized implementing regulations.

Academy of Accelerated Learning maintains a log of school personnel that review the school copies of the state folder. The Special Education Services department monitors that these procedures are enforced and allowed.

A folder access sheet is a part of the state audit folder and is an attachment of the school file. The folder access sheet must be signed by any individual that reviews the record of a student that is

1. not the parent or guardian of the child,
2. not on the list of district personnel allowed to access educational records of a student that is:
3. given authority to review the student records by the parent or guardian but is not accompanied by the parent.

Academy of Accelerated Learning is very cautious with displaying or identifying students special education services or as being in a special education class.

C. Procedural Safeguards (34 CFR 300.504)

The Special Education Services department ensures that a parent of a child with a disability receive a notice of procedural safeguards that includes a full explanation of all the procedural safeguards and is in understandable language. The department ensures that parents are given procedural safeguards for the following-

1. Upon initial referral for evaluation;
2. Upon each notification of an admission, review, and dismissal (ARD) committee meeting;
3. Upon reevaluation of the child; and
4. Upon receipt of a request for due process about the student.

D. Notice of admission, review & dismissal (ARD) committee meetings (34 CFR 300.503; 34 CFR 300.345; TEC 26.0081; 19 TAC 89.1015; 19 TAC 89.1045)

In accordance with 34 CFR 300.503 and CFR 300.34, the Special Education Services department ensures that prior written notice is provided to a parent in writing before it takes or refuses to take any action affecting the FAPE of a child, notification is made early enough to make sure that they have an opportunity to attend, scheduling is made at a mutually agreed time and place, or any time the school evaluates a child. Each time notice is given, the department ensures that a copy of the procedural safeguard document is enclosed.

Any time prior written notice is required, it includes the following-

1. description of the action proposed or refused by the school;
2. explanation of why the action is proposed or refused;
3. description of other options considered and why they were rejected;
4. description of each evaluation procedure, test, record, or report supporting the decisions;
5. description of any other factors related to the decisions;
6. the name, address, and telephone number of people to contact for help in understanding the rights explained in this document; and
7. sources for parents to contact to obtain assistance in understanding the provisions of this part.

The Special Education Services department makes every attempt to include parents in the ARD/IEP process. If these documental attempts are unsuccessful, the department ensures that the parent thoroughly understands their rights and are afforded other methods of participation-individual or conference telephone calls. If parent gives written and/or verbal consent, the department ensures that the parent understands the proceedings at the IEP meeting and a copy is provided to them.

E. Evaluation of children to determine eligibility

(34 CFR 300.530-300.543; TEC 29.004; 19 TAC 89.1011; 19 TAC 89.1015; 19 TAC 89.1040)

The Academy of Accelerated Learning Academy, Inc. Charter School employs a diagnostician to perform the assessment of students referred for a Full and Individual Evaluation (FEDI) and develop a report for consideration by the ARD/IEP committee for eligibility. The Diagnostician will share the results of the testing at the initial ARD/IEP meeting. The testing generally consists of an intellectual, test, academic tests in the areas of reading, mathematics, written language, and language. There may be some type of behavioral rating or adaptive behavior schale used as well. Eligibility standards are set by the Federal and State rules and regulations with specific standards that must be met in order for a child to be considered eligible for special education services. The ARD/IEP committee determines if the data collected and assessments conducted meet the outlined criteria and if there is an educational need for the child to be identified as a child with disabilities.

The Speech Pathologist conducts the assessment of students referred for suspected disability in the area of Speech and Language. The Speech Pathologist shares the results of the testing at the initial ARD/IEP meeting. The testing consists of a variety of tests that assess the student's ability to use language (espressive), understand language (receptive), to mainipulate the mechanics of language such as articulation and other areas such as the oral mechanisms ability to use language appropriately in social situations (pragmatics) and fluency of language.

The Special Education Serivces Department ensures that all personnel conducting assessments for Occupational Therapy, Psychological services, Adapted Physical Education, or others areas of requested assessment will follow the same procedres as the Diagnosticians and Speech Pathologists. All professionals will select and administer the tests and make recommendations for the ARD/IEP committee to consider relating to eligibility, goals, objectives, and service.

F. Development and implementation of the individualized educational program (IEP); Extended school year (ESY) services (34 CFR 300.342-300.350; 34 CFR 300.309; TEC 37.0021; 19 TAC 89.1050; 19 TAC 89.1053; 19 TAC 89.1055; 19 TAC 89.1065)

At Accelerated for LLearning Academy, Inc., Charter School, the Admission, review, and Dismissal Committee meeting makes decisions concering the educational program of a student being considered for special education services. The IEP refers to the document stating the annual goals and short term instructional objectives.

When developing IEP's for students with mild disabilities, the school's ARD/IEP committee relates the child's functioning level to the general education curriculum in the texas Essential Knowledge and Skills (TEKS). For students with more severe disabilities who require intensive intervention in special education settings, the goals and objectives are logically linked to acquiring some essential skills that will facilitate at least some mainstreaming, if appropriate. The goals and objectives are developmentally appropriate and functionally relevant to meet students individual needs.

The Special Education Services department ensures that all student's IEPs contain the following:

1. present level of eductional performance, including
 - a. how the child's disability affects involvement and progress in general curriculum; or
 - b. for preschoolers, hoe the disability affects participation in appropriate activities;
 - c. special education and realted services and supplementary aids and services to be provided and program modifications or supports provided for personnel;
 - d. to advance appropriately toward attaining annual goals; and
 - e. to be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities;
2. explanation of extent to which the child will not participate in general education class;
3. any needed modifications for the student to participate in state and school wide assessments, and if the child will not participate in general assessments, why assessment is not appropriate and how the child will be assessed;
4. frequency and location of services and modifications;
5. beginning at age 14, transition service needs focusing on the child's course of study;
6. beginning at least one year before the child reaches age of majority, informatin regarding rights transferred on reaching age of majority; and,
7. how the child's progress toward annual goals will be measured, and how parents will be reguarly informed.

The Special education Services Department of the school incorporates the following guidelines in developing an appropriate IEP:

1. develop an IEP that will provide the student with a meaningful educational benefit;

2. draft IEPs to be sent home for parent consideration and reviewed prior to the ARD/IEP meeting;
3. determine student's appropriate performance level from individual achievement tests and criterion reference tests;
4. designate implementor by the position of the proposed teacher;
5. develop annual goals and short term objectives for each area of instruction in which the students will receive special education;
6. evaluation procedures will include objective methods which charting or other criterion-reference tests that are conducted on a yearly basis;
7. set a mastery level that reflect a percentage which will be realistically obtained;
8. duration of services are considered for the academic year and/or ESY periods;
9. goals and objectives must be reviewed annually. Reviewing and updating of progress toward objectives is an ongoing process throughout the academic committee.
10. participation in extracurricular activities are contingent upon meeting the mastery level requirements deemed appropriate by the ARD committee.

G. Least restrictive environment (LRE) placement (34 CFR 300.550-300.553; 19 TAC 89.63(a-c))

The Academy of Accelerated Learning Academy, Inc. Charter School ARD/IEP committee ensure that to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are non disabled; and that special classes, separate schooling or other removal of children with disabilities from the general educational environment occurs only if the nature or severity of the disability is such that education in general classes with the use of supplementary aids and services cannot be satisfactorily.

The ARD/IEP committee ensures that placement decisions are made by a group of persons, including the parents, knowledge about the child, the meaning of the evaluation data, the placement options and are made in conformity with the LRE provisions. The committee determines placement annually, and is based on the child's continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

H. Transition planning (34 CFR 300.29; TEC 29.011; 19 TAC 89.1110)

In accordance with 34cfr 300.29, the ARD/IEP committee of the Academy of Accelerated Learning discuss/review transition services that promote movement from school to post-school activities, is based on the individual student's needs, taking into account the student's needs, taking into account the student's preferences and interest; and includes-instruction, related services, community experiences, the development of employment and other post-secondary adult living objectives. Beginning at age 14, the Special Education Services Department address transition services by discussing the student's interest and by age 16 and ITP meeting is held.

I. Certified personnel for the provision of services to children with special needs
(34 CFR 300.26; 34 CFR 300.136; 19 TAC 89.1131; SBEC requirements)

The Academy of Accelerated Learning ensures that personnel will be provided to a child with a disability to meet their unique needs at no cost to the parents. The school employs all highly qualified staff to implement specially-designed instruction as needed by individual students with disabilities.

J. Services to expelled students (34 CFR 300.121(d); 34 CFR 300.522; TEC Chapter 37 – 10 day rule)

The Academy of Accelerated Learning, Inc. Charter School ensure that if a student with a disability is removed from his or her current placement for more than 10 school days in that school year, for the remainder of the removals, services will be provided to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP.

K. Allowable expenditures of state special education funds (19 TAC 89.1125)

The administration of Academy of Accelerated Learning ensure that persons paid from special funds shall be assigned to instructional or other duties in the special education program and/or to provide support services to the general education program in order for students with disabilities to be included in the general program. Funds are also used for special materials, supplies, and equipment which are directly related to the development and implementation of IEPs of students, contracts with consultants to provide professional staff development, program planning and evaluation, instructional services, assessments, and related services to students with disabilities.

Section XII. Information Request

Place the following information requests in **Attachment 5, Special Needs Students/Programs Information Request.**

Information Requests

A. Current copy of the charter school's informational brochure/pamphlet

B. Current blank copy of the initial pre-selection data sheet for potential students – the form or student information requested for the charter school's admission method (i.e., lottery, etc.)

C. Current blank copy of the student enrollment card once the student is selected for enrollment in the charter school

D. As part of Attachment 5, provide a brief description of the charter school's instructional arrangements/settings (mainstream*, resource room/services, self-contained, etc.) implemented for the provision of special education and related services**. This description is not limited to, but must include information on the location of services (in relation to the general education setting) and the staffing of personnel.

* If the charter school has students with disabilities receiving special education and related services in the instructional arrangement/setting of mainstream, then provide information on the provision of support services by qualified special education personnel.

** Currently, if the charter school has no students with disabilities receiving special education and related services, then provide information based on previous school years. If the charter school has never had students with disabilities receiving special education and related services, then provide information based on the possibility of the enrollment of a student with a disability that would receive special education and related services in the various special education instructional arrangements/settings.

E. As part of Attachment 5, provide a brief description of the charter school's system for placement decisions* with transfer students that previously received special education and related services from another district/charter school in any instructional arrangement/setting EXCEPT mainstream.

*If the initial placement prior to the 30-day transfer ARD is a mainstream instructional arrangement/setting, provide a detailed explanation for this decision.

For further **CLARIFICATION** on Section XII. Information Requests, please contact Carolyn Dietrich in the Division of Special Education (512-463-9362).

CHARTER HOLDER SPECIAL EDUCATION ASSURANCES

DIRECTIONS:

- Type or print the name of the charter holder and the charter school in the General Assurance Statement below.
- The Chairperson of the Board of the Charter Holder must **initial** each of the section titles on the lines below AND **check** each of the selected cites in the boxes below to indicate the charter holder's assurance of compliance with each of the specific cites.
- The Chairperson of the Board of the Charter Holder must **sign** the document in the space provided on the final page of the assurances.
- Mail the original signed document to the **Charter Schools Division, Texas Education Agency, 1701 N. Congress, Austin, TX 78701.**

NOTE:

The rules and regulations have been slightly modified to clarify the charter holder's responsibility. Changes to actual regulations are indicated by brackets. Empty brackets indicate deletions. Brackets around words indicate paraphrased or changed wording.

General Assurance Statement

Educational Lrng & Enrich. Ctr Charter holder for Academy of Acccelerated Lrng. Charter School, assures that it has policies and procedures in place that ensure implementation of all federal regulations, Texas laws, State Board of Education (SBOE) rules, and commissioner rules related to students with disabilities, including those initialed and checked below, and further assures that any future amendments to the regulations, laws, and rules will be incorporated and implemented.

A. Child Find

Initial: S.M.D.

34 CFR §300.125. Child Find.

- (a) General requirement.
- (1) The [charter holder] shall have in effect policies and procedures to ensure that—
- (i) All children with disabilities, [enrolled in the charter school or who contact the charter school regarding enrollment], regardless of the severity of their disability, and who are in need of special education and related services, are identified, located, and evaluated; and
 - (ii) A practical method is developed and implemented to determine which children are currently receiving needed special education and related services.
- (2) The requirements of paragraph (a)(1) of this section apply to—
- (i) Highly mobile children with disabilities (such as migrant and homeless children); and
 - (ii) Children who are suspected of being a child with a disability under [CFR 34] §300.7 and in need of special education, even though they are advancing from grade to grade.
- [(c) The charter holder will notify the local ECI program of all children suspected of having a disability, from birth through the age of two, within 2 working days. The charter holder will maintain documentation of the referral and that the individual evaluation occurred within 45 calendar days.]

- (e) Confidentiality of child find data. The collection and use of data to meet the requirements of this section are subject to the confidentiality requirements of §§300.560-300.577.

B. Confidentiality

Initial: J.M.D.

TEC §26.004. Access to Student Records.

[The charter holder recognizes] that a parent is entitled to access to all written records of a school district [or charter holder] concerning the parent's child, including:

- (1) attendance records;
- (2) test scores;
- (3) grades;
- (4) disciplinary records;
- (5) counseling records;
- (6) psychological records;
- (7) applications for admission;
- (8) health and immunization information;
- (9) teacher and counselor evaluations; and
- (10) reports of behavioral patterns.

19 TAC §89.1050(f)(3) [Transfer of Records].

- (f) (3) In accordance with TEC §25.002, the school district [or charter school] in which the student was previously enrolled will furnish the new school district [or charter school] with a copy of the student's records, including the child's special education records, not later than the 30th calendar day after the student was enrolled in the new school []. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C., §1232g, does not require the student's current and previous school districts [or charter schools] to obtain parental consent before requesting or sending the student's special education records if the disclosure is conducted in accordance with 34 CFR, §99.31(a)(2) and §99.34.

34 CFR §300.127. Confidentiality of personally identifiable information.

- (a) The [charter holder] must have on file in detail the policies and procedures [] to ensure protection of the confidentiality of any personally identifiable information, collected, used, or maintained under Part B of the [IDEA].

34 CFR §300.560. Definitions.

As used in §§300.560-300.577—

- (a) Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
- (b) Education records means the type of records covered under the definition of "education records" in 34 CFR part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974).
- (c) Participating agency means any agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the [IDEA].

34 CFR §300.561. Notice to parents.

- (a) The [charter holder] shall give notice that is adequate to fully inform parents about the requirements of §300.127, including—
- (1) A description of the extent that the notice is given in the native languages of the various population groups in the State;

- (2) A description of the children on whom personally identifiable information is maintained, the types of information sought, the methods the [charter holder] intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
 - (3) A summary of the policies and procedures that the [charter holder] must follow regarding storage, disclosure to third parties, retention, and destruction of personally identifiable information; and
 - (4) A description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and implementing regulations in 34 CFR part 99.
- (b) Before any major identification, location, or evaluation activity, the notice must be published or announced in newspapers or other media, or both, with circulation adequate to notify parents of the activity.

34 CFR §300.562. Access rights.

- (a) [The charter holder] shall permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the [charter holder] under this part. The [charter holder] shall comply with a request without unnecessary delay and before any meeting regarding an IEP, or any hearing pursuant to §§300.507 and 300.521-300.528, and in no case more than 45 days after the request has been made.
- (b) The right to inspect and review education records under this section includes—
 - (1) The right to a response from the [charter holder] to reasonable requests for explanations and interpretations of the records;
 - (2) The right to request that the [charter holder] provide copies of the records containing the information if failure to provide those copies would effectively prevent the parent from exercising the right to inspect and review the records; and
 - (3) The right to have a representative of the parent inspect and review the records.
- (c) [The charter holder] may presume that the parent has authority to inspect and review records relating to his or her child unless the [charter holder] has been advised that the parent does not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

34 CFR §300.563. Record of access.

[The charter holder] shall keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the [IDEA] (except access by parents and authorized employees of the [charter holder]), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

34 CFR §300.564. Records on more than one child.

If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

34 CFR §300.565. List of types and locations of information.

[The charter holder] shall provide parents on request a list of the types and locations of education records collected, maintained, or used by the [charter holder].

34 CFR §300.566. Fees.

- (a) [The charter holder] may charge a fee for copies of records that are made for parents under this part if the fee does not effectively prevent the parents from exercising their right to inspect and review those records.
- (b) [The charter holder] may not charge a fee to search for or to retrieve information under this part.

34 CFR §300.567. Amendment of records at parent's request.

- (a) A parent who believes that information in the education records collected, maintained, or used under this part is inaccurate or misleading or violates the privacy or other rights of the child may request the [charter holder] that maintains the information to amend the information.
- (b) The [charter holder] shall decide whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request.
- (c) If the [charter holder] decides to refuse to amend the information in accordance with the request, it shall inform the parent of the refusal and advise the parent of the right to a hearing under §300.568.

34 CFR §300.568. Opportunity for a hearing.

The [charter holder] shall, on request, provide an opportunity for a hearing to challenge information in education records to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

34 CFR §300.569. Result of hearing.

- (a) If, as a result of the hearing, the [charter holder] decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it shall amend the information accordingly and so inform the parent in writing.
- (b) If, as a result of the hearing, the [charter holder] decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it shall inform the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the [charter holder].
- (c) Any explanation placed in the records of the child under this section must—
 - (1) Be maintained by the [charter holder] as part of the records of the child as long as the record or contested portion is maintained by the [charter holder]; and
 - (2) If the records of the child or the contested portion is disclosed by the [charter holder] to any party, the explanation must also be disclosed to the party.

34 CFR §300.570. Hearing procedures.

A hearing held under §300.568 must be conducted according to the procedures under 34 CFR 99.22

34 CFR §300.571. Consent.

- (a) Except as to disclosures addressed in §300.529(b) for which parental consent is not required by Part 99, parental consent must be obtained before personally identifiable information is—
 - (1) Disclosed to anyone other than officials of participating agencies collecting or using the information under this part, subject to paragraph (b) of this section; or
 - (2) Used for any purpose other than meeting a requirement of this part.
- (b) An educational agency or institution subject to 34 CFR Part 99 may not release information from education records to participating agencies without parental consent unless authorized to do so under part 99.

34 CFR §300.572. Safeguards.

- (a) [The charter holder] shall protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.
- (b) One official at [the charter school] shall assume responsibility for ensuring the confidentiality of any personally identifiable information.
- (c) All persons collecting or using personally identifiable information must receive training or instruction regarding the State's policies and procedures under §300.127 and 34 CFR part 99.
- (d) [The charter holder] shall maintain, for public inspection, a current listing of the names and positions of those employees within the [charter school] who may have access to personally identifiable information.

34 CFR §300.573. Destruction of information.

- (a) The [charter holder] shall inform parents when personally identifiable information collected, maintained, or used under this part is no longer needed to provide educational services to the child.
- (b) The information must be destroyed at the request of the parents. However, a permanent record of a student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

34 CFR §300.574. Children's rights.

- (a) The [charter holder] shall provide policies and procedures regarding the extent to which children are afforded rights of privacy similar to those afforded to parents, taking into consideration the age of the child and type or severity of disability.
- (b) Under the regulations for the Family Educational Rights and Privacy Act of 1974 (34 CFR 99.5(a)), the rights of parents regarding education records are transferred to the student at age 18.

- (c) If the rights accorded to parents under Part B of the [IDEA] are transferred to a student who reaches the age of majority, consistent with §300.517, the rights regarding educational records in §§300.562-300.573 must also be transferred to the student. However, the [charter holder] must provide any notice required under section 615 of the [IDEA] to the student and the parents.

34 CFR Part 99

[The charter holder assures that it will abide by the Family Education Rights and Privacy Act (FERPA).]

C. Procedural Safeguards

Initial: J.M.D.

34 CFR §300.504. Procedural safeguards notice.

- (a) General. A copy of the procedural safeguards available to the parents of a child with a disability must be given to the parents, at a minimum—
- (1) Upon initial referral for evaluation;
 - (2) Upon each notification of an IEP meeting;
 - (3) Upon reevaluation of the child; and
 - (4) Upon receipt of a request for due process under §300.507.
- (b) Contents. The procedural safeguards notice will include a full explanation of all of the procedural safeguards available under §§300.403, 300.500-300.529, and 300.560-300.577, and the State complaint procedures available under §§300.660-300.662 relating to—
- (1) Independent educational evaluation;
 - (2) Prior written notice;
 - (3) Parental consent;
 - (4) Access to educational records;
 - (5) Opportunity to present complaints to initiate due process hearings;
 - (6) The child's placement during pendency of due process proceedings;
 - (7) Procedures for students who are subject to placement in an interim alternative educational setting;
 - (8) Requirements for unilateral placement by parents of children in private schools at public expense;
 - (9) Mediation;
 - (10) Due process hearings, including requirements for disclosure of evaluation results and recommendations;
 - (11) State-level appeals (if applicable in that State);
 - (12) Civil actions;
 - (13) Attorneys' fees; and
 - (14) The State complaint procedures under §§300.660-300.662, including a description of how to file a complaint and the timelines under those procedures.
- (c) Notice in understandable language. The notice required under paragraph (a) of this section must meet the requirements of §300.503(c).

[The charter holder will use the most current edition of the Notice of Procedural Safeguards, issued by the Texas Education Agency, to meet the requirement under 34 CFR §300.504(b) and (c).]

D. NoticeInitial: J.M.D. **19 TAC §89.1015. Time Line for All Notices.**

"Reasonable time" required for the written notice to parents under 34 Code of Federal Regulations (CFR), §300.503, is defined as at least five school days, unless the parents agree otherwise.

 34 CFR §300.503. Prior notice by the [charter holder]; content of notice.

(a) Notice.

- (1) Written notice that meets the requirements of paragraph (b) of this section must be given to the parents of a child with a disability a reasonable time before the [charter holder] —
 - (i) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or
 - (ii) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.
- (2) If the notice described under paragraph (a)(1) of this section relates to an action proposed by the [charter holder] that also requires parental consent under §300.505, the [charter holder] may give notice at the same time it requests parent consent.

(b) Content of notice. The notice required under paragraph (a) of this section must include—

- (1) A description of the action proposed or refused by the [charter holder];
- (2) An explanation of why the [charter holder] proposes or refuses to take the action;
- (3) A description of any other options that the [charter holder] considered and the reasons why those options were rejected;
- (4) A description of each evaluation procedure, test, record, or report the [charter holder] used as a basis for the proposed or refused action;
- (5) A description of any other factors that are relevant to the [charter holder's] proposal or refusal;
- (6) A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained; and
- (7) Sources for parents to contact to obtain assistance in understanding the provisions of this part.

(c) Notice in understandable language.

- (1) The notice required under paragraph (a) of this section must be—
 - (i) Written in language understandable to the general public; and
 - (ii) Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so.
- (2) If the native language or other mode of communication of the parent is not a written language, the [charter holder] shall take steps to ensure—
 - (i) That the notice is translated orally or by other means to the parent in his or her native language or other mode of communication;
 - (ii) That the parent understands the content of the notice; and
 - (iii) That there is written evidence that the requirements in paragraphs (c)(2) (i) and (ii) of this section have been met.

 34 CFR §300.345. Parent participation.

- (a) [Charter holder] responsibility—general. The [charter holder] shall take steps to ensure that one of both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including—
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and

- (2) Scheduling the meeting at a mutually agreed on time and place.
- (b) Information provided to parents.
 - (1) The notice required under paragraph (a)(1) of this section must—
 - (i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and
 - (ii) Inform the parents of the provisions in §300.344(a)(6) and (c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child).
 - (2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also—
 - (i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in §300.347(b)(1); and
 - (ii) Indicate that the [charter holder] will invite the student.
 - (3) For a student with a disability beginning at age 16, or younger, if appropriate, the notice must—
 - (i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in §300.347(b)(2);
 - (ii) Indicate that the [charter holder] will invite the student; and
 - (iii) Identify any other agency that will be invited to send a representative.

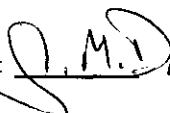
TEC §26.0081. Right to Information Concerning Special Education.

- (a) The agency [(TEA)] shall produce and provide to school districts [and charter holders] sufficient copies of a comprehensive, easily understood document [*The Guide to the ARD Process*] that explains the process by which an individualized education program is developed for a student in a special education program and the rights and responsibilities of a parent concerning the process. The document must include information a parent needs to effectively participate in an admission, review, and dismissal committee meeting for the parent's child.
- (b) [The charter holder will provide] the document required under this section to the parent as provided by 20 U.S.C. §1415(b):
 - (1) as soon as practicable after a child is referred to determine the child's eligibility for admission into the [charter school's] special education program, but at least five school days before the date of the initial meeting of the admission, review, and dismissal committee; and
 - (2) at any other time on reasonable request of the child's parent.
- (c) The agency [(TEA)] shall produce and provide to school districts [and charter holders] a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education. The explanation must state that a parent is entitled at any time to request an evaluation of the parent's child for special education services under §29.004. Each school year, [beginning with the 2004-2005 school year, the charter holder] shall provide the written explanation to a parent of each [charter school] student by including the explanation in the student handbook or by another means.

19 TAC §89.1045. Notice to Parents for Admission, Review, and Dismissal (ARD) Committee Meetings.

- (a) [The charter holder] shall invite the parents and adult student to participate as members of the admission, review, and dismissal (ARD) committee by providing written notice in accordance with 34 Code of Federal Regulations (CFR), §§300.345, 300.503, and 300.505, and Part 300, Appendix A.

E. Consent

Initial: 

34 CFR §300.500. General responsibility of public agencies; definitions.

- (a) [] [Each charter holder] establishes, maintains, and implements procedural safeguards that meet the requirements of §§300.500-300.529.
- (b) Definitions of "consent," [] As used in this part --
 - (1) Consent means that --

- (i) The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
- (ii) The parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
- (iii) (A) The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at anytime.
(B) If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

34 CFR §300.505. Parental consent.

- (a) General.
 - (1) Subject to paragraphs (a)(3), (b) and (c) of this section, informed parent consent must be obtained before—
 - (i) Conducting an initial evaluation or reevaluation; and
 - (ii) Initial provision of special education and related services to a child with a disability.
 - (2) Consent for initial evaluation may not be construed as consent for initial placement described in paragraph (a)(1)(ii) of this section.
 - (3) Parental consent is not required before—
 - (i) Reviewing existing data as part of an evaluation or a reevaluation; or
 - (ii) Administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, consent is required of parents of all children.
- (b) Refusal. If the parents of a child with a disability refuse consent for initial evaluation or a reevaluation, the [charter holder] may continue to pursue those evaluations by using the due process procedures under §§300.507-300.509, or the mediation procedures under §300.506 if appropriate, except to the extent inconsistent with State law relating to parental consent.
- (c) Failure to respond to request for reevaluation.
 - (1) Informed parental consent need not be obtained for reevaluation if the [charter holder] can demonstrate that it has taken reasonable measures to obtain that consent, and the child's parent has failed to respond.
 - (2) To meet the reasonable measures requirement in paragraph (c)(1) of this section, the [charter holder] must use procedures consistent with those in §300.345(d).
- (d) Additional State consent requirements. In addition to the parental consent requirements described in paragraph (a) of this section, a State may require parental consent for other services and activities under this part if it ensures that each public agency in the State establishes and implements effective procedures to ensure that a parent's refusal to consent does not result in a failure to provide the child with FAPE.
- (e) Limitation. [The charter holder] may not use a parent's refusal to consent to one service or activity under paragraphs (a) and (d) of this section to deny the parent or child any other service, benefit, or activity of the [charter holder], except as required by this part.

TEC §29.0041. Information and Consent for Certain Psychological Examinations or Tests.

- (a) On request of a child's parent, before obtaining the parent's consent under 20 U.S.C. §1414 for the administration of any psychological examination or test to the child that is included as part of the evaluation of the child's need for special education, [the charter holder] shall provide to the child's parent:
 - (1) the name and type of the examination or test; and
 - (2) an explanation of how the examination or test will be used to develop an appropriate individualized education program for the child.
- (b) If the [charter holder] determines that an additional examination or test is required for the evaluation of a child's need for special education after obtaining consent from the child's parent under Subsection (a), the [charter holder] shall provide the information described by Subsections (a)(1) and (2) to the child's parent regarding the additional examination or test and shall obtain additional consent for the examination or test.
- (c) The time required for the [charter holder] to provide information and seek consent under Subsection (b) may not be counted toward the 60 calendar days for completion of an evaluation under Section 29.004. If a parent does not give consent under Subsection (b) within 20 calendar days after the date the [charter holder] provided to the parent the information required by that subsection, the parent's consent is considered denied.

F. Evaluation

Initial: 

19 TAC §89.1011. Referral for Full and Individual Initial Evaluation.

Referral of students for a full and individual initial evaluation for possible special education services shall be a part of the [charter holder's] overall, general education referral or screening system. Prior to referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, [charter holder] personnel must refer the student for a full and individual initial evaluation. This referral for a full and individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student.

TEC §29.004. Full Individual and Initial Evaluation.

- (a) A written report of a full individual and initial evaluation of a student for purposes of special education services shall be completed not later than the 60th calendar day following the date on which the [charter holder], in accordance with 20 U.S.C. §1414(a), as amended, receives written consent for the evaluation, signed by the student's parent or legal guardian.
- (b) The evaluation shall be conducted using procedures that are appropriate for the student's most proficient method of communication.

TEC §29.0041. Information and Consent for Certain Psychological Examinations or Tests.

- (a) On request of a child's parent, before obtaining the parent's consent under 20 U.S.C. §1414 for the administration of any psychological examination or test to the child that is included as part of the evaluation of the child's need for special education, [the charter holder] shall provide to the child's parent:
 - (1) the name and type of the examination or test; and
 - (2) an explanation of how the examination or test will be used to develop an appropriate individualized education program for the child.
- (b) If the [charter holder] determines that an additional examination or test is required for the evaluation of a child's need for special education after obtaining consent from the child's parent under Subsection (a), the [charter holder] shall provide the information described by Subsections (a)(1) and (2) to the child's parent regarding the additional examination or test and shall obtain additional consent for the examination or test.
- (c) The time required for the [charter holder] to provide information and seek consent under Subsection (b) may not be counted toward the 60 calendar days for completion of an evaluation under §29.004. If a parent does not give consent under Subsection (b) within 20 calendar days after the date the [charter holder] provided to the parent the information required by that subsection, the parent's consent is considered denied.

34 CFR §300.531. Initial evaluation.

[The charter holder] shall conduct a full and individual initial evaluation, in accordance with §§300.532 and 300.533, before the initial provision of special education and related services to a child with a disability under Part B of the [IDEA].

34 CFR §300.532. Evaluation procedures.

[The charter holder] shall ensure, at a minimum, that the following requirements are met:

- (a) (1) Tests and other evaluation materials used to assess a child under Part B of the [IDEA]—
 - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis; and
 - (ii) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; and
- (2) Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.
- (b) A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be

involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining—

- (1) Whether the child is a child with a disability under §300.7; and
 - (2) The content of the child's IEP.
- (c) (1) Any standardized tests that are given to a child—
- (i) Have been validated for the specific purpose for which they are used; and
 - (ii) Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
- (2) If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report.
- (d) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
- (e) Tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
- (f) No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
- (g) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
- (h) In evaluating each child with a disability under §§300.531--300.536, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
- (i) The [charter holder] uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
- (j) The [charter holder] uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

 **34 CFR §300.533. Determination of needed evaluation data.**

- (a) Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any reevaluation under Part B of the [IDEA], a group that includes the individuals described in §300.344, and other qualified professionals, as appropriate, shall—
- (1) Review existing evaluation data on the child, including-
 - (i) Evaluations and information provided by the parents of the child;
 - (ii) Current classroom-based assessments and observations; and
 - (iii) Observations by teachers and related services providers; and
 - (2) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine—
 - (i) Whether the child has a particular category of disability, as described in §300.7, or, in case of a reevaluation of a child, whether the child continues to have such a disability;
 - (ii) The present levels of performance and educational needs of the child;
 - (iii) Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
 - (iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.
- (b) Conduct of review. The group described in paragraph (a) of this section may conduct its review without a meeting.
- (c) Need for additional data. The [charter holder] shall administer tests and other evaluation materials as may be needed to produce the data identified under paragraph (a) of this section.
- (d) Requirements if additional data are not needed.

- (1) If the determination under paragraph (a) of this section is that no additional data are needed to determine whether the child continues to be a child with a disability, the [charter holder] shall notify the child's parents—
 - (i) Of that determination and the reasons for it; and
 - (ii) Of the right of the parents to request an assessment to determine whether, for purposes of services under this part, the child continues to be a child with a disability.
- (2) The [charter holder] is not required to conduct the assessment described in paragraph (d)(1)(ii) of this section unless requested to do so by the child's parents.

19 TAC §89.1040. Eligibility Criteria.

- (a) Special education services. To be eligible to receive special education services, a student must be a "child with a disability," as defined in 34 Code of Federal Regulations (CFR), §300.7(a), subject to the provisions of 34 CFR, §300.7(c), the Texas Education Code (TEC), §29.003, and this section. The provisions in this section specify criteria to be used in determining whether a student's condition meets one or more of the definitions in federal regulations or in state law.
- (b) Eligibility determination. The determination of whether a student is eligible for special education and related services is made by the student's admission, review, and dismissal (ARD) committee. Any evaluation or re-evaluation of a student shall be conducted in accordance with 34 CFR, §§300.530-300.536. The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility must include, but is not limited to, the following:
 - (1) a licensed specialist in school psychology (LSSP), an educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in the area of the disability; or
 - (2) a licensed or certified professional for a specific eligibility category defined in subsection (c) of this section.

34 CFR §300.534. Determination of eligibility.

- (a) Upon completing the administration of tests and other evaluation materials—
 - (1) A group of qualified professionals and the parent of the child must determine whether the child is a child with a disability, as defined in §300.7; and
 - (2) The [charter holder] must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.
- (b) A child may not be determined to be eligible under this part if—
 - (1) The determinant factor for that eligibility determination is—
 - (i) Lack of instruction in reading or math; or
 - (ii) Limited English proficiency; and
 - (2) The child does not otherwise meet the eligibility criteria under §300.7(a).
- (c) (1) [The charter holder] must evaluate a child with a disability in accordance with §§300.532 and 300.533 before determining that the child is no longer a child with a disability.
- (2) The evaluation described in paragraph (c)(1) of this section is not required before the termination of a student's eligibility under Part B of the [IDEA] due to graduation with a regular high school diploma, or exceeding the age eligibility for FAPE under State law.

34 CFR §300.535. Procedures for determining eligibility and placement.

- (a) In interpreting evaluation data for the purpose of determining if a child is a child with a disability under §300.7, and the educational needs of the child, [the charter holder] shall—
 - (1) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - (2) Ensure that information obtained from all of these sources is documented and carefully considered.
- (b) If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child in accordance with §§300.340-300.350.

34 CFR §300.536. Reevaluation.

[The charter holder] shall ensure—

- (a) That the IEP of each child with a disability is reviewed in accordance with §§300.340-300.350; and

- (b) That a reevaluation of each child, in accordance with §§300.532-300.535, is conducted if conditions warrant a reevaluation, or if the child's parent or teacher requests a reevaluation, but at least once every three years.

34 CFR §300.540. Additional team members.

The determination of whether a child suspected of having a specific learning disability is a child with a disability as defined in §300.7, must be made by the child's parents and a team of qualified professionals which must include—

- (a) (1) The child's regular teacher; or
 (2) If the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or
 (3) For a child of less than school age, an individual qualified by the SEA to teach a child of his or her age; and
 (b) At least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

34 CFR §300.541. Criteria for determining the existence of a specific learning disability.

- (a) A team may determine that a child has a specific learning disability if—
- (1) The child does not achieve commensurate with his or her age and ability levels in one or more of the areas listed in paragraph (a)(2) of this section, if provided with learning experiences appropriate for the child's age and ability levels; and
 - (2) The team finds that a child has a severe discrepancy between achievement and intellectual ability in one or more of the following areas:
 - (i) Oral expression.
 - (ii) Listening comprehension.
 - (iii) Written expression.
 - (iv) Basic reading skill.
 - (v) Reading comprehension.
 - (vi) Mathematics calculation.
 - (vii) Mathematics reasoning.
- (b) The team may not identify a child as having a specific learning disability if the severe discrepancy between ability and achievement is primarily the result of—
- (1) A visual, hearing, or motor impairment;
 - (2) Mental retardation;
 - (3) Emotional disturbance; or
 - (4) Environmental, cultural or economic disadvantage.

34 CFR §300.542. Observation.

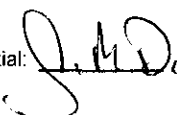
- (a) At least one team member other than the child's regular teacher shall observe the child's academic performance in the regular classroom setting.
- (b) In the case of a child of less than school age or out of school, a team member shall observe the child in an environment appropriate for a child of that age.

34 CFR §300.543. Written report.

- (a) For a child suspected of having a specific learning disability, the documentation of the team's determination of eligibility, as required by §300.534(a)(2), must include a statement of—
- (1) Whether the child has a specific learning disability;
 - (2) The basis for making the determination;
 - (3) The relevant behavior noted during the observation of the child;
 - (4) The relationship of that behavior to the child's academic functioning;
 - (5) The educationally relevant medical findings, if any;

- (6) Whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and
 - (7) The determination of the team concerning the effects of environmental, cultural, or economic disadvantage.
- (b) Each team member shall certify in writing whether the report reflects his or her conclusion. If it does not reflect his or her conclusion, the team member must submit a separate statement presenting his or her conclusions.

G. Development and Implementation of the Individualized Education Program (IEP);
Transfer Students; Transition; Extended School Year (ESY) Services;
Restraint, Seclusion, and Time-Out
Parent Placements in Private Schools

Initial: 

19 TAC §89.1050(a). [ARD committee]

- (a) [The charter holder] shall establish an admission, review, and dismissal (ARD) committee for each eligible student with a disability and for each student for whom a full and individual initial evaluation is conducted pursuant to §89.1011 of this title (relating to Referral for Full and Individual Initial Evaluation). The ARD committee shall be the individualized education program (IEP) team defined in federal law and regulations, including, specifically, 34 Code of Federal Regulations (CFR), §300.344. The [charter holder] shall be responsible for all of the functions for which the IEP team is responsible under federal law and regulations and for which the ARD committee is responsible under state law, including, specifically, the following:
- (1) 34 CFR, §§300.340-300.349, and Texas Education Code (TEC), §29.005 (Individualized Education Program);
 - (2) 34 CFR, §§300.400-300.402 (relating to placement of eligible students in private schools by a school district [or charter holder]);
 - (3) 34 CFR, §§300.452, 300.455, and 300.456 (relating to the development and implementation of service plans for eligible students in private school who have been designated to receive special education and related services);
 - (4) 34 CFR, §§300.520, 300.522, and 300.523, and TEC, §37.004 (Placement of Students with Disabilities);
 - (5) 34 CFR, §§300.532-300.536 (relating to evaluations, re-evaluations, and determination of eligibility);
 - (6) 34 CFR, §§300.550-300.553 (relating to least restrictive environment);
 - (7) TEC, §28.006 (Reading Diagnosis);
 - (8) TEC, §28.0211 (Satisfactory Performance on Assessment Instruments Required; Accelerated Instruction);
 - (9) TEC, §28.0212 (Personal Graduation Plan);
 - (10) TEC, §28.0213 (Intensive Program of Instruction);
 - (11) TEC, Chapter 29, Subchapter I (Programs for Students Who Are Deaf or Hard of Hearing);
 - (12) TEC, §30.002 (Education of Children with Visual Impairments);
 - (13) TEC, §30.003 (Support of Students Enrolled in the Texas School for the Blind and Visually Impaired or Texas School for the Deaf);
 - (14) TEC, §33.081 (Extracurricular Activities);
 - (15) TEC, Chapter 39, Subchapter B (Assessment of Academic Skills); and
 - (16) TEC, §42.151 (Special Education).

19 TAC §89.1050(d). [30-day timeline]

- (d) ARD committee shall make its decisions regarding students referred for a full and individual initial evaluation within 30 calendar days from the date of the completion of the written full and individual initial evaluation report. If the 30th day falls during the summer and school is not in session, the ARD committee shall have until the first day of classes in the fall to finalize decisions concerning the initial eligibility determination, the IEP, and placement, unless the full and

individual initial evaluation indicates that the student will need extended school year (ESY) services during that summer.

19 TAC §89.1045(b). Notice to Parents for Admission, Review, and Dismissal (ARD) Committee Meetings.

- (b) A parent may request an ARD committee meeting at any mutually agreeable time to address specific concerns about his or her child's special education services. The [charter holder] must respond to the parent's request either by holding the requested meeting or by requesting assistance through the Texas Education Agency's mediation process. The [charter holder] should inform parents of the functions of the ARD committee and the circumstances or types of problems for which requesting an ARD committee meeting would be appropriate.

34 CFR §300.342. When IEPs must be in effect.

- (a) General. At the beginning of each school year, [the charter holder] shall have an IEP in effect for each child with a disability within its jurisdiction.
- (b) Implementation of IEPs. [The charter holder] shall ensure that—
- (1) An IEP—
 - (i) Is in effect before special education and related services are provided to an eligible child under this part; and
 - (ii) Is implemented as soon as possible following the meetings described under §300.343;
 - (2) The child's IEP is accessible to each regular education teacher, special education teacher, related service provider, and other service provider who is responsible for its implementation; and
 - (3) Each teacher and provider described in paragraph (b)(2) of this section is informed of—
 - (i) His or her specific responsibilities related to implementing the child's IEP; and
 - (ii) The specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP.

19 TAC §89.1050(b). [IFSP/IEP]

- (b) For a child from birth through two years of age with visual and/or auditory impairments, an individualized family services plan (IFSP) meeting must be held in place of an ARD committee meeting in accordance with 34 CFR, §§303.340-303.346, and the memorandum of understanding between the Texas Education Agency (TEA) and Texas Interagency Council on Early Childhood Intervention. For students three years of age and older, the [charter holder] must develop an IEP.

19 TAC §89.1050(f). For a student who is new to a [charter school]:

- (f) (1) when a student transfers within the state, the ARD committee may, but is not required to, meet when the student enrolls and a copy of the student's IEP is available, the parent(s) indicate in writing that they are satisfied with the current IEP, and the [charter holder] determines that the current IEP is appropriate and can be implemented as written; or
- (2) if the conditions of subsection (f)(1) of this section are not met, then the ARD committee must meet when the student enrolls and the parents verify that the student was receiving special education services in the previous school district or [charter school], or the previous school verifies in writing or by telephone that the student was receiving special education services. At this meeting, the ARD committee must do one of the following:
- (A) the ARD committee may determine that it has appropriate evaluation data and other information to develop and begin implementation of a complete IEP for the student; or
 - (B) the ARD committee may determine that valid evaluation data and other information from the previous school district [or charter school] are insufficient or unavailable to develop a complete IEP. In this event, the ARD committee may authorize the provision of temporary special education services pending receipt of valid evaluation data from the previous school district [or charter school] or the collection of new evaluation data by the current [charter holder]. In this situation, a second ARD committee meeting must be held within 30 school days from the date of the first ARD committee meeting to finalize or develop an IEP based on current information.
- (3) In accordance with TEC, §25.002, the school district [or charter school] in which the student was previously enrolled shall furnish the new school district [or charter holder] with a copy of the student's records, including the child's special education records, not later than the 30th calendar day after the student was enrolled in the new school district [or charter school]. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C., §1232g, does not require the student's current and previous school districts [or charter holders] to obtain parental consent before requesting or sending the student's special education records if the disclosure is conducted in accordance with 34 CFR, §99.31(a)(2) and §99.34.

34 CFR §300.121. Free appropriate public education (FAPE).

- (a) General. [] [The charter holder] has in effect a policy that ensures that all children with disabilities aged 3 through 21 enrolled in the [charter school] have the right to FAPE, including children with disabilities who have been suspended or expelled from school.
- (b) Required information. The information described in paragraph (a) of this section must--
- (2) Show that the policy--
- (i) (B) Is consistent with the requirements of §§300.300-300.313; and
- (ii) Applies to all children with disabilities, including children who have been suspended or expelled from school.
- (c) FAPE for children beginning at age 3.
- (1) [The charter holder] shall ensure that--
- (i) The obligation to make FAPE available to each eligible child [enrolled in the charter school] begins no later than the child's third birthday; and
- (ii) An IEP [] is in effect for the child by that date, in accordance with §300.342(c).
- (2) If a child's third birthday occurs during the summer, the child's IEP [] team shall determine the date when services under the IEP will begin.
- (d) FAPE for children suspended or expelled from school.
- (1) The [charter holder] need not provide services during periods of removal under §300.520(a)(1) to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if services are not provided to a child without disabilities who has been similarly removed.
- (2) In the case of a child with a disability who has been removed from his or her current placement for more than 10 school days in that school year, the [charter holder], for the remainder of the removals, must--
- (i) Provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP, if the removal is--
- (A) Under the school personnel's authority to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under §300.519(b) (§300.520(a)(1)); or
- (B) For behavior that is not a manifestation of the child's disability, consistent with §300.524; and
- (ii) Provide services consistent with §300.522, regarding determination of the appropriate interim alternative educational setting, if the removal is--
- (A) For drug or weapons offenses under §300.520(a)(2); or
- (B) Based on a hearing officer determination that maintaining the current placement of the child is substantially likely to result in injury to the child or to others if he or she remains in the current placement, consistent with §300.521.
- (3) (i) School personnel, in consultation with the child's special education teacher, determine the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed under the authority of school personnel to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under §300.519 (§300.520(a)(1)).
- (ii) The child's IEP team determines the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed because of behavior that has been determined not to be a manifestation of the child's disability, consistent with §300.524.
- (e) Children advancing from grade to grade.
- (1) The [charter holder] will ensure that FAPE is available to any individual child with a disability [enrolled in the school] who needs special education and related services, even though the child is advancing from grade to grade.
- (2) The determination that a child [] is eligible under this part, must be made on an individual basis by the group responsible within the child's [charter school] for making those determinations [(e.g., the ARD committee)]

34 CFR §300.343. IEP meetings.

- (a) General. [The charter holder] is responsible for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP of a child with a disability

- (b) Initial IEPs; provision of services.
- (1) [The charter holder] shall ensure that within a reasonable period of time following the [charter holder's] receipt of parent consent to an initial evaluation of a child—
 - (i) The child is evaluated; and
 - (ii) If determined eligible under this part, special education and related services are made available to the child in accordance with an IEP.
 - (2) *In meeting the requirement in paragraph (b)(1) of this section, a meeting to develop an IEP for the child must be conducted within 30-days of a determination that the child needs special education and related services.*
- (c) Review and revision of IEPs. [The charter holder] shall ensure that the IEP team—
- (1) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and
 - (2) Revises the IEP as appropriate to address—
 - (i) Any lack of expected progress toward the annual goals described in §300.347(a), and in the general curriculum, if appropriate;
 - (ii) The results of any reevaluation conducted under §300.536;
 - (iii) Information about the child provided to, or by, the parents, as described in §300.533(a)(1);
 - (iv) The child's anticipated needs; or
 - (v) Other matters.

34 CFR §300.344. IEP team.

- (a) General. The [charter holder] shall ensure that the IEP team for each child with a disability includes—
- (1) The parents of the child;
 - (2) At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment);
 - (3) At least one special education teacher of the child, or if appropriate, at least one special education provider of the child;
 - (4) A representative of the [charter holder] who—
 - (i) Is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities;
 - (ii) Is knowledgeable about the general curriculum; and
 - (iii) Is knowledgeable about the availability of resources of the [charter holder];
 - (5) An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in paragraphs (a)(2) through (6) of this section;
 - (6) At the discretion of the parent or the [charter holder], other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and
 - (7) If appropriate, the child.
- (b) Transition services participants.
- (1) Under paragraph (a)(7) of this section, the [charter holder] shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of—
 - (i) The student's transition services needs under §300.347(b)(1);
 - (ii) The needed transition services for the student under §300.347(b)(2); or
 - (iii) Both.
 - (2) If the student does not attend the IEP meeting, the [charter holder] shall take other steps to ensure that the student's preferences and interests are considered.
 - (3)
 - (i) In implementing the requirements of §300.347(b)(2), the [charter holder] also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.
 - (ii) If an agency invited to send a representative to a meeting does not do so, the [charter holder] shall take other steps to obtain participation of the other agency in the planning of any transition services.

- (c) Determination of knowledge and special expertise. The determination of the knowledge or special expertise of any individual described in paragraph (a)(6) of this section shall be made by the party (parents or [charter holder]) who invited the individual to be a member of the IEP.
- (d) Designating a public agency representative. [The charter holder] may designate another [charter holder member] of the IEP team to also serve as the agency representative, if the criteria in paragraph (a)(4) of this section are satisfied.

19 TAC §89.1050(c). [Teacher member requirements]

- (c) At least one general education teacher of the student (if the student is, or may be, participating in the general education environment) shall participate as a member of the ARD committee. The special education teacher or special education provider that participates in the ARD committee meeting in accordance with 34 CFR, §300.344(a)(3), must be certified in the child's suspected areas of disability. When a specific certification is not required to serve certain disability categories, then the special education teacher or special education provider must be qualified to provide the educational services that the child may need. [The charter holder] should refer to §89.1131 of this title (relating to Qualifications of Special Education, Related Service, and Paraprofessional Personnel) to ensure that appropriate teachers and/or service providers are present and participate at each ARD committee meeting.

34 CFR §300.345. Parent participation.

- (a) [Charter holder] responsibility—general. The [charter holder] shall take steps to ensure that one or both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate, including—
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- (c) Other methods to ensure parent participation. If neither parent can attend, the [charter holder] shall use other methods to ensure parent participation, including individual or conference telephone calls.
- (d) Conducting an IEP meeting without a parent in attendance. A meeting may be conducted without a parent in attendance if the [charter holder] is unable to convince the parents that they should attend. In this case the [charter holder] must have a record of its attempts to arrange a mutually agreed on time and place, such as—
 - (1) Detailed records of telephone calls made or attempted and the results of those calls;
 - (2) Copies of correspondence sent to the parents and any responses received; and
 - (3) Detailed records of visits made to the parent's home or place of employment and the results of those visits.
- (e) Use of interpreters or other action, as appropriate. The [charter holder] shall take whatever action is necessary to ensure that the parent understands the proceedings at the IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.
- (f) Parent copy of child's IEP. The [charter holder] shall give the parent a copy of the child's IEP at no cost to the parent.

34 CFR §300.346. Development, review, and revision of IEP.

- (a) Development of IEP.
 - (1) General. In developing each child's IEP, the IEP team, shall consider—
 - (i) The strengths of the child and the concerns of the parents for enhancing the education of their child;
 - (ii) The results of the initial or most recent evaluation of the child; and
 - (iii) As appropriate, the results of the child's performance on any general State or district-wide assessment programs.
 - (2) Consideration of special factors. The IEP team also shall—
 - (i) In the case of a child whose behavior impedes his or her learning or that of others, consider, if appropriate, strategies, including positive behavioral interventions, strategies, and supports to address that behavior;
 - (ii) In the case of a child with limited English proficiency, consider the language needs of the child as those needs relate to the child's IEP;
 - (iii) In the case of a child who is blind or visually impaired, provide for instruction in Braille and the use of Braille unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child;
 - (iv) Consider the communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child's language and communication needs, opportunities for direct communications with peers

and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode; and

- (v) Consider whether the child requires assistive technology devices and services.
- (b) Review and Revision of IEP. In conducting a meeting to review, and, if appropriate, revise a child's IEP, the IEP team shall consider the factors described in paragraph (a) of this section.
- (c) Statement in IEP. If, in considering the special factors described in paragraphs (a)(1) and (2) of this section, the IEP team determines that a child needs a particular device or service (including an intervention, accommodation, or other program modification) in order for the child to receive FAPE, the IEP team must include a statement to that effect in the child's IEP.
- (d) Requirement with respect to regular education teacher. The regular education teacher of a child with a disability, as a member of the IEP team, must, to the extent appropriate, participate in the development, review, and revision of the child's IEP, including assisting in the determination of—
 - (1) Appropriate positive behavioral interventions and strategies for the child; and
 - (2) Supplementary aids and services, program modifications or supports for school personnel that will be provided for the child, consistent with §300.347(a)(3).

34 CFR §300.347. Content of IEP.

- (a) General. The IEP for each child with a disability must include—
 - (1) A statement of the child's present levels of educational performance, including—
 - (i) How the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children); or
 - (ii) For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities;
 - (2) A statement of measurable annual goals, including benchmarks or short-term objectives, related to—
 - (i) Meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum (i.e., the same curriculum as for nondisabled children), or for preschool children, as appropriate, to participate in appropriate activities; and
 - (ii) Meeting each of the child's other educational needs that result from the child's disability;
 - (3) A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child—
 - (i) To advance appropriately toward attaining the annual goals;
 - (ii) To be involved and progress in the general curriculum in accordance with paragraph (a)(1) of this section and to participate in extracurricular and other nonacademic activities; and
 - (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;
 - (4) An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a)(3) of this section;
 - (5) (i) A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment; and
 - (ii) If the IEP team determines that the child will not participate in a particular State or district-wide assessment of student achievement (or part of an assessment), a statement of—
 - (A) Why that assessment is not appropriate for the child; and
 - (B) How the child will be assessed;
 - (6) The projected date for the beginning of the services and modifications described in paragraph (a)(3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
 - (7) A statement of—
 - (i) How the child's progress toward the annual goals described in paragraph (a)(2) of this section will be measured; and
 - (ii) How the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, of—

- (A) Their child's progress toward the annual goals; and
 - (B) The extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
- (b) Transition services. The IEP must include—
- (1) For each student with a disability beginning at age 14 (or younger, if determined appropriate by the IEP team), and updated annually, a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program); and
 - (2) For each student beginning at age 16 (or younger, if determined appropriate by the IEP team), a statement of needed transition services for the student, including, if appropriate, a statement of the interagency responsibilities or any needed linkages.
- (c) Transfer of rights. In a State that transfers rights at the age majority, beginning at least one year before a student reaches the age of majority under State law, the student's IEP must include a statement that the student has been informed of his or her rights under Part B of the [IDEA], if any, that will transfer to the student on reaching the age of majority, consistent with §300.517.

19 TAC §89.1055. Content of the Individualized Education Program (IEP).

- (a) The individualized education program (IEP) developed by the admission, review, and dismissal (ARD) committee for each student with a disability shall comply with the requirements of 34 Code of Federal Regulations (CFR), §300.346 and §300.347, and Part 300, Appendix A.
- (b) The IEP must include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance with Texas Education Code (TEC), §39.023(a)-(c), or district-wide assessments of student achievement that are needed in order for the student to participate in the assessment. If the ARD committee determines that the student will not participate in a particular state- or district-wide assessment of student achievement (or part of an assessment), the IEP must include a statement of:
 - (1) why that assessment is not appropriate for the child; and
 - (2) how the child will be assessed using a locally developed alternate assessment.
- (c) If the ARD committee determines that the student is in need of extended school year (ESY) services, as described in §89.1065 of this title (relating to Extended School Year Services (ESY Services)), then the IEP must also include goals and objectives for ESY services from the student's current IEP.
- (d) For students with visual impairments, from birth through 21 years of age, the IEP or individualized family services plan (IFSP) shall also meet the requirements of TEC, §30.002(e).
- (e) For students with autism/pervasive developmental disorders, information about the following shall be considered and, when needed, addressed in the IEP:
 - (1) extended educational programming;
 - (2) daily schedules reflecting minimal unstructured time;
 - (3) in-home training or viable alternatives;
 - (4) prioritized behavioral objectives;
 - (5) prevocational and vocational needs of students 12 years of age or older;
 - (6) parent training; and
 - (7) suitable staff-to-students ratio.
- (f) If the ARD committee determines that services are not needed in one or more of the areas specified in subsection (e)(1)-(7) of this section, the IEP must include a statement to that effect and the basis upon which the determination was made.
- (g) In accordance with 34 CFR §300.29, §300.344, and §300.347, for each student with a disability, beginning at age 14 (prior to the date on which a student turns 14 years of age) or younger, if determined appropriate by the ARD committee, the following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP:
 - (1) appropriate student involvement in the student's transition to life outside the public school system; (2) if the student is younger than 18 years of age, appropriate parental involvement in the student's transitions;
 - (3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district [or charter holder] in which the student is enrolled;

- (4) any postsecondary education options;
- (5) a functional vocational evaluation;
- (6) employment goals and objectives;
- (7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;
- (8) independent living goals and objectives; and
- (9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

19 TAC §89.1050(e). [The report]

- (e) The written report of the ARD committee shall document the decisions of the committee with respect to issues discussed at the meeting. The report shall include the date, names, positions, and signatures of the members participating in each meeting in accordance with 34 CFR, §§300.344, 300.345, 300.348, and 300.349. The report shall also indicate each member's agreement or disagreement with the committee's decisions. In the event TEC, §29.005(d)(1), applies, the [charter holder] shall provide a written or audiotaped copy of the student's IEP, as defined in 34 CFR, §300.346 and §300.347. In the event TEC, §29.005(d)(2), applies, the [charter holder] shall make a good faith effort to provide a written or audiotaped copy of the student's IEP, as defined in 34 CFR, §300.346 and §300.347.

34 CFR §300.348. Agency responsibilities for transition services.

- (a) If a participating agency, other than the [charter holder], fails to provide the transition services described in the IEP in accordance with §300.347(b)(1), the [charter holder] shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

34 CFR §300.350. IEP accountability.

- (a) Provision of services. Subject to paragraph (b) of this section, [the charter holder] must—
 - (1) Provide special education and related services to a child with a disability in accordance with the child's IEP; and
 - (2) Make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

34 CFR §300.309. Extended school year services.

- (a) General.
 - (1) [The charter holder] shall ensure that extended school year services are available as necessary to provide FAPE, consistent with paragraph (a)(2) of this section.
 - (2) Extended school year services must be provided only if a child's IEP team determines, on an individual basis, in accordance with §§300.340-300.350, that the services are necessary for the provision of FAPE to the child.
 - (3) In implementing the requirements of this section, [the charter holder] may not—
 - (i) Limit extended school year services to particular categories of disability; or
 - (ii) Unilaterally limit the type, amount, or duration of those services.
- (b) Definition. As used in this section, the term extended school year services means special education and related services that—
 - (1) Are provided to a child with a disability—
 - (i) Beyond the normal school year of the [charter school];
 - (ii) In accordance with the child's IEP; and
 - (iii) At no cost to the parents of the child; and
 - (2) Meet the standards of the [TEA].

19 TAC §89.1065. Extended School Year Services (ESY Services).

Extended school year (ESY) services are defined as individualized instructional programs beyond the regular school year for eligible students with disabilities.

- (1) The need for ESY services must be determined on an individual student basis by the admission, review, and dismissal (ARD) committee in accordance with 34 Code of Federal Regulations (CFR), §300.309, and the provisions of this section. In determining the need for and in providing ESY services, [the charter holder] may not:
 - (A) limit ESY services to particular categories of disability; or

- (B) unilaterally limit the type, amount, or duration of ESY services.
- (2) The need for ESY services must be documented from formal and/or informal evaluations provided by the [charter holder] or the parents. The documentation shall demonstrate that in one or more critical areas addressed in the current individualized education program (IEP) objectives, the student has exhibited, or reasonably may be expected to exhibit, severe or substantial regression that cannot be recouped within a reasonable period of time. Severe or substantial regression means that the student has been, or will be, unable to maintain one or more acquired critical skills in the absence of ESY services.
- (3) The reasonable period of time for recoupment of acquired critical skills shall be determined on the basis of needs identified in each student's IEP. If the loss of acquired critical skills would be particularly severe or substantial, or if such loss results, or reasonably may be expected to result, in immediate physical harm to the student or to others, ESY services may be justified without consideration of the period of time for recoupment of such skills. In any case, the period of time for recoupment shall not exceed eight weeks.
- (4) A skill is critical when the loss of that skill results, or is reasonably expected to result, in any of the following occurrences during the first eight weeks of the next regular school year:
- (A) placement in a more restrictive instructional arrangement;
 - (B) significant loss of acquired skills necessary for the student to appropriately progress in the general curriculum;
 - (C) significant loss of self-sufficiency in self-help skill areas as evidenced by an increase in the number of direct service staff and/or amount of time required to provide special education or related services;
 - (D) loss of access to community-based independent living skills instruction or an independent living environment provided by noneducational sources as a result of regression in skills; or
 - (E) loss of access to on-the-job training or productive employment as a result of regression in skills.
- (5) If the [charter holder] does not propose ESY services for discussion at the annual review of a student's IEP, the parent may request that the ARD committee discuss ESY services pursuant to 34 CFR, §300.344.
- (6) *If a student for whom ESY services were considered and rejected loses critical skills because of the decision not to provide ESY services, and if those skills are not regained after the reasonable period of time for recoupment, the ARD committee shall reconsider the current IEP if the student's loss of critical skills interferes with the implementation of the student's IEP.*
- (7) For students enrolling in a district [or charter school] during the school year, information obtained from the prior school district [or charter holder] as well as information collected during the current year may be used to determine the need for ESY services.
- (8) The provision of ESY services is limited to the educational needs of the student and shall not supplant or limit the responsibility of other public agencies to continue to provide care and treatment services pursuant to policy or practice, even when those services are similar to, or the same as, the services addressed in the student's IEP. No student shall be denied ESY services because the student receives care and treatment services under the auspices of other agencies.
- (9) [The charter holder is] not eligible for reimbursement for ESY services provided to students for reasons other than those set forth in this section.

19 TAC §89.1050(g). [Discipline]

- (g) All disciplinary actions regarding students with disabilities shall be determined in accordance with 34 CFR, §§300.121 and 300.519-300.529 (relating to disciplinary actions and procedures), the TEC, Chapter 37, Subchapter A (Alternative Settings for Behavior Management), and §89.1053 of this title (relating to Procedures for Use of Restraint and Time-Out).

19 TAC §89.1050(h). [Disagreements]

- (h) All members of the ARD committee shall have the opportunity to participate in a collaborative manner in developing the IEP. A decision of the committee concerning required elements of the IEP shall be made by mutual agreement of the required members if possible. The committee may agree to an annual IEP or an IEP of shorter duration.
- (1) When mutual agreement about all required elements of the IEP is not achieved, the party (the parents or adult student) who disagrees shall be offered a single opportunity to have the committee recess for a period of time not to exceed ten school days. This recess is not required when the student's presence on the campus presents a danger of physical harm to the student or others or when the student has committed an expellable offense or an offense which may lead to a placement in an alternative education program (AEP). The requirements of this subsection (h) do not prohibit the members of the ARD committee from recessing an ARD committee meeting for reasons other than the failure of the parents and the [charter holder] from reaching mutual agreement about all required elements of an IEP.

- (2) During the recess the committee members shall consider alternatives, gather additional data, prepare further documentation, and/or obtain additional resource persons which may assist in enabling the ARD committee to reach mutual agreement.
- (3) The date, time, and place for continuing the ARD committee meeting shall be determined by mutual agreement prior to the recess.
- (4) If a ten-day recess is implemented as provided in paragraph (1) of this subsection and the ARD committee still cannot reach mutual agreement, the [charter holder] shall implement the IEP which it has determined to be appropriate for the student.
- (5) When mutual agreement is not reached, a written statement of the basis for the disagreement shall be included in the IEP. The members who disagree shall be offered the opportunity to write their own statements.
- (6) When the [charter holder] implements an IEP with which the parents disagree or the adult student disagrees, the [charter holder] shall provide prior written notice to the parents or adult student as required in 34 CFR, §300.503.
- (7) Parents shall have the right to file a complaint, request mediation, or request a due process hearing at any point when they disagree with decisions of the ARD committee.

TEC §37.0021. Use of Confinement, Restraint, Seclusion, and Time-Out.

- (a) It is the policy of this state to treat with dignity and respect all students, including students with disabilities who receive special education services under Subchapter A, Chapter 29. A student with a disability who receives special education services under Subchapter A, Chapter 29, may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.
- (b) In this section:
 - (1) "Restraint" means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student's body.
 - (2) "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:
 - (A) is designed solely to seclude a person; and
 - (B) contains less than 50 square feet of space.
 - (3) "Time-out" means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:
 - (A) that is not locked; and
 - (B) from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.
- (c) [The charter holder] employee or volunteer or an independent contractor of [the charter holder] may not place a student in seclusion. This subsection does not apply to the use of seclusion in a court-ordered placement, other than a placement in an educational program of [the charter holder], or in a placement or facility to which the following law, rules, or regulations apply:
 - (1) the Children's Health Act of 2000, Pub. L. No. 106-310, any subsequent amendments to that Act, any regulations adopted under that Act, or any subsequent amendments to those regulations;
 - (2) 40 T.A.C. §§720.1001-720.1013; or
 - (3) 25 T.A.C. §412.308(e).
- (d) The commissioner [of TEA] by rule shall adopt procedures for the use of restraint and time-out by [the charter holder] employee or volunteer or an independent contractor of [the charter holder] in the case of a student with a disability receiving special education services under Subchapter A, Chapter 29. A procedure adopted under this subsection must:
 - (1) be consistent with:
 - (A) professionally accepted practices and standards of student discipline and techniques for behavior management; and
 - (B) relevant health and safety standards; and
 - (2) identify any discipline management practice or behavior management technique that requires [the charter holder] employee or volunteer or an independent contractor of [the charter holder] to be trained before using that practice or technique.

- (e) In the case of a conflict between a rule adopted under Subsection (d) and a rule adopted under Subchapter A, Chapter 29, the rule adopted under Subsection (d) controls.
- (f) For purposes of this subsection, "weapon" includes any weapon described under §37.007(a)(1). This section does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:
 - (1) the student possesses a weapon; and
 - (2) the confinement is necessary to prevent the student from causing bodily harm to the student or another person.
- (g) This section and any rules or procedures adopted under this section do not apply to:
 - (1) a peace officer while performing law enforcement duties;
 - (2) juvenile probation, detention, or corrections personnel; or
 - (3) an educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of [the charter holder].

19 TAC §89.1053. Procedures for Use of Restraint and Time-Out.

- (a) Requirement to implement. In addition to the requirements of 34 Code of Federal Regulations (CFR), §300.346(a)(2)(i) and (c), school districts and charter schools must implement the provisions of this section regarding the use of restraint and time-out. In accordance with the provisions of Texas Education Code (TEC), §37.0021 (Use of Confinement, Restraint, Seclusion, and Time-Out), it is the policy of the state to treat with dignity and respect all students, including students with disabilities who receive special education services under TEC, Chapter 29, Subchapter A.
- (b) Definitions.
 - (1) Emergency means a situation in which a student's behavior poses a threat of:
 - (A) imminent, serious physical harm to the student or others; or
 - (B) imminent, serious property destruction.
 - (2) Restraint means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of the student's body.
 - (3) Time-out means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:
 - (A) that is not locked; and
 - (B) from which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.
- (c) Use of restraint. A school employee, volunteer, or independent contractor may use restraint only in an emergency as defined in subsection (b) of this section and with the following limitations.
 - (1) Restraint shall be limited to the use of such reasonable forces as is necessary to address the emergency.
 - (2) Restraint shall be discontinued at the point at which the emergency no longer exists.
 - (3) Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
 - (4) Restraint shall not deprive the student of basic human necessities.
- (d) Training on use of restraint. Training for school employees, volunteers, or independent contractors shall be provided according to the following requirements.
 - (1) Not later than April 1, 2003, a core team of personnel on each campus must be trained in the use of restraint, and the team must include a campus administrator or designee and any general or special education personnel likely to use restraint.
 - (2) After April 1, 2003, personnel called upon to use restraint in an emergency and who have not received prior training must receive training within 30 school days following the use of restraint.
 - (3) Training on use of restraint must include prevention and de-escalation techniques and provide alternatives to the use of restraint.
 - (4) All trained personnel shall receive instruction in current professionally accepted practices and standards regarding behavior management and the use of restraint.
- (e) Documentation and notification on use of restraint. In a case in which restraint is used, school employees, volunteers, or independent contractors shall implement the following documentation requirements.

- (1) On the day restraint is utilized, the campus administrator or designee must be notified verbally or in writing regarding the use of restraint.
- (2) On the day restraint is utilized, a good faith effort shall be made to verbally notify the parent(s) regarding the use of restraint.
- (3) Written notification of the use of restraint must be placed in the mail or otherwise provided to the parent within one school day of the use of restraint.
- (4) Written documentation regarding the use of restraint must be placed in the student's special education eligibility folder in a timely manner so the information is available to the ARD committee when it considers the impact of the student's behavior on the student's learning and/or the creation or revision of a behavioral intervention plan (BIP).
- (5) Written notification to the parent(s) and documentation to the student's special education eligibility folder shall include the following:
 - (A) name of the student;
 - (B) name of the staff member(s) administering the restraint;
 - (C) date of the restraint and the time the restraint began and ended;
 - (D) location of the restraint;
 - (E) nature of the restraint;
 - (F) a description of the activity in which the student was engaged immediately preceding the use of restraint;
 - (G) the behavior that prompted the restraint;
 - (H) the efforts made to de-escalate the situation and alternatives to restraint that were attempted; and
 - (I) information documenting parent contact and notification.
- (f) Clarification regarding restraint. The provisions adopted under this section do not apply to the use of physical force or a mechanical device which does not significantly restrict the free movement of all or a portion of the student's body. Restraint that involves significant restriction as referenced in subsection (b)(2) of this section does not include:
 - (1) physical contact or appropriately prescribed adaptive equipment to promote normative body positioning and/or physical functioning;
 - (2) limited physical contact with a student to promote safety (e.g., holding a student's hand), prevent a potentially harmful action (e.g., running into the street), teach a skill, redirect attention, provide guidance to a location, or provide comfort;
 - (3) limited physical contact or appropriately prescribed adaptive equipment to prevent a student from engaging in ongoing, repetitive self-injurious behaviors, with the expectation that instruction will be reflected in the individualized education program (IEP) as required by 34 CFR §300.346(a)(2)(i) and (c) to promote student learning and reduce and/or prevent the need for ongoing intervention; or
 - (4) seat belts and other safety equipment used to secure students during transportation.
- (g) Use of time-out. A school employee, volunteer, or independent contractor may use time-out in accordance with subsection (b)(3) of this section with the following limitations.
 - (1) Physical force or threat of physical force shall not be used to place a student in time-out.
 - (2) Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student's IEP and/or BIP if it is utilized on a recurrent basis to increase or decrease a targeted behavior.
 - (3) Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.
- (h) Training on use of time-out. Training for school employees, volunteers, or independent contractors shall be provided according to the following requirements.
 - (1) Not later than April 1, 2003, general or special education personnel who implement time-out based on requirements established in a student's IEP and/or BIP must be trained in the use of time-out.
 - (2) After April 1, 2003, newly-identified personnel called upon to implement time-out based on requirements established in a student's IEP and/or BIP must receive training in the use of time-out within 30 school days of being assigned the responsibility for implementing time-out.
 - (3) Training on the use of time-out must be provided as part of a program which addresses a full continuum of positive behavioral intervention strategies, and must address the impact of time-out on the ability of the student to be

involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

- (4) All trained personnel shall receive instruction in current professionally accepted practices and standards regarding behavior management and the use of time-out.
- (i) Documentation on use of time-out. Necessary documentation or data collection regarding the use of timeout, if any, must be addressed in the IEP or BIP. The admission, review, and dismissal (ARD) committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.
- (j) Student safety. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.
- (k) Data reporting. Beginning with the 2003-2004 school year, with the exception of actions covered by subsection (f) of this section, data regarding the use of restraint must be electronically reported to the Texas Education Agency in accordance with reporting standards specified by the Agency.
- (l) The provisions adopted under this section do not apply to:
 - (1) a peace officer while performing law enforcement duties;
 - (2) juvenile probation, detention, or corrections personnel; or
 - (3) an educational services provider with whom a student is placed by a judicial authority, unless the services are provided in an educational program of a school district [or charter holder].

19 TAC §89.1096. Provision of Services for Students Placed by Their Parents in Private Schools or Facilities.

- (a) Except as specifically provided in this section, in accordance with 34 Code of Federal Regulations (CFR), §300.454, no eligible student who has been placed by his or her parent(s) in a private school or facility has an individual right to receive some or all of the special education and related services that the student would receive if he or she were enrolled in a public school district [or charter school]. Except as specifically set forth in this section, a school district's [or charter holder's] obligations with respect to students placed by their parents in private schools are governed by 34 CFR, §§300.450-300.462.
- (b) When a student with a disability who has been placed by his or her parents directly in a private school or facility is referred to the local school district [or charter holder], the local district [or charter holder] shall convene an admission, review, and dismissal (ARD) committee meeting to determine whether the district [or charter holder] can offer the student a free appropriate public education (FAPE). If the district [or charter holder] determines that it can offer a FAPE to the student, the district [or charter holder] is not responsible for providing educational services to the student, except as provided in 34 CFR, §§300.450-300.462 or subsection (d) of this section, until such time as the parents choose to enroll the student in public school full-time.
- (c) Parents of an eligible student ages 3 or 4 shall have the right to "dual enroll" their student in both the public school [e.g., charter school] and the private school beginning on the student's third birthday and continuing until the end of the school year in which the student turns five or until the student is eligible to attend a district's [or charter holder's] public school kindergarten program, whichever comes first, subject to the following.
 - (1) The student's ARD committee shall develop an individualized education program (IEP) designed to provide the student with a FAPE in the least restrictive environment appropriate for the student.
 - (2) From the IEP, the parent and the district [or charter holder] shall determine which special education and/or related services will be provided to the student and the location where those services will be provided, based on the requirements concerning placement in the least restrictive environment set forth in 34 CFR, §§300.550-300.553, and the policies and procedures of the district [or charter holder].
 - (3) For students served under the provisions of this subsection, the school district [or charter holder] shall be responsible for the employment and supervision of the personnel providing the service, providing the needed instructional materials, and maintaining pupil accounting records. Materials and services provided shall be consistent with those provided for students enrolled only in the public school [e.g., charter school] and shall remain the property of the school district [or charter holder].
- (d) The school district [or charter holder] shall provide special transportation with federal funds only when the ARD committee determines that the condition of the student warrants the service in order for the student to receive the special education and related services (if any) set forth in the IEP.
- (e) Complaints regarding the implementation of the components of the student's IEP that have been selected by the parent and the district [or charter holder] under subsection (c) [(d)] of this section may be filed with the Texas Education Agency under the procedures in 34 CFR, §§300.660-300.662. The procedures in 34 CFR, §§300.504-300.515 (relating to due process hearings) do not apply to complaints regarding the implementation of the components of the student's IEP that have been selected by the parent and the district under subsection (c) [(d)]

H. Least Restrictive Environment (LRE) Placement

Initial: J.M.D.

34 CFR §300.550. General LRE requirements.

(b) [The charter holder] shall ensure—

- (1) That to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and
- (2) That special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

34 CFR §300.551. Continuum of alternative placements.

(a) [The charter holder] shall ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.

(b) The continuum required in paragraph (a) of this section must—

- (1) Include the alternative placements listed in the definition of special education under §300.26 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
- (2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

19 TAC §89.63. Instructional Arrangements and Settings.

(a) [The charter holder] shall be able to provide services with special education personnel to students with disabilities in order to meet the special needs of those students in accordance with 34 Code of Federal Regulations, §§300.550-300.554.

(b) Subject to §89.1075(e) of this title (relating to General Program Requirements and Local District Procedures) for the purpose of determining the student's instructional arrangement/setting, the regular school day is defined as the period of time determined appropriate by the admission, review, and dismissal (ARD) committee.

(c) Instructional arrangements/settings shall be based on the individual needs and individualized education programs (IEPs) of eligible students receiving special education services and shall include the following.

- (1) **Mainstream.** This instructional arrangement/setting is for providing special education and related services to a student in the regular classroom in accordance with the student's IEP. Qualified special education personnel must be involved in the implementation of the student's IEP through the provision of direct, indirect and/or support services to the student, and/or the student's regular classroom teacher(s) necessary to enrich the regular classroom and enable student success. The student's IEP must specify the services that will be provided by qualified special education personnel to enable the student to appropriately progress in the general education curriculum and/or appropriately advance in achieving the goals set out in the student's IEP. Examples of services provided in this instructional arrangement include, but are not limited to, direct instruction, helping teacher, team teaching, co-teaching, interpreter, education aides, curricular or instructional modifications/accommodations, special materials/equipment, consultation with the student and his/her regular classroom teacher(s) regarding the student's progress in regular education classes, staff development, and reduction of ratio of students to instructional staff.
- (2) **Homebound.** This instructional arrangement/setting is for providing special education and related services to students who are served at home or hospital bedside.
 - (A) Students served on a homebound or hospital bedside basis are expected to be confined for a minimum of four consecutive weeks as documented by a physician licensed to practice in the United States. Homebound or hospital bedside instruction may, as provided by local [charter holder] policy, also be provided to chronically ill students who are expected to be confined for any period of time totaling at least four weeks throughout the school year as documented by a physician licensed to practice in the United States. The student's ARD committee shall determine the amount of services to be provided to the student in this instructional arrangement/setting in accordance with federal and state laws, rules, and regulations, including the provisions specified in subsection (b) of this section.

- (B) Home instruction may also be used for services to infants and toddlers (birth through age 2) and young children (ages 3-5) when determined appropriate by the child's individualized family services plan (IFSP) committee or ARD committee. This arrangement/setting also applies to school districts [or charter holders] described in Texas Education Code, §29.014.
- (3) Hospital class. This instructional arrangement/setting is for providing special education instruction in a classroom, in a hospital facility, or a residential care and treatment facility not operated by the [charter holder]. If the students residing in the facility are provided special education services outside the facility, they are considered to be served in the instructional arrangement in which they are placed and are not to be considered as in a hospital class. [See the TEA Letter to the Administrator Addressed, dated February 14, 2001.]
- (4) Speech therapy. This instructional arrangement/setting is for providing speech therapy services whether in a regular education classroom or in a setting other than a regular education classroom. When the only special education or related service provided to a student is speech therapy, then this instructional arrangement may not be combined with any other instructional arrangement.
- (5) Resource room/services. This instructional arrangement/setting is for providing special education and related services to a student in a setting other than regular education for less than 50% of the regular school day.
- (6) Self-contained (mild, moderate, or severe) regular campus. This instructional arrangement/setting is for providing special education and related services to a student who is in a self-contained program for 50% or more of the regular school day on a regular school campus.
- (7) Off home campus. This instructional arrangement/setting is for providing special education and related services to the following, []:
- (A) a student who is one of a group of students from more than one school district [or charter school] served in a single location when a free appropriate public education is not available in the respective sending district [or charter school];
- (B) a student whose instruction is provided by [the charter holder] personnel in a facility (other than a nonpublic day school) not operated by the charter holder; or
- (C) a student in a self-contained program at a separate campus operated by the [charter holder] that provides only special education and related services.
- (8) Nonpublic day school. This instructional arrangement/setting is for providing special education and related services to students through a contractual agreement with a nonpublic school for special education.
- (9) Vocational adjustment class/program. This instructional arrangement/setting is for providing special education and related services to a student who is placed on a job with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP. This instructional arrangement/setting shall be used in conjunction with the student's individual transition plan and only after the [charter holder's] career and technology classes have been considered and determined inappropriate for the student.
- (10) Residential care and treatment facility (not school resident). This instructional arrangement/setting is for providing special education instruction and related services to students who reside in care and treatment facilities and whose parents do not reside within the boundaries of the school providing educational services to the students. In order to be considered in this arrangement, the services must be provided on a school campus. If the instruction is provided at the facility, rather than on a school campus, the instructional arrangement is considered to be the hospital class arrangement/setting rather than this instructional arrangement. Students with disabilities who reside in these facilities may be included in the average daily attendance of the school in the same way as all other students receiving special education. [See the TEA Letter to the Administrator Addressed, dated February 14, 2001.]
- (11) State school for persons with mental retardation. This instructional arrangement/setting is for providing special education and related services to a student who resides at a state school when the services are provided at the state school location. If services are provided on a local school campus, the student is considered to be served in the residential care and treatment facility arrangement/setting. [See the TEA Letter to the Administrator Addressed, dated February 14, 2001.]



34 CFR §300.552. Placements.

(See Appendix A to CFR Part 300; Q. 19, Q. 37)

In determining the educational placement of a child with a disability, including a preschool child with a disability, [the charter holder] shall ensure that—

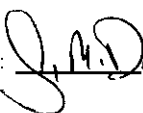
- (a) The placement decision—
- (1) Is made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and

- (2) Is made in conformity with the LRE provisions of this subpart, including §§300.550-300.554;
- (b) The child's placement—
 - (1) Is determined at least annually;
 - (2) Is based on the child's IEP; and
 - (3) Is as close as possible to the child's home;
- (c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled;
- (d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and
- (e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

34 CFR §300.553. Nonacademic settings.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in §300.306, [the charter holder] shall ensure that each child with a disability participates with nondisabled children in those services and activities to the maximum extent appropriate to the needs of that child.

I. Transition Planning

Initial: 

34 CFR §300.29. Transition services.

- (a) As used in this part, transition services means a coordinated set of activities for a student with a disability that—
 - (1) Is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
 - (2) Is based on the individual student's needs, taking into account the student's preferences and interests; and
 - (3) Includes—
 - (i) Instruction;
 - (ii) Related services;
 - (iii) Community experiences;
 - (iv) The development of employment and other post-school adult living objectives; and
 - (v) If appropriate, acquisition of daily living skills and functional vocational evaluation.
- (b) Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

34 CFR §300.345. Parent participation.

- (a) [Charter holder] responsibility—general. The [charter holder] shall take steps to ensure that one of both of the parents of a child with a disability are present at each IEP meeting or are afforded the opportunity to participate including—
 - (1) Notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
 - (2) Scheduling the meeting at a mutually agreed on time and place.
- (b) Information provided to parents.
 - (1) The notice required under paragraph (a)(1) of this section must—
 - (i) Indicate the purpose, time, and location of the meeting and who will be in attendance; and

- (ii) Inform the parents of the provisions in §300.344(a)(6) and (c) (relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child).
- (2) For a student with a disability beginning at age 14, or younger, if appropriate, the notice must also—
 - (i) Indicate that a purpose of the meeting will be the development of a statement of the transition services needs of the student required in §300.347(b)(1); and
 - (ii) Indicate that the [charter holder] will invite the student.
- (3) For a student with a disability beginning at age 16, or younger, if appropriate, the notice must—
 - (i) Indicate that a purpose of the meeting is the consideration of needed transition services for the student required in §300.347(b)(2);
 - (ii) Indicate that the [charter holder] will invite the student; and
 - (iii) Identify any other agency that will be invited to send a representative.

34 CFR §300.344. IEP team.

(b) Transition services participants.

- (1) Under paragraph (a)(7) of this section, the [charter holder] shall invite a student with a disability of any age to attend his or her IEP meeting if a purpose of the meeting will be the consideration of—
 - (i) The student's transition services needs under §300.347(b)(1);
 - (ii) The needed transition services for the student under §300.347(b)(2); or
 - (iii) Both.
- (2) If the student does not attend the IEP meeting, the [charter holder] shall take other steps to ensure that the student's preferences and interests are considered.
- (3) (i) In implementing the requirements of §300.347(b)(2), the [charter holder] also shall invite a representative of any other agency that is likely to be responsible for providing or paying for transition services.
- (ii) If an agency invited to send a representative to a meeting does not do so, the [charter holder] shall take other steps to obtain participation of the other agency in the planning of any transition services.

34 CFR §300.348. Agency responsibilities for transition services.

- (a) If a participating agency, other than the [charter holder], fails to provide the transition services described in the IEP in accordance with §300.347(b)(1), the [charter holder] shall reconvene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.

19 TAC §89.1055 (g). Content of the Individualized Education Program (IEP)

- (g) In accordance with 34 CFR §300.29 , §300.344, and §300.347, for each student with a disability, beginning at age 14 (prior to the date on which a student turns 14 [15] years of age) or younger, if determined appropriate by the ARD committee, the following issues must be considered in the development of the IEP, and, if appropriate, integrated into the IEP:
 - (1) appropriate student involvement in the student's transition to life outside the public school system;
 - (2) if the student is younger than 18 years of age, appropriate parental involvement in the student's transition;
 - (3) if the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or the school district [or the charter holder] in which the student is enrolled;
 - (4) any postsecondary education options;
 - (5) a functional vocational evaluation;
 - (6) employment goals and objectives;
 - (7) if the student is at least 18 years of age, the availability of age-appropriate instructional environments;
 - (8) independent living goals and objectives; and
 - (9) appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

J. Certified Personnel for the Provision of Services to Children with Special Needs

Initial: 

19 TAC §89.1131. Qualifications of Special Education, Related Service, and Paraprofessional Personnel.

- (a) All special education and related service personnel shall be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 Code of Federal Regulations (CFR), §300.23 and §300.136; the Texas Education Code (TEC), §§21.002, 21.003, and 29.304; or appropriate state agency credentials.
- (b) A teacher who holds a special education certificate or an endorsement may be assigned to any level of a basic special education instructional program serving eligible students 3-21 years of age, as defined in §89.1035(a) of this title (relating to Age Ranges for Student Eligibility), in accordance with the limitation of their certification, except for the following.
 - (1) Persons assigned to provide speech therapy instructional services must hold a valid Texas Education Agency (TEA) certificate in speech and hearing therapy or speech and language therapy, or a valid state license as a speech/language pathologist.
 - (2) Teachers holding only a special education endorsement for early childhood education for children with disabilities shall be assigned only to programs serving infants through Grade 6.
 - (3) Teachers assigned full-time to teaching students who are orthopedically impaired or other health impaired with the teaching station in the home or a hospital shall not be required to hold a special education certificate or endorsement as long as the personnel file contains an official transcript indicating that the teacher has completed a three-semester-hour survey course in the education of students with disabilities and three semester hours directly related to teaching students with physical impairments or other health impairments.
 - (4) Teachers certified in the education of students with visual impairments must be available to students with visual impairments, including deaf-blindness, through one of the [charter holders] instructional options, a shared services arrangement with other school districts [or charter holders], or an education service center (ESC). A teacher who is certified in the education of students with visual impairments must attend each admission, review, and dismissal (ARD) committee meeting or individualized family service plan (IFSP) meeting of a student with a visual impairment, including deaf-blindness.
 - (5) Teachers certified in the education of students with auditory impairments must be available to students with auditory impairments, including deaf-blindness, through one of the [charter holder's] instructional options, a regional day school program for the deaf, a shared services arrangement with other school districts [or charter holders], or an ESC. A teacher who is certified in the education of students with auditory impairments must attend each ARD committee meeting or IFSP meeting of a student with an auditory impairment, including deaf-blindness.
 - (6) The following provisions apply to physical education.
 - (A) When the ARD committee has made the determination and the arrangements are specified in the student's individualized education program (IEP), physical education may be provided by the following personnel:
 - (i) special education instructional or related service personnel who have the necessary skills and knowledge;
 - (ii) physical education teachers;
 - (iii) occupational therapists;
 - (iv) physical therapists; or
 - (v) occupational therapy assistants or physical therapy assistants working under supervision in accordance with the standards of their profession.
 - (B) When these services are provided by special education personnel, the [charter holder] must document that they have the necessary skills and knowledge. Documentation may include, but need not be limited to, inservice records, evidence of attendance at seminars or workshops, or transcripts of college courses.
 - (7) Teachers assigned full-time or part-time to instruction of students from birth through age two with visual impairments, including deaf-blindness, shall be certified in the education of students with visual impairments. Teachers assigned full-time or part-time to instruction of students from birth through age two who are deaf, including deaf-blindness, shall be certified in education for students who are deaf and severely hard of hearing. Other certifications for serving these students shall require prior approval from TEA.
 - (8) Teachers with secondary certification with the generic delivery system may be assigned to teach Grades 6-12 only.

- (c) Paraprofessional personnel must be certified and may be assigned to work with eligible students, general and special education teachers, and related service personnel. Aides may also be assigned to assist students with special education transportation, serve as a job coach, or serve in support of community-based instruction. Aides paid from state administrative funds may be assigned to the Special Education Resource System (SERS), the Special Education Management System (SEMS), or other special education clerical or administrative duties.
- (d) Interpreting services for students who are deaf shall be provided by an interpreter who is certified in the appropriate language mode(s), if certification in such mode(s) is available. If certification is available, the interpreter must be certified by the Registry of Interpreters for the Deaf or the Texas Commission for the Deaf and Hard of Hearing, unless the interpreter has been granted an emergency permit by the commissioner of education to provide interpreting services for students who are deaf. The commissioner shall consider applications for the issuance of an emergency permit to provide interpreting services for students who are deaf on a case-by-case basis in accordance with requirements set forth in 34 CFR, §300.136, and standards and procedures established by the TEA. In no event will an emergency permit allow an uncertified interpreter to provide interpreting services for more than a total of three school years to students who are deaf.
- (e) Orientation and mobility instruction must be provided by a certified orientation and mobility specialist (COMS) who is certified by the Academy for Certification of Vision Rehabilitation and Education Professionals.

34 CFR §300.26. Special education.

- (a) General.
 - (1) As used in this part, the term special education means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including—
 - (i) Instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and
 - (ii) Instruction in physical education.
 - (2) The term includes each of the following, if it meets the requirements of paragraph (a)(1) of this section:
 - (i) Speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under State standards;
 - (ii) Travel training; and
 - (iii) Vocational education.
- (b) Individual terms defined. The terms in this definition are defined as follows:
 - (1) At no cost means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
 - (2) Physical education—
 - (i) Means the development of—
 - (A) Physical and motor fitness;
 - (B) Fundamental motor skills and patterns; and
 - (C) Skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports); and
 - (ii) Includes special physical education, adapted physical education, movement education, and motor development.
 - (3) Specially-designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—
 - (i) To address the unique needs of the child that result from the child's disability; and
 - (ii) To ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the [charter holder] that apply to all children.
 - (4) Travel training means providing instruction, as appropriate, to children with significant cognitive disabilities, and any other children with disabilities who require this instruction, to enable them to—
 - (i) Develop an awareness of the environment in which they live; and
 - (ii) Learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).

- (5) Vocational education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

K. Services to Expelled Students

Initial: J.M.D.

34 CFR §300.121(d). Free appropriate public education (FAPE).

- (d) FAPE for children suspended or expelled from school.
- (1) [The charter holder] need not provide services during periods of removal under §300.520(a)(1) to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if services are not provided to a child without disabilities who has been similarly removed.
 - (2) In the case of a child with a disability who has been removed from his or her current placement for more than 10 school days in that school year, the [charter holder], for the remainder of the removals, must—
 - (i) Provide services to the extent necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP, if the removal is—
 - (A) Under the school personnel's authority to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under §300.519(b) (§300.520(a)(1)); or
 - (B) For behavior that is not a manifestation of the child's disability, consistent with §300.524; and
 - (ii) Provide services consistent with §300.522, regarding determination of the appropriate interim alternative educational setting, if the removal is—
 - (A) For drug or weapons offenses under §300.520(a)(2); or
 - (B) Based on a hearing officer determination that maintaining the current placement of the child is substantially likely to result in injury to the child or to others if he or she remains in the current placement, consistent with §300.521.
 - (3)
 - (i) School personnel, in consultation with the child's special education teacher, determine the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed under the authority of school personnel to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under §300.519 (§300.520(a)(1)).
 - (ii) The child's IEP team determines the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the child's IEP if the child is removed because of behavior that has been determined not to be a manifestation of the child's disability, consistent with §300.524.

34 CFR §300.522. Determination of setting.

- (a) General. The interim alternative educational setting referred to in §300.520(a)(2) must be determined by the IEP team.
- (b) Additional requirements. Any interim alternative educational setting in which a child is placed under §§300.520(a)(2) or 300.521 must—
 - (1) Be selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those described in the child's current IEP, that will enable the child to meet the goals set out in that IEP; and
 - (2) Include services and modifications to address the behavior described in §§300.520(a)(2) or 300.521, that are designed to prevent the behavior from recurring.

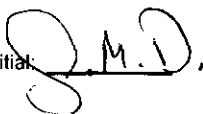
TEC §37.004. Placement of Students with Disabilities.

- (a) The placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal committee.
- (b) Any disciplinary action regarding a student with a disability who receives special education services that would constitute a change in placement under federal law may be taken only after the student's admission, review, and

dismissal committee conducts a manifestation determination review under 20 U.S.C. §1415(k)(4) and its subsequent amendments. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations, including laws or regulations requiring the provision of:

- (1) functional behavioral assessments;
 - (2) positive behavioral interventions, strategies, and supports;
 - (3) behavioral intervention plans; and
 - (4) manifestation determination review.
- (c) A student with a disability who receives special education services may not be placed in alternative education programs solely for educational purposes.
- (d) A teacher in an alternative education program under §37.008 who has a special education assignment must hold an appropriate certificate or permit for that assignment.
- (e) [This subsection applies if the charter holder has, in its student code of conduct, adopted the provisions of TEC §37.011]. Notwithstanding any other provision of this subchapter, in a county with a juvenile justice alternative education program established under §37.011, the expulsion under a provision of §37.007 described by this subsection of a student with a disability who receives special education services must occur in accordance with this subsection and Subsection (f). The [charter school] from which the student was expelled shall, in accordance with applicable federal law, provide the administrator of the juvenile justice alternative education program or the administrator's designee with reasonable notice of the meeting of the student's admission, review, and dismissal committee to discuss the student's expulsion. A representative of the juvenile justice alternative education program may participate in the meeting to the extent that the meeting relates to the student's placement in the program. This subsection applies only to an expulsion under:
- (1) §37.007(b), (c), or (f); or
 - (2) §37.007(d) as a result of conduct that contains the elements of any offense listed in §37.007(b)(3) against any employee or volunteer in retaliation for or as a result of the person's employment or association with [the charter holder].
- (f) [This subsection applies if the charter holder has, in its student code of conduct, adopted the provisions of TEC §37.011]. If, after placement of a student in a juvenile justice alternative education program under Subsection (e), the administrator of the program or the administrator's designee has concerns that the student's educational or behavioral needs cannot be met in the program, the administrator or designee shall immediately provide written notice of those concerns to the [charter school] from which the student was expelled. The student's admission, review, and dismissal committee shall meet to reconsider the placement of the student in the program. The [charter holder] shall, in accordance with applicable federal law, provide the administrator or designee with reasonable notice of the meeting, and a representative of the program may participate in the meeting to the extent that the meeting relates to the student's continued placement in the program.
- (g) Subsections (e) and (f) and this subsection expire September 1, 2005.

L. Allowable Expenditures of State Special Education Funds

Initial: 



19 TAC §89.1125. Allowable Expenditures of State Special Education Funds.

- (a) Persons paid from special education funds shall be assigned to instructional or other duties in the special education program and/or to provide support services to the regular education program in order for students with disabilities to be included in the regular program. Support services shall include, but not be limited to, collaborative planning, co-teaching, small group instruction with special and regular education students, direct instruction to special education students, or other support services determined necessary by the admission, review, and dismissal (ARD) committee for an appropriate program for the student with disabilities. Assignments may include duties supportive to school operations equivalent to those assigned to regular education personnel.
- (b) Personnel assigned to provide support services to the regular education program as stated in subsection (a) of this section may be fully funded from special education funds.
- (c) If personnel are assigned to special education on less than a full-time basis, except as stated in subsection (a) of this section, only that portion of time for which the personnel are assigned to students with disabilities shall be paid from state special education funds.

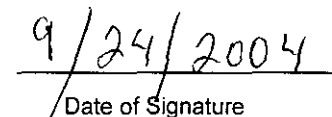
- (d) State special education funds may be used for special materials, supplies, and equipment which are directly related to the development and implementation of individualized education programs (IEPs) of students and which are not ordinarily purchased for the regular classroom. Office and routine classroom supplies are not allowable. Special equipment may include instructional and assistive technology devices, audiovisual equipment, computers for instruction or assessment purposes, and assessment equipment only if used directly with students.
- (e) State special education funds may be used to contract with consultants to provide staff development, program planning and evaluation, instructional services, assessments, and related services to students with disabilities.
- (f) State special education funds may be used for transportation only to and from residential placements. Prior to using federal funds for transportation costs to and from a residential facility, the [charter holder] must use state or local funds based on actual expenses up to the state transportation maximum for private transportation contracts.
- (g) State special education funds may be used to pay staff travel to perform services directly related to the education of eligible students with disabilities. Funds may also be used to pay travel of staff (including administrators, general education teachers, and special education teachers and service providers) to attend staff development meetings for the purpose of improving performance in assigned positions directly related to the education of eligible students with disabilities. In no event shall the purpose for attending such staff development meetings include time spent in performing functions relating to the operation of professional organizations. In accordance with 34 Code of Federal Regulations, §300.382(j), funds may also be used to pay for the joint training of parents and special education, related services, and general education personnel.

19 TAC §105.11. Maximum Allowable Indirect Cost.

No more than 15 % of the [charter holder's] Foundation School Program special allotments under the Texas Education Code, Chapter 42, Subchapter C, may be expended for indirect costs related to the following programs: compensatory education, gifted and talented education, bilingual education and special language programs, career and technology education, and special education. Indirect costs may be attributed to the following expenditure function codes: 34 - Student Transportation; 41 - General Administration; 81 - Facilities Acquisition and Construction; and the Function 90 series of the general fund, as defined in the Texas Education Agency (TEA) bulletin, Financial Accountability System Resource Guide.



 Signature of the Chairperson of the Board of the Charter Holder



 Date of Signature

James M. Douglas

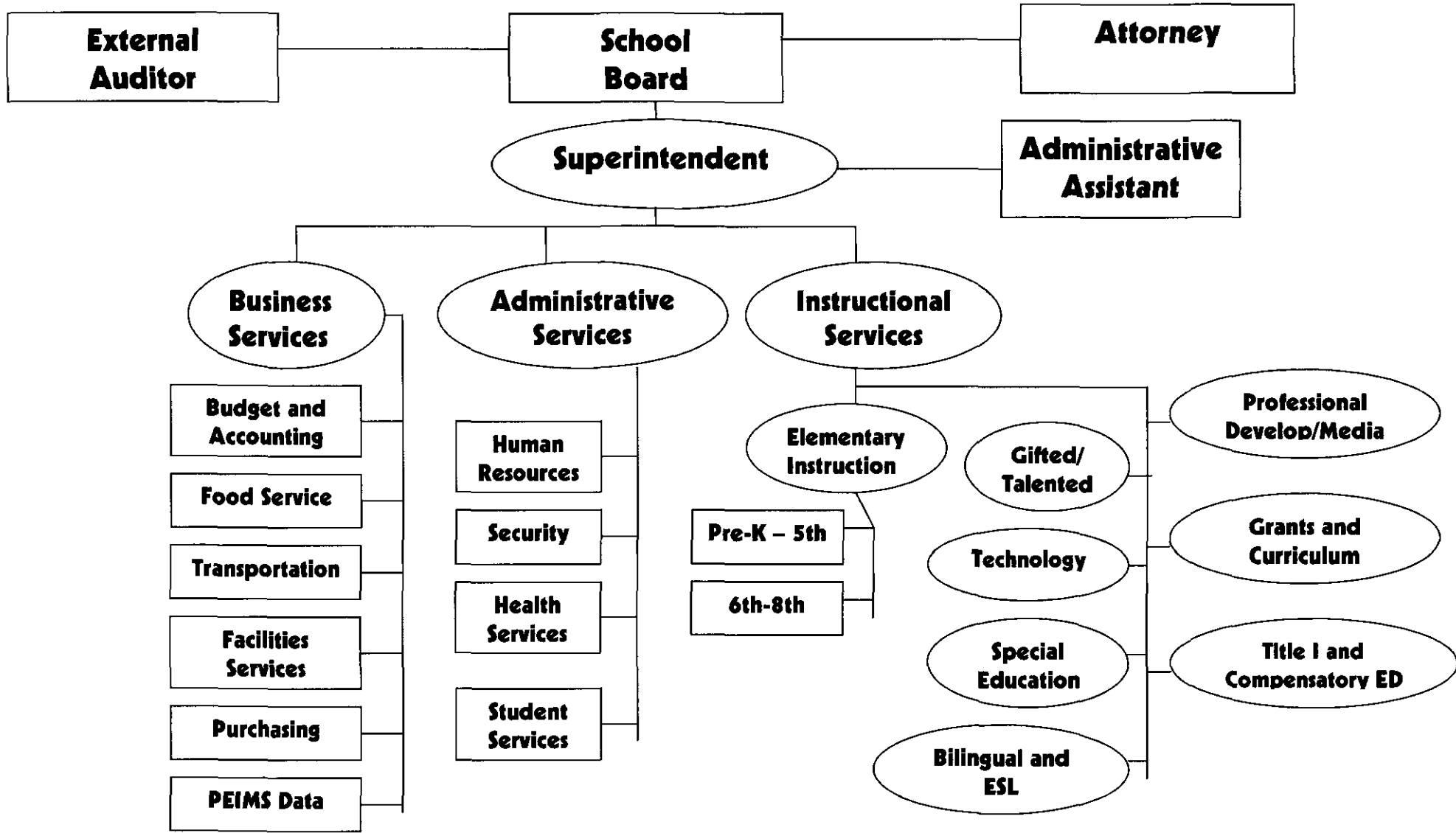
 Typed name and Title of the Chairperson of the Board of the Charter Holder

ATTACHMENT 1: Organizational Chart

Educational Learning and Enrichment Center, Inc.
Academy of Accelerated Learning, Inc.

Organizational Chart

Effective September 2002



Note: Boxes with rounded corners denote members of AAL's executive management team.

**ATTACHMENT 2: Criminal History Records
for Board Members**

Criminal History Records/Background

PAGES 152 - 156 = 5 PAGES

5 PAGES HAVE BEEN WITHHELD UNDER SECTIONS 411.0845 AND
411.0901 OF THE GOVERNMENT CODE

**ATTACHMENT 3: Board Member Biographical
Affidavits**

**TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

- Member of the governing board off the charter holder
- Member of the governing board for the charter school
It should be understood that a board member's resignation may not effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.
- School officer _____
State Position as defined in TEC 12.1012

Full Name of Charter Holder (Le., nonprofit corporation, institution of higher education, or governmental entity)

Educational Learning & Enrichment Center, Inc. Academy of Accelerated Learning Inc.

Full Name of Charter School

Educational Learning & Enrichment Center, Inc. Academy of Accelerated Learning Inc.

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) James Matthew Douglas
2. Have you ever had your name changed or used another name? NO
If yes, give reason for the change: _____
b. Maiden Name (if female) _____
c. Other names used at any time _____
3. Social Security Number: ██████████
4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION	COMPENSATION
<u>NONE</u>	<u>NONE</u>

5. List all previous experience with the charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>	<u>NONE</u>	<u>NONE</u>	<u>NONE</u>

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-child, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO
 If yes, give details: _____

7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO
 If yes, give details: _____

8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO
 If yes, give details: _____

Date and signed this 02 day of September, 20 02, at 1:00 pm.
 I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

James M. Douglas
 (Signature of Affiant)

State of Texas

County of Harris

Personally appeared before me the above named James Douglas
 Personally know to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 2nd day of September, 2002.



Dwandy Porter
 (Notary Public)

My commission expires 6-28-03

**TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

- Member of the governing board off the charter holder
- Member of the governing board for the charter school
It should be understood that a board member's resignation may not effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.
- School officer _____
State Position as defined in TEC 12.1012

Full Name of Charter Holder (Le., nonprofit corporation, institution of higher education, or governmental entity)

Educational Learning & Enrichment Center, Inc. Academy of Accelerated Learning Inc.

Full Name of Charter School

Educational Learning & Enrichment Center, Inc. Academy of Accelerated Learning Inc.

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Isaac Ledesma

2. Have you ever had your name changed or used another name? NO

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION	COMPENSATION
NONE	

5. List all previous experience with the charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	EMPLOYER	ADDRESS	TITLE
NONE			

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-child, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO
 If yes, give details: _____

7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____

8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO
 If yes, give details: _____

Date and signed this 02 day of September, 20 02, at 1:00 pm.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

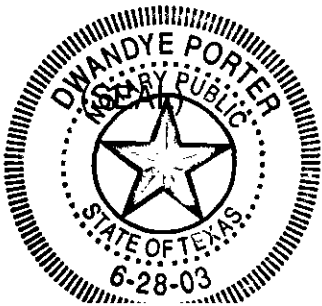
Isaac Ledesma
 (Signature of Affiant)

State of TEXAS

County of Harris

Personally appeared before me the above named Isaac Ledesma
 Personally know to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 2nd day of September, 20 02.



Dwanaye Porter
 (Notary Public)

My commission expires 6-28-03

**TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

- Member of the governing board off the charter holder
- Member of the governing board for the charter school
It should be understood that a board member's resignation may not effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.

School officer _____
State Position as defined in TEC 12.1012

Full Name of Charter Holder (Le., nonprofit corporation, institution of higher education, or governmental entity)

Educational Learning & Enrichment Center, Inc. Academy of Accelerated Learning Inc.

Full Name of Charter School

Educational Learning & Enrichment Center, Inc. Academy of Accelerated Learning Inc.

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Dannette Kay McElroy-Davis

2. Have you ever had your name changed or used another name? NO

If yes, give reason for the change: _____

b. Maiden Name (if female) Johnson

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION	COMPENSATION
<u>NONE</u>	

5. List all previous experience with the charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	EMPLOYER	ADDRESS	TITLE
<u>NONE</u>			

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-child, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO
If yes, give details: _____

7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____

8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO
If yes, give details: _____

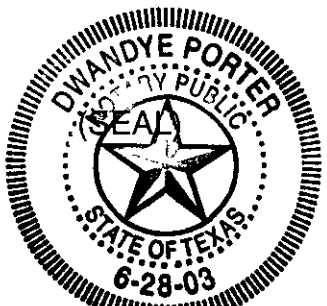
Date and signed this 02 day of September, 20 02, at 1:00 pm.
I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Dannette McElroy Davis
(Signature of Affiant)

State of Texas
County of Harris

Personally appeared before me the above named Dannette McElroy Davis
Personally know to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 2nd day of September, 20 02.



DwanDye Porter
(Notary Public)
My commission expires 6.28.03

**TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)**

Check all that apply:

- Member of the governing board off the charter holder
- Member of the governing board for the charter school
It should be understood that a board member's resignation may not effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.

School officer _____
State Position as defined in TEC 12.1012

Full Name of Charter Holder (Le., nonprofit corporation, institution of higher education, or governmental entity)
Educational Learning & Enrichment Center, Inc. Academy of Accelerated Learning Inc.

Full Name of Charter School
Educational Learning & Enrichment Center, Inc. Academy of Accelerated Learning Inc.

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Percy Pennigston Creuzot

2. Have you ever had your name changed or used another name? NO

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION	COMPENSATION
NONE	

5. List all previous experience with the charter schools. Include open-enrollment schools and/or campus or program charters:

DATES	EMPLOYER	ADDRESS	TITLE
NONE			

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-child, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO
 If yes, give details: _____

7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO
 If yes, give details: _____

8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO
 If yes, give details: _____

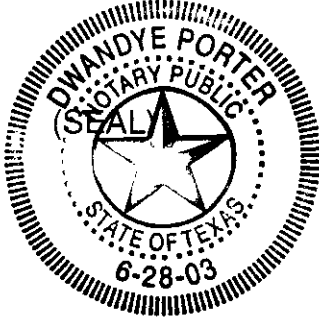
Date and signed this 02 day of September, 20 02, at 1:00 pm.
 I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

Percy Kreuzot
 (Signature of Affiant)

State of TEXAS
 County of Harris

Personally appeared before me the above named Percy Kreuzot
 Personally know to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 2nd day of September, 20 02.



Dwanbye Porter
 (Notary Public)
 My commission expires 6-28-03

TEXAS EDUCATION AGENCY
OPEN-ENROLLMENT CHARTER SCHOOL APPLICANT
BIOGRAPHICAL AFFIDAVIT (Attachment 3)
(MUST BE TYPED and NOTARIZED)

Check all that apply:

- Member of the governing board off the charter holder
- Member of the governing board for the charter school
It should be understood that a board member's resignation may not effective until a replacement is duly appointed by the board, and a board member may be personally liable for any actions taken by the board.

School officer _____
State Position as defined in TEC 12.1012

Full Name of Charter Holder (Le., nonprofit corporation, institution of higher education, or governmental entity)

Educational Learning & Enrichment Center, Inc. Academy of Accelerated Learning Inc.

Full Name of Charter School

Educational Learning & Enrichment Center, Inc. Academy of Accelerated Learning Inc.

In connection with the above-named organization and charter school renewal application, I herewith make representations and supply information about myself as hereinafter set forth. (Attach addendum or separate sheet if space hereon is insufficient to answer any questions fully.)

IF ANSWER IS "NO" OR "NONE", SO STATE.

1. Full Name (Initials Not Acceptable) Joyce Jenkis Bethany

2. Have you ever had your name changed or used another name? NO

If yes, give reason for the change: _____

b. Maiden Name (if female) _____

c. Other names used at any time _____

3. Social Security Number: [REDACTED]

4. Explain any compensation that you expect to receive from your association with the charter holder, the charter school, or a management company of the school:

POSITION

COMPENSATION

NONE

5. List all previous experience with the charter schools. Include open-enrollment schools and/or campus or program charters:

DATES

EMPLOYER

ADDRESS

TITLE

NONE

List all previous experience with any charter school management company:

DATES	EMPLOYER	ADDRESS	TITLE

6. Will you or any relative within the third degree of consanguinity (i.e., parent, grandparent, great-grandparent, child, grandchild, great-child, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO
If yes, give details: _____

7. Will your spouse or any of your spouse's relatives within the third degree of consanguinity (i.e., his or her parent, grandparent, great-grandparent, child, grandchild, great-grandchild, sibling, aunt, uncle, niece, nephew) be employed by or receive any compensation or remuneration from the charter holder or the charter school? NO If yes, give details: _____

8. Have you ever been convicted or had a sentence imposed or suspended or had pronouncement of a sentence suspended or been pardoned for conviction of or pleaded guilty or nolo contendere to any information or indictment charging a misdemeanor involving moral turpitude or any felony or have you been the subject of any disciplinary proceedings of any federal or state regulatory agency? NO
If yes, give details: _____

Date and signed this 02 day of September, 20 02, at 1:00 pm.

I hereby certify under penalty of perjury that I am acting on my own behalf, and that the foregoing statements are true and correct to the best of my knowledge and belief.

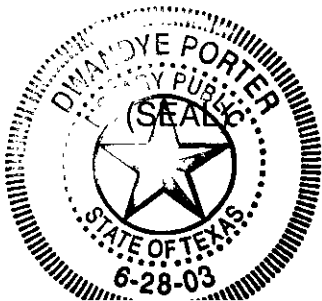
Joyce J. Bethany
(Signature of Affiant)

State of Texas

County of Harris

Personally appeared before me the above named Joyce J. Bethany
Personally know to me, who, being duly sworn, deposes and says that he/she executed the above instrument and that the statements and answers contained therein are true and correct to the best of his/her knowledge and belief.

Subscribed and sworn to before me this 2nd day of September, 2002.



Dwanbye Porter
(Notary Public)

My commission expires 6.28.03

**ATTACHMENT 4: Documentation for
Evaluation of Other Information Relevant to
Performance**

2002 DISTRICT ACCOUNTABILITY DATA TABLES

Small numbers (less than 5) are masked by an asterisk(*) for confidentiality.

BASE INDICATORS

District Name: ACADEMY OF ACCELERATED LEARNING, I
 District Number: 101810
 District Rating: CHARTER

Analysis groups used to determine ratings are highlighted in BLUE.

DROPOUT TABLE

Student Groups	2000-01 Dropout Data, Grades 7-12				1999-2000 Dropout Data, Grades 7-12		
	Number of Dropouts	Cumul. Attend.	Student Group Percent	Dropout Rate	Number of Dropouts	Cumul. Attend.	Dropout Rate
All Students	44	404	100.0%	10.9%	90	340	26.5%
African American	26	229	56.7%	11.4%	69	251	27.5%
Hispanic	18	145	35.9%	12.4%	20	85	23.5%
White	0	29	7.2%	0.0%	*	4	*
Econ. Disadvantaged	13	96	23.8%	13.5%	8	75	10.7%

TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) TABLE

Student Groups	Spring 2002, Grades 3-8 & 10					Spring 2001, Grades 3-8 & 10			
	Number Passing	Number Taking	EOC Credit **	Student Group Percent	Percent Passing	Number Passing	Number Taking	EOC Credit **	Percent Passing
READING:									
All Students	N/A	N/A	N/A	N/A	N/A	8	11	0	72.7%
African American	N/A	N/A	N/A	N/A	N/A	6	9	0	66.7%
Hispanic	N/A	N/A	N/A	N/A	N/A	*	2	0	*
White	N/A	N/A	N/A	N/A	N/A	0	0	0	-
Econ. Disadvantaged	N/A	N/A	N/A	N/A	N/A	2	5	0	40.0%
MATH:									
All Students	N/A	N/A	N/A	N/A	N/A	6	12	0	50.0%
African American	N/A	N/A	N/A	N/A	N/A	5	10	0	50.0%
Hispanic	N/A	N/A	N/A	N/A	N/A	*	2	0	*
White	N/A	N/A	N/A	N/A	N/A	0	0	0	-
Econ. Disadvantaged	N/A	N/A	N/A	N/A	N/A	4	5	0	80.0%
WRITING:									
All Students	N/A	N/A	N/A	N/A	N/A	9	10	0	90.0%
African American	N/A	N/A	N/A	N/A	N/A	7	8	0	87.5%
Hispanic	N/A	N/A	N/A	N/A	N/A	*	2	0	*
White	N/A	N/A	N/A	N/A	N/A	0	0	0	-

Econ. Disadvantaged	N/A	N/A	N/A	N/A	N/A	*	4	0	*
SOCIAL STUDIES:									
All Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

** The number of students who met the testing requirement for graduation by passing end-of-course examinations and did not take any exit-level TAAS test in spring of the year shown. These numbers are included in the number passing and the number taking.

Standards Table for Accountability Ratings	Glossary	Helpful Hints for Printing
------------------------------------------------------------	--------------------------	--------------------------------------------

This request took 1.01 seconds of real time (v8.2 build 1391).

2001 DISTRICT ACCOUNTABILITY DATA TABLES

Small numbers (less than 5) are masked by an asterisk(*) for confidentiality.

BASE INDICATORS

District Name: ACADEMY OF ACCELERATED LEARNING, I
 District Number: 101810
 District Rating: CHARTER

Analysis groups used to determine ratings are highlighted in BLUE.

DROPOUT TABLE

Student Groups	1999-2000 Dropout Data, Grades 7-12				1998-99 Dropout Data, Grades 7-12		
	Number of Dropouts	Cumul. Attend.	Student Group Percent	Dropout Rate	Number of Dropouts	Cumul. Attend.	Dropout Rate
All Students	90	340	100.0%	26.5%	28	162	17.3%
African American	69	251	73.8%	27.5%	27	138	19.6%
Hispanic	20	85	25.0%	23.5%	1	21	4.8%
White	*	4	1.2%	*	*	3	*
Econ. Disadvantaged	8	75	22.1%	10.7%	10	62	16.1%

TEXAS ASSESSMENT OF ACADEMIC SKILLS (TAAS) TABLE

Student Groups	Spring 2001, Grades 3-8 & 10					Spring 2000, Grades 3-8 & 10			
	Number Passing	Number Taking	EOC Credit **	Student Group Percent	Percent Passing	Number Passing	Number Taking	EOC Credit **	Percent Passing
READING:									
All Students	8	11	0	100.0%	72.7%	4	8	0	50.0%
African American	6	9	0	81.8%	66.7%	4	7	0	57.1%
Hispanic	*	2	0	18.2%	*	*	1	0	*
White	0	0	0	0.0%	-	0	0	0	-
Econ. Disadvantaged	2	5	0	45.5%	40.0%	0	0	0	-
MATH:									
All Students	6	12	0	100.0%	50.0%	1	9	0	11.1%
African American	5	10	0	83.3%	50.0%	1	8	0	12.5%
Hispanic	*	2	0	16.7%	*	*	1	0	*
White	0	0	0	0.0%	-	0	0	0	-
Econ. Disadvantaged	4	5	0	41.7%	80.0%	*	1	0	*
WRITING:									
All Students	9	10	0	100.0%	90.0%	5	8	0	62.5%
African American	7	8	0	80.0%	87.5%	5	8	0	62.5%
Hispanic	*	2	0	20.0%	*	0	0	0	-
White	0	0	0	0.0%	-	0	0	0	-

Econ. Disadvantaged	*	4	0	40.0%	*	*	1	0	*
---------------------	---	---	---	-------	---	---	---	---	---

** The number of students who met the testing requirement for graduation by passing end-of-course examinations and did not take any exit-level TAAS test in spring of the year shown. These numbers are included in the number passing and the number taking.

Standards Table for Accountability Ratings	Standards Table for Additional Acknowledgment	Glossary	Helpful Hints for Printing
------------------------------------------------------------	---------------------------------------------------------------	--------------------------	--------------------------------------------

ADDITIONAL INDICATORS

District Name: ACADEMY OF ACCELERATED LEARNING, I
 District Number: 101810

College Admissions Additional Acknowledgment: CHARTER SCHOOL
 TAAS/TASP Equivalency Additional Acknowledgment: CHARTER SCHOOL
 Recommended H.S. Pgm. Additional Acknowledgment: CHARTER SCHOOL
 Attendance Additional Acknowledgment: CHARTER SCHOOL

COLLEGE ADMISSIONS TABLE

Class of 2000							
Student Groups	Number Taking SAT and/or ACT	Number of Non-Special Education Graduates	Student Group Percent	Percent Taking SAT and/or ACT	Number Scoring Above Criterion	Number Taking SAT and/or ACT	Percent Scoring Above Criterion
All Students	0	15	100.0%	0.0%	0	0	-
African American	0	14	93.3%	0.0%	0	0	-
Hispanic	*	1	6.7%	*	*	*	*
White	0	0	0.0%	-	0	0	-

TAAS/TASP EQUIVALENCY TABLE

Class of 2000				
Student Groups	Number Scoring at or Above Equivalency	Graduates Taking Exit-level TAAS	Student Group Percent	Percent Scoring at or Above Equivalency
All Students	1	9	100.0%	11.1%
African American	1	9	100.0%	11.1%
Hispanic	0	0	0.0%	-
White	0	0	0.0%	-
Economically Disadvantaged	*	2	22.2%	*

RECOMMENDED H.S. PROGRAM TABLE

Class of 2000				
Student Groups	Rec. HS Pgm. Graduates	Total Graduates	Student Group Percent	Percent Completing Rec. HS Pgm.
All Students	0	16	100.0%	0.0%
African American	0	15	93.8%	0.0%
Hispanic	*	1	6.3%	*
White	0	0	0.0%	-
Economically Disadvantaged	*	1	6.3%	*

ATTENDANCE TABLE

1999-2000 Attendance Data				
Student Groups	Total Days Present	Total Days Absent + Total Days Present	Student Group Percent	Attendance Rate
All Students	21,037	27,567	100.0%	76.3%
African American	17,313	22,457	81.5%	77.1%
Hispanic	3,597	4,910	17.8%	73.3%
White	127	200	0.7%	63.5%
Economically Disadvantaged	3,281	4,279	15.5%	76.7%

This request took 1.17 seconds of real time (v8.2 build 1391).

TEXAS EDUCATION AGENCY

Section I

District Name: **ACADEMY OF ACCELERATED LEARN** Academic Excellence Indicator System
 District #: 101810 1998-99 District Performance
 Accountability Rating: Charter School

TAAS Indicators:

		State	Region 04	District	African American	Hispanic	White	Native American	Asian/ Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing													
Grade 10 **													
Reading	1999	88.8%	88.8%	*	-	-	-	-	-	*	-	-	-
	1998	86.0%	86.8%	-	-	-	-	-	-	-	-	-	-
Writing	1999	90.6%	90.6%	*	-	-	-	-	-	*	-	-	-
	1998	87.4%	87.7%	-	-	-	-	-	-	-	-	-	-
Math	1999	81.6%	82.7%	*	-	-	-	-	-	*	-	-	-
	1998	75.6%	76.8%	-	-	-	-	-	-	-	-	-	-
All Tests	1999	76.2%	77.1%	*	-	-	-	-	-	*	-	-	-
	1998	69.9%	71.1%	-	-	-	-	-	-	-	-	-	-

** Credit for End-of-Course examinations is not included in the passing rate.

TAAS % Passing (Sum of 3-8 & 10)
Accountability Subset ***

Reading	1999	86.5%	86.6%	*	-	-	-	-	-	*	-	-	-
	1998	83.3%	85.6%	-	-	-	-	-	-	-	-	-	-
Writing	1999	88.2%	88.8%	*	-	-	-	-	-	*	-	-	-
	1998	84.2%	86.0%	-	-	-	-	-	-	-	-	-	-
Math	1999	85.7%	85.3%	*	-	-	-	-	-	*	-	-	-
	1998	80.4%	82.5%	-	-	-	-	-	-	-	-	-	-
All Tests	1999	78.3%	78.4%	*	-	-	-	-	-	*	-	-	-
	1998	73.1%	75.9%	-	-	-	-	-	-	-	-	-	-

*** Includes performance of Special Education students, grade 3 & 4 Spanish TAAS takers of Reading and Mathematics. For 1999, also includes (as passers) 0 students who qualified for End-of-Course Exam credit and did not take the exit-level TAAS test.

2000 Preview Indicator
(Includes Spec. Ed.
& Spanish 3-6)
Sum of 3-8 & 10

Reading	1999	86.3%	86.3%	*	-	-	-	-	-	*	-	-	-
Writing	1999	87.9%	88.4%	*	-	-	-	-	-	*	-	-	-

Math	1999	85.6%	85.2%	*	-	-	-	-	-	*	-	-	-
All Tests	1999	78.1%	78.1%	*	-	-	-	-	-	*	-	-	-

End-of-Course Exam

Algebra I

% Passing	1999	43.4%	47.0%	0.0%	0.0%	0.0%	*	-	-	0.0%	0.0%	-	*
	1998	35.9%	40.2%	-	-	-	-	-	-	-	-	-	-
% Taking	1999	18.0%	18.1%	?	?	?	*	-	-	?	?	-	-
	1998	17.4%	17.1%	-	-	-	-	-	-	-	-	-	-

Biology

% Passing	1999	76.4%	76.5%	14.3%	11.1%	40.0%	*	-	-	14.8%	13.3%	-	0.0%
	1998	76.4%	77.1%	-	-	-	-	-	-	-	-	-	-
% Taking	1999	24.2%	24.0%	?	?	?	*	-	-	?	?	-	-
	1998	23.9%	23.1%	-	-	-	-	-	-	-	-	-	-

English II

% Passing	1999	72.7%	71.5%	41.0%	40.0%	*	-	-	-	44.4%	37.5%	*	*
% Taking	1999	21.4%	21.8%	?	?	?	*	-	-	?	?	-	-

US History

% Passing	1999	69.8%	68.3%	11.5%	13.0%	*	-	-	-	9.5%	20.0%	-	*
% Taking	1999	18.9%	20.4%	?	?	?	*	-	-	?	71.4%	-	-

TAAS Participation

1999 TAAS Participation

All Tests - % Answer Documents
All Students, Grades 3-8 & 10

	State	Region 04	District	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.
Tested	89.3%	90.5%	100.0%	-	-	-	-	-	100.0%	100.0%	-
Accountability Subset	84.2%	85.6%	14.3%	-	-	-	-	-	16.7%	0.0%	-
Mobile Subset	4.6%	4.3%	35.7%	-	-	-	-	-	83.3%	100.0%	-
Sci &/or Soc St only	0.1%	0.1%	0.0%	-	-	-	-	-	0.0%	0.0%	-
Spanish (gr 4w & 5-6)	0.5%	0.6%	0.0%	-	-	-	-	-	0.0%	0.0%	-
Not Tested	10.7%	9.5%	0.0%	-	-	-	-	-	0.0%	0.0%	-
Absent	0.7%	0.7%	0.0%	-	-	-	-	-	0.0%	0.0%	-
ARD Exempt	6.9%	5.5%	0.0%	-	-	-	-	-	0.0%	0.0%	-
LEP Exempt	2.2%	2.4%	0.0%	-	-	-	-	-	0.0%	0.0%	-
Other	0.9%	0.8%	0.0%	-	-	-	-	-	0.0%	0.0%	-
Total Answer Documents	2,081,638	442,353	14	0	0	0	0	0	6	4	0

1998 TAAS Participation

	State	Region 04	District	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.
Tested	91.1%	90.0%	-	-	-	-	-	-	-	-	-
Accountability Subset	76.0%	75.3%	-	-	-	-	-	-	-	-	-
Mobile Subset	4.4%	4.2%	-	-	-	-	-	-	-	-	-
Special Education	8.7%	7.4%	-	-	-	-	-	-	-	-	-
Spanish (gr 3-6)	2.0%	3.0%	-	-	-	-	-	-	-	-	-
Not Tested	8.9%	10.0%	-	-	-	-	-	-	-	-	-
Absent	0.8%	0.8%	-	-	-	-	-	-	-	-	-
ARD Exempt	5.2%	5.0%	-	-	-	-	-	-	-	-	-
LEP Exempt	2.3%	3.4%	-	-	-	-	-	-	-	-	-
Other	0.7%	0.8%	-	-	-	-	-	-	-	-	-
Total Answer Documents	2,052,472	431,918	-	-	-	-	-	-	-	-	-

Non-TAAS Indicators:

	State	Region 04	District	African American	Hispanic	White	Native American	Asian/ Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
Attendance Rate												
1997-98	95.3%	95.1%	-	-	-	-	-	-	-	-	-	-
1996-97	95.2%	95.0%	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate												
1997-98	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-
1996-97	1.6%	1.7%	-	-	-	-	-	-	-	-	-	-
Actual Longitudinal 6-Yr. Dropout Rate												
Class of 1998	14.7%	16.9%	0.0%	0.0%	0.0%	0.0%	-	-	0.0%	0.0%	0.0%	0.0%
Completion Rate												
Class of 1998	91.4%	90.3%	100.0%	*	100.0%	*	-	-	100.0%	*	100.0%	100.0%
Graduated	76.7%	72.9%	0.0%	-	0.0%	*	-	-	0.0%	*	0.0%	0.0%
Received GED	7.4%	8.5%	0.0%	*	0.0%	*	-	-	0.0%	*	0.0%	0.0%
Continuing	7.3%	8.9%	100.0%	*	100.0%	*	-	-	100.0%	*	100.0%	100.0%
Class of 1997	90.7%	88.5%	-	-	-	-	-	-	-	-	-	-
Graduated	75.8%	70.4%	-	-	-	-	-	-	-	-	-	-
Received GED	8.2%	9.7%	-	-	-	-	-	-	-	-	-	-
Continuing	6.7%	8.4%	-	-	-	-	-	-	-	-	-	-

% Adv. Courses

1997-98	18.9%	19.4%	-	-	-	-	-	-	-	-	-	-
1996-97	18.1%	18.3%	-	-	-	-	-	-	-	-	-	-
% Rec. HS Pgm.												
Class of 1998	8.7%	6.1%	-	-	-	-	-	-	-	-	-	-
Class of 1997	1.4%	0.3%	-	-	-	-	-	-	-	-	-	-
AP/IB Results												
% Tested												
1998-99	11.0%	10.5%	*	*	-	*	-	-	*	*	n/a	n/a
1997-98	9.7%	9.5%	-	-	-	-	-	-	-	-	n/a	n/a
% Scores >= Crit.												
1998-99	55.7%	68.4%	-	-	-	-	-	-	-	-	n/a	n/a
1997-98	57.4%	70.6%	-	-	-	-	-	-	-	-	n/a	n/a
% Examinees >= Crit.												
1998-99	58.6%	70.6%	-	-	-	-	-	-	-	-	n/a	n/a
1997-98	59.6%	73.1%	-	-	-	-	-	-	-	-	n/a	n/a
TAAS/TASP Equiv.												
Class of 1998	45.0%	47.2%	-	-	-	-	-	-	-	-	-	-
Class of 1997	41.2%	43.4%	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results												
% At/Above Crit.												
Class of 1998	27.2%	31.5%	-	-	-	-	-	-	-	-	n/a	n/a
Class of 1997	26.6%	30.6%	-	-	-	-	-	-	-	-	n/a	n/a
% Tested												
Class of 1998	61.7%	64.0%	-	-	-	-	-	-	-	-	n/a	n/a
Class of 1997	63.6%	66.8%	-	-	-	-	-	-	-	-	n/a	n/a
Mean SAT I Score												
Class of 1998	992	1003	-	-	-	-	-	-	-	-	n/a	n/a
Class of 1997	992	1003	-	-	-	-	-	-	-	-	n/a	n/a
Mean ACT Score												
Class of 1998	20.3	20.8	-	-	-	-	-	-	-	-	n/a	n/a
Class of 1997	20.1	20.6	-	-	-	-	-	-	-	-	n/a	n/a

TEXAS EDUCATION AGENCY

Section II

District Name: ACADEMY OF ACCELERATED LEARNING, I

County Name: HARRIS

District #: 101810

Academic Excellence Indicator System

1998-99 District Profile

STUDENT INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	12	100.0%	3,945,367	100.0%
Students By Grade:				
Early Childhood Education	0	0.0%	13,869	0.4%
Pre-Kindergarten	0	0.0%	123,076	3.1%
Kindergarten	0	0.0%	290,432	7.4%
Grade 1	0	0.0%	318,863	8.1%

Grade 2	0	0.0%	309,313	7.8%
Grade 3	0	0.0%	307,892	7.8%
Grade 4	0	0.0%	301,475	7.6%
Grade 5	0	0.0%	299,362	7.6%
Grade 6	0	0.0%	300,246	7.6%
Grade 7	0	0.0%	303,921	7.7%
Grade 8	0	0.0%	299,760	7.6%
Grade 9	5	41.7%	350,743	8.9%
Grade 10	3	25.0%	273,161	6.9%
Grade 11	4	33.3%	240,751	6.1%
Grade 12	0	0.0%	212,503	5.4%
Ethnic Distribution: African American	10	83.3%	567,998	14.4%
Hispanic	0	0.0%	1,523,769	38.6%
White	2	16.7%	1,741,690	44.1%
Asian/Pacific Islander	0	0.0%	100,006	2.5%
Native American	0	0.0%	11,904	0.3%
Economically Disadvantaged	0	0.0%	1,914,547	48.5%
Limited English Proficient (LEP)	0	0.0%	533,741	13.5%

Retention Rates By Grade:	---Non-Special Education Rates---		----Special Education Rates----	
	District	State	District	State
Kindergarten	-	1.7%	-	7.9%
Grade 1	-	5.4%	-	10.7%
Grade 2	-	2.8%	-	4.8%
Grade 3	-	1.8%	-	2.6%
Grade 4	-	1.2%	-	1.7%
Grade 5	-	0.7%	-	2.0%
Grade 6	-	1.6%	-	2.3%
Grade 7	-	2.8%	-	3.3%
Grade 8	-	1.9%	-	3.4%

Graduates (Class of 98):	-----Counts-----	
	District	State
Total (Includes Special Education)	-	-
African American	-	-
Hispanic	-	-
White	-	-
Asian/Pacific Islander	-	-
Native American	-	-
Special Education Graduates	-	-
Graduated Under Advanced Programs	-	-
Graduated Under Rec. HS Pgm./DAP	-	-

STAFF INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Professional Staff:	6.3	100.0%	313,306.4	62.0%
Teachers	3.3	53.0%	259,739.1	51.4%
Professional Support	1.0	15.7%	36,399.0	7.2%
Campus Administration (School Leadership)	1.0	15.7%	12,863.0	2.5%
Central Administration	1.0	15.7%	4,305.2	0.9%

Educational Aides:	0.0	0.0%	51,843.9	10.3%
Auxiliary Staff:	0.0	0.0%	139,960.4	27.7%
Total Staff:	6.3	100.0%	505,110.7	100.0%
Total Minority Staff:	6.3	100.0%	184,116.8	36.5%
Teachers by Ethnicity and Sex:				
Females	3.2	94.4%	200,542.3	77.2%
Males	0.2	5.6%	59,196.8	22.8%
African American	3.2	94.4%	21,462.6	8.3%
Hispanic	0.0	0.0%	42,246.8	16.3%
White	0.0	0.0%	193,792.0	74.6%
Asian/Pacific Islander	0.2	5.6%	1,461.8	0.6%
Native American	0.0	0.0%	776.0	0.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	3,321.1	1.3%
Bachelors	3.0	88.8%	191,174.4	73.6%
Masters	0.2	5.6%	64,087.4	24.7%
Doctorate	0.2	5.6%	1,156.2	0.4%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	19,896.2	7.7%
1-5 Years Experience	2.2	64.8%	69,343.3	26.7%
6-10 Years Experience	1.0	29.6%	46,044.0	17.7%
11-20 Years Experience	0.0	0.0%	71,308.6	27.5%
Over 20 Years Experience	0.2	5.6%	53,147.0	20.5%
Number of Students per Teacher:	3.6	n/a	15.2	n/a

STAFF INFORMATION (Continued)

	-----District-----	-----State-----
Average Years Experience of Teachers:	7.0 yrs.	11.8 yrs.
Average Years Experience of Teachers with District:	0.0 yrs.	8.0 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	\$0	\$25,586
1-5 Years Experience	\$23,021	\$27,748
6-10 Years Experience	?	\$31,470
11-20 Years Experience	\$0	\$38,005
Over 20 Years Experience	?	\$43,767

Average Actual Salaries (regular duties only):

Teachers	\$21,743	\$34,336
Professional Support	\$29,434	\$41,654
Campus Administration (School Leadership)	\$34,420	\$53,427
Central Administration	\$16,678	\$64,583

Permits by Type:

Emergency (for certified personnel)	0	5,353
Emergency (for uncertified personnel)	0	4,734
Nonrenewable	0	1,900
Temporary Classroom Assignment	0	1,009
District Teaching	0	274
Temporary Exemption	0	64

Turnover Rate for Teachers: 0.0% 15.5%

Class Size Average by Subject Area:

Elementary	N/A	N/A
Secondary: English	N/A	N/A
Foreign Language	N/A	N/A
Mathematics	N/A	N/A
Science	N/A	N/A
Social Studies	N/A	N/A

EXCLUSIONS:

Shared Services Arrangement Staff:		
Professional Staff	0.0	1,170.1
Educational Aides	0.0	322.8
Auxiliary Staff	0.0	800.4
Contracted Instructional Staff:	0.0	1,148.4

? Indicates that the data for this item were missing, statistically improbable, or were reported outside a reasonable range.

TAX INFORMATION

	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Total Adopted Tax Rate (calendar year 1998)	n/a	\$0.000	n/a	\$1.540
Standardized Tax Rates (comptroller valuation)				
Maintenance and Operations	n/a	\$0.000	n/a	\$1.340
Interest and Sinking Fund	n/a	\$0.000	n/a	\$0.199
Total Rate (sum of above)	n/a	\$0.000	n/a	\$1.539
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$0	n/a	\$749,196,856,770	n/a
Value Per Pupil	\$0	n/a	\$190,769	n/a

Value by Category

Business	\$0	0.0%	\$345,197,021,675	40.7%
Residential	\$0	0.0%	\$400,719,127,460	47.2%
Land	\$0	0.0%	\$62,175,339,884	7.3%
Oil and Gas	\$0	0.0%	\$35,021,071,071	4.1%
Other	\$0	0.0%	\$5,292,865,007	0.6%

BUDGETED REVENUE INFORMATION

Total Revenues	\$752,500	n/a	\$22,309,392,465	n/a
Total Revenues per Pupil	\$62,708	n/a	\$5,655	n/a

Revenues by Source

Local Tax	\$0	0.0%	\$10,668,918,310	47.8%
Other Local & Intermediate	\$0	0.0%	\$988,611,884	4.4%
State*	\$752,500	100.0%	\$9,887,308,699	44.3%
Federal	\$0	0.0%	\$764,553,572	3.4%

FUND BALANCE INFORMATION

Fund Balance (End of Year 1997-1998 audited)	-	n/a	\$4,423,266,863	n/a
Percent of Total Budgeted Expenditures (1998-1999)	n/a	-	n/a	21.2%

* In "State Revenues", this district budgeted \$0 of Teacher Retirement System benefits paid by the state of Texas on behalf of employees in this district.

? Indicates that the data for this item were missing, statistically improbable, or were reported outside a reasonable range.

BUDGETED EXPENDITURE INFORMATION

	District		State	
	Amount	Percent	Amount	Percent
Total Expenditures:	\$643,737	100.0%	\$23,092,945,910	100.0%
Total Expenditures by Object:				
Operating	\$608,737	94.6%	\$20,651,260,318	89.4%
Payroll Costs (6100)	\$285,911	44.4%	\$16,842,393,299	72.9%
Professional & Contracted Services (6200)	\$74,750	11.6%	\$1,833,890,726	7.9%
Supplies and Materials (6300)	\$245,576	38.1%	\$1,555,239,478	6.7%
Other Operating Costs (6400)	\$2,500	0.4%	\$419,736,815	1.8%
Non-Operating	\$35,000	5.4%	\$2,441,685,592	10.6%
Debt Service (6500)	\$35,000	5.4%	\$1,763,445,436	7.6%
Capital Outlay (6600)	\$0	0.0%	\$678,240,156	2.9%
Total Operating Expenditures by Function:	\$608,737	100.0%	\$20,583,380,937	100.0%
Instruction (11,95)	\$430,067	70.6%	\$11,830,068,827	57.5%
Instructional-Related Services (12,13)	\$0	0.0%	\$611,977,662	3.0%
Instructional Leadership (21)	\$0	0.0%	\$284,266,388	1.4%
School Leadership (23)	\$69,131	11.4%	\$1,208,860,290	5.9%
Support Services-Student (31,32,33)	\$0	0.0%	\$902,584,499	4.4%
Student Transportation (34)	\$0	0.0%	\$577,963,515	2.8%

Food Services (35)	\$27,000	4.4%	\$1,149,708,322	5.6%
Cocurricular/Extracurricular Activities (36)	\$0	0.0%	\$524,145,186	2.5%
Central Administration (41,92)	\$81,289	13.4%	\$859,513,754	4.2%
Plant Maintenance and Operations (51)	\$1,250	0.2%	\$2,304,705,440	11.2%
Security and Monitoring Services (52)	\$0	0.0%	\$114,988,867	0.6%
Data Processing Services (53)	\$0	0.0%	\$214,598,187	1.0%

Per Pupil Expenditures:	District	State
Total Expenditures	\$53,645	\$5,853

Total Operating Expenditures by Function:	\$50,728	\$5,217
Instruction (11,95) & Instruct. Leadership (21)	\$35,839	\$3,071
School Leadership (23)	\$5,761	\$306
Central Administration (41,92)	\$6,774	\$218
Other Operating (12,13,31-36,51-53)	\$2,354	\$1,622

Total Expenditures for Community Services	\$0	\$47,277,669
Total Expenditures for Athletic Programs	\$0	\$375,421,111

TOTAL EXCLUSIONS:

	\$0	\$471,849,463
Tuition Transfers-Grades/Services Not Offered(91,94,96)	\$0	\$9,453,950
Wealth Equalization Transfers (91,96)	\$0	\$384,715,173
Payments to Fiscal Agents/Members of SSA (93)	\$0	\$77,680,340

This district budgeted \$0 of TRS "on-behalf" expenditures.

The Special Revenue Funds (incl. SSA) and the Capital Projects Funds have not been reported for budgeted data since 1996-97.

? Indicates that the data for this item were missing, statistically improbable, or were reported outside a reasonable range.

PROGRAM INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Special Education	0	0.0%	476,712	12.1%
Career and Technology Education	0	0.0%	704,123	17.8%
Bilingual/ESL Education	0	0.0%	479,040	12.1%
Gifted and Talented Education	0	0.0%	330,113	8.4%
Teachers by Program (population served):				
Regular Education	3.3	100.0%	184,880.0	71.2%
Special Education	0.0	0.0%	24,743.9	9.5%
Compensatory Education	0.0	0.0%	9,484.6	3.7%
Career and Technology Education	0.0	0.0%	11,243.8	4.3%
Bilingual/ESL Education	0.0	0.0%	17,715.9	6.8%
Gifted and Talented Education	0.0	0.0%	5,395.2	2.1%
Other	0.0	0.0%	6,275.7	2.4%
Budgeted Instructional Operating Expenditures by Program:				
	Amount	Percent	Amount	Percent

1999 District AEIS Report

Regular Education	\$430,067	100.0%	\$8,422,704,901	71.3%
Special Education	\$0	0.0%	\$1,446,996,392	12.3%
Compensatory Education	\$0	0.0%	\$857,875,666	7.3%
Career and Technology Education	\$0	0.0%	\$473,483,695	4.0%
Bilingual/ESL Education	\$0	0.0%	\$411,652,260	3.5%
Gifted and Talented Education	\$0	0.0%	\$193,592,141	1.6%

? Indicates that the data for this item were missing, statistically improbable, or were reported outside a reasonable range.

This request took 3.48 seconds of real time (v8.2 build 1391).

District Name: ACAD-ACCELERATED LEARNING
 District #: 101810

TEXAS EDUCATION AGENCY
 Academic Excellence Indicator System
 1999-2000 District Performance
 Accountability Rating: CHARTER

Section I

Special Education Compliance Status: Desk Audit Compliant

TAAS Indicators:

		State	Region 04	District	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing													
Grade 10 **													
Reading	2000	90.3%	91.2%	90.3%	57.1%	*	-	-	-	50.0%	*	-	-
	1999	88.8%	88.8%	88.8%	-	-	-	-	-	*	-	-	-
Writing	2000	90.7%	91.1%	90.7%	62.5%	-	-	-	-	50.0%	*	*	-
	1999	90.6%	90.6%	90.6%	-	-	-	-	-	*	-	-	-
Math	2000	86.8%	88.4%	86.8%	12.5%	*	-	-	-	14.3%	*	*	-
	1999	81.6%	82.7%	81.6%	-	-	-	-	-	*	-	-	-
All Tests	2000	80.4%	82.2%	80.4%	10.0%	*	-	-	-	12.5%	*	*	-
	1999	76.2%	77.1%	76.2%	-	-	-	-	-	*	-	-	-

** Credit for End-of-Course examinations is not included in the passing rate.

Progress of Prior Year TAAS Failers
 Sum of 4-8 & 10

Reading	2000	9.32	10.15	9.32	*	-	-	-	-	*	*	-	-
	1999	8.51	8.94	8.51	-	-	-	-	-	-	-	-	-
Math	2000	8.82	9.62	8.82	*	-	-	-	-	*	*	-	-
	1999	7.90	7.57	7.90	-	-	-	-	-	-	-	-	-

Link to: Progress of Prior Year TAAS Failers - by Grade Level

TAAS % Passing (Sum of 3-8 & 10)
 Accountability Subset ***

Reading	2000	87.4%	88.1%	87.4%	57.1%	*	-	-	-	50.0%	*	-	-
	1999	86.3%	86.3%	86.3%	-	-	-	-	-	*	-	-	-
Writing	2000	88.2%	88.7%	88.2%	62.5%	-	-	-	-	50.0%	*	*	-
	1999	87.9%	88.4%	87.9%	-	-	-	-	-	*	-	-	-
Math	2000	87.4%	87.9%	87.4%	12.5%	*	-	-	-	14.3%	*	*	-
	1999	85.6%	85.2%	85.6%	-	-	-	-	-	*	-	-	-
All Tests	2000	79.9%	80.6%	79.9%	10.0%	*	-	-	-	12.5%	*	*	-
	1999	78.1%	78.1%	78.1%	-	-	-	-	-	*	-	-	-

*** Both 1999 and 2000 includes performance of Special Education students and grade 3 - 6 Spanish TAAS takers. Also includes as (passers) 0 students in 2000, and 0 students in 1999 who qualified for End-of-Course Exam credit and did not take the exit-level TAAS test.

**End-of-Course Exam (% Passing)
(Preview of 2003 Exit Level)**

Subject	Year	State	Region 04	District	African American	Hispanic	White	Native American	Asian/Pac. Is.	Male	Female	Econ. Disadv.
Algebra I	2000	43.9%	50.3%	41.0%	4.3%	*	-	-	10.0%	0.0%	5.3%	-
	1999	43.4%	47.0%	37.0%	0.0%	0.0%	*	-	0.0%	0.0%	-	*
Biology	2000	80.3%	81.0%	81.2%	61.5%	*	-	-	50.0%	*	54.5%	-
	1999	76.4%	76.5%	84.3%	11.1%	40.0%	*	-	14.8%	13.3%	-	0.0%
English II	2000	77.7%	78.0%	80.3%	50.0%	*	-	-	41.7%	83.3%	46.2%	-
	1999	72.7%	71.5%	81.0%	40.0%	*	-	-	44.4%	37.5%	*	*
US History	2000	72.1%	71.4%	75.0%	20.0%	40.0%	-	-	20.0%	30.0%	25.0%	*
	1999	69.8%	68.3%	81.5%	13.0%	*	-	-	9.5%	20.0%	-	*

End-of-Course Exam (% Taking)

Subject	Year	State	Region 04	District	African American	Hispanic	White	Native American	Asian/Pac. Is.	Male	Female	Econ. Disadv.
Algebra I	2000	17.6%	17.4%	17.0%	17.0%	30.8%	*	-	23.3%	11.1%	*	0.0%
	1999	18.0%	18.1%	17.0%	?	?	*	-	?	?	-	-
Biology	2000	24.0%	23.7%	24.4%	9.6%	7.7%	*	-	11.6%	6.3%	*	0.0%
	1999	24.2%	24.0%	24.0%	?	?	*	-	?	?	-	-
English II	2000	21.9%	21.8%	21.1%	11.9%	15.4%	*	-	14.0%	9.5%	*	0.0%
	1999	21.4%	21.8%	21.0%	?	?	*	-	?	?	-	-
US History	2000	18.7%	20.2%	12.1%	11.1%	38.5%	*	-	11.6%	15.9%	*	14.3%
	1999	18.9%	20.4%	12.0%	?	?	*	-	?	71.4%	-	-

TAAS Participation

**2000 TAAS Participation
Grades 3-8 & 10**

	State	Region 04	District	African American	Hispanic	White	Native American	Asian/Pac. Is.	Male	Female	Econ. Disadv.
Tested	90.2%	91.6%	91.0%	51.4%	*	*	-	-	51.6%	50.0%	100.0%
Accountability Subset	85.5%	87.1%	85.0%	27.0%	*	*	-	-	25.8%	25.0%	10.0%
Mobile Subset	4.6%	4.5%	4.0%	24.3%	*	*	-	-	25.8%	25.0%	90.0%
Sci &/or Soc St only	0.1%	0.1%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%

Not Tested	9.8%	8.4%	11.0%	48.6%	*	*	-	-	48.4%	50.0%	0.0%
Absent	0.6%	0.6%	0.0%	35.1%	*	*	-	-	32.3%	41.7%	0.0%
ARD Exempt	7.1%	5.5%	11.0%	10.8%	*	*	-	-	12.9%	8.3%	0.0%
LEP Exempt	1.3%	1.5%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%
Other	0.8%	0.7%	0.0%	2.7%	*	*	-	-	3.2%	0.0%	0.0%
Total Answer Documents	2,109,405	448,501	11	37	4	2	0	0	31	12	10

**1999 TAAS Participation
Grades 3-8 & 10**

	State	Region 04	District	African American	Hispanic	White	Native American	Asian/Pac. Is.	Male	Female	Econ. Disadv.
Tested	89.4%	90.5%	100.0%	-	-	-	-	-	100.0%	*	-
Accountability Subset	84.7%	86.1%	100.0%	-	-	-	-	-	16.7%	*	-
Mobile Subset	4.7%	4.3%	100.0%	-	-	-	-	-	83.3%	*	-
Sci &/or Soc St only	0.1%	0.1%	100.0%	-	-	-	-	-	0.0%	*	-
Not Tested	10.6%	9.5%	0.0%	-	-	-	-	-	0.0%	*	-
Absent	0.7%	0.7%	0.0%	-	-	-	-	-	0.0%	*	-
ARD Exempt	6.9%	5.5%	0.0%	-	-	-	-	-	0.0%	*	-
LEP Exempt	2.2%	2.4%	0.0%	-	-	-	-	-	0.0%	*	-
Other	0.8%	0.8%	0.0%	-	-	-	-	-	0.0%	*	-
Total Answer Documents	2,081,638	442,353	11	0	0	0	0	0	6	4	0

*** The Accountability Subset for this district includes 0 students in 2000, and 0 students in 1999 who qualified for End-of-Course exam credit and did not take the exit-level TAAS test.

Non-TAAS Indicators:

	State	Region 04	District	African American	Hispanic	White	Native American	Asian/Pac. Is.	Male	Female	Econ. Disadv.	Special Educ.
Attendance Rate												
1998-99	95.4%	95.2%	99.1%	80.0%	*	*	-	-	80.5%	76.4%	80.0%	-
1997-98	95.3%	95.1%	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate												
1998-99	1.6%	1.7%	17.3%	19.6%	4.8%	*	-	-	14.3%	22.8%	16.1%	-
1997-98	1.6%	1.8%	-	-	-	-	-	-	-	-	-	-
Completion Rate/Student Status												
Class of 1999												
% Graduated	79.5%	76.1%	0.0%	0.0%	-	-	-	-	*	0.0%	*	*

% Received GED	4.0%	4.6%		0.0%	-	-	-	-	*	0.0%	*	*
% Continued HS	8.0%	9.4%		50.0%	-	-	-	-	*	40.0%	*	*
% Dropped Out (4-yr)	8.5%	9.9%		50.0%	-	-	-	-	*	60.0%	*	*
Class of 1998												
% Graduated	78.7%	74.7%		0.0%	0.0%	0.0%	-	-	0.0%	*	0.0%	0.0%
% Received GED	4.3%	5.0%		0.0%	0.0%	0.0%	-	-	0.0%	*	0.0%	0.0%
% Continued HS	8.2%	10.2%	100.0%	100.0%	100.0%	100.0%	-	-	100.0%	*	100.0%	100.0%
% Dropped Out (4-yr)	8.9%	10.2%		0.0%	0.0%	0.0%	-	-	0.0%	*	0.0%	0.0%
% Adv. Courses												
1998-99	17.5%	18.1%		8.8%	21.4%	*	-	-	8.3%	14.3%	-	-
1997-98	18.9%	19.4%		-	-	-	-	-	-	-	-	-
% Rec. HS Pgm.												
Class of 1999	15.0%	13.3%		-	-	-	-	-	-	-	-	-
Class of 1998	8.7%	6.1%		-	-	-	-	-	-	-	-	-
AP/IB Results												
% Tested												
1999-00	12.7%	12.0%		0.0%	0.0%	-	-	-	0.0%	0.0%	n/a	n/a
1998-99	11.0%	10.5%		*	-	*	-	-	*	*	n/a	n/a
% Scores >= Crit.												
1999-00	53.9%	67.5%		-	-	-	-	-	-	-	n/a	n/a
1998-99	55.7%	68.4%		-	-	-	-	-	-	-	n/a	n/a
% Examinees >= Crit.												
1999-00	57.9%	70.5%		-	-	-	-	-	-	-	n/a	n/a
1998-99	58.6%	70.6%		-	-	-	-	-	-	-	n/a	n/a
TAAS/TASP Equiv.												
Class of 1999	53.5%	55.7%		-	-	-	-	-	-	-	-	-
Class of 1998	45.0%	47.2%		-	-	-	-	-	-	-	-	-
SAT/ACT Results												
% At/Above Crit.												
Class of 1999	27.2%	30.7%		-	-	-	-	-	-	-	n/a	n/a
Class of 1998	27.2%	31.5%		-	-	-	-	-	-	-	n/a	n/a
% Tested												
Class of 1999	61.8%	64.9%		-	-	-	-	-	-	-	n/a	n/a
Class of 1998	61.7%	64.0%		-	-	-	-	-	-	-	n/a	n/a
Mean SAT I Score												
Class of 1999	989	999		-	-	-	-	-	-	-	n/a	n/a
Class of 1998	992	1003		-	-	-	-	-	-	-	n/a	n/a
Mean ACT Score												
Class of 1999	20.2	20.7		-	-	-	-	-	-	-	n/a	n/a
Class of 1998	20.3	20.8		-	-	-	-	-	-	-	n/a	n/a

TEXAS EDUCATION AGENCY

Section II

District Name: ACAD-ACCELERATED LEARNING

County Name: HARRIS

District #: 101810

Academic Excellence Indicator System

1999-2000 District Profile

STUDENT INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	149	100.0%	3,991,783	100.0%
Students By Grade: Early Childhood Education	0	0.0%	13,463	0.3%
Pre-Kindergarten	0	0.0%	124,772	3.1%
Kindergarten	0	0.0%	290,806	7.3%
Grade 1	0	0.0%	320,102	8.0%
Grade 2	0	0.0%	313,688	7.9%
Grade 3	0	0.0%	311,133	7.8%
Grade 4	0	0.0%	308,232	7.7%
Grade 5	0	0.0%	303,098	7.6%
Grade 6	0	0.0%	303,447	7.6%
Grade 7	0	0.0%	306,282	7.7%
Grade 8	0	0.0%	300,830	7.5%
Grade 9	34	22.8%	359,368	9.0%
Grade 10	63	42.3%	275,265	6.9%
Grade 11	35	23.5%	243,627	6.1%
Grade 12	17	11.4%	217,670	5.5%
Ethnic Distribution: African American	135	90.6%	576,083	14.4%
Hispanic	13	8.7%	1,578,967	39.6%
White	1	0.7%	1,721,969	43.1%
Asian/Pacific Islander	0	0.0%	103,499	2.6%
Native American	0	0.0%	11,265	0.3%
Economically Disadvantaged	2	1.3%	1,955,012	49.0%
Limited English Proficient (LEP)	0	0.0%	555,334	13.9%
Students w/Disciplinary Placements (1998-99)	0	0.0%	70,575	1.9%

	---Non-Special Education Rates---		---Special Education Rates---	
	District	State	District	State
Retention Rates By Grade: Kindergarten	-	2.0%	-	8.6%
Grade 1	-	5.9%	-	11.1%
Grade 2	-	3.0%	-	4.3%
Grade 3	-	2.3%	-	3.0%
Grade 4	-	1.2%	-	1.9%
Grade 5	-	0.7%	-	1.9%
Grade 6	-	1.5%	-	2.2%
Grade 7	-	2.9%	-	3.5%
Grade 8	-	2.0%	-	3.8%

	-----Counts-----	
	District	State
Graduates (Class of 99):		
Total (Includes Special Education)	-	203,393
African American	-	25,708
Hispanic	-	63,082
White	-	107,777
Asian/Pacific Islander	-	6,340
Native American	-	486
Special Education Graduates	-	19,249
Graduated Under Advanced Programs	-	53,360
Graduated Under Rec. HS Pgm./DAP	-	30,560

STAFF INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Professional Staff:	10.3	91.3%	324,226.9	62.1%
Teachers	6.6	58.3%	267,921.9	51.3%
Professional Support	1.8	15.5%	38,364.7	7.3%
Campus Administration (School Leadership)	1.0	8.7%	13,344.9	2.6%
Central Administration	1.0	8.7%	4,595.5	0.9%
Educational Aides:	0.0	0.0%	53,747.1	10.3%
Auxiliary Staff:	1.0	8.7%	144,447.7	27.6%
Total Staff:	11.3	100.0%	522,421.7	100.0%
Total Minority Staff:	11.3	100.0%	194,221.6	37.2%
Teachers by Ethnicity and Sex:				
Females	3.5	52.4%	207,354.8	77.4%
Males	3.1	47.6%	60,567.0	22.6%
African American	5.6	85.0%	23,073.7	8.6%
Hispanic	1.0	15.0%	44,554.5	16.6%
White	0.0	0.0%	197,997.9	73.9%
Asian/Pacific Islander	0.0	0.0%	1,591.4	0.6%
Native American	0.0	0.0%	704.3	0.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	3,107.7	1.2%
Bachelors	4.2	63.6%	198,587.4	74.1%
Masters	2.4	36.4%	64,995.6	24.3%
Doctorate	0.0	0.0%	1,231.1	0.5%
Teachers by Years of Experience:				
Beginning Teachers	1.0	15.0%	20,485.7	7.6%
1-5 Years Experience	4.6	70.1%	72,389.9	27.0%
6-10 Years Experience	1.0	15.0%	47,902.9	17.9%
11-20 Years Experience	0.0	0.0%	70,328.9	26.2%
Over 20 Years Experience	0.0	0.0%	56,814.4	21.2%
Number of Students per Teacher:	22.5	n/a	14.9	n/a

STAFF INFORMATION (Continued)

	-----District-----	-----State-----
Average Years Experience of Teachers:	4.2 yrs.	11.9 yrs.
Average Years Experience of Teachers with District:	0.0 yrs.	8.0 yrs.

Average Teacher Salary by Years of Experience:
(regular duties only)

Beginning Teachers	\$30,324	\$28,588
1-5 Years Experience	\$32,085	\$31,013
6-10 Years Experience	\$34,873	\$34,632
11-20 Years Experience	-	\$41,191
Over 20 Years Experience	-	\$47,140

Average Actual Salaries (regular duties only):

Teachers	\$32,239	\$37,567
Professional Support	\$22,067	\$44,698
Campus Administration (School Leadership)	\$60,649	\$56,226
Central Administration	\$41,696	\$67,463

Permits by Type:

Emergency (for certified personnel)	0	4,411
Emergency (for uncertified personnel)	0	5,669
Nonrenewable	0	1,753
Temporary Classroom Assignment	0	1,074
District Teaching	0	346
Temporary Exemption	0	29

Turnover Rate for Teachers: 100.0% 15.0%

EXCLUSIONS:

Shared Services Arrangement Staff:		
Professional Staff	0.0	1,234.4
Educational Aides	0.0	343.9
Auxiliary Staff	0.0	780.6
Contracted Instructional Staff:	0.0	847.7

? Indicates that the data for this item were missing, statistically improbable, or were reported outside a reasonable range.

TAX INFORMATION

	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Total Adopted Tax Rate (calendar year 1999)	n/a	\$0.000	n/a	\$1.512
Standardized Tax Rates (comptroller valuation)				
Maintenance and Operations	n/a	\$0.000	n/a	\$1.358
Interest and Sinking Fund	n/a	\$0.000	n/a	\$0.153
Total Rate (sum of above)	n/a	\$0.000	n/a	\$1.511
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$0	n/a	\$784,481,744,211	n/a
Value Per Pupil	\$0	n/a	\$198,090	n/a

Value by Category

Business	\$0	0.0%	\$365,253,369,321	40.6%
Residential	\$0	0.0%	\$437,990,378,175	48.7%
Land	\$0	0.0%	\$65,792,648,074	7.3%
Oil and Gas	\$0	0.0%	\$24,817,052,309	2.8%
Other	\$0	0.0%	\$5,631,986,886	0.6%

BUDGETED REVENUE INFORMATION

Total Revenues	\$588,680	n/a	\$24,859,055,784	n/a
Total Revenues per Pupil	\$3,951	n/a	\$6,228	n/a

Revenues by Source

Local Tax	\$0	0.0%	\$11,435,529,168	46.0%
Other Local & Intermediate	\$568,270	96.5%	\$1,114,207,244	4.5%
State*	?	?	\$11,459,234,493	46.1%
Federal	\$20,410	3.5%	\$850,084,879	3.4%

FUND BALANCE INFORMATION

Fund Balance (End of Year 1998-1999 audited)	\$-58,544	n/a	\$3,093,931,700	n/a
Percent of Total Budgeted Expenditures (1999-2000)	n/a	0.0%	n/a	13.6%

* In "State Revenues", this district budgeted \$0 of Teacher Retirement System benefits paid by the state of Texas on behalf of employees in this district.

? Indicates that the data for this item were missing, statistically improbable, or were reported outside a reasonable range.

BUDGETED EXPENDITURE INFORMATION

	-----District-----		-----State-----	
	Amount	Percent	Amount	Percent
Total Expenditures:	\$591,595	100.0%	\$25,364,399,671	100.0%
Total Expenditures by Object:				
Operating	\$591,595	100.0%	\$22,695,383,750	89.5%
Payroll Costs (6100)	\$385,217	65.1%	\$18,727,255,150	73.8%
Professional & Contracted Services (6200)	\$178,086	30.1%	\$1,905,735,552	7.5%
Supplies and Materials (6300)	\$20,592	3.5%	\$1,620,007,754	6.4%
Other Operating Costs (6400)	\$7,700	1.3%	\$442,385,294	1.7%
Non-Operating	\$0	0.0%	\$2,669,015,921	10.5%
Debt Service (6500)	\$0	0.0%	\$1,969,323,120	7.8%
Capital Outlay (6600)	\$0	0.0%	\$699,692,801	2.8%
Total Operating Expenditures by Function:	\$591,595	100.0%	\$22,625,990,304	100.0%
Instruction (11,95)	\$286,910	48.5%	\$13,166,780,206	58.2%
Instructional-Related Services (12,13)	\$0	0.0%	\$666,294,654	2.9%
Instructional Leadership (21)	\$0	0.0%	\$311,220,547	1.4%
School Leadership (23)	\$68,250	11.5%	\$1,326,894,889	5.9%
Support Services-Student (31,32,33)	\$0	0.0%	\$1,013,514,855	4.5%
Student Transportation (34)	\$0	0.0%	\$616,224,181	2.7%

Food Services (35)	\$20,655	3.5%	\$1,228,742,205	5.4%
Cocurricular/Extracurricular Activities (36)	\$0	0.0%	\$580,840,151	2.6%
Central Administration (41,92)	\$138,285	23.4%	\$890,376,205	3.9%
Plant Maintenance and Operations (51)	\$70,995	12.0%	\$2,445,463,630	10.8%
Security and Monitoring Services (52)	\$6,500	1.1%	\$136,016,222	0.6%
Data Processing Services (53)	\$0	0.0%	\$243,622,559	1.1%

Per Pupil Expenditures:	District	State
Total Expenditures	\$3,970	\$6,354
Total Operating Expenditures by Function:	\$3,970	\$5,668
Instruction (11,95) & Instruct. Leadership (21)	\$1,926	\$3,376
School Leadership (23)	\$458	\$332
Central Administration (41,92)	\$928	\$223
Other Operating (12,13,31-36,51-53)	\$659	\$1,736
Total Expenditures for Community Services	\$0	\$54,908,812
Total Expenditures for Athletic Programs	\$0	\$433,360,289
TOTAL EXCLUSIONS:	\$0	\$528,972,007
Tuition Transfers-Grades/Services Not Offered(91,94,96)	\$0	\$8,145,697
Wealth Equalization Transfers (91,96)	\$0	\$430,854,847
Payments to Fiscal Agents/Members of SSA (93)	\$0	\$89,971,463

This district budgeted \$0 of TRS "on-behalf" expenditures.

The Special Revenue Funds (incl. SSA) and the Capital Projects Funds have not been reported for budgeted data since 1996-97.

? Indicates that the data for this item were missing, statistically improbable, or were reported outside a reasonable range.

PROGRAM INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	498,222	12.5%
Career and Technology Education	0	0.0%	741,806	18.6%
Gifted and Talented Education	0	0.0%	336,532	8.4%
Special Education	7	4.7%	482,427	12.1%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	18,734.7	7.0%
Career and Technology Education	0.0	0.0%	11,445.4	4.3%
Compensatory Education	0.0	0.0%	8,816.2	3.3%
Gifted and Talented Education	0.0	0.0%	5,852.8	2.2%
Regular Education	6.6	100.0%	190,915.3	71.3%
Special Education	0.0	0.0%	25,783.5	9.6%
Other	0.0	0.0%	6,374.0	2.4%
Budgeted Instructional Operating Expenditures by Program:				
Bilingual/ESL Education	\$0	0.0%	\$517,973,651	3.9%

Career and Technology Education	\$0	0.0%	\$537,799,816	4.1%
Compensatory Education	\$0	0.0%	\$893,557,349	6.8%
Gifted and Talented Education	\$0	0.0%	\$244,699,103	1.9%
Regular Education	\$284,410	99.1%	\$9,311,845,038	70.9%
Special Education	\$2,500	0.9%	\$1,624,099,643	12.4%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

	District	State
Elementary: Kindergarten	N/A	18.8
Grade 1	N/A	18.4
Grade 2	N/A	18.8
Grade 3	N/A	19.0
Grade 4	N/A	20.0
Grade 5	N/A	23.1
Grade 6	N/A	23.6
Mixed Grades	N/A	24.9
Secondary: English/Language Arts	26.2	20.6
Foreign Languages	33.3	21.5
Mathematics	24.7	20.9
Science	28.0	21.9
Social Studies	26.8	23.6

? Indicates that the data for this item were missing, statistically improbable, or were reported outside a reasonable range.

[Link to 1999 AEIS Report](#)

TEXAS EDUCATION AGENCY

Section I

District Name: ACADEMY OF ACCELERATED LEARN Academic Excellence Indicator System
 District #: 101810 2000-01 District Performance
 Accountability Rating: CHARTER

Special Education Compliance Status: SITE-VISIT: CORRECTIVE ACTION REQUIRED (UNDER REVIEW BY TEA)

		State	Region 04	District	African American	Hispanic	White	Native American	Asian/Pac.Is.	Male	Female	Econ. Disadv.	Special Educ.
TAAS % Passing Grade 10 **													
Reading	2001	90.0%	90.9%	90.0%	66.7%	*	-	-	-	*	75.0%	40.0%	-
	2000	90.3%	91.2%	90.0%	57.1%	*	-	-	-	50.0%	*	-	-
Writing	2001	89.1%	89.4%	89.0%	87.5%	*	-	-	-	*	85.7%	*	-
	2000	90.7%	91.1%	89.0%	62.5%	-	-	-	-	50.0%	*	*	-
Math	2001	89.3%	90.5%	89.0%	50.0%	*	-	-	-	*	37.5%	80.0%	-
	2000	86.8%	88.4%	89.0%	12.5%	*	-	-	-	14.3%	*	*	-
All Tests	2001	80.3%	81.8%	80.0%	36.4%	*	-	-	-	*	33.3%	40.0%	-
	2000	80.4%	82.2%	80.0%	10.0%	*	-	-	-	12.5%	*	*	-

** Credit for End-of-Course examinations is not included in the passing rate.

Progress of Prior Year TAAS Failers Sum of 4-8 & 10

Average TLI Growth

Reading	2001	10.89	12.07	10.00	*	-	-	-	-	*	*	-	-
	2000	9.32	10.15	10.00	*	-	-	-	-	*	*	-	-
Math	2001	10.97	11.30	10.00	*	-	-	-	-	-	*	-	-
	2000	8.82	9.62	10.00	*	-	-	-	-	*	*	-	-

Percent of Failers Passing TAAS

Reading	2001	52.2%	56.5%	50.0%	*	-	-	-	-	*	*	-	-
	2000	49.0%	51.5%	50.0%	*	-	-	-	-	*	*	-	-
Math	2001	57.4%	59.7%	50.0%	*	-	-	-	-	-	*	-	-
	2000	49.8%	51.7%	50.0%	*	-	-	-	-	*	*	-	-

Link to: Progress of Prior Year TAAS Failers - by Grade Level

TAAS % Passing (Sum of 3-8 & 10) Accountability Subset ***

Reading	2001	88.9%	89.7%	88.0%	66.7%	*	-	-	-	*	75.0%	40.0%	-
	2000	87.4%	88.1%	88.0%	57.1%	*	-	-	-	50.0%	*	-	-
Writing	2001	87.9%	88.6%	88.0%	87.5%	*	-	-	-	*	85.7%	*	-
	2000	88.2%	88.7%	88.0%	62.5%	-	-	-	-	50.0%	*	*	-

Math	2001	90.2%	91.0%	89.0%	50.0%	*	-	-	-	*	37.5%	80.0%	-
	2000	87.4%	87.9%	87.9%	12.5%	*	-	-	-	14.3%	*	*	-
All Tests	2001	82.1%	83.1%	82.1%	36.4%	*	-	-	-	*	33.3%	40.0%	-
	2000	79.9%	80.6%	80.6%	10.0%	*	-	-	-	12.5%	*	*	-

*** The Accountability Subset for this district includes 0 students in 2001, and 0 students in 2000 who qualified for End-of-Course exam credit and did not take the exit-level TAAS test.

TAAS Cumulative Pass Rate - Exit

Class of 2001	93.1%	93.1%	93.1%	66.7%	-	-	-	-	50.0%	*	n/a	n/a
Class of 2000	91.6%	91.6%	91.6%	-	-	-	-	-	-	-	n/a	n/a

**End-of-Course Exam (% Passing)
(Preview of 2003 Exit Level)**

Algebra I													
% Passing	2001	49.2%	55.3%	55.3%	0.0%	*	-	-	-	*	0.0%	0.0%	-
	2000	43.9%	50.3%	50.3%	4.3%	*	-	-	-	10.0%	0.0%	5.3%	-
Biology													
% Passing	2001	79.9%	81.5%	81.5%	57.1%	*	-	-	-	*	37.5%	44.4%	-
	2000	80.3%	81.0%	81.0%	61.5%	*	-	-	-	50.0%	*	54.5%	-
English II													
% Passing	2001	75.1%	76.6%	76.6%	75.0%	*	-	-	-	*	83.3%	77.8%	-
	2000	77.7%	78.0%	78.0%	50.0%	*	-	-	-	41.7%	83.3%	46.2%	-
US History													
% Passing	2001	74.3%	74.5%	74.5%	7.1%	*	-	-	-	14.3%	11.1%	12.5%	-
	2000	72.1%	71.4%	71.4%	20.0%	40.0%	-	-	-	20.0%	30.0%	25.0%	*

End-of-Course Exam (% Taking)

Algebra I													
% Taking	2001	17.2%	16.9%	16.9%	8.1%	2.6%	*	-	-	4.1%	9.1%	14.1%	0.0%
	2000	17.6%	17.4%	17.4%	17.0%	30.8%	*	-	-	23.3%	11.1%	*	0.0%
Biology													
% Taking	2001	23.8%	22.5%	22.5%	7.1%	7.7%	*	-	-	2.7%	12.1%	14.1%	0.0%
	2000	24.0%	23.7%	23.7%	9.6%	7.7%	*	-	-	11.6%	6.3%	*	0.0%
English II													
% Taking	2001	22.0%	22.2%	22.2%	8.1%	2.6%	*	-	-	4.1%	9.1%	14.1%	0.0%
	2000	21.9%	21.8%	21.8%	11.9%	15.4%	*	-	-	14.0%	9.5%	*	0.0%
US History													
% Taking	2001	18.5%	19.5%	19.5%	14.1%	5.1%	*	-	-	9.6%	13.6%	25.0%	0.0%
	2000	18.7%	20.2%	20.2%	11.1%	38.5%	*	-	-	11.6%	15.9%	*	14.3%

**2001 TAAS Participation
Grades 3-8 & 10**

Tested	96.2%	96.3%	96.3%	89.5%	*	-	-	-	88.9%	92.3%	80.0%	-
Acct Subset	85.0%	86.7%	86.7%	57.9%	*	-	-	-	44.4%	69.2%	50.0%	-
Mobile Subset	4.8%	4.5%	4.5%	31.6%	*	-	-	-	44.4%	23.1%	30.0%	-

Sci/Soc St only	0.0%	0.0%	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%	-
SDAA only	6.4%	5.0%	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%	-
Not Tested	3.8%	3.7%	0.0%	10.5%	*	-	-	-	11.1%	7.7%	20.0%	-
Absent	0.6%	0.6%	0.0%	5.3%	*	-	-	-	0.0%	7.7%	10.0%	-
ARD Exempt	1.1%	0.9%	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%	-
LEP Exempt	1.4%	1.5%	0.0%	0.0%	*	-	-	-	0.0%	0.0%	0.0%	-
Other	0.7%	0.7%	0.0%	5.3%	*	-	-	-	11.1%	0.0%	10.0%	-
TOTAL COUNT	2,156,695	462,677	0	19	2	0	0	0	9	13	10	0

**2000 TAAS Participation
Grades 3-8 & 10**

Tested	90.3%	91.7%	50.0%	51.4%	*	*	-	-	51.6%	50.0%	100.0%	0.0%
Acct Subset	85.6%	87.1%	20.0%	27.0%	*	*	-	-	25.8%	25.0%	10.0%	0.0%
Mobile Subset	4.6%	4.5%	20.0%	24.3%	*	*	-	-	25.8%	25.0%	90.0%	0.0%
Sci/Soc St only	0.1%	0.1%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%	0.0%
Not Tested	9.7%	8.3%	19.0%	48.6%	*	*	-	-	48.4%	50.0%	0.0%	100.0%
Absent	0.6%	0.6%	10.0%	35.1%	*	*	-	-	32.3%	41.7%	0.0%	0.0%
ARD Exempt	7.1%	5.5%	10.0%	10.8%	*	*	-	-	12.9%	8.3%	0.0%	100.0%
LEP Exempt	1.3%	1.5%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	0.0%	0.0%
Other	0.7%	0.7%	0.0%	2.7%	*	*	-	-	3.2%	0.0%	0.0%	0.0%
TOTAL COUNT	2,105,249	447,415	0	37	4	2	0	0	31	12	10	5

*** The Accountability Subset for this district includes 0 students in 2001, and 0 students in 2000 who qualified for End-of-Course exam credit and did not take the exit-level TAAS test.

Attendance Rate

1999-2000	95.6%	95.6%	77.1%	73.3%	*	-	-	76.4%	76.2%	76.7%	81.2%
1998-99	95.4%	95.2%	80.0%	80.0%	*	*	-	80.5%	76.4%	80.0%	-

Annual Dropout Rate (Gr. 7-12)

1999-2000	1.3%	1.5%	27.5%	23.5%	*	-	-	25.7%	27.5%	10.7%	14.3%
1998-99	1.6%	1.7%	19.6%	4.8%	*	-	-	14.3%	22.8%	16.1%	-

Completion Rate/Student Status Rate

Class of 2000

% Graduated	80.7%	79.3%	3.6%	7.1%	-	-	-	4.8%	4.8%	8.3%	*
% Received GED	4.8%	5.2%	14.3%	0.0%	-	-	-	14.3%	4.8%	0.0%	*
% Continued HS	7.3%	8.2%	21.4%	64.3%	-	-	-	33.3%	38.1%	41.7%	*
% Dropped Out (4-yr)	7.2%	7.3%	60.7%	28.6%	-	-	-	47.6%	52.4%	50.0%	*

Class of 1999

% Graduated	79.5%	76.1%	0.0%	-	-	-	-	*	0.0%	*	*
-------------	-------	-------	------	---	---	---	---	---	------	---	---

% Received GED	4.0%	4.6%	-	0.0%	-	-	-	-	*	0.0%	*	*
% Continued HS	8.0%	9.4%	-	50.0%	-	-	-	-	*	40.0%	*	*
% Dropped Out (4-yr)	8.5%	9.9%	-	50.0%	-	-	-	-	*	60.0%	*	*
% Adv. Courses												
1999-2000	20.1%	24.6%	11.1%	3.8%	4.9%	*	-	-	2.3%	6.5%	-	16.7%
1998-99	20.1%	22.8%	11.1%	11.0%	21.4%	*	-	-	11.1%	14.3%	-	-
% Rec. HS Pgm.												
Class of 2000	38.6%	29.0%	-	0.0%	*	-	-	-	0.0%	0.0%	*	*
Class of 1999	15.0%	13.3%	-	-	-	-	-	-	-	-	-	-
AP/IB Results												
% Tested												
2000-01	14.3%	13.3%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	n/a	n/a
1999-2000	12.7%	12.0%	0.0%	0.0%	0.0%	-	-	-	0.0%	0.0%	n/a	n/a
% Scores >= Crit.												
2000-01	50.1%	64.0%	-	-	-	-	-	-	-	-	n/a	n/a
1999-2000	53.9%	67.5%	-	-	-	-	-	-	-	-	n/a	n/a
% Examinees >= Crit.												
2000-01	54.0%	66.5%	-	-	-	-	-	-	-	-	n/a	n/a
1999-2000	57.9%	70.5%	-	-	-	-	-	-	-	-	n/a	n/a
TAAS/TASP Equiv.												
Class of 2000	58.5%	60.8%	11.1%	11.1%	-	-	-	-	*	20.0%	*	-
Class of 1999	53.5%	55.7%	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Section II

District Name: ACADEMY OF ACCELERATED LEARNING, I

County Name: HARRIS

Academic Excellence Indicator System

District #: 101810

2000-01 District Profile

STUDENT INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Total Students:	139	100.0%	4,059,619	100.0%
Students By Grade:				
Early Childhood Education	0	0.0%	13,707	0.3%
Pre-Kindergarten	0	0.0%	132,064	3.3%
Kindergarten	0	0.0%	294,217	7.2%
Grade 1	0	0.0%	320,752	7.9%
Grade 2	0	0.0%	316,896	7.8%
Grade 3	0	0.0%	316,535	7.8%
Grade 4	0	0.0%	313,731	7.7%
Grade 5	0	0.0%	311,638	7.7%
Grade 6	0	0.0%	308,392	7.6%
Grade 7	0	0.0%	310,696	7.7%
Grade 8	0	0.0%	304,419	7.5%
Grade 9	39	28.1%	360,704	8.9%
Grade 10	35	25.2%	287,355	7.1%
Grade 11	28	20.1%	248,570	6.1%
Grade 12	37	26.6%	219,943	5.4%
Ethnic Distribution: African American	99	71.2%	585,609	14.4%

Hispanic	39	28.1%	1,646,508	40.6%
White	1	0.7%	1,706,989	42.0%
Asian/Pacific Islander	0	0.0%	108,422	2.7%
Native American	0	0.0%	12,091	0.3%
Economically Disadvantaged	64	46.0%	2,001,697	49.3%
Limited English Proficient (LEP)	0	0.0%	570,453	14.1%
Students w/Disciplinary Placements (1999-2000)	0	0.0%	86,071	2.3%
Data Quality: PID Errors (student)	94	22.8%	68,368	1.5%
Underreported Students	35	9.8%	19,718	1.0%

Retention Rates By Grade:	---Non-Special Education Rates---		---Special Education Rates---	
	District	State	District	State
Kindergarten	-	2.3%	-	8.6%
Grade 1	-	5.8%	-	10.4%
Grade 2	-	3.1%	-	4.4%
Grade 3	-	2.2%	-	2.7%
Grade 4	-	1.3%	-	1.7%
Grade 5	-	0.8%	-	2.0%
Grade 6	-	1.6%	-	2.1%
Grade 7	-	2.8%	-	3.3%
Grade 8	-	1.9%	-	3.4%

Graduates (Class of 00):	-----Counts-----	
	District	State
Total(Includes Special Education)	16	212,925
African American	15	27,507
Hispanic	1	68,314
White	0	109,721
Asian/Pacific Islander	0	6,862
Native American	0	521
Special Education Graduates	1	19,982
Graduated Under Advanced Programs	0	2,635
Graduated Under Rec. HS Pgm./DAP	0	82,186

STAFF INFORMATION	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Professional Staff:	9.9	67.3%	335,316.7	61.9%
Teachers	7.9	53.9%	274,816.7	50.8%
Professional Support	0.0	0.0%	42,092.2	7.8%
Campus Administration (School Leadership)	1.0	6.7%	13,916.5	2.6%
Central Administration	1.0	6.7%	4,491.3	0.8%
Educational Aides:	0.0	0.0%	55,466.8	10.2%
Auxiliary Staff:	4.8	32.7%	150,559.4	27.8%
Total Staff:	14.7	100.0%	541,342.9	100.0%
Total Minority Staff:	14.7	100.0%	206,753.5	38.2%

Teachers by Ethnicity and Sex:

Females	4.9	62.5%	212,421.9	77.3%
Males	3.0	37.5%	62,394.8	22.7%
African American	7.9	100.0%	24,277.7	8.8%
Hispanic	0.0	0.0%	46,969.6	17.1%
White	0.0	0.0%	201,144.6	73.2%
Asian/Pacific Islander	0.0	0.0%	1,725.0	0.6%
Native American	0.0	0.0%	699.8	0.3%

Teachers by Highest Degree Held:

No Degree	0.0	0.0%	3,679.4	1.3%
Bachelors	5.9	75.0%	205,423.8	74.7%
Masters	2.0	25.0%	64,400.0	23.4%
Doctorate	0.0	0.0%	1,287.8	0.5%

Teachers by Years of Experience:

Beginning Teachers	0.0	0.0%	21,493.2	7.8%
1-5 Years Experience	4.9	62.5%	75,174.0	27.4%
6-10 Years Experience	2.0	25.0%	49,717.2	18.1%
11-20 Years Experience	1.0	12.5%	69,508.6	25.3%
Over 20 Years Experience	0.0	0.0%	58,923.6	21.4%

Number of Students per Teacher: 17.6 n/a 14.8 n/a

? Indicates that district-reported data for this item were missing, statistically improbable, or were reported outside a reasonable range.

STAFF INFORMATION (Continued)

	-----District-----	-----State-----
Average Years Experience of Teachers:	6.4 yrs.	11.9 yrs.
Average Years Experience of Teachers with District:	1.5 yrs.	7.9 yrs.
Average Teacher Salary by Years of Experience: (regular duties only)		
Beginning Teachers	-	\$29,824
1-5 Years Experience	\$30,566	\$31,987
6-10 Years Experience	\$33,863	\$35,304
11-20 Years Experience	\$31,646	\$41,755
Over 20 Years Experience	-	\$48,183
Average Actual Salaries (regular duties only):		
Teachers	\$31,525	\$38,361
Professional Support	\$0	\$45,562
Campus Administration (School Leadership)	\$60,649	\$58,081
Central Administration	\$85,060	\$69,916

Permits by Type:

Emergency (for certified personnel)	0	3,519
Emergency (for uncertified personnel)	0	7,418
Nonrenewable	0	2,253
Temporary Classroom Assignment	0	927
District Teaching	0	461
Temporary Exemption	0	31

Turnover Rate for Teachers: 51.3% 16.0%

EXCLUSIONS:

Shared Services Arrangement Staff:		
Professional Staff	0.0	1,266.2
Educational Aides	0.0	354.6
Auxiliary Staff	0.0	839.3
Contracted Instructional Staff:	0.0	1,874.1

? Indicates that district-reported data for this item were missing, statistically improbable, or were reported outside a reasonable range.

TAX INFORMATION

	-----District-----		-----State-----	
	Amount	Percent/Rate	Amount	Percent/Rate
Adopted Tax Rate (calendar year 2000)				
Maintenance and Operations	n/a	\$0.000	n/a	\$1.384
Interest and Sinking Fund	n/a	\$0.000	n/a	\$0.091 #

Total Rate (sum of above)	n/a	\$0.000	n/a	\$1.475
Standardized Local Tax Base (comptroller valuation)				
Value (after exemptions)	\$0	n/a	\$864,265,433,673	n/a
Value Per Pupil	\$0	n/a	\$215,232	n/a
Value by Category				
Business	\$0	0.0%	\$384,002,276,669	39.0%
Residential	\$0	0.0%	\$493,051,546,220	50.1%
Land	\$0	0.0%	\$68,963,816,777	7.0%
Oil and Gas	\$0	0.0%	\$28,283,870,983	2.9%
Other	\$0	0.0%	\$10,351,770,594	1.1%

BUDGETED REVENUE INFORMATION

Total Revenues	\$1,171,505	n/a	\$26,115,722,356	n/a
Total Revenues per Pupil	\$8,428	n/a	\$6,433	n/a
Revenues by Source				
Local Tax	\$0	0.0%	\$12,663,733,663	48.5%
Other Local & Intermediate	\$222,000	18.9%	\$1,190,208,713	4.6%

State*	\$949,505	81.1%	\$11,377,498,894	43.6%
Federal	\$0	0.0%	\$884,281,086	3.4%

FUND BALANCE INFORMATION

Fund Balance (End-of-Year 1999-2000 audited)	\$43,102	n/a	\$3,299,835,932	n/a
Percent of Total Budgeted Expenditures (2000-2001)	n/a	5.9%	n/a	13.6%

The \$0.091 includes 364 districts with an Interest and Sinking (I & S) tax rate of \$0.000. Among districts with I & S tax rates, the state average is \$0.140.

* In "State Revenues", this district budgeted \$0 of Teacher Retirement System benefits paid by the state of Texas on behalf of employees in this district.

? Indicates that district-reported data for this item were missing, statistically improbable, or were reported outside a reasonable range.

BUDGETED EXPENDITURE INFORMATION

	-----District-----		-----State-----	
	Amount	Percent	Amount	Percent
Total Expenditures:	\$727,505	100.0%	\$26,948,681,700	100.0%
Total Expenditures by Object:				
Operating	\$727,505	100.0%	\$24,097,204,499	89.4%
Payroll Costs (6100)	\$602,055	82.8%	\$19,810,622,664	73.5%
Professional & Contracted Services (6200)	\$37,950	5.2%	\$2,125,058,228	7.9%
Supplies and Materials (6300)	\$66,000	9.1%	\$1,692,789,691	6.3%
Other Operating Costs (6400)	\$21,500	3.0%	\$468,733,916	1.7%
Non-Operating	\$0	0.0%	\$2,851,477,201	10.6%
Debt Service (6500)	\$0	0.0%	\$2,230,081,138	8.3%
Capital Outlay (6600)	\$0	0.0%	\$621,396,063	2.3%
Total Operating Expenditures by Function:	\$727,505	100.0%	\$24,010,804,383	100.0%
Instruction (11,95)	\$352,954	48.5%	\$13,880,333,499	57.8%
Instructional-Related Services (12,13)	\$0	0.0%	\$711,993,126	3.0%
Instructional Leadership (21)	\$0	0.0%	\$327,217,968	1.4%
School Leadership (23)	\$142,604	19.6%	\$1,413,048,962	5.9%
Support Services-Student (31,32,33)	\$8,000	1.1%	\$1,080,558,025	4.5%
Student Transportation (34)	\$0	0.0%	\$676,770,906	2.8%
Food Services (35)	\$0	0.0%	\$1,315,831,789	5.5%
Cocurricular/Extracurricular Activities (36)	\$0	0.0%	\$601,620,200	2.5%
Central Administration (41,92)	\$205,447	28.2%	\$953,749,911	4.0%
Plant Maintenance and Operations (51)	\$500	0.1%	\$2,598,036,618	10.8%
Security and Monitoring Services (52)	\$13,000	1.8%	\$153,117,054	0.6%
Data Processing Services (53)	\$5,000	0.7%	\$298,526,325	1.2%
Per Pupil Expenditures:	District		State	
Total Expenditures	\$5,234		\$6,638	
Total Operating Expenditures by Function:	\$5,234		\$5,915	
Instruction (11,95) & Instruct. Leadership (21)	\$2,539		\$3,500	
School Leadership (23)	\$1,026		\$348	

Central Administration (41,92)	\$1,478	\$235
Other Operating (12,13,31-36,51-53)	\$191	\$1,832
Total Expenditures for Community Services	\$0	\$68,769,233
Total Expenditures for Athletic Programs	\$0	\$433,991,361
TOTAL EXCLUSIONS:	\$0	\$618,293,827
Tuition Transfers-Grades/Services Not Offered(91,94,96)	\$0	\$4,915,529
Wealth Equalization Transfers (91,96)	\$0	\$519,110,208
Payments to Fiscal Agents/Members of SSA (93)	\$0	\$94,268,090

This district budgeted \$0 of TRS "on-behalf" expenditures.

The Special Revenue Funds (incl. SSA) and the Capital Projects Funds are not reported for budgeted data.

? Indicates that district-reported data for this item were missing, statistically improbable, or were reported outside a reasonable range.

PROGRAM INFORMATION

	-----District-----		-----State-----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	509,885	12.6%
Career and Technology Education	0	0.0%	768,200	18.9%
Gifted and Talented Education	0	0.0%	342,840	8.4%
Special Education	10	7.2%	483,442	11.9%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	20,515.7	7.5%
Career and Technology Education	0.0	0.0%	11,810.7	4.3%
Compensatory Education	0.0	0.0%	8,947.2	3.3%
Gifted and Talented Education	0.0	0.0%	6,099.3	2.2%
Regular Education	7.9	100.0%	193,474.5	70.4%
Special Education	0.0	0.0%	27,298.5	9.9%
Other	0.0	0.0%	6,670.8	2.4%
Budgeted Instructional Operating Expenditures by Program:				
	Amount	Percent	Amount	Percent
Bilingual/ESL Education	\$0	0.0%	\$590,748,041	4.3%
Career and Technology Education	\$0	0.0%	\$566,681,113	4.1%
Compensatory Education	\$0	0.0%	\$911,525,819	6.6%
Gifted and Talented Education	\$0	0.0%	\$245,961,232	1.8%
Regular Education	\$352,954	100.0%	\$9,798,493,253	70.7%
Special Education	\$0	0.0%	\$1,739,689,310	12.6%

CLASS SIZE INFORMATION

(Derived from teacher responsibility records.)

Class Size Averages by Grade and Subject:

	District	State
Elementary: Kindergarten	N/A	18.8
Grade 1	N/A	18.1

Grade 2	N/A	18.7
Grade 3	N/A	19.0
Grade 4	N/A	19.8
Grade 5	N/A	22.6
Grade 6	N/A	22.5
Mixed Grades	N/A	23.2
Secondary: English/Language Arts	50.0	20.2
Foreign Languages	?	20.9
Mathematics	?	20.3
Science	?	21.6
Social Studies	?	22.7

? Indicates that district-reported data for this item were missing, statistically improbable, or were reported outside a reasonable range.

[Link to 2000 AEIS Report](#)

[Performance Reporting](#) | [TEA Home](#)

This request took 3.84 seconds of real time (v8.2 build 1391).



TEXAS ASSESSMENT OF ACADEMIC SKILLS

SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS

GRADE: 10-EXIT LEVEL
 DISTRICT: 101-810 ACADEMY OF ACCELERATED LEARNING
 CAMPUS: 001 ACADEMY OF ACCELERATED LEARNING

REPORT DATE: APRIL 2001
 DATE OF TESTING: FEBRUARY 2001

	Mastering Number	Percent		Number	Percent
			ADMINISTRATION SUMMARY		
READING					
Reading Comprehension					
1. Word Meaning	11	69	Total Answer Documents Submitted	22	100
2. Supporting Ideas	14	88	Students Absent From All Tests	1	5
3. Summarization	9	56	Students Exempt From All Tests: ARD	0	0
4. Relationships and Outcomes	9	56	Other Students Not Tested	1	5
5. Inferences and Generalizations	4	25	Number of Students Tested	20	91
6. Point of View, Propaganda, and Fact and Opinion	6	50			
Number Tested: 16	Met Minimum Expectations		12	75	
Texas Learning Index (TLI): X-75.3	Mastered All Objectives		1	6	
MATHEMATICS			MINIMUM EXPECTATIONS SUMMARY		
Concepts					
1. Number Concepts	7	37	Met Minimum Expectations On All Tests Taken	9	45
2. Algebraic/Mathematical Relations and Functions	9	47	Did Not Meet Minimum Expectations On:		
3. Geometric Properties and Relationships	4	21	One Test Only	8	40
4. Measurement Concepts	0	0	Two Tests Only	2	10
5. Probability and Statistics	0	0	All Three Tests	1	5
Operations					
6. Use of Addition to Solve Problems	9	47			
7. Use of Subtraction to Solve Problems	8	42			
8. Use of Multiplication to Solve Problems	9	47			
9. Use of Division to Solve Problems	6	32			
Problem Solving					
10. Problem Solving Using Estimation	6	32			
11. Problem Solving Using Solution Strategies	0	0			
12. Problem Solving Using Mathematical Representation	2	11			
13. Evaluation of the Reasonableness of a Solution	9	47			
Number Tested: 19	Met Minimum Expectations		10	53	
Texas Learning Index (TLI): X-67.6	Mastered All Objectives		0	0	
WRITING					
Written Communication					
1-4. Written Composition - Persuasive					
Rating:	0	1	2	3	4
Number:	0	1	6	7	1
Percent:	0	7	40	47	7
5. Sentence Construction			5	33	
6. English Usage			13	87	
7. Use of Spelling, Capitalization, and Punctuation			6	40	
Number Tested: 15	Met Minimum Expectations		13	87	
Average Scale Score: 1610	Mastered All Objectives		2	13	

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS

GRADE: 10 - EXIT LEVEL

DISTRICT: 101-810 ACADEMY OF ACCE

REPORT DATE: APRIL 2000
DATE OF TESTING: FEBRUARY 2000

		Mastering Number	Percent	ADMINISTRATION SUMMARY		Number	Percent	
READING Reading Comprehension 1. Word Meaning 2. Supporting Ideas 3. Summarization 4. Relationships and Outcomes 5. Inferences and Generalizations 6. Point of View, Propaganda, and Fact and Opinion				5	36	Total Answer Documents Submitted	43	100
				8	57	Students Absent From All Tests	15	35
				6	43	Students Exempt From All Tests: ARD	5	12
				6	43	Other Students Not Tested	1	2
				1	7	Number of Students Tested	22	51
				4	29			
Number Tested: 14 TX Learning Index (TLI): X-62.2		Met Minimum Expectations Mastered All Objectives		5	36			
				1	7			
MATHEMATICS Concepts 1. Number Concepts 2. Algebraic/Mathematical Relations and Functions 3. Geometric Properties and Relationships 4. Measurement Concepts 5. Probability and Statistics				9	45			
				5	25			
				9	45			
				5	25			
				3	15			
Operations 6. Use of Addition to Solve Problems 7. Use of Subtraction to Solve Problems 8. Use of Multiplication to Solve Problems 9. Use of Division to Solve Problems				9	45			
				10	50			
				4	20			
				5	25			
Problem Solving 10. Problem Solving Using Estimation 11. Problem Solving Using Solution Strategies 12. Problem Solving Using Mathematical Representation 13. Evaluation of the Reasonableness of a Solution				8	40			
				4	20			
				4	20			
				9	45			
Number Tested: 20 TX Learning Index (TLI): X-58.4		Met Minimum Expectations Mastered All Objectives		3	15			
				1	5			
WRITING Written Communication 1-4. Written Composition - Persuasive				1	7			
Rating: 0 1 2 3 4 Number: I 2 10 I 0 Percent: 7 14 71 7 0								
				3	21			
				12	86			
				5	36			
Number Tested: 14 Average Scale Score: 1492		Met Minimum Expectations Mastered All Objectives		8	57			
				0	0			

MINIMUM EXPECTATIONS SUMMARY		Number	Percent
Met Minimum Expectations On All Tests Taken		3	14
Did Not Meet Minimum Expectations On:			
One Test Only		9	41
Two Tests Only		7	32
All Three Tests		3	14

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

ALL STUDENTS

GRADE: 10 - EXIT LEVEL

DISTRICT: 101-810 ACADEMY OF ACCE

REPORT DATE: APRIL 2000
DATE OF TESTING: FEBRUARY 2000

- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING			MATHEMATICS			WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Average TLI	Number Tested	Pct Met Min Exp	Avg. Scale Score
All Students	14	14	36	X-62.2	20	15	X-58.4	14	57	1492
Male	6	10	30	X-61.2	15	7	X-58.4	9	44	1466
Female	33	4	.	.	5	40	X-58.2	5	80	1540
No Information Provided	.	0	.	.	0	.	.	0	.	.
Native American	.	0	.	.	0	.	.	0	.	.
Asian	.	0	.	.	0	.	.	0	.	.
African American	16	11	45	X-65.9	17	18	X-59.9	13	62	1493
Hispanic	.	3	.	.	3	.	.	1	.	.
White	.	0	.	.	0	.	.	0	.	.
No Information Provided	.	0	.	.	0	.	.	0	.	.
Economically Disadvantaged: Yes	20	6	17	X-51.8	10	20	X-58.5	6	67	1525
No	8	8	50	X-70.0	10	10	X-58.2	8	50	1468
No Information Provided	.	0	.	.	0	.	.	0	.	.
Title I, Part A: Participants	.	1	.	.	3	.	.	2	.	.
Nonparticipants	16	13	38	X-63.4	17	18	X-58.1	12	50	1487
No Information Provided	.	0	.	.	0	.	.	0	.	.
Migrant: Yes	.	0	.	.	0	.	.	0	.	.
No	14	14	36	X-62.2	20	15	X-58.4	14	57	1492
No Information Provided	.	0	.	.	0	.	.	0	.	.
Limited English Proficient: Yes	.	0	.	.	0	.	.	0	.	.
No	14	14	36	X-62.2	20	15	X-58.4	14	57	1492
No Information Provided	.	0	.	.	0	.	.	0	.	.
Bilingual: Participants	.	0	.	.	0	.	.	0	.	.
Nonparticipants	14	14	36	X-62.2	20	15	X-58.4	14	57	1492
No Information Provided	.	0	.	.	0	.	.	0	.	.
ESL: Participants	.	0	.	.	0	.	.	0	.	.
Nonparticipants	14	14	36	X-62.2	20	15	X-58.4	14	57	1492
No Information Provided	.	0	.	.	0	.	.	0	.	.
Gifted/Talented: Participants	.	0	.	.	0	.	.	0	.	.
Nonparticipants	14	14	36	X-62.2	20	15	X-58.4	14	57	1492
No Information Provided	.	0	.	.	0	.	.	0	.	.
At-Risk: Yes	7	10	30	X-60.4	13	15	X-58.3	7	43	1483
No	25	4	.	.	7	14	X-58.4	7	71	1501
No Information Provided	.	0	.	.	0	.	.	0	.	.
Career/Technology Ed.: Participants	.	0	.	.	0	.	.	0	.	.
Nonparticipants	14	14	36	X-62.2	20	15	X-58.4	14	57	1492
No Information Provided	.	0	.	.	0	.	.	0	.	.
Oral Administration: Math	.	0	.	.	0	.	.	0	.	.

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - TEST PERFORMANCE

ALL STUDENTS

GRADE: 10 - EXIF LEVEL

DISTRICT: 101-810 ACADEMY OF ACCE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

		Mastering Number	Percent	ADMINISTRATION SUMMARY		Number	Percent		
READING									
Reading Comprehension									
1.	Word Meaning	8	67	Total Answer Documents Submitted	14	100			
2.	Supporting Ideas	8	67	Students Absent From All Tests	0	0			
3.	Summarization	5	42	Students Exempt From All Tests: ARD	0	0			
4.	Relationships and Outcomes	3	25	Other Students Not Tested	0	0			
5.	Inferences and Generalizations	3	25	Number of Students Tested	14	100			
6.	Point of View, Propaganda, and Fact and Opinion	4	33						
Number Tested: 12		Met Minimum Expectations	4	MINIMUM EXPECTATIONS SUMMARY		Number	Percent		
TX Learning Index (TLI): X-61.8		Mastered All Objectives	2	Met Minimum Expectations On All Tests Taken				3	21
				Did Not Meet Minimum Expectations On:					
MATHEMATICS				One Test Only				3	21
Concepts				Two Tests Only				4	29
1.	Number Concepts	8	67	All Three Tests				4	29
2.	Algebraic/Mathematical Relations and Functions	4	33						
3.	Geometric Properties and Relationships	3	25						
4.	Measurement Concepts	4	33						
5.	Probability and Statistics	7	58						
Operations									
6.	Use of Addition to Solve Problems	7	58						
7.	Use of Subtraction to Solve Problems	7	58						
8.	Use of Multiplication to Solve Problems	4	33						
9.	Use of Division to Solve Problems	5	42						
Problem Solving									
10.	Problem Solving Using Estimation	7	58						
11.	Problem Solving Using Solution Strategies	4	33						
12.	Problem Solving Using Mathematical Representation	1	8						
13.	Evaluation of the Reasonableness of a Solution	5	42						
Number Tested: 12		Met Minimum Expectations	3						
TX Learning Index (TLI): X-59.3		Mastered All Objectives	0						
WRITING									
Written Communication									
1-4. Written Composition - Persuasive									
Rating:	0	1	2	3	4				
Number:	1	3	5	1	0				
Percent:	10	30	50	10	0				
5. Sentence Construction				6				60	
6. English Usage				6				60	
7. Use of Spelling, Capitalization, and Punctuation				2				20	
Number Tested: 10		Met Minimum Expectations	4						
Average Scale Score: 1472		Mastered All Objectives	1						

TEXAS ASSESSMENT OF ACADEMIC SKILLS
SUMMARY REPORT - GROUP PERFORMANCE

ALL STUDENTS

GRADE: 10 - EXIT LEVEL

DISTRICT: 101-810 ACADEMY OF ACCE

REPORT DATE: APRIL 1999
DATE OF TESTING: FEBRUARY 1999

- = No Data Reported For Fewer Than Five Students	Pct Met Min Exp All Tests Taken	READING				MATHEMATICS				WRITING		
		Number Tested	Pct Met Min Exp	Average TLI	Texas PR	Number TESTED	Pct Met MIN EXP	Average TLI	Texas PR	Number Tested	Pct Met Min Exp	Avg. Scale Score
All Students	21	12	33	X-61.8	17	12	25	X-59.3	24	10	40	1472
Male	17	6	50	X-61.2	16	5	20	X-52.0	13	6	33	1422
Female	-	4	-	-	-	4	-	-	-	4	-	-
No Information Provided	-	2	-	-	-	3	-	-	-	0	-	-
Native American	-	0	-	-	-	0	-	-	-	0	-	-
Asian	-	0	-	-	-	0	-	-	-	0	-	-
African American	-	0	-	-	-	0	-	-	-	0	-	-
Hispanic	-	0	-	-	-	0	-	-	-	0	-	-
White	-	0	-	-	-	0	-	-	-	0	-	-
No Information Provided	21	12	33	X-61.8	17	12	25	X-59.3	24	10	40	1472
Economically Disadvantaged: Yes	-	0	-	-	-	0	-	-	-	0	-	-
No	-	0	-	-	-	0	-	-	-	0	-	-
No Information Provided	21	12	33	X-61.8	17	12	25	X-59.3	24	10	40	1472
Title I. Part A: Participants	-	0	-	-	-	0	-	-	-	0	-	-
Nonparticipants	-	0	-	-	-	0	-	-	-	0	-	-
No Information Provided	21	12	33	X-61.8	17	12	25	X-59.3	24	10	40	1472
Migrant: Yes	-	0	-	-	-	0	-	-	-	0	-	-
No	-	0	-	-	-	0	-	-	-	0	-	-
No Information Provided	21	12	33	X-61.8	17	12	25	X-59.3	24	10	40	1472
Limited English Proficient: Yes	-	0	-	-	-	0	-	-	-	0	-	-
No	-	0	-	-	-	0	-	-	-	0	-	-
No Information Provided	21	12	33	X-61.8	17	12	25	X-59.3	24	10	40	1472
Bilingual: Participants	-	0	-	-	-	0	-	-	-	0	-	-
Nonparticipants	-	0	-	-	-	0	-	-	-	0	-	-
No Information Provided	21	12	33	X-61.8	17	12	25	X-59.3	24	10	40	1472
ESL: Participants	-	0	-	-	-	0	-	-	-	0	-	-
Nonparticipants	-	0	-	-	-	0	-	-	-	0	-	-
No Information Provided	21	12	33	X-61.8	17	12	25	X-59.3	24	10	40	1472
Gifted/Talented: Participants	-	0	-	-	-	0	-	-	-	0	-	-
Nonparticipants	-	0	-	-	-	0	-	-	-	0	-	-
No Information Provided	21	12	33	X-61.8	17	12	25	X-59.3	24	10	40	1472
At-Risk: Yes	-	0	-	-	-	0	-	-	-	0	-	-
No	-	0	-	-	-	0	-	-	-	0	-	-
No Information Provided	21	12	33	X-61.8	17	12	25	X-59.3	24	10	40	1472
Career/Technology Ed.: Participants	-	0	-	-	-	0	-	-	-	0	-	-
Nonparticipants	-	0	-	-	-	0	-	-	-	0	-	-
No Information Provided	21	12	33	X-61.8	17	12	25	X-59.3	24	10	40	1472
Oral Administration: Math	-	0	-	-	-	0	-	-	-	0	-	-

COPYRIGHT MATERIAL

2 pages have been withheld

PLEASE NOTE: The responsive information contains copyrighted information that can only be made available to you for viewing in person. Because the information indicates that it is protected by copyright, you may review this information in person during normal business hours at TEA. If you are interested in reviewing the copyrighted information, please send an email to accred@tea.state.tx.us to schedule an appointment.

1999 DISTRICT ACCOUNTABILITY SUMMARY

DISTRICT NAME: ACADEMY OF ACCELERATED LEARNIN
 DISTRICT NUMBER: 101810
 ACCOUNTABILITY RATING: CHARTER
 ADDITIONAL ACKNOWLEDGMENTS FOR COLLEGE ADM. & TAAS/TASP: CHARTER SCHOOL

SUMMARY

ADDITIONAL ACKNOWLEDGMENTS

ACCOUNTABILITY RATINGS		COMPARABLE IMPROVEMENT		COLL ADM & TAAS/TASP	
CAMPUS RATING:	# OF SCHOOLS	CAMPUS RATING:	# OF SCHOOLS	CAMPUS RATING:	# OF SCHOOLS
EXEMPLARY	0	ACK - MATH	0	ACK - COLL ADM	0
RECOGNIZED	0	ACK - READING	0	ACK - TAAS/TASP	0
ACCEPTABLE	0	ACK - BOTH	0	ACK - BOTH	0
ACCEPTABLE: DI	0	NOT APPLICABLE	0	NOT APPLICABLE	0
LOW PERFORMING	0	NOT ELIGIBLE	0	NOT ELIGIBLE	0
AE: ACCEPTABLE	0	DOES NOT QUALIFY	0	DOES NOT QUALIFY	0
AE: PEER REVIEW	0	ALTERNATIVE ED.	0	ALTERNATIVE ED.	0
AE: NOT RATED	0	NOT RATED (PK-K)	0	NOT RATED (PK-K)	0
NOT RATED (PK-K)	0	NOT RATED (CHARTER)	1	NOT RATED (CHARTER)	1
NOT RATED (CHARTER)	1				
TOTAL	1				

AE: = ALTERNATIVE EDUCATION
 DI: = DATA ISSUES

NOT RATED (CHARTER) = BENCHMARK YEAR FOR NEW CHARTER SCHOOL

CAMPUS	RATING	ADDITIONAL ACKNOWLEDGMENTS				COMMENTS
		CI	CI	COLL	TAAS	
		MATH	READ	ADMS	TASP	
001 ACADEMY OF ACCELERATED LE	NR: CHARTER (NEW)	NR	NR	NR	NR	NEW CHARTER

Additional Acknowledgement Key:

- NQ = Not Qualified
- NE = Not Eligible
- NA = Not Applicable
- NR = Not Rated
- AE = Alternative Ed.

This request took 0.81 seconds of real time (v8.2 build 1391).

2000 DISTRICT ACCOUNTABILITY SUMMARY

DISTRICT NAME: ACAD-ACCELERATED LEARNING
 DISTRICT NUMBER: 101810
 ACCOUNTABILITY RATING: CHARTER
 ADDITIONAL ACKNOWLEDGMENTS: CHARTER SCHOOL

SUMMARY

ADDITIONAL ACKNOWLEDGMENTS

ACCOUNTABILITY RATINGS		COMPARABLE IMPROVEMENT		COLL ADM, TAAS/TASP, AND RHSP	
CAMPUS RATING:	# OF SCHOOLS	CAMPUS RATING:	# OF SCHOOLS	CAMPUS RATING:	# OF SCHOOLS
EXEMPLARY	0	ACK - MATH	0	ACK - COLL ADM	0
RECOGNIZED	0	ACK - READING	0	ACK - TAAS/TASP	0
ACCEPTABLE	0	ACK - BOTH	0	ACK - RHSP	0
LOW PERFORMING	0			ACK - MULTIPLE	0
SUSPENDED: DI	0	NOT APPLICABLE	0	NOT APPLICABLE	0
AE: COMMENDED	0	NOT ELIGIBLE	0	NOT ELIGIBLE	0
AE: ACCEPTABLE	0	DOES NOT QUALIFY	0	DOES NOT QUALIFY	0
AE: PEER REVIEW	1	ALTERNATIVE ED.	1	ALTERNATIVE ED.	1
AE: NOT RATED	0				
NR: PK-K	0	NR: PK-K	0	NR: PK-K	0
NR: CHARTER (NEW)	0	NR: CHARTER (NEW)	0	NR: CHARTER (NEW)	0
NR: CHARTER (ID)	0	NR: CHARTER (ID)	0	NR: CHARTER (ID)	0
TOTAL	1				

AE: = ALTERNATIVE EDUCATION NR: = NOT RATED DI: = DATA INQUIRY
 NR: CHARTER (NEW) = BENCHMARK YEAR FOR NEW CHARTER SCHOOL ID: = INSUFFICIENT DATA

CAMPUS	RATING	ADDITIONAL ACKNOWLEDGMENTS					COMMENTS
		CI	CI	COLL	TAAS		
		MATH	READ	ADMS	TASP	RHSP	
001 ACADEMY OF ACCELERATED LE	AE: NEEDS REVIEW	AE	AE	AE	AE	AE	CHARTER SCHOOL

Additional Acknowledgement Key:

- NQ = Not Qualified
- NE = Not Eligible
- NA = Not Applicable
- NR = Not Rated
- AE = Alternative Ed.

This request took 0.56 seconds of real time (v8.2 build 1391).

2001 DISTRICT ACCOUNTABILITY SUMMARY

DISTRICT NAME: ACADEMY OF ACCELERATED LEARNIN
 DISTRICT NUMBER: 101810
 ACCCOUNTABILITY RATING: CHARTER
 ADDITIONAL ACKNOWLEDGMENTS: NONE

SUMMARY

ADDITIONAL ACKNOWLEDGMENTS

ACCOUNTABILITY RATINGS		COMPARABLE IMPROVEMENT		COLL ADM, TAAS/TASP, RHSP, and ATTENDANCE	
CAMPUS RATING:	# OF SCHOOLS	CAMPUS RATING:	# OF SCHOOLS	CAMPUS RATING:	# OF SCHOOLS
EXEMPLARY	0	ACK - MATH	0	ACK - COLL ADM	0
RECOGNIZED	0	ACK - READING	0	ACK - TAAS/TASP	0
ACCEPTABLE	0	ACK - BOTH	0	ACK - RHSP	0
LOW PERFORMING	1			ACK - ATTENDANCE	0
				ACK - MULTIPLE	0
AE: COMMENDED	0				
AE: ACCEPTABLE	0				
AE: PEER REVIEW	0	NOT ACK ON EITHER	1	NOT ACK ON ANY	1
AE: NOT RATED	0	ALTERNATIVE ED.	0	ALTERNATIVE ED.	0
NR: PK-K	0	NR: PK-K	0	NR: PK-K	0
NR: CHARTER (NEW)	0	NR: CHARTER (NEW)	0	NR: CHARTER (NEW)	0
NR: CHARTER (ID)	0	NR: CHARTER (ID)	0	NR: CHARTER (ID)	0
TOTAL	1				

NR: CHARTER (NEW) = BENCHMARK YEAR FOR NEW CHARTER SCHOOL ID: = INSUFFICIENT DATA

CAMPUS	RATING	ADDITIONAL ACKNOWLEDGMENTS						COMMENTS
		CI	CI	COLL	TAAS			
		MATH	READ	ADMS	TASP	RHSP	ATTD	
001 ACADEMY OF ACCELERATED LE	LOW PERFORMING	NE	NE	NE	NE	NE	NE	SPECIAL ANALYSIS

Additional Acknowledgement Key:

- NQ = Not Qualified
- NE = Not Eligible
- NA = Not Applicable
- NR = Not Rated
- AE = Alternative Ed.

This request took 0.62 seconds of real time (v8.2 build 1391).

Texas Education Agency 2002 Accountability System District Summary

District 101810, ACADEMY OF ACCELERATED LEARNING, was not rated in 2002, either due to having a high grade of kindergarten, or because of the school type.

[Performance Reporting](#) | [TEA home page](#)

This request took 0.46 seconds of real time (v8.2 build 1391).

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

Sept. 1, 2002

Date

[Redacted]

[Redacted]

Address

**ATTACHMENT 5: Special Needs/Programs
Information Request**



The State of Texas

SECRETARY OF STATE

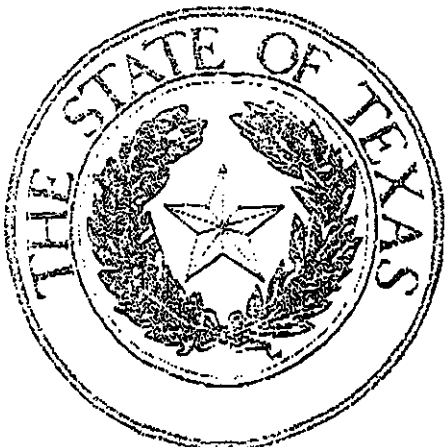
CERTIFICATE OF AMENDMENT
OF

EDUCATIONAL LEARNING & ENRICHMENT CENTER,
ACADEMY OF ACCELERATED LEARNING, INC.
FORMERLY:
EDUCATIONAL LEARNING AND ENRICHMENT CENTER, INC.'S
ACADEMY OF ACCELERATED LEARNING

The undersigned, as Secretary of State of Texas, hereby certifies that Articles of Amendment to the Articles of Incorporation of the above corporation duly executed pursuant to the provisions of the Texas Non-Profit Corporation Act, have been received in this office and are found to conform to law.

ACCORDINGLY the undersigned, as Secretary of State, and by virtue of the authority vested in the Secretary by law, hereby issues this Certificate of Amendment to the Articles of Incorporation and attaches hereto a copy of the Articles of Amendment.

Dated: January 7, 1998



Alberto R. Gonzales
Secretary of State

dln

Academy of Accelerated Learning Inc.

Other Locations

6701 Bissonnet
Houston, TX 77081
713-773-4766

6711 Bellfort
Houston, TX 77087
713-645-0336

2913 Louisiana
Houston, TX 77006
713-807-1124

Academy of Accelerated Learning Inc.

A Texas Open-Enrollment
Charter School



James Bullock, Superintendent
Stephanie Yorke, Principal

2913 Louisiana
Houston, TX 77006
713-807-1124 Fax 713-942-1041

Approved During
Contingency Process

Enrollment and Re-enrollment

An application for enrollment or re-enrollment must be completed for each potential student.

Admissions and Enrollment Process:

Currently enrolled students receive a Notice to Return. This form asks students to state whether they intend to return the following school year.

Currently enrolled students expressing a desire to return are automatically enrolled for the following school year upon timely receipt of the Notice to Return form.

Vacancies in each class are then determined, and the siblings of returning students are given priority in admission.

If the number of eligible applicants does not exceed the number of vacancies, then all applicants who timely applied are offered admission. If there are more eligible applicants than available than available spaces in a class, then a lottery will be conducted.

A name is drawn for each vacancy that exists, and each applicant whose name is drawn is offered admission.

The remaining names are then drawn and placed on a waiting list in the order they were drawn. If a vacancy arises before the commencement of the school year or during the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

If an application is received after the application period has passed, the applicant's name is added to the waiting list behind the names of the applicants who timely applied.

Notice of acceptance will be sent to the parent or guardian. There will be no need to contact the school for a status report on the application.

Academy of Accelerated Learning, Inc. Charter School does not discriminate in admission based on gender, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.

Parent Visiting Time

All visitors must sign-in to visit the classroom or campus. At the completion of the visit, visitors must sign-out.

Visiting Hours

9:00 a.m. - 11:00 a.m.

2:00 p.m. - 3:00 p.m.

Early Pick-Up by Parents

If a parent wishes to pick their child up early or at a non-scheduled time, they must sign their child out in the administrative office. No one will be authorized to take a child from the school without prior approval.

Academy of Accelerated Learning Inc.

Other Locations

6201 Bissonnet
Houston, TX 77081
713-773-3600

6711 Bellfort
Houston, TX 77087
713-645-0336

2913 Louisiana
Houston, TX 77006
713-807-0062

Academy of Accelerated Learning Inc.

A Texas Open-Enrollment
Charter School



James Bullock, Superintendent
Stephanie Yorke, Principal

2913 Louisiana
Houston, TX 77006
(713) 807-0062 (713) 807-1124

Enrollment and Re-enrollment

An application for enrollment or re-enrollment must be completed for each potential student. Such application requires a recent photograph of the applicant and full completion of all required documents.

The following documents are usually required to be furnished with the applications. Applications for enrollment will not be considered until all pre-enrollment requirements are completed. Once the application is completed, enrollees will be considered on a first come basis based on available space in their particular age group.

Birth Certificate

Immunization Records

Social Security Card (copy)

Proof of residency (utility bill, etc.)

Insurance Form (need to be notarized)

Lunch Program Form

Records of attendance at other schools

Photograph

Miscellaneous Information



if there is no available space for the applicant, the application for such applicant will be placed on the waiting list until a space becomes available.

Notice of acceptance and/or placement of the applicant on the waiting list will be sent to the parent or guardian. There will be no need to contact the school for a status report on the application.

The school will assist the parenting child placement (referred) if the applicant cannot be enrolled at the particular campus site.

Parent Visiting Time

All visitors must sign-in to visit the classroom or campus. At the complete of the visit, the visitor must sign-out.

Visiting Hours

9:00 a.m. - 11:00 a.m.

2:00 p.m. - 3:00 p.m.

Early Pick-Up by Parents

If a parent wish to pick an enrollee up early or at a non-schedule time, the person picking the child up must present a written request to the administrative office. No one will be authorized to take a child from the school without prior approval. If the procedure for early pick-up is not observed, the administration reserves the right to take appropriate action to protect the interest of the child.

Special Needs Students



If your child have special needs (documented), you should divulge such information to the school administration so that the school can adequately support your child's needs.

The Academy of Accelerated Learning, Inc. maintains Special Education Policies and Procedures designed to identify, locate and evaluate enrollees with disabilities and make the referrals necessary to insure appropriate educational intervention.

Meal Program



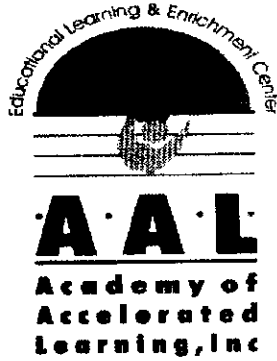
The school operates a breakfast and lunch program under federal lunch program requirements. At the time of enrollment, each applicant is required to submit an application for the meal program to determine eligibility.

There are three (3) categories under which a child may qualify for the food program.

1. Free lunch Program
2. Reduced Lunch Program
3. Regular Fee Program

Qualifications for one (1) of the program categories depends on the income level of the parent as listed on the application. Cost will be determined based on qualifications under the guidelines.





A Texas Open-Enrollment Charter

2913 Louisiana Houston, TX 77006 6107 Bissonnet Houston, TX 77081 6711 Bellfort Houston, TX 77087

Office Use Only

Date Received: ____/____/____

Has Toured Campus: Yes ___ No ___

Enrollment Application 2003-2004

Grade for which student is applying: _____ School Year: ____-____ Date of Birth: ____/____/____

Last Name: _____ First Name: _____ MI: _____

Social Security #: _____-_____-_____

Please indicate the name of the school and district your family is zoned to: _____ Sex: Male ___ Female ___

Address: _____ City: _____ State: _____ Zip: _____

Home Phone: _____ Parent Work Phone: _____

Parent/Guardian: _____ D.O.B. ____/____/____ Date: _____

AAL Staff Use Only:

Teacher's Name: _____ Adv. # _____ Entry Date: _____

Withdrawal Date: _____ Code: _____

Informacion sobre matricula (copia escolar) Ano Escolar: 2002-2003

'Leer Instrucciones al dorso. No dejar ningun(espacio en blanco)

Numero de identificacion del alumno(a):

Maestra):

Apellido, del alumno(a)				Escuela			Grado,		Fecha de matricula				
Apellido									Mes	Dia	Año		
Nombre													
Segundo Nombre													
Etnicidad:				# de Seguro Social del alumno(a) (Opcional):			Marque la caja si la direccion del alumno es diferente este ano escolar <input type="checkbox"/>						
Nacionalidad: Ciudad				Estado		pais		Fecha de nacimiento			Sexo		
								Mes	Dia	Año	Certificado de nacimiento u otra documentacion:		
											El estudiante vive con: (Marque Uno)		
											Madre <input type="checkbox"/>		
											padre <input type="checkbox"/>		
											ambos <input type="checkbox"/>		
											otro <input type="checkbox"/>		
Nombre del Padre:				Lugar de empleo del padre:									
Apellido							Telefono						
Nombre													
Segundo Nombre													
Numero de la casa				Ocupacion									
Calle													
Ciudad				Lugar de empleo de la Madre:									
Codigo Postal													
Telefono: Casa				Ocupacion,			Telefono						
Celular													
Pager													
Nombre de la Madre:				Nombre de la persona con quin nos Podemos poner en contacto si los padres no estan disponibles:									
Apellido							Nombre		Calle			Telefono	
Nombre													
Segundo Nombre													
Numero de la casa				Nombre del doctor de familia (si los padres no estan disponibles).									
Calle							Nombre		Calle			Telefono	
Ciudad													
Codigo Postal													
Telefono: Casa													
Celular													
Pager													
Si el alumno no Vive con sus padres. nombre completo de la persona con quien vivo.				Relacion			Ultima escuela que asistio.						
										Ultimo dia que asistio a esta escuela:			
Numerode anos que ha vivido con esta persona: _____													
Numero de la casa				Ha asistido el estudiante a una otra escuela			<input type="checkbox"/> Si		<input type="checkbox"/> no		Fecha		
Calle													
Ciudad													
Codigo Postal													
Telefono Casa				Nombre de la escuela:									
Celluar													
Pager													

Firma de la madre o tutora legal: _____ Numero de licencia: _____

Fecha de nacimiento de la madre o tutora legal: Mes _____ Dia _____ Ano _____ (Segun exigido por TEC §25.002)

Firma del padre o tutor legal: _____ Numero de licencia: _____

Fecha de nacimiento del padre o tutor legal Mes _____ Dia _____ Ano _____ [Segun- exigido por TEC §25.002]

1. Los estudiantes podran ser inscritos si cumplen la edad reglamentaria antes o durante el 1 de septiembre: cinco anos para el jardin de infancia y seis anos para el primer grado.
2. La firma del padre o tutor legal debera corresponder con el nombre de la persona con quien reside all estudiante.
3. El Codigo Penal de Texas, articulo 37.10 establece que presentar documentos o reportes; falsos para inscribirse en la escuela es un delito bajo la ley estatal.
4. La persona que inscribe a un nino en la escuela utilizando documentos falsos estara sujeta a pagar los oostos de matricula segun lo establece el articulo 25.001 (h) del Codigo de Educacion de Texas.
5. El articulo 25.002 (f) de Codigo de Educacion de Texas exige quo el Distrito Escolar tome el nombre, la direccion y la fecha de nacimiento de la persona qua inscribe al estudiante.
6. Para ser promovidos al proximo grado, los estudiantes de tercer grado durante el ano escolar 2002-2003 deberan pasa la Evaluacion Estatal de Conocinnientos y Aptitudes (Texas Assessment of Knowledge and Skills)

HERMANOS Y HERMANAS MENORES DE 18 Anos						
Apellido	Nombre	Fecha de nacimiento	Sexo	Escuela	Grado	Direccion del estudiante

Numero de personas en el hogar

Ingreso mensual total de la familia (marcar uno)

___ \$0-1,366	___ \$2,792-3,266	-- \$4,691-5.165
- - \$ 1.367-1,841	___ \$3,267-3,741	___ \$5,166-5,640
- - \$ 1,842-2.316	___ \$3,742-4,215	-- \$5.641-6,115
- - \$ 2,317-2,791	-- \$4,216-4,690	-- \$6,116-6,590
		___ mas de-6,590

ENROLLMENT INFORMATION (School Copy) School Year: 2002-2003

(Read Instructions on back. Fill in all spaces.)

Student I.D. Number
Name of Homeroom Teacher

Student's Last Name	First Name	Middle Name	School	Grade	Exact Date Enrolled			
						Month	Day	Year
Student's Ethnicity:	SS# (optional):	Date of Birth		Check here if student's address is new this year <input type="checkbox"/>				
		Month	Day	Year				
Birthplace: City	state	Country		sex	Birth Certificate or Other Proof		Student lives with: (check one)	
						mother <input type="checkbox"/>		
						both <input type="checkbox"/>		
						father <input type="checkbox"/>		
						other <input type="checkbox"/>		
Father's Last Name:	First Name	Middle Name	Father's Employer.					
House No. Street	City	ZIP	Occupation:		Phone			
Phone: Home	Cellular	Pager	Mother's Employer.					
Mother's Last Name:	First Name	Middle Name	Occupation:		Phone			
House No. Street	City	ZIP	Name of relative or neighbor if parents are not available.					
Phone: Home	Cellular	Pager	Name		Address		Phone	
Other: Full name of person with whom student lives If ME living with one or both parents.			Name of family physician (in case no one can be reached).					
Relationship:			Name		Address		Phone	
Number of years student has lived with this person: _____			School last attended:		Date on which you left this school:			
House No. Street	City	ZIP	Has student ever attended any other school? <input type="checkbox"/> Yes <input type="checkbox"/> NO				Date	
Phone: Home	Cellular	Pager	Name of School:					

Signature of mother or legal guardian: _____ Texas Driver's License No. _____

Date of Birth of mother or legal guardian: Month _____ Day _____ Year _____ [As required by TEC §25.002(f)]

Signature of father or legal guardian: _____ Texas Driver's License No. _____

Date of Birth of father or legal guardian: Month _____ Day _____ Year _____ [As required by TEC §25.002(f)]

I certify that all the information above is true and accurate to the best of my knowledge. _____

IMPORTANT INFORMATION

1. A student must be 5 years of age on or before September 1 to be eligible to enroll in kindergarten, or 6 years of age on or before September 1st eligible to enroll in the first grade.
2. The parent or guardian signature must be the same as the name of the person with whom the student resides.
3. Texas Penal Code §37. 10 provides that presenting a false document or false records for enrollment in school is an offense under state law.
4. Enrollment of the child under false documents subjects the person to liability for tuition or costs under Texas Education Code §25.001(h).
5. Texas Education Code §25.002(f) requires the school district to record the name, address, and date of birth of the person enrolling a child.
6. Students in third grade during school year 2002-2003 will be required to pass the Texas Assessment of Knowledge and Skills for promotion.

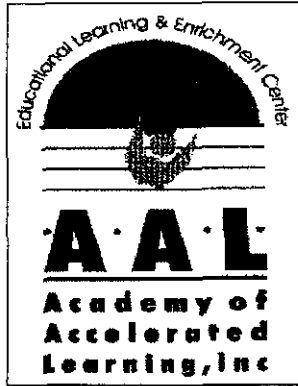
NAMES OF ALL BROTHERS AND SISTERS UNDER 18 YEARS OF AGE							
Last Name	First Name	Middle Name	Date of Birth	Sex	School	Grade	Address of This Child

**Total Number
in Household**

Total Monthly Family Income Range (check one)

- | | | |
|----------------------------------------|----------------------------------------|----------------------------------------|
| <input type="checkbox"/> \$0-1,366 | <input type="checkbox"/> \$2,792-3,266 | <input type="checkbox"/> \$4,691-5,165 |
| <input type="checkbox"/> \$1,367-1,841 | <input type="checkbox"/> \$3,267-3,741 | <input type="checkbox"/> \$5,166-5,640 |
| <input type="checkbox"/> \$1,842-2,316 | <input type="checkbox"/> \$3,742-4,215 | <input type="checkbox"/> \$5,641-6,115 |
| <input type="checkbox"/> \$2,317-2,791 | <input type="checkbox"/> \$4,216-4,690 | <input type="checkbox"/> \$6,116-6,590 |
| | | <input type="checkbox"/> over-6,590 |

(Main Campus)
2913 Louisiana
Houston, TX 77006
713-807-0062
713-807-1124
Fax 713-807-0063



6901 Bissonnet
Houston, TX 77081
713-773-3600
6711 Bellfort
Houston, TX 77087
713-645-0336

A Texas Open-Enrollment Charter

Registration/Registraziones 2002 - 2003

Please bring a copy of the following documents:

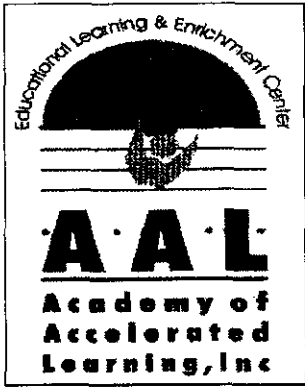
- Birth Certificate
- Recent Picture
- Shot of Records(s)
- Proof of Address
- Social Security Card
- Copy of AFDC/TANF Case Number
- Last Report Card
- Test Scores



Copias de lo siguiente por favor:

- Certificado de nacimiento
- Una foto reciente
- Cartilla de vacunas
- Numero del seguro social
- Prueba de domicilio
- Calificacion escolar del ultimo ano escolar

Lois Bullock,
Founder and Executive Director



.....

Attach
Current
Photo

.....

A Texas Open-Enrollment Charter

- 2913 Louisiana Houston, TX 77006
- 6107 Bissonnet Houston, TX 77081
- 6711 Bellfort Houston, TX 77087

Office Use Only

Date Received: ____/____/____ Has Toured Campus: Yes ___ No ___

Enrollment Application

Grade for which student is applying: _____ School Year: _____ - _____ Date of Birth: ____/____/____

Last Name: _____ First Name: _____ MI: _____

Social Security #: _____ - _____ - _____ Ethnicity (circle): **White** **Black** **Asian** **Hispanic**
Other

Please indicate the name of the school and district your family is zoned to: _____ Sex: **Male** ___ **Female** ___

Address: _____ City: _____ State: _____ Zip: _____

Home Phone: _____ Parent Work Phone: _____

Educational History:

Grade	Date	School	Promoted First Time
Pre-Kinder			
Kindergarten			
First			
Second			
Third			
Fourth			
Fifth			
Sixth			
Seventh			
Eighth			

Parent/Guardian: _____ D.O.B. ____/____/____ Date: _____

Teacher's Name: _____ Adv. # _____

Entry Date: _____ Withdrawal Date: _____ Code: _____

Reason for desired transfer: _____

Applicant's Background:

Has the applicant ever been suspended, asked to withdraw or been expelled from a previous school:

Yes _____ No _____ If "yes" please explain in an accompanying letter.

Describe any tutoring or special help the child is receiving or has received: _____

Describe any special testing the child has had: _____

Describe any special need of the child of which the school should be aware: _____

List any medications the child takes on a regular basis: _____

Please provide any information, including medical, about your child/children you feel is pertinent to this application: _____

Family Information:

With whom does the child live?

Mother ___ Father ___ Stepmother ___ Stepfather ___ Guardian ___ Grandparents ___

Mother/Female Guardian Information:

Name () Home Phone () Work Phone

Address City State Zip

Employer Occupation

Address City State Zip

Father/Male Guardian Information:

Name () Home Phone () Work Phone

Address City State Zip

Employer Occupation

Address City State Zip

Who stays with the child if the parents work regularly?

Which languages other than English are spoken at home?

Please list all family members in the household including the child:

Name	Relationship	Age	Employed	
			Yes	No

Financial Information:

Is the child in the Free or Reduced Lunch Program: Yes _____ No _____

Does your family receive food stamps or AFDC aid? Yes _____ No _____

Does your family receive social security benefits? Yes _____ No _____

Does a member of your family receive unemployment? Yes _____ No _____

Does a member of your family receive worker's compensation? Yes _____ No _____

Please list any other sources of family income: _____

I certify the information given on this application and its attachments is true and correct to the best of my knowledge and that there is no intent on my part to defraud.

Parent/Guardian Signature: _____ Date: ____/____/____

The Academy of Accelerated Learning, Inc. does not discriminate on the basis of race, color, religion or national and ethnic origin in the administration of its educational policies and other school-administered

Child's Health Insurance:

Family Health Insurance Carrier: _____ Insurance Policy #: _____

Telephone number of Insurance Plan: _____

Subscriber's Name (on insurance card): _____ Subscriber's SS#: _____

Special Conditions, Disabilities, Allergies, or Medical Information for Emergency Situations:

Transport Arrangement in an Emergency Situation:

Ambulance Service: _____ Child will be taken to: _____
(Parents/Guardians are responsible for all emergency transportation charges)

Parent/Legal Guardian Consent and Agreement for Emergencies:

As parent/guardian, I give consent to have my child receive first aid by facility staff, and, if necessary, be transported to receive emergency care. It is understood that a conscientious effort will be made to notify me or my spouse. If it is impossible to locate me or my spouse, the expense of any emergency service will be accepted by me. I understand that I will be responsible for all charges not covered by insurance. I give consent for the emergency contact person listed above to act on my behalf until I am available. I agree to review and update this information whenever a change occurs and at least every 6 months.

I give permission for my child to take part in all activities; including trips away from the school. In the event of an accident or emergency, if my child's physician is not available, I hereby grant permission to call another licensed physician. I hereby authorize the bearer of this slip to authorize medical treatment by the emergency room physician or when he deems necessary for my child(ren).

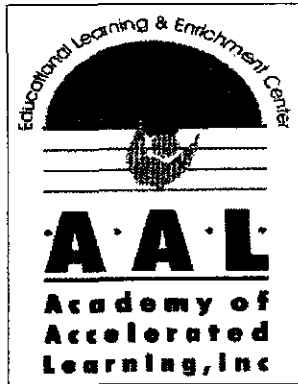
Signature of Parent(s) or Legal Guardian(s): _____

Subscribed and sworn to before me this _____ day of _____

Notary Public Signature

County _____ State _____

(Main Campus)
2913 Louisiana
Houston, TX 77006
713-807-0062
713-807-1124
Fax 713-807-1216



6107 Bissonnet
Houston, TX 77081
713-773-3600
6711 Bellfort
Houston, TX 77087
713-645-0336

A Texas Open-Enrollment Charter

Permission Form

Child's Name: _____

Address: _____ City: _____ State: _____ Zip: _____

Home Phone: _____ Date of Birth: _____ Sex: _____

Do you give your child permission to be transported by the school for emergency reasons?

Yes No

Individual Field Trip Permission Slips will be sent home informing you of where your child will be going.

Do you give your child permission to be transported by the school for field trips?

Yes No

Do you give Academy of Accelerated Learning, Inc. permission to take photographs and/or videos of your child for school use?

Yes No

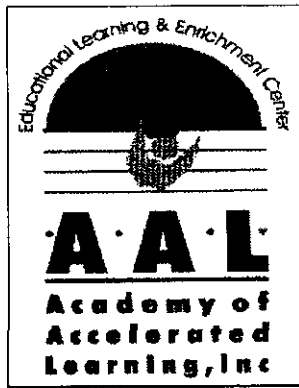
I, as a parent/guardian acknowledge receipt of a Parent's Guide to Day Care.

Yes No

Parent/Guardian Signature: _____

Date: _____

(Main Campus)
2913 Louisiana
Houston, TX 77006
713-807-0062
713-807-1124
Fax 713-807-1216



6107 Bissonnet
Houston, TX 77081
713-773-3600
6711 Bellfort
Houston, TX 77087
713-645-0336

A Texas Open-Enrollment Charter

Emergency Contact Form

Child's Name: _____ Date of Birth: _____

Home Address: _____ Telephone #: _____

Parent/Legal Guardian #1 Name: _____ SS#: _____

Telephone Number Home: _____ Work: _____

Parent/Legal Guardian #2 Name: _____ SS#: _____

Telephone Number Home: _____ Work: _____

Parent/Legal Guardian #1 Name: _____ SS#: _____

Telephone Number Home: _____ Work: _____

Emergency Contacts (To whom child may be released if parent/legal guardian is unavailable)

Name #1: _____ Relationship _____

Telephone Numbers: Home: _____ Work: _____

Name #2: _____ Relationship _____

Telephone Numbers: Home: _____ Work: _____

Name #3: _____ Relationship _____

Telephone Numbers: Home: _____ Work: _____

Child's Usual Source of Medical Care (Doctor/Physician)

In case of an emergency I give my consent to call:

Physician Name: _____ Physician's Hospital: _____

Address: _____ Telephone #: _____

§29.153 of the Texas Education Code lists qualifications of children for prekindergarten programs. The child whose name appears below is applying to be considered for entry into the Academy of Accelerated Learning, Inc.'s prekindergarten program. Prekindergarten classroom assignment will be based on the child's home language. Please complete the application by printing the required information.

Criteria for admittance:

Child will be 3 years of age on or before September 1, 2002

Child meets immunization requirements, and also meets at least one of the following conditions:

- o Child is unable to speak and comprehend the English language (Home Language Survey must be completed), or
- o Child is homeless, as defined by [42 USC 11302], or
- o Child is economically disadvantaged (See chart below, documented foster child, or food stamp case number).

Child's Name _____ Child's SS# _____ Child's Birth date _____ Total # in Household _____

Parent's Name _____ Address _____ Phone Number _____

2002 -2003 Income Chart to Determine Economic Disadvantage for Prekindergarten Eligibility

Total Number in Household	Annually	Monthly	Weekly
1	16,391	1,366	316
2	22,089	1,841	425
3	27,787	2,316	535
4	33,485	2,791	644
5	39,183	3,266	754
6	44,881	3,741	864
7	50,579	4,215	973
8	56,277	4,690	1,083
For each add'l family member add:	+5,698	+475	+110

Is income per year, month, or week? _____

Household Member	Job Income	How Paid?	Other Income	How Paid?
1. _____	\$ _____	YR MO WK	\$ _____	YR MO WK
2. _____	\$ _____	YR MO WK	\$ _____	YR MO WK
3. _____	\$ _____	YR MO WK	\$ _____	YR MO WK

I understand that school officials may verify the information on this application. If investigation indicates false information has been provided and the child was not eligible to participate in the program at the time of this application, the child may be withdrawn from the program to make room for a child who is eligible. I certify that all of the above information is true and correct and that all income is reported. I understand that this information is being given for the receipt of funds; and that deliberate misrepresentation of the information may subject me to prosecution under applicable state laws.

Parent's Signature _____

Date _____

TO BE COMPLETED BY SCHOOL PERSONNEL

(Attach copies of required documentation)

APPROVAL BASED ON:

- _____ Limited English Proficient
 - o Home Language Survey must indicate child hears/speaks a language other than English at home.
 - o Child has been tested with oral English assessment (Attach proof of assessment and scores. A score of 1,2, or 3 indicates eligibility as LEP)
 - o Parent must sign Notification of Enrollment in Bilingual/ESL Program.
- _____ Bilingual/ESL Program
- _____ Homeless
 - o Child lacks a fixed, regular, and adequate residence.
 - o Primary nighttime residence is a supervised public or private shelter designed to provide temporary living accommodations, or an institution that provides temporary residence for individuals intended to be institutionalized.
 - o Primary nighttime residence is a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
- _____ Income Eligibility

ALTERNATE STATE ID _____

- _____ Birth Certificate
(Proof of age required)
- _____ Proof of Address
(Utility bill, mortgage statement, etc. required, unless homeless)
- _____ Immunization Records
(Clinic record, doctor's statement, or proof of exempt status required)
- _____ Approved
- _____ Rejected

Academy of Accelerated Learning, Inc.

School Health Department

Health Inventory

School _____

Date: _____

Teacher _____

Please fill in this form and return it to the teacher or nurse at the earliest possible date. The information given on this form will enable the school staff to have a better understanding of the pupil's health status.

Name _____ Sex _____ Birth date _____ Birth weight _____

Address _____ Phone _____

Disease History	Age	Disease History	Age
Asthma		Orthopedic	
Allergy		Poliomyelitis	
Blood Disorder		Rheumatic fever	
Convulsions		Serious accident	
Diabetes		Surgery/fractures	
Epilepsy		T.B. contact	
Heart disease		Hearing loss	
Kidney disorder		Vision loss	

If this pupil has had any of the above conditions did he/she receive medical care? Yes _____ No _____

Is he/she under treatment now? Yes _____ No _____

Please check any of the following signs and symptoms you have recently observed.

- | | | |
|--------------------------|------------------------------|--------------------------------------|
| _____ Tires easily | _____ Frequent sore throats | _____ Nail biting |
| _____ Underweight | _____ Frequent nose bleeds | _____ Restlessness |
| _____ Overweight | _____ Earaches | _____ Shyness |
| _____ Frequent headaches | _____ Fainting | _____ Does not like school |
| _____ Frequent colds | _____ Frequent stomach-aches | _____ Does not get along with others |

Has the pupils consulted a physician about the above symptoms? Yes _____ No _____

Has the pupil had a complete physical in the past year? Yes _____ No _____

Is this pupil on any kind of medication? Yes _____ No _____

If so, what?

For what condition?

Is this pupil under medical care at this time? Yes _____ No _____

Name of doctor or clinic _____

Further comment _____

Has the pupil ever attended the Houston Public Schools? Yes _____ No _____

Name of School _____ Date attended _____

PLEASE FEEL FREE TO CONSULT WITH THE SCHOOL STAFF ABOUT HEALTH PROBLEMS.

Signature _____

Home Language Survey (PK – 12) (English)

Student Name: _____ School: _____
 Student Address: _____ Home Phone: _____
 Date of Birth: _____ - _____ - _____ Grade: _____ ID #: _____
 Month Day Year

The Texas Education Code requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction to all students. Please answer the following questions.

 City Country
 Place of Birth (Country of Origin)
 _____ - _____ - _____
 Month Day Year
 Date of initial entry into U.S. School

Has your family ever worked in either the Agriculture
 Or fishing industry? Yes No

Number of complete academic years in
 a U.S. school. _____

What language is spoken in your home most of the time? _____ English _____ Spanish _____ Other

What language does your child (do you) speak most of the time? _____

Does the student understand a language other than English? Yes _____ No _____

Grades PK3 – PK4

 Parent or Guardian Date

Note to School Personnel:

1. Signed copy of the Home Language Survey (HLS) must be filed in the student’s permanent folder.
2. An answer of a language other than English to either or both questions #1 or #2 identifies a student for language proficiency assessment.
3. Items marked with an (I) are required for identification of immigrant students. (Refer to LPAC guidelines for identification procedures) – An immigrant student is one who (a) was born in the United States; and (b) has been attending schools in the United States for less than three complete academic years.
4. Item marked with an (M) is required for identification of migrant students.

*Students must be tested, identified, and placed in an appropriate program within 4 weeks of their enrollment.

- | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Yes, Need to request a “LAS Testing must be tested, identified, and placed in an appropriate program within 4 weeks of their enrollment | <input type="checkbox"/> Requesting a “LAS” tester from Student Multilingual Assessment Center

<input type="checkbox"/> Using trained “LAS” tester on campus |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Academy of Accelerated Learning, Inc.

ENROLL DATE: _____

CHILD INFORMATION CARD

NAME OF CHILD: _____ SEX: _____

HOME ADDRESS: _____

PHONE: _____ BIRTHDATE: _____

PARENT OR GUARDIAN: _____ DRIVER'S LICENSE#: _____

WORK ADDRESS: _____ PHONE: _____

PARENT OR GUARDIAN: _____ DRIVER'S LICENSE#: _____

WORK ADDRESS: _____ PHONE: _____

OTHERS TO BE CONTACTED WITHIN THE IMMEDIATE AREA IF PARENTS OR GUARDIAN CANNOT BE CONTACTED IN
CASE OF EMERGENCY:

NAME: _____ ADDRESS: _____ PHONE: _____

CHILD'S PHYSICIAN: _____ PHONE: _____

ADDRESS: _____

NAMES OF PERSONS AUTHORIZED TO PICK UP CHILD:

NAME: _____ ADDRESS: _____ PHONE: _____

NAME: _____ ADDRESS: _____ PHONE: _____

CERTIFICATE OF COMPLETION

Stephanie Yorke

has attended

***Charter School Administrator Series
in Special Education
Summer 2002 Institute***

June 17-20, 2002

15
Hours



Sponsored by
Education Service Center
7145 West Tidwell
Houston, Texas 77092

Ann Frisch, Ed.D.
Region IV ESC Consultant

Elizabeth Scholl
12110 W. Canyon Trace
Houston, TX 77095
(281) 304-8981

Objective

To provide the highest level of education to Limited English Proficient (LEP) students attending classes at Academy of Accelerated Learning by coordinating with all personnel, staff, parents, administrators, and students.

Education

August 13, 1982: Texas A & I University, Kingsville, TX

Certificates

- State of Texas
- Provisional Elementary - General Life
- Provisional Bilingual - Life
- Early Childhood Certificate
- State of Colorado Type A General Teacher & Linguistically Differential Bilingual Certification

Employment History

1992 - Present: Memorial Elementary
Houston Independent School District
6401 Arnot Street
Houston, TX 77007
(713) 867-5150

1988 - 1992: Harrison School District #2
Colorado Springs, CO

1985 - 1987: Houston Independent School District
Houston, TX

1982 - 1984: Spring Branch Independent School District
Houston, TX

Organizations / Committees / Honors

- Kindergarten Chairperson (2000-2002)
- First Grade Chairperson (1992-2000)
- Bilingual Teacher of the Year (Memorial Elementary, 1995-1996)
- LPAC Committee (1999 - 2002)
- Attendance Committee (various years)
- Energy Committee (various years)
- Spirit Committee (various years)
- United Way Campaign Chairperson (various years)

Elizabeth Scholl
12110 W. Canyon Trace
Houston, TX 77095
(281) 304-8981

References

Filomena Alaniz
10606 Emery Drive
Houston, TX 77099
(281) 530-6673

Rebecca /Rivas
10861 County Rd. 354
Houston, TX 77363
(936) 894-2340

Maria Summers
5645 Lucerne
Houston, TX 77401
(713) 667-1789

THE PROHIBITING OF REQUIRING OR COERCING TEACHERS TO JOIN GROUPS, CLUBS, COMMITTEES, OR ORGANIZATIONS: POLITICAL AFFAIRS

STATUTORY PROVISIONS
(Section 21.904, Texas Education Code)

Teacher's Copy

- (a) No school district, board of education, superintendent, assistant superintendent, principal, or other administrator benefiting by the funds provided for in this code shall directly or indirectly require or coerce any teacher to join any group, club, committee, organization, or association.
- (b) It shall be the responsibility of the State Board of Education to enforce the provisions of this section.
- (c) It shall be the responsibility of the State Board of Education to notify every superintendent of schools in every school district of the state of the provisions of this section.
- (d) No school district, board of education, superintendent, assistant superintendent, principal, or other administrator shall directly or indirectly coerce any teacher to refrain from participating in political affairs in his community, state or nation.

TEXAS STATE BOARD OF EDUCATION POLICY

6302 Professional Assurances

All professional personnel of the public schools shall be assured of their rights and responsibilities to function in accordance with law. These rights are supported by:

- (b) Coercion to join or to be restrained from membership or participation

Boards of education, superintendents, principals, or other administrators shall not, directly or indirectly, require or coerce any professional educator to join any group, club, committee, organization or association; nor restrain any teacher from participating in political affairs in the community, state, or nation.

ADMINISTRATIVE PROCEDURE FOR THE POLICY
OF THE TEXAS STATE BOARD OF EDUCATION

6302 Professional Assurances

Any board of trustees or professional educator charged with violation of professional assurances, policies, or laws has hearing and appeal privileges as provided in Hearings and Appeals, Policy Series 7100.

The Commissioner of Education reviews any proven violation of Section 21.904 of the Texas Education Code and exercises his authority to cancel the certificate of any person failing to administer the schools in accordance with the laws of the state.

IMMEDIATE
ATTENTION
REQUESTED

MRS. ELIZABETH GUNZALEZ SCHOLL
WESTWARD PLAZA APARTMENTS, 5601 WESTWARR
HOUSTON, TEXAS 77081

Please read all of the material printed on this form, front and back. Check all entries below for accuracy. Notify this office of any errors by returning this form with a description of the errors.
(Fold on dashed line for display.)

TEXAS TEACHER CERTIFICATE

Certificate Number

This certifies that

ELIZABETH GUNZALEZ SCHOLL

Date Processed
08/19/82

has fulfilled the requirements of state law and the regulations of the State Board of Education and is hereby authorized to perform duties as designated below:

Issue Date	Expiration Date	Description of Certificate(s)
08/13/82	LIFE	PROVISIONAL ELEMENTARY - GENERAL
08/13/82	LIFE	PROVISIONAL BILINGUAL

(V-EL-GEN) 01
(V-B2-BIL) 02



TEXAS EDUCATION AGENCY

ELIZABETH SCHOLL

TEXAS
EXAMINATION
OF CURRENT
ADMINISTRATORS
AND TEACHERS

Raymond L. Beyrum
Commissioner of Education

STATE OF COLORADO
Department of Education

CERTIFICATE

No. 323822

BE IT KNOWN that the person named herein has fulfilled the requirements established by law, Article 60 of Title 22, C.R.S. 1973, as amended, and is hereby granted this certificate which authorizes the holder to perform professional services permitted for the designated type of certificate.

CERTIFICATE OF TITLE	EFFECTIVE	EXPIRES	LEVEL	ENDORSEMENT
TYPE A: GENERAL TEACHER	2/10/89	02/10/94	ELEM ELEM	ELEMENTARY EDUCATION LINGUISTICALLY DIFFEREN
ISSUED TO [REDACTED] SCHOLL, ELIZABETH			---	(BILINGUAL) *****

This certificate is valid for the period shown hereon, and may be renewed pursuant to law, unless it shall have been annulled, suspended, or revoked for cause.

William R. Randal
Commissioner of Education



Texas Examination of Current Administrators and Teachers
Texas Education Agency

MAY 01, 1986

TECAT SCORE REPORT

READING PORTION: PASS

0118263

WRITING PORTION: PASS

ELIZABET SCHOLL
11210 IVYRIDGE
HOUSTON , TX 77043

ELIZABET SCHOLL

has met the testing requirement of Texas Education Code Section 13.047, pertaining to "the ability of the examinee to read and write with sufficient skills and understanding to perform satisfactorily as a professional teacher or administrator."

Results of your performance on this examination are confidential. State law, however, requires that evidence of current Texas certification be maintained on file for educators in public schools. Results of successful completion of the testing requirement must be provided as evidence of current certification.

Numerical scores for this test will not be provided to school districts, the Texas Education Agency, or any other agency. Information on item performance and essay analytic scoring for those passing the examination is available for a fee of \$15.00 from National Computer Systems. This request must be made in writing and be accompanied by a check or money order for \$15.00 to National Computer Systems, Inc., P.O. Box 30, Iowa City, Iowa 52244. Allow 8-10 weeks for receipt of this information.

Affix the labels provided below to your most recent Texas teacher certificates. If applicable, contact your employing district to make arrangements for affixing one of the labels below to the certificate on file in your district. If you need duplicate copies of your certificate, contact the Texas Education Agency, Division of Teacher Certification, 1701 North Congress Avenue, Austin, Texas 78701.

OFFICE USE ONLY MATCHING KEY: SCHOL[REDACTED]
HOME PHONE: 713-493-9356 SCHOOL PHONE: 713-782-9353



TEXAS EDUCATION AGENCY

ELIZABET SCHOLL
[REDACTED]

TEXAS
EXAMINATION
OF CURRENT
ADMINISTRATORS
AND TEACHERS



TEXAS EDUCATION AGENCY

ELIZABET SCHOLL
[REDACTED]

TEXAS
EXAMINATION
OF CURRENT
ADMINISTRATORS
AND TEACHERS



SCHOOL RELATED SERVICES OF HOUSTON

P.O. Box 711299

Houston, Texas 77271

(713) 854-6983 • (713) 952-8487 FAX

srssofhouston@yahoo.com

MEMO:

August 5, 2002

To: Ms. Stephanie Yorke

From: Marilyn Parker

Re: Special Education ARDs Counseling and Training Workshops

Hello Ms. Yorke!

Per our conversation today, I have attached a brochure, which includes services and fees, the composition of the new teacher orientation workshop and my credentials respectively.

Please review the attached documents and provide feedback at your earliest convenience.

Thank You!

SCHOOL RELATED SERVICES OF HOUSTON

PROFESSIONAL SCHOOL & SPECIAL EDUCATION SERVICES



Marilyn Parker, BBA, MEd, MA, MEd
Professional Education Specialist

School Related Services of Houston

FOR MORE INFORMATION

*Marilyn Parker at (713) 854-6983,
P.O. Box 711299, Houston, Texas,
fax inquiries to (713) 952-8487, or
srssofhouston@yahoo.com.*

*Be forward to joining in every effort with you
professionally and properly educate our children of
our leaders of tomorrow.*



School Related Services of Houston

P.O. Box 711299
Houston, Texas 77271
Phone (713) 854-6983
Fax (713) 952-8487
srssofhouston@yahoo.com

SPECIAL EDUCATION SERVICES

- ARD Chair Representation
- Special Education Counseling
- School Counseling
- Special Education Teacher, Administrator, and Parent Training

NEW TEACHER ORIENTATION

- Professional Development Appraisal System
- Classroom Behavior Management Training
- Effective Lesson Planning
- Inclusion Teaching and Strategies

PARENTAL INVOLVEMENT SEMINARS

- Building Rapport with Parents
- Increasing Parental Participation

SPECIAL EDUCATION SERVICES

Part II Special Administration

*Relate
*Suspe
Manag

SPECIAL EDUCATION SERVICES

This service is designed to assist and prepare public charter schools for the 21st century challenge of Special Education.

• \$20/F
ONL

(Fees are listed per service provided)

This service files for T.

- \$200/ARD-ARD Chair Representation

Serve as representative for ARD meetings for initial placement, change in placement, annual reviews, school transfers, and related services.

SPECIAL

\$60/Hour,

This service education s behavioral, pregnancy, suspected s school rela on a daily E Emotional Deficit Dis Hyperactiv

- \$100/Hour- Related Service ARD Representation for Special Education Counseling

Serve as Related Service Personnel for Special Education Counseling in ARD meetings and provide Individualized Educational Plans, Progress Reports, and Evaluations.

SPECIAL

Varies Per provides c Admission meetings, and Behav

- Special Education Training Composite
\$300/Presentation
Reference Materials Provided

Part I Special Education Training for Teachers

*Inclusion *Co-Teaching *In-Class Support
*Modifications *Behavior Management
*Behavior Intervention Plan *Individual Education Plan

*Educational

SPECIAL EDUCATION SERVICES

SPECIAL EDUCATION SERVICES

This service is designed to assist and prepare public charter schools for the 21st century challenge of Special Education.

(Fees are listed per service provided)

- **\$200/ARD-ARD Chair Representation**

Serve as representative for ARD meetings for initial placement, change in placement, annual reviews, school transfers, and related services.

- **\$100/Hour- Related Service ARD Representation for Special Education Counseling**

Serve as Related Service Personnel for Special Education Counseling in ARD meetings and provide Individualized Educational Plans, Progress Reports, and Evaluations.

- **Special Education Training Composite**
\$300/Presentation
****Reference Materials Provided****

Part I Special Education Training for Teachers

*Inclusion *Co-Teaching *In-Class Support
*Modifications *Behavior Management
*Behavior Intervention Plan *Individual Education Plan

Part II Special Education Training for Administrators

*Related Services *Behavior Intervention Plan
*Suspension *Expulsion *Behavior Management

- **\$20/File/Hour- ARD File Review ONLY**

This service provides reviews of students' files for TEA compliance.

SPECIAL EDUCATION COUNSELING

\$60/Hour/Student & \$100/Evaluation

This service provides counseling to special education students to assist with academic, behavioral, social goals and conflicts, grief, teen pregnancy, suspected child abuse, and suspected substance abuse. In addition, this school related service renders learning stability on a daily basis to students diagnosed as Emotionally Disturbed (ED), with Attention Deficit Disorder (ADD), and Attention Deficit Hyperactivity Disorder (ADHD).

SPECIAL EDUCATION CONSULTATION

Varies Per Need (Price Negotiated) - This service provides consultation on preparation for Admission, Review, and Dismissal (ARD) meetings, Initial Transition Planning (ITP), and Behavioral Intervention Planning (BIP).

"Education is as imperative to life as the bare necessities: food, water, and shelter"

By Marilyn Parker

SCHOOL SERVICES

NEW TEACHER ORIENTATION

\$300/Presentation- This service is designed to prepare new teachers for the classrooms in Texas public charter schools. It provides techniques and strategies for inclusion learning environments, effective classroom behavior management techniques, teachable lesson plans, high-rating teacher appraisals, and good rapport with colleagues, parents, and students.

SCHOOL COUNSELING

\$60/Hour/Student- This service provides counseling to all student populations to assist with academic, behavioral, social goals and conflicts, grief, teen pregnancy, suspected child abuse, and suspected substance abuse.

PARENTAL INVOLVEMENT SEMINARS

\$300/Presentation- This service provides seminars to parents on their responsibility as the first teacher of their child, relieving the school of surrogate parenting duties.

CREDENTIALS

Special Education Teacher Certification
Special Education Counselor Certification
School Counselor Certification
Master of Education in Educational Administration
Master of Arts in Counseling
Master of Education in Curriculum and Instruction with an emphasis in Special Education

Call 713.854.0003

School Related Services of Houston



..... is here to supply your educational needs!



School Related Services of Houston provides a variety of educational services. They are as follows:

- **Special Education Services**

- Special Education Counseling on site
- Related Service Individual Education Plan (IEP) and Progress Reports
- Related Service Counselor Assessment and Eligibility Reports
- Annual, Review, and Dismissal (ARD) Representation
- Special Education Training for Teachers, Administrators, and Parent(s)/Guardian(s)

- **New Teacher Orientation**

- Inclusion with Modifications
- Co-Teach and In-Class Support Learning Environments
- Effective Lesson Planning
- Professional Development Appraisal System (PDAS)
- Useful Tools in Classroom Management

SRS of Houston provides consistent, reliable services with high professional standards and competitive prices. For further information, please contact Marilyn Parker at:

School Related Services of Houston
P.O. Box 711299
Houston, TX 77271

Office: (713) 854-6983

Fax: (713) 952-8487

E-mail: srssofhouston@yahoo.com

CALL NOW!
CALL NOW!



SCHOOL RELATED SERVICES OF HOUSTON

P.O. Box 711299

Houston, Texas 77271

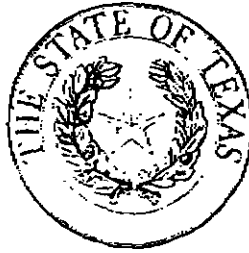
(713) 854-6983 • (713) 952-8487 FAX

arssofhouston@yahoo.com

New Teacher Orientation Composition

Four Components of Being A Professional Educator

- (1) **Effective Lesson Planning**
Lesson Planning for a Clearly Outstanding Rating
- (2) **Teacher Appraisal Preparation**
(PDAS-Professional Development Appraisal System)
Receiving A Clearly Outstanding Appraisal Rating
- (3) **Inclusion Strategies (To Include Special Needs Students)**
Modifying One Lesson Conducive To All Learning Styles
- (4) **Classroom Management Techniques**
How To Effectively and Efficiently Manage Classroom Behavior



Marilyn Parker

*having fulfilled the requirements of the State of Texas
is hereby certified by the*

State Board for Educator Certification

and is authorized to practice as a

Special Education School Counselor

*and assumes the full privileges and responsibilities
as a member of the education profession.*

Effective
October 10, 1999

James D. Harris
James D. Harris
Chairman

Pamela B. Tackett
Pamela B. Tackett
Executive Director

Texas Teacher Certificate

This certifies that

Marilyn Parker

has fulfilled requirements of state law and regulations of the State Board for Educator Certification and is hereby authorized to perform duties as designated below:

PROFESSIONAL

Description	Issue Date	Expiration Date
Counselor (Grades PK-12)	07/15/1999	Life

James D. Harris
Chairman

Randall B. Tochetti
Executive Director

Texas Teacher Certificate

This certifies that

Marilyn Parker

has fulfilled requirements of state law and regulations of the State Board for Educator Certification and is hereby authorized to perform duties as designated below:

PROVISIONAL

Description
Secondary Generic Special Education (Grades 6-12)

Issue Date
07/17/1999

Expiration Date
Life

James D. Harris
Chairman

Pamela B. Tochetti
Executive Director

Prairie View A & M University of Texas

To all to whom these presents may come, Greeting

Be it known that

Marilyn Parker

having completed the studies and satisfied the requirements for the degree of

Master of Education

has accordingly been admitted to that degree with all the honors, rights and privileges belonging thereto.

Given under the seal of the University at Prairie View, Texas on the

tenth day of May, A.D., nineteen hundred and ninety-seven.

Samuel Montgomery
Interim Registrar

Willie F. Zetty
Dean



Charles D. Hines
President

Prairie View A & M University of Texas

A Member of The Texas A & M University System

Upon recommendation of the Faculty and by the authority of the
Board of Regents hereby confers upon

Marilyn Parker

the degree of

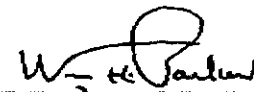
Master of Education

Educational Administration

with all the Rights, Privileges, Honors and Responsibilities therewith
appertaining. In Testimony thereof, we have subscribed our names on
this tenth day of May, two thousand and two.


Registrar




Dean


President

Prairie View A & M University of Texas

A Member of The Texas A & M University System

Upon recommendation of the Faculty and by the authority of the
Board of Regents hereby confers upon

Marilyn Parker

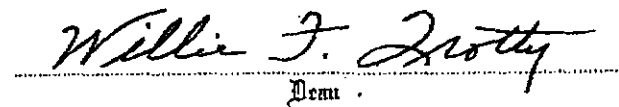
the degree of

Master of Arts
(Counseling)

with all the Rights, Privileges, Honors and Responsibilities thereunto
appertaining. In Testimony thereof, we have subscribed our names on
this ninth day of May, nineteen hundred and ninety-eight.


Registrar




Dean

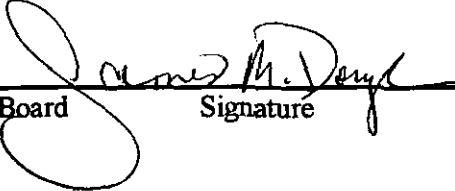
**ATTACHMENT 6: Electronic Application
Certification**


Part 4. Electronic Copy Certification and Written Resolution (Attachment 6)

Section XIII. Electronic Copy of Application

Please submit an electronic copy of the renewal application in addition to the five hard copies requested. The electronic copy should be on a 3.5 inch diskette and should be mailed along with the hard copies. The electronic copy must be identical to the hard copies. The signatures below are required to certify that the electronic and hard copies are identical.

By signing below, I hereby certify that the enclosed electronic and hard copies are identical.

James M. Douglas		Aug. 31, 2002
Printed Name of Chairperson of Charter Holder Board	Signature	Date

JAMES BULLOCK		Aug 31, 2002
Printed Name of Chief Executive Officer of the Charter School	Signature	Date

Section XIV. Written Resolution

Applications must be accompanied by a written resolution adopted by the governing body of the charter holder and signed by the members voting in favor. The resolution must authorize the commissioner to renew the open-enrollment charter as set forth in the renewal application, as finally negotiated between the charter holder and the commissioner, including any conditions. (Attachment 7, Written Resolution)

**ATTACHMENT 7: Written Resolution Adopted
by Governing Body of Charter Holder**

Academy of Accelerated Learning, Inc.

RESOLUTION OF THE BOARD

Whereas, the Educational Learning and Enrichment Center, Inc.-Academy of Accelerated Learning, Inc. is a Second Generation Charter School authorized to operate its School District under the laws of the State of Texas, and

Whereas, under such laws it is required that an Application for Renewal be filed with the Texas Education Agency to be considered for renewal as a Second Generation Charter School, and

Whereas, the Board wishes to authorize the submission of an application for consideration to be approved as a Second Generation Charter School,

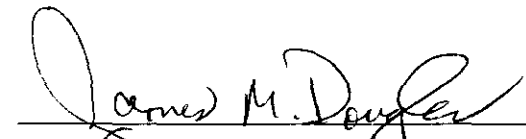
Be it Resolved, that the under-signed members of the Board of Directors unanimously authorize, sanction and approve the submission of an application for renewal, and

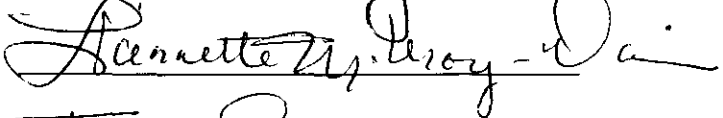
Be it Further Resolved, that such application, be submitted to the Texas Education Agency on or before 5:00 p.m., Tuesday, September 3, 2002, and

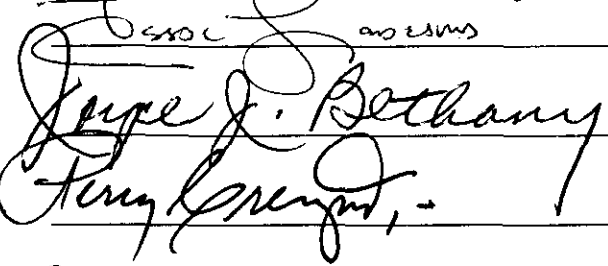
Be it Further Resolved, that the Board of Directors of the Educational Learning and Enrichment Center, Inc.-Academy of Accelerated Learning, Inc. by this Resolution do hereby authorize the Commissioner to renew the application submitted by Educational Learning and Enrichment Center, Inc.-Academy of Accelerated Learning, Inc.

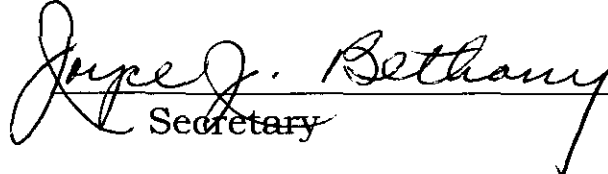
Resolved this 31st August, 2002.

Members,








Secretary

Recorded by:

Academy of Accelerated Learning, Inc.

RESOLUTION OF THE BOARD

Whereas, the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc. is a Second Generation Charter School authorized to operate its School District under the laws of the State of Texas, and

Whereas, under such laws it is required that an Application for Renewal be filed with the Texas Education Agency to be considered for renewal as a Second Generation Charter School, and

Whereas, the Board wishes to authorize the submission of an application for consideration to be approved as a Second Generation Charter School, and

Whereas, the Board has read, reviewed and accepted the terms and conditions as set forth in the renewal application and as finally negotiated between the charter holder and the Commissioner, including any other terms and conditions, thereto

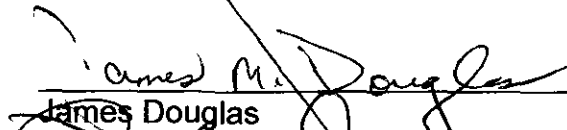
Be it resolved that the undersigned members of the Board of Directors whose signatures appear below do hereby authorize, sanction and approve the submission of the application for renewal of the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc., (a Second Generation Charter School) and


Be it further resolved, that the Board of Directors by this resolution do hereby agree to be bound by all of the terms and conditions as set forth in the renewal application and/or finally negotiated between the charter holder and the Commissioner, and as finally agreed upon, and

Be it further resolved, that such application, in its final form, be submitted to the Texas Education Agency on or before 5:00 p.m., Tuesday, September 3, 2002.

Resolved this 27th day of August, 2002.

Members:


James Douglas


Percy Cruzot


Joyce Bethany


Isaac Ledesma

Recorded by:


Secretary

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9-1-02

Date

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9/1/02

Date

[Redacted]

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

[Redacted]

Parent Signature

[Redacted]

Address

September 1, 2002

Date

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print) *[Handwritten Name]*

[Redacted]

Parent Signature

[Handwritten Signature]

Date

[Handwritten Name]
[Redacted]

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

[Redacted]

Parent Signature

[Redacted]

Address

9/1/02

Date

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

12
[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9-1-02

Date

[Redacted]

Address

[Redacted]

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

[Redacted]

Parent Signature

[Redacted]

Address

Date

Sept. 1, 2002

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

[Redacted]

Parent Signature

[Redacted]

Address

9-1-02
Date

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

[Redacted]

Address

~~8-30-02~~ 9-01-02
Date

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

[Redacted]

Parent Signature

[Redacted]

Address

Date

9/1/02

THE COMMUNITY IS ENRICHED WITH THE PRESENCE OF AAL. I AM THOROUGHLY PLEASED WITH EDUCATION MY CHILD IS RECEIVING AND I SUPPORT ALL EFFORTS TO RENEW ITS FUNDING.

[Redacted]

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

09/01/02
Date

[Redacted]

Address

[Redacted]

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

09/01/08
Date

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

[Redacted]

Parent Signature

[Redacted]

Address

[Redacted]

9-01-2002
Date

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,



Parent Name (Print)



Parent Signature

9-1-02
Date



Address



To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

[Redacted]

Parent Name (Print)

[Redacted]

[Redacted]

Parent Signature

Address

Date

9/1/02

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9/1/02
Date

[Redacted]

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9-1-02

Date

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

[Redacted]

Parent Signature

[Redacted]

Address

9/1/02

Date

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.


As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,



Parent Name (Print)



Parent Signature

9-1-02

Date





Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

[Redacted]

Parent Signature

[Redacted]

Address

9-1-02

Date

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

[Redacted]

Address

[Redacted]

9-1-02

Date

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted Signature]

[Redacted Name]

Parent Signature

9-1-02
Date

[Redacted Address]

Address

[Redacted Address]

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9/1/02

Date

[Redacted]

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,



Parent Name (Print)



Parent Signature

9-1-02

Date





Address

To: The Texas State Board of Education Charter Renewal Division


I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,


Parent Name (Print)

Parent Signature

Date



Address

8-1-05

To: The Texas State Board of Education Charter Renewal Division

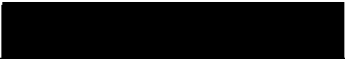
I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,


Parent Name (Print)




Parent Signature


Address

9-1-02
Date

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

Parent Name (Print)

Parent Signature

9/1/02

Date

Address

Address

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9/01/02

Date

[Redacted]

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

Parent Name (Print)

Parent Signature

9-01-02

Date

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted Name]

Parent Name (Print)

[Redacted Signature]

Parent Signature

9-1-02

Date

[Redacted Address Line 1]

[Redacted Address Line 2]

Address

[Redacted Address Line 3]

[Redacted Address Line 4]

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

[Redacted]

Parent Signature

[Redacted]

Address

9/11/02
Date

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9.8.01.02

Date

[Redacted]

Address

[Redacted]

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

[Redacted]

Parent Name (Print)

[Redacted]

[Redacted]

Parent Signature

9/1/02

Address

Date

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9/01/02

Date

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.


Sincerely,



Parent Name (Print)



Parent Signature

 9-1-02

Date



Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9/11/2002
Date

[Redacted]

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

[Redacted]

Parent Signature

[Redacted]

Address

9-01-02

Date

[Redacted]

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

09/01/2002
Date

[Redacted]

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9/1/02

Date

[Redacted]

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9-1-02
Date

[Redacted]

[Redacted]

Address

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

[Redacted]

Address

09-01-02
Date

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

9/1/02

Date

[Redacted]

Address

[Redacted]

To: The Texas State Board of Education Charter Renewal Division

I have been included in discussions regarding the intent of the Academy of Accelerated Learning, Inc., to apply for renewal of its currently approved application to operate a Charter School within the State of Texas and its current location within the Houston, Texas geographic area and my signature below indicates that I have first hand knowledge of the educational impact that this charter has had on student education and development of students.

My past contacts and experiences with the Academy of Accelerated Learning convinces me that this organization has established a sound educational program with a quality staff and challenging curriculum, school environment and cultural enrichment experiences and development of its students and the community.

As a parent with a child currently enrolled with the Academy of Accelerated Learning, I am delighted to have my child enrolled with the school. I strongly support the school, its educational environment and its visions for the future.

Please feel free to contact me for additional input.

Sincerely,

[Redacted]

Parent Name (Print)

[Redacted]

Parent Signature

09-01-02

Date

[Redacted]

[Redacted]

Address

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.


He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,


Nombre del Padre/Madre (en letra de molde)



Firma del Padre/Madre

9-1-02
Fecha



Domicilio

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,

[Redacted]

Nombre del Padre/Madre (en letra de molde)

[Redacted]

Firma del Padre/Madre

9/01/02
Fecha

[Redacted]

Domicilio

[Redacted]

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discusiones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

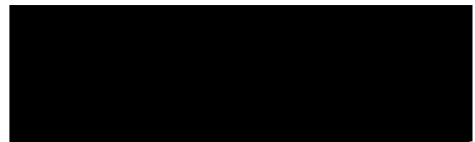
Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,



Nombre del Padre/Madre (en letra de molde)



Domicilio



Firma del Padre/Madre

9/1/02
Fecha

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.


He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,


Nombre del Padre/Madre (en letra de molde)


Firma del Padre/Madre

09/01/02
Fecha


Domicilio

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discusiones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

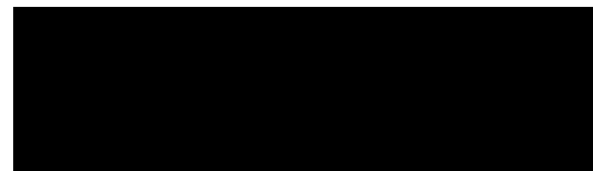
Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,



Nombre del Padre/Madre (en letra de molde)



Domicilio



Firma del Padre/Madre

09-01-02

Fecha

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.


Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

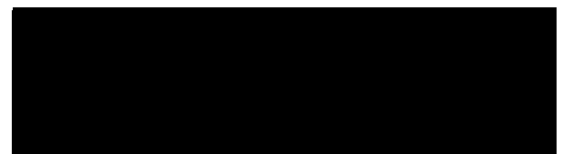
Sinceramente,



Nombre del Padre/Madre (en letra de molde)


Firma del Padre/Madre

09-01-02
Fecha



Domicilio

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,

[Redacted Signature]

Nombre del Padre/Madre (en letra de molde)

[Redacted Address]

Domicilio

[Redacted Signature]

Firma del Padre/Madre

9-1-02
Fecha

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discusiones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,

[Redacted Signature]

Nombre del Padre/Madre (en letra de molde)

[Redacted Address]

Domicilio

[Redacted Signature]

Firma del Padre/Madre

09/01/02
Fecha

Para: La Mesa Directiva de Educacion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discusiones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,



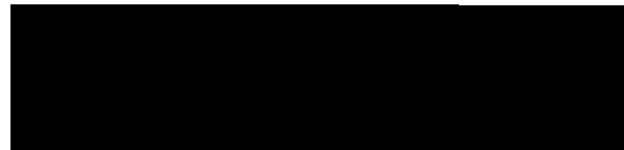
Nombre del Padre/Madre (en letra de molde)



Firma del Padre/Madre

9-01-02

Fecha



Domicilio

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,


Nombre del Padre/Madre (en letra de molde)


Firma del Padre/Madre

1/9/02
Fecha


Domicilio

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,


Nombre del Padre/Madre (en letra de molde)


Domicilio


Firma del Padre/Madre

09-01-02
Fecha

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

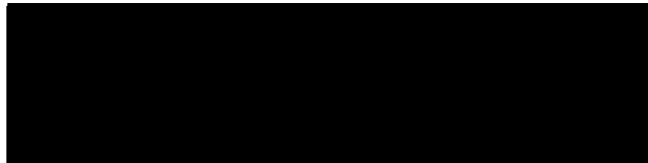
Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,

Nombre del Padre/Madre (en letra de molde)



Domicilio



Firma del Padre/Madre

9/1/02
Fecha

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento *confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.*

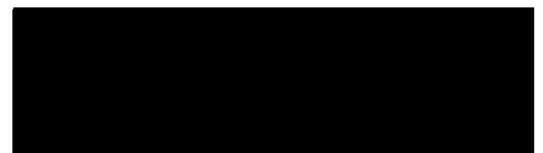
Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,


Nombre del Padre/Madre (en letra de molde)



Domicilio


Firma del Padre/Madre

09/1/02
Fecha

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

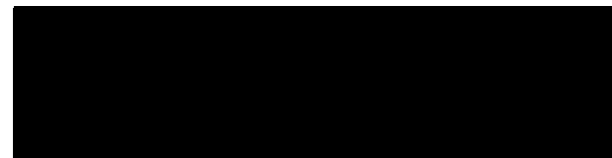
Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,


Nombre del Padre/Madre (en letra de molde)



Domicilio


Firma del Padre/Madre

9/1/02
Fecha

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,

Nombre del Padre/Madre (en letra de molde)

Domicilio

Firma del Padre/Madre

9-01-02
Fecha

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,

[Redacted Signature]

Nombre del Padre/Madrē (en letra de molde)

[Redacted Signature]

Firma del Padre/Madre

9.01.02
Fecha

[Redacted Address]

Domicilio

[Redacted Address]

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

[Redacted]

Sinceramente,

[Redacted]

Nombre del Padre/Madre (en letra de molde)

[Redacted]

Firma del Padre/Madre

09/01/02

Fecha

[Redacted]

Domicilio

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discusiones referente al intento de renovar la aplicación para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,

[Redacted Signature]

Nombre del Padre/Madre (en letra de molde)

[Redacted Address]

Domicilio

[Redacted Signature]

Firma del Padre/Madre

9-01-02
Fecha

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,

[Redacted]

Nombre del Padre/Madre (en letra de molde)

[Redacted]

Firma del Padre/Madre

9-01-02

Fecha

[Redacted]

Domicilio

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,


Nombre del Padre/Madre (en letra de molde)


Firma del Padre/Madre

1-9-2002
Fecha


Domicilio

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

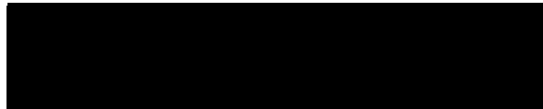
He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

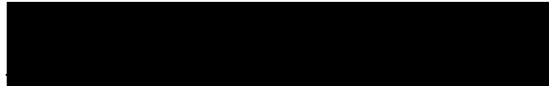
Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

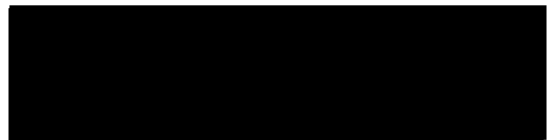
Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,




Nombre del Padre/Madre (en letra de molde)


Domicilio


Firma del Padre/Madre

1.9. 2002
Fecha

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discusiones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

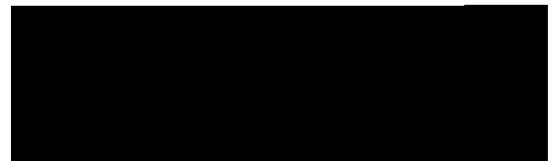
Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,



Nombre del Padre/Madre (en letra de molde)



Domicilio



Firma del Padre/Madre

09-01-02
Fecha

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela *charter dentro del estado de Texas, localizada en Houston, Texas*. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

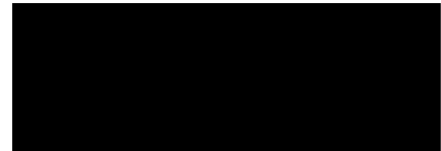
Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,



Nombre del Padre/Madre (en letra de molde)



Domicilio



Firma del Padre/Madre

9-1-2002

Fecha

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.


He tomado parte en discusiones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,


Nombre del Padre/Madre (en letra de molde)


Firma del Padre/Madre

9-1-02
Fecha


Domicilio

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,

[Redacted]

Nombre del Padre/Madre (en letra de molde)

[Redacted]

Domicilio

[Redacted]

Firma del Padre/Madre

9-01-02

Fecha

Para: La Mesa Directiva de Educacion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discusiones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,

[Redacted]
Nombre del Padre/Madre (en letra de molde)

[Redacted]
Firma del Padre/Madre

Sept 1, 2002
Fecha

[Redacted]
Domicilio
[Redacted]

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.


He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

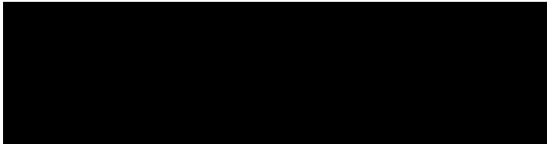
Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

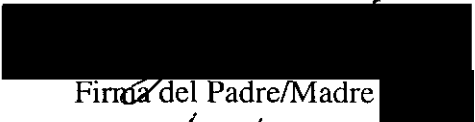
Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,


Nombre del Padre/Madre (en letra de molde)


Domicilio


Firma del Padre/Madre

9/01/02
Fecha

Para: La Mesa Directiva de Educacion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discusiones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,

[Redacted]

Nombre del Padre/Madre (en letra de molde)

[Redacted]

Firma del Padre/Madre

1-SEP-02

Fecha

[Redacted]

Domicilio

Para: La Mesa Directiva de Educaion del Estado de Texas, Division de Escuelas Charter.

He tomado parte en discuciones referente al intento de renovar la aplicacion para que siga en funcion la escuela Academy of Accelerated Learning, Inc., una escuela charter dentro del estado de Texas, localizada en Houston, Texas. Mi firma en este documento confirma que estoy conciente de que esta escuela ha tenido un impacto positivo en la educacion y el desarrollo de los estudiantes.

Mis pasadas experiencias personales con la escuela Academy of Accelerated Learning, Inc., me convencen que esta academia escolar ha establecido un programa educativo de calidad con la ayuda de los trabajadores que forman la escuela. El curriculum academico, el ambiente escolar y las experiencias culturales, ayudan a enriquecer el aprendizaje, las experiencias y al igual que el desarrollo del los estudiantes y la comunidad.

Como madre/padre de un estudiante matriculado/a en la escuela Academy of Accelerated Learning, Inc., me da un placer tener a mi hijo/hija formando parte de esta academia. Apoyo y respaldo la escuela, el ambiente escolar y los planes del futuro hacia nuestros hijos.

Si es necesario, contacte me para mas informacion.

Sinceramente,

[Redacted Name]

Nombre del Padre/Madre (en letra de molde)

[Redacted Signature]

Firma del Padre/Madre

9-1-02
Fecha

[Redacted Address]

Domicilio

1 Do you know of an infant, child, or adolescent who does not learn easily? All individuals develop at their own pace but some have more difficulty than others. There is a way to make a difference for these children and adolescents.

What Is Child Find?

Child Find is a process designed to identify, locate, and evaluate individuals (birth through 21 years of age) with disabilities who may need special education services.

Who can begin the Child Find Process?

Anyone can start the process: A parent, doctor, teacher, relative or friend can call their local school district Child Find contact or Region IV Education Service Center at 1-800-392-2761.



Region IV Education Service Center

7145 West Tidwell • Houston, Texas 77092-2096
Phone (713) 462-7708 • Fax (713) 744-2723
Web Address: <http://www.esc4.net>

Bill McKinney, Ph.D.
Executive Director

Frank DeLaro, Ed.D.
Chief Operating Officer

Linda Reaves, Ph.D.
Chief Officer, Education Services

Jackie Townsend
Director, Special Education Services

Region IV is an equal opportunity employer

CHILD FIND



Education Service Center
Houston, Texas

2

Why should we refer?

- Early identification and intervention can prevent failure and frustration.
- Special attention to teaching and learning strategies may help individuals overcome barriers to learning.

What happens after the individual is referred?

- The parent(s) or legal guardian will be contacted by the local school district.
- Parents and the school will decide if an assessment is needed. This same group may develop an assessment plan designed to evaluate areas of concern.
- An evaluation will be conducted by qualified school district/agency personnel.
- The parents and evaluation personnel will have a meeting to talk about assessment results, special education eligibility and services.

3

Who may qualify for special education services?

Help is available from your local school district for individuals who have the following disabilities according to federal and state criteria:

- Learning Disability
- Speech Impairment
- Orthopedic Impairment
- Other Health Impairment
- Mental Retardation
- Emotional Disturbance
- Autism
- Multiple Disabilities
- Traumatic Brain Injury
- Visual Impairment
- Auditory Impairment
- Deaf-Blindness



4

What services are available?

Each individual's need(s) will be addressed on an individualized basis by a team consisting of:

- public agency representative
- parent(s) or guardian
- evaluation personnel
- teacher(s)
- student

The team will review assessment information, discuss eligibility, identify area(s) of need for specialized instruction, including related services such as occupational therapy, physical therapy, or counseling, and develop a plan to fit the needs of the individual.

How much do services cost?

All services are provided at no cost to the individual or parents.

Where do I call?

For more information, call the Child Find Contact for your local school district or Region IV Education Service Center at 1-800-392-2761.

Những dịch vụ gì hiện đang có?

Nhu cầu mỗi người sẽ được duyệt xét từng trường hợp bởi:

- Đại diện cơ quan công cộng
- Cha mẹ hay giám hộ
- Nhân viên giám định
- Giáo chức
- Học sinh

Nhóm trên sẽ duyệt lại những báo cáo giám định, bàn về tính cách thích hợp, nhận định những điểm cần chỉ dạy đặc biệt, gồm các dịch vụ liên hệ như nghề nghiệp trị liệu, vật lý trị liệu, cố vấn hoặc lập chương trình riêng cho đương sự.

Lệ phí dịch vụ?

Cha mẹ cũng như đương sự đều không phải trả lệ phí.

Gọi nơi nào?

Muốn biết thêm chi tiết, xin gọi *Child Find* của khu học chánh địa phương hay gọi *Region IV Education Service Center* điện thoại 1-800-392-2761.



Region IV Education Service Center
Trung Tâm Dịch Vụ Giáo Dục Vùng IV

7145 West Tidwell • Houston, Texas 77092-2096
Điện thoại: (713) 462-7708
Điện thư: (713) 744-2723
Địa chỉ trên lưới: <http://www.esc4.net>

Tiến Sĩ Bill McKinney
Giám Đốc Điều Hành

Tiến Sĩ Giáo Dục Frank DeLaro
Trưởng Đoàn Hoạt Động

Tiến Sĩ Linda Reaves
Trưởng Đoàn Dịch Vụ Giáo Dục

Jackie Townsend
Giám Đốc, Dịch Vụ Giáo Dục Đặc Biệt

Vùng IV là chủ nhân tôn trọng nguyên tắc cơ hội đồng đều khi thuê mướn

TÌM BIẾT TRẺ EM CHILD FIND



Education Service Center
Trung Tâm Dịch Vụ Giáo Dục
Houston, Texas

1

Quý bạn có quen biết trẻ em hay thiếu niên nào gặp khó khăn trong việc học hành không? Bình thường, con người phát triển với tốc độ tự nhiên, tuy nhiên, một số trẻ em lại gặp khó khăn nhiều hơn người khác. Mặc dù vậy, vẫn có phương pháp để cải biến những thanh thiếu niên này.

Chương trình tìm biết trẻ em là gì?

Là một chương trình tìm gặp và thẩm định trường hợp những trẻ em (từ sơ sinh đến 21 tuổi) gặp khó khăn cần dịch vụ giáo dục đặc biệt.

Ai giúp tiến hành chương trình này?

Bất cứ ai: cha mẹ, bác sỹ, giáo chức, thân nhân, bạn hữu, tất cả đều có thể gọi điện thoại cho Khu Học Chánh địa phương hoặc Trung Tâm Trung Tâm Phục Vụ Giáo Dục Vùng IV (Region IV Education Service Center) điện thoại số 1-800-392-2761.

2

Tại sao chúng ta phải thông báo?

- Thẩm định và can thiệp sớm có thể ngăn ngừa thất bại và bế tắc.
- Dùng biện pháp chủ ý đặc biệt về cách dạy và cách học có thể giúp trẻ em vượt qua những trở ngại trong việc học hành.

Tiến hành thế nào sau khi được thông báo?

- Khu học chánh địa phương sẽ tiếp xúc với gia trưởng hay người giám hộ.
- Cha mẹ và nhà trường sẽ quyết định có cần cứu xét không, và sẽ sắp xếp cách thức cứu xét để nhận định vấn đề.
- Chuyên viên khu học chánh hoặc nhân viên các tổ chức chuyên môn sẽ lượng giá vấn đề.
- Sau cùng, cha mẹ và các chuyên viên trên sẽ họp để thảo luận về kết quả cứu xét và sự thích hợp với chương trình giáo dục đặc biệt hay các dịch vụ khác.

3

Ai được hưởng chương trình giáo dục đặc biệt này?

Theo tiêu chuẩn của Liên và Tiểu Bang, cần các điều kiện sau đây để được hưởng trợ cấp của khu học chánh địa phương:

- Thiếu khả năng học
- Trở ngại phát âm
- Trở ngại về xương (Orthopedic impairment)
- Trở ngại khác về sức khỏe
- Chậm trí
- Xúc động quá mức
- Bệnh tự kỷ trẻ em (Autism)
- Thiếu khả năng đa dạng
- Thương tổn não bộ
- Trở ngại thị giác
- Trở ngại thính giác
- Khiếm thính-thị (điếc-mù)



¿ Conoce usted a algún infante, niño(a) o adolescente que no aprende con facilidad? Todos los individuos se desarrollan a su propio paso, pero hay personas que les cuesta más que a otros. Hay una manera de hacer una diferencia en la vida de estos niños y adolescentes.

¿Qué es Búsqueda de Niños?

Búsqueda de niños es un proceso diseñado para identificar, encontrar y evaluar a individuos (recién nacidos hasta los 21 años) que están discapacitados y que necesitan educación especial.

¿Quién puede empezar el proceso de Búsqueda de Niños?

Cualquier persona puede empezar el proceso: un padre, un doctor, un familiar o un amigo puede llamar a la persona encargada de Búsqueda de Niños en su distrito escolar o al Centro de Servicio Educativo de la Región IV al teléfono 1-800-392-2761.



Region IV Education Service Center

7145 West Tidwell • Houston, Texas 77092-2096
Phone (713) 462-7708 • Fax (713) 744-2723
Web Address: <http://www.esc4.net>

Bill McKinney, Ph.D.
Executive Director

Frank DeLaro, Ed.D.
Chief Operating Officer

Linda Reeves, Ph.D.
Chief Education Officer

Jackie Townsend
Director of Special Education Services

Region IV is an equal opportunity employer.

Busca de Niños



Education Service Center
Houston, Texas

2

¿Por qué debemos referir?

- La identificación e intervención puede evitar fracasos y frustraciones en el futuro.
- La atención especial que se le da a la enseñanza y a la estrategias de aprendizaje puede ayudar a los individuos a sobrellevar los obstáculos de aprendizaje.

¿Qué pasa después de que un individuo es referido?

- El distrito escolar se comunicará con los padres.
- Los padres y el distrito escolar deciden si una evaluación es necesaria. Al mismo tiempo se puede desarrollar un plan de evaluación diseñado para evaluar áreas de preocupación.
- Se llevará acabo una evaluación conducida por una persona certificada que representa al distrito escolar o agencia.
- El/Los padre(s) y el personal de evaluación se reúnen para hablar de los resultados de la(s) prueba(s) y de la elegibilidad para educación especial y otros servicios.

3

¿Quién puede calificar para servicios de educación especial?

La ayuda es disponible através del distrito escolar para individuos que tengan las siguientes discapacidades de acuerdo con el criterio federal y estatal. Por ejemplo:

- Problemas de aprendizaje
- Impedimentos del habla
- Impedimentos ortopédicos
- Otros impedimentos de salud
- Retraso mental
- Problemas emocionales
- Autismo
- Discapacidades múltiples
- Daños traumáticos al cerebro
- Impedimentos visuales
- Impedimentos auditivos
- Sordera - sùgues



4

¿Qué servicios hay disponibles?

Las necesidades de cada individuo son evaluadas individualmente por un grupo que consiste de:

- Un representante de una agencia pública
- Un padre(s) or guardian
- El personal de evaluación
- Maestro(s)
- El estudiante

Este equipo revisará la información de las evaluaciones, identificará áreas que necesiten educación especializada; incluyendo servicios relacionados como terapia ocupacional, terapia física y consejería; y desarrollará un plan que llene las necesidades del individuo.

¿Cuánto cuestan los servicios?

Todos los servicios se llevaran acabo sin gastos propios de parte de los padres.

¿A dónde llama?

Para más información, lláme a la oficina de Búscas de Niños de su distrito escolar o al Centro de Servicio Educativo de la Region IV al teléfono 1-800-392-2761.



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Felipe T. Alanis
Commissioner of Education

To: Van Shaw, Academy of Accelerated Learning

From: Maggie Baker, TEA Legal Services Division

Date: May 15, 2003

Re: Legal Review

I have reviewed the information that was submitted in response to my review of the renewal application. While some of the issues have been resolved, there are a number of remaining issues that I have identified.

- Governance Structure** – I am still concerned about the description of the roles and responsibilities of the governing board on pages 11 through 14. First, the legal duties of a board and a superintendent of a charter school are somewhat different from the legal duties of a board and a superintendent of an independent school district. Much of the description in the renewal application pertains to the roles of boards and superintendents of independent school districts. Please review 19 TAC 100.1033(c)(6)(C) and (D) for a description of the nondelegable duties of the charter holder board and the CEO of the charter holder and revise the renewal application as appropriate. Second, the discussion in the renewal application is very detailed and contains information that is not necessary. For instance, the information on pages 13 and 14 concerning speakers to agenda items, hearing of citizens, other public hearings, awards and recognitions, conflict of interest statements, and presenting merit awards, etc. is really not needed in this section. O.K.
- Teacher Qualifications** – The second paragraph in Section III on page 15 ("All teachers assigned to teach...") should be revised. All charter holders seeking renewal have been asked to provide a statement that their core area teachers will have college degrees and meet all other requirements under federal and state laws and regulations. O.K.
- Admissions Policy** – The admissions policy on page 17 requires further revision because it does not adequately describe the admissions process. **Attached for your review is a sample admissions policy.** In addition, if applicants submit applications between March 10 and May 30, it seems the notification of admission and the lotteries should take place before July. O.K.
- Brochure** – The two-page brochure (with the picture of the school house on it) requires revision. First, it is not appropriate to request a photo of a student prior to enrollment. Second, I believe there is a sentence that should have been deleted because it does not really make sense (e.g., "The O.K.

following documents are usually required to be furnished with the application.”). Third, the section regarding special needs students should be deleted or significantly revised because the school is not entitled to this information until after a student is offered admission. As worded, the section could be interpreted to mean that the parents must disclose special education information before the student is actually enrolling.

5. **Registration Form** – The statement regarding the lottery reflects that this form is used before a student has been offered admission. It is not appropriate to request report cards and test scores at this stage. Please remove these requirements or provide an assurance that the information is only requested after a student has been offered admission and is enrolling.
6. **Enrollment Application** – Despite its name, this appears to be an application for admission. It is not permissible to request a photo, or information regarding a student’s ethnicity, sex, school history, home language, or medical history. The school should develop a simple admissions application form that requests only the most basic information concerning a student such as name, address, grade, age, parent information, etc. The information requested in the enrollment application and the accompanying forms may only be requested after a student has applied for admission and been accepted and is registering for enrollment.
7. **Assumed Name Certificate** – The Secretary of State’s database reflects that you have not yet filed an assumed name certification reflecting that your corporation does business under the name Academy of Accelerated Learning.

*O.K.
advised
CH to do
this
ASAP.*

It is not necessary to send me a new copy of the entire application. Please only send the pages that have been revised. Please contact me at 512-463-9720 if you have any questions regarding these matters.

Transmission Report

Date/Time
Local ID
Local Name
Company Logo

5-15-03; 12:07PM
512 463 8298
TEA LEGAL SERVICES
FAX REPLY TO 512-475-3662

This document was confirmed.
(reduced sample and details below)
Document Size Letter-S

TEXAS EDUCATION AGENCY
Division of Legal Services
1701 North Congress Avenue, Suite 2-150
Austin, Texas 78701

Facsimile Transmission Sheet

Date: 5/15/03 ~~4/9/03~~ Number of pages including cover sheet 24
To: Van Shaw From: Margaret E. Baker
Acad of Accelerated Senior Counsel
Learning Fax: (512) 475-3662
Tel.: (512) 463-9720
Fax: 713-942-1041
Tel.: _____

Remarks: Legal Review

Confidentiality Notice

This facsimile transmission and its accompanying documents may contain confidential information that is protected by state and/or federal law or attorney-client privilege. The information is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or the taking of any action in reliance on the contents of this information is strictly prohibited. If you have received this transmission in error, please immediately notify us by collect telephone call to arrange for the return of the documents.

Total Pages Scanned : 4 Total Pages Confirmed : 4

No.	Doc	Remote Station	Start Time	Duration	Pages	Mode	Comments	Results
1	247	917139421041	5-15-03; 12:02PM	4'27"	4/ 4	EC		CP 9600

Notes :

EC: Error Correct	RE: Resend	PD: Polled by Remote	MB: Receive to Mailbox
BC: Broadcast Send	MP: Multi-Poll	PG: Polling a Remote	PI: Power Interruption
CP: Completed	RM: Receive to Memory	DR: Document Removed	TM: Terminated by user
HS: Host Scan	HP: Host Print	FO: Forced Output	WT: Waiting Transfer
HF: Host Fax	HR: Host Receive	FM: Forward Mailbox Doc.	WS: Waiting Send

11/3-11/2-11-11

ACADEMY OF ACCELERATED LEARNING

Charter Holder: Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc.

Governance Structure: The application (pp. 9-12) refers to several portions of the Texas Education Code that are not applicable to charter schools. Some of these are of no consequence; however, there are requirements in Chapter 12 of the Education Code and Title 19 Texas Administrative Code Chapter 100 of which the applicant should be aware (e.g., training requirements for charter school officials).

amending
11/10/11

Teacher Qualifications: The statement regarding teacher qualifications is ambiguous as to whether teachers must be degreed and certified. Clarification is needed. In addition, charter holder is advised that federal law, i.e., the No Child Left Behind Act, now requires that all schools receiving Title I funds employ teachers of the "core academic subject areas" who: (1) have bachelor degrees and (2) demonstrate "competency" in each of the subject areas in which they teach. TEA expects to release a guidance document on these requirements in late February.

Need
to be
revised

Criminal History Records: OK.

Biographical Affidavits: All of the affidavits incorrectly reflect that the affiants are members of the governing board for the charter school, instead of members of the governing board of the charter holder.

OK
not clear
sample

Admissions Policy: The admissions policy should include the nondiscrimination statement required by Texas Education Code 12.111(6). The admissions process is not clear and should be revised. Furthermore, the lottery process should be described even though there has not yet been a need for a lottery. Finally, the application period, with a beginning and ending date, should be specified in the policy.

state policy

The informational brochure in Attachment 5 describes an admissions policy that is not permissible because it admits students on a first-come, first-served basis. Also, the brochure reflects that several documents are required prior to admission that should only be required post-admission (e.g., immunization records, attendance records, and possibly other academic records).

impartial
what
admission

If the "Enrollment Application" in Attachment 5 is required to be completed prior to admission, it too requires information that should not be requested until after a student is accepted for admission and is registering for enrollment.

The statements regarding admission in the renewal application, the brochure, and the admissions application should be consistent and not conflicting in any way.

Nonprofit Status: OK.

needed

Other: Charter holder should file an assumed name certificate with the Secretary of State since it does business under the name Academy of Accelerated Learning.

Transmission Report

Date/Time
Local ID
Local Name
Company Logo

4- 9-03; 9:46AM
512 463 8298
TEA LEGAL SERVICES
FAX REPLY TO 512-475-3662

This document was confirmed.
(reduced sample and details below)
Document Size Letter-S

TEXAS EDUCATION AGENCY
Division of Legal Services
1701 North Congress Avenue, Suite 2-150
Austin, Texas 78701

Facsimile Transmission Sheet

Date: 4/9/03 Number of pages including cover sheet 2

To: Van Shaw From: Margaret E. Baker
Acad of Accelerated Senior Counsel
Learning Fax: (612) 475-3882
Tel.: (512) 463-9720

Fax: 713-942-1041

Tel.: _____

Remarks: Legal Review

Confidentiality Notice

This facsimile transmission and its accompanying documents may contain confidential information that is protected by state and/or federal law or attorney-client privilege. The information is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or the taking of any action in reliance on the contents of this information is strictly prohibited. If you have received this transmission in error, please immediately notify us by collect telephone call to arrange for the return of the documents.

Total Pages Scanned : 2 Total Pages Confirmed : 2

No.	Doc	Remote Station	Start Time	Duration	Pages	Mode	Comments	Results
1	440	917139421041	4- 9-03; 9:43AM	2'10"	2/ 2	EC		CP 9600

Notes :

EC: Error Correct	RE: Resend	PD: Polled by Remote	MB: Receive to Mailbox
BC: Broadcast Send	MP: Multi-Poll	PG: Polling a Remote	PI: Power Interruption
CP: Completed	RM: Receive to Memory	DR: Document Removed	TM: Terminated by user
HS: Host Scan	HP: Host Print	FO: Forced Output	WT: Waiting Transfer
HF: Host Fax	HR: Host Receive	FM: Forward Mailbox Doc.	WS: Waiting Send

TEXAS EDUCATION AGENCY

Division of Legal Services
1701 North Congress Avenue, Suite 2-150
Austin, Texas 78701

Facsimile Transmission Sheet

Date: 5/21/03
~~4/9/03~~ Number of pages including cover sheet 2

To: Van Shaw From: Margaret E. Baker
Acad of Accelerated Senior Counsel
Learning Fax: (512) 475-3662
Tel.: (512) 463-9720

Fax: 713-942-1041

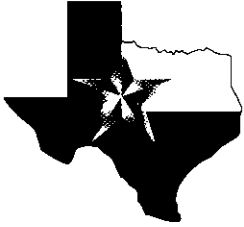
Tel.: _____

Remarks:

Legal Review

Confidentiality Notice

This facsimile transmission and its accompanying documents may contain confidential information that is protected by state and/or federal law or attorney-client privilege. The information is intended only for the use of the individuation or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or the taking or any action in reliance on the contents of this information is strictly prohibited. If you have received this transmission in error, please immediately notify us by collect telephone call to arrange for the return of the documents.



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Felipe T. Alanis
Commissioner of Education

**Cleared
on 6/9.*

To: Van Shaw, Academy of Accelerated Learning

From: Maggie Baker, TEA Legal Services Division

Date: May 15, 2003

Re: Legal Review

I have reviewed the information that was submitted in response to my review of the renewal application. While some of the issues have been resolved, there are a number of remaining issues that I have identified.

- Governance Structure** – I am still concerned about the description of the roles and responsibilities of the governing board on pages 11 through 14. First, the legal duties of a board and a superintendent of a charter school are somewhat different from the legal duties of a board and a superintendent of an independent school district. Much of the description in the renewal application pertains to the roles of boards and superintendents of independent school districts. Please review 19 TAC 100.1033(c)(6)(C) and (D) for a description of the nondelegable duties of the charter holder board and the CEO of the charter holder and revise the renewal application as appropriate. Second, the discussion in the renewal application is very detailed and contains information that is not necessary. For instance, the information on pages 13 and 14 concerning speakers to agenda items, hearing of citizens, other public hearings, awards and recognitions, conflict of interest statements, and presenting merit awards, etc. is really not needed in this section. *O.K.*
- Teacher Qualifications** – The second paragraph in Section III on page 15 ("All teachers assigned to teach...") should be revised. All charter holders seeking renewal have been asked to provide a statement that their core area teachers will have college degrees and meet all other requirements under federal and state laws and regulations. *O.K.*
- Admissions Policy** – The admissions policy on page 17 requires further revision because it does not adequately describe the admissions process. **Attached for your review is a sample admissions policy.** In addition, if applicants submit applications between March 10 and May 30, it seems the notification of admission and the lotteries should take place before July. *O.K.*
- Brochure** – The two-page brochure (with the picture of the school house on it) requires revision. First, it is not appropriate to request a photo of a student prior to enrollment. Second, I believe there is a sentence that should have been deleted because it does not really make sense (e.g., "The *O.K.*

following documents are usually required to be furnished with the application.”). Third, the section regarding special needs students should be deleted or significantly revised because the school is not entitled to this information until after a student is offered admission. As worded, the section could be interpreted to mean that the parents must disclose special education information before the student is actually enrolling.

5. **Registration Form** – The statement regarding the lottery reflects that this form is used before a student has been offered admission. It is not appropriate to request report cards and test scores at this stage. Please remove these requirements or provide an assurance that the information is only requested after a student has been offered admission and is enrolling.
6. **Enrollment Application** – Despite its name, this appears to be an application for admission. It is not permissible to request a photo, or information regarding a student’s ethnicity, sex, school history, home language, or medical history. The school should develop a simple admissions application form that requests only the most basic information concerning a student such as name, address, grade, age, parent information, etc. The information requested in the enrollment application and the accompanying forms may only be requested after a student has applied for admission and been accepted and is registering for enrollment.
7. **Assumed Name Certificate** – The Secretary of State’s database reflects that you have not yet filed an assumed name certification reflecting that your corporation does business under the name Academy of Accelerated Learning.

O.K.
advised
CH to do
this
ASAP.

It is not necessary to send me a new copy of the entire application. Please only send the pages that have been revised. Please contact me at 512-463-9720 if you have any questions regarding these matters.

Transmission Report

Date/Time
Local ID
Local Name
Company Logo

5-15-03; 12:07PM
512 463 8298
TEA LEGAL SERVICES
FAX REPLY TO 512-475-3662

This document was confirmed.
(reduced sample and details below)
Document Size Letter-S

TEXAS EDUCATION AGENCY
Division of Legal Services
1701 North Congress Avenue, Suite 2-150
Austin, Texas 78701

Facsimile Transmission Sheet

Date: 5/15/03 ~~4/9/03~~ Number of pages including cover sheet 24
To: Van Shaw From: Margaret E. Baker
Acad. of Accelerated Senior Counsel
Learning Fax: (512) 475-3662
Tel.: (512) 463-9720
Fax: 713-942-1041
Tel.: _____

Remarks: Legal Review

Confidentiality Notice

This facsimile transmission and its accompanying documents may contain confidential information that is protected by state and/or federal law or attorney-client privilege. The information is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or the taking of any action in reliance on the contents of this information is strictly prohibited. If you have received this transmission in error, please immediately notify us by collect telephone call to arrange for the return of the documents.

Total Pages Scanned : 4 Total Pages Confirmed : 4

No.	Doc	Remote Station	Start Time	Duration	Pages	Mode	Comments	Results
1	247	917139421041	5-15-03;12:02PM	4'27"	4 / 4	EC		CP 9600

Notes :

EC: Error Correct	RE: Resend	PD: Polled by Remote	MB: Receive to Mailbox
BC: Broadcast Send	MP: Multi-Poll	PG: Polling a Remote	PI: Power Interruption
CP: Completed	RM: Receive to Memory	DR: Document Removed	TM: Terminated by user
HS: Host Scan	HP: Host Print	FO: Forced Output	WT: Waiting Transfer
HF: Host Fax	HR: Host Receive	FM: Forward Mailbox Doc.	WS: Waiting Send



TEXAS EDUCATION AGENCY

1701 North Congress Ave. ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Felipe T. Alanis
Commissioner of Education

To: Generation 2 Charter Holder - *Acad. of Accelerated Learning*
From: Maggie Baker, Division of Legal Services
Date: May 29, 2003
Re: Renewal Application

The purpose of this notice is to remind you that you have not resolved all of the legal issues concerning your renewal application. Please provide me with the previously requested information and/or revisions by no later than **June 6, 2003**. The failure to provide a timely response will result in the delay of any further processing of your renewal application due to the fact that the Generation 3 renewal process is now underway. Please contact me at (512) 463-9720 if you have any questions regarding this matter.

Thank you for your cooperation.

Transmission Report

Date/Time
Local ID
Local Name
Company Logo

5-29-03; 10:16AM
512 463 8298
TEA LEGAL SERVICES
FAX REPLY TO 512-475-3662

This document was confirmed.
(reduced sample and details below)
Document Size Letter-S

TEXAS EDUCATION AGENCY
Division of Legal Services
1701 North Congress Avenue, Suite 2-150
Austin, Texas 78701

Facsimile Transmission Sheet

5/29/03
Date: 5/29/03 Number of pages including cover sheet 2

To: Van Shaw From: Margaret E. Baker
Acad. of Accelerated Senior Counsel
Learning Fax: (512) 475-3662
Tel.: (512) 463-8720

Fax: 713-942-1041

Tel.: _____

Remarks: Legal Review

Confidentiality Notice

This facsimile transmission and its accompanying documents may contain confidential information that is protected by state and/or federal law or attorney-client privilege. The information is intended only for the use of the individual or entity named above. If you are not the intended recipient, you are hereby notified that any disclosure, copying, distribution, or the taking or any action in reliance on the contents of this information is strictly prohibited. If you have received this transmission in error, please immediately notify us by collect telephone call to arrange for the return of the documents.

Total Pages Scanned : 2 Total Pages Confirmed : 2

No.	Doc	Remote Station	Start Time	Duration	Pages	Mode	Comments	Results
1	518	917139421041	5-29-03; 10:13AM	1'42"	2 / 2	EC		CP 9600

Notes :

EC: Error Correct	RE: Resend	PD: Polled by Remote	MB: Receive to Mailbox
BC: Broadcast Send	MP: Multi-Poll	PG: Polling a Remote	PI: Power Interruption
CP: Completed	RM: Receive to Memory	DR: Document Removed	TM: Terminated by user
HS: Host Scan	HP: Host Print	FO: Forced Output	WT: Waiting Transfer
HF: Host Fax	HR: Host Receive	FM: Forward Mailbox Doc.	WS: Waiting Send

Fax

To: Margaret Baker	From: James Bullock
Fax: (512) 463-9720	Pages:
Phone: (512) 475-3662	Date: 6-2-03
Rec:	CC:

- Urgent For Review Please Comment Please Reply Please Recycle

• Comments

Please review to determine whether this meet your approval.

Incomplete box

The Board of Directors recognizes the Superintendent is responsible under state law for managing the day-to-day operations of the school as its administrative manager. It shall be policy of the Board of Directors to determine and maintain the distinction between those activities which are appropriately the responsibility of the Board as the governing body of the school and those activities which are administrative in nature and performed by the administrative staff.

The following powers and duties shall be exercised by the Superintendent. (absent a specific written waiver setting forth good cause why any of the listed functions cannot be carried out by the Superintendent and approved by the Commissioner of Education).

Absent such waiver, the Superintendent shall not delegate final authority:

1. to organize the charter school's central administration
2. to approve reports or data submissions required by law;
3. to select charter school employees or officers; or
4. to faithfully carry out all duties delegated by the Board of Directors and as necessary for effective school operations, accountability, or requirement under the Texas Education Code, secs. 11.201 and 11.202.

As a Governing Body

The Board of Directors shall act as:

- a. A policy-making body and through its own action legislate to make its policies effective.
- b. An appraisal body sitting in judgment upon recommendations that may come to it through its executive officer or its own members which concern the progress and improvement of the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc.

Employment Certain Personnel

The Board of Education shall employ:

- a. A Superintendent and establish the salary and terms of contract provided said terms shall be in conformity with existing laws and regulations of the State of Texas. (7-22-93)
- b. Independent auditors for the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc., said auditors to be responsible directly to the Board. In accordance with prudent business practices, employment of the auditors should be rotated periodically.
- c. Attorneys who shall be responsible directly to the Board.

Additional Duties and Powers of the Board of Directors:

- a. Maintain suitable offices as deemed feasible within the Administrative building for the individual members and for the employed staff to handle the work of the Board and Board committees, keeping the minutes policies, and Board files current.
- b. Adopt broad goals and objectives for each aspect of the school's operation based upon the identified needs of the community. Said goals shall be documented, reviewed, and revised periodically in light of changing community needs and state accreditation guidelines.
- c. Establish basic policies to implement these goals and objectives and provide a framework of general rules and guidelines affecting major education and financial problems of the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc.
- d. Act upon all recommendations of the Superintendent as they relate to implementation of Board policies.
- e. Evaluate the performance and progress of the school against the stated goals and objectives. The measures used shall be:
 1. Progress toward objectives
 2. Administrative operations within the Board policy
 3. Concise and meaningful management reports on current operations provided to the Board members by the Superintendent on a regular recurring basis
 4. Performance of the Superintendent

Evaluate the Superintendent's performance on a continuing basis. Criteria for appraisal shall be specific

and communicated to the Superintendent. Performance appraisals based on the stated criteria shall be conducted privately or publicly at his discretion. Formal evaluation shall occur annually; informal evaluation as the parties deem appropriate.

Review and act upon the annual operating budget of the school prepared by the Superintendent and his staff to provide prudent stewardship of public resources.

Provide leadership in presenting needs of the school to local, state and federal government or agencies, the general public and the media by a planned program of external relations. Actively support appropriate regulations, ordinances or legislation necessary to meet these needs.

Review and act upon the recommended attendance boundaries within the school in compliance with state and federal mandates.

Authorize expenditures and approve bills presented for payment of said expenditure.

Act upon legal matters with advice from the attorneys.

Act upon textbooks and courses of study recommended by the Superintendent.

1. Training for Board Members:

Board members shall participate in training activities consistent with the statewide standards as prescribed by the State Board of Education. [TEC §23.33], Chapter 12 of the Texas Code and Title 19 Texas Administrative Code, Chapter 100.

2. Annual Performance Report:

The Board of Directors shall establish an annual performance report which shall be available to the public and filed with the State board of Education describing the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc.'s educational performance and giving financial information related to the costs incurred by the Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc.

D. Organizational Chart, Criminal History Records, Biographical Affidavit

- Submit an organizational chart. Include this document as **Attachment 1, Organizational Chart.**
- Submit a criminal history record for each board member. Include these documents as **Attachment 2, Criminal History Records for Board Members.**
- Submit a biographical affidavit for each board member. Include these documents as **Attachment 3,**
- **Board Member Biographical Affidavit.**

Section III. Teacher Qualifications

In the space provided, describe the qualifications required for all classroom teachers and other instructional staff. If this represents a change from the charter application on file with the Agency or approved amendments, please indicate that it is a change and describe the difference from the previous requirement.

All core area teachers will have college degrees and meet all other requirements under federal and state laws and regulations

Section IV. Code of Conduct

In the space provided, describe the methods used to inform parents and students about school rules and guidelines governing student behavior. Include policies regarding student expulsion and suspension and procedures that satisfy due process requirements.

A Student Code of Conduct establishes standards for all student conduct and will define misconduct, consistent with the Texas Education Code. Discipline management within ELEC, AAL, Inc. begins with the district's Discipline Management plan (DMP) which provides administrative guidance on the district's student code of conduct, the classification of suspension, and expulsion criteria. The DMP has been formally adopted by the board and serves as the "handbook" for discipline management, used by teachers, campus administrators, community stakeholders, and other constituents.

1. **Informing Parents and Students about School Rules and Guidelines Governing Student Behavior.** Students and parents are made aware of the student code of conduct and classification of offenses at the beginning of each school year. Both students and parents are informed of the consequences of unacceptable student behavior.
 - For entering students, at the time of enrollment and prior to attending the first day of classes, parents are provided a copy of the Student Code of Conduct. Parents are requested to review and discuss the Code with their child(ren). When this has been done, parents (and the student when feasible) are required to sign a form provided as part of the Code of Conduct publication, and return the form to the school. Signatures of the parent (and when feasible the student) acknowledges receipt of a copy of the Student's Code of Conduct and certify that both have read and discussed the Code. It is expected that parents and students will accept their responsibilities as described in the Student's Code of Conduct.
2. **Policies Regarding Student Expulsion and Suspensions:** The student Code of Conduct provides a description of a broad range of behavior considered being student misconduct. The behavior described should be viewed as representative of the misconduct listed in Level I, II, III, IV, and V Offenses: are not inclusive. The student who commits an act of misconduct, which may be classified into any of the given levels, will be subject to disciplinary action by the classroom teachers, counselor or principal.
 - **Suspension Is Considered To Be a Level III Offense:** This action is taken when the student commits offenses that seriously disrupt the education process in the classroom the school, and/or at school related activities, or a continuation of repeated Level I, II, or III misconduct.
 - **Expulsion Is Considered To Be a Level VI or V Offense:** This action is taken for offenses, which include those for which a student may or shall be expelled under, state law. They include continued serious or persistent misbehavior, which violates the school's Student Code of Conduct by a student while placed in an alternative education program.
3. **Procedures That Satisfy Due Process Requirements.** Parents, guardians, and students who wish to appeal placement in an alternative education program that extends beyond the next grading period, or who wish to appeal an expulsion, should refer to the section of the Student code of Conduct relating to procedures for appropriate guidance.

Section V. Complaints

In the space provided, describe the methods used to inform parents, students, and employees about the procedures for receiving and responding to complaints. (Note: Under 19 T AC § 100.110 1 (e), the governing body of a charter holder shall not delegate final authority to hear or decide employee grievances, citizen complaints, or parental concerns.)

- Describe the procedure for receiving and responding to complaints from students.

It is the philosophy of the AAL Board of Directors and the Administration that school problems can best be resolved at campus level, where problems start. In order to resolve problems, parents, guardians, and or students can meet with the teacher at appropriate times to discuss exiting problems. If the parent's, a guardian, or students are dissatisfied with the teacher's decision or explanation, they can meet with the principal to review the area of concern. If further assistance is needed, then parents, guardians, or students can meet with the Executive Director who makes the final determination.

- Describe the procedures for receiving and responding to complaints from both parents and employees

The Educational Learning & Enrichment Center, Academy of Accelerated Learning, Inc. will receive and respond to complaints from both parents and employees through written procedures adopted by the board. Any staff person or parent having a grievance with the ELEC AAL, Inc. Administration must administratively exhaust the ELEC AAL, Inc. grievance procedures described herein.

1. An effort must be made to verbally (one on one) discuss with the appropriate supervisor, the staff person's reason for feeling aggrieved. It is hoped that resolution can occur at this point.
2. If the grievance is not resolved after the first step, the staff person must write a letter to his/her supervisor describing the grievance and his/her understanding of the outcome of the initial in person attempt. This letter should be copied and sent to the Executive Director.
3. The Executive Director of ELEC AAL, Inc will schedule and preside over a meeting with the supervisor and the staff person.
4. If resolution does not occur at this time, the staff person should write the Executive Director of ELEC, AAL, Inc. requesting a formal hearing date and time.
5. The aggrieved party, (ies) will be notified of the hearing date and time.
6. A formal hearing will be conducted.
7. The aggrieved party (ies) will be notified as to the outcome of the hearing.

Section VI. Admissions Policy

In the space provided, describe the time line used for admitting students, including the application deadline and the process for the admission of students by lottery. (Although state law permits students to be accepted on a first come, first served basis or through a lottery, a charter school that is oversubscribed must use a lottery to be eligible to receive federal funds.)

ELEC, AAL, Inc. will provide educational services to some 750 low-income, inner city, primarily economically disadvantaged and at-risk students from Pre-K 3 through eighth grade and pursuant to the Texas Education Code, Section 12.111(6), ELEC, AAL, Inc. shall not discriminate in its admissions policy on the basis of sex, national origin, ethnicity, religion, disability, academic, artistic, athletic ability, or the district the child would otherwise attend in accordance with the Texas Education Code.

Reasonable accommodations will be provided to meet the needs of special enrolled populations such as Special Education, Dyslexia, etc. and ELEC, AAL, Inc. will contract with qualified personnel on an as-needed basis.

The school shall employ a lottery system to select students for each grade level where the total number of applicants exceed available seats in a particular class. The period for applying shall be from March 10th through May 30th of each year.

Admissions and Enrollment Process:

Currently enrolled students receive a Notice to Return form on March 24, 2003. This form asks students to state whether they intend to return the following school year and to identify any of their siblings who wish to attend the school the following school year. The form must be returned by May 10, 2003.

Currently enrolled students expressing a desire to return are automatically enrolled for the following school year upon timely receipt of the Notice to Return form. Vacancies in each class are then determined, and the siblings of returning students are given priority in admission.

Applications from new students are accepted from March 10, 2003 through May 30, 2003. If the number of eligible applicants does not exceed the number of vacancies, then all applicants who timely applied are offered admission. If there are more eligible applicants than available than available spaces in a class, then a lottery will be conducted on June 10, 2003. A name is drawn for each vacancy that exists, and each applicant whose name is drawn is offered admission. The remaining names are then drawn and placed on a waiting list in the order they were drawn. If a vacancy arises before the commencement of the school year or during the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

If an application is received after the application period has passed, the applicant's name is added to the waiting list behind the names of the applicants who timely applied.

Academy of Accelerated Learning, Inc. Charter School does not discriminate in admission based on gender, national origin, ethnicity, religion, disability, academic, artistic, or athletic ability, or the district the child would otherwise attend.



TEXAS EDUCATION AGENCY

1701 North Congress Ave ★ Austin, Texas 78701-1494 ★ 512/463-9734 ★ FAX: 512/463-9838 ★ <http://www.tea.state.tx.us>

Charter Renewal

September 11, 2007

Mr. Percy Creuzot
Academy of Accelerated Learning, Inc.
6025 Chimney Rock
Houston, TX 77081

Re: Charter Renewal for Academy of Accelerated Learning, Inc. (CDN 101810)

Dear Mr. Percy Creuzot:

I am pleased to inform you that your charter contract has been extended until July 31, 2013; 10 years from the end date of the original contract. After this expanded renewal, the charter contract shall consist of the following:

- the representations and assurances made by the charter holder in the original request for application under the standard application system;
- the original contract for charter, as signed by the charter holder and the State Board of Education;
- any condition, amendment, modification, revision, or other change to the charter approved by the State Board of Education or the commissioner of education;
- the final renewal application, on file with the Division of Charter Schools, including any revisions required by the agency and any amendments to the charter made through the renewal application; and
- all statements, assurances, commitments and representations made by the charter holder in its application for charter renewal and its attachments or related documents, to the extent that these documents are consistent with those listed above.

Note that this contract is contingent upon legislative authorization and that the contract and the funding under state and federal law may be modified or even terminated by future legislative act. Furthermore, state and federal laws and rules may periodically be adopted, amended, or repealed and all such changes applicable to the charter holder or its charter school(s) may modify this contract, as of the effective date provided in the law or rule. Nothing in this contract shall be construed to entitle the charter holder to any privilege or benefit, including any funding, but in accordance with state and federal laws in effect and as they may in the future be amended. A contract term that conflicts with any state or federal law or rule is superseded by the law or rule to the extent that the law or rule conflicts with the contract term.

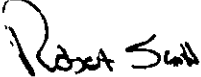
Mr. Percy Creuzot, Chair
Academy of Accelerated Learning, Inc.
Page 2

To acknowledge acceptance of this renewed contract, the chair of the charter holder board must sign below and return the entire original document to:

**Texas Education Agency
Division of Charter Schools
William B. Travis Building, Room 5-107
1701 North Congress Avenue
Austin, Texas 78701-1494**

The charter holder should keep a copy of the document for its files. Please contact the Division of Charter Schools at (512) 463-9575 with any questions.

Sincerely,



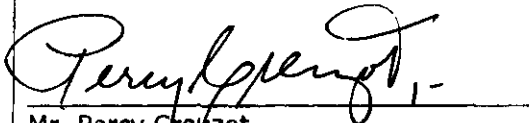
Robert Scott
Chief Deputy Commissioner of Education

cc: James Bullock, Superintendent

JUN 30 2008

I the undersigned hereby certify that the governing body of the charter holder has accepted and agreed to the charter renewal agreement for Academy of Accelerated Learning, Inc. as outlined in the foregoing letter and has authorized me to sign below.

Agreed and Accepted:



Mr. Percy Creuzot
Chair, Academy of Accelerated Learning, Inc.

Date 6/25/08