

MEMORANDUM

October 21, 2004

TO: District Superintendents
Principals

FROM: Abelardo Saavedra
Interim Superintendent of Schools

SUBJECT: **2004 ADEQUATE YEARLY PROGRESS RESEARCH BRIEF**

As you know, Adequate Yearly Progress (AYP) is the accountability component of the No Child Left Behind Act. The attached Research Brief provides an explanation of the 2004 calculations along with three flow charts: one describing the AYP model, one explaining the application of the one-percent cap on proficiency of Special Education students tested on off-grade-level instruments, and one describing the sanctions applied to campuses that miss AYP.

While we received early notice of the AYP status for seven Houston Independent School District schools that receive Title I funds and have now missed AYP for two consecutive years, ratings for the remainder of the HISD campuses will not be provided until **November 15 in preliminary form** and on **February 23 with the final ratings** after all appeals have been processed.

The major assault upon the district of AYP is the one-percent cap on proficiency of Special Education students tested on off-grade-level instruments. This is the first year that this provision has been applied to the calculations. The complete impact of the one-percent cap will not be felt until schools receive their data tables on November 15 and see the results on their reading and math performance for all students, but most specifically for the Special Education subgroup. In essence, while schools are testing students at the appropriate instructional level according to their Admissions Review and Dismissal (ARD) committee's recommendation, only those that fall within the federal government's guidelines for the one-percent cap will be counted as proficient. The remainder of the students will be counted as "artificial failures", even if they actually passed their assessment instrument, for the purposes of calculating district and campus AYP ratings.

Should you have any further questions, please contact my office or Dr. Kathryn Sanchez in Research and Accountability at (713) 892-6350.

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cc: School Board Members
Superintendent's Direct Reports
Dorothy Pace
Carolyn Guess

Research Brief

2004 ADEQUATE YEARLY PROGRESS

The *No Child Left Behind Act of 2001 (NCLB)* is a landmark education reform bill designed to improve student achievement and change the culture of America's schools. With passage of NCLB on January 8, 2002, Congress re-authorized, amended, and renamed the *Elementary and Secondary Education Act (ESEA)*—the principal federal law affecting education from kindergarten through high school. The resulting law represents a sweeping overhaul of federal efforts to support elementary and secondary education in the United States. It is built on four common-sense pillars: accountability for results; an emphasis on using proven, scientifically-based research; expanded parental options; and expanded local control and flexibility.

Accountability is a key component of the NCLB. Each state is required to develop and implement a statewide accountability system creates an educational environment allowing students to achieve their academic potential and meet a level of proficiency that will ensure their transition into society. The statewide accountability system must be effective in ensuring that all districts and schools make adequate yearly progress, and in holding accountable those that do not. Schools that do not make adequate yearly progress will be identified for increasingly rigorous sanctions designed to bring about meaningful change in instruction and performance. Further, students in low-performing schools will have the option to transfer to other public schools or to obtain supplemental educational services. Finally, the law mandates the fundamental restructuring of any school that fails to improve over an extended period of time.

Adequate Yearly Progress (AYP). Under NCLB, states are required to establish a definition of adequate yearly progress that each district and school is expected to meet. Annual targets are set by the state to measure progress of schools and districts toward the goal that all students—including low-income students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency—reach 100 percent proficiency in reading and math by 2013–14. In addition to academic performance, schools must test at least 95 percent of their students in each of the above student groups in reading and math and meet an approved target on one other non-academic measure. In Texas, the non-academic indicator is the four-year longitudinal graduation rate for high schools and the attendance rate for elementary and middle schools. All HISD schools with the exception of new campuses and Disciplinary Alternative Education Program campuses will be included in the AYP evaluation of district and school performance.

In short, the three AYP indicators are reading/English language arts, mathematics, and high school graduation rate /elementary and middle school attendance rate. Both the reading/English language arts and mathematics indicators have two components: student performance and participation. The criteria must be achieved on both components for the indicator to be considered met. For clarity, the student performance and participation components are presented separately for each AYP subject indicator in the following discussions.

I. Student Performance

- Texas Assessment of Knowledge and Skills (TAKS) English and Spanish for reading and mathematics in grades 3–8 and 10: First two administrations of third grade reading are used.
- State-Developed Alternative Assessment (SDAA) for students receiving special education services.
- Local-Developed Alternative Assessment (LDAA) for students receiving special education services.
- Reading Proficiency Tests in English (RPTE) for limited English proficient students exempted from TAKS.
- The accountability subset includes the following students:
 1. District—results for students enrolled in the district on the fall enrollment snapshot date and tested there in the spring will be considered in district AYP.
 2. Campuses—results for students enrolled on the campus on the fall enrollment snapshot date and tested there in the spring will be considered in the campus AYP evaluation.
- For all students and each student group (African American, Hispanic, White, economically disadvantaged, Special Education, and LEP) on reading and math separately, determine if:
 1. they meet the size requirement (presented in **Flowchart 1: AYP**) and,
 2. they meet the performance target (see **Table 1**) or met the provisions for required improvement (Safe Harbor).
- Students are counted as proficient for the performance calculation if they:
 1. passed the TAKS;
 2. met ARD expectations on the SDAA on grade level;
 3. met ARD expectations on the SDAA off grade level or the LDAA up to a district-level 1% cap based on the total answer documents submitted in the district (see **Flowchart 2: 1% Cap**); or
 4. scored intermediate or advanced on RPTE based on years in U.S. schools.

	2002–03, 2003–04	2004–05, 2005–06	2006–07, 2007–08	2008–09	2009–10	2010–11	2011–12	2012–13	2013–14
Reading/English Language Arts	47%	53%	60%	67%	73%	80%	87%	93%	100%
Mathematics	33%	42%	50%	58%	67%	75%	83%	92%	100%

- For reading, in 2004, 47% of the students need to achieve proficiency for the district or campus to meet the AYP passing standard. For math, in 2004, 33% of the students need to achieve proficiency (see **Table 1**).

II. Participation

- Participation rates are calculated as the number of students tested (“s” or “o” score codes) divided by the number of unduplicated answer documents submitted on the TAKS, SDAA, LDAA, RPTE, and released TAKS math for LEP students.
- For all students and each student group (African American, Hispanic, White, economically disadvantaged, Special Education, and LEP) on reading and math separately, determine if:
 1. they meet the size requirement (presented in **Flowchart 1: AYP**) and,
 - 2a. meet the 95% participation criteria or,
 - 2b. when averaged across current and previous year, the participation rate meets the 95% criteria.

III. Other Measure

A. Graduation Rate

- The graduation rate is calculated by dividing the number of graduates in 2003 by the number of students in the 9th grade cohort four years earlier (1999–00).
- The graduation rate has a standard of 70% or the minimum improvement requirement of 0.1% from the previous year.
- The minimum size requirements for districts or campuses is at least 40 students in the 9th grade cohort used to calculate the graduation rate at the all students level.
- Graduation rates for student groups are only included in the AYP calculation in the event they are evaluated as part of performance improvement; otherwise, districts and campuses are not required to meet the graduation rate standard for student groups.

B. Attendance Rate

- For the attendance rate to be evaluated in the AYP calculation at the all students level, the district or campus must have at least 7,200 total days in membership (40 students x 180 school days). Campuses with fewer than 7,200 total days in membership are not required to meet the attendance standard.
- The attendance rate, which is a prior year measure, has a standard of 90% or a minimum improvement requirement of 0.1%.
- Attendance rates for student groups are only included in the AYP calculation in the event they are evaluated as part of performance improvement; otherwise, districts and campuses are not required to meet the attendance rate standard for student groups.

IV. Determination of AYP Status

- A school/district is said to have **Met AYP** if it meets the standard for all indicators for all students and each applicable student group.
- A school/district is classified as **Missed AYP** if it does not meet the standard for at least one indicator.

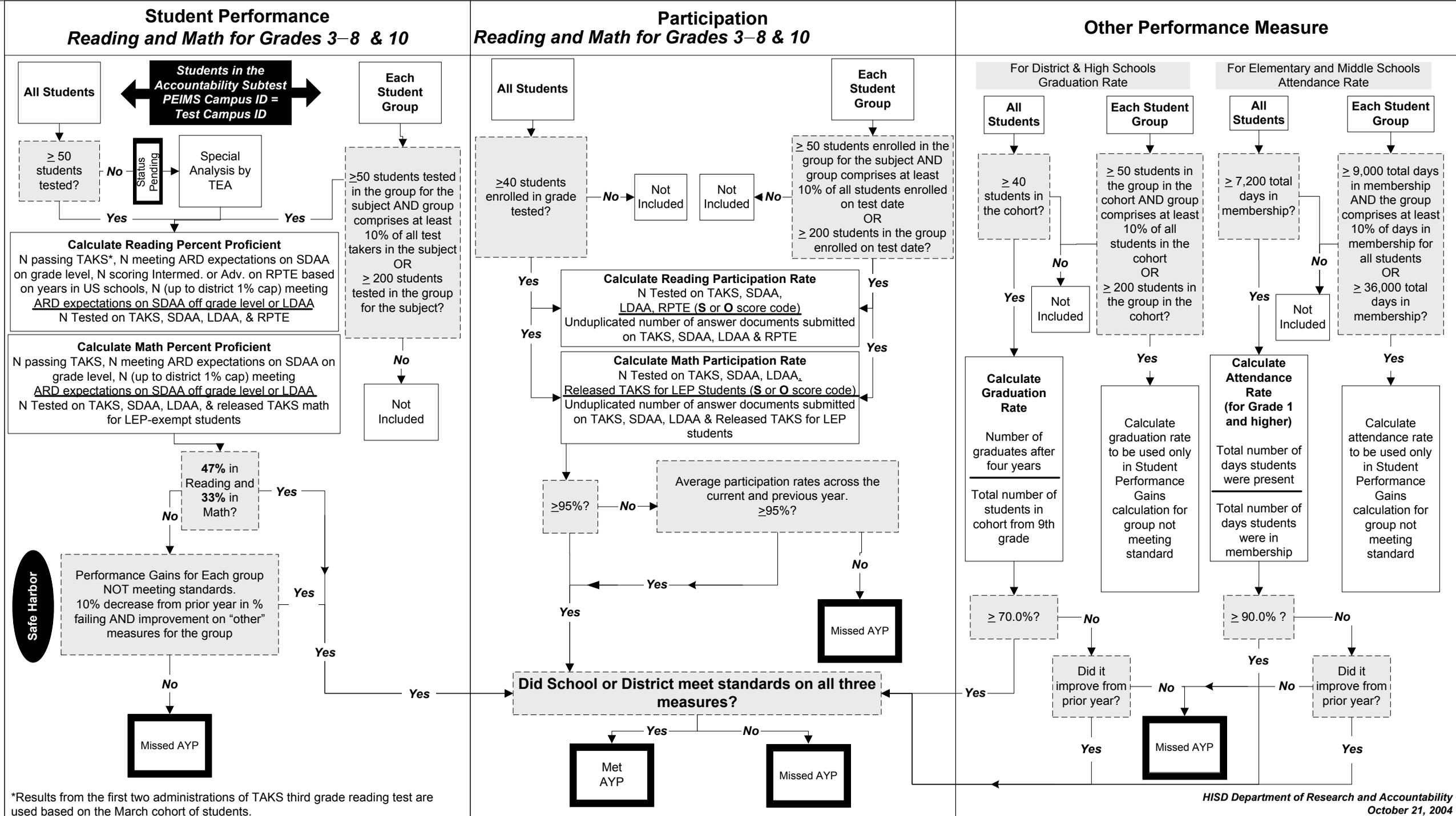
V. Sanctions

- Title 1 campuses that do not meet the AYP standard for the same measure for two consecutive years are subject to Stage 1 School Improvement requirements the following school year.
- Each additional year Title 1 campuses do not meet the AYP standard for the same measure, the requirements progress to the next stage (see **Flowchart 3: School Improvement**).
- Title 1 campuses are no longer subject to School Improvement when they meet the AYP standard for two consecutive years for the same measure that originally triggered School Improvement.
- Title 1 campuses may be subject to School Improvement for more than one measure.
- Non-Title 1 schools that do not meet the AYP standard for the same measure for two or more consecutive years are required to revise their School Improvement Plan to address the deficit.

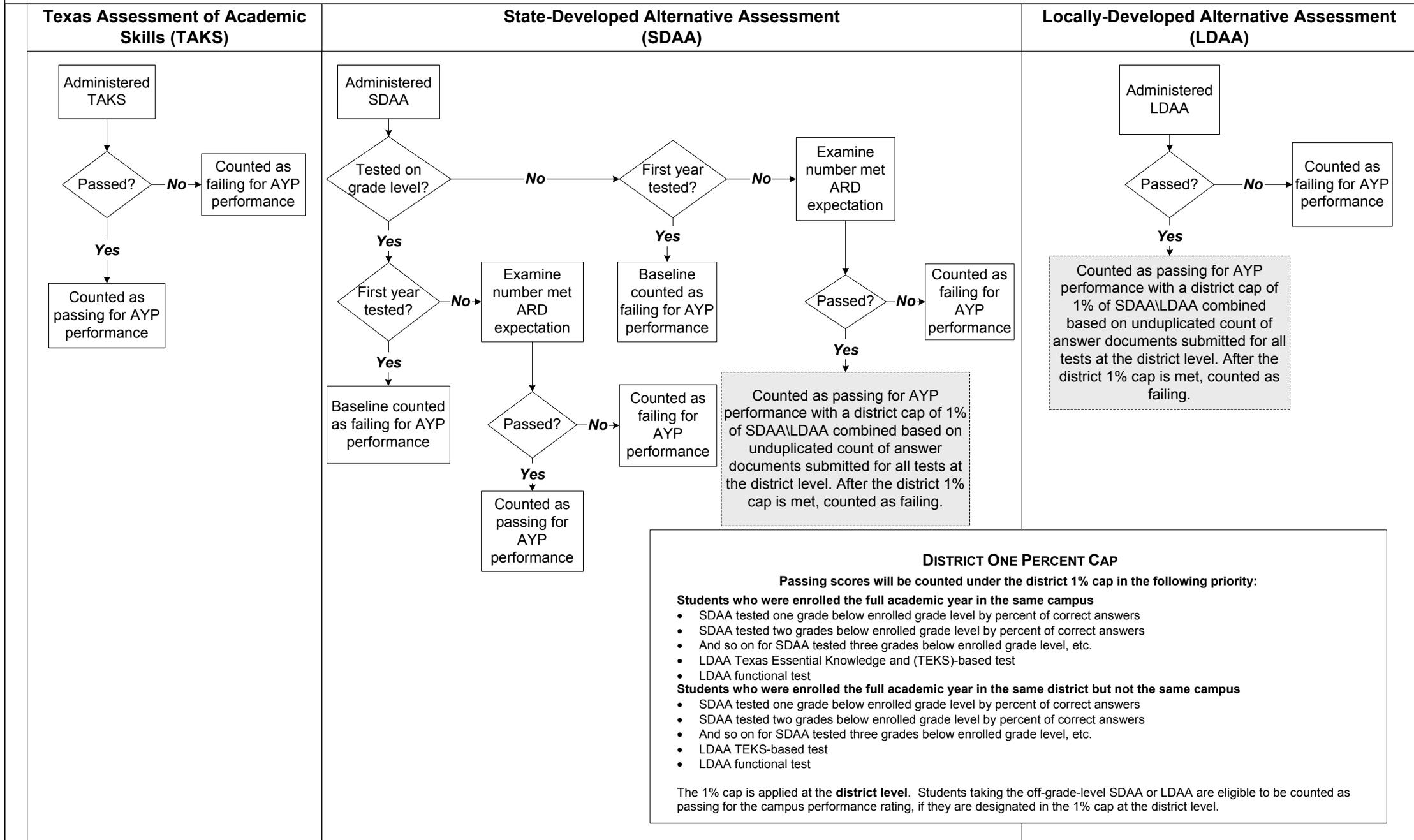
Summary of Significant Dates Related to the AYP

July 29, 2004	AYP Plan Approved.
August 13, 2004	School Improvement notification.
September 10, 2004	AYP Guide Released.
November 15, 2004	Release of 2004 Preliminary Data Tables (without AYP Status Labels). The Appeals process begins.
December 17, 2004	Appeals Deadline. Appeals must be submitted in writing under the signature of the Superintendent.
February 23, 2005	Final 2004 AYP Status provided to school districts.
February 24, 2005	TEA releases final 2004 AYP masked data tables with final AYP Status on the TEA website.

Flowchart 1: Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools 2003 – 2004



Flowchart 2: 2004 AYP Performance Indicators for Students with Disabilities (Including District 1% Cap)



Flowchart 3: School Improvement for the Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools 2003-04

