

**Table 1: AYP Performance Targets on TAKS Based on State Passing Standard**

	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/ELA	47%	53%	60%	67%	73%	80%	87%	93%	100%
Mathematics	33%	42%	50%	58%	67%	75%	83%	92%	100%

- For reading, in 2005, 53% of the students need to achieve proficiency for the district or campus to meet the AYP passing standard. For math, in 2005, 42% 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 II, LDAA, RPTE, and LAT math for LEP students (rounded to the nearest whole number).
- For all students and each student group (African American, Hispanic, White, economically disadvantaged, Special Education, and LEP—current LEP students) on reading and math separately, determine if they:
  - meet the size requirement (presented in **Flowchart 1: AYP**) and,
    - meet the 95% participation criteria or,
    - meet the 95% participation rate criteria, when averaged across the current and previous year.

**III. Other Measure**

**A. Graduation Rate**

- The graduation rate is calculated by dividing the number of graduates in 2004 by the number of students in the 9<sup>th</sup> grade cohort four years earlier (2000-01) (rounded to one decimal).
- The graduation rate has a standard of 70% or the minimum improvement requirement of 0.1% from the previous year.
- The minimum size requirement for districts or campuses is at least 40 students in the 9<sup>th</sup> 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. For the reading and math indicators, both performance and participation must be met for the indicator to be met.
- 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**

June 2005	AYP Guide Released.
August 10, 2005	Release of 2005 Preliminary Data Tables to schools and districts. The Appeals process begins.
August 11, 2005	Public release of 2005 Preliminary Data Tables.
September 15, 2005	Appeals Deadline. Appeals must be submitted in writing under the signature of the Superintendent.
Early December 2005	Final 2005 AYP Status released on public website.

# Research Brief

## 2005 ADEQUATE YEARLY PROGRESS

Accountability is a key component of the *No Child Left Behind Act of 2001 (NCLB)*. Each state is required to develop and implement a statewide accountability system that is 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 all 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.

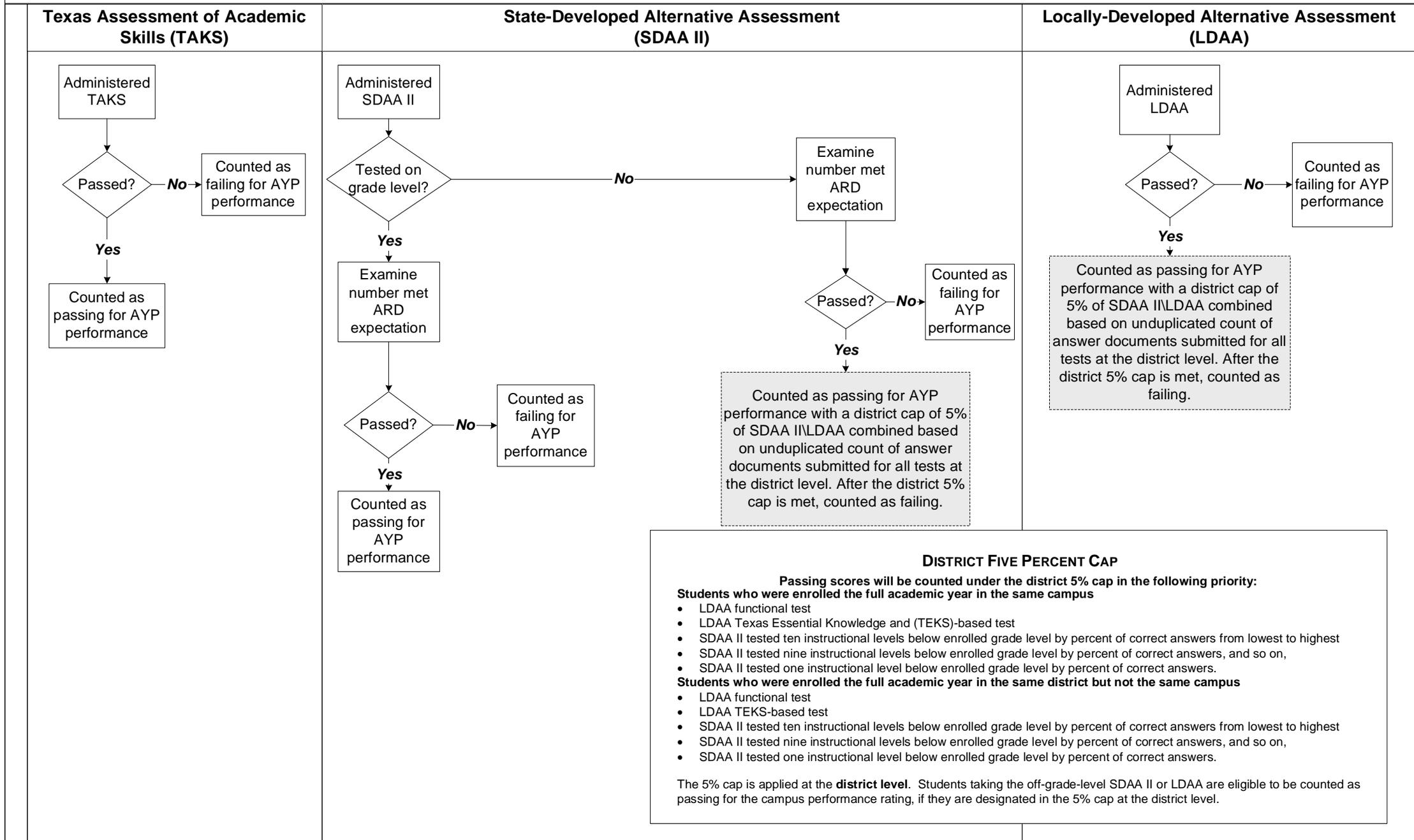
In short, the three AYP indicators are reading/English language arts, mathematics, and high school graduation rate/elementary and middle school attendance rate. Both the reading/English language arts and mathematics indicators have two components: student performance and participation. The criteria must 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**

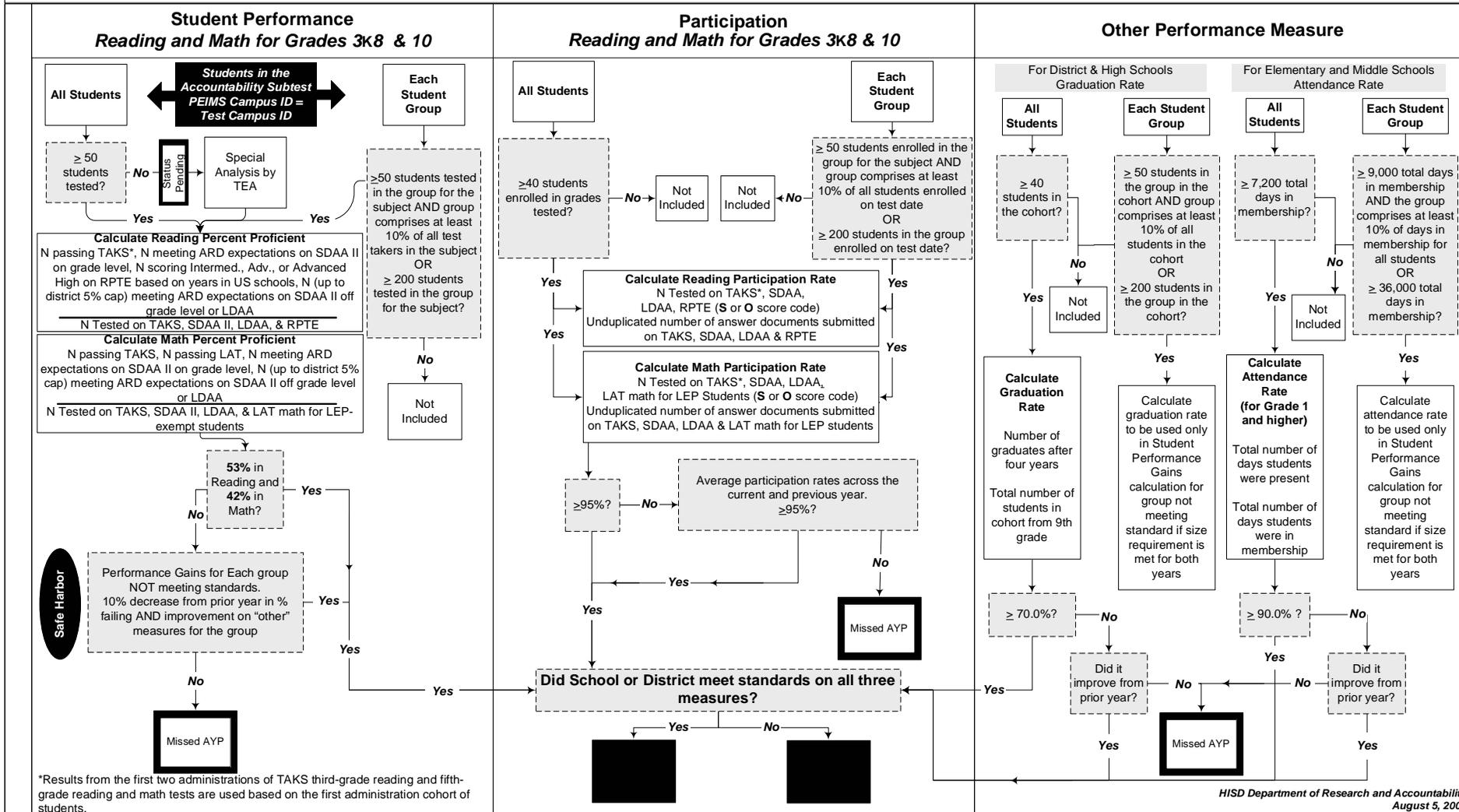
- Texas Assessment of Knowledge and Skills (TAKS) English and Spanish for reading and math in grades 3-8 and 10: First two administrations of third-grade reading and fifth-grade reading and math are used.
- State-Developed Alternative Assessment II (SDAA II) for students receiving special education services.
- Local-Developed Alternative Assessment (LDAA) in reading and math for students receiving special education services.
- Reading Proficiency Tests in English (RPTE) for recent immigrant limited English proficient students who have been in U.S. schools longer than one year exempted in Reading/English Language Arts by LPAC.
- Linguistically Accommodated Testing (LAT) of the TAKS or SDAA II math assessments for recent immigrant LEP students exempted by LPAC.
- The accountability subset includes the following students:
  - 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.
  - 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—current or monitored LEP students and appropriately coded on the answer document) on reading and math separately, determine if:
  - they meet the size requirement (presented in **Flowchart 1: AYP**) and,
  - they meet the performance target (see **Table 1**) or meet the provisions for required improvement (Safe Harbor).
- Students are counted as proficient for the performance calculation if they:
  - passed the TAKS;
  - met ARD expectations on the SDAA II on grade level;
  - met ARD expectations on the SDAA II off gradelevel or the LDAA up to a district-level 5% cap based on the total answer documents submitted in the district (see **Flowchart 2: 5% Cap**);
  - scored intermediate or higher (baseline testers) or at least one level higher (previous testers) on the RPTE in their second year, or advanced or advanced high for students in their third year or more in U.S. schools; or
  - attended U.S. schools for more than one year and passed the LAT math.
- The measure is calculated as the number of students counted as proficient (as described above for each test) divided by the total number of students tested, by subject, rounded to the nearest whole number.

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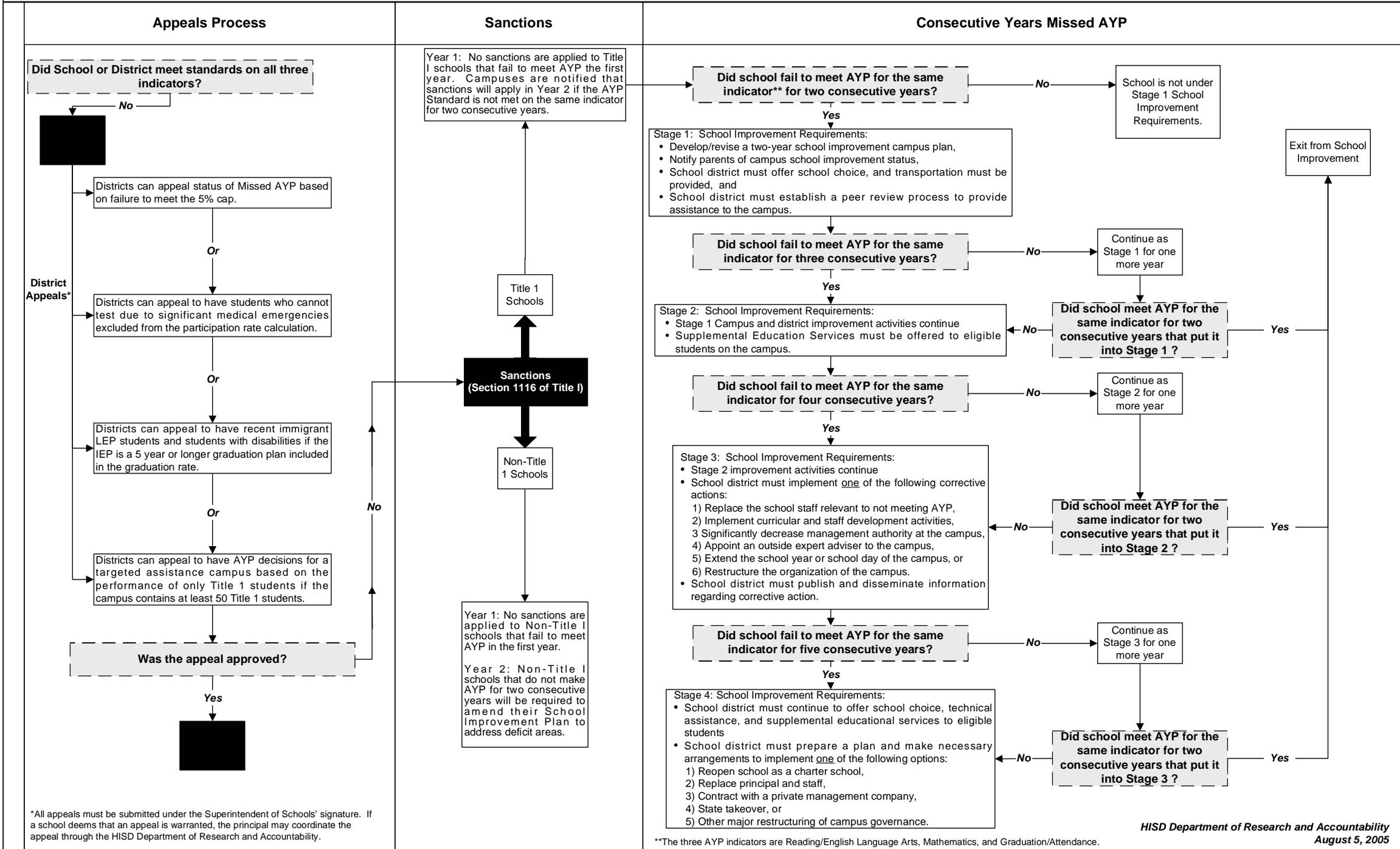
**Flowchart 2: 2005 AYP Performance Indicators for Students with Disabilities (Including District 5% Cap)**



**Flowchart 1: Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools 2004 K 2005**



# Flowchart 3: School Improvement for the Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools 2004-05



\*All appeals must be submitted under the Superintendent of Schools' signature. If a school deems that an appeal is warranted, the principal may coordinate the appeal through the HISD Department of Research and Accountability.

\*\*The three AYP indicators are Reading/English Language Arts, Mathematics, and Graduation/Attendance.