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

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading/ELA</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002–03</td>
<td>53%</td>
<td>33%</td>
</tr>
<tr>
<td>2003–04</td>
<td>58%</td>
<td>40%</td>
</tr>
<tr>
<td>2004–05</td>
<td>67%</td>
<td>42%</td>
</tr>
<tr>
<td>2005–06</td>
<td>73%</td>
<td>50%</td>
</tr>
<tr>
<td>2006–07</td>
<td>80%</td>
<td>58%</td>
</tr>
<tr>
<td>2007–08</td>
<td>87%</td>
<td>67%</td>
</tr>
<tr>
<td>2008–09</td>
<td>92%</td>
<td>75%</td>
</tr>
<tr>
<td>2009–10</td>
<td>93%</td>
<td>82%</td>
</tr>
<tr>
<td>2010–11</td>
<td>100%</td>
<td>90%</td>
</tr>
<tr>
<td>2011–12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012–13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2013–14</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- 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:
  1. meet the size requirement (presented in Flowchart 1: AYP) and,
  2. meet the 95% participation criteria or,
  3. 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 9th grade cohort four years earlier (2000–01) (rounded to one decimal).

- The graduation rate has a standard of 70% of 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 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% of 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 (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 2006 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.

---

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 that in holding accountable those 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 or 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 the 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)** strengths 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 includes the following students:
  1. District—results for students enrolled in the district on the fall enrollment snapshot date and tested there in reading and math 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.

  According to the requirements, a school/district must:
  1. meet the size requirement (presented in Flowchart 1: AYP) and,
  2. 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:
    1. passed the TAKS,
    2. met ARD expectations on the SDAA II or grade level,
    3. met ARD expectations on the SDAA II or grade level 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).
    4. 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;
    5. 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.
Flowchart 2: 2005 AYP Performance Indicators for Students with Disabilities (Including District 5% Cap)

<table>
<thead>
<tr>
<th>Texas Assessment of Academic Skills (TAKS)</th>
<th>State-Developed Alternative Assessment (SDAA II)</th>
<th>Locally-Developed Alternative Assessment (LDAA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administered TAKS</td>
<td>Administered SDAA II</td>
<td>Administered LDAA</td>
</tr>
<tr>
<td>Counted as failing for AYP performance</td>
<td>Tested on grade level?</td>
<td>Passed?</td>
</tr>
<tr>
<td>Yes</td>
<td>Examine number met ARD expectation</td>
<td>No</td>
</tr>
<tr>
<td>Counted as failing for AYP performance</td>
<td>Passed?</td>
<td>Counted as passing for AYP performance</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Counted as failing for AYP performance</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**District Five Percent Cap**

Passing scores will be counted under the district 5% cap in the following priority:

- LDAA functional test
- LDAA Texas Essential Knowledge and (TEKS)-based test
- SDAA II tested ten instructional levels below enrolled grade level by percent of correct answers from lowest to highest
- SDAA II tested nine instructional levels below enrolled grade level by percent of correct answers, and so on,
- SDAA II tested one instructional level below enrolled grade level by percent of correct answers.

Students who were enrolled the full academic year in the same campus:

- LDAA functional test
- LDAA TEKS-based test
- SDAA II tested ten instructional levels below enrolled grade level by percent of correct answers from lowest to highest
- SDAA II tested nine instructional levels below enrolled grade level by percent of correct answers, and so on,
- SDAA II tested one instructional level below enrolled grade level by percent of correct answers.

The 5% cap is applied at the **district level**. Students taking the off-grade-level SDAA II or LDAA are eligible to be counted as passing for the campus performance rating, if they are designated in the 5% cap at the district level.

Department of Research and Accountability
August 5, 2005
Flowchart 3: School Improvement for the Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools 2004-05

**Appeals Process**

- Did School or District meet standards on all three indicators?
  - Yes
  - No: Distincts can appeal status of Missed AYP based on failure to meet the 5% cap.

**Sanctions**

- Title 1 Schools
  - Did school fail to meet AYP for the same indicator** for two consecutive years?
    - Yes
    - No: School is not under Stage 1 School Improvement Requirements.

**Consecutive Years Missed AYP**

- Year 1: No sanctions are applied to Title 1 schools that fail to meet AYP the first year. Campuses that met the AYP standard will apply in Year 2 if the AYP standard is not met on the same indicator for two consecutive years.

**Stage 1: School Improvement Requirements**

- Develop/review a two-year school improvement plan.
- Notify parents of campus school improvement status.
- School district must offer school choice, and transportation must be provided.
- School district must establish a peer review process to provide assistance to the campus.

**Stage 2: School Improvement Requirements**

- Stage 1 Campus and district improvement activities continue.
- Supplemental Education Services must be offered to eligible students on the campus.

**Stage 3: School Improvement Requirements**

- Stage 2 improvement activities continue.
- School district must implement one of the following corrective actions:
  1. Replace the school staff relevant to not meeting AYP.
  2. Implement curricular and staff development activities.
  3. Significantly decrease management authority at the campus.
  4. Appoint an outside expert adviser to the campus.
  5. Extend the school year or school day of the campus
  6. Restructure the organization of the campus.
- School district must publish and disseminate information regarding corrective action.

**Stage 4: School Improvement Requirements**

- School district must continue to offer school choice, technical assistance, and supplemental educational services to eligible students.
- School district must prepare a plan and make necessary arrangements to implement one of the following options:
  1. Reopen school as a charter school.
  2. Replace principal and staff.
  3. Contract with a private management company.
  4. State takeover, or
  5. Other major restructuring of campus governance.

**District Appeals**

- Districts can appeal to have students who cannot test due to significant medical emergencies excluded from the participation rate calculation.
- Districts can appeal to have recent immigrant LEP students and students with disabilities if the IEP is a 5 year or longer graduation plan included in the graduation rate.
- Districts can appeal to have AYP decisions for a targeted assistance campus based on the performance of only Title 1 students if the campus contains at least 50 Title 1 students.

**Year 2: Non-Title I Schools**

- Did school fail to meet AYP for the same indicator for two consecutive years?
  - Yes: Continue as Stage 2 for one more year.
  - No: Did school meet AYP for the same indicator for two consecutive years that put it into Stage 1?

**Year 3: Non-Title I Schools**

- Did school meet AYP for the same indicator for three consecutive years?
  - Yes: Continue as Stage 1 for one more year.
  - No: Did school meet AYP for the same indicator for four consecutive years?

**Year 4: Non-Title I Schools**

- Did school meet AYP for the same indicator for five consecutive years?
  - Yes: Continue as Stage 1 for one more year.
  - No: Did school meet AYP for the same indicator for four consecutive years?

**Year 5: Non-Title I Schools**

- Did school meet AYP for the same indicator for five consecutive years?
  - Yes: Continue as Stage 1 for one more year.
  - No: Did school meet AYP for the same indicator for four consecutive years?

**Exit from School Improvement**

- Did School meet AYP for the same indicator for five consecutive years?
  - Yes: Continue as Stage 1 for one more year.
  - No: Did school meet AYP for the same indicator for four consecutive years?

**Notes:**
- 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.**

**HISD Department of Research and Accountability**

August 5, 2005