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

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading/LA</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002–03</td>
<td>65%</td>
<td>40%</td>
</tr>
<tr>
<td>2003–04</td>
<td>60%</td>
<td>35%</td>
</tr>
<tr>
<td>2004–05</td>
<td>55%</td>
<td>30%</td>
</tr>
<tr>
<td>2005–06</td>
<td>50%</td>
<td>25%</td>
</tr>
<tr>
<td>2006–07</td>
<td>45%</td>
<td>20%</td>
</tr>
<tr>
<td>2007–08</td>
<td>40%</td>
<td>15%</td>
</tr>
<tr>
<td>2008–09</td>
<td>35%</td>
<td>10%</td>
</tr>
<tr>
<td>2009–10</td>
<td>30%</td>
<td>5%</td>
</tr>
<tr>
<td>2010–11</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>2011–12</td>
<td>20%</td>
<td>-</td>
</tr>
<tr>
<td>2012–13</td>
<td>15%</td>
<td>-</td>
</tr>
<tr>
<td>2013–14</td>
<td>10%</td>
<td>-</td>
</tr>
</tbody>
</table>

### 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, Evacuee group, 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 criteria and, after averaging across the current and previous years.
- For 2006, Hurricane Evacuees are reported as a separate subgroup and not included in any other groups including All Students. They will be evaluated for participation only.

### III. Other Measure

#### A. Graduation Rate

- The graduation rate is calculated by dividing the number of graduates in 2005 by the number of students in the 9th grade cohort four years earlier (2001–02) (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 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 classified as 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 included.
- A school/district is classified as Missed AYP if it does not meet the standard for at least one indicator.

### V. Sanctions

- Title I campuses that do not meet the AYP standard for the same indicator for two consecutive years are subject to Stage 1 School Improvement requirements the following school year.
- Each additional year Title I campuses do not meet the AYP standard for the same indicator, the requirements progress to the next stage (see Flowchart 3: School Improvement).
- Title I campuses are no longer subject to School Improvement when they meet the AYP standard for two consecutive years for the same indicator that originally triggered School Improvement.
- Title I campuses may be subject to School Improvement for more than one indicator.
- Non–Title I schools that do not meet the AYP standard for the same indicator 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 2006**: AYP Guide Released.
- **August 15, 2006**: Release of 2006 Preliminary Data Tables to schools and districts. The Appeals process begins.
- **August 16, 2006**: Public release of 2006 Preliminary Data Tables.
- **September 20, 2006**: Appeals Deadline. Appeals must be submitted in writing under the signature of the Superintendent.
- **Mid-December 2006**: Final 2006 AYP Status released on public website.
Flowchart 1: Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools 2005 – 2006

Student Performance
Reading and Math for Grades 3–8 & 10

- All Students
  - Students in the Accountability Subtest
    - PEIMS Campus ID = Test Campus ID
      - Yes
        - > 50 students tested?
          - No
            - Performance Gains:
              - For each group NOT meeting standards, 10% decrease from prior year in % failing AND improvement on “other” measures for the group
            - Yes
              - 63% in Reading and 42% in Math?
                - No
                  - Performance Gains for Each group NOT meeting standards, 10% decrease from prior year in % failing AND improvement on “other” measures for the group
                - Yes
                  - Yes
                    - Missed AYP
          - Yes
            - >50 students tested in the group for the subject AND group comprises at least 50% of all test takers in the subject OR
              - >200 students tested in the group for the subject?
                - No
                  - Performance Gains:
                    - For each group NOT meeting standards, 10% decrease from prior year in % failing AND improvement on “other” measures for the group
                - Yes
                  - Yes
                    - Yes
                      - Missed AYP

Participation
Reading and Math for Grades 3–8 & 10

- All Students
  - Each Student Group:
    - All American, Hispanic, White, Black, Suburban, Rural, Low Income, Special Education, and LEP (current & monitored)
      - Yes
        - >40 students in the cohort?
          - No
            - Not Included
          - Yes
            - >50 students enrolled in grades tested?
              - No
                - Not Included
              - Yes
                - Average participation rates across the current and previous year. ≥95%?
                  - No
                    - Did School or District meet standards on all three indicators?
                      - No
                        - Missed AYP
                      - Yes
                        - Meets AYP
                  - Yes
                    - Missed AYP

Other Performance Measure

For District & High Schools
Graduation Rate

- All Students
  - Each Student Group:
    - All American, Hispanic, White, Black, Suburban, Rural, Low Income, Special Education, and LEP (current & monitored)
      - Yes
        - >50 students in the cohort?
          - No
            - Not Included
          - Yes
            - >200 students in the group enrolled on test date OR
              - >200 students in the group enrolled on test date?
                - No
                  - Not Included
                - Yes
                  - Calculate Graduation Rate
                    - Number of graduates after four years
                      - Total number of students in cohort from 9th grade
                        - ≥70.0%?
                          - No
                            - Did it improve from prior year?
                              - No
                                - Missed AYP
                              - Yes
                                - Meets AYP
                          - Yes
                            - Missed AYP
                      - ≥90.0%?
                        - No
                          - Did it improve from prior year?
                            - No
                              - Missed AYP
                            - Yes
                              - Meets AYP
                        - Yes
                          - Did it improve from prior year?
                            - Yes
                              - Meets AYP
                            - No
                              - Missed AYP

For Elementary and Middle Schools
Attendance Rate

- All Students
  - Each Student Group:
    - All American, Hispanic, White, Black, Suburban, Rural, Low Income, Special Education, and LEP (current & monitored)
      - Yes
        - >9,000 total days in membership AND the group comprises at least 10% of days in membership for all students OR
          - >36,000 total days in membership?
            - No
              - Not Included
            - Yes
              - Calculate Attendance Rate (for Grade 1 and higher)
                - Total number of days students were present
                  - Total number of days students were in membership
                    - ≥90.0%?
                      - No
                        - Did it improve from prior year?
                          - No
                            - Missed AYP
                          - Yes
                            - Meets AYP
                      - Yes
                        - Did it improve from prior year?
                          - Yes
                            - Meets AYP
                          - No
                            - Missed AYP

*Results from the first two administrations of TAKS third-grade reading and fifth-grade reading and math tests are used based on the first administration cohort of students.

HISD Department of Research and Accountability
August 5, 2006
**DISTRICT THREE PERCENT CAP**

Passing scores will be counted under the district 3% cap in the following priority:

**Students who were enrolled the full academic year in the same campus**
- 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 district but not 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 3% 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 3% cap at the district level.
Flowchart 3: School Improvement for the Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools 2005-06

### Appeals Process

**Did School or District meet standards on all three indicators?**

- **Yes**: Meets AYP
- **No**: Missed AYP
  - 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 (ELP) 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.

**Was the appeal approved?**

- **Yes**: Meets AYP
- **No**: Missed AYP

### Sanctions

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

**Sanctions (Section 1116 of Title I)**

- **Title 1 Schools**

**Year 2: Non-Title I schools that fail to meet AYP in the first year.**

- **Non-Title I Schools**

### Consecutive Years Missed AYP

**Stage 1: School Improvement Requirements:**
- Develop/revise a two-year school improvement campus plan,
- Notify parents of campus school improvement status,
- School district must offer school choice, and transportation must be provided, and
- School district must establish a peer review process to provide assistance to the campus.

**Did school fail to meet AYP for the same indicator**

- **No**: School is not under Stage 1 School Improvement Requirements.
- **Yes**: Continue as Stage 1 for one more year

**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.

**Did school fail to meet AYP for the same indicator for three consecutive years?**

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

**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, or
  6) Restructure the organization of the campus.
- School district must publish and disseminate information regarding corrective action.

**Did school fail to meet AYP for the same indicator for four consecutive years?**

- **No**: Continue as Stage 3 for one more year
- **Yes**: Did school meet AYP for the same indicator for two consecutive years that put it into Stage 2?

**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.

**Did school fail to meet AYP for the same indicator for five consecutive years?**

- **No**: Continue as Stage 3 for one more year
- **Yes**: Did school meet AYP for the same indicator for two consecutive years that put it into Stage 3?

### 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, 2006