

Research Brief

2011 ADEQUATE YEARLY PROGRESS

	2002-04	2004-06	2006-08	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%

II. Participation

- Participation rates are calculated as follows: the numerator is the number of students tested on TAKS, TAKS (Accommodated) form, LAT/TAKS-M, TAKS-Alt, LAT, and TELPAS Reading (only for students enrolled in their first year in a U.S. school) divided by the denominator, or the number of unduplicated answer documents submitted on TAKS, TAKS (Accommodated) form, LAT/TAKS-M, TAKS-Alt, LAT, and TELPAS, 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 years.

III. Other Measure

A. Graduation Rate

- The graduation rate is calculated by dividing the number of graduates in 2010 by the number of students in the 9th grade cohort four years earlier (2006-07) (rounded to one decimal).
- The graduation rate has a standard of 75%. Two four-year Graduation Rate Alternatives are: Safe Harbor target of a 10% decrease in difference from the prior year rate and the goal (90%) or the minimum improvement target of 1.0% from the previous year.
- The 5-year graduation rate has a standard of 80%.
- 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 student's 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 2009-10 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 evaluated 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 schools/districts 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 1 schools/districts do not meet the AYP standard for the same indicator, the requirements progress to the next stage (see **Flowchart 3: School Improvement**).
- Title 1 schools/districts 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 1 schools/districts may be subject to School Improvement for more than one indicator, with the highest stage assigned to the school or district
- Non-Title 1 schools/districts that do not meet AYP standards 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 27, 2011	Release of 2011 Preliminary Data Tables to schools and districts. The Appeals process begins.
August 4, 2011	Public release of 2011 Preliminary Data Tables.
September 2, 2011	Appeals Deadline. Appeals must be submitted in writing under the signature of the Superintendent.
Nov.-Dec. 2011	Final 2011 AYP Status released on public website.

Accountability is a key component of the *No Child Left Behind Act of 2001 (NCLB)*. Under NCLB, states are required to establish a definition of **Adequate Yearly Progress (AYP)** that each district and school is expected to meet. 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.

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 2013-2014. 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 annual 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 subject indicators have two components: student performance and participation. The criteria must be achieved on both components to meet the indicator.

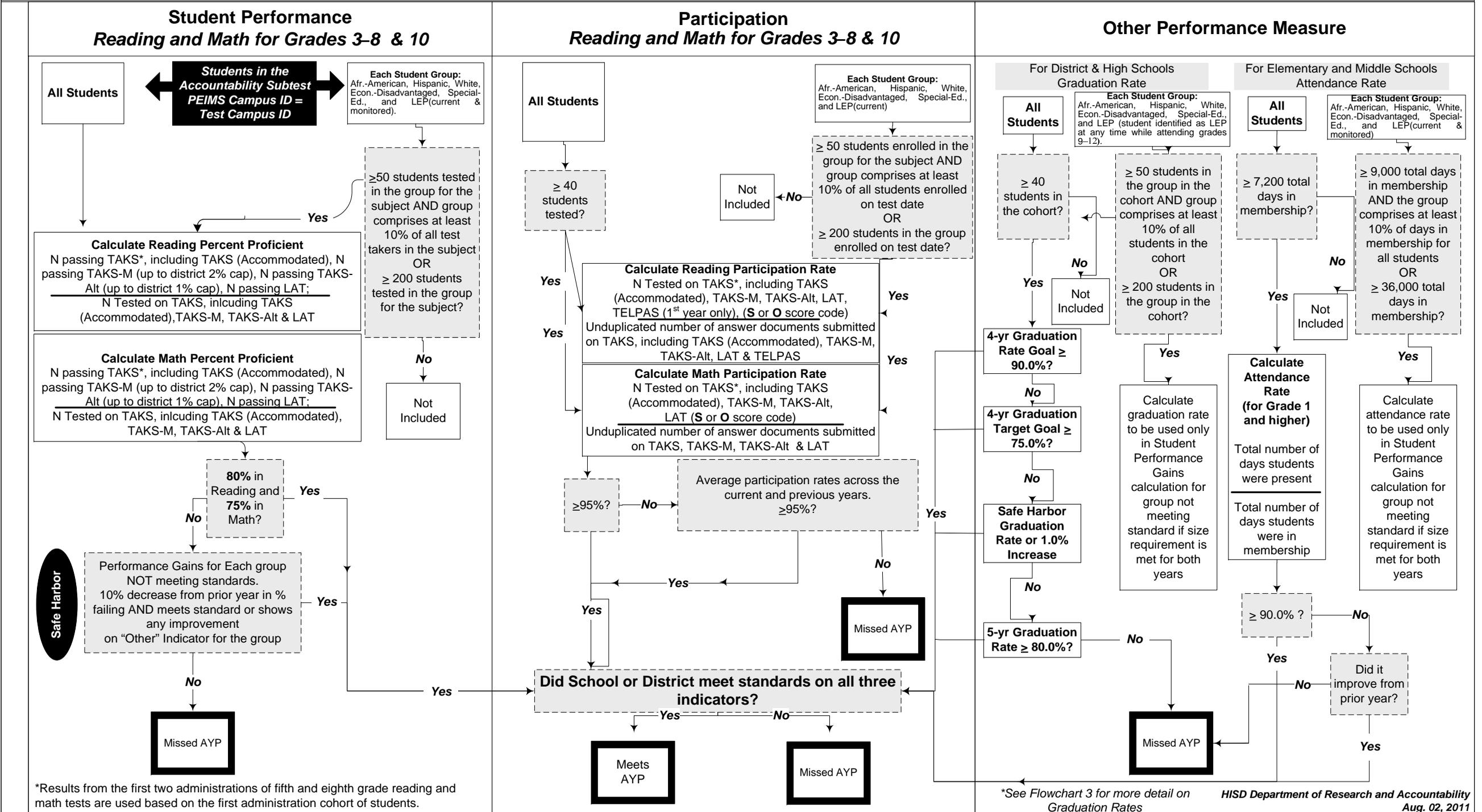
I. Student Performance

- Texas Assessment of Knowledge and Skills (TAKS) English and Spanish for reading and math in grades 3-8 and 10: First two administrations of fifth and eighth grade reading and math are used.
- TAKS includes a test form called TAKS (Accommodated) for students served in special education.
- TAKS-Modified (TAKS-M) in reading and math for students served in special education who meet eligibility requirements for certain specific accommodations.
- TAKS-Alternate (TAKS-Alt) in reading and math for students with significant cognitive disabilities who meet the participation requirements.
- Linguistically Accommodated Testing (LAT) of the TAKS or TAKS-M reading and math assessments for second and third year immigrant LEP students exempted from TAKS.
- 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 performance improvement.
- Students are counted as proficient for the performance calculation if they:
 - passed the TAKS including the TAKS (Accommodated) form;
 - passed LAT TAKS-M and TAKS-M up to a district-level 2% cap based on the total answer documents submitted in the district (see **Flowchart 2: Federal Cap**);
 - passed TAKS-Alt up to a district-level 1% cap based on the total answer documents submitted in the district (see **Flowchart 2: Federal Cap**); or
 - attended U.S. schools for more than one year and passed the LAT version of TAKS in reading or 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.
- The Texas Projection Measure (TPM):** In 2011, the use of the TPM in the state and federal accountability system will be discontinued.
- Discontinue** the use of TAKS-Alt growth measure in 2011.
- Pre-Kindergarten and Kindergarten campuses are included in the ratings of districts.
- For reading, in 2011, 80% of the students need to achieve proficiency for the district or campus to meet the AYP passing standard. For math, in 2011, 75% of the students need to achieve proficiency (see **Table 1**).

Texas will apply a **Federal Race/Ethnicity Provision in the Federal AYP evaluations** to address possible disproportionate representation in the trend data for accountability purposes only in 2011.

Performance Improvement/Safe Harbor: The prior year student group minimum size is no longer required for both Attendance Rate and Graduation Rate measure calculations.

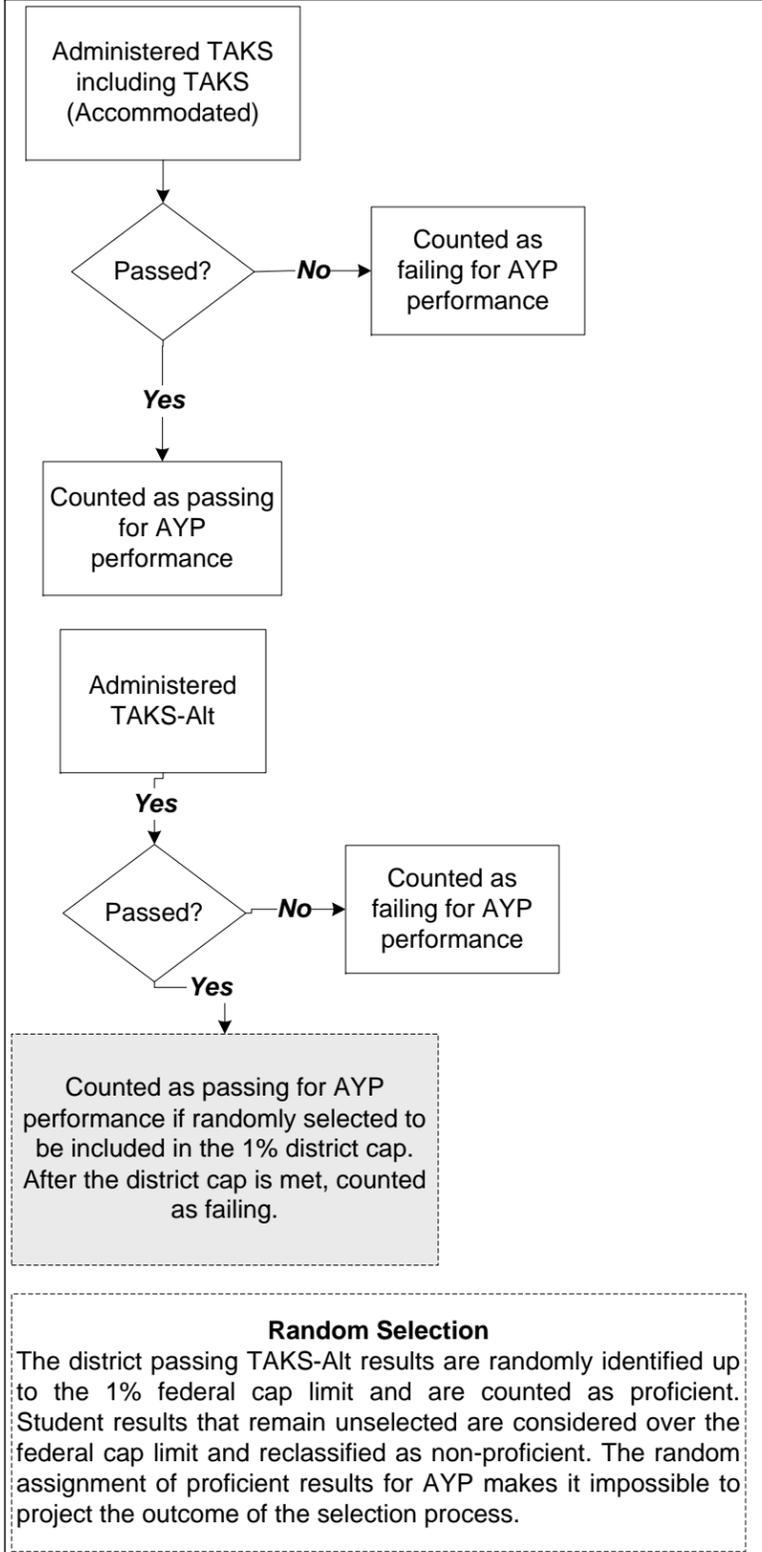
Flowchart 1: 2011 Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools



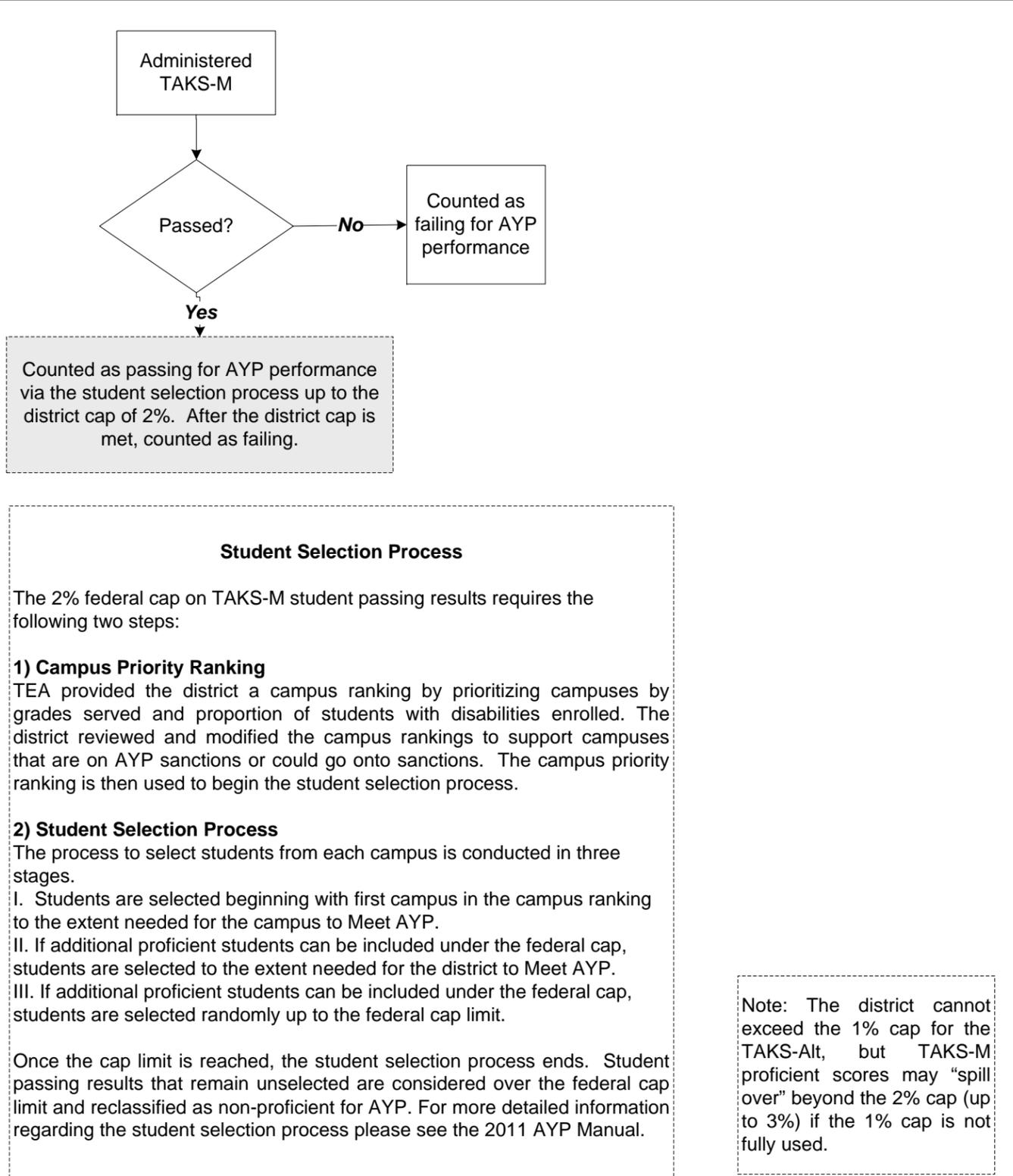
*Results from the first two administrations of fifth and eighth grade reading and math tests are used based on the first administration cohort of students.

Flowchart 2: 2011 AYP Performance Indicators for Students with Disabilities (Including District 3% Cap)

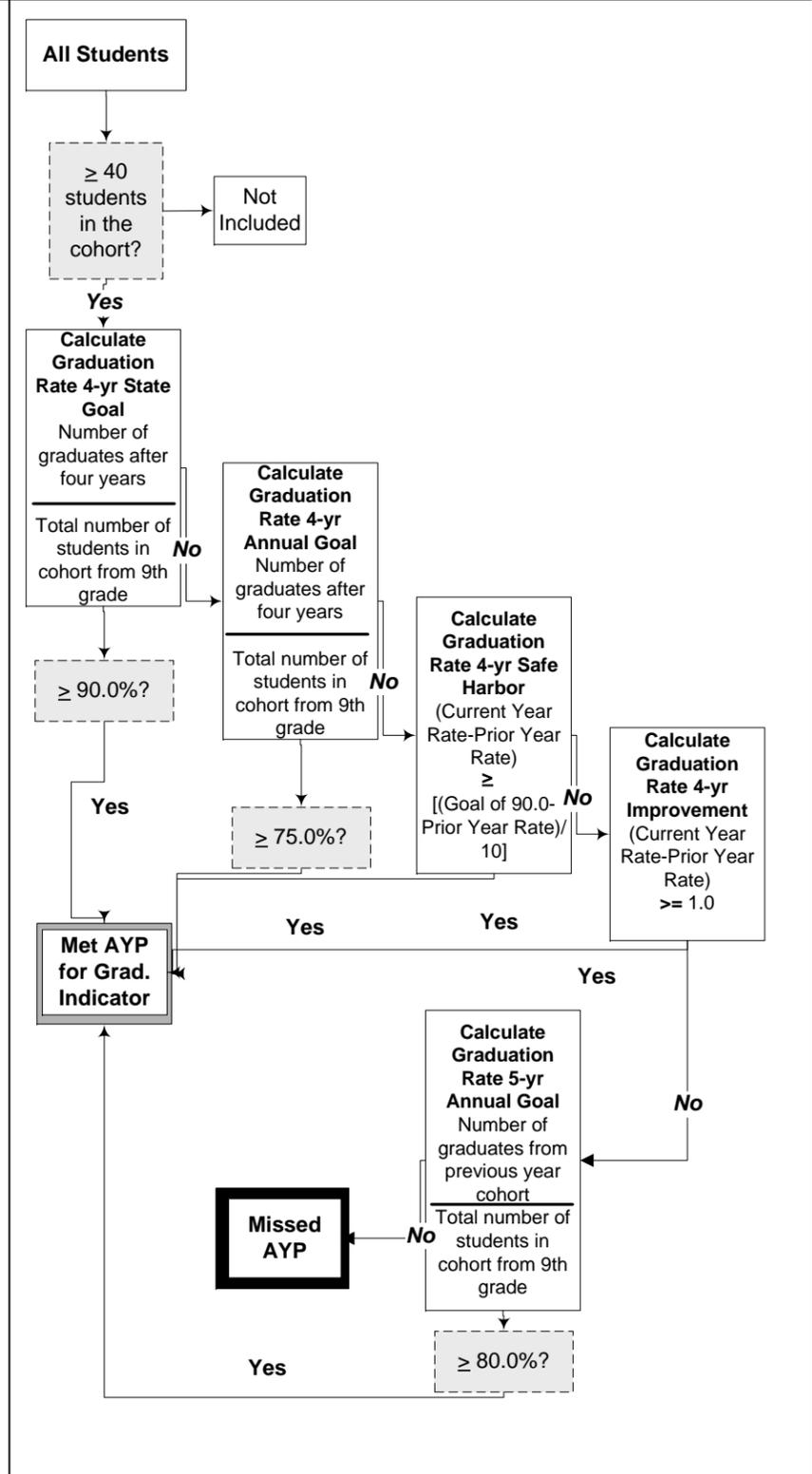
Texas Assessment of Knowledge and Skills (TAKS) including TAKS (Accommodated) and TAKS Alternate (TAKS-ALT)



TAKS Modified (TAKS-M)



Graduation Rate Performance Measures

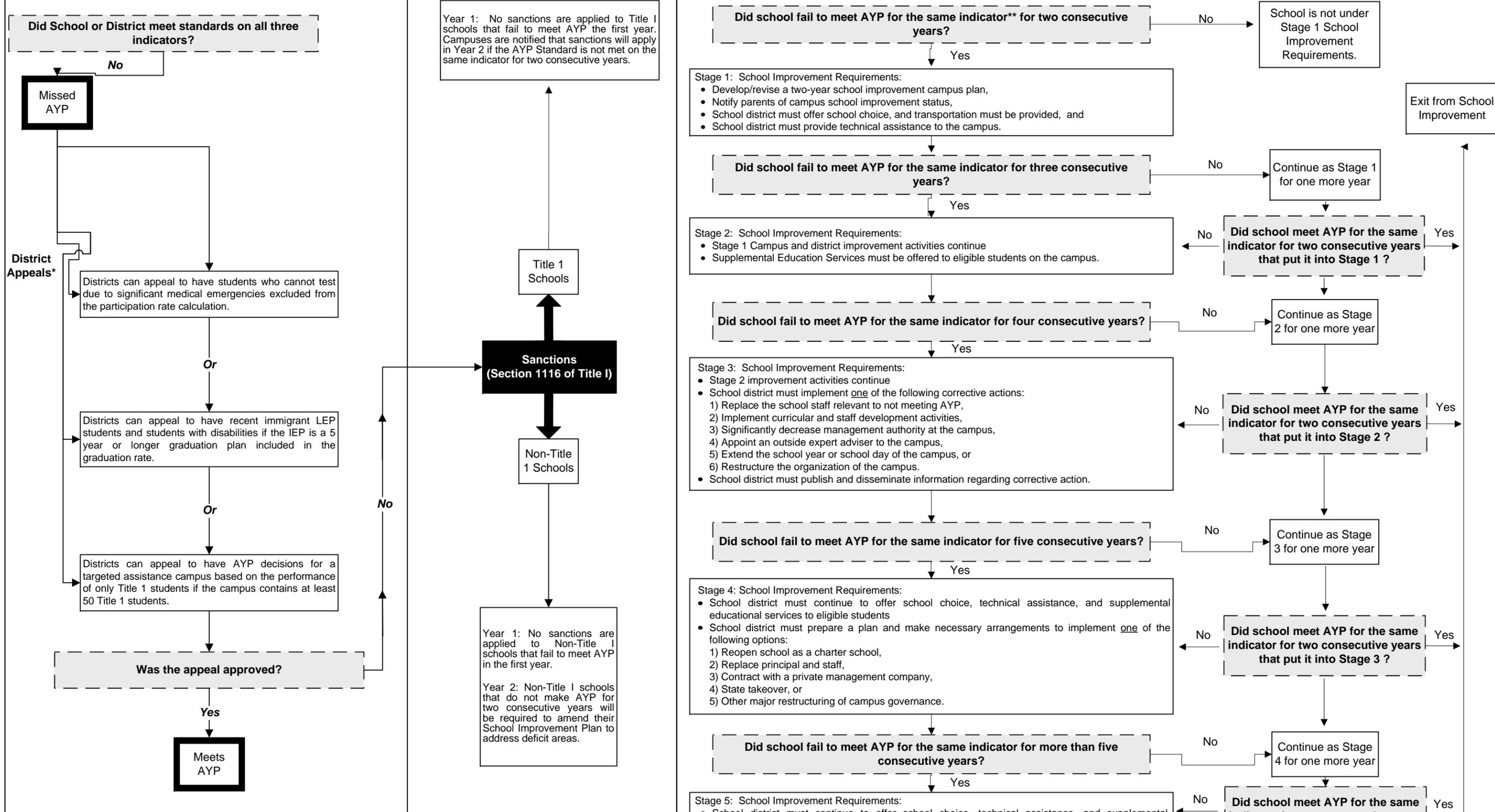


Flowchart 3: 2011 School Improvement for the Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools

Appeals Process

Sanctions

Consecutive Years Missed AYP



*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.