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 identified 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. To determine if they: 1. Meet the size requirement (presented in Flowchart 1: AYP) and 2. Meet the 95% participation criteria or.

- If the 95% participation criteria are met, 2b. 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 50% for AYP.

- The graduation rate target is 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 campuses 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 the applicable indicators for all students and each applicable student group. For the reading and math indicators, both performance and participation must 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-Tite 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-04</td>
<td>Release of 2004 Preliminary Data Tables to schools and districts.</td>
</tr>
<tr>
<td>2004-06</td>
<td>The Appeals process begins.</td>
</tr>
<tr>
<td>2006-08</td>
<td>Public release of 2006 Preliminary Data Tables.</td>
</tr>
<tr>
<td>2008-09</td>
<td>Appeals Deadline. Appeals must be submitted in writing under the signature of the Superintendent.</td>
</tr>
</tbody>
</table>

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

**Student Performance**

**Reading and Math for Grades 3–8 & 10**

<table>
<thead>
<tr>
<th>All Students</th>
<th>Students in the Accountability Subtest PEIMS Campus ID = Test Campus ID</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each Student Group: All-American, Hispanic, White, Econ.-Disadvantaged, Special-Ed., and LEP (current) monitored.</td>
</tr>
</tbody>
</table>

- **Calculate Reading Percent Proficient**
  - N passing TAKS*, including TAKS (Accommodated), N passing TAKS-M (up to district 2% cap), N passing TAKS-Alt (up to district 1% cap), N passing LAT.
  - N tested on TAKS, including TAKS (Accommodated), TAKS-M, TAKS-Alt & LAT

- **Calculate Math Percent Proficient**
  - N passing TAKS*, including TAKS (Accommodated), N passing TAKS-M (up to district 2% cap), N passing TAKS-Alt (up to district 1% cap), N passing LAT.
  - N tested on TAKS, including TAKS (Accommodated), TAKS-M, TAKS-Alt & LAT

- **Performance Gains**
  - 80% in Reading and 75% in Math?

- **Safe Harbor**
  - 10% decrease from prior year in % failing AND meets standard or shows any improvement on “Other” Indicator for the group

- **Did School or District meet standards on all three indicators?**
  - Yes
  - No

- **Missed AYP**

- **Other Performance Measure**

**Participation**

**Reading and Math for Grades 3–8 & 10**

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</tbody>
</table>

- **Calculate Reading Participation Rate**
  - N Tested on TAKS*, including TAKS (Accommodated), TAKS-M, TAKS-Alt, LAT, TELPAS (1st year only), (S or O score code)
  - Unduplicated number of answer documents submitted on TAKS, including TAKS (Accommodated), TAKS-M, TAKS-Alt, LAT & TELPAS

- **Calculate Math Participation Rate**
  - N Tested on TAKS*, including TAKS (Accommodated), TAKS-M, TAKS-Alt, LAT & TELPAS

- **Average participation rates across the current and previous years.**

- **Did it improve from prior year?**
  - Yes
  - No

**Missed AYP**

**Other Performance Measure**

**For District & High Schools**

**Graduation Rate**

<table>
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</table>

- **Calculate Graduation Rate Goal**
  - > 90.0% OR > 95.0%

- **Calculate Graduation Target Goal**
  - > 75.0%

- **Safe Harbor**
  - > 90.0%?

**Calculate Attendance Rate**

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</tbody>
</table>

- **Calculate Attendance Rate (for Grade 1 and higher)**
  - Total number of days students were present
  - Total number of days students were in membership

- **Calculate attendance rate to be used only in Student Performance Gains calculation for group not meeting standard if size requirement is met for both years**

- **Did it improve from prior year?**
  - Yes
  - No

**Missed AYP**

*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.*

*See Flowchart 3 for more detail on Graduation Rates*
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

Student Selection Process

The 2% federal cap on TAKS-M student passing results requires the following two steps:

1) Campus Priority Ranking
   TEA provided the district a campus ranking by prioritizing campuses by grades served and proportion of students with disabilities enrolled. The district reviewed and modified the campus rankings to support campuses that are on AYP sanctions or could go onto sanctions. The campus priority ranking is then used to begin the student selection process.

2) Student Selection Process
   The process to select students from each campus is conducted in three stages:
   i. Students are selected beginning with first campus in the campus ranking to the extent needed for the campus to Meet AYP.
   ii. If additional proficient students can be included under the federal cap, students are selected to the extent needed for the district to Meet AYP.
   iii. If additional proficient students can be included under the federal cap, students are selected randomly up to the federal cap limit.

Once the cap limit is reached, the student selection process ends. Student passing results that remain unselected are considered over the federal cap limit and reclassified as non-proficient for AYP. For more detailed information regarding the student selection process please see the 2011 AYP Manual.

Random Selection

The district passing TAKS-Alt results are randomly identified up to the 1% federal cap limit and are counted as proficient. Student results that remain unselected are considered over the federal cap limit and reclassified as non-proficient. The random assignment of proficient results for AYP makes it impossible to project the outcome of the selection process.

Note: The district cannot exceed the 1% cap for the TAKS-Alt, but TAKS-M proficient scores may "spill over" beyond the 2% cap (up to 3%) if the 1% cap is not fully used.
**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 provide technical 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, or
    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.

- **Stage 5:** School Improvement Requirements:
  - School district must continue to offer school choice, technical assistance, and supplemental educational services to eligible students
  - School district must implement plan prepared at stage 4.

**Notes:**
- Sanctions apply to Non-Title 1 schools that do not meet AYP for two consecutive years without being required to amend their School Improvement Plan to address deficit areas.
- School district must 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.
- 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.
- **The AYP Standard is not met on the same indicator for two consecutive years.**

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