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

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</tr>
</thead>
<tbody>
<tr>
<td>Reading/ELA</td>
<td>43%</td>
<td>55%</td>
<td>67%</td>
<td>73%</td>
<td>80%</td>
<td>87%</td>
<td>93%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>33%</td>
<td>42%</td>
<td>56%</td>
<td>67%</td>
<td>75%</td>
<td>83%</td>
<td>92%</td>
</tr>
</tbody>
</table>

II. Participation

- Participation rates are calculated as follows: the numerator is the number of students tested ("s" or "c" score codes) on TAKS, SDAA II, TAKS-Alt, LAT, and RPTE (only for students enrolled in their first year in a U.S. school) divided by the grade cohort or the number of unduplicated answer documents submitted on TAKS, SDAA II, LDAA, TAKS-Alt, LAT, and RPTE (all LEP students), rounded to the nearest whole number.

- For all students and each student group (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,
  2b. 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 2006 by the number of students in the high school cohort in 2002–03 (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 2005–06 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 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 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.

- 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

June 2007 AYP Data Released
August 8, 2007 Release of 2007 Preliminary Data Tables to schools and districts. The Appeals process begins.
August 15, 2007 Public release of 2007 Preliminary Data Tables.
September 7, 2007 Appeals Deadline. Appeals must be submitted in writing under the signature of the Superintendent.


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—regardless of income, 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. Note: the USDE waiver regarding the exclusion of students displaced by Hurricanes Katrina and Rita has expired and does not apply to the 2007 evaluations.

In short, the three AYP indicators are reading/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 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 in reading and/or math.

- Texas Assessment of Knowledge and Skills-Alternative (TAKS-Alt) in reading and math for students receiving special education services.

- Linguistically Accommodated Testing (LAT) of the TAKS or SDAA II reading and math assessments for second and third year immigrant LEP students exempted from TAKS.

The accountability subset includes the following students:

1. 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.

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.

- For all students and each student group (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:
  1. passed the TAKS;  2. met ARD expectations on the SDAA II on grade level;  3. met ARD expectations on the SDAA II off grade level up to a district-level 3% cap based on the total answer documents submitted in the district (see Flowchart 2: 3% Cap); or  4. attended undiscovered students for more than one year and passed the LAT reading or math.

Note: Any student tested on the TAKS-Alt is counted as non-proficient.

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.

For reading, in 2007, 60% of the students need to achieve proficiency for the district or campus to meet the AYP passing standard. For math, in 2007, 50% of the students need to achieve proficiency (see Table 1).

(Continued on back)
Flowchart 1: 2007 Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools

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

- All Students
- Students in the Accountability Subgroup
  - PEIMS Campus ID
  - Test Campus ID

  - ≥ 50 students tested?
    - Yes
      - Special Analysis by TEA
    - No
      - No

  - 240 students enrolled in grades tested?
    - Yes
      - Calculate Reading Percent Proficient
    - No
      - Calculate Math Percent Proficient

  - Performance Gains for Each group
    - NOT meeting standards,
    - 10% decrease from prior year in % failing AND improvement on "other" measures for the group
    - DID NOT improve from prior year
      - Missed AYP
    - Did School or District meet standards on all three indicators?
      - Yes
        - Meets AYP
      - No
        - Missed AYP

  - ≥ 95%?
    - Yes
    - No
      - 60% in Reading and Math?
        - No
          - Did it improve from prior year?
            - Yes
              - Missed AYP
            - No
              - Missed AYP
        - Yes
          - Missed AYP

  - Calculate Reading Percent Proficient
    - N passing TAKS®, N passing LAT, N meeting AYP expectations on SDAII II grade level, N (up to district 3%) meeting AYP expectations on SDAII II grade level
    - N Tested on TAKS, SDAII II, TAKS-Alt & LAT

  - Calculate Math Percent Proficient
    - N passing TAKS®, N passing LAT, N meeting AYP expectations on SDAII II grade level, N (up to district 3%) meeting AYP expectations on SDAII II grade level
    - N Tested on TAKS, SDAII II, TAKS-Alt & LAT

  - Calculate Reading Participation Rate
    - N Tested on TAKS®, SDAII II, RPTE (1st year only)
    - TAKS-Alt, LAT (S or O score code)
    - Unduplicated number of answer documents submitted on TAKS, SDAII II, TAKS-Alt, LDAA, LAT & RPTE

  - Calculate Math Participation Rate
    - N Tested on TAKS®, SDAII II, TAKS-Alt, LAT (S or O score code)
    - Unduplicated number of answer documents submitted on TAKS, SDAII II, TAKS-Alt, LDAA & LAT

  - Average participation rates across the current and previous year.
    - ≥95%?
      - Yes
      - ≤95%?
        - No
          - Performance Gains for Each group
            - NOT meeting standards,
            - 10% decrease from prior year in % failing AND improvement on "other" measures for the group
            - DID NOT improve from prior year
              - Missed AYP
            - Did School or District meet standards on all three indicators?
              - Yes
                - Meets AYP
              - No
                - Missed AYP

  - Calculate Graduation Rate
    - Number of graduates after four years
    - Total number of students in cohort from 9th grade

  - Calculate Graduation 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
        - Missed AYP
      - No
        - Missed AYP

  - Did it improve from prior year?
    - Yes
      - Missed AYP
    - No
      - Missed AYP

Participation
Reading and Math for Grades 3-8 & 10

- All Students
- Each Student Group: All-American, Hispanic, White, Econ-Disadvantaged, Special-Ed., LEP (current & monitored)

  - N Tested on TAKS®, SDAII II, TAKS-Alt, LDAA, LAT & RPTE

  - Missed AYP
    - No
      - ≥ 50 students in the group for the subject AND group comprises at least 10% of all test takers in the subject
      - OR
    - Yes
      - 50 students enrolled in the group for the subject

  - Calculate Reading Participation Rate
    - N Tested on TAKS®, SDAII II, RPTE (1st year only)
    - TAKS-Alt, LAT (S or O score code)
    - Unduplicated number of answer documents submitted on TAKS, SDAII II, TAKS-Alt, LDAA, LAT & RPTE

  - Calculate Math Participation Rate
    - N Tested on TAKS®, SDAII II, TAKS-Alt, LAT (S or O score code)
    - Unduplicated number of answer documents submitted on TAKS, SDAII II, TAKS-Alt, LDAA & LAT

Other Performance Measure

- For District & High Schools
  - Graduation Rate
  - For Elementary and Middle Schools
  - Graduation Rate

*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.
Flowchart 2: 2007 AYP Performance Indicators for Students with Disabilities (Including District 3% Cap)

<table>
<thead>
<tr>
<th>Texas Assessment of Knowledge and Skills (TAKS)</th>
<th>State-Developed Alternative Assessment (SDAA II)</th>
<th>TAKS-Alternate (TAKS-Alt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administered TAKS</td>
<td>Administered SDAA II</td>
<td>Administered TAKS-Alt</td>
</tr>
<tr>
<td>Passed?</td>
<td>Tested on grade level?</td>
<td>Counted as failing for AYP performance</td>
</tr>
</tbody>
</table>
| No Counted as passing for AYP performance       | Examine number met ARD expectation
| Yes Counted as passing for AYP performance     | Passed? No Counted as failing for AYP performance |
| Yes Examined number met ARD expectation         | Passed? No Counted as failing for AYP performance |
| No Counted as passing for AYP performance      | Counted as failing for AYP performance with a district cap of 3% of SDAA II based on unduplicated count of answer documents submitted for all tests at the district level. After the district 3% cap is met, counted as failing. |
| Counted as passing for AYP performance          | Distinct Three Percent Cap      |

**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
- 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
- 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 are eligible to be counted as passing for the campus performance rating, if they are designated in the 3% cap at the district level.

NOTE: TAKS-Accommodated (formerly known as TAKS-I) is not included in AYP as it was administered in grades and subjects not included in AYP.

NOTE: Students taking the LDAA will be included in AYP as non-participants. Therefore, their performance will not be included in performance calculations.
Flowchart 3: 2007 School Improvement for the Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools

**Appeals Process**

- **Did School or District meet standards on all three indicators?**
  - Yes
    - **Stage 1: School Improvement Requirements:**
      - Develop and provide 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.
    - Continue as Stage 1 for one more year
  - No
    - **Stage 1: School Improvement Requirements:**
      - Develop and provide 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.
    - Continue as Stage 1 for one more year

**Sanctions**

- **Did school fail to meet AYP for the same indicator** for two consecutive years?
  - Yes
    - **Stage 1: School Improvement Requirements:**
      - Develop and provide 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.
    - Continue as Stage 1 for one more year
  - No
    - **Stage 2: School Improvement Requirements:**
      - Develop and provide 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.
    - Continue as Stage 2 for one more year

**Consecutive Years Missed AYP**

- **Did school fail to meet AYP for the same indicator** for three consecutive years?
  - Yes
    - **Stage 2: School Improvement Requirements:**
      - Develop and provide 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.
    - Continue as Stage 3 for one more year
  - No
    - **Stage 3: School Improvement Requirements:**
      - Develop and provide 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.
    - Continue as Stage 3 for one more year

- **Did school fail to meet AYP for the same indicator** for four consecutive years?
  - Yes
    - **Stage 4: School Improvement Requirements:**
      - Develop and provide a two-year school improvement campus plan.
      - Notify parents of campus school improvement status.
      - School district must 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.
    - Continue as Stage 3 for one more year
  - No
    - **Stage 4: School Improvement Requirements:**
      - Develop and provide a two-year school improvement campus plan.
      - Notify parents of campus school improvement status.
      - School district must 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.
    - Continue as Stage 3 for one more year

**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.**

**Year 2: Non-Title I schools that do not make AYP for two consecutive years will be required to amend their School Improvement Plan to address deficit areas.**

**Stage 1: School Improvement Requirements:**
- Develop and provide 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.

**Stage 2: School Improvement Requirements:**
- Develop and provide 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.

**Stage 3: School Improvement Requirements:**
- Develop and provide 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.

**Stage 4: School Improvement Requirements:**
- Develop and provide a two-year school improvement campus plan.
- Notify parents of campus school improvement status.
- School district must 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.

**HISD Department of Research and Accountability**

August 7, 2007

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*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.**