

Research Brief

2012 ADEQUATE YEARLY PROGRESS

- Pre-Kindergarten and Kindergarten campuses are included in the ratings of districts.
- For reading, in 2012, 87% of the students need to achieve proficiency for the district or campus to meet the AYP passing standard. For math, in 2012, 83% of the students need to achieve proficiency (see **Table 1**).

	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 STAAR/TAKS, TAKS (Accommodated) form, STAAR L, LAT/TAKS-M/STAAR M, STAAR 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 STAAR/TAKS, TAKS (Accommodated) form, STAAR L, STAAR M/LAT/TAKS-M, STAAR 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 ELL—current ELL students) on reading and math separately, determine if they:
 1. meet the size requirement (presented in **Flowchart 1: AYP**) and,
 - 2a. meet the 95% participation criteria or,
 - 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 2011 by the number of students in the 9th grade cohort four years earlier (2007–08) (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 students level.
- The minimum size requirement for student groups is at least 50 students and the student group must comprise at least 10 percent of all students in the longitudinal completion rate or exceed 200 students.

B. Attendance Rate

- For the 2010–11 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 31, 2012	Release of 2012 Preliminary Data Tables to schools and districts. The Appeals process begins.
August 8, 2012	Public release of 2012 Preliminary Data Tables.
September 7, 2012	Appeals Deadline. Appeals must be submitted in writing under the signature of the Superintendent.
Nov.-Dec. 2012	Final 2012 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.

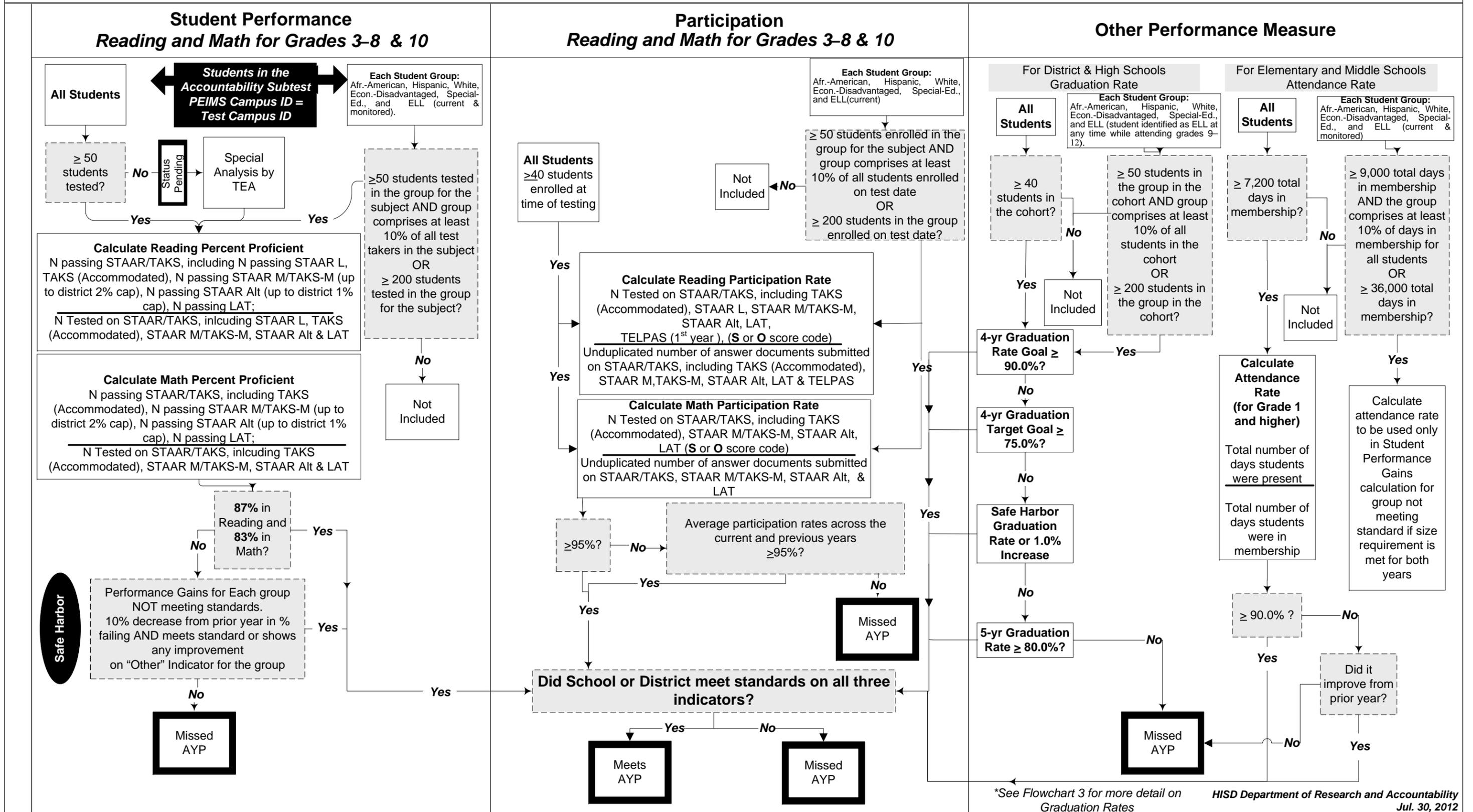
Annual targets are set by the state to measure progress of all schools and districts toward the goal that all students—including low-income students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency—reach 100 percent proficiency in 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 are 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

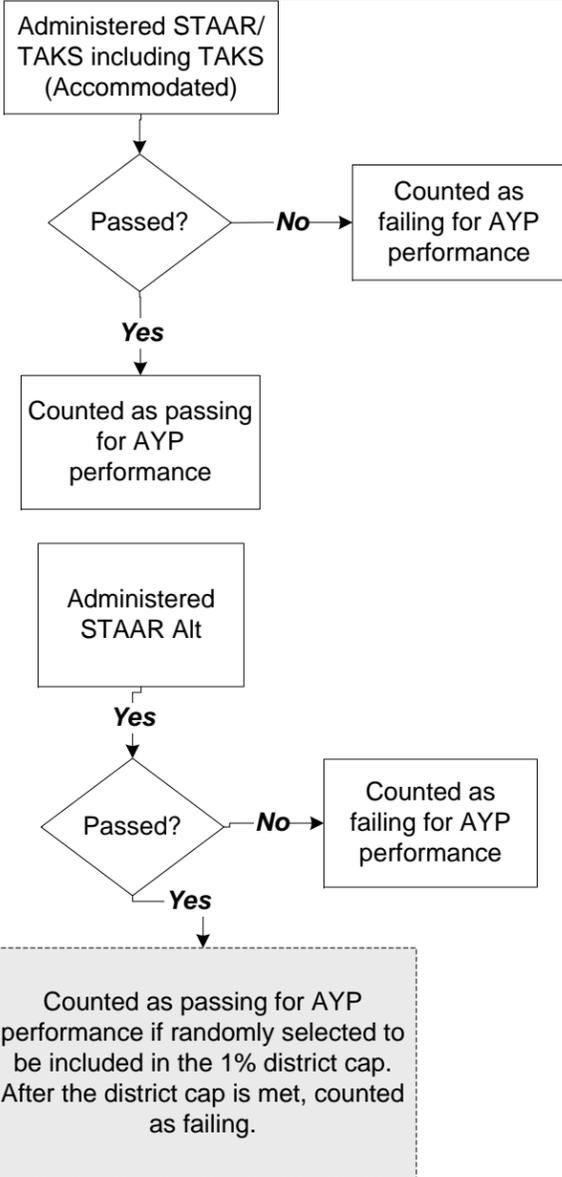
- The State of Texas Assessments of Academic Readiness (STAAR) for English and Spanish for reading/ELA and math in grades 3-8.
- STAAR Linguistic (STAAR L) Accommodation provided in math for eligible English Language Learners (ELLs) in grades 3-8 as determined by their Language Proficiency Assessment Committee (LPAC) on the basis of limited English proficiency.
- STAAR Modified (STAAR M) in reading/ELA and math for students in grades 3-8 served in special education who meet eligibility requirements for certain specific accommodations.
- STAAR Alternate (STAAR Alt) in reading/ELA and math for students in grades 3-8 and 10 with significant cognitive disabilities who meet the participation requirements.
- STAAR End-of-Course (STAAR EOC) for middle school students enrolled in grade 8 or below taking high school courses.
- Texas Assessment of Knowledge and Skills (TAKS) reading/ELA and math for students in grade 10.
- TAKS includes a test form called TAKS (Accommodated) for grade 10 students served in special education.
- TAKS-Modified (TAKS-M) in reading/ELA and math for grade 10 students served in special education who meet eligibility requirements for certain specific accommodations.
- Texas English Language Proficiency Assessment System (TELPAS) reading and math results for first year immigrant ELL students in grades 3-8 and 10 exempted from STAAR was used in lieu of STAAR this year.
- 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 in 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 ELL—current or monitored ELL students and appropriately coded on the answer document) on reading and math separately, determine if:
 1. they meet the size requirement (presented in **Flowchart 1: AYP**) and,
 2. 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:
 1. passed the TAKS in grade 10 or TAKS Met Standard performance standard on STAAR in grades 3-8 based on the bridge study results;
 2. passed STAAR/TAKS-M up to a district-level 2% cap based on the total answer documents submitted in the district (see **Flowchart 2: Federal Cap**);
 3. passed STAAR Alt up to a district-level 1% cap based on the total answer documents submitted in the district (see **Flowchart 2: Federal Cap**); or
 4. attended U.S. schools for more than one year and passed the LAT version of TAKS in reading/ELA 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.

Flowchart 1: 2012 Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools



Flowchart 2: 2012 AYP Performance Indicators for Students with Disabilities (Including District 3% Cap)

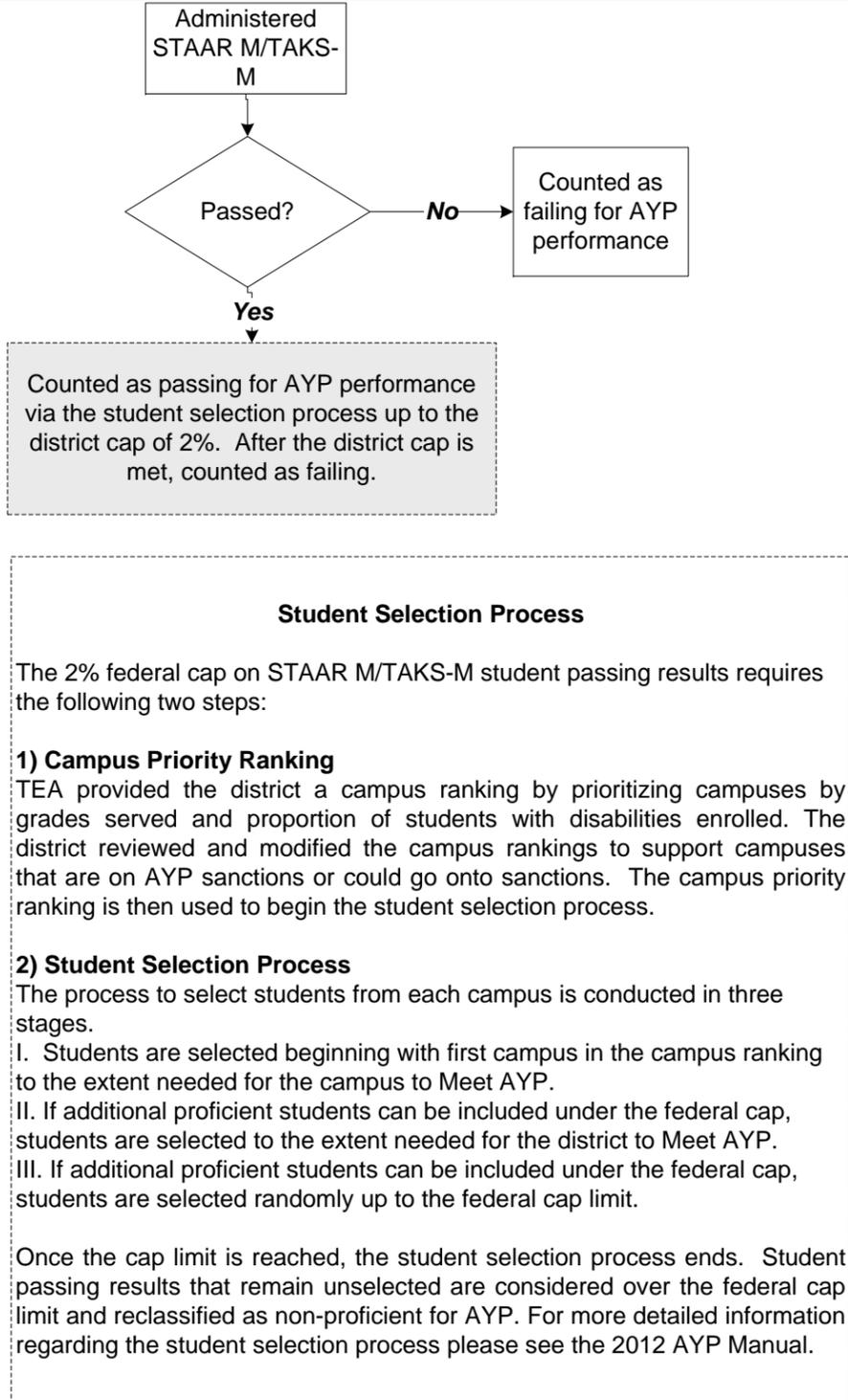
State of Texas Assessments of Academic Readiness (STAAR) & Texas Assessment of Knowledge and Skills (TAKS) including TAKS (Accommodated) and STAAR Alternate



Random Selection

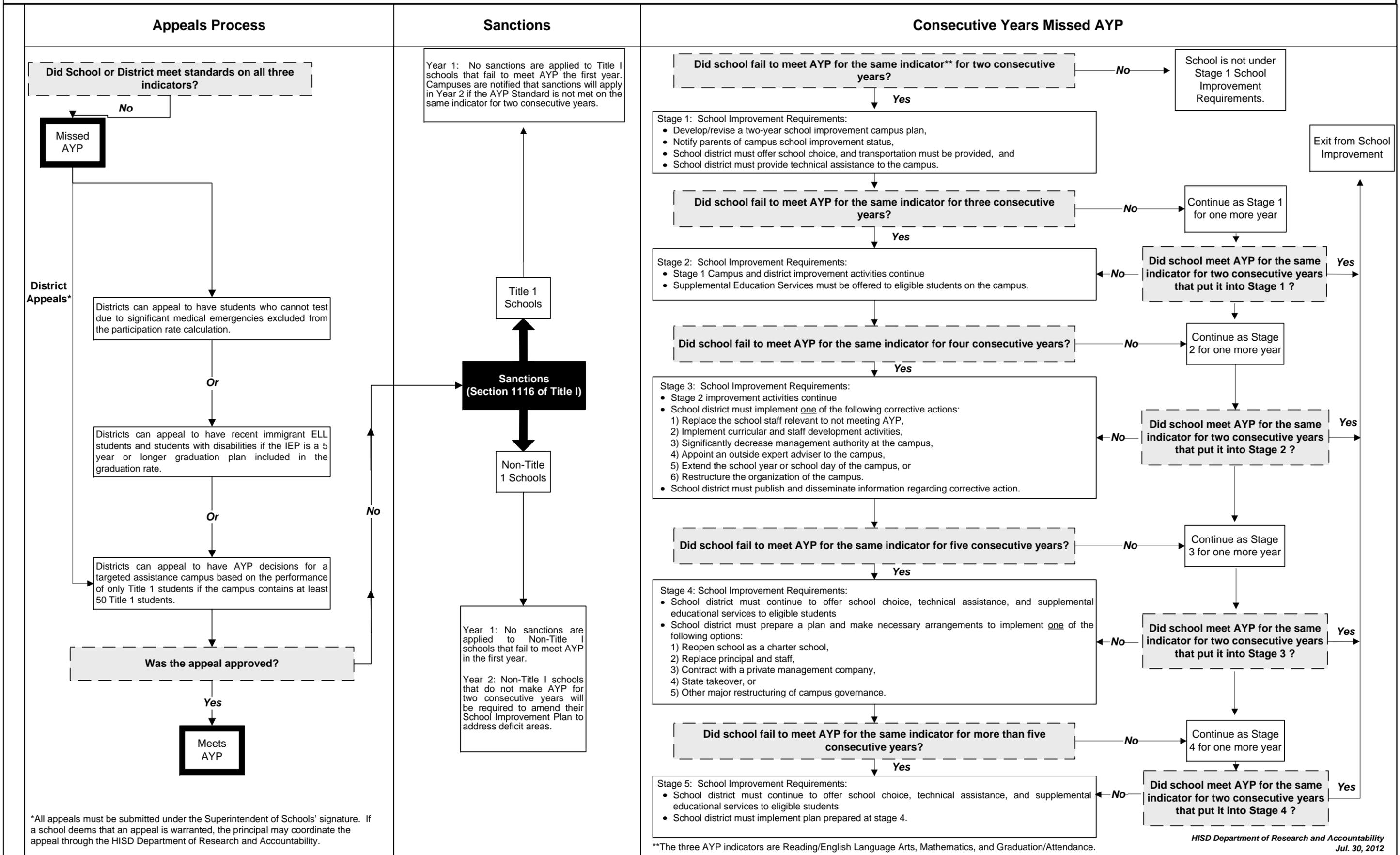
The district passing STAAR Alt results are randomly identified up to the 1% federal cap limit and are counted as proficient. Student results that remain unselected are considered over the federal cap limit and reclassified as non-proficient. The random assignment of proficient results for AYP makes it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

STAAR M/TAKS Modified (TAKS-M)



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

Flowchart 3: 2012 School Improvement for the Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools



*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.