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

<table>
<thead>
<tr>
<th>Year</th>
<th>Mathematics</th>
<th>Reading/ELA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>47%</td>
<td>42%</td>
</tr>
<tr>
<td>2003-04</td>
<td>53%</td>
<td>50%</td>
</tr>
<tr>
<td>2004-05</td>
<td>60%</td>
<td>56%</td>
</tr>
<tr>
<td>2005-06</td>
<td>67%</td>
<td>58%</td>
</tr>
<tr>
<td>2006-07</td>
<td>73%</td>
<td>67%</td>
</tr>
<tr>
<td>2007-08</td>
<td>80%</td>
<td>75%</td>
</tr>
<tr>
<td>2008-09</td>
<td>87%</td>
<td>83%</td>
</tr>
<tr>
<td>2009-10</td>
<td>93%</td>
<td>92%</td>
</tr>
<tr>
<td>2010-11</td>
<td>100%</td>
<td>100%</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, TAKS (Accommodated) form, 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, 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:
  1. met 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 Measures
A. Graduation Rate
- The graduation rate is calculated by dividing the number of graduates in 2008 by the number of students in the 9th grade cohort four years earlier (2004-05) (rounded to one decimal).

B. Attendance Rate
- For the 2007-08 attendance rate to be evaluated in the AYP calculation at the all student levels, 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 rate standard.
- The attendance rate, which is a prior year measure, has a standard of 90% or a minimum improvement requirement of 0.1%.
- Attendance rate for student groups is 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.

IV. Determination of AYP Status
A. 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.

B. 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 a Title I campus does 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 revisit their School Improvement Plan to address the deficit.

Summary of Significant Dates Related to the AYP
- August 6, 2009: Release of 2009 Preliminary Data Tables.
- September 4, 2009: Appeals Deadline. Appeals must be submitted in writing under the signature of the Superintendent.

2009 ADEQUATE YEARLY PROGRESS

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 who do not meet this so-called yearly progress standard face 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 for certain specific periods of time. Annual AYP determinations are set by the state to measure progress 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 2013-14. In addition to academic performance, schools must meet at least 95 percent of the group of high-stake-year performance 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.

In short, the three AYP indicators are reading/language arts, mathematics, and high school graduation rate/elementary and middle school attendance rate. The criteria must be met by two components: student performance and participation. The criteria must be achieved on both components to meet the met 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 third-grade reading and 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.
- 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.
- 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 (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:
  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 required improvement.
- Students are counted as proficient for the performance calculation if they:
  1. passed the TAKS including the TAKS (Accommodated) form;
  2. passed TAKS-M LAT-TAKS up to a district-level 2% cap based on the total answer documents submitted in the district (see Flowchart 2: Federal Cap); or
  3. 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
  4. passed TAKS-M LAT-TAKS 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) is newly implemented to more accurately reflect the high-stake-year performance of the students, who did not meet the passing standard on any Performance component used in the 2009 AYP determinations, in the next high-stake year after receiving grade-level instruction for the missed subject.
- For reading, in 2009, 67% of the students need to achieve proficiency for the district or campus to meet the AYP passing standard. For math, in 2009, 58% of the students need to achieve proficiency (see Table 1).
**Flowchart 1: 2009 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>Condition</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Students in the Accountability Subtest PEMS Campus ID = Test Campus ID</td>
</tr>
<tr>
<td>&gt; 50 students tested</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Analysis by TEA</td>
<td>Yes</td>
</tr>
<tr>
<td>&gt; 50 students tested in the group for the subject AND group comprises at least 10% of all test takers in the subject OR &gt; 200 students tested in the group for the subject?</td>
<td>Yes</td>
</tr>
<tr>
<td>Calculate Reading Percent Proficient</td>
<td>N passing TAKS*, including TAKS (Accommodated), N passing TAKS-M (up to district 1% cap), N passing LAT; N- not-passing TAKS, TAKS-M, TAKS (Accommodated), LAT, but met TPM N Tested on TAKS, including TAKS (Accommodated), TAKS-M, TAKS-LAT &amp; LAT</td>
</tr>
<tr>
<td>Calculate Math Percent Proficient</td>
<td>N passing TAKS*, including TAKS (Accommodated), N passing TAKS-M (up to district 2% cap), N passing TAKS-LAT (up to district 1% cap), N passing LAT; N- not-passing TAKS, TAKS-M, TAKS (Accommodated), LAT, but met TPM N Tested on TAKS, including TAKS (Accommodated), TAKS-M, TAKS-LAT &amp; LAT</td>
</tr>
<tr>
<td>67% in Reading and 58% in Math?</td>
<td>Yes</td>
</tr>
<tr>
<td>Performance Gains for Each group NOT meeting standards 10% decrease from prior year in % failing AND meets standard or shows any improvement on “Other” Indicator for the group</td>
<td>No</td>
</tr>
<tr>
<td>58% in Math?</td>
<td>Yes</td>
</tr>
<tr>
<td>Did School or District meet standards on all three indicators?</td>
<td>Missed AYP</td>
</tr>
<tr>
<td>∗Results from the first two administrations of TAKS third-grade reading and fifth and eighth grade math and math tests are used based on the first administration cohort of students.</td>
<td>Yes</td>
</tr>
</tbody>
</table>

### Participation: Reading and Math for Grades 3–8 & 10

<table>
<thead>
<tr>
<th>Condition</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Students in the Accountability Subtest PEMS Campus ID = Test Campus ID</td>
</tr>
<tr>
<td>&gt; 50 students enrolled in grades tested?</td>
<td>No</td>
</tr>
<tr>
<td>Calculate Reading Participation Rate</td>
<td>N Tested on TAKS*, including TAKS (Accommodated), TAKS-M, TAKS-LAT, TELPAS (1st year only), (S or O score code) Unduplicated number of answer documents submitted on TAKS, including TAKS (Accommodated), TAKS-M, TAKS-LAT &amp; TELPAS</td>
</tr>
<tr>
<td>Average participation rates across the current and previous year. &gt;95%?</td>
<td>Yes</td>
</tr>
<tr>
<td>Calculate Math Participation Rate</td>
<td>N Tested on TAKS*, including TAKS (Accommodated), TAKS-M, TAKS-LAT, TELPAS</td>
</tr>
<tr>
<td>Total number of students in cohort from 9th grade</td>
<td>Yes</td>
</tr>
<tr>
<td>≥95%?</td>
<td>No</td>
</tr>
<tr>
<td>Calculate Graduation Rate</td>
<td>Number of graduates after four years</td>
</tr>
<tr>
<td>Calendar Graduation Rate</td>
<td>Calculate graduation rate to be used only in Student Performance Gains calculation for group not meeting standard if size requirement is met for both years</td>
</tr>
<tr>
<td>Calculate Attendance Rate (for Grade 1 and higher)</td>
<td>Total number of days students were present</td>
</tr>
<tr>
<td>Calculate Attendance Rate</td>
<td>Total number of days students were in membership</td>
</tr>
<tr>
<td>For District &amp; High Schools Graduation Rate</td>
<td>For Elementary and Middle Schools Graduation Rate</td>
</tr>
<tr>
<td>&gt; 7,200 total days in membership?</td>
<td>Yes</td>
</tr>
<tr>
<td>&gt; 9,000 total days in membership AND the group comprises at least 10% of all students OR &gt; 36,000 total days in membership?</td>
<td>No</td>
</tr>
</tbody>
</table>

**HISD Department of Research and Accountability**

**July 15, 2009**
Flowchart 2: 2009 AYP Performance Indicators for Students with Disabilities (Including District 3% Cap)

Texas Assessment of Knowledge and Skills (TAKS) including TAKS (Accommodated)

- Administered TAKS including TAKS (Accommodated)
  - Passed? No → Counted as failing for AYP performance
  - Yes → Counted as passing for AYP performance

TAKS Modified (TAKS-M)

- Administered TAKS-M
  - Passed? No → Counted as failing for AYP performance
  - Yes
    - Counted as passing for AYP performance via the student selection process up to the district cap of 2%. After the district cap is met, counted as failing.

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.

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 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.
### Appeals Process

<table>
<thead>
<tr>
<th>Did School or District meet standards on all three indicators?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

#### 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 LEPE 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 I students if the campus contains at least 50 Title I students.

#### Was the appeal approved?

- Yes | Meets AYP
- No | Missed AYP

### Sanctions

**Title 1 Schools**

- Year 1: No sanctions are applied to Title I schools that fail to meet AYP in the first year.
- 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.

**Non-Title I Schools**

### Consecutive Years Missed AYP

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

- **Yes**
- **No**

#### Stage 1: School Improvement Requirements

- Develop/review 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,
  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 adjustments 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.

### Consecutive Years Missed AYP

- **Did school fail to meet AYP for the same indicator**
  - **Yes**
  - **No**

**Stage 1 for one more year**

**Stage 2 for one more year**

**Stage 3 for one more year**

**Stage 4 for one more year**

**Stage 5 for one more year**

*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 HPS Department of Research and Accountability.

**The three AYP indicators are Reading/English Language Arts, Mathematics, and Graduation/Attendance.**

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**Flowchart 3: 2009 School Improvement for the Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools**

[Image of flowchart]

July 15, 2009

HPS Department of Research and Accountability