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

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading/ELA</th>
<th>Mathematics</th>
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<tbody>
<tr>
<td>2006-07</td>
<td>43%</td>
<td>33%</td>
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<tr>
<td>2007-08</td>
<td>43%</td>
<td>33%</td>
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<tr>
<td>2008-09</td>
<td>43%</td>
<td>33%</td>
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<tr>
<td>2009-10</td>
<td>43%</td>
<td>33%</td>
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<tr>
<td>2010-11</td>
<td>43%</td>
<td>33%</td>
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<tr>
<td>2011-12</td>
<td>43%</td>
<td>33%</td>
</tr>
<tr>
<td>2012-13</td>
<td>43%</td>
<td>33%</td>
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<tr>
<td>2013-14</td>
<td>43%</td>
<td>33%</td>
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</table>

II. Participation

Participation rates are calculated as follows: the numerator is the number of students tested on STAAR/TAKS, TAKS (Accommodated form), STAAR L, STAAR MILAT/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 Measures

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-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 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 student 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 (see Flowchart 3: School Improvement).

Title 1 schools/districts are no longer subject to School Improvement when they meet the AYP standard for both two consecutive years for the same indicator and originally plugged School Improvement.

Title 1 schools/districts may be subject to School Improvement for more than one indicator, with the highest size 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

August 8, 2012: Public release of 2012 Preliminary Student List Tables.
September 7, 2012: Appeals Deadline. Appeals must be submitted in writing under the signature of the Superintendent.

HISD Department of Research and Accountability
DRA 07.23-003
### Flowchart 1: 2012 Adequate Yearly Progress Under the No Child Left Behind Act for Districts and Schools

#### Student Performance

- **Reading and Math for Grades 3–8 & 10**
- **Each Student Group:** Afr.-American, Hispanic, White, Econ.-Disadvantaged, Special-Ed., and ELL (student identified as ELL at any time while attending grades 9–10)
- **All Students**
- **Special Analysis by TEA**
- **≥ 50 students tested?**
  - **Yes**
    - **≥ 50 students tested in the group for the subject AND group comprises at least 10% of all students enrolled on test date OR ≥ 200 students in the group enrolled at time of testing?
      - **Yes**
        - **Calculate Reading Percent Proficient**
          - N passing STAAR/TAKS, including N passing STAAR L, TAKS (Accommodated), N passing STAAR M/TAKS-M (up to district 2% cap), N passing STAAR Alt (up to district 1% cap), N passing LAT.
          - N Tested on STAARTAKS, including STAAR L, TAKS (Accommodated), STAAR M/TAKS-M, STAAR Alt & LAT
        - **Calculate Math Percent Proficient**
          - N passing STAAR/TAKS, including TAKS (Accommodated), N passing STAAR M/TAKS-M (up to district 2% cap), N passing STAAR Alt (up to district 1% cap), N passing LAT.
          - N Tested on STAARTAKS, including STAAR L, TAKS (Accommodated), STAAR M/TAKS-M, STAAR Alt & LAT
      - **No**
        - **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
          - **≥ 95%?**
            - **Yes**
              - **Average participation rates across the current and previous years ≥ 95%?**
                - **Yes**
                  - Did School or District meet standards on all three indicators?
                    - **Meets AYP**
                      - **Yes**
                        - **Did it improve from prior year?**
                          - **Yes**
                            - Missed AYP
                              - **No**
                              - **No**
                             - **No**
                              - **Yes**
                                - Missed AYP
                                - **No**
                    - **Missed AYP**
                      - **Yes**
                        - **Did it improve from prior year?**
                          - **Yes**
                            - Missed AYP
                              - **No**
                              - **No**
                             - **No**
                              - **Yes**
                                - Missed AYP
                                - **No**
            - **No**
              - **Missed AYP**
                - **Yes**
                  - **Did it improve from prior year?**
                    - **Yes**
                      - Missed AYP
                        - **No**
                        - **No**
                      - **No**
                        - **Yes**
                          - Missed AYP
                          - **No**
          - **No**
            - **No**
              - **Missed AYP**
                - **Yes**
                  - **Did it improve from prior year?**
                    - **Yes**
                      - Missed AYP
                        - **No**
                        - **No**
                      - **No**
                        - **Yes**
                          - Missed AYP
                          - **No**
        - **Safe Harbor**
          - **No**
            - **Missed AYP**
              - **Yes**
                - **Did School or District meet standards on all three indicators?**
                  - **Meets AYP**
                    - **Yes**
                      - **Did it improve from prior year?**
                        - **Yes**
                          - Missed AYP
                            - **No**
                            - **No**
                          - **No**
                            - **Yes**
                              - Missed AYP
                              - **No**
                    - **Missed AYP**
                      - **Yes**
                        - **Did it improve from prior year?**
                          - **Yes**
                            - Missed AYP
                              - **No**
                              - **No**
                          - **No**
                            - **Yes**
                              - Missed AYP
                              - **No**
          - **No**
            - **No**
              - **Missed AYP**
                - **Yes**
                  - **Did it improve from prior year?**
                    - **Yes**
                      - Missed AYP
                        - **No**
                        - **No**
                      - **No**
                        - **Yes**
                          - Missed AYP
                          - **No**

#### Participation

- **Reading and Math for Grades 3–8 & 10**
- **Each Student Group:** Afr.-American, Hispanic, White, Econ.-Disadvantaged, Special-Ed., and ELL (current & monitored).
- **All Students**
- **Special Analysis by TEA**
- **≥ 50 students tested in the group for the subject AND group comprises at least 10% of all students enrolled on test date OR ≥ 200 students in the group enrolled at time of testing?**
  - **Yes**
    - **Calculate Reading Participation Rate**
      - N Tested on STAAR/TAKS, including TAKS (Accommodated), STAAR L, STAAR M/TAKS-M, STAAR Alt & TELPAS
      - Unduplicated number of answer documents submitted on STAAR/TAKS, including TAKS (Accommodated), STAAR L, STAAR M/TAKS-M, STAAR Alt & TELPAS
  - **No**
    - **Calculate Math Participation Rate**
      - N Tested on STAAR/TAKS, including TAKS (Accommodated), STAAR L, STAAR M/TAKS-M, STAAR Alt & TELPAS
      - Unduplicated number of answer documents submitted on STAAR/TAKS, including TAKS (Accommodated), STAAR M/TAKS-M, STAAR Alt & TELPAS
- **Calculate Attendance Rate (for Grade 1 and higher)**
  - Total number of days students were present
  - Total number of days students were in membership

#### Other Performance Measure

- **For District & High Schools**
  - **Graduation Rate**
    - All Students
    - **4-year Graduation Rate Goal ≥ 90.0%?**
      - **Yes**
        - **Calculate Attendance Rate**
          - (for Grade 1 and higher)
          - Total number of days students were present
          - Total number of days students were in membership
      - **No**
        - **Missed Safe Harbor Graduation Rate or 1.0% Increase**
          - 5-year Graduation Rate ≥ 90.0%
          - **Yes**
            - **Did it improve from prior year?**
              - **Yes**
                - Missed AYP
                  - **No**
                  - **No**
              - **No**
                - **No**
              - **Yes**
                - Missed AYP
                  - **No**
                  - **No**
                - **No**

- **For Elementary and Middle Schools**
  - **Attendance Rate**
    - All Students
    - **≥ 7,200 total days in membership?**
      - **Yes**
        - **Calculate Safe Harbor Graduation Rate**
          - Total number of days students were present
          - Total number of days students were in membership
      - **No**
        - **Missed Safe Harbor Graduation Rate or 1.0% Increase**
          - 5-year Graduation Rate ≥ 90.0%
          - **Yes**
            - **Did it improve from prior year?**
              - **Yes**
                - Missed AYP
                  - **No**
                  - **No**
              - **No**
                - **No**
              - **Yes**
                - Missed AYP
                  - **No**

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*See Flowchart 3 for more detail on Graduation Rates*  
HISD Department of Research and Accountability  
Jul. 30, 2012
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

Administered STAAR/ TAKS including TAKS (Accommodated)

- Passed? Yes: Counted as passing for AYP performance
- Passed? No: Counted as failing for AYP performance

Administered STAAR Alt

- Passed? Yes: Counted as passing for AYP performance
- Passed? No: Counted as failing for AYP performance

STAAR M/TAKS Modified (TAKS-M)

Administered STAAR M/TAKS-M

- Passed? Yes: Counted as passing for AYP performance
- Passed? No: Counted as failing for AYP performance

Student Selection Process

The 2% federal cap on STAAR M/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 2012 AYP Manual.

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.

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

### Appeals Process

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<tr>
<th>Did School or District meet standards on all three indicators?</th>
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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.*

### Sanctions

<table>
<thead>
<tr>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>Year 2: Non-Title 1 schools that do not make AYP for two consecutive years will be required to amend their School Improvement Plan to address deficit areas.</td>
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### Consecutive Years Missed AYP

<table>
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<th>Did school fail to meet AYP for the same indicator for two consecutive years?</th>
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<th>Did school fail to meet AYP for the same indicator for three consecutive years?</th>
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<th>Did school fail to meet AYP for the same indicator for four consecutive years?</th>
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<tr>
<th>Did school fail to meet AYP for the same indicator for five consecutive years?</th>
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<tr>
<th>Did school fail to meet AYP for the same indicator for more than five consecutive years?</th>
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*The three AYP indicators are Reading/English Language Arts, Mathematics, and Graduation/Attendance.*