

2005 Adequate Yearly Progress (AYP) Guide

For Texas Public School Districts and Campuses

**Texas Education Agency
Office of Accountability and Data Quality
Division of Performance Reporting**

June 2005

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Section I: Introduction

The *No Child Left Behind Act of 2001* (NCLB) (Public Law 107-110), which was signed by the President on January 8, 2002, reauthorizes and amends federal programs established under the *Elementary and Secondary Education Act of 1965* (ESEA). Under NCLB, accountability provisions that formerly applied only to districts and campuses receiving Title I, Part A funds now apply to all districts and campuses. All public school districts, campuses, and the state are evaluated annually for Adequate Yearly Progress (AYP). The Texas AYP Plan approved by the United States Department of Education (USDE) in July 2004 meets the requirements in NCLB and provides a mechanism for evaluating district and campus AYP in 2005. The AYP requirements in NCLB are based on the following principles:

All Schools: A single statewide definition of AYP applies to all districts and campuses, including Title I and non-Title I districts and campuses, alternative education campuses, and open-enrollment charter schools.

All Students: All students must be tested and all results must be included in the AYP calculation. Assessments included in the AYP calculation are:

- Texas Assessment of Knowledge and Skills (TAKS) in Reading/Language Arts and Mathematics;
- State-Developed Alternative Assessment II (SDAA II) in Reading/Language Arts and Mathematics;
- Locally-Determined Alternate Assessments (LDAA) for students exempted from the TAKS and SDAA II by the Admission, Review, and Dismissal (ARD) committee for Reading/Language Arts and Mathematics;
- Reading Proficiency Tests in English (RPTE) for recent immigrant limited English proficient (LEP) students who were exempted in Reading/Language Arts by the Language Proficiency Assessment Committee (LPAC);
- Linguistically Accommodated Testing (LAT) of the TAKS or SDAA II Mathematics assessments for recent immigrant LEP students who were exempted by the LPAC.

Standards: Baseline performance standards for Reading/Language Arts and Mathematics measures are determined using the methodology required in NCLB. The standards must increase over time to reach 100 percent by 2013–14.

Participation: Districts and campuses must meet test participation standards as well as performance standards for students tested.

Student Groups: All students, and African American, Hispanic, White, economically disadvantaged, special education, and LEP student groups must meet the same performance and participation standards. States individually develop minimum size requirements for evaluation of student groups.

Other Measures: High schools must meet a Graduation Rate standard set by the state. States individually identify an additional measure for elementary and middle/junior high schools.

Section II: System Overview

Under the accountability provisions in the *No Child Left Behind Act of 2001* (NCLB), all districts, campuses, and the state are evaluated for Adequate Yearly Progress (AYP). Following is an overview of the process for determining district and campus 2005 AYP Status.

Key Dates Related to the 2005 AYP Process

July 29, 2004

AYP Plan Approved

USDE approved the Texas Consolidated State Application Accountability Workbook (Texas AYP Plan) for 2004. No revisions to the Texas AYP Plan were requested for 2005, so Texas will still operate under the 2004 plan in 2005. However, refer to the section below for new features of the 2005 AYP system.

June, 2005

AYP Guide Released

The Texas Education Agency (TEA) posts sections of the 2005 AYP Guide as they become available.

August 10, 2005

Release of 2005 Preliminary Data Tables to Campuses and Districts

TEA provides 2005 AYP preliminary data tables to school districts on the Texas Education Agency Secure Environment (TEASE) for Title I and non-Title I districts and campuses, alternative education campuses, and open-enrollment charter schools.

Information available on August 10 will include:

- Reasons the campus missed AYP for each of the 29 measures,
- Student listings (including downloadable data files), and
- Forms to streamline documentation requirements for appeals.

August 10, 2005 (continued)	Appeals Begin Student-level data for submission of appeals are available to districts electronically. Appeal letters for district and campus AYP data are accepted.
August 11, 2005	Public Release of 2005 Preliminary Data Tables TEA releases preliminary 2005 AYP masked data tables, including preliminary AYP status, electronically on public website.
September 15, 2005	Appeals Deadline Appeals of district and campus preliminary 2005 AYP Status must be submitted in writing under the signature of the superintendent by Thursday, September 15, 2005.
Late November/ Early December, 2005	Final 2005 AYP Status TEA releases final 2005 AYP masked data tables with final AYP Status electronically on public website.

New Features of the 2005 AYP System

Although TEA did not submit changes to the Texas AYP Plan for 2005, there are changes in the AYP system. Sections III through VI provide more details on the following areas:

- Increase in federal cap on proficient results from alternative assessments to 5%,
- Prioritization of which SDAA II and LDAA results count as proficient,
- Evaluation of charter operators at the district level,
- Increase in AYP Reading and Mathematics standards,
- Increase in student passing standard on TAKS to Panel Recommendation,
- Use of results from the State-Developed Alternative Assessment II (SDAA II),
- Use of results from Linguistically Accommodated Testing (LAT) for TAKS and SDAA II,
- Grade 5 cumulative Reading and Mathematics TAKS results,

- AYP products available online through TEASE Accountability, and
- Adoption of the *2004 and 2005 AYP Guides* as administrative rule.

Districts and Campuses Evaluated

Districts

Regular foundation school program (FSP) districts and special statutory districts are evaluated for AYP. State-administered school districts are not evaluated for AYP. State-administered districts include Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Youth Commission, and Windham School District. In 2005, charter operators will be evaluated for AYP based on aggregate results for the campuses operated by the charter. Districts with no students enrolled in Grades 3–8 and 10 are not evaluated for AYP in 2005.

Campuses

All Title I and non-Title I public school campuses, alternative education campuses, and open-enrollment charter schools are evaluated for AYP with the following exceptions:

New Campuses: New campuses and new open-enrollment charter schools are not evaluated for AYP the first year they report fall enrollment. These campuses will be incorporated automatically the second year they report fall enrollment.

Campuses that Close Mid-Year: Campuses that close before the Texas Assessment of Knowledge and Skills (TAKS) testing date are not evaluated for AYP. Performance measures for which data exist on campuses that close are included in the district AYP evaluation. Campuses that close after the end of the school year are evaluated for AYP for that school year.

Juvenile Justice Alternative Education Program (JJAEP) and Disciplinary Alternative Education Program (DAEP) Campuses: State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Attendance and performance data for students served in JJAEPs and DAEPs are attributed back to the home campuses.

PK/K Campuses: Campuses that do not serve students in grades higher than kindergarten are not evaluated for AYP.

Short-Term Campuses: Campuses that serve students in the grades evaluated for AYP (Grades 3–8 and 10) but have no students in attendance for the full academic year, as defined on page 22, are not evaluated for AYP. This includes

alternative education campuses (AECs) with short-term placements where students are not served for the full academic year at the AEC.

Charter Campuses with No Students in Grades 3–8 and 10: Open-enrollment charter schools that do not serve students enrolled in Grades 3–8 or 10 are not evaluated for AYP in 2005.

Districts and Campuses with Students Enrolled in Grades 3-8 or 10 but have No Test Results: Districts and campuses with students enrolled in Grades 3-8 or 10 but have no test results in the accountability subset are not evaluated for AYP.

2005 AYP Status

Following is an overview of the 2005 AYP indicators. Additional information about each AYP measure is provided in *Section III*. A sample AYP calculation is provided in *Appendix D*.

Districts, campuses, and the state are evaluated on three indicators for AYP: Reading/Language Arts, Mathematics, and one other indicator. Exhibit 1 summarizes the indicators. For Reading/Language Arts and Mathematics (Grades 3–8 and 10, summed across grades), for all students and each student group that meets minimum size requirements, districts and campuses must meet the performance standard or performance improvement, and the participation standard. The performance standard is based on test results for students enrolled for the full academic year. The participation standard is based on participation in the assessment program of all students enrolled on the day of testing.

In addition to Reading/Language Arts and Mathematics, districts and campuses are required to meet the AYP standard on one other indicator—either Graduation Rate or Attendance Rate. The other indicator evaluated for a district or campus is based on the grades offered. *Appendix F* shows the grade ranges included in each campus type.

- Graduation Rate is the other indicator for high schools, combined elementary/secondary campuses offering Grade 12, and districts offering Grade 12.
- Attendance Rate is the other indicator for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering Grade 12, and districts not offering Grade 12.

Districts and campuses must meet the Graduation Rate or Attendance Rate standard *or* show any improvement from the prior year for all students.

Improvement on the Other Indicator is also part of performance improvement for the Reading/Language Arts and Mathematics performance measures. If any student group (or all students) does not meet the performance standard for Reading/Language Arts or Mathematics, that student group must show both: 1) a 10 percent decrease in the percent counted as not proficient from the prior year **and** 2) any improvement on the other indicator. Although student groups are not required to meet the Graduation Rate or Attendance Rate standard, they *may* be required to show improvement on the Graduation Rate or Attendance Rate to meet the performance improvement standard.

A district or campus may be evaluated on as few as 2 or as many as 29 measures to determine 2005 AYP Status. See Section III for a discussion of the relationships between indicators and measures.

2005 AYP Status Labels

Each district and campus is assigned one of the following 2005 AYP Status labels:

Meets AYP: Designates a district or campus that meets AYP standards on all indicators for which it is evaluated.

Missed AYP – [reason]: Designates a district or campus that does not meet AYP standards on one or more indicator components and which of those components were not met.

Not Evaluated: Designates a district or campus not evaluated for AYP for one of the following reasons:

- the campus is new;
- the campus does not serve students in grades above kindergarten;
- the campus closed mid-year;
- the campus does not have students in attendance for the full academic year;
- Juvenile Justice Alternative Education Program (JJAEP) and Disciplinary Alternative Education Program (DAEP) campuses;
- unusual circumstances (district with no students in grades tested; campus test answer documents lost in mail); or
- the charter campus does not have students enrolled in the grades tested.

The final 2005 State Accountability Ratings (for the standard and Alternative Education Accountability procedures) for each campus and district will be reported along with the final 2005 AYP Status. See the 2005 State Accountability Manual on the Internet at <http://www.tea.state.tx.us/perfreport/account/2005/manual/index.html> for definitions of the ratings. The status label for each campus and district AYP report will be one of the following combinations of State Rating and AYP Status:

- *Exemplary, Meets AYP*
- *Exemplary, Missed AYP – [reason]*
- *Exemplary, Not Evaluated*
- *Recognized, Meets AYP*
- *Recognized, Missed AYP – [reason]*
- *Recognized, Not Evaluated*
- *Academically Acceptable, Meets AYP*
- *Academically Acceptable, Missed AYP – [reason]*
- *Academically Acceptable, Not Evaluated*
- *Academically Unacceptable, Meets AYP*
- *Academically Unacceptable, Missed AYP – [reason]*
- *Academically Unacceptable, Not Evaluated*
- *Not Rated-Other, Meets AYP*
- *Not Rated-Other, Missed AYP – [reason]*
- *Not Rated-Other, Not Evaluated*
- *AEA: Academically Acceptable, Meets AYP*
- *AEA: Academically Acceptable, Missed AYP – [reason]*
- *AEA: Academically Acceptable, Not Evaluated*
- *AEA: Academically Unacceptable, Meets AYP*
- *AEA: Academically Unacceptable, Missed AYP – [reason]*
- *AEA: Academically Unacceptable, Not Evaluated*
- *AEA: Not Rated-Other, Meets AYP*
- *AEA: Not Rated-Other, Missed AYP – [reason]*
- *AEA: Not Rated-Other, Not Evaluated*

Exhibit 1: 2005 AYP Indicators

<p>Reading/Language Arts 2004–05 tests (TAKS, SDAA II, LDAA, and RPTE in Grades 3–8 & 10) All students and each student group that meets minimum size requirements: African American Hispanic White Economically Disadvantaged Special Education Limited English Proficient</p>	<p>Performance Standard: 53% % counted as proficient on test* for students enrolled the full academic year subject to the Federal 5% cap</p>	<p>Performance Improvement: 10% decrease in percent not proficient on test* and any improvement on the other measure (Graduation Rate or Attendance Rate)</p>
	<p>Participation Standard: 95% Participation in the assessment program for students enrolled on the date of testing (no more than 5% of students absent)</p>	<p>Average Participation Rate: 95% participation based on combined 2003-04 and 2004-05 assessment data</p>
<p>Mathematics 2004–05 tests (TAKS, SDAA II, LDAA; and LAT in Grades 3–8 & 10) All students and each student group that meets minimum size requirements (see above)</p>	<p>Performance Standard: 42% % counted as proficient on test* for students enrolled the full academic year subject to the Federal 5% cap</p>	<p>Performance Improvement: 10% decrease in percent not proficient on test* and any improvement on the other measure (Graduation Rate or Attendance Rate)</p>
	<p>Participation Standard: 95% Participation in the assessment program for students enrolled on the date of testing (no more than 5% of students absent)</p>	<p>Average Participation Rate: 95% participation based on combined 2003-04 and 2004-05 assessment data</p>
<p>Other Indicator** All students Graduation Rate Class of 2004 Attendance Rate 2003–04</p>	<p>Graduation Rate Standard: 70.0% or any improvement Graduation Rate for high schools, combined elementary/secondary schools offering Grade 12, and districts offering Grade 12</p>	<p>Attendance Rate Standard: 90.0% or any improvement Attendance Rate for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering Grade 12, and districts not offering Grade 12</p>

* Student passing standard on TAKS at panel recommendation. No more than 5% of students in the district’s participation denominator can be counted as proficient based on meeting ARD expectations on 1) SDAA II for students tested below enrolled grade level, or 2) LDAA. Results for the RPTE are counted based on number of years in U.S. schools.

** Student groups are not required to meet the Graduation Rate or Attendance Rate standards; however, they may be required to show improvement on the Graduation Rate or Attendance Rate as part of performance improvement for Reading/Language Arts or Mathematics.

Section III: Indicators, Components, Measures, and Standards

Data used to determine the 2005 AYP Status is organized into indicators, components, measures, and standards. Exhibit 2 provides a summary of the relationships among AYP indicators, components, measures, and standards.

Indicators

There are three areas that serve as indicators on which a district or campus may be evaluated for AYP: Reading/Language Arts, Mathematics, and one of the Other Indicators (either Graduation Rate or Attendance Rate). Missing AYP on the same indicator two years in a row triggers Title I School Improvement requirements, and once a district or campus is in Title I School Improvement requirements, it must meet AYP on the indicator that triggered School Improvement for two years in a row to get out of School Improvement requirements.

Assessments used for Reading/Language Arts and Mathematics Indicators

TAKS

Assessment results from the Reading/Language Arts and Mathematics administration of the Texas Assessment of Knowledge and Skills (TAKS) for students in Grades 3–8 and 10. This includes TAKS results for both the English and Spanish versions of the test. Student performance at or above the *Met Standard* level adopted by the State Board of Education (SBOE) for the 2004–05 school year is evaluated. For 2005, the student passing standard is the panel recommendation (PR) for students in grades 3-8 and 10.

Explanation of Panel Recommendation. In November of 2002, the State Board of Education adopted two performance standards for the TAKS: *Met Standard* which was set at a scale score of 2100, and *Commended Performance* which was set at a scale score of 2400. Because the new TAKS was much more challenging than its predecessor, the Texas Assessment of Academic Skills (TAAS), the Board adopted a transition plan to phase in the *Met Standard* performance level over several years.

The transition plan has used the standard error of measurement (SEM) to phase in the panel's recommended passing standards over the past three years. For 2003, the standard was set at 2 SEM below PR. For 2004, for grades 3 through 10, the passing standard was set at 1 SEM below PR. The passing standards for 2005 for grades 3 through 10 are set at Panel Recommendation. This standard, a scale score of 2100, will be the standard from this year forward.

Grade 3 Reading and Grade 5 Reading and Mathematics

Current federal regulations implementing *No Child Left Behind* (NCLB) permit both the first and second administration of the TAKS Grade 3 Reading, Grade 5 Reading and Grade 5 Mathematics tests to be included in the AYP calculation for performance and participation.

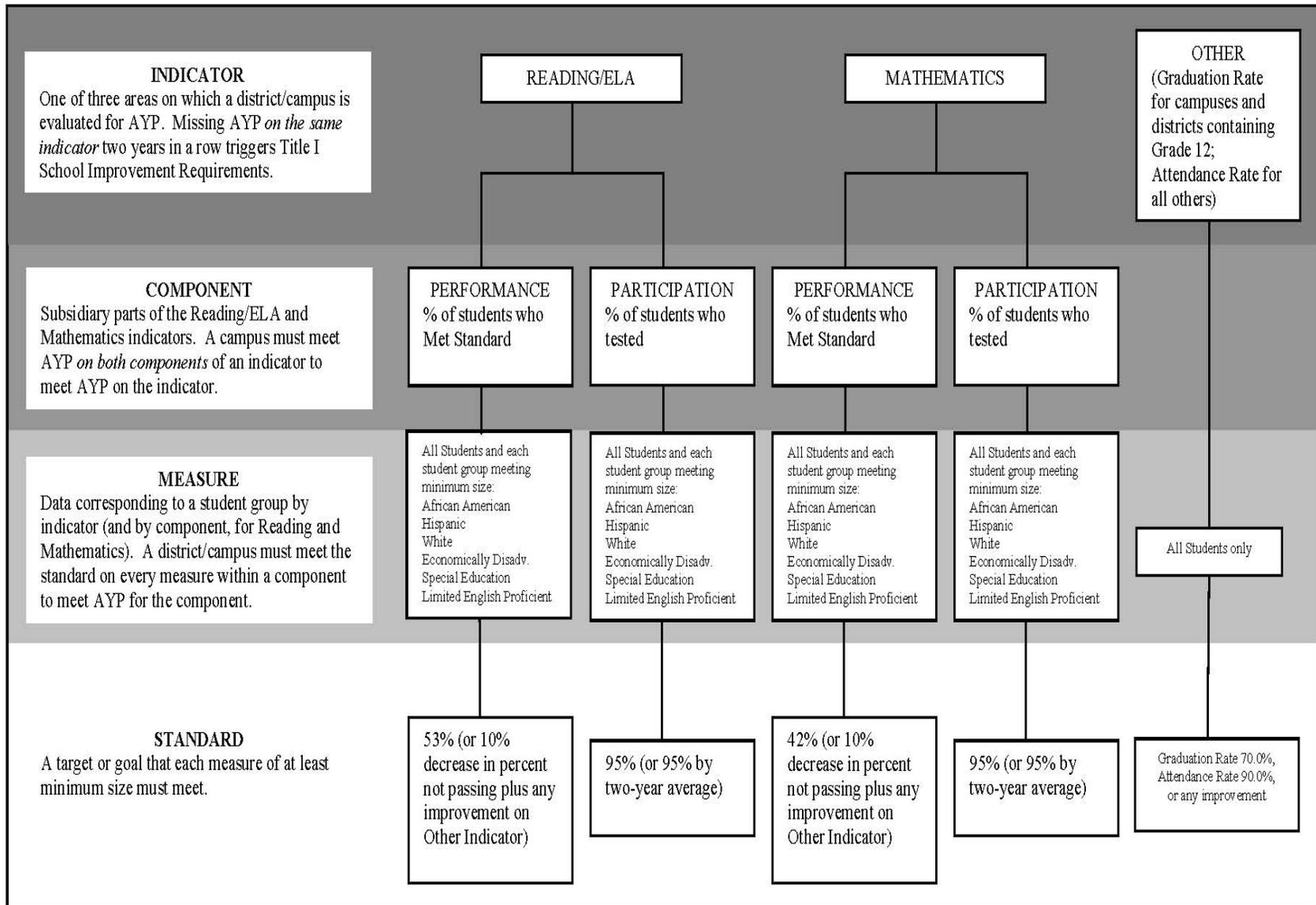
Reading Proficiency Tests in English (RPTE)

NCLB legislation requires that states assess all LEP students in Reading/Language Arts for the calculation of AYP. Reading Proficiency Tests in English (RPTE) results of recent immigrants in Grades 3 – 8 and 10 who qualify for a LEP exemption in Reading/Language Arts from TAKS or SDAA II are included in the AYP Reading indicator. The RPTE and the Texas Observation Protocols (TOP) together comprise the Texas English Language Proficiency Assessment System (TELPAS). Both components are designed to assess the progress that limited English proficient (LEP) students make in learning the English language. Only the RPTE assessment results are included in the AYP Reading indicator.

Linguistically Accommodated Testing (LAT) for Mathematics

NCLB legislation requires that states assess all LEP students in Mathematics for the calculation of AYP. Linguistically Accommodated Testing (LAT) was implemented in the spring of 2005 for recent immigrants who were LEP-exempt in mathematics and enrolled in Grades 3–8 and 10. The LAT process enables recent immigrants who qualify for a LEP exemption under state policy to participate in the TAKS and SDAA II mathematics assessments. LAT results are included in the calculation of both the performance and participation rates.

Exhibit 2: Relationships Among AYP Indicators, Components, Measures, and Standards



Components of the Reading/Language Arts and Mathematics Indicators

The Reading/Language Arts and Mathematics indicators are each comprised of two components: performance and participation. Districts and campuses must meet *both* the performance (or performance improvement) *and* participation components for Reading/Language Arts and Mathematics. If a district or campus misses the performance component on an indicator in one year and the next year meets the performance component but misses the participation component on the same indicator, the district or campus would be considered to have missed AYP for that indicator two years in a row, potentially triggering Title I School Improvement requirements for the district or campus. The reverse also holds: the district/campus could miss participation on an indicator the first year and meet participation but miss performance the next year for the same indicator, and the district/campus would be considered to have missed AYP for that indicator two years in a row.

Performance and participation components of the Reading/Language Arts and Mathematics indicators are determined from the same set of assessment information for each school district. The following describes the AYP evaluations for each component.

Performance

In order to meet AYP, all districts and campuses, must meet the performance components of the Reading/Language Arts and Mathematics indicators, either by meeting the performance standard for percent proficient or performance improvement for all students and each student group meeting minimum size requirements on the following tests:

TAKS

The student passing standard used for the 2005 AYP calculation is the panel recommendation (PR) for students in grades 3-8 and 10. Results are evaluated for all students and each student group meeting minimum size requirements.

Grade 3 Reading

Grade 3 Reading performance is the cumulative percent passing calculated by combining the February and April administrations of the TAKS.

Grade 5 Reading and Mathematics

Grade 5 Reading performance is the cumulative percent passing calculated by combining the February and April administrations of the TAKS, and Grade 5 Mathematics performance is the cumulative percent passing calculated by combining the April and May administrations of the TAKS.

RPTE

Assessment results for the Reading Proficiency Tests in English (RPTE) are included in the performance component for recent immigrant students who have been in U.S. schools longer than one year and exempted from the TAKS Reading/Language Arts test by the LPAC. RPTE results for students not tested on TAKS, SDAA II, and LDAA are included in the performance component. RPTE results are not considered for students tested on TAKS, SDAA II, or LDAA.

RPTE Proficiency

RPTE results included in the calculation are then evaluated based on the number of years the student has been in U.S. schools. Results for students in their first year in U.S. schools are not included in the performance measure calculation. For students in their second year in U.S. schools, baseline testers who score *Intermediate* or higher or previous testers who score at least one level higher than the previous year are counted as proficient. For students in their third year or more in U.S. schools, only students scoring *Advanced* or *Advanced High* will be counted as proficient.

Linguistically Accommodated Testing (LAT) for Mathematics

Districts were given instructions and training for providing LAT administrations to all recent immigrant LEP students who were exempted from the TAKS or SDAA II Mathematics assessment by the LPAC. The TAKS or SDAA II mathematics tests were administered to these students with appropriate linguistic accommodations. Results for LAT testers who have been in U.S. schools longer than one year are included in the AYP performance calculations. LAT testers who have been in U.S. schools for one year or less are not included in the performance measure.

SDAA II and LDAA: Federal 5% cap

Assessment results on the State-Developed Alternative Assessment II (SDAA II) and Locally-Determined Alternate Assessments (LDAA) for students with disabilities are also included in 2005 AYP calculations. SDAA II includes results for grades 3-8 and 10.

- Results for students tested on the SDAA II *at enrolled grade level* are evaluated; students who meet Admission, Dismissal, and Review (ARD) committee expectations are counted as proficient.
- Results for students tested on SDAA II *below enrolled grade level* are evaluated. Students who meet ARD expectations are counted as proficient, subject to the federal 5% cap (see below).
- Results for students tested on LDAA who meet ARD expectations are counted as proficient, subject to the federal 5% cap.

Federal 5% cap on SDAA II (Tested Below Enrolled Grade Level) and LDAA Results Counted as Proficient: As in 2004, a federal cap on proficient results from alternative assessments is required in the 2005 AYP process. In June, 2005, the USDE approved a 5% cap for the calculation of the 2005 AYP results. Students counted as proficient for the performance calculation who either meet ARD expectations on the SDAA II and were tested below enrolled grade level, or meet ARD expectations on the LDAA may together comprise only 5% of the district's participation denominator for the subject area. The district's participation denominator can be found in the participation section (Total Students in All Students column; see Appendix D) of the district AYP data table (note that Reading/Language Arts and Mathematics may have different participation denominators).

TEA will process SDAA II and LDAA results by determining first how many proficient scores can be included in the performance rates for each district. Proficient scores will be included based on the priorities shown below. Proficient scores that remain after the district cap is reached will be counted as non-proficient *for AYP determination purposes only*. If the number of proficient scores in a school district is less than the cap, the cap is not applied.

In order to comply with the federal regulation that allows proficient scores for students with the most significant cognitive disabilities, the prioritization of which SDAA II and LDAA results to count as proficient within the district has changed for 2005. Proficient scores will be counted under the 5% cap in the following priority for the 2005 AYP results. Please note that the percent of correct answers is sorted from lowest to highest score for 2005.

- Students who were enrolled the full academic year in the same campus
 - LDAA functional test
 - LDAA Texas Essential Knowledge and Skills (TEKS)-based test
 - SDAA II tested ten instructional levels below enrolled grade level by percent of correct answers
 - SDAA II tested nine instructional levels below enrolled grade level, etc.
 - SDAA II tested one instructional levels 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
 - LDAA functional test
 - LDAA Texas Essential Knowledge and Skills (TEKS)-based test
 - SDAA II tested ten instructional levels below enrolled grade level by percent of correct answers
 - SDAA II tested nine instructional levels below enrolled grade level, etc.
 - SDAA II tested one instructional levels below enrolled grade level by percent of correct answers
- Students who were not enrolled in the same district for the full academic year

Federal regulations (34 CFR 200.13 *et seq.*) require TEA to calculate the federal cap on district data and specifically direct state agencies not to calculate a cap on individual campus data. However, it should be noted that these same regulations also require students counted as “exceeding the cap” under the federal cap rule at the district-level AYP to also be counted as “exceeders” for campus-level AYP. These regulations are intended to prevent schools with higher disabled student populations from being disproportionately penalized by the cap while also maintaining consistency between campus and district AYP with respect to how disabled students are counted.

It should be emphasized that the federal cap relates to counting students as proficient for AYP purposes only and ***does not*** provide direction to ARD committees regarding how students with disabilities should be assessed. For students with disabilities receiving special education services, state policies and procedures related to assessment decision-making are detailed in the [TEA] publication titled *Admission, Review, and Dismissal (ARD) Committee Decision-making Process for the Texas Assessment Program*. **It is important that local school districts ensure that appropriate assessments are selected and administered to students with disabilities.**

Calculating Performance Measures

The Reading/Language Arts and Mathematics performance measures are the percent of students counted as 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. All calculations are rounded to the nearest whole percent.

Performance Full Academic Year

Only students enrolled in the district or on the campus for the full academic year are included in the performance measure.

Districts: Results for students enrolled in the district on the Public Education Information Management System (PEIMS) fall enrollment snapshot date are included in the district-level measure. The snapshot date for 2004–05 was October 29, 2004.

Campuses: Results for students enrolled on the campus on the PEIMS fall enrollment snapshot date are included in the campus-level measure.

Student Groups Evaluated

In addition to all students, performance measures are calculated for the African American, Hispanic, White, economically disadvantaged, special education, and LEP student groups. Student information coded on the test answer documents is used to assign students to groups. Student groups are reported as a percentage of all students, rounded to the nearest whole percent.

Special Education: If a student is tested on the SDAA II or LDAA for either Reading/Language Arts or Mathematics, the student is included in the special education student group for both subjects. If a student is identified as a special education student on any test document for either Reading/Language Arts or Mathematics, the student is included in the special education student group for both subjects.

LEP: If a student is identified as a current year LEP student on the TAKS English, TAKS Spanish, or SDAA II test documents for either Reading/Language Arts or Mathematics, the student is included in the LEP group for both subjects. If the student is tested on RPTE, the student is included in the LEP student group for both subjects. If the student is not tested on RPTE, and the LEP field is blank on the TAKS English, TAKS Spanish, and SDAA II answer documents, the student is assumed to be non-LEP.

In addition, students remain in the LEP student group for two years after they enter a regular, all-English instructional program. For all students included in the AYP Reading/Language Arts and Mathematics performance measures for 2005, performance is included in the LEP student group if the student has been identified as a current or monitored LEP student and has been appropriately coded on the assessment answer document. Students are coded as either a currently identified LEP student (“C”), or the student has met the criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS and is in the first or second year of monitoring as required by statute (“M1” or “M2”).

Minimum Size Requirements: For student groups to be included in the AYP performance calculation, a district or campus must have:

- Test results for 50 or more students in the student group (summed across Grades 3–8 and 10) for the subject, and the student group must comprise at least 10 percent of all test takers in the subject, *or*
- Test results for 200 or more students in the student group, even if that group represents less than 10 percent of all test takers in the subject.

For the LEP student group, minimum size is evaluated based on students identified as LEP in 2004–05 only. If the LEP student group meets the minimum size requirement based on current-year identification, the performance evaluated will include additional students who were identified as LEP in the prior two years as described above.

Performance Standards

For each district and campus, performance measures for all students and each student group meeting the minimum size requirement for students enrolled the full academic year must meet the following performance standards for Reading/Language Arts and Mathematics.

- Reading/Language Arts: **53** percent of students counted as proficient
- Mathematics: **42** percent of students counted as proficient

Performance Improvement (“Safe Harbor”)

For Reading/Language Arts and Mathematics, performance measures for all students and each student group must meet *either* the performance standard *or* performance improvement. For measures that meet the performance standard, it is not necessary for these measures to also meet performance improvement. For this reason, performance improvement is considered a “safe harbor” for measures that do not meet the performance standard. The safe harbor requires that measures show gains on the criterion on which they do not meet the standard (Reading/Language Arts or Mathematics) *and* improvement on the other measure applicable for their district, campus, or student group.

Prior year percent *Met Standard* is computed using the current year student passing standard so that gain from the prior year to the current year uses comparable performance data for both years. The 2004 performance results are recalculated based on a student passing standard at the Panel Recommendation so that it is comparable to performance in 2005.

Calculating Performance Improvement: Performance improvement for the measure is met if there is:

- a 10 percent decrease from the prior year in percentage of students counted as not proficient in the subject (Reading/Language Arts or Mathematics), *and*
- at least one-tenth of a percent (0.1) improvement for the group on the Graduation Rate or Attendance Rate.

The performance improvement calculation requires that the actual change must be equal to or greater than the minimum Required Improvement needed to reach a standard of 100 percent over a ten-year period. In this case, the methodology may be illustrated as:

$$\frac{\text{Actual Change}}{\text{AYP Required Improvement}} = \frac{[\text{performance in 2005}] - [\text{performance in 2004}]}{\frac{[\text{standard of 100 \%}] - [\text{performance in 2004}]}{10}}$$

Minimum Size Requirements: Performance improvement is calculated even if the measure does not meet the minimum size requirement the prior year. Performance improvement is not calculated if there are no prior-year test results for the measure. If performance improvement cannot be calculated due to no prior-year results, the campus or district cannot use safe harbor to meet the performance requirement and receives an AYP status of *Missed AYP* for that criterion.

Improvement on the Graduation Rate or Attendance Rate is calculated at the student group level for the purpose of applying performance improvement only. If the measure does not meet the minimum size requirement for the Graduation Rate or Attendance Rate for both the current year and the prior year, improvement for the other criterion is not evaluated. In this situation, the district or campus is not required to show improvement on the other criterion to meet performance improvement for the measure. If the measure meets the minimum size requirements for both the current year and prior year, an improvement of at least 0.1 in the Graduation Rate or Attendance Rate is required.

Participation

In addition to meeting the performance components of the Reading/Language Arts and Mathematics Indicators, districts and campuses must also meet the participation components of those indicators.

Calculating Participation Measures

Districts are required to submit test answer documents for every student enrolled in the grades tested on the test date. Students who were administered a make-up test within the testing window are included in the participation rate calculation. The answer documents are coded to show which test is administered to each student and whether the test is scored. Students are counted as participants (numerator of the participation rate) if they were tested on any of the following assessments. This includes both scored tests and students who were tested but the test answer document was not scored.

- TAKS;
- SDAA II for special education students;
- LDAA for special education students exempted from the TAKS and SDAA II by the ARD committee; or

- RPTE and LAT for LEP students exempted from TAKS or SDAA II by the LPAC.

The participation measures are calculated as the number of students participating divided by the number of students enrolled on the test date. Counts are summed across grades for Grades 3–8 and 10 for each subject (Reading/Language Arts and Mathematics). Participation measures are calculated for all students and each student group. All calculations are rounded to the nearest whole percent.

For students tested on LDAA, the SDAA II answer document must indicate that the student was assessed on LDAA in order to be included as a participant. If all columns in the LDAA DATA section of the SDAA II answer document are blank, the student will not be included in the participation numerator.

Similarly, LAT students are considered participants if their Mathematics TAKS or SDAA II answer document indicates testing with linguistic accommodations. In order to be included in the participation numerator, column C of the LAT INFO section of the TAKS or SDAA II answer documents must not indicate that the student was absent. In addition, if all columns in the LAT INFO section are blank, the student will not be included in the participation numerator.

For students assessed in tests other than the LDAA and LAT, only those coded as absent on the day of testing are not counted as participants and are therefore not included in the participation numerator.

Participation Count of Students Enrolled at the Time of Testing

Participation measures are based on all students enrolled at the time of testing. The calculation is *not* limited to students enrolled for the full academic year. For TAKS Grade 3 Reading, TAKS Grade 5 Reading, and TAKS Grade 5 Mathematics, results from both the first and second administrations are used to calculate participation.

Participation Student Groups Evaluated

In addition to all students, the student groups for which AYP participation measures are calculated are African American, Hispanic, White, economically disadvantaged, special education, and LEP students. Student information coded on the test answer documents is used to assign students to groups. Where student groups are presented as a percentage of all students, the percentages are rounded to the nearest whole percent.

Special Education: If a student is tested on the SDAA II or LDAA for either Reading/Language Arts or Mathematics, the student is included in the special education student group for both subjects. If a student is identified as a special

education student on any test document for either Reading/Language Arts or Mathematics, the student is included in the special education student group for both subjects.

LEP: Only students identified as LEP in 2004-05 are included in the LEP group for participation. If a student is identified as a current year LEP student on the TAKS English, TAKS Spanish, or SDAA II test documents for either Reading/Language Arts or Mathematics, the student is included in the LEP group for both subjects. If the student is tested on RPTE, the student is included in the LEP student group for both subjects. If the student is not tested on RPTE, and the LEP field is blank on the TAKS English, TAKS Spanish, and SDAA II answer documents, the student is assumed to be non-LEP.

Minimum Size Requirements: For the participation measure to be included in the AYP calculation at the all students level, the district or campus must have at least 40 students enrolled at the time of testing. Districts and campuses with fewer than 40 students enrolled at the time of testing are not required to meet the participation rate measures.

For student groups' participation measures to be evaluated for AYP, a district or campus must have:

- 50 or more students in the group enrolled on the test date (summed across Grades 3–8 and 10) for the subject, and the student group must comprise at least 10 percent of all students enrolled on the test date; *or*
- 200 or more students in the group enrolled on the test date, even if that group represents less than 10 percent of all students enrolled on the test date.

Participation Standard

For each district and campus, measures meeting the minimum size requirement for students enrolled on the test date must have **95** percent of students participating for Reading/Language Arts and Mathematics.

Average Participation Rate

For each district and campus, measures meeting minimum size requirements for students enrolled on the test date that do not meet the 95 percent standard participation will be re-evaluated using the aggregate participation results for two years. Reading/Language Arts and Mathematics participation results for 2004-05 will be combined with the 2003-04 participation results.

The Other Indicator

In addition to Reading/Language Arts and Mathematics, each district and campus is required to meet AYP standards on one other indicator—Graduation Rate or Attendance Rate. The other indicator evaluated for a district or campus is based on the grades offered. See *Section II* for additional information on determination of which other indicator is used.

Graduation Rate

The high school Graduation Rate is the *graduates* component of the longitudinal completion/student status rate. For more information about the longitudinal completion/student status rate calculation, see *Secondary School Completion and Dropouts in Texas Public Schools 2002–03* at <http://www.tea.state.tx.us/research/dropout/0203/index.html>. Due to the timing of the availability of data, the completion/student status rate is a prior-year measure. For example, the Graduation Rate evaluated as part of the 2005 AYP calculations is the rate for the Class of 2004.

Graduation Rate Standard

The Graduation Rate is defined as the percent of students entering ninth grade and classified as graduates four years later. The standard is **70.0** percent of students classified as graduates. Districts and campuses are required to meet the 70.0 percent standard at the all students level only. Student group Graduation Rates are not evaluated against the 70.0 percent standard.

Graduation Rate Improvement Standard

For districts and campuses not meeting the Graduation Rate standard at the all students level, the AYP criteria for Graduation Rate is met if there is improvement from the prior year on the Graduation Rate. The district or campus shows improvement on the Graduation Rate if the Class of 2004 Graduation Rate is higher than the Class of 2003 Graduation Rate at the all students level. Graduation Rates are rounded to one decimal place before improvement is calculated. Therefore, 0.1 is the minimum improvement required. Districts and campuses that meet the 70.0% Graduation Rate standard are not required to show improvement.

Graduation Rate Minimum Size Requirement

All Students: For the Graduation Rate to be evaluated in the AYP calculation at the all students level, the district or campus must have at least 40 students in the completion/student status rate class. Districts and campuses with fewer than 40 students in the completion/student status rate class are not required to meet the Graduation Rate measures. If a district or campus meets the minimum size requirement for the Graduation Rate for the current year, improvement from the prior year is calculated even if the district or campus does not meet the minimum size requirement on the

Graduation Rate for the prior year. Improvement is not calculated if the district or campus does not have a Graduation Rate for the prior year.

For Reading/Language Arts and Mathematics performance improvement, the district or campus is not required to show improvement on the Graduation Rate unless minimum size requirements are met for both the current year and prior year.

Student Groups: Districts and campuses are not required to meet the Graduation Rate standard for student groups. Graduation Rates for student groups are only included in the AYP calculation in the event they are evaluated as part of performance improvement. Where student groups are reported as a percentage of all students for Graduation Rate, the percentages are rounded to the whole percent. For a student group Graduation Rate to be included in the AYP improvement calculation, a district or campus must have:

- 50 or more students in the student group in the completion/student status rate class, and the student group must comprise at least 10 percent of all students in the completion/student status rate class; *or*
- 200 or more students in the student group in the completion/student status rate class, even if that group represents less than 10 percent of all students in the completion/student status rate class.

If the student group does not meet the Graduation Rate minimum size requirements for both the current year and the prior year, the district or campus is not required to show improvement on the Graduation Rate as part of performance improvement.

Attendance Rate

The Attendance Rate is based on attendance of all students in Grades 1 through 12 for the entire school year. Due to the timing of the availability of data, the Attendance Rate is a prior-year measure. For example, the Attendance Rate evaluated as part of the 2005 AYP calculation is the 2003–04 Attendance Rate. The Attendance Rate is calculated as follows:

$$\frac{\text{Total number of days students were present in 2003–04}}{\text{Total number of days students were in membership in 2003–04}} \times 100$$

The primary source of student group identification for the Attendance Rate is the demographic record submitted with the PEIMS attendance record. Student race/ethnicity is reported for each student as part of the attendance data submission. Students are included in the special education student group if they have special education attendance reported for any six-

week reporting period. Students are included in the LEP student group if they are identified as LEP for any six-week reporting period. Students are included in the economically disadvantaged student group if they have a matching fall enrollment record coded as economically disadvantaged.

Attendance Rate Standard

The standard for Attendance Rate is an average attendance rate of **90.0** percent. Districts and campuses are required to meet the 90.0 percent standard at the all students level only. Student group Attendance Rates are not evaluated against the 90.0 percent standard.

Attendance Rate Improvement Standard

For districts and campuses that do not meet the Attendance Rate standard at the all students level, the AYP requirements for Attendance Rate are met if there is improvement from the prior year on the Attendance Rate. The district or campus shows improvement on the Attendance Rate if the 2003–04 Attendance Rate is higher than the 2002–03 Attendance Rate at the all students level. Attendance rates are rounded to one decimal place before improvement is calculated. Therefore, 0.1 is the minimum improvement required. Improvement on the Attendance Rate is not required for districts and campuses that meet the 90.0% standard.

Attendance Rate Minimum Size Requirement

The minimum size requirements for Attendance Rates are based on total days in membership rather than individual student counts.

All Students: For the 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). Districts and campuses with fewer than 7,200 total days in membership are not required to meet the Attendance Rate standard. If a district or campus meets the minimum size requirement for the Attendance Rate for the current year, improvement from the prior year is calculated even if the district or campus does not meet the minimum size requirement on the Attendance Rate for the prior year. Improvement is not calculated if the district or campus does not have an Attendance Rate for the prior year.

For Reading/Language Arts and Mathematics performance improvement, the district or campus is not required to show improvement on the Attendance Rate for all students unless minimum size requirements are met for both the current year and prior year.

Student Groups: Districts and campuses are not required to meet the Attendance Rate standard for student groups. Attendance Rates for student groups are only included in the AYP calculation in the event they are evaluated as part of performance improvement. Where student groups are reported as a percentage of all students for Attendance Rate, the percentages are rounded to the nearest whole percent. For a student group Attendance Rate to be included in the AYP improvement calculation, a district or campus must have:

- 9,000 or more total days in membership (50 students x 180 school days), and the student group must comprise at least 10 percent of total days in membership for all students; *or*
- 36,000 or more total days in membership (200 students x 180 school days), even if the group represents less than 10 percent of total days in membership for all students.

If the student group does not meet the Attendance Rate minimum size requirement for both the current year and the prior year, the district or campus is not required to show improvement on the Attendance Rate as part of the performance improvement standards.

Rounding

The rules for rounding measures that were applied in 2004 will also apply in 2005.

Performance

Performance-related measures are rounded to nearest whole percent. For example, a school obtaining a 46.5% on Reading/Language Arts will have their performance rounded up to 47%. On the other hand, another school obtaining a 46.4% on the same measure will have their performance rounded down to 46%. It is the rounded performance number that is compared to performance standards.

Performance improvement calculations are performed *after* rounding each year's performance. For example, a school obtaining 32.4% on a Mathematics Performance measure in 2005 and 28.5% on the same measure in 2004 would achieve a performance improvement of 3% (32% in 2005 minus 29% in 2004; note that if the subtraction was performed before the rounding, we would get $32.4 - 28.5 = 3.9\%$, which rounds to a performance improvement of 4%).

Participation

As with performance, participation-related measures are rounded to nearest whole percent. For example, a school obtaining a 94.5% on Mathematics participation will have their participation rounded up to 95%, while another school obtaining a

94.4% on the same measure will have their participation rounded down to 94%. The participation measure is compared to the participation standard after rounding.

The average participation is calculated based on the total number of students in the combined results of both years. The total number of students participating is divided by the total number of students in the participation measure for both 2003-04 and 2004-05 combined. The resulting rate is rounded to the nearest whole percent.

Other Indicator

Unlike performance and participation, measures related to the Other Indicator are rounded to the nearest one-tenth of a percent. For example, a high school with a Graduation Rate of 69.95% would have their other criterion rounded up to 70.0%, while another high school with a Graduation Rate of 69.94% would have their other criterion rounded down to 69.9%. The other criterion is compared to the standard after rounding. Also note that improvement calculations for performance improvement determinations are made after rounding. For example, an elementary school obtaining a 90.95% Attendance Rate in 2005 and having a 90.94% Attendance Rate in 2004 would achieve an Attendance Rate improvement of 0.1% (91.0% minus 90.9%; note that if the subtraction was performed before rounding, we would get $90.95 - 90.94 = 0.01\%$, which rounds to an improvement of 0.0%).

Student Groups

Student group percentages are rounded to the nearest whole percent for all measures.

Small Districts and Campuses

Performance

Small districts and campuses, those with fewer than 50 total students tested in Grades 3–8 and 10, are evaluated based on their own assessment results to the greatest extent possible. Small districts and campuses are evaluated first against the same standards (performance standard or performance improvement) as larger districts and campuses. If a small district or campus meets AYP under either the performance standard or performance improvement, the district or campus is rated as *Meets AYP* and no further special analyses are employed. On the other hand, if a small district or campus misses AYP under both the performance standard and performance improvement, additional special analyses are employed.

Confidence Intervals

Districts and campuses with at least 10, but fewer than 50, total students tested in either Reading/Language Arts or Mathematics are evaluated based on the all students performance measure of the district or campus for the subject using

confidence intervals. Confidence intervals allow AYP to be met within a statistical margin of error that is determined by the number of students evaluated in the small district or campus. A confidence interval is an estimated range of performance that includes the district's/campus' observed performance rate plus an allowance for sampling error. Thus, districts and campuses who are eligible for this analysis can meet the performance standard if their observed performance plus the allowance for sampling error is enough to meet or exceed the performance standard.

Uniform Averaging

Districts and campuses that did not meet AYP using confidence intervals will be evaluated using uniform averaging. Uniform averaging involves combining a district's or campus' 2004-05 AYP results with its 2003-04 AYP results and determining AYP status using data aggregated over the two years.

Pairing

Campuses with fewer than 10 assessments that did not meet AYP under uniform averaging (see above) are evaluated based on the all students performance results of an assigned pairing relationship for the subject. Campuses that have a pairing relationship established with another campus or the district for state accountability ratings will use that pairing relationship for AYP. Results at the all students level will be applied to the paired campus. Campuses that do not have such a pairing relationship will have their district's performance (again, at the all students level) applied to the campus. If the district or campus with which it is paired is not evaluated, the paired campus receives a 2005 AYP Status of *Not Evaluated*.

Districts and Campuses with Fewer than 5 Assessments

Districts and campuses with fewer than 5 assessments that did not meet AYP will be reviewed on a case-by-case basis.

Participation

Districts and campuses with fewer than 40 total students enrolled in the grades evaluated for AYP (summed across Grades 3–8 and 10) on the test date are not required to meet the test participation standard. The AYP status for these districts and campuses is based on meeting the performance standards for the Reading/Language Arts and Mathematics measures and for the Graduation Rate or Attendance Rate measures if minimum size requirements for those measures are met.

Districts and campuses with at least 40 total students enrolled in Grades 3–8 and 10 on the test date are required to meet the participation standard.

Other Indicators

Small districts and campuses are required to meet AYP for the Other Indicator (Graduation Rate or Attendance Rate) if they meet the minimum size requirement for the all students measure. Districts and campuses not meeting the minimum size requirement for the all students measure are not evaluated on the Other Indicator. AYP Status for these campuses is based on the Reading/Language Arts and Mathematics Indicators.

Districts and Campuses with No Students in Grades Evaluated For AYP

Districts

Districts with no students in grades evaluated for AYP (Grades 3–8 and 10) receive a 2005 AYP Status of *Not Evaluated*.

Campuses

Performance

Campuses with students in Grades 1–12 but no students in the grades evaluated for AYP (Grades 3–8 and 10) are evaluated based on the all students performance results of an assigned pairing relationship for the subject. Campuses that have a pairing relationship established with another campus or the district for state accountability ratings will use that pairing relationship for AYP. Campuses that do not have a state accountability pairing relationship will have their district's performance results applied to the campus. For campuses that are paired, only the all students performance results are shared. If the district or campus with which it is paired meets the performance standard or performance improvement at the all students level, the paired campus is considered to have met the performance standard for the subject. If the district or campus with which it is paired is not evaluated, the paired campus receives a 2005 AYP Status of *Not Evaluated*.

Participation

Campuses with no students in Grades 3–8 and 10 are not required to meet the AYP participation standard for 2005.

Other Indicators

Campuses with no students in Grades 3–8 and 10 are required to meet AYP for the Other Indicator (Graduation Rate or Attendance Rate) if they meet the minimum size requirement for the all students measure. Campuses not meeting the minimum size requirement for the all students measure are not evaluated on the Other Indicator. AYP Status for these campuses is based on the Reading/Language Arts and Mathematics Indicators.

Section IV: Appeals and Exceptions

Superintendents (or the equivalent for charter operators) are provided the opportunity to appeal data used to determine 2005 AYP Status under a limited set of circumstances and within a defined time limit. Calculation of the AYP performance measures will be based on USDE decisions that require TEA to combine results across the various testing platforms, count certain “proficient” scores as “not proficient” scores, and combine results across grades 3-8 and 10. Results for grades 9 and 11 are excluded because standards had to be set in 2002 before grades 9 and 11 were tested.

TEA will also process applications for exceptions to the 2005 federal 5% cap as allowed by federal regulation. School districts may submit an application for exception to the cap as they would an appeal.

Calendar

Once the AYP data are available to districts on August 10, 2005, TEA will begin accepting appeals and applications for exceptions to the federal cap. Confidential unmasked data tables will be available to all campuses and districts on August 10 through the TEASE secure website. Superintendents may submit a letter of request for appeal or exception to the commissioner of education through Thursday, September 15, 2005. All letters must be postmarked no later than September 15, 2005. For districts and campuses that could be subject to Title I School Improvement Requirements, some additional information is provided below.

Districts and Campuses Subject to Title I School Improvement Requirements

Campuses that were subject to final School Improvement requirements in 2004-05 and will remain subject to School Improvement requirements in 2005-06 due to the 2005 AYP results must continue to implement those requirements. If a campus is identified as subject to improvement requirements in the August 11 release for the first time, they must begin implementing requirements (including school choice provisions) immediately and must notify parents about school choice options before the school year begins. Even if a campus appeal or exception is processed favorably and the appeal is granted, the campus must allow all requests for school choice, including transportation, to continue through the end of the school year.

Please see page 53, Appendix B: Title I School Improvement for more information about the 2004-05 School Improvement requirements for districts and campuses with approved school start date waivers.

General Considerations for Appeals

Appeals Are Not a Data Correction Opportunity!

Appeals should be based upon a data or calculation error attributable to TEA, regional education service centers (ESCs), or the test contractor for the student assessment program. However, problems due to district errors on PEIMS data submissions or on test answer sheets are considered on a case-by-case basis.

Allowable Appeals

Appeals are allowed for all districts and campuses.

- Appeals are not considered for any indicators, components, or measures on which the district or campus meets AYP. For example, an appeal to reevaluate campus Reading/Language Arts Performance or Participation is not considered for a campus that meets AYP for Reading/Language Arts. These appeals are considered invalid.
- Appeals **are** allowed in circumstances that would *not* result in the district or campus meeting AYP for 2005. For example, an appeal to reevaluate campus Reading/Language Arts Performance is considered for a campus that does not meet AYP for both Reading/Language Arts Performance and Mathematics Performance, even though this appeal alone would not result in the campus meeting AYP for 2005. These appeals are allowed because even though granting them does not result in the district or campus meeting AYP, they *would* potentially have an effect on the Title I School Improvement requirements.

Determination of AYP Status

AYP appeals for each indicator are determined independently. Appeals to one indicator will not negatively affect another indicator meeting AYP standards. For example, students included as participants based on an appeal will not be considered in calculating performance rates.

Guidelines by Indicator for Appeals and Exceptions

The following guidelines describe the circumstances under which AYP data may be appealed and the documentation required in support of the appeal. Appeals and exception applications submitted under these guidelines are not guaranteed to be granted. Each appeal will be evaluated based on the documentation provided and other information available at TEA.

Reading and Mathematics

If a problem is identified with data received from the test contractor, the assessment data may be appealed. An appeal of these measures should reflect a serious problem such as a missing grade level or campus. Coding errors on TAKS, SDAA II, LDAA, LAT, or RPTE will be considered on a case-by-case basis.

- If the district has requested that the writing portion of the Reading/Language Arts test be re-scored, a copy of the dated request to the test contractor should be provided with the appeal.
- If other serious problems are involved in the appeal, copies of correspondence with the test contractor should be provided with the appeal.

5% Cap

Appeals will not be considered for a district or any campus that missed AYP for Reading or Mathematics Performance due to test results counted as “not proficient” under the 5% cap. However, exceptions to the Federal 5% cap are allowed and will be processed in the same manner as appeals in 2005. School districts may submit an application for exception to the cap as they would an appeal. The September 15, 2005, deadline for appeals also applies to exceptions; applications for exception received after the deadline will not be applied to the 2005 AYP results.

Exceptions to the Federal 5% cap

Federal regulations issued in December, 2003, (34 CFR 200.13 et seq.) requiring TEA to apply a cap to proficient alternative assessment results also allow each state to permit an exception to school districts that may exceed this cap. Exceptions to the 5% cap will be processed similarly to all other appeals in 2005. School districts may apply for an exception to the cap based on the 2005 AYP results if the district or any campus missed AYP for Reading or Mathematics Performance due to test results counted as “not proficient” under the 5% cap. The AYP data table will indicate if Reading or Mathematics performance did not meet the AYP standard due solely to the 5% cap.

- All school districts applying for an exception to the 5% cap must explain why the prevalence of students with disabilities exceeds 5%. Examples of explanations might include school, community, or health programs in the district attendance boundaries that have drawn large numbers of families of students with disabilities, or special arrangements with surrounding districts.
- School districts applying for an exception to the 5% cap must submit an Application for Exception, available to school districts on the TEASE website (see Section V). Applications will be available for every school district

regardless of the 2005 AYP results. However, the application will indicate whether the school district or any of its campuses are eligible for an exception in 2005. All requests for exceptions must include the application completed according to the instructions provided. Superintendents must print out and submit the application by the required appeal deadline for consideration.

Data Used in the Evaluation of Exceptions

PEIMS data will be used to evaluate school district applications for an exception to the federal cap. The numbers of students with disabilities, primary disability, and the instructional arrangements in which they are served are available through the PEIMS along with special education program enrollment data for the current school year. School districts submit these data during the PEIMS fall collection (submission 1) for all students receiving special education services. Special education student disability information will be available on the TEASE website for all students used in the AYP calculation (see Section V).

In addition, the school district must have registered each residential facility, group home or special arrangement with the Department of Special Programs, Monitoring and Interventions Residential Care and Treatment Facilities Data Collection process. This information will be collected by TEA for the first time in July, 2005. A link to this website will be available to school districts on the TEASE website (see Section V).

Applications for Exception to the 2006 AYP Results

School districts will be notified of the exception application process for the 2006 AYP results during the spring of 2006. Exceptions for 2006 will be processed before the preliminary release of the 2006 AYP results.

Performance Improvement

If the district or any campus does not meet AYP standards for the Performance Component of the Reading or Mathematics Indicators because they did not meet “safe harbor” performance improvement for any Reading or Mathematics Performance-related measure but did show improvement on the measure, the district can appeal to have the performance measure reevaluated based on confidence intervals. NOTE: Reading and/or Mathematics improvement will only be reevaluated for districts and campuses that show improvement on the Graduation Rate or Attendance Rate measure for the student group in question, as required under performance improvement.

Participation

Extreme Medical Emergencies

If the district or any campus did not meet the 95% standard for the Participation Component of the Reading or Mathematics Indicators because of students who were not tested due to extreme medical emergencies, the appeal must include documentation (such as a note signed by a doctor or parent) showing that the student was unable to participate in the assessment at any time during the testing window due to medical reasons. NOTE: State assessment policy requires testing of medically fragile students who receive instruction in homebound or hospital settings unless they are unable to participate in the assessment at any time during the testing window.

Graduation Rate

In June, each school district was provided with a list of all students in their class of 2004 completion cohort that will include the final status of each student in that cohort. Only students shown on this list may be appealed for Graduation Rate. For the Graduation Rate, only students with a final status of “graduate” are counted in the numerator of the rate calculation. The denominator of the rate calculation is the sum of the students with a final status of “graduate,” “continue in school,” “GED,” or “dropout.” Note that the list also included members of the cohort who left Texas public schools and students with identification errors. Only students shown in these lists may be appealed for the graduation rate indicator.

Appeals to count continuing students or GED recipients as graduates will not be considered.

Accuracy of leaver data submitted to TEA by the district is a factor considered in evaluation of the merits of Graduation Rate appeals.

- If the district or any campus did not meet the 70.0% graduation rate standard because of students with disabilities shown with a final status of “continue in school” whose individual education programs (IEP), an IEP containing needed transition services, or individual transition plans (ITP) developed before September 1, 2003 show 5-year (or longer) graduation plans, the appeal should include documentation showing the graduation plans. These students will then be excluded from the Graduation Rate calculation.
- If the district or any campus did not meet the 70.0% graduation rate standard because of recent immigrant students in U.S. schools for one year or less with limited English proficiency (LEP), the appeal should include

documentation showing the students' recent immigrant LEP status. These students will then be excluded from the Graduation Rate calculation.

Graduation Rate Appeals from Alternative Education Campuses

There are some additional considerations for alternative education campuses (AEC) and appeals related to Graduation Rate.

- A superintendent may request the calculation of Graduation Rate for an alternative education campus using an alternative methodology that excludes the following students:
 - Students who received a GED certificate,
 - Continuing students, or
 - Continuing students who transferred to campus in the fall following their expected graduation date.

- A superintendent may request that the Graduation Rate not be evaluated if the AEC did not have students enrolled in Grade 12 in the 2004-05 school year.

Current Year Attendance

As described in *Section III*, the 2005 AYP Status is based on 2003–04 Attendance Rates for districts and campuses that have Attendance Rates as their other indicator. Districts can appeal to have 2005 AYP Status reevaluated using 2004–05 Attendance Rates for districts and campuses not meeting one or more of the 2005 AYP measures due to Attendance Rates. Eligible districts and campuses include the following:

- those that do not initially meet the Attendance Rate standard or improvement on the Attendance Rate for all students; and

- those that do not initially meet the AYP performance criteria for Reading/Language Arts and/or Mathematics for all students or any student group because they do not show the required level of improvement on the Attendance Rate required as part of the performance improvement standard, even though a 10% decrease in percent of students not meeting the performance standard is achieved.

Note that in previous years, the appeals process was conducted late enough in the year that AYP staff could use attendance data submitted in PEIMS submission 3 to conduct appeals based on current year attendance. Because in 2005 appeals will occur before 2004-05 attendance rates can be calculated from PEIMS submission 3, districts will be required to supply the current year attendance data with their appeals. A notarized copy of 2004-05 attendance rates must be submitted as part of the appeal. Copies of each of the six-weeks totals as well as the yearly total must be included.

Attendance Rate for all students (90.0% standard) will be reevaluated using 2004–05 attendance data provided by the district. Improvement on the Attendance Rate for all students and student groups will be reevaluated using 2004–05 Attendance Rates compared to 2003–04 Attendance Rates. If attendance measures are reevaluated using current year attendance data, all measures based on attendance will be reevaluated. A district or campus cannot meet some 2005 AYP criteria using 2003–04 Attendance Rates and meet other criteria using 2004–05 Attendance Rates.

Special Circumstance Appeals

Title I Targeted Assistance Campuses

All students were included in the calculations for Title I campuses with targeted assistance programs. Districts can appeal to have the 2005 AYP status of any targeted assistance campuses recalculated based on the results of only Title I students if test answer documents in both Reading/Language Arts and Mathematics were submitted for at least 50 Title I students on the targeted assistance campus.

Grades 9 and 11 TAKS

The AYP Reading and Mathematics indicators are based on test results for Grades 3–8 and 10. Campuses with no students in Grades 3-11 are evaluated on the test results for the campus with which they are paired for state accountability ratings. Campuses with no students in Grades 3–8 or 10 that are not paired for state accountability ratings are evaluated for 2005 AYP Status based on the test results of the district at the all students level. If a campus with no students in Grades 3–8 or 10 that has students tested in Grades 9 or 11 does not meet AYP on the Performance components of the Reading or Mathematics indicators, the district may appeal to have the campus evaluated based on its own test results. The Reading/Language Arts and Mathematics indicators are evaluated for all students and for each student group meeting the minimum size requirement based on all campus test results in Grades 9 and 11. The Other Indicator is also evaluated if the campus meets the minimum size requirement for all students.

LEP Status Coding of Parental Denial Students

If the coding of monitored LEP students was not accurately reported on the answer documents for the February test administration due to the late receipt of instructions, identifying information for the students tested should be provided with the appeal. If granted, students identified will be added to the LEP student group for the AYP calculation. TEA correspondence to school administrators dated March 24, 2005, explains the LEP Status Coding of Parental Denial Students on Spring 2005 Answer Documents. This letter can be found on the TEA website at: http://www.tea.state.tx.us/student.assessment/resources/letters/2005/050324_LEP.pdf.

How to Submit an Appeal or Exception Application

Districts and campuses must submit written appeals on official district letterhead and under the signature of the district superintendent. See instructions that follow for submitting appeals or exception applications. For any district or campus, only one opportunity to appeal is permitted on any single measure. In addition, this is the only opportunity to apply for an exception to the federal cap to affect the 2005 AYP results.

Superintendents must prepare a written request (see Exhibit 3 for an example of an acceptable appeal) addressed to the commissioner of education that includes:

- A statement that the letter is an appeal or includes an exception application for the 2005 AYP results;
- The 2005 AYP Request Form must be included with the letter for appeals and exception applications. Exhibit 4 provides an example of the required form that will be available to districts on the TEASE website (see Section V).
- In addition, for exceptions, the 2005 AYP Application for Exception must be included with the letter. Only one application per school district is required. The application form will be provided to all school districts on the TEASE website (see Section V).
- Specification in the letter of the district and each campus for which the appeal is being submitted (including county-district-campus numbers for each campus). It is not necessary to have a separate letter for the district and each campus. However, it should not be assumed that a letter appealing the status of a district will also apply to any campuses within that district or vice versa, even if the district has only one campus.
- For the district and each campus, list ALL indicators, components, or measures for which the district/campus is being appealed. It is not necessary to have a separate letter for each indicator being appealed. It is not necessary to have a separate letter for an exception application.

- For each indicator, component, or measure being appealed, the appeal must specify the perceived error (or reason why it is being appealed). If applicable, the reason the perceived error is attributable to the TEA, a regional ESC, or the test contractor for the student assessment program and the reason the perceived error resulted in the district and/or campuses not meeting the AYP standard for the measure must be included.
- The superintendent must certify that all information included in the letter is true and correct to the best of the superintendent's knowledge and belief.

It is insufficient to claim data are in error without providing information with which the appeal can be evaluated. Lists of students included in the AYP participation and performance measures will be available on the TEASE website at the time the AYP data tables are made available to school districts on August 10.

Appeal letters and all supporting documentation should be shipped to the following address:

Your ISD Your address City, TX zip	<i>stamp</i>
Division of Performance Reporting Texas Education Agency 1701 North Congress Avenue Austin, TX 78701-1494	
<u>Attn: AYP Appeal or Exception</u>	

All letters of appeal or exceptions postmarked after the September 15th deadline will not be considered. TEA does not acknowledge receipt of any letters. Superintendents are encouraged to obtain delivery confirmation services from their courier and to retain confirmation of delivery until final 2005 AYP Status is released. Superintendents are encouraged to double-check that they have included all relevant supporting information with their letter prior to shipment. Exhibit 5 provides a suggested order for packing AYP letters for shipment.

TEA will not contact districts to acquire missing documentation or to discuss information provided in their request for appeal or exception. Appeals and exceptions are evaluated on the circumstances described in their request on the basis of information provided by the district and research conducted by staff to validate the circumstances described.

How an Appeal or Exception Application Is Processed by the Agency

All appeals and exceptions will be resolved by late November or early December and the results will be reflected in the final 2005 AYP Status. If the district or campus receives a final 2005 AYP Status of Meets AYP based on their request, the status will be annotated with a comment. Prior to the release of final 2005 AYP Status, superintendents will be sent a letter from the commissioner notifying them of the results (see Exhibit 6 below). The notification letter will also be made available on the TEASE Accountability website.

The details of the request are entered into a database for tracking purposes and researchers evaluate the request using agency data sources relevant to validate the statements made to the extent possible. The agency examines all relevant data, not just the results for any students specifically named in the correspondence.

- Guidelines to be used to evaluate AYP appeals and exceptions are developed by an independent panel that provides external oversight to the appeals process.
- Staff conduct research and prepare a recommendation that is forwarded to the commissioner.
- The commissioner of education makes a final decision.
- The superintendent is notified in writing of the commissioner’s decision and the rationale upon which the decision was made. The decision of the commissioner is final and is not subject to further negotiation.
- Data are never modified, even when the AYP results are changed.

Relationship Between AYP and PBMAS

AYP staff will consider indicators from the Performance-Based Monitoring Analysis System (PBMAS) when making findings on AYP appeals and exceptions, as well as other district data submitted through PEIMS or the state assessment contractor.

Exhibit 3: Sample AYP Request Letter

September 2, 2005

Shirley J. Neeley
 Commissioner of Education
 Texas Education Agency
 1701 North Congress Avenue
 Austin, TX 78701-1494

Dear Commissioner Neeley,

This letter is to appeal the 2005 AYP status for the Sample Independent School District and campuses named below.

District/Campus	Indicators Appealed	Reason
Sample ISD (999999)	Reading Performance	District has applied for exception to cap
	Math Performance	
Sample H S (999999001)	Reading Performance	District has applied for exception to cap
	Math Participation	Absences from math test due to medical emergencies
Sample J H (999999041)	Math Participation	Mathematics students with linguistically accommodated tests for whom no LAT information was provided on answer sheets
Sample Elementary School (999999101)	Reading Performance	District has applied for exception to cap

By my signature below, I certify that all information included in this appeal is true and correct to the best of my knowledge and belief.

Sincerely,
 [signature]
 John Q. Educator
 Superintendent
 Sample Independent School District

Documentation Attached

This is an example of an acceptable letter. Districts are welcome to go into as much detail or length as they need to explain their appeals. At a minimum, the letter should include the information below.

Statement that this is an appeal of 2005 AYP Status.

Statement that the request includes an application for exception to the federal cap (if applicable).

Specification of which district/campuses are being appealed, for which indicators/components/measures, and why.

Certification that all information is true and correct to the best of superintendent's knowledge.

Superintendent must sign!

Exhibit 4: Sample AYP Request Form

Texas Education Agency

2005 AYP Request Form

District: SAMPLE ISD

DIRECTIONS: Below is a list of the district and all campuses for which an appeal or exception is possible.

- 1) For each district or campus, find the indicator(s) you wish to appeal and circle the words "Circle if Appealing."
- 2) For each district or campus, find the Performance indicator for which you will apply for an exception and circle the words "Circle if Applying for Exception" to indicate that you are applying for an exception to the federal cap on proficient results from alternative assessments.
Please access and submit the 2005 AYP Application for Exception for your school district.
- 3) Dashes (-----) for an indicator means it either Meets AYP or was Not Evaluated and an appeal will not be accepted.

It should not be assumed that appealing the district will apply to any campuses, or vice versa. Please contact the Division of Performance Reporting at (512) 463-9704 with questions.

District or Campus Number	District or Campus Name	Reading Performance	Mathematics Performance	Reading Participation	Mathematics Participation	Graduation Rate	Attendance Rate
999999	Sample ISD	Circle if Applying for Exception	Circle if Applying for Exception	-----	-----	-----	-----
999999001	Sample HS	Circle if Applying for Exception	-----	-----	Circle if Appealing	-----	-----
999999041	Sample JH	-----	-----	-----	-----	-----	-----
999999101	Sample Elementary School	Circle if Applying for Exception	-----	Circle if Appealing	-----	-----	-----

Exhibit 5: Suggested Packing Order for AYP Request

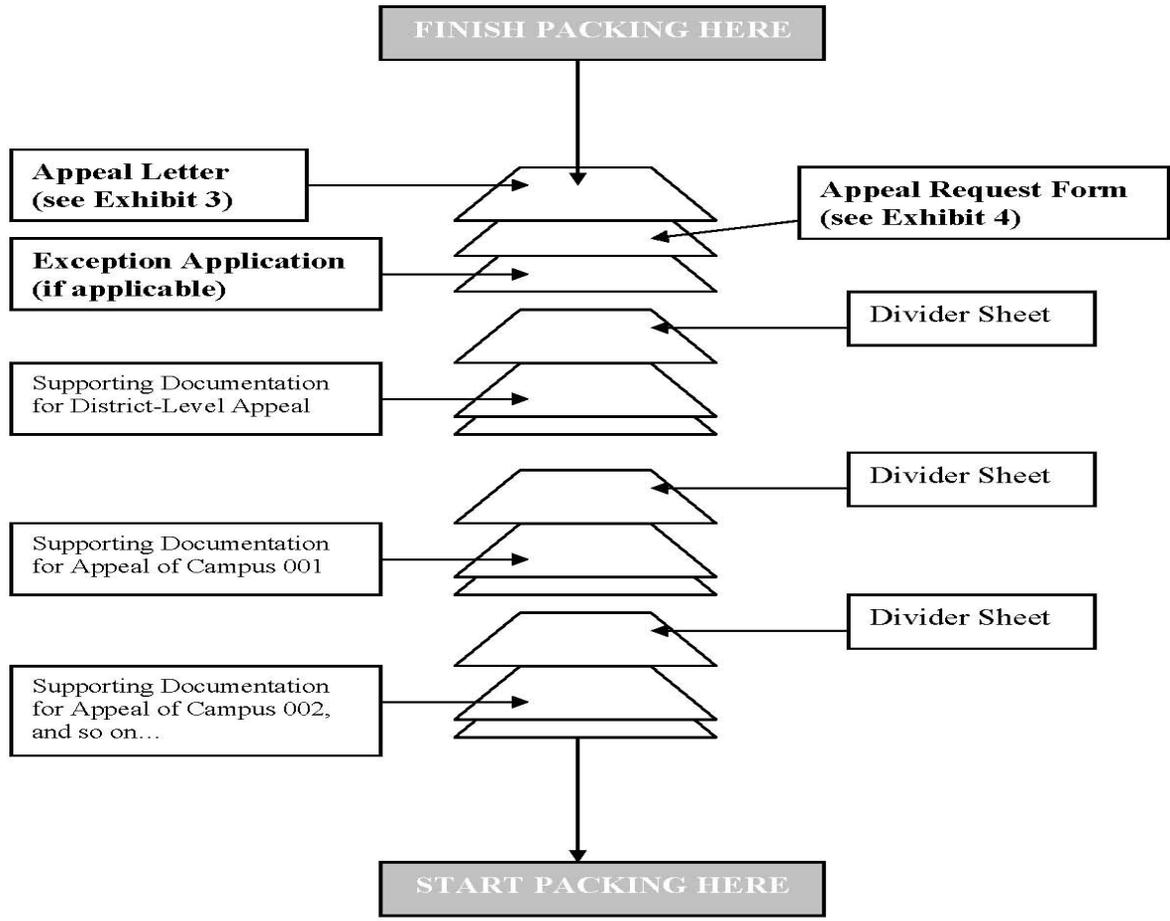


Exhibit 6: Sample AYP Decision Notification Letter

November 18, 2005

Mr. John Q. Educator, Superintendent
Sample ISD
1001 Sample Road
Sampleville, Texas 77777

Dear Mr. Educator:

Thank you for your letter regarding preliminary 2005 Adequate Yearly Progress (AYP) results. For each campus referenced in your letter, we have reviewed the supporting documentation you provided, examined other relevant data available at the Texas Education Agency, and conducted research related to the circumstances described in your letter. A summary of our findings is shown below.

DISTRICT/CAMPUS NUMBER	NAME	RESULT OF REQUEST
999999	Sample ISD	Meets AYP
999999001	Sample H S	Missed AYP
999999041	Sample J H	Meets AYP
999999101	Sample Elementary School	Missed AYP

Sample ISD (999999)

Your school district's application for a federal exception to the 5% cap on proficient results has been approved. The AYP results for Reading Performance and Mathematics Performance have been changed. The 2005 AYP status for Sample ISD is *Meets AYP*.

Sample H S (999999001)

Your school district's application for a federal exception to the 5% cap on proficient results has been approved. The AYP results for Reading Performance have been changed.

However, your appeal did not include documentation for a sufficient number of students in order to meet the AYP participation standards in every student group. The appeal for Mathematics Participation was denied. The 2005 AYP status for Sample H S is *Missed AYP*. Please note that the following measure(s) will be removed from the reasons Sample H S missed AYP: Reading Performance.

Sample J H (999999041)

Your appeal for Mathematics Participation was not considered because Sample J H met AYP on this measure. The 2005 AYP status for Sample J H is *Meets AYP*.

Sample Elementary School (999999101)

Your school district's application for a federal exception to the 5% cap on proficient results has been approved. The AYP results for Reading Performance have been changed. The 2005 AYP status for Sample Elementary School is *Missed AYP*. Please note that the following measure(s) will be removed from the reasons Sample Elementary School missed AYP: Reading Performance.

Although my decisions are final, any clarifying questions regarding this notification may be directed to the Division of Performance Reporting at (512) 463-9704.

Sincerely,
Shirley J. Neeley

Section V: AYP Products Available Online Through TEASE Accountability

Beginning in 2004, AYP products have become available to districts through the Accountability application on the Texas Education Agency Secure Environment (TEASE), a secure website available only to authorized users. The gateway to TEASE is located at

<https://seguin.tea.state.tx.us/apps/logon.asp>

Gaining Access to TEASE Accountability

District staff need a TEASE account to access any TEASE application. Even if approved district personnel currently have access to other TEASE applications (e.g., PEIMS Edit+, eGrants, etc.), they may still need to have the Accountability application added to their TEASE accounts. If a staff member needs to have access to TEASE Accountability, he or she will need to complete the following form:

<http://www.tea.state.tx.us/forms/tease/accountability.htm>

The form must be printed out, completed, signed by the district superintendent (or equivalent for charter operators), and mailed or faxed to the contact information provided on the form. Depending on the volume of requests, it may take several days for a request to be processed (if the request was mailed, several more days should be allowed for the request to reach TEA). Staff will receive an email from TEA Security once Accountability has been added to their TEASE accounts.

AYP Products Available

The Accountability application is designed to contain products produced for districts by several divisions in the Department of Accountability and Data Quality; however, we will focus only on the products related to AYP here.

Once TEASE has been logged into and the Accountability application selected from the list of authorized applications, the main Accountability index screen will appear. This screen lists the types of products available from the site and may also contain recent announcements to districts related to Accountability. Therefore, users must always be sure to read the main screen carefully for updated announcements and products.

IMPORTANT: Data on the TEASE Accountability application are NOT masked to protect individual student confidentiality. Remember that individual student information is confidential under the Family Educational Rights and Privacy Act (FERPA). This site is intended for DISTRICT USE ONLY. The Texas Education Agency also takes

the position that the tables at this stage of the accountability review process constitute “agency audit workpapers” and are not required to be disclosed under the Texas Public Information Act.

From the main page, find the link to Adequate Yearly Progress (AYP) Results and click the link to access online AYP products. Products available will change depending on whether a preliminary release or a final release has occurred. During the preliminary release of AYP information, districts will be able to access the following products:

- unmasked preliminary data tables
- appeal request form
- application for Exception to the 5% Cap
- student listings including AYP calculation status and special education information
- link to the Residential Care and Treatment Facilities Data Collection website.

During the final release of AYP information, districts will be able to access final unmasked data tables and unofficial copies of appeal decision notification letters. Student listings will also remain available during the final release.

Most Recent AYP Products Only

The TEASE Accountability site is not intended to be an archive of AYP information. The site is intended to contain only the most recent AYP products released. When final AYP products are released, that year’s preliminary products will be taken off the site. Also, when a new year’s preliminary AYP products are released, the prior year’s final products will be taken off the site.

Section VI: Appendices

Appendix A: Texas Administrative Code

Beginning in 2004, a portion of the *Adequate Yearly Progress Guide* has been adopted as a commissioner's rule by figure. With the publication of this Guide, the Texas Education Agency will file a Commissioner Rule amendment to 19 *Texas Administrative Code* §97.1004, *Adequate Yearly Progress* with the Office of the Secretary of State. This rule will adopt the 2005 *Adequate Yearly Progress Guide* as a figure, thus giving legal standing to the rating process and procedures.

Allowing for a 30-day comment period, final adoption of the 2005 AYP Guide should occur in October 2005. If any changes result from this rule adoption process, then educators will be notified as soon as possible.

The proposed rule is provided below:

Chapter 97. Planning and Accountability
Subchapter AA. Accountability and Performance Monitoring
§97.1004. Adequate Yearly Progress.

(a) In accordance with the federal No Child Left Behind Act (NCLB) and Texas Education Code §§7.055(b)(32), 39.073, and 39.075, all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress (AYP). Districts, campuses, and the state are required to meet AYP criteria on three measures: Reading/Language Arts, Mathematics, and either Graduation Rate (for high schools and districts) or Attendance Rate (for elementary and middle/junior high schools). The performance of a school district, campus, or the state is reported through indicators of AYP status established by the commissioner of education.

(b) The determination of AYP for school districts and charter schools in 2005 is based on specific criteria and calculations, which are described in an excerpted section of the 2005 AYP Guide provided in this subsection.

Figure: 19 TAC 97.1004(b)

(c) The specific criteria and calculations used in AYP are established annually by the commissioner of education and communicated to all school districts and charter schools.

Appendix B: Title I School Improvement

If a district or campus receives Title I, Part A funds and does not meet the Adequate Yearly Progress (AYP) standard for the same indicator for two or more consecutive years, that district or campus is subject to certain Title I School Improvement requirements, such as offering school choice and supplemental education services. Title I School Improvement requirements are implemented in progressive stages based on the number of years the campus or district does not meet the AYP standard for the same measure (see Appendix B). The requirements for Title I districts and campuses for the 2005–06 school year are determined not only by the district or campus 2005 AYP Status, but also by the AYP Status in the prior year, and the School Improvement status in the prior year.

Guidelines for Title I School Improvement

- Districts and campuses receiving Title I, Part A funds are subject to School Improvement requirements if they do not meet the AYP standard for the same indicator for two or more consecutive years.
- Title I districts and campuses that do not meet the AYP standard for the same indicator (Reading/Language Arts, Mathematics, Graduation or Attendance) for two consecutive years are subject to Stage 1 School Improvement requirements the following school year. Stage 1 designates the first year of Title I School Improvement.
- Each additional year Title I districts and campuses do not meet the AYP standard for the same indicator, the requirements increase, from Stage 1 requirements to Stage 2 requirements, for example. (See Appendix C for a summary of the requirements at each stage.)
- Title I districts and 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. The first year a district or campus subject to School Improvement meets the AYP standard for the same measure, the requirements remain the same as the prior year. The second year the district or campus meets the AYP standard for the same measure, the district or campus is no longer subject to School Improvement. If a district or campus subject to School Improvement meets the AYP standard for the same measure one year but does not meet the AYP standard for the measure the second year, School Improvement increases to the next stage.

- Title I districts and campuses may be subject to School Improvement for more than one indicator. The requirements will reflect the highest stage applicable. Districts and campuses are subject to School Improvement until they have met the AYP standard for two consecutive years for each indicator that originally identified the district or campus for School Improvement.
- If a district or campus no longer receives Title I funds, it is no longer subject to School Improvement.

Districts and Campuses Subject to Title I School Improvement Requirements

Appeal of 2005 AYP Results

Campuses that were subject to final School Improvement requirements in 2004-05 and will remain subject to School Improvement requirements with the 2005 release must continue to implement those requirements. If a campus is identified as subject to improvement requirements in the August 11 release for the first time, they must begin implementing requirements (including school choice provisions) immediately and must notify parents about school choice options before the school year begins. Even if a campus appeals and the appeal is granted, the campus must allow all requests for school choice, including transportation, to continue through the end of the school year.

School Transfers

If an eligible student exercises the option to transfer to another public school campus, the school district must permit the student to remain in that campus until he or she has completed the highest grade in the campus. However, the district is no longer obligated to provide transportation for the student after the end of the school year in which the student's campus of origin is no longer identified for school improvement, corrective action, or restructuring.

In addition, there is no requirement for students who change campuses to remain in their new campus through the highest grade of the school. To the extent feasible, those students should have the opportunity to return to the original campus if their parents decide that would be in their educational interest.

For those campuses who successfully appealed yet continued to implement choice through the end of the school year, it is the option of that school district to allow such school transfers to continue until the student has completed the highest grade level available at the school of choice. Please see the NCLB Division website (<http://www.tea.state.tx.us/nclb/titleia/sip/sip.html>) for more information.

Waivers for the First Day of Instruction

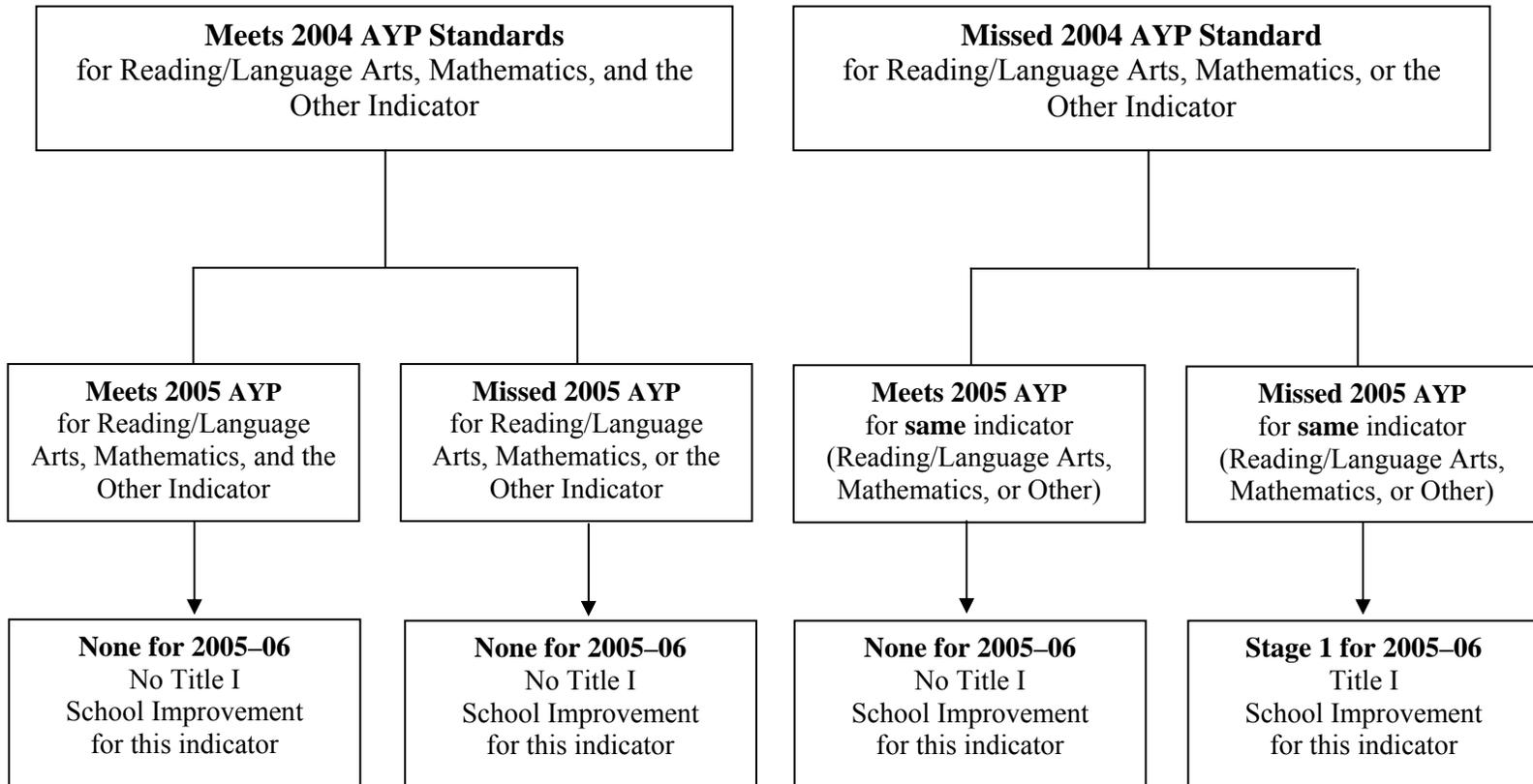
Texas Education Code (TEC) §25.0811 states that school districts may begin instruction for the school year only during or after the week in which August 21 falls. For the 2005-2006 school year, the effect of this statute is that districts may not begin instruction prior to the week of August 22, 2005. School districts may request a waiver to the First Day of Instruction which allows the district to begin instruction for students before the week in which August 21st falls. School districts are required to apply annually for this waiver.

For school districts and campuses subject to School Improvement requirements for the 2004-05 school year who have approved waivers for the First Day of Instruction, the required notification of parents prior to the first day of instruction is also waived. School districts will be responsible for notification to parents about school choice options after the August 10, 2005, AYP results are available. However, notification to parents must be sent prior to August 22, 2005.

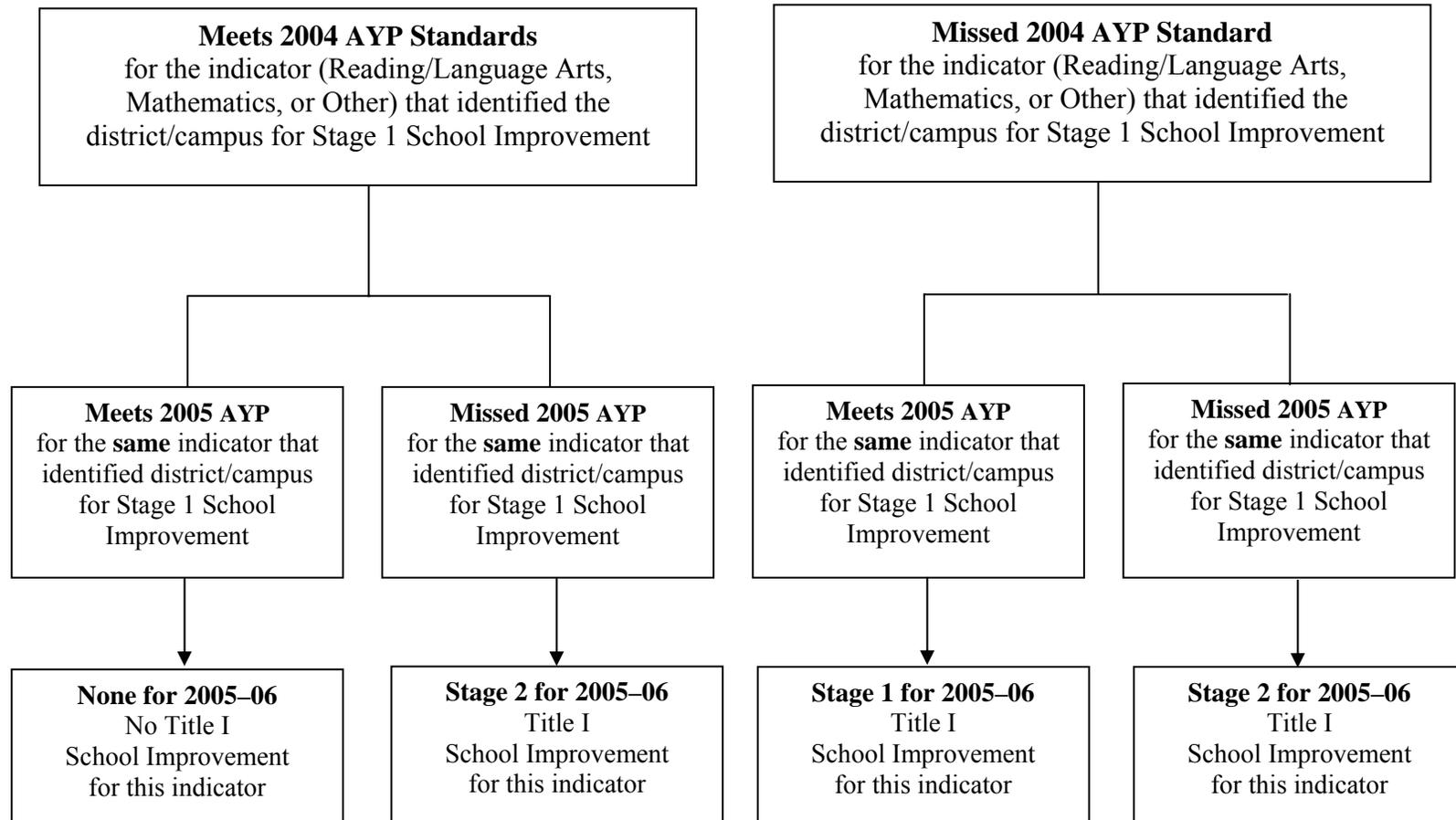
For more information about school district start date waivers, contact the Texas Education Agency State Waiver Unit, at (512) 463-9630. For information about Title I School Improvement Requirements, please contact the Division of NCLB Program Coordination at (512) 463-9374.

The following four decision trees show how the guidelines are applied to Title I districts and campuses to determine the stage of School Improvement for the 2005–06 school year. Note that the decision trees consider only one indicator at a time. If a campus or district is in School Improvement for multiple indicators, School Improvement Status can be determined by applying the decision trees for each indicator to determine in what stage of School Improvement performance on that indicator places the campus or district. The highest resulting stage will be the stage of Title I School Improvement assigned to the campus or district. For example, if a campus determines that it is in Stage 1 for Reading/Language Arts, Stage 2 for Mathematics, and Stage 3 for the Other Indicator, the campus is considered to be in Stage 3 of Title I School Improvement.

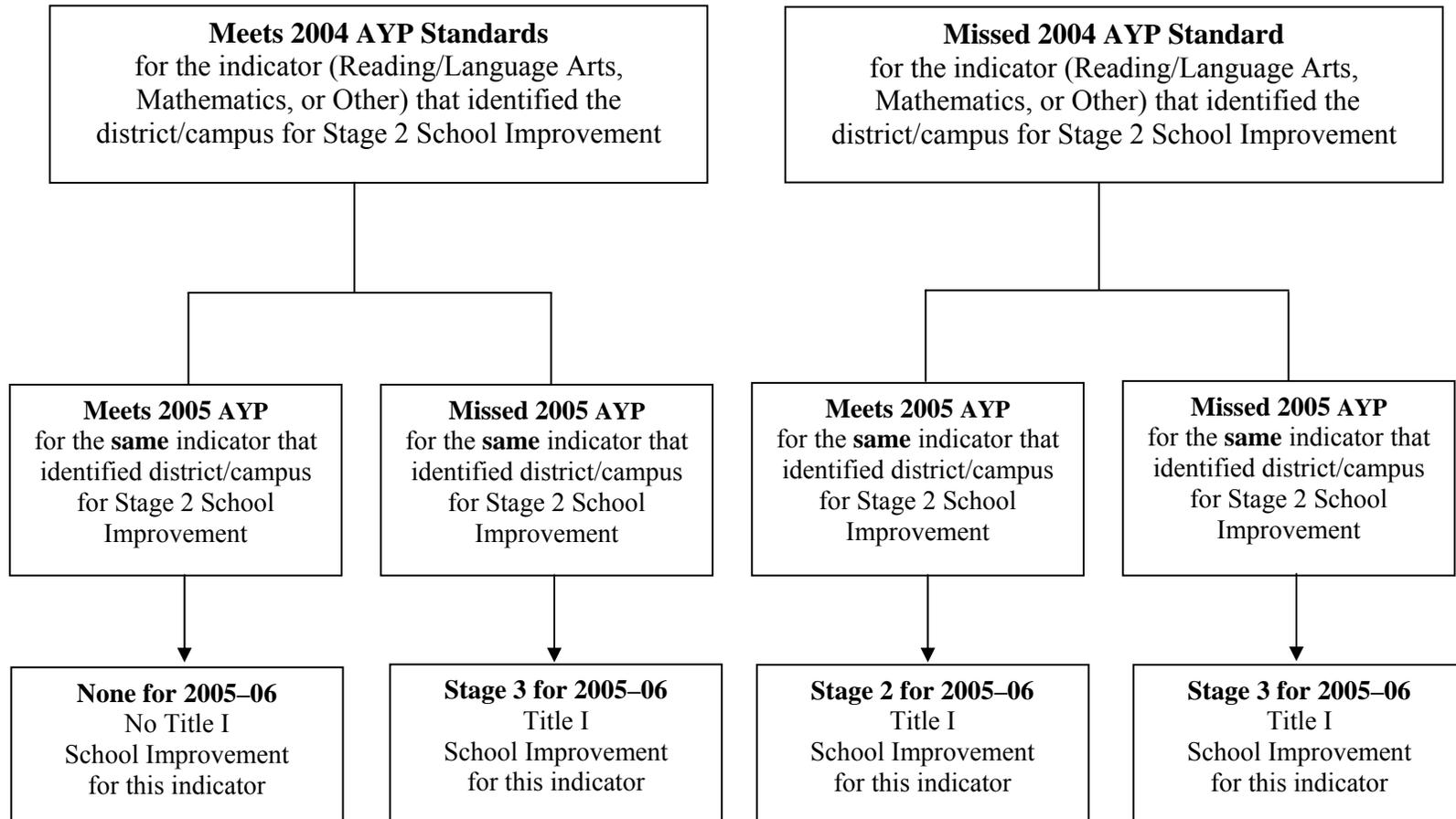
**Determining the 2005-06 Title I School Improvement Status
for
Title I Campuses and Districts Not Subject to Final School Improvement in 2004–05**



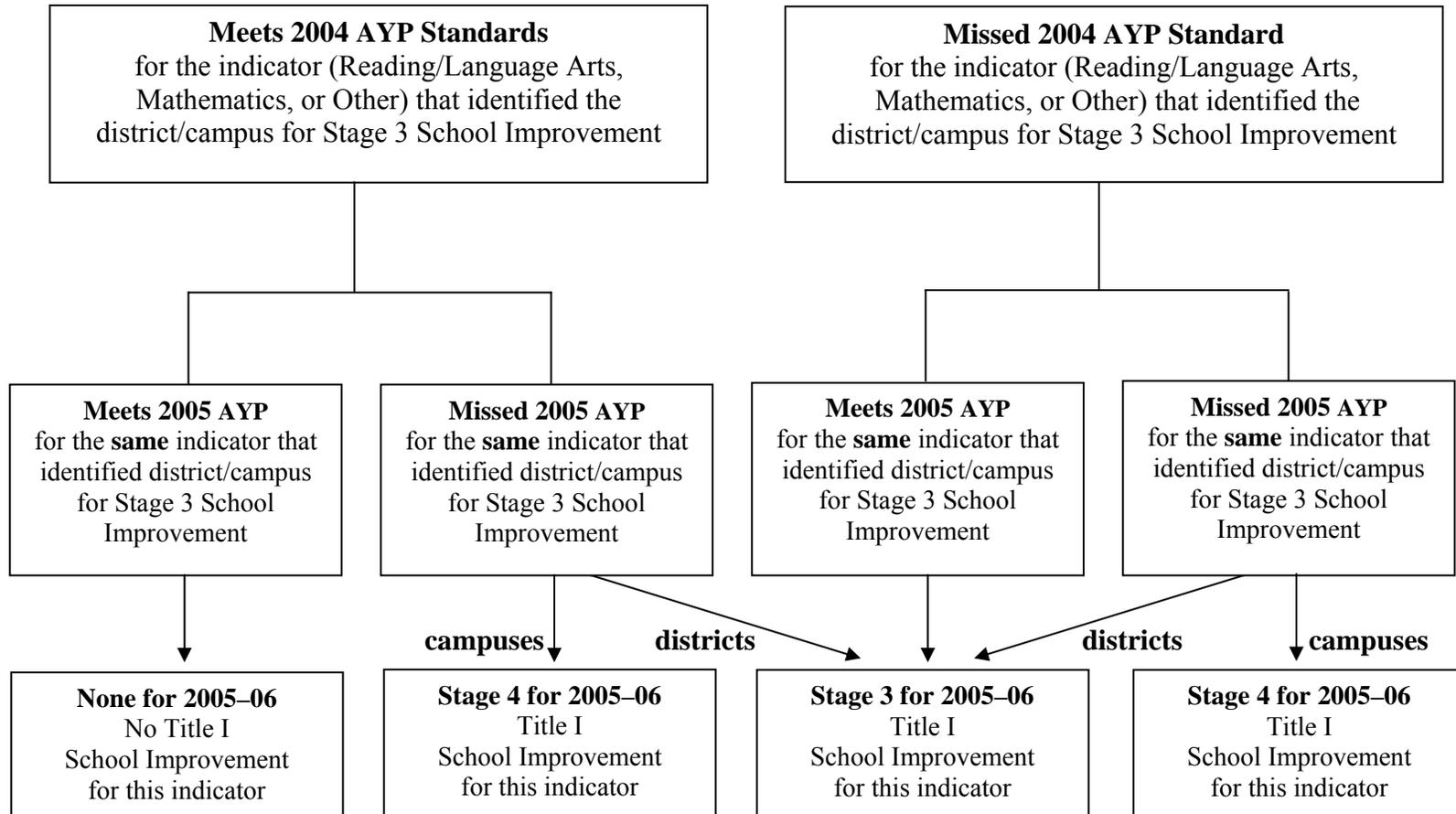
**Determining the 2005–06 Title I School Improvement Status
for
Title I Campuses and Districts Subject to Final Stage 1 School Improvement in 2004–05**



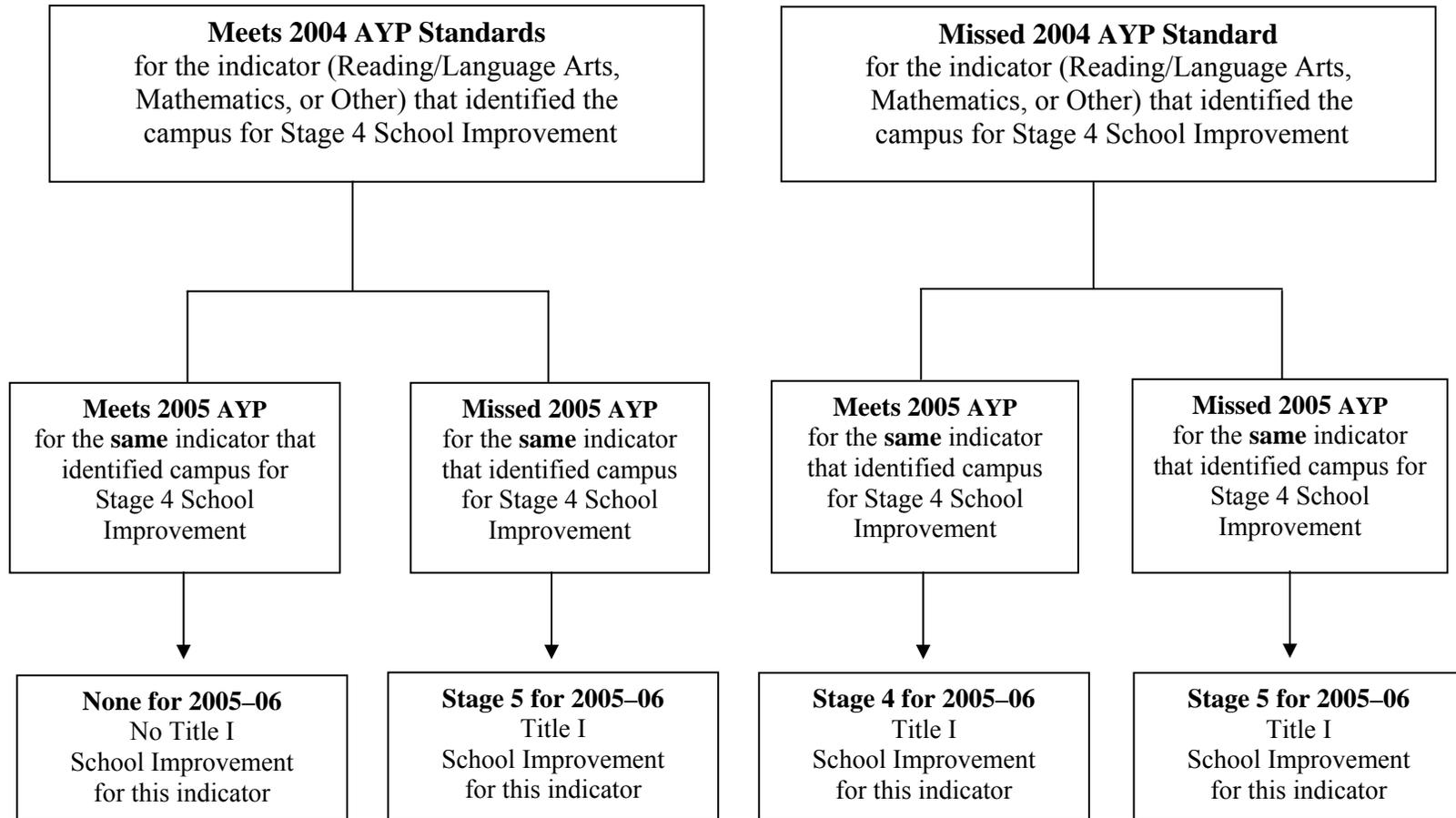
**Determining the 2005–06 Title I School Improvement Status
for
Title I Campuses and Districts Subject to Final Stage 2 School Improvement in 2004–05**



**Determining the 2005–06 Title I School Improvement Status
for
Title I Campuses and Districts Subject to Final Stage 3 School Improvement in 2004–05**



**Determining the 2005–06 Title I School Improvement Status
for
Title I Campuses Subject to Final Stage 4 School Improvement in 2004–05**



Appendix C: Summary of Title I School Improvement Stages

Following is a brief summary of the requirements that Title I districts and campuses are subject to implement after not meeting AYP for two or more consecutive years. The requirements are based on the number of years the campus or district does not make AYP (see Appendix B). Non-Title I schools that do not make AYP for two consecutive years will be required to amend their school improvement plan to address the deficit areas. However, non-Title I campuses and school districts will not necessarily be subject to other school improvement activities, supplemental services, and corrective actions.

Districts

Stage 1 School Improvement Requirements:

- Revise District Improvement Plan

Stage 2 School Improvement Requirements:

- Implement revised District Improvement Plan

Stage 3 School Improvement Requirements:

- School District must implement one of the following corrective actions:
 - Defer programmatic funds or reduce administrative funds;
 - Implement significant curricular and professional development activities;
 - Replace the district personnel relevant to the district not meeting AYP;
 - Remove particular schools from the jurisdiction of the district and establish alternative arrangements for public governance;
 - Appoint, through the Texas Education Agency (TEA), a receiver or trustee to administer the affairs of the district in place of the superintendent and school board;
 - Abolish or restructure the school district; or
 - Authorize student transfers from a school operated by the school district to a higher performing public school operated by another school district and provide transportation, and implement at least one additional corrective action.

Campuses

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
- School district must establish a peer review process to provide 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:
 - Replace the school staff who are relevant to the campus not meeting AYP;
 - Implement curricular and staff development activities;
 - Significantly decrease management authority at the campus;
 - Appoint an outside expert adviser to the campus;
 - Extend the school year or school day of the campus; or
 - 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:
 - Reopen school as charter school;
 - Replace principal and staff;
 - Contract with a private management company;
 - State takeover; or
 - Any other major restructuring of campus governance.

Stage 5 School Improvement Requirements:

- School District must implement one of the following alternative governance arrangements, consistent with state law:
 - Reopen the school as a public charter school;
 - Replace all or most of the school staff;
 - Contract with an entity such as a private management company;
 - State takeover if the state agrees; or
 - Any other major restructuring of the school's governance structure that makes fundamental reforms.

Appendix D: Sample AYP Data Table

The following sample 2005 AYP data table illustrates the types of information provided. See *Section III*, for more information about each measure. The final AYP data table may include minor modifications that are not shown in this section.

Preliminary 2005 AYP Results

Campus Name: Sample School (999999999) Sample ISD
Status: Missed AYP - Reading and Mathematics

AYP Status is provided for all districts and campuses at the top of the table.

	All Students	African American	Hispanic	White	Econ. Disadv.	Education	(Measure)	(Students)
Performance: Reading/Language Arts								
2004-05 Assessments								
Met Standard	271	16	53	177	48	1	36	n/a
Number Tested	316	23	73	198	107	16	56	41
% Met Standard	86%	70%	73%	89%	45%	6%	64%	n/a
Student Group %	100%	7%	23%	63%	34%	5%	n/a	13%
2003-04 Assessments (TAKS Standard at Panel Recommendation)								
Met Standard	221	13	41	164	41	4	13	n/a
Number Tested	282	18	65	194	103	21	24	20
% Met Standard	78%	72%	63%	85%	40%	19%	54%	n/a
Change 2004 to 2005	8	-2	10	4	5	-13	10	
Improvement Required					6			
Performance: Mathematics								
2004-05 Assessments								
Met Standard	290	20	57	181	49	5	21	n/a
Number Tested	318	23	74	198	112	20	53	50
% Met Standard	91%	87%	77%	91%	44%	25%	40%	n/a
Student Group %	100%	7%	23%	62%	35%	6%	n/a	16%
2003-04 Assessments (TAKS Standard at Panel Recommendation)								
Met Standard	257	18	50	185	41	14	11	n/a
Number Tested	291	19	65	202	108	28	30	21
% Met Standard	88%	95%	77%	92%	38%	50%	37%	n/a
Change 2004 to 2005	3	-8	0	-1	6	-25	3	
Improvement Required							6	
Graduation Rate Class of 2004								
Graduates	205	51	24	124	54	27	34	
Number in Class	296	73	36	177	76	46	50	
Graduation Rate	69.3%	69.9%	66.7%	70.1%	71.1%	58.7%	68.0%	
Student Group %	100%	25%	12%	60%	26%	16%	17%	
Graduation Rate Class of 2003								
Graduates	229	54	31	143	60	16	32	
Number in Class	331	83	44	202	87	33	45	
Graduation Rate	69.2%	65.1%	70.5%	70.8%	69.0%	48.5%	71.1%	
Student Group %	100%	25%	13%	61%	26%	10%	14%	
Change 2003 to 2004	0.1	4.8	-3.8	-0.7	2.1	10.2	-3.1	
2005 - 06 School Improvement Requirement: Stage 1 Reading								

Title I School Improvement Requirements indicates if the district or campus is subject to any School Improvement requirements and is found only on reports for Title I districts and campuses.

Preliminary 2005 AYP Status

Campus Name: Sample School (999999999) Sample ISD

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/Language Arts								
2004-05 Assessments								
Number Participating	360	27	93	207	114	20	43	
Total Students	371	30	97	220	121	39	47	
Participation Rate	97%	90%	96%	94%	94%	51%	91%	
Student Group %	100%	8%	26%	59%	33%	11%	13%	
2003-04 Assessments								
Number Participating	341	25	94	215	98	19	31	
Total Students	370	26	98	224	108	39	34	
Participation Rate	92%	96%	96%	96%	91%	49%	91%	
Average Two-Year								
Participation Rate				95%	93%			
Participation: Mathematics								
2004-05 Assessments								
Number Participating	358	24	90	206	117	22	55	
Total Students	370	26	100	215	123	39	58	
Participation Rate	97%	92%	90%	96%	95%	56%	95%	
Student Group %	100%	7%	27%	58%	33%	11%	16%	
2003-04 Assessments								
Number Participating	341	24	90	217	115	21	34	
Total Students	370	26	98	223	127	39	37	
Participation Rate	92%	92%	92%	97%	91%	54%	92%	
Average Two-Year								
Participation Rate			91%					

The explanation table summarizes the areas a district or campus missed AYP, and why.

2005 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading	-	-	-	-	%	-	-
Performance: Math	-	-	-	-	-	-	X
Participation: Reading	-	-	-	-	X	-	-
Participation: Math	-	-	X	-	-	-	-
Other: Graduation Rate	-	-					
Other: Attendance Rate	-	-					

- Met AYP or the measure not evaluated
- % Missed AYP for this performance measure due to 5% cap
- X Missed AYP for this measure

Performance: Reading/Language Arts and Mathematics

The number *Met Standard*, *Number Tested*, and *Percent Met Standard* for Reading and Mathematics: Results are summed across Grades 3-8 and 10 for the grades tested at the campus or district and are provided for 2004-05 and 2003-04.

LEP (Measure): Includes students tested in 2004-05 with assessment documents coded as 1) a currently identified LEP student, or 2) a monitored LEP student.

LEP (Students): Used to determine minimum size – includes only students tested in 2004-05 and coded as currently identified LEP students.

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Performance: Reading/Language Arts								
2004-05 Assessments								
Met Standard	271	16	53	177				
Number Tested	316	23	73	198				
% Met Standard	86%	70%	73%	89%				
Student Group %	100%	7%	23%	63%				
2003-04 Assessments (TAKS at Panel Recommendation)								
Met Standard	221	13	41	164				
Number Tested	282	18	65	194	103	21	24	
% Met Standard	78%	72%	63%	85%	40%	19%	54%	n/a
Change 2004 to 2005 Improvement Required	8	-2	10	4	5	-13	10	
					6			

Student Group: The percent of total represented by each group is provided to assist in determining if minimum size has been met. The calculation is based on the denominator for the rate (except for LEP).

Change 2004 to 2005: the difference between the rates for the two years shown on the data tables. These calculations are used to determine if the district or campus met performance improvement in Reading/Language Arts and Mathematics or showed improvement on the Attendance Rate or Graduation Rate.

Improvement Required: If any student group (or all students) meets minimum size but does not meet the performance standard, the improvement required to meet AYP through safe harbor is shown. This information is not calculated for the Other Indicator because required improvement is always 0.1 percentage points.

Other Measure: Only one other measure is used in the AYP calculation for each district and campus—Attendance Rate or Graduation Rate. This block of the data table shows the data used in calculation of the applicable measure.

Graduation Rate: The *Graduates* (numerator), *Number in Class* (denominator), and calculated *Graduation Rate* are provided for the Class of 2004 and Class of 2003.

Graduation Rate Class of 2004							
Graduates	205	51	24	124	54	27	34
Number in Class	296	73	36	177	76	46	50
Graduation Rate	69.3%	69.9%	66.7%	70.1%	71.1%	58.7%	68.0%
Student Group %	100%	25%	12%	60%	26%	16%	17%
Graduation Rate Class of 2003							
Graduates	229	54	31	143	60	16	32
Number in Class	331	83	44	202	87	33	45
Graduation Rate	69.2%	65.1%	70.5%	70.8%	69.0%	48.5%	71.1%
Student Group %	100%	25%	13%	61%	26%	10%	14%
Change 2003 to 2004	0.1	4.8	-3.8	-0.7	2.1	10.2	-3.1

Attendance Rate (not shown on example): The *Days Present* (numerator), *Days Membership* (denominator), and calculated *Attendance Rate* are provided for 2003-04 and 2002-03.

Participation: Reading/Language Arts and Mathematics

The Number Participating, Total Students, and Participation Rates. Results are summed across Grades 3-8 and 10 for the grades tested at the campus or district and are provided for 2004-05 and 2003-04.

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Participation: Reading/Language Arts								
2004-05 Assessments								
Number Participating	360	27	93	207	114	20	43	
Total Students	371	30	97	220	121	39	47	
Participation Rate	97%	90%	96%	94%	94%	51%	91%	
Student Group %	100%	8%	26%	59%	33%	11%	13%	
2003-04 Assessments								
Number Participating	341	25	94	215	98	19	31	
Total Students	370	26	98	224	108	39	34	
Participation Rate	92%	96%	96%	96%	91%	49%	91%	
Average Two-Year Participation Rate								
				95%	93%			

Average Two-Year Participation Rate: If any student group (or all students) meets minimum size but does not meet the participation standard, average participation rate across two years is calculated.

Explanatory Table: At the end of the AYP Data Table is a small explanatory table that shows AYP performance across all measures. Symbols are displayed for each measure to indicate AYP performance.

- *Met AYP on this measure or measure is not evaluated:*
 Either the AYP requirement was met or the measure did not meet minimum size.

2005 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading	-	-	-	-	%	-	-
Performance: Math	-	-	-	-	-	-	X
Participation: Reading	-	-	-	-	X	-	-
Participation: Math	-	-	X	-	-	-	-
Other: Graduation Rate	-	-					
Other: Attendance Rate	-	-					

- Met AYP or the measure not evaluated
- % Missed AYP for this performance measure due to 5% cap
- X Missed AYP for this measure

X Missed AYP for this measure
 For Performance measures, an X means the measure was missed for reasons other than the 5% cap. For Participation measures, an X means the AYP requirement was not met. For Other measures, an X means the AYP requirement was not met.

% Missed AYP for this performance measure due to 5% cap
 The sole reason this measure did not meet AYP was due to the application of the Federal 5% cap on SDAA II and LDAA.

Although the school district may not appeal for this measure, the district may submit an exceptions application for this campus.

Appendix E: Calculation of 2005 AYP Status for Sample School

Following is a step-by-step description of the 2005 AYP Status calculation for Sample School. This example illustrates a hypothetical Title I campus receiving a preliminary 2005 AYP Status of *Missed AYP* whose sample data table is shown in Appendix D. The sample has been designed to maximize illustration of the information that can be provided on the data table and the types of calculations that will be performed before the preliminary release.

Reading/Language Arts Performance

All Students: Sample School tested 316 total students (students enrolled on the campus for the full academic year) in Reading/Language Arts. Therefore, no special conditions for small campuses apply.

Step 1. All Students: 86% *Met Standard* exceeds the 53% performance standard

Student Groups

Step 2. African American: not evaluated (only 23 students tested)

Step 3. Hispanic: 73% *Met Standard* exceeds the 53% performance standard
There are 73 students who represent 23 percent of students tested.

Step 4. White: 89% *Met Standard* exceeds the 53% performance standard
There are 198 students who represent 63 percent of students tested.

Step 5. Economically Disadvantaged: 45% *Met Standard* does not meet the 53% performance standard – go to improvement calculation.
There are 107 students who represent 34 percent of students tested.

Step 6. Special Education: not evaluated (only 16 students tested)

- Step 7. LEP: not evaluated (only 41 students tested)
(Although there were only 41 LEP students tested in 2004–05, there were 56 students identified in the LEP performance measure. See page 23 for more information.)

Mathematics Performance

All Students: Sample School tested 318 total students (students enrolled on the campus for the full academic year) in Mathematics. Therefore, no special conditions for small campuses apply.

- Step 8. All Students: 91% *Met Standard* exceeds the 42% performance standard

Student Groups

- Step 9. African American: not evaluated (only 23 students tested)
- Step 10. Hispanic: 77% *Met Standard* exceeds the 42% performance standard
There are 74 students who represent 23 percent of students tested.
- Step 11. White: 91% *Met Standard* exceeds the 42% performance standard
There are 198 students who represent 62 percent of students tested.
- Step 12. Economically Disadvantaged: 44% *Met Standard* exceeds the 42% performance standard
There are 112 students who represent 35 percent of students tested.
- Step 13. Special Education: not evaluated (only 20 students tested)
- Step 14. LEP: 40% *Met Standard* – does not meet the 42% performance standard – go to improvement calculation
There are 50 students who represent 16 percent of students tested in 2004–05. The percent *Met Standard* is based on the performance results of 53 students identified in the LEP performance measure. (See page 23 for more information.)

Performance Improvement

Improvement is calculated for any student group (or all students) that does not meet the performance standard for Reading/Language Arts or Mathematics. The LEP student group in Sample School did not meet the Mathematics performance standard and the Economically Disadvantaged student group did not meet the Reading/Language Arts performance standard. If these student groups meet performance improvement for the respective measures, they will be considered to have met the AYP performance standard. To meet performance improvement, students must show: 1) a 10 percent decrease from the prior year in the percent of students not passing the subject area test *and* 2) any improvement on the Graduation Rate, if minimum size requirements on the Graduation Rate are met for the current year and prior year.

Calculating Improvement Required

Step 15. Reading/Language Arts performance requirement for Economically Disadvantaged student group

(1) *a 10 percent decrease from the prior year in the percent of students not passing the subject area test*

Based on Reading/Language Arts Economically Disadvantaged students, performance improvement is determined by:

$100\% - 40\%$ *Met Standard* in 2003–04 = 60% of students not passing the Reading/Language Arts test in 2003–04

$60\% \times 10\%$ decrease = 6% decrease in students not passing *or* 6% increase in students *Met Standard* is required

Alternatively, the performance improvement may be calculated as the improvement required to reach a standard of 100% in ten years.

$100\% - 40\%$ *Met Standard* in 2003–04 = 60% improvement required to reach a standard of 100%

60% divided by 10 years = 6% improvement required over a one year period *or* 6% increase in students *Met Standard* is required

For the Sample School Reading/Language Arts performance results for the Economically Disadvantaged student group, 45% *Met Standard* in 2004–05 *minus* 40% in 2003–04 = 5% increase, which does not meet the 6% improvement required.

and

(2) *any improvement on the Graduation Rate, if minimum size requirements on the Graduation Rate are met for the current year and prior year.*

Graduation Rate minimum size requirements for student groups in current year and prior year of 50 students and the student group represents at least 10 percent of all students is met – 0.1 improvement in the Graduation Rate is required.

For the Sample School, 71.1% Graduation Rate for 2003–04 *minus* 69.0% in 2002–03 = 2.1% increase, which exceeds the 0.1% gain required.

However, due to lack of required improvement, the Reading/Language Arts performance requirement for Economically Disadvantaged students is not met.

Step 16. Mathematics performance requirement for LEP student group

Improvement Required:

100% – 37% *Met Standard* in 2003–04 = 63% improvement required to reach a standard of 100%

63% divided by 10 years = 6% improvement required over a one year period **or** 6% increase in students *Met Standard* is required

For the Sample School Mathematics performance results for LEP student group, 40% *Met Standard* in 2004–05 *minus* 37% in 2003–04 = 3% increase, which does not meet the 6% gain required

and

Graduation Rate minimum size requirements for student groups in current year and prior year of 50 students and the student group represents at least 10 percent of all students is not met since the Class of 2003 Number in Class of 45 students does not meet the minimum size requirement – the 0.1 improvement in Graduation Rate is not required.

However, due to lack of required improvement, the Mathematics performance requirement for LEP students is not met.

Other Indicator

Graduation Rate is the other indicator for Sample School. All Students Graduation Rate is evaluated if at least 40 students in the Number in Class.

Step 17. All Students: there are 296 students in the total Number in Class. The 69.3% Graduation Rate does not meet the 70% standard – calculate improvement.

69.3% Graduation Rate Class of 2004 minus 69.2% Class of 2003 = 0.1 improvement in Graduation Rate

The other indicator requirement is met.

Reading/Language Arts Participation

All Students: All Students participation rate is evaluated if at least 40 students are enrolled on the day of testing.

Step 18. All Students: 97% participation – exceeds the 95% participation standard
There are 371 students enrolled on the test date.

Student Groups:

Step 19. African American: not evaluated (only 30 students enrolled on the test date)

- Step 20. Hispanic: 96% participation – exceeds 95% participation standard
There are 97 students who represent 26 percent of students enrolled on the test date.
- Step 21. White: 94% participation – does not meet 95% standard – use the average participation rate.
There are 220 students who represent 59 percent of students enrolled on the test date.
- Step 22. White Average Two-Year Participation Rate: 95% participation – meets the 95% participation standard
- Step 23. Economically Disadvantaged: 94% participation – does not meet 95% standard – use the average participation rate.
There are 121 students who represent 33 percent of students enrolled on the test date.
- Step 24. Economically Disadvantaged Average Two-Year Participation Rate: 93% participation – does not meet 95% participation standard
- Step 25. Special Education: not evaluated (only 39 students enrolled on the test date)
- Step 26. LEP: not evaluated (only 47 students enrolled on the test date)

The Reading/Language Arts participation requirement is not met due to the Economically Disadvantaged student group.

Mathematics Participation

All Students: All Students participation rate is evaluated if at least 40 students are enrolled on the day of testing.

- Step 27. All Students: 97% participation – exceeds the 95% participation standard
There are 370 students enrolled on the test date.

Student Groups

- Step 28. African American: not evaluated (only 26 students enrolled on the test date)

Step 29. Hispanic: 90% participation – does not meet 95% standard – use the average participation rate.
There are 100 students who represent 27 percent of students enrolled on the test date.

Step 30. Hispanic Average Two-Year Participation Rate: 91% participation – does not meet 95% standard

Step 31. White: 96% participation – exceeds 95% participation standard
There are 215 students who represent 58 percent of students enrolled on the test date.

Step 32. Economically Disadvantaged: 95% participation – meets the 95% participation standard
There are 123 students who represent 33 percent of students tested.

Step 33. Special Education: not evaluated (only 39 students enrolled on the test date)

Step 34. LEP: 95% participation – meets the 95% participation standard
There are 58 students who represent 16 percent of students tested.

The Mathematics participation requirement is not met due to the Hispanic student group.

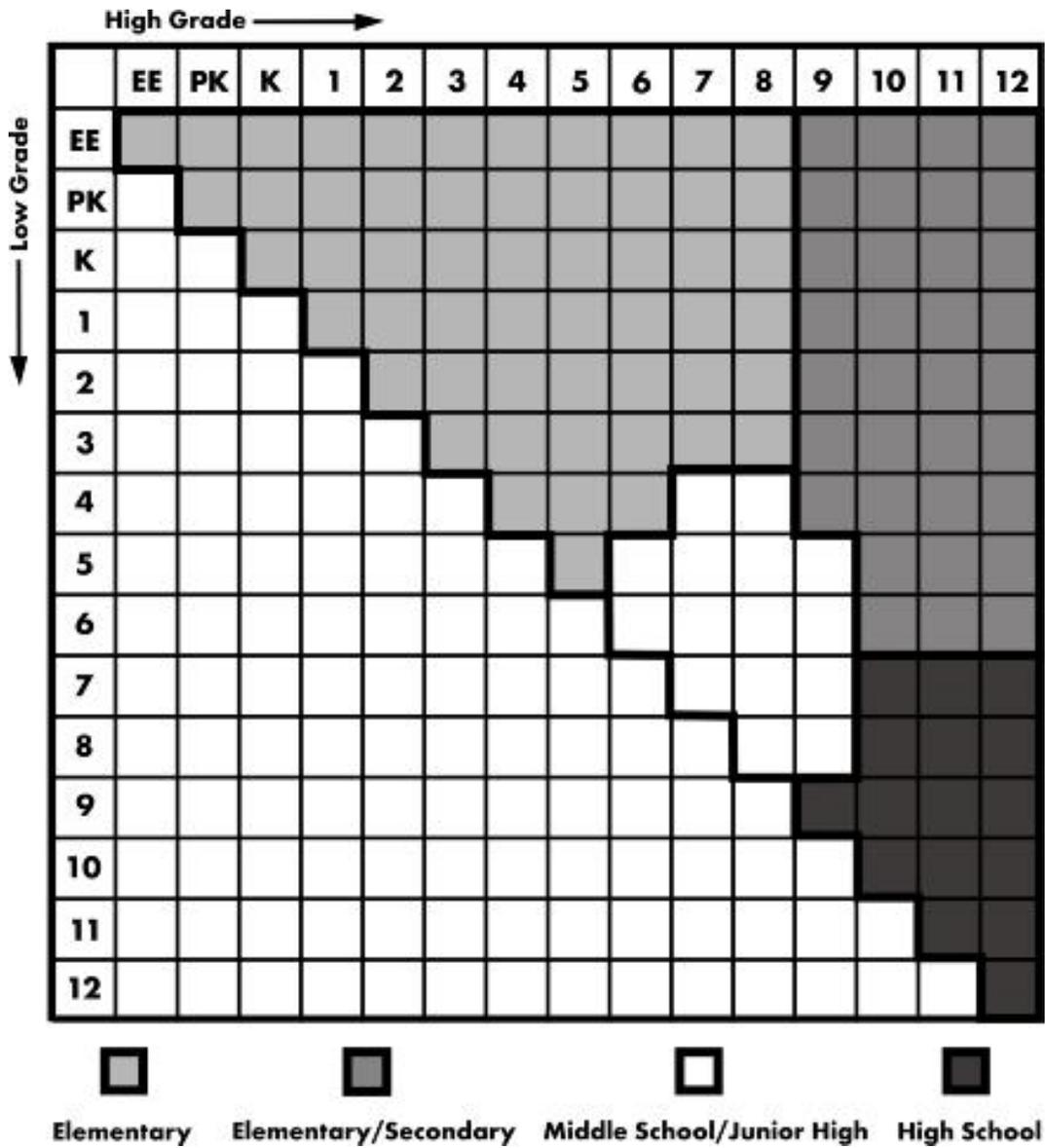
2005 AYP Status

Sample School does not meet the AYP requirement in four measures:

- Reading/Language Arts performance requirement due to the economically disadvantaged student group (Step 15 of this example)
- Mathematics performance requirement due to the LEP student group (Step 16 of this example)
- Reading/Language Arts participation requirement due to the economically disadvantaged student group (Step 24 of this example)
- Mathematics participation requirement due to the Hispanic student group (Step 30 of this example)

The campus will receive a 2005 AYP Status of *Missed AYP*.

Appendix F: Grade Ranges Included in Each Campus Type



Appendix G: Regional Education Service Center (ESC) Contacts

Representatives from each of the ESCs will receive updates on AYP. If you have questions about this topic, please call your ESC. The trained ESC contact is able to respond more quickly to your concerns than will Texas Education Agency staff.

Region	Location	Contact	Telephone	E-mail	Fax
1	Edinburg	Lisa Conner M. Roel Pena	(956) 984-6027 (956) 984-6030	lconner@esconett.org roel.pena@esconett.org	(956) 984-6019
2	Corpus Christi	Dr. Sonia Perez Dawn Schuenemann	(361) 561-8407 (361) 561-8551	sperez@esc2.net dawns@esc2.net	(361) 883-3442
3	Victoria	Mary Beth Matula Brenda O'Bannion	(361) 573-0731	mbmatula@esc3.net bobannion@esc3.net	(361) 576-4804
4	Houston	Jamie Morris Glenn Chavis	(713) 744-6392 (713) 744-6884	jmorris@esc4.net gchavis@esc4.net	(713) 744-2731
5	Beaumont	Monica Mahfouz	(409) 923-5411	mmahfouz@esc5.net	(409)923-5470
6	Huntsville	Mark Kroschel Jayne Tavenner	(936) 435-8300 (936) 435-8242	mkroschel@esc6.net jtavenner@esc6.net	(936) 295-1447
7	Kilgore	Heather Christie Chris Shade	(903) 988-6803 (903) 988-6823	hchristie@esc7.net cshade@esc7.net	(903) 988-6860
8	Mt Pleasant	Mike McCallum Karen Whitaker	(903) 572-8551	mmccallum@reg8.net kwhitaker@reg8.net	(903) 575-2610
9	Wichita Falls	Dr. Vicki Holland	(940) 322-6928	vicki.holland@esc9.net	(940) 767-3836
10	Richardson	Kerry Gain Jan Moberley	(972) 348-1480 (972) 348-1426	gaink@esc10.ednet10.net moberley@esc10.ednet10.net	(972) 348-1529
11	Fort Worth	Dr. Elizabeth Rowland	(817) 740-7625	erowland@esc11.net	(817) 740-3622
12	Waco	JoDell Bland Judy Hicks Dorleen Hooten	(254) 297-1238 (254) 297-1154 (254) 297-1252	jbland@esc12.net jhicks@esc12.net dhooten@esc12.net	(254) 666-0823 (254) 666-0823 (254) 420-3685
13	Austin	Dr. Eileen Reed Dr. Trinidad San Miguel	(512) 919-5334 (512) 919-5459	eileen.reed@esc13.txed.net trine@esc13.txed.net	(512) 919-5374 (512) 919-5215

Region	Location	Contact	Telephone	E-mail	Fax
14	Abilene	Tony Huey Lucy Smith Susan Anderson	(325) 675-8620 (325) 675-8641 (325) 675-8674	thuey@esc14.net lmsmith@esc14.net sanderson@esc14.net	(325) 675-8659
15	San Angelo	Lois Wagley	(325) 658-6571	lois.wagley@netxv.net	(915) 658-6571
16	Amarillo	Melissa Shaver Diane Reid	(806) 677-5130 (806) 677-5177	melissa.shaver@esc16.net diane.reid@esc16.net	(806) 677-5001
17	Lubbock	Linda Rowntree Marilyn Stone Becky Decker	(806) 792-5468 x892 (806) 792-5468 x831 (806) 792-5468 x822	lrowntree@esc17.net mstone@esc17.net bdecker@esc17.net	(806) 799-7953
18	Midland	Kaye Orr Susan Calvin Debbie Henderson Jim Collett	(432) 567-3244 (432) 567-3246 (432) 567-3285 (432) 567-3220	kayeorr@esc18.net scalvin@esc18.net dphender@esc18.net jcollett@esc18.net	(432) 567-3290
19	El Paso	Ken George	(915) 780-5336	kgeorge@esc19.net	(915) 780-5077
20	San Antonio	Sheila Collazo	(210) 370-5481	sheila.collazo@esc20.net	(210) 370-5735

Appendix H: TEA Contacts

For questions related to AYP, contact the Division of Performance Reporting by calling the number listed below, writing to this division at: Texas Education Agency, 1701 N. Congress Ave., Austin, Texas 78701-1494, or e-mailing the division at performance.reporting@tea.state.tx.us.

Subject	Division	Telephone
Adequate Yearly Progress (AYP)	Performance Reporting	(512) 463-9704
Admission, Review, and Dismissal (ARD)	Special Education	(512) 463-9414
Charter Schools	Charter Schools	(512) 463-9575
Communications and Public Information	Communications and Public Information	(512) 463-9000
<i>No Child Left Behind Act</i> (NCLB)	NCLB Program Coordination	(512) 463-9374
Performance-Based Monitoring Analysis System	Performance-Based Monitoring	(512) 936-6426
State Accountability Ratings	Performance Reporting	(512) 463-9704
Texas Assessment of Knowledge and Skills (TAKS) and other Assessment/Testing	Student Assessment	(512) 463-9536
Title I School Improvement	NCLB Program Coordination	(512) 463-9374

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