2006 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

July 2006

Copies of the 2006 Adequate Yearly Progress Guide may be purchased from:

Publications Distribution Office
Texas Education Agency
P.O. Box 13817
Austin, TX 78711-3817
pubsdist@tea.state.tx.us

Please use the order form on the last page of this publication. Remit $6.00 for each copy for a non-profit institution, or $8.00 for all others. These amounts include mailing and handling charges. Inventory of this publication is not guaranteed.

This publication can also be accessed and downloaded free of charge from the Texas Education Agency Internet site at:

http://www.tea.state.tx.us/ayp/2006/guide.pdf

Copyright © Notice The Materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency and may not be reproduced without the express written permission of the Texas Education Agency, except under the following conditions:

1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from the Texas Education Agency;
2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of the Texas Education Agency;
3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way;
4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are not Texas public school districts, Texas Education Service Centers, or Texas charter schools **or** any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from the Texas Education Agency and will be required to enter into a license agreement that may **involve the payment of a licensing fee or a royalty.**

For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9270; email copyrights@tea.state.tx.us.

Table of Contents

Section I: Introduction 8
Section II: System Overview 10
Key Dates Related to the 2006 AYP Process 10
New Features of the 2006 AYP System 12
Districts and Campuses Evaluated 12
Hurricane Katrina/Rita Flexibility Waiver 12
Districts 13
Campuses 13
2006 AYP Status 14
2006 AYP Status Labels 15
Standard Procedures 16
AEA Procedures 16
Exhibit 1: 2006 AYP Indicators 17
Section III: Indicators, Components, Measures, and Standards 18
Indicators 18
Assessments used for Reading/English Language Arts and Mathematics Indicators 18
TAKS 18
Grade 3 Reading and Grade 5 Reading and Mathematics 19
State-Developed Alternative Assessment II (SDAA II) and Locally Determined Alternate Assessments (LDAA) 19
Reading Proficiency Tests in English (RPTE) 19
Linguistically Accommodated Testing (LAT) for Mathematics 19
Exhibit 2: Relationships Among AYP Indicators, Components, Measures, and Standards 21
Components of the Reading/English Language Arts and Mathematics Indicators 22
Students Tested on More than One Assessment 22
Performance 23
TAKS 23
Grade 3 Reading 23
Grade 5 Reading and Mathematics 23
RPTE 23
RPTE Proficiency 23

Linguistically Accommodated Testing (LAT) for Mathematics 24
SDAA II and LDAA: Federal 3% cap 24
Federal 3% cap on SDAA II 24
Calculating Performance Measures 26
Performance Full Academic Year 26
Performance Student Groups Evaluated 26
Hurricane Katrina/Rita Student Group 26
Special Education 27
LEP 27
Minimum Size Requirements 27
Performance Standards 28
Performance Improvement ("Safe Harbor") 28
Calculating Performance Improvement 28
Participation 29
Calculating Participation Measures 29
Participation Count of Students Enrolled at the Time of Testing 30
Identification of Participants 30
Participation Student Groups Evaluated 31
Hurricane Katrina/Rita Student Group 31
Special Education 31
LEP 31
Minimum Size Requirements 32
Participation Standard 32
Average Participation Rate 32
The Other Indicator 32
Graduation Rate 33
Graduation Rate Standard 33
Graduation Rate Improvement Standard 33
Graduation Rate Minimum Size Requirement 33
All Students 33
Performance Improvement (Safe Harbor) 34
Student Groups 34
Attendance Rate 34

Attendance Rate Standard 35
Attendance Rate Improvement Standard 35
Attendance Rate Minimum Size Requirement 35
All Students 35
Performance Improvement (Safe Harbor) 35
Student Groups 36
Rounding 36
Performance 36
Participation 36
Other Indicator 37
Student Groups 37
Small Districts and Campuses 37
Performance 37
Confidence Intervals 37
Uniform Averaging 38
Pairing 38
Districts and Campuses with Fewer than 5 Assessments 38
Participation 38
Other Indicators 38
Hurricane Rita Provision 39
Districts and Campuses with No Students in Grades Evaluated For AYP 39
Districts 39
Campuses 39
Performance 39
Participation 40
Other Indicators 40
Section IV: Exceptions 41
Exception Applications via Residential Facilities TEASE Application ("RF Tracker") 41
Exception and Recapture Process Prior to Preliminary Release 41
Federal Cap Recapture 42
Other Circumstance Exceptions 42
Approval of Exception Does Not Necessarily Change AYP Status 43
Section V: Appeals 44

Calendar 44
Districts and Campuses Subject to Title I School Improvement Requirements 44
General Considerations for Appeals 44
Allowable Appeals 45
Determination of AYP Status 45
Guidelines by Indicator for Appeals 45
Reading/English Language Arts and Mathematics 45
Participation 46
Extreme Medical Emergencies 46
Graduation Rate 46
Graduation Rate Appeals from Alternative Education Campuses 47
Current Year Attendance 47
Special Circumstance Appeals 48
Hurricane Katrina/Rita Indicator 48
Districts Closed by Hurricane Rita 48
Other Circumstance Exceptions 48
Regional Day School Program for the Deaf 49
Title I Targeted Assistance Campuses 49
Grades 9 and 11 TAKS 49
Districts Annexed by Order of the Commissioner 49
How to Submit an Appeal Application 50
How an Appeal Application Is Processed by the Agency 52
Relationship Between AYP and PBMAS 52
Exhibit 3: Sample AYP Request Letter 53
Exhibit 4: Sample AYP Request Form 54
Exhibit 5: Suggested Packing Order for Appeal Request 55
Exhibit 6: Sample AYP Decision Notification Letter 56
Section VI: AYP Products Available Online Through TEASE Accountability 57
Gaining Access to TEASE Accountability 57
Multiple District Access 57
AYP Products Available 58
Most Recent AYP Products Only 58
Section VII: Future Considerations 59

Assessments for Students Receiving Special Education Services 59
TAKS-I 59
TAKS-Alt 59
LDAA in 2006-07 60
TAKS-M 60
1% and 2% Caps 60
Performance Standards 60
Section VIII: Appendices 62
Appendix A: Texas Administrative Code 62
Appendix B: Title I School Improvement 63
Title I Campuses and Districts Not Subject to Final School Improvement in 2005–06 67
Title I Campuses and Districts Subject to Final Stage 1 School Improvement in 2005–06 68
Title I Campuses and Districts Subject to Final Stage 2 School Improvement in 2005–06 69
Title I Campuses and Districts Subject to Final Stage 3 School Improvement in 2005-06 70
Title I Campuses Subject to Final Stage 4 School Improvement in 2005–06 71
Appendix C: Sample AYP Data Table 72
Appendix D: Calculation of 2006 AYP Status for Sample School 80
Appendix E: Grade Ranges Included in Each Campus Type 88
Appendix F: Regional Education Service Center (ESC) Contacts 89
Appendix G: TEA Contacts 91
Section IX: Index 92

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).

Hurricane Katrina/Rita Flexibility Waiver: In August and September of 2005, Hurricanes Katrina and Rita struck the Gulf Coast area of our country, directly impacting a large number of Texas school districts and charters. The influx of evacuees from Louisiana and other states affected by Hurricane Katrina resulted in a considerable increase in enrollment. School districts and charters affected by Hurricane Rita were forced to suspend classes, some for an extended period of time. The Texas Education Agency (TEA) informed school districts on October 12, 2005, that accommodations in the state accountability rating system would be implemented to address Texas districts and campuses that were affected by Hurricane Katrina and/or Hurricane Rita.

On September 29, 2005, in a letter to Chief State School Officers, Secretary of Education Margaret Spellings outlined two options for states serving the educational needs of students displaced by Hurricane Katrina. On May 23, 2006, TEA and the United States Department of Education (USDE) reached an agreement in the form of a flexibility waiver to amend the 2006 AYP process and make accommodations in the AYP system to address Texas districts and campuses that were affected by Hurricane Katrina or Hurricane Rita.

The Texas AYP Plan approved by the USDE in July, 2006 meets the requirements in NCLB and provides a mechanism for evaluating district and campus AYP in 2006. 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/English Language Arts and Mathematics;
- State-Developed Alternative Assessment II (SDAA II) in Reading/English 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/English Language Arts and Mathematics;
- Reading Proficiency Tests in English (RPTE) for recent immigrant limited English proficient (LEP) students who were exempted in Reading/English Language Arts by the Language Proficiency Assessment Committee (LPAC);
- Linguistically Accommodated Testing (LAT) of the TAKS Mathematics assessments for recent immigrant LEP students who were exempted by the LPAC.

Standards: Baseline performance standards for Reading/English 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 2006 AYP Status.

Key Dates Related to the 2006 AYP Process

November 30, 2005 — **AYP Flexibility AgreementApproved**
USDE and TEA reached a flexibility agreement with respect to the inclusion of students with disabilities for 2006 and 2007 Adequate Yearly Progress.

February 1, 2006 — **TEA Requests for Amendments**
TEA submits requests for amendments to the Texas Consolidated State Application Accountability Workbook (Texas AYP Plan).

Mid-April, 2006 — **Exception Applications via RF Tracker**
Districts with residential treatment facilities (RF) and group foster homes may apply for an exception to the 3% cap by registering with the Division of Program Monitoring and Interventions' RF Tracker Texas Education Agency Secure Environment (TEASE) application.

May 23, 2006 — **USDE Response to TEA Request for Amendments**
USDE responds to the Texas Consolidated State Application Accountability Workbook (Texas AYP Plan) amendments for 2006.

Early July, 2006 — **2006 AYP Calculations Approved**
USDE approves amendments to the Texas AYP Plan related to the 2006 AYP calculations.

Early July, 2006 — **AYP Guide Released**

August 1, 2006	**TEA provides USDE with List of Schools and Districts who Missed AYP due to Hurricane Katrina/Rita student group alone**
August 8, 2006	**Deadline for USDE Response to Hurricane Katrina/Rita Student Group Results**
August 15, 2006*	**Release of 2006 Preliminary Data Tables to Campuses and Districts** TEA provides 2006 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. **Appeals Begin** Student-level data for submission of appeals are available to districts electronically. Appeal letters for district and campus AYP results are accepted.
August 16, 2006	**Public Release of 2006 Preliminary Data Tables** TEA releases preliminary 2006 AYP masked data tables electronically on public website.
August 25, 2006	**Deadline for Parental Notification of School Improvement Requirements Based on the Approved Texas AYP Plan**
September 20, 2006	**Appeals Deadline** Appeals of district and campus preliminary 2006 AYP Status must be submitted in writing under the signature of the superintendent by Wednesday, September 20, 2006.
Mid-December, 2006	**Final 2006 AYP Status** TEA releases final 2006 AYP masked data tables with final AYP Status electronically on public website.

* Release date is contingent on receiving responses from USDE by August 8, 2006, concerning the Review of AYP Status of Hurricane Katrina/Rita Student Group Results.

New Features of the 2006 AYP System

The USDE approved changes to specific components of the AYP system for 2006. Sections III through VII provide more details on the following areas:

- USDE flexibility agreement requires a decrease in federal cap on alternative assessment proficient results from 5% to 3%.
- Separate, mutually exclusive Hurricane Katrina/Rita student group includes all students enrolled in districts, campuses, and charters who were displaced by Hurricane Katrina or Rita.
- Students displaced by Hurricane Katrina or Rita will be evaluated for participation only based on the Hurricane Katrina/Rita student group.
- Both participation and performance results are reported for the Hurricane Katrina/Rita student group on the campus, district, and state level AYP data tables.
- School districts closed for seven or more days due to Hurricane Rita and located in a county designated by the Federal Emergency Management Agency (FEMA) as a disaster area that qualifies for public assistance evaluated separately:
  - Districts and their campuses that Meet AYP will receive their earned designation.
  - Districts and their campuses that miss AYP will receive a 2006 AYP status of Not Evaluated.

Districts and Campuses Evaluated

Hurricane Katrina/Rita Flexibility Waiver: The May 23, 2006, USDE flexibility waiver allowed Texas to accommodate districts and campuses that serve students displaced by Hurricane Katrina or Rita and to address school districts and charters that were forced to suspend classes for an extended period of time due to Hurricane Rita. Texas must create a Hurricane Katrina/Rita student group that includes all students enrolled in districts, campuses, and charters who were displaced by Hurricane Katrina or Rita. Students included in this group will not appear in any other student group category. This separate student group will be evaluated for participation in order to determine whether the district or campus Meets AYP; however, the performance results will not be evaluated. Both the performance and participation results of the Hurricane Katrina/Rita student group will be reported on campus, district, and state level AYP data tables.

A list of all districts, campuses and charters that Miss AYP due solely to the Hurricane Katrina/Rita student group will be provided to the USDE for review on August 1, 2006. The USDE will provide guidance on the 2006 AYP status, the 2006-07 School Improvement Program (SIP) status and implementation of SIP sanctions for this group of districts, campuses, and charters.

Districts and campuses that were affected by Hurricane Rita and forced to suspend classes for an extended period of time are evaluated under a special Hurricane Rita Provision. Districts identified in this group that miss AYP will receive a 2006 AYP status of Not 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. Beginning in 2005, charter operators are 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.

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 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.

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.

2006 AYP Status

Following is an overview of the 2006 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/English Language Arts, Mathematics, and one other indicator. Exhibit 1 summarizes the indicators. For Reading/English 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/English 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 E* 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/English Language Arts and Mathematics performance measures. If any student group (or all students) does not meet the performance standard for

Reading/English 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 2006 AYP Status. See Section III for a discussion of the relationships between indicators and measures.

2006 AYP Status Labels

Each district and campus is assigned one of the following 2006 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 shipping); or
- the charter campus does not have students enrolled in the grades tested.

***Not Evaluated – Hurricane Rita Provision*:** For the 2005-06 academic year only, school districts that were closed for seven or more days due to Hurricane Rita and are located in a county designated by FEMA as a disaster area that qualifies for public assistance will be evaluated under a special Hurricane Rita provision. Districts and campuses in this group that miss AYP will receive a 2006 AYP status of Not Evaluated.

The final 2006 State Accountability Ratings for the standard and Alternative Education Accountability (AEA) procedures will be reported along with the final 2006 AYP Status for each campus and district . See the 2006 State Accountability Manual on the Internet at http://www.tea.state.tx.us/perfreport/account/2006/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:

Standard Procedures

- *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*

- *Not Rated-Data Integrity Issues, Meets AYP*
- *Not Rated-Data Integrity Issues, Missed AYP – [reason]*
- *Not Rated-Data Integrity Issues, Not Evaluated*

AEA Procedures

- *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: 2006 AYP Indicators

Reading/English Language Arts 2005–06 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	***Performance Standard: 53%*** % counted as proficient on test* for students enrolled the full academic year subject to the federal 3% cap	***OR***	***Performance Improvement:*** 10% decrease in percent not proficient on test* and any improvement on the other measure (Graduation Rate ***or*** Attendance Rate)
	Participation Standard: 95% Participation in the assessment program for students enrolled on the date of testing	***OR***	***Average Participation Rate:*** 95% participation based on combined 2004-05 and 2005-06 assessment data
Mathematics 2005–06 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)	***Performance Standard: 42%*** % counted as proficient on test* for students enrolled the full academic year subject to the federal 3% cap	***OR***	***Performance Improvement:*** 10% decrease in percent not proficient on test* and any improvement on the other measure (Graduation Rate ***or*** Attendance Rate)
	Participation Standard: 95% Participation in the assessment program for students enrolled on the date of testing	***OR***	***Average Participation Rate:*** 95% participation based on combined 2004-05 and 2005-06 assessment data
Other Indicator** All students **Graduation Rate** Class of 2005 **Attendance Rate** 2004–05	***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		***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

* Student passing standard on TAKS at panel recommendation. No more than 3% 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/English Language Arts or Mathematics.

Section III: Indicators, Components, Measures, and Standards

Data used to determine the 2006 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/English 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/English Language Arts and Mathematics Indicators

TAKS

Assessment results evaluated are the Reading/English 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 2005–06 school year is evaluated. For 2006, 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 (SBOE) 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 SBOE 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 and beyond 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 or until such time as the SBOE changes it.

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.

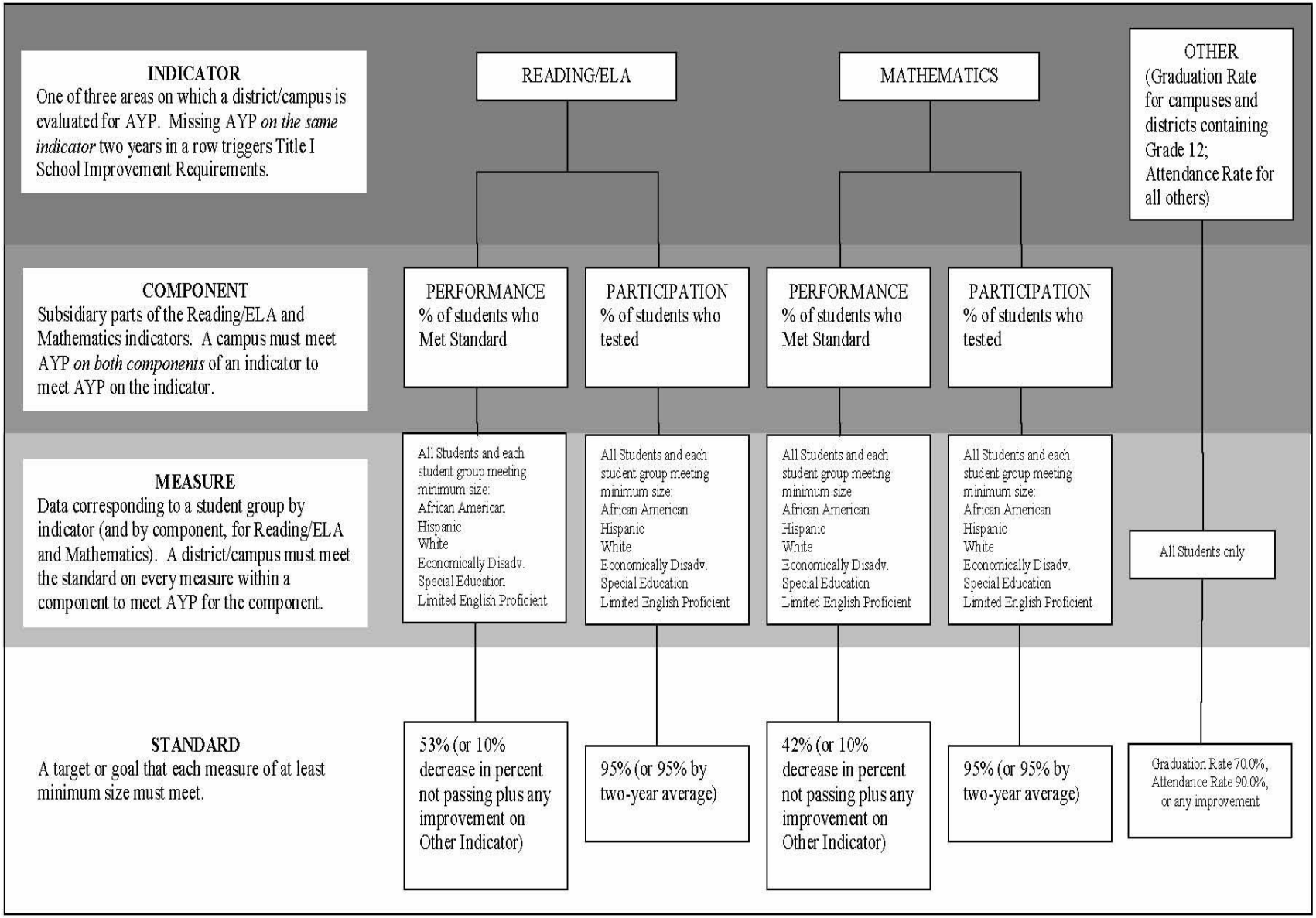
State-Developed Alternative Assessment II (SDAA II) and Locally Determined Alternate Assessments (LDAA)
The Individuals with Disabilities Education Act (IDEA) mandates the inclusion of students who receive special education services in statewide assessment and accountability systems. Similarly, NCLB legislation requires inclusion of assessment results for students with disabilities for the calculation of AYP. Assessment results of both the State-Developed Alternative Assessment II (SDAA II) and Locally Determined Alternate Assessments (LDAA) are included in the calculation of AYP. The SDAA II is designed to help ensure that students with disabilities for whom this assessment is appropriate are making progress in the Texas Essential Knowledge and Skills (TEKS) curriculum. The LDAAs measure the learning of a student receiving special education services who is not receiving instruction in TEKS curriculum or, if based on the TEKS curriculum, the student requires testing accommodations that would invalidate the results of both TAKS and SDAA II. The ARD committee determines a student's eligibility to receive special education services and must choose the assessment that matches the educational needs of each individual student receiving special education services as required by the *Admission, Review, and Dismissal (ARD) Committee Decision-Making Process for the Texas Assessment Program* reference manual.

Reading Proficiency Tests in English (RPTE)
NCLB legislation requires that states assess all LEP students in Reading/English 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/English 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. The Language Proficiency Assessment Committee (LPAC) determines whether the student is limited English proficient (LEP), recommends the appropriate educational program for each LEP student, and are required to make assessment decisions on an individual student basis in accordance with the procedures outlined in the *LPAC Decision-Making Process for the Texas Assessment Program* manual.

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 statute to participate in the TAKS Mathematics assessments. The Language Proficiency Assessment Committee (LPAC) determines whether the student is limited English proficient (LEP), recommends the appropriate educational program for each LEP student, and is required to make assessment decisions on an individual student basis in accordance with the procedures outlined in the *LPAC Decision-Making Process for the Texas Assessment Program* manual. LAT results are included in the calculation of both the performance and participation rates for AYP. Because of the very small number of LEP-exempt recent immigrant students served by special education, the LAT process is not available for the State-Developed Alternative Assessment (SDAA II).

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



Components of the Reading/English Language Arts and Mathematics Indicators

The Reading/English 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/English 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 opposite 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/English Language Arts and Mathematics indicators are determined from the same set of assessment information for each school district.

Students Tested on More than One Assessment

In some cases, students may take both the SDAA II and TAKS, or both the RPTE and TAKS assessments. In these cases, assessment results are combined for each student by subject area to determine which assessment result will be used for AYP calculations. The assessment included in the subject area AYP calculation is selected based on the following hierarchy:

TAKS
SDAA II
LDAA
RPTE or LAT

For example, a student may take the RPTE and TAKS Reading assessments, and both may be appropriately coded scored documents. The scored TAKS assessment results are used in the AYP Reading calculation for this student. The RPTE results are not used.

There are situations where a student may take the 3rd grade TAKS Reading assessment during the February administration and then after determination by the ARD committee, take the SDAA II for reading during the April administration. The scored TAKS results are selected as the single assessment result used for the AYP Reading calculation. The SDAA II results are not used.

The single assessment identified for each student is used for both participation and performance components for that subject area. For example, if a student takes and fails the 5th grade TAKS Math assessment, then takes and passes SDAA II Math, the student's TAKS test administration will take precedence over SDAA II for both participation and performance components for Math. 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/English Language Arts and Mathematics indicators either by meeting the performance standard for percent proficient or meeting 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 2006 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/English 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 and appropriately coded 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

based on flexibility considerations provided by the USDE in February 20, 2004 (see Flexibility in Assessing New Limited English Proficient Students link at: http://www.ed.gov/policy/gen/guid/secletter/040220.html). For students in their second year in U.S. schools, first-time 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 Mathematics assessment by the LPAC. The TAKS 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 3% 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 2006 AYP calculations. SDAA II includes results for grades 3-8 and 10. SDAA II results are not considered for students tested on TAKS. LDAA results are not considered for students tested on TAKS or SDAA II.

- Results for students tested on SDAA II *at enrolled grade level* are evaluated; students who meet admission, review and dismissal (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 3% cap (see below).
- Results for students tested on LDAA who meet ARD expectations are counted as proficient, subject to the federal 3% cap.

Federal 3% cap on SDAA II (Tested Below Enrolled Grade Level) and LDAA Results Counted as Proficient: As in previous years, a federal cap on proficient results from alternative assessments is required in the 2006 AYP process. In November, 2005, the USDE approved a 3% cap for the calculation of the 2006 AYP results. Students counted as proficient for the performance calculation who either meet ARD expectations on SDAA II and were tested below enrolled grade level, or meet ARD expectations on LDAA may together comprise only 3% of the number of students enrolled in the district at the time of testing determined by the district's participation denominator for the subject area. The participation denominator can be found in the participation section (Total Students in All Students column; see Appendix C) of the school district AYP data table (note that Reading/English 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 has no effect.

In order to comply with the federal regulation that allows proficient scores for students with the most significant cognitive disabilities, SDAA II and LDAA results counted as proficient within the district are sorted and prioritized. Proficient scores will be counted under the 3% cap for 2006. The following priority for the 2006 AYP results remains as it was in 2005. As in 2005, the percent of correct answers is sorted from lowest to highest score.

- 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 level below enrolled grade level by percent of correct answers
- Students who were enrolled the full academic year in the same district but not the same campus
  - 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 level below enrolled grade level by percent of correct answers
- Students who were not enrolled in the same district for the full academic year

Please note that, for SDAA II test takers, TEA does not consider Achievement Level in determining whether the student will be counted as proficient for AYP. SDAA II results are sorted for the cap calculation without reflecting Achievement Level I, II, or III. Proficiency is based on meeting the expectations determined by the student's ARD committee.

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/English Language Arts and Mathematics performance measures are defined as 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. RPTE assessment results for students in their first year in U.S. schools are excluded from the performance measure calculation. Foreign exchange students assessed on TAKS or SDAA II are not excluded from the performance measure.

Districts: Test results are included in the district-level measure for students enrolled in the district on the PEIMS fall enrollment snapshot date. For 2005-06, the snapshot date was October 28, 2005.

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

Performance 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.

Hurricane Katrina/Rita Student Group: For 2005-06 only, school districts coded test answer documents to identify students displaced by Hurricane Katrina/Rita. The Katrina-Rita Indicator (KRI) code collected on the TAKS English, TAKS Spanish,

SDAA II, or TELPAS documents identifies each student by use of Column A of the agency use field. Any value that indicates the student is a displaced student (‘2,’ ‘3,’ ‘4,’ or ‘5’) identifies the student for the Hurricane Katrina/Rita student group.

If a student is identified as a displaced student on the test documents for either Reading/English Language Arts or Mathematics, the student is included in the Hurricane Katrina/Rita displaced student group for both subjects. These students will not be included in any other student group. The performance results of the Hurricane Katrina/Rita student group will be reported on campus, district, and state level AYP data tables; however, the results will not be evaluated to determine whether the district or campus Meets AYP.

***Special Education**:* If a student is tested on SDAA II or LDAA for either Reading/English 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/English 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/English 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/English Language Arts and Mathematics performance measures for 2006, 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 2005–06 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/English Language Arts and Mathematics.

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

Performance Improvement ("Safe Harbor")
For Reading/English 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/English Language Arts or Mathematics) *and* improvement on the other measure applicable for their district, campus, or student group.

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/English 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 the following:

$$\underbrace{[\text{performance in 2006}] - [\text{performance in 2005}]}_{\textit{Actual Change}} \geq \underbrace{\frac{[\text{standard of 100 \%}] - [\text{performance in 2005}]}{10}}_{\textit{AYP Required Improvement}}$$

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 lack of 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/English Language Arts and Mathematics Indicators, districts and campuses must also meet the participation components of those indicators. As stated earlier, the performance and participation components are determined from the same set of assessment information for each school district. Likewise, the single assessment result determined for each student is used on both the performance and participation components for that subject area.

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. Participants also include students who were tested but the test answer document was not scored for other reasons.

- TAKS;
- SDAA II for special education students exempted from TAKS by the ARD committee;
- LDAA for special education students exempted from TAKS and SDAA II by the ARD committee;
- RPTE for LEP students exempted from TAKS or SDAA II by the LPAC; or
- LAT for LEP students exempted from TAKS 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/English Language Arts and Mathematics). Participation measures are calculated for all students and each student group. All calculations are rounded to the nearest whole percent.

Participation Count of Students Enrolled at the Time of Testing
Participation measures are based on all students enrolled at the time of testing defined as the total number of assessment documents submitted by each school district (denominator of the participation rate). The calculation is *not* limited to students enrolled for the full academic year. Participation counts include students with answer documents submitted from the first and second administrations of TAKS Grade 3 Reading, TAKS Grade 5 Reading, and TAKS Grade 5 Mathematics.

Identification of Participants
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.

Students LEP exempt from the Mathematics TAKS are considered participants if their Mathematics TAKS 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 answer document 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. Students LEP Exempt from Mathematics SDAA II assessment are not considered participants and are not included in the participation numerator.

Students coded as absent on the TAKS, SDAA II, or RPTE answer document are not counted as participants and are therefore not included in the participation numerator.

LEP students who arrived in the United States for the first time during the second semester of the current school year and do not take the RPTE are coded on the RPTE answer document ("N"). These students are considered participants and are included in the participation numerator.

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. Student groups are presented as a percentage of all students on AYP data tables and the percentages are rounded to the nearest whole percent.

Hurricane Katrina/Rita Student Group: For 2005-06 only, students identified in the Hurricane Katrina/Rita displaced student group are evaluated for Participation to determine whether the district or campus Meets AYP. Districts and campuses must meet the 95% participation standard for students in this student group. AYP results will be provided to the USDE for each district and campus that does not meet AYP due solely to the Hurricane Katrina/Rita displaced student group in participation. The USDE will provide guidance on the 2006 AYP status and the 2006-07 SIP status for these districts and campuses.

Students identified in this student group include those designated by the Katrina-Rita Indicator (KRI) code on the TAKS, SDAA II, or TELPAS answer documents in Column A of the agency use field. Any value that indicates the student is a displaced student ('2,' '3,' '4,' or '5') identifies the student for the Hurricane Katrina/Rita student group. Students identified as displaced students on the test documents for either Reading/English Language Arts or Mathematics are included in the Hurricane Katrina/Rita displaced student group for both subjects. These students will not be included in any other student group.

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

LEP: Only students identified as LEP in 2005-06 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/English 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/English 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/English Language Arts and Mathematics participation results for 2005-06 will be combined with the 2004-05 participation results.

Students identified as Hurricane Katrina/Rita displaced students will be identified on the 2005-06 assessment results for the first time and will therefore not have any prior year information. An average participation rate for the Hurricane Katrina/Rita student group cannot be calculated and will not be available as an alternative to meeting the 95% participation standard.

The Other Indicator

In addition to Reading/English 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 2003–04* at http://www.tea.state.tx.us/research/pdfs/dropcomp_2003-04.pdf. 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 2006 AYP calculations is the rate for the Class of 2005.

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 2005 Graduation Rate is higher than the Class of 2004 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. If Graduation Rate Improvement cannot be calculated due to lack of prior year results, the district or campus cannot use the improvement standard to meet the Other Indicator requirement and receives an AYP status of Missed AYP for that criterion.

Performance Improvement (Safe Harbor)
For Reading/English 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.

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 2006 AYP calculation is the 2004–05 Attendance Rate. The Attendance Rate is calculated as follows:

$$\frac{\text{Total number of days students were present in 2004–05}}{\text{Total number of days students were in membership in 2004–05}} \times 100$$

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 2004–05 Attendance Rate is higher than the 2003–04 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. If Attendance Rate Improvement cannot be calculated due to lack of prior year results, the district or campus cannot use the improvement standard to meet the Other Indicator requirement and receives an AYP status of Missed AYP for that criterion.

Performance Improvement (Safe Harbor)
For Reading/English 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.

Rounding

The rules for rounding measures that were applied in 2005 will also apply in 2006.

Performance

Performance-related measures are rounded to the nearest whole percent. For example, a school obtaining a 46.5% on Reading/English 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 2006 and 28.5% on the same measure in 2005 would achieve a performance improvement of 3% (32% in 2006 minus 29% in 2005; 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 the 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 2004-05 and 2005-06 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 2006 and having a 90.94% Attendance Rate in 2005 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/English 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' 2005-06 AYP results with its 2004-05 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 2006 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/English 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/English Language Arts and Mathematics Indicators.

Hurricane Rita Provision

The USDE flexibility waiver allows Texas to apply a special Hurricane Rita Provision to districts and their campuses that were forced to suspend classes for an extended period of time due to Hurricane Rita. Districts eligible for the Hurricane Rita Provision are defined to be both:

- Districts located in a county designated by Federal Emergency Management Agency (FEMA) as a disaster area that qualifies for public assistance due to Hurricane Rita; and,
- Districts that were closed for **seven** or more instructional days between September 21, 2005 and November 3, 2005.

ESC Directors in Regions 4, 5, 6, 7, and 8 were asked to provide information on school district closure and re-opening dates due to Hurricane Rita. A final list of districts eligible for the Hurricane Rita Provision is available on the AYP website at: http://www.tea.state.tx.us/ayp/2006/hurricane.html If a district is identified under this provision, all of its campuses are also identified. Districts and campuses in this group that miss AYP will receive a 2006 AYP status of Not Evaluated. Any district or campus not identified as eligible for this provision may appeal under the regular AYP appeals process.

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 2006 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 2006 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 2006.

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/English Language Arts and Mathematics Indicators.

Section IV: Exceptions

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. In 2006, exceptions will be processed in two stages: before the preliminary AYP Status release and during the appeals window.

Exception Applications via Residential Facilities TEASE Application ("RF Tracker")

Districts with residential treatment facilities (including group foster homes that serve students with disabilities) in their attendance zones must register those facilities with the Division of Program Monitoring and Interventions residential facilities data collection application (called "RF Tracker") on the agency's secure website (TEASE; see Section VI). RF Tracker was available to districts to complete this registration from mid-April through mid-June, 2006. A district who registered facilities on RF Tracker is automatically assumed to be applying for an exception to the 3% cap for AYP purposes. No separate exception application needs to be filled out for districts registered through RF Tracker.

Exception and Recapture Process Prior to Preliminary Release

Before preliminary release of AYP information on August 15, exceptions will be processed for districts who registered facilities through RF Tracker and the results of the exceptions will be applied to the preliminary AYP results.

Districts registered in RF Tracker will be initially granted exceptions to the 3% cap. The district's cap will be increased by the number of students who meet all of the following criteria:

- took SDAA II,
- tested below enrolled grade level,
- met ARD expectations, and
- have PEIMS data indicating that the student lived in either a residential treatment facility or a group foster home.

Note, however, that by federal regulation the state as a whole cannot exceed the 3% cap under any circumstances. Therefore, once each qualifying district's cap is increased, the total number of students under the cap across the state will be compared to the state's participation denominator for each subject. If it is determined that the state exceeds the 3% cap, an exception recapture process will be initiated.

Federal Cap Recapture
As with the original process for each school district, the statewide participation denominator for each subject area is used to determine the 3% cap on proficient results. To determine if recapture is necessary, students identified within each district level cap across the state will be placed in the same sort order used in the initial cap calculation.

The priority for 2006 district level assessment results is as follows (based on percent of correct answers sorted from lowest to highest score):

- 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 level below enrolled grade level by percent of correct answers
- Students who were enrolled the full academic year in the same district but not the same campus
  - 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 level below enrolled grade level by percent of correct answers
- Students who were not enrolled in the same district for the full academic year

Proficient results that exceed the statewide 3% cap will be counted as non-proficient in all AYP calculations for campus, district and state level results. If the number of proficient scores in the state is less than the statewide cap, all results within the district cap remain unchanged. The recapture process guarantees that the state will not exceed the 3% cap on proficient results.

Other Circumstance Exceptions

USDE regulations allow exceptions to the federal cap for circumstances other than students served at Residential Treatment facilities. However, other exceptions are limited by federal regulations to address unique circumstances where a district or campus serves a disproportionate number of students with significant cognitive disabilities. Districts who did not qualify for an exception prior to preliminary release will be allowed to apply for an exception based on other circumstances during the appeals window. Requests for other circumstance exception should be done in an appeal letter (see Section V). Districts appealing for other reasons can include the exception request along with the letter detailing their other appeals. Districts should

be sure to include the rationale for the exception request and any documentation necessary to support the request. As with exceptions processed prior to the appeals window, a recapture process may be employed to ensure that the state as a whole does not exceed the 3% cap.

Approval of Exception Does Not Necessarily Change AYP Status

Note that an approved exception for a district or campus who missed AYP solely due to the 3% cap may not result in that district or campus meeting AYP. The federal cap recapture process conducted in the event that the state exceeds the 3% federal cap may not allow enough students to be counted as proficient even after the exception is applied. Appeals are not considered solely on the basis that the district's exception was approved.

Section V: Appeals

Superintendents (or the equivalent for charter operators) are provided the opportunity to appeal data used to determine 2006 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.

Calendar

Once the AYP data are available to districts on August 15, 2006, TEA will begin accepting appeals. Confidential unmasked data tables will be available to all campuses and districts on August 15 through the TEASE secure website. Superintendents may submit a letter of request for appeal to the commissioner of education through Wednesday, September 20, 2006. All letters must be postmarked no later than September 20, 2006. 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 2005-06 and will remain subject to School Improvement requirements in 2006-07 due to the 2006 AYP results must continue to implement those requirements. If a campus is identified as subject to improvement requirements in the August 15 release for the first time, they must begin implementing requirements (including school choice provisions) immediately. As outlined in the approved Texas AYP Plan, school districts must notify parents about school choice options by August 25, 2006. Even if a campus appeal 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 Appendix B: Title I School Improvement for more information about the 2005-06 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 documents 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 does not miss AYP. For example, an appeal to reevaluate campus Reading/English Language Arts Performance or Participation is not considered for a campus that does not miss AYP for Reading/English Language Arts. These appeals are considered invalid.
- Appeals **are** allowed in circumstances that would result in the district or campus continuing to miss AYP for 2006. For example, an appeal to reevaluate campus Reading/English Language Arts Performance is considered for a campus that does not meet AYP for both Reading/English Language Arts Performance and Mathematics Performance, even though this appeal alone would not result in the campus meeting AYP for 2006. These appeals are allowed because even though granting them results in the district or campus continuing to miss 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

The following guidelines describe the circumstances under which AYP data may be appealed and the documentation required in support of the appeal. Appeals 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/English Language Arts 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/English Language Arts test be re-scored, the outcome of the re-score and 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.

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 is provided with a list of all students in their class of 2005 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 individualized education programs (IEPs), 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 2005-06 school year.

Current Year Attendance
As described in *Section III,* the 2006 AYP Status is based on 2004–05 Attendance Rates for districts and campuses that have Attendance Rates as their other indicator. Districts can appeal to have 2006 AYP Status reevaluated using 2005–06 Attendance Rates for districts and campuses not meeting one or more of the 2006 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/English 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 2006 appeals will occur before 2005-06 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 2005-06 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 2005–06 attendance data provided by the district. Improvement on the Attendance Rate for all students and student groups will be reevaluated using 2005–06 Attendance Rates compared to 2004–05 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 2006 AYP criteria using 2004–05 Attendance Rates and meet other criteria using 2005–06 Attendance Rates.

Special Circumstance Appeals

Hurricane Katrina/Rita Indicator

The assessment results of students displaced due to either Hurricane Katrina or Hurricane Rita were coded by district test administrators on the TAKS, SDAA II, or TELPAS answer documents through the Katrina-Rita Indicator (KRI) code. Appeals to the AYP status results due to problems with KRI coding will be evaluated on a case-by-case basis. Requests to change a student's KRI value will be evaluated against prior year attendance information to help confirm or refute the initial code value reported. Requests to include results of students properly coded as KRI in the performance calculations are unfavorable for appeal.

Districts Closed by Hurricane Rita

Education Service Center (ESC) staff in five targeted regions of the state assisted in the identification of school districts eligible for the AYP hurricane provision. A district impacted by Hurricane Rita, yet not identified may appeal to be afforded the same considerations as the identified districts if there are unique circumstances that warrant additional review.

Other Circumstance Exceptions

As stated in Section IV, requests for other circumstance exceptions should be made in an appeal letter. However, other circumstance exceptions are limited by federal regulations to address unique circumstances where a district or campus serves a disproportionate number of students with significant cognitive disabilities. Districts should be sure to check the TEASE Accountability website after preliminary release to see whether other circumstance exceptions will be allowed.

There will not be a special form for applying for other circumstance exceptions – simply follow the guidelines below for writing the appeal letter, including your exception request and any related documentation where you deem appropriate. Districts should craft their appeal letters for an *exception* to the 3% cap so that it is clear which portions relate to other appeals they may be requesting.

Regional Day School Program for the Deaf

Students served at Regional Day School Programs for the Deaf (RDSPD) are not identified as exceptions to the federal cap based on specific federal regulation requirements (34 CFR 200.13 *et seq.*). TEA recognizes that the existence of an RDSPD within school district boundaries requires districts to provide educational services for higher numbers of students with auditory or other special education disabilities. Appeals to the AYP status results due to the performance of students served by a RDSPD will be considered and evaluated based on the PEIMS student disability and instructional arrangement information. Student identifying information must be provided for this type of appeal.

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 2006 AYP status of any targeted assistance campuses recalculated based on the results of only Title I students if test answer documents in both Reading/English 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 2006 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/English 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.

Districts Annexed by Order of the Commissioner

In the case where a district has been ordered to annex with another district, the preliminary AYP status will be determined by including all students from both school districts in compliance with USDE requirements to include all students in AYP

calculations. The preliminary status and data table will be available for the annexing district only, and no AYP results will be reported for the school district annexed and no longer in operation. The annexing district may appeal to have the students from the annexed district excluded in the final results.

How to Submit an Appeal 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. For any district or campus, only one opportunity to appeal is permitted on any single measure.

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 for the 2006 AYP results;
- The 2006 AYP Request Form must be included with the letter for appeals applications. Exhibit 4 provides an example of the required form that will be available to districts on the TEASE website (see Section VI).
- 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.
- 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. When student-level information is in question, supporting information must be provided for review, i.e., a list of the students in

question by name and identification number. 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 15.

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

Your ISD
Your address
City, TX zip

stamp

Division of Performance Reporting
Texas Education Agency
1701 North Congress Avenue
Austin, TX 78701-1494

Attn: AYP Appeal

All letters of appeal postmarked after the September 20th 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 2006 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 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 Application Is Processed by the Agency

All appeals will be resolved by mid-December and the results will be reflected in the final 2006 AYP Status. If the district or campus receives a final 2006 AYP Status of Meets AYP based on their request, the status will be annotated with a comment. Prior to the release of final 2006 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 relevant agency data sources 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 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, as well as other district data submitted through PEIMS or the state assessment contractor.

Exhibit 3: Sample AYP Request Letter

September 1, 2006

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 2006 AYP status for the Sample Independent School District and campuses named below.

District/Campus	Indicators Appealed	Reason
Sample ISD (999999)	Reading and Math Performance	LEP students should not have been evaluated due to coding errors
Sample H S (999999001)	Math Participation	Absences on test dates 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)	Attendance Rate	Campus would like to be evaluated on current year's attendance rate

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 2006 AYP Status.

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

2006 AYP Request Form
District: SAMPLE ISD

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

1) For each district or campus, find the indicator(s) you wish to appeal and circle the word "Appeal."

2) 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 to Appeal	Circle to Appeal	----------	----------	----------	----------
999999001	Sample HS	----------	----------	----------	Circle to Appeal	----------	----------
999999041	Sample JH	----------	----------	----------	----------	----------	----------
999999101	Sample Elementary School	Circle to Appeal	----------	Circle to Appeal	----------	----------	Circle to Appeal

Exhibit 5: Suggested Packing Order for Appeal Request

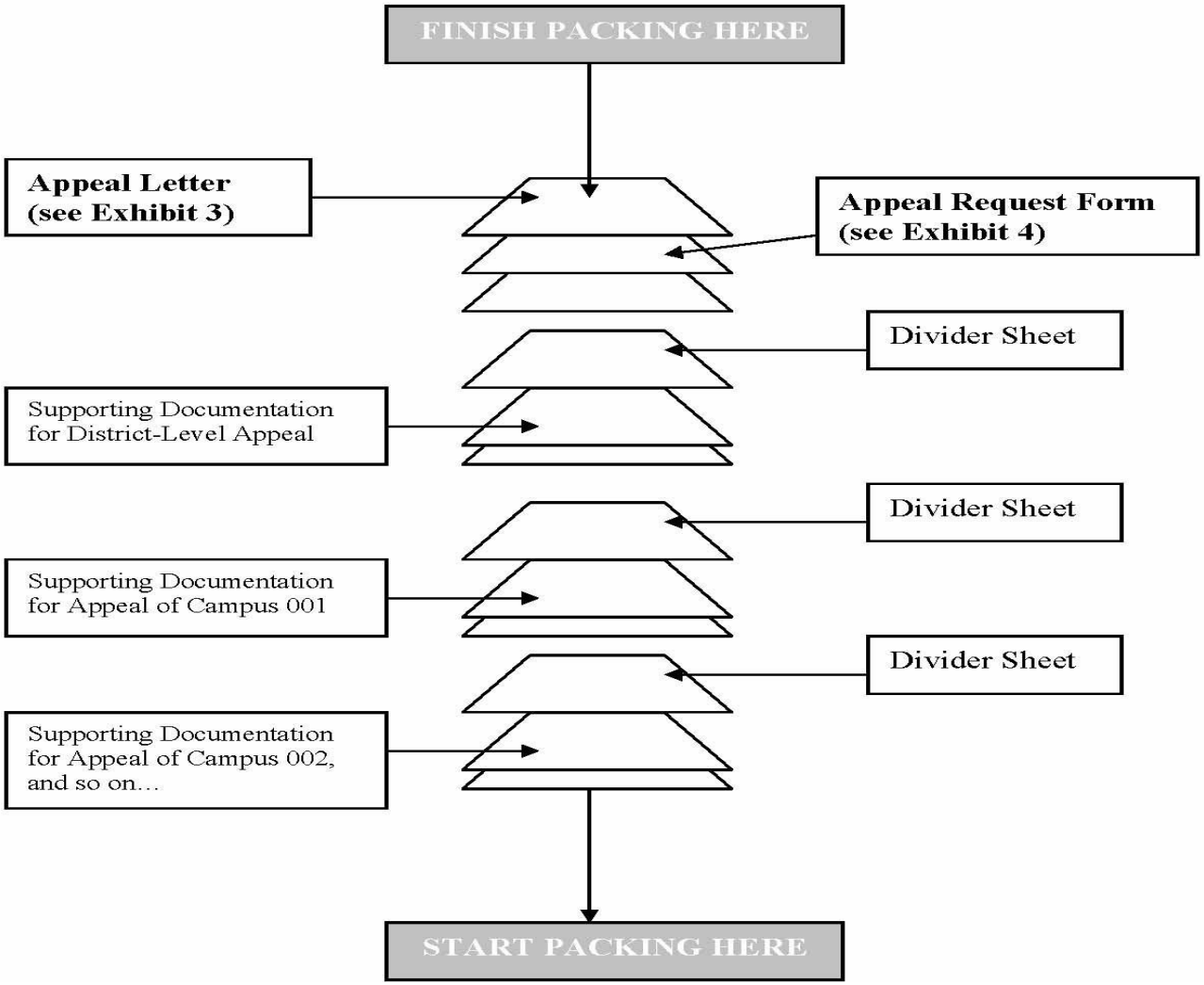


Exhibit 6: Sample AYP Decision Notification Letter

November 17, 2006

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

Dear Mr. Educator:

Thank you for your letter regarding preliminary 2006 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 appeal for reading and mathematics performance due to miscoding of LEP students has been approved. The AYP results for Reading Performance and Mathematics Performance have been changed. The 2006 AYP status for Sample ISD is *Meets AYP*.

Sample H S (999999001)
Your appeal for mathematics has been denied since it did not include documentation for a sufficient number of students in order to meet the AYP participation standards in the appealed student group. The appeal for Mathematics Participation was denied. The 2006 AYP status for Sample H S is *Missed AYP*.

Sample J H (999999041)
Your appeal for Mathematics Participation was not considered because Sample J H met AYP on this measure. The 2006 AYP status for Sample J H is *Meets AYP*.

Sample Elementary School (999999101)
Your appeal for Attendance Rate based upon current year data has been approved. The AYP results for Attendance Rate have been changed. The 2006 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: Attendance Rate.

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 VI: 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.

Multiple District Access

Certain charter operators and Educational Service Center (ESC) staff have the unique situation of requiring access to multiple school district or charter operator information. These users gain access to TEASE information by obtaining the school district superintendent's authorization on the required access forms. Multiple district login accounts do not provide access to all districts in any single ESC region, only to those districts that have granted access for the user. On May 23, 2006, TEA consolidated multiple-district accounts for the same user for almost all existing TEASE Accountability application accounts. In some cases, ESC or charter operator staff accounts were not consolidated due to access to other TEASE applications that do not support multiple-district users. Accountability application requests for new accounts from ESC or charter operator staff submitted after May 23rd are not included in this consolidation. For information about the consolidation of TEASE user accounts, please contact the Division of Performance Reporting at (512) 463-9704.

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. 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 OR ESC USE WITH DISTRICT PERMISSION 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
- student listings including AYP calculation status information

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. Due to the highly confidential nature of the student data provided, the 2006 student data will be removed from the TEASE site in early spring of 2007.

Section VII: Future Considerations

Although the Texas Consolidated State Application Accountability Workbook (Texas AYP Plan) provides the basic framework for determining Adequate Yearly Progress (AYP) for Texas public school districts and campuses, the system is expected to change. New assessments for students receiving special education services are under development based on the flexibility agreement between USDE and TEA signed on November 30, 2005. The federal cap will change from a single 3% cap in 2006 to a 1% and 2% dual-cap system beginning in 2007. New legislation may result from the 2007 legislative session. Each component of the AYP calculation will be reevaluated as decisions are made related to the state accountability system. Finally, by design, the system will increase in rigor as districts and campuses are held to higher standards over time.

Assessments for Students Receiving Special Education Services

Because the USDE has determined that SDAA II and LDAA do not comply with the testing requirements of NCLB, the final administration of SDAA II and LDAA will occur in the 2006-07 school year. Three new assessments are being developed to provide federally compliant assessments for students receiving special education services.

TAKS-I

TAKS-Inclusive (TAKS-I) meets the IDEA 2004 requirements as an assessment for students who receive special education services and for whom TAKS, even with allowable accommodations, is not an appropriate assessment. TAKS-I measures the academic progress of students receiving special education services in the state-mandated TEKS curriculum on or near grade level. In the 2005-06 and 2006-07 school years, TAKS-I will be given in science, social studies, and all subjects tested at exit level. Because science, social studies, and exit level results are not included in the AYP results, TAKS-I will have no impact on AYP during these two years. Beginning in 2007-08, the TAKS-I assessments will be expanded to include all grades and subjects in which TAKS tests are administered and will be a part of AYP results.

TAKS-Alt

TAKS-Alternate (TAKS-Alt) is an assessment currently being developed to meet federal requirements for students with the most significant cognitive disabilities. In 2007-08 TAKS-Alt will replace the LDAA tests for grades 3-11 Reading/English Language Arts and grades 3-11 mathematics. In spring 2007, TAKS-Alt will be administered as a field test. Based on the November 30, 2005, USDE flexibility agreement, students taking the TAKS-Alt in 2006-07 will be counted as participants, but their results will be counted as non-proficient for AYP purposes. In 2007-08, students taking the TAKS-Alt will be counted as participants, and their results will be subject to the 1% cap on proficient results.

LDAA in 2006-07
Based on the USDE flexibility agreement, students taking LDAA will not be counted as participants for AYP purposes in 2007.

TAKS-M
TAKS-Modified (TAKS-M) is being developed for the 2007-08 school year to meet the federal requirements for the proposed 2% policy to assess certain students with disabilities based on modified achievement standards. However, final federal regulations on this assessment have not yet been issued by the USDE.

1% and 2% Caps

Beginning in the 2006-07 school year, two separate caps will be used in including the results of students taking alternate assessments. The number of students taking assessments based on *alternate achievement standards* (defined as an expectation of performance that differs in complexity from a grade-level achievement standard) and being counted as proficient for AYP will not be able to exceed 1% of each district's total participation. Under the November 30, 2005, USDE flexibility agreement for 2006-07, these assessments include LDAA and TAKS-Alt. The number of students taking assessments based on *modified achievement standards* (defined as aligned to grade-level standards but having a reduced breadth and depth of content) and being counted as proficient for AYP will not be able to exceed 2% of each district's total participation. For 2006-07, the SDAA II below grade assessments are included in the 2% cap. If the district falls below the 1% cap, in which case the unfilled slots under the district's 1% cap may be added to the 2% cap, the resulting total cap will be 3%.

For 2006-07, neither the LDAA nor TAKS-Alt results will be counted as proficient due to the USDE flexibility agreement. Based on the federal cap requirements, the only results subject to the federal cap are SDAA II below enrolled grade level proficient results. The effect is an overall 3% cap on SDAA II results alone.

Performance Standards

The AYP definition is based on expectations for growth in student achievement. The standards must increase over time until they reach 100 percent in 2013–14. For the first six years, the standards are held constant for two years at a time, with increases occurring at the end of the second year. The first increase took place in 2004–05. The second increase will take place in 2006-07. Exhibit 7 below shows the intermediate standards from 2006-07 to 2013-14. Note that beginning in 2008–09 the standards increase annually. Standards are rounded to the nearest whole percent.

Exhibit 7: AYP Performance Standards

	AYP Performance Standards for 2006-07 – 2013-14						
School Year	**2006–07 2007–08**	**2008–09**	**2009–10**	**2010–11**	**2011–12**	**2012–13**	**2013–14**
Reading/English Language Arts	60%	67%	73%	80%	87%	93%	100%
Mathematics	50%	58%	67%	75%	83%	92%	100%

Section VIII: 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 *2006 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 2006 AYP Guide should occur in September 2006. 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/English 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 2006 is based on specific criteria and calculations, which are described in an excerpted section of the 2006 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. The requirements for Title I districts and campuses for the 2006–07 school year are determined not only by the district or campus 2006 AYP Status, but also by the AYP Status in the prior year, and the School Improvement status in the prior year.

Hurricane Rita Provision

The May 23, 2006, USDE flexibility waiver allows Texas to apply a special Hurricane Rita Provision to districts and their campuses that were forced to suspend classes for an extended period of time due to Hurricane Rita. Districts directly impacted by Hurricane Rita and located in a county designated by the Federal Emergency Management Agency (FEMA) as a disaster area that qualifies for public assistance due to Hurricane Rita; and that were closed for seven or more instructional days between September 21, 2005 and November 3, 2005 are identified for the Hurricane Rita provision.

Districts and campuses in this group that miss AYP will receive a 2006 AYP status of Not Evaluated. The 2006-07 School Improvement status process will include the 2006 AYP status of Not Evaluated for a determination of the 2006-07 School Improvement status.

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 (Reading/English Language Arts, Mathematics, Graduation or Attendance) for two or more consecutive years.
- Title I districts and campuses identified as subject to School Improvement requirements must implement the requirements in the following school year.
- The requirements increase each additional year Title I districts and campuses do not meet the AYP standard for the same indicator. Stage 1 designates the first year of Title I School Improvement.

- 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 2006 AYP Results

Campuses that were subject to final School Improvement requirements in 2005-06 and will remain subject to School Improvement requirements with the 2006 release must continue to implement those requirements. If a campus is identified as subject to improvement requirements in the August release for the first time, they must begin implementing requirements (including school choice provisions) immediately. As outlined in the approved Texas AYP Plan, school districts must notify parents about school choice options by August 25, 2006. 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 2006-2007 school year, the effect of this statute is that districts may not begin instruction prior to the week of August 21, 2006. 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.

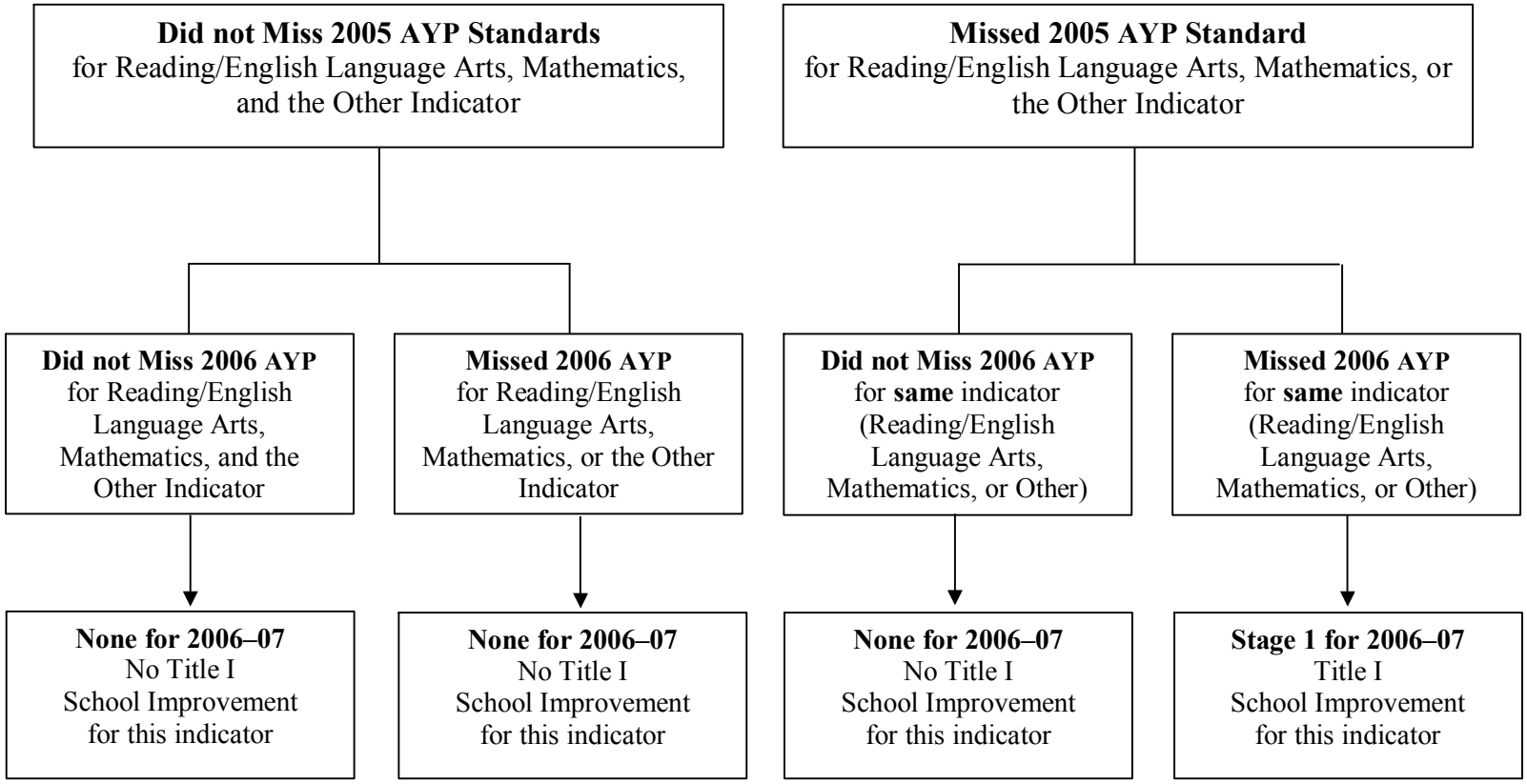
For school districts and campuses subject to School Improvement requirements for the 2005-06 school year that have approved waivers for the First Day of Instruction, the required notification of parents prior to the first day of instruction is also waived. School districts will be responsible for notification to parents about school choice options after the August 16, 2006, AYP results are available. However, as outlined in the approved Texas AYP Plan, notification to parents must be sent prior to August 25, 2006. For more information about school district start date waivers, contact the Texas Education Agency State Waiver Unit, at (512) 463-9630.

Title I School Improvement Stages

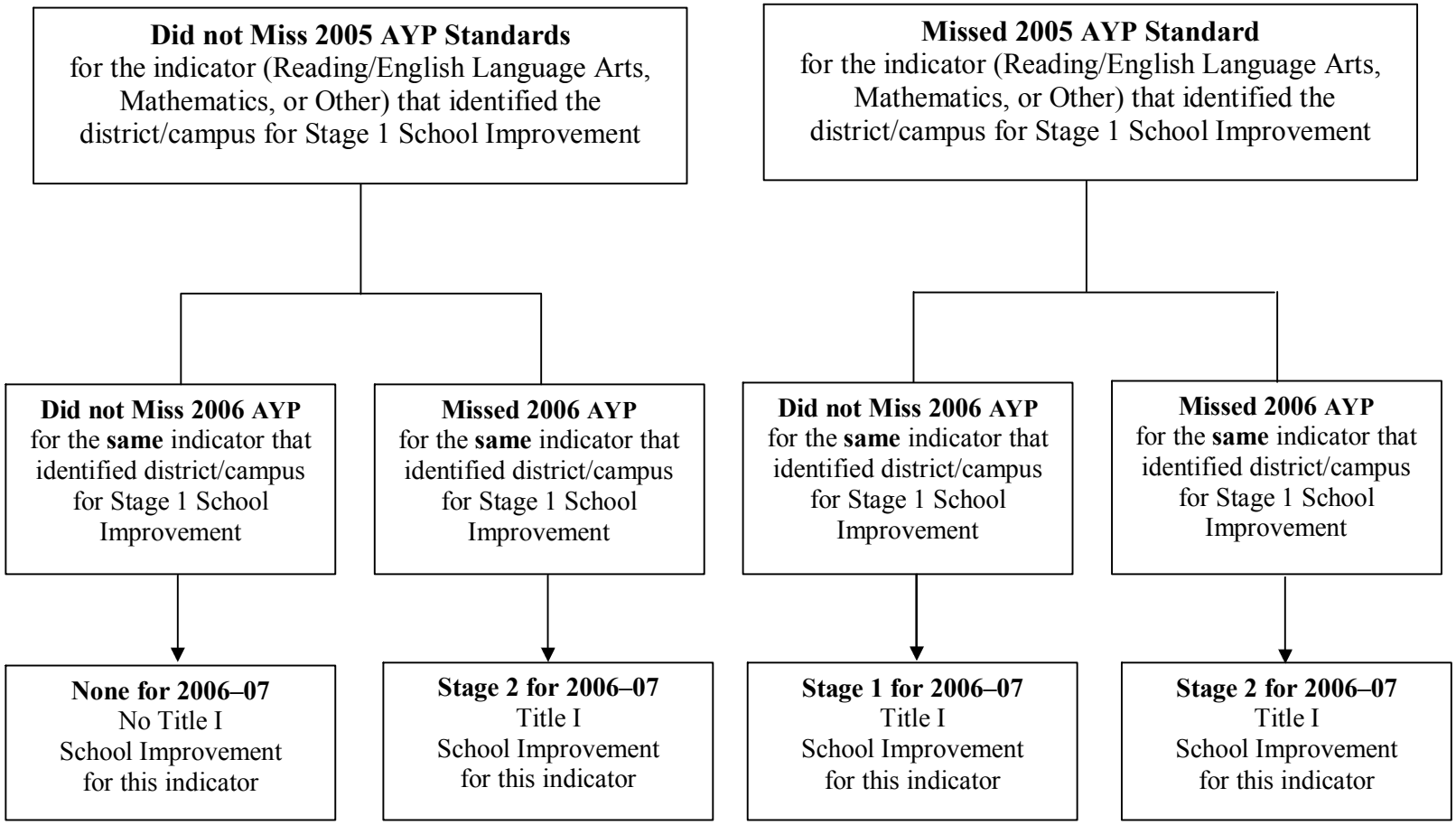
Title I districts and campuses are subject to implement certain requirements after not meeting AYP for two or more consecutive years, based on the number of years the campus or district does not make AYP. Non-Title I schools that do not make AYP for two consecutive years will be required to amend their 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. For information about Title I School Improvement Requirements, please contact the Division of NCLB Program Coordination at (512) 463-9374, or see the division website at http://www.tea.state.tx.us/nclb.

The following five decision trees show how the guidelines are applied to Title I districts and campuses to determine the stage of School Improvement for the 2006–07 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 the campus's or district's stage of School Improvement performance on that indicator. 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/English 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.

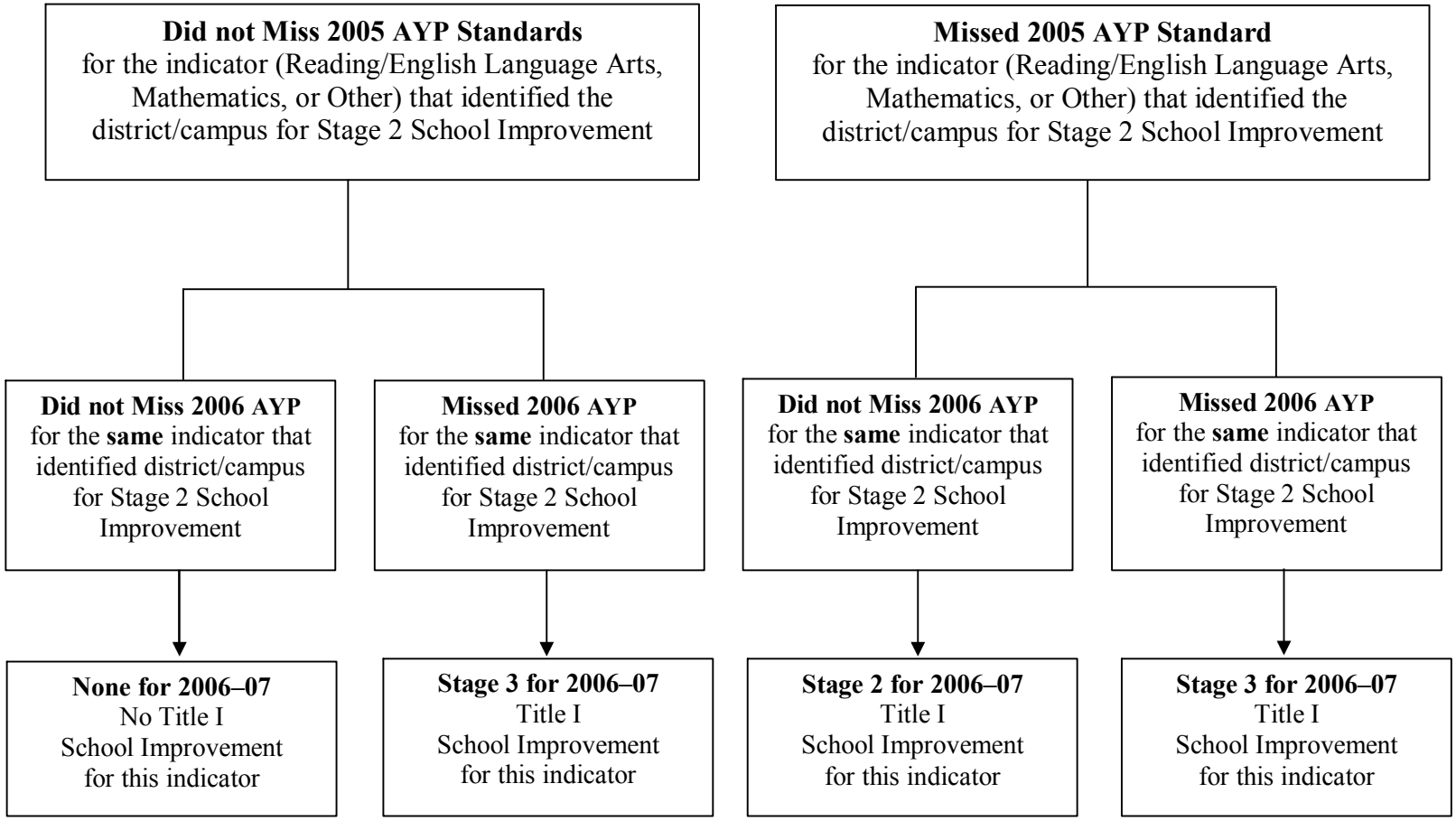
Determining the 2006-07 Title I School Improvement Status for Title I Campuses and Districts Not Subject to Final School Improvement in 2005–06



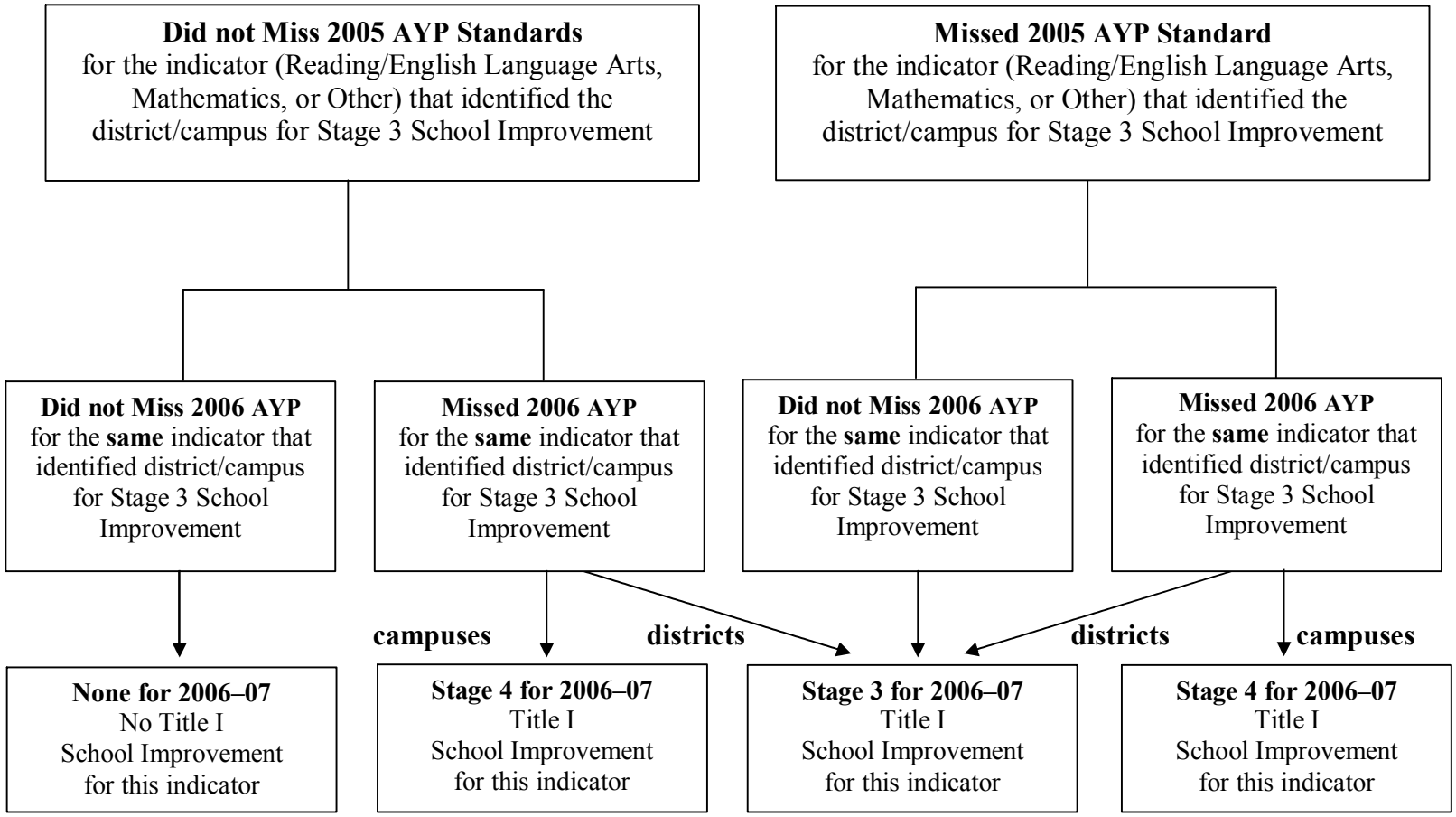
Determining the 2006–07 Title I School Improvement Status for Title I Campuses and Districts Subject to Final Stage 1 School Improvement in 2005–06



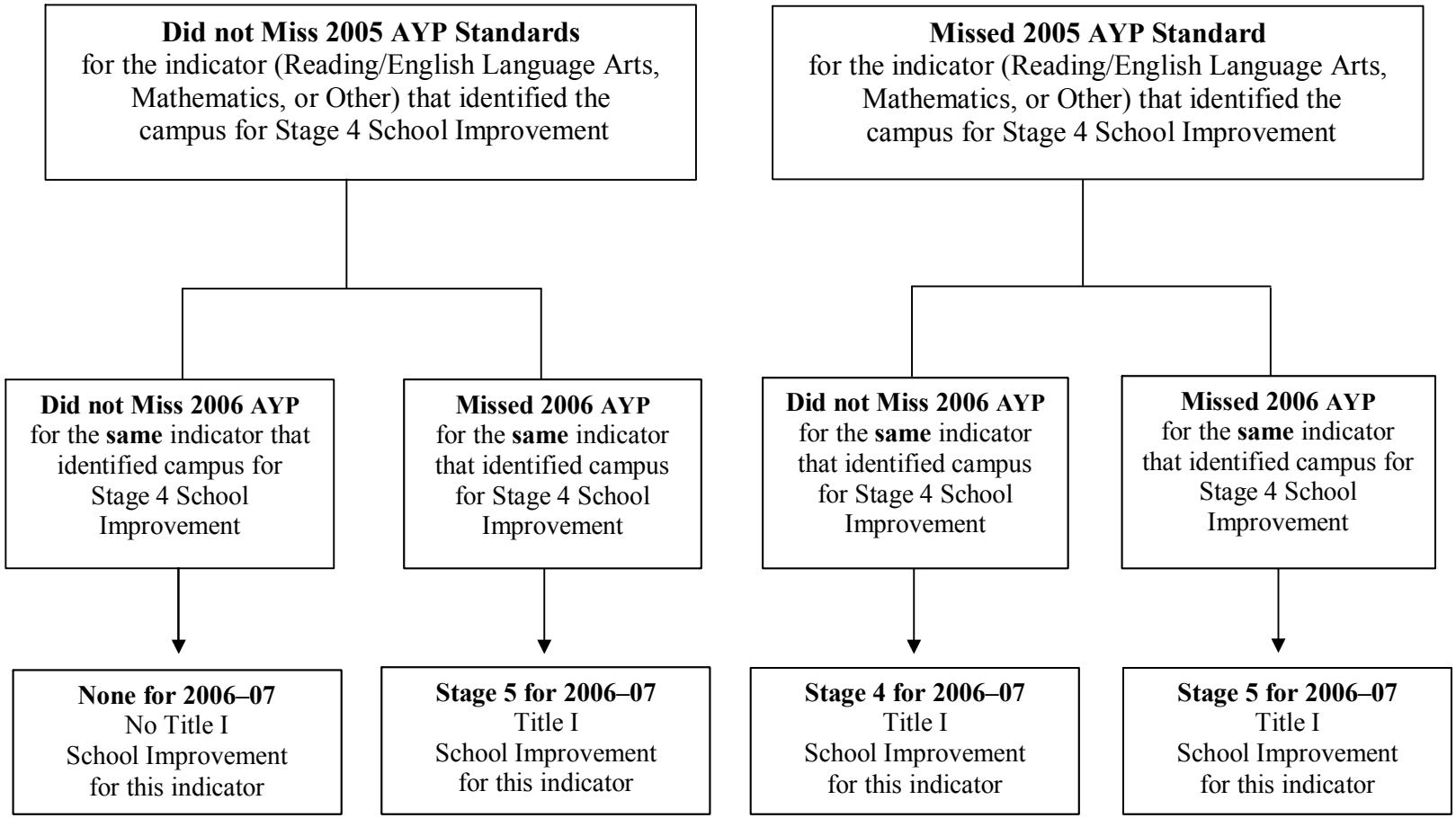
Determining the 2006–07 Title I School Improvement Status for Title I Campuses and Districts Subject to Final Stage 2 School Improvement in 2005–06



Determining the 2006–07 Title I School Improvement Status for Title I Campuses and Districts Subject to Final Stage 3 School Improvement in 2005-06



Determining the 2006–07 Title I School Improvement Status for Title I Campuses Subject to Final Stage 4 School Improvement in 2005–06



Appendix C: Sample AYP Data Table

The following sample 2006 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.

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

T E X A S E D U C A T I O N A G E N C Y
Adequate Yearly Progress Campus Data Table

Page 1 of 3

Preliminary 2006 AYP Results

Hurricane Katrina/Rita Student Group: "Displaced Students" refers to students displaced by Hurricanes Katrina or Rita.

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

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)	Displaced Students*
Performance: Reading/ELA									
2005-06 Assessments									
Met Standard	271	16	53	177	48	1	36	n/a	47
Number Tested	316	23	73	198	107	16	56	35	64
% Met Standard	86%	70%	73%	89%	45%	6%	64%	n/a	73%
Student Group %	100%	7%	23%	63%	34%	5%	n/a	11%	20%
2004-05 Assessments									
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 2005 to 2006	8	-2	10	4	5	-13	10		
Improvement Required					6				
Performance: Mathematics									
2005-06 Assessments									
Met Standard	290	20	57	181	49	5	21	n/a	42
Number Tested	318	23	74	198	112	20	53	50	63
% Met Standard	91%	87%	77%	91%	44%	25%	40%	n/a	67%
Student Group %	100%	7%	23%	62%	35%	6%	n/a	16%	20%
2004-05 Assessments									
Met Standard	257	18	50	185	41	14	10	n/a	
Number Tested	291	19	65	202	108	28	30	21	
% Met Standard	88%	95%	77%	92%	38%	50%	33%	n/a	
Change 2005 to 2006	3	-8	0	-1	6	-25	7		
Improvement Required							7		

2006 - 07 School Improvement Requirement: Stage 1 Reading

Title I School Improvement Status 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.

*In accordance with the Hurricane Katrina/Rita Flexibility Waiver with USDE, Displaced Students are not evaluated on Performance Measures.

T E X A S E D U C A T I O N A G E N C Y

Adequate Yearly Progress Campus Data Table

Preliminary 2006 AYP Results

Hurricane Katrina/Rita Student Group: "Displaced Students" refers to students displaced by Hurricanes Katrina or Rita.

Campus Name: Sample School (999999999) Sample ISD

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)	Displaced Students
Participation: Reading/ELA									
2005-06 Assessments									
Number Participating	357	27	93	207	114	20	43		74
Total Students	371	30	97	220	121	39	47		83
Participation Rate	96%	90%	96%	94%	94%	51%	91%		89%
Student Group %	100%	8%	26%	59%	33%	11%	13%		22%
2004-05 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									
2005-06 Assessments									
Number Participating	352	24	90	206	117	22	55		76
Total Students	370	26	100	215	123	39	58		84
Participation Rate	95%	92%	90%	96%	95%	56%	95%		91%
Student Group %	100%	7%	27%	58%	33%	11%	16%		23%
2004-05 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%						

T E X A S E D U C A T I O N A G E N C Y

Adequate Yearly Progress Campus Data Table

Preliminary 2006 AYP Results

Campus Name: Sample School (999999999) Sample ISD

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Graduation Rate Class of 2005								
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 2004								
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 2004 to 2005	0.1	4.8	-3.8	-0.7	2.1	10.2	-3.1	

2006 AYP Explanation Table

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

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

- Met AYP or the measure not evaluated
E Met AYP for this measure by receiving exception to 3% cap
% Missed AYP for this performance measure due to 3% cap
X Missed AYP for this measure

Performance: Reading/English Language Arts and Mathematics

LEP (Students): Used to determine minimum size – includes only students tested in 2005-06 and coded as currently identified LEP students.

Hurricane Katrina/Rita Student Group: "Displaced Students" refers to students displaced by Hurricanes Katrina or Rita.

In accordance with the Hurricane Katrina/Rita Flexibility Waiver with USDE, this student group is not evaluated for performance.

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 2005-06 and 2004-05.

LEP (Measure): Includes students tested in 2005-06 with assessment documents coded as 1) a currently identified LEP student, or 2) a monitored LEP student.

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)	Displaced Students*
Performance: Reading/Language Arts									
2005-06 Assessments									
Met Standard	271	16	53	177	48	1	36	n/a	47
Number Tested	316	23	73	198	107	16	56	35	64
% Met Standard	86%	70%	73%	89%	45%	6%	64%	n/a	73%
Student Group %	100%	7%	23%	63%	34%	5%	n/a	11%	20%
2004-05 Assessments									
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 2005 to 2006	8	-2	10	4	5	-13	10		
Improvement Required					6				

Change 2005 to 2006: 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/ELA and Mathematics or showed improvement on the Attendance Rate or Graduation Rate.

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).

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.

*In accordance with the Hurricane Katrina/Rita Flexibility Waiver with USDE, Displaced Students are not evaluated on Performance Measures.

Participation: Reading/English Language Arts and Mathematics

Hurricane Katrina/Rita Student Group: "Displaced Students" refers to students displaced by Hurricanes Katrina or Rita.

In accordance with the Hurricane Katrina/Rita Flexibility Waiver with USDE, this student group is evaluated for participation only.

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 2005-06 and 2004-05.

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)	Displaced Students
Participation: Reading/ELA									
2005-06 Assessments									
Number Participating	360	27	93	207	114	20	43		74
Total Students	371	30	97	220	121	39	47		83
Participation Rate	97%	90%	96%	94%	94%	51%	91%		89%
Student Group %	100%	8%	26%	59%	33%	11%	13%		22%
2004-05 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.

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 for calculation of the applicable measure.

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Graduation Rate Class of 2005								
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 2004								
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 2004 to 2005	0.1	4.8	-3.8	-0.7	2.1	10.2	-3.1	

Graduation Rate: The *Graduates* (numerator), *Number in Class* (denominator), and calculated *Graduation Rate* are provided for the Class of 2005 and Class of 2004.

Attendance Rate (not shown on example): The *Days Present* (numerator), *Days Membership* (denominator), and calculated *Attendance Rate* are provided for 2004-05 and 2003-04.

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.

% Missed AYP for this performance measure due to 3% cap:
The sole reason this measure did not meet AYP was due to the application of the Federal 3% cap.

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

Hurricane Katrina/Rita Student Group:
Students displaced by Hurricanes Katrina or Rita will be evaluated for Participation only for Reading/ELA and Mathematics. **They will not be evaluated for Performance.**

2006 AYP Explanation Table

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

-	Met AYP or the measure not evaluated
E	Met AYP for this measure by receiving exception to 3% cap
%	Missed AYP for this performance measure due to 3% cap
X	Missed AYP for this measure

E *Met AYP for this measure by receiving exception to 3% cap:*
For Performance measures, an E means the measure was met due to the application of a granted exception.

X *Missed AYP for this measure:*
For Performance measures, an X means the measure was missed for reasons other than the 3% 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.

Appendix D: Calculation of 2006 AYP Status for Sample School

Following is a step-by-step description of the 2006 AYP Status calculation for Sample School. This example illustrates a hypothetical Title I campus receiving a preliminary 2006 AYP Status of *Missed AYP* whose sample data table is shown in Appendix C. 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/English Language Arts Performance

All Students: Sample School tested 316 total students (students enrolled on the campus for the full academic year) in Reading/English 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 the improvement calculation in Step 17.
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 35 students tested)
(Although there were only 35 LEP students tested in 2005–06, there were 56 students identified in the LEP performance measure. See Section III for more information.)

Step 8. Displaced Students: not evaluated for performance
In accordance with the Katrina/Rita flexibility waiver with the USDE, Displaced Students performance is reported, but not used for evaluation.

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 9. All Students: 91% *Met Standard* exceeds the 42% performance standard

Student Groups

Step 10. African American: not evaluated (only 23 students tested)

Step 11. Hispanic: 77% *Met Standard* exceeds the 42% performance standard
There are 74 students who represent 23 percent of students tested.

Step 12. White: 91% *Met Standard* exceeds the 42% performance standard
There are 198 students who represent 62 percent of students tested.

Step 13. Economically Disadvantaged: 44% *Met Standard* exceeds the 42% performance standard
There are 112 students who represent 35 percent of students tested.

Step 14. Special Education: not evaluated (only 20 students tested)

Step 15. 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 2005–06. The percent *Met Standard* is based on the performance results of 53 students identified in the LEP performance measure. (See Section III for more information.)

Step 16. Displaced Students: not evaluated for performance
In accordance with the Katrina/Rita flexibility waiver with the USDE, Displaced Students performance is reported, but not used for evaluation.

Performance Improvement

Improvement is calculated for any student group (or all students) that does not meet the performance standard for Reading/English 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/English 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 17. Reading/English 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/English Language Arts Economically Disadvantaged students, performance improvement is determined by:

100% – 40% *Met Standard* in 2004–05 = 60% of students not passing the Reading/English Language Arts test in 2004–05

60% x 10% decrease = 6% decrease in students not passing ***or*** <u>6% increase in students *Met Standard* is required</u>

This calculation is the equivalent of improvement required to reach a standard of 100% in ten years.

100% – 40% *Met Standard* in 2004–05 = 60% improvement required to reach a standard of 100%

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

For the Sample School Reading/English Language Arts performance results for the Economically Disadvantaged student group, 45% *Met Standard* in 2005–06 ***minus*** 40% in 2004–05 = 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 2004–05 ***minus*** 69.0% in 2003–04 = 2.1% increase, which exceeds the 0.1% gain required.

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

Step 18. Mathematics performance requirement for LEP student group

Improvement Required:

100% – 33% *Met Standard* in 2004–05 = 67% improvement required to reach a standard of 100%

67% divided by 10 years = 7% improvement required over a one year period ***or*** 7% increase in students *Met Standard* is required

For the Sample School Mathematics performance results for LEP student group, 40% *Met Standard* in 2005–06 ***minus*** 33% in 2004–05 = 7% increase, which meets the 7% 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. The Class of 2004 Number in Class of 45 students does not meet the minimum size requirement – the 0.1 improvement in Graduation Rate is not required.

The Mathematics performance requirement for LEP students is met.

Reading/English Language Arts Participation

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

Step 19. All Students: 96% participation – exceeds the 95% participation standard
There are 371 students enrolled on the test date.

Student Groups:

Step 20. African American: not evaluated (only 30 students enrolled on the test date)

Step 21. Hispanic: 96% participation – exceeds 95% participation standard
There are 97 students who represent 26 percent of students enrolled on the test date.

Step 22. 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 23. White Average Two-Year Participation Rate: 95% participation – meets the 95% participation standard.
The total number participating for 2005-06 is 207, and for 2004-05, 215. The total participants for both years is 422. The total number of students for 2005-06 of 220, combined with the total for 2004-05 of 224 is 444. The average participation rate is 422 / 444 = 95%.

Step 24. 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 25. Economically Disadvantaged Average Two-Year Participation Rate: 93% participation – does not meet 95% participation standard
The total number participating for 2004-05 and 2005-06 is 114 + 98 = 212. The total number of students for 2004-05 and 2005-06 is 121 + 108 = 229. The average participation rate is 212 / 229 = 93%.

Step 26. Special Education: not evaluated (only 39 students enrolled on the test date)

Step 27. LEP: not evaluated (only 47 students enrolled on the test date)

Step 28. Displaced Students: 89% participation – does not meet 95% standard
There are 83 students who represent 22 percent of students enrolled on the test date.

The Reading/English Language Arts participation requirement is not met due to the Economically Disadvantaged and Displaced Students student groups.

Mathematics Participation

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

Step 29. All Students: 95% participation – meets the 95% participation standard
There are 370 students enrolled on the test date.

Student Groups

Step 30. African American: not evaluated (only 26 students enrolled on the test date)

Step 31. Hispanic: 90% participation – does not meet 95% standard – use the average two-year participation rate.
There are 100 students who represent 27 percent of students enrolled on the test date.

Step 32. Hispanic Average Two-Year Participation Rate: 91% participation – does not meet 95% standard
The average participation rate is the total number participating for 2004-05 and 2005-06 (90 + 90 = 180) divided by the total number of students for 2004-05 and 2005-06 (100 + 98 = 198), or 91%.

Step 33. White: 96% participation – exceeds 95% participation standard
There are 215 students who represent 58 percent of students enrolled on the test date.

Step 34. Economically Disadvantaged: 95% participation – meets the 95% participation standard
There are 123 students who represent 33 percent of students enrolled on the test date.

Step 35. Special Education: not evaluated (only 39 students enrolled on the test date)

Step 36. LEP: 95% participation – meets the 95% participation standard
There are 58 students who represent 16 percent of students enrolled on the test date.

Step 37. Displaced Students: 91% participation – does not meet 95% standard
There are 84 students who represent 23 percent of students enrolled on the test date.

The Mathematics participation requirement is not met due to the Hispanic and the Displaced Students student groups.

Other Indicator

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

Step 38. 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 2005 minus 69.2% Class of 2004 = 0.1 improvement in Graduation Rate

The other indicator requirement is met.

2006 AYP Status

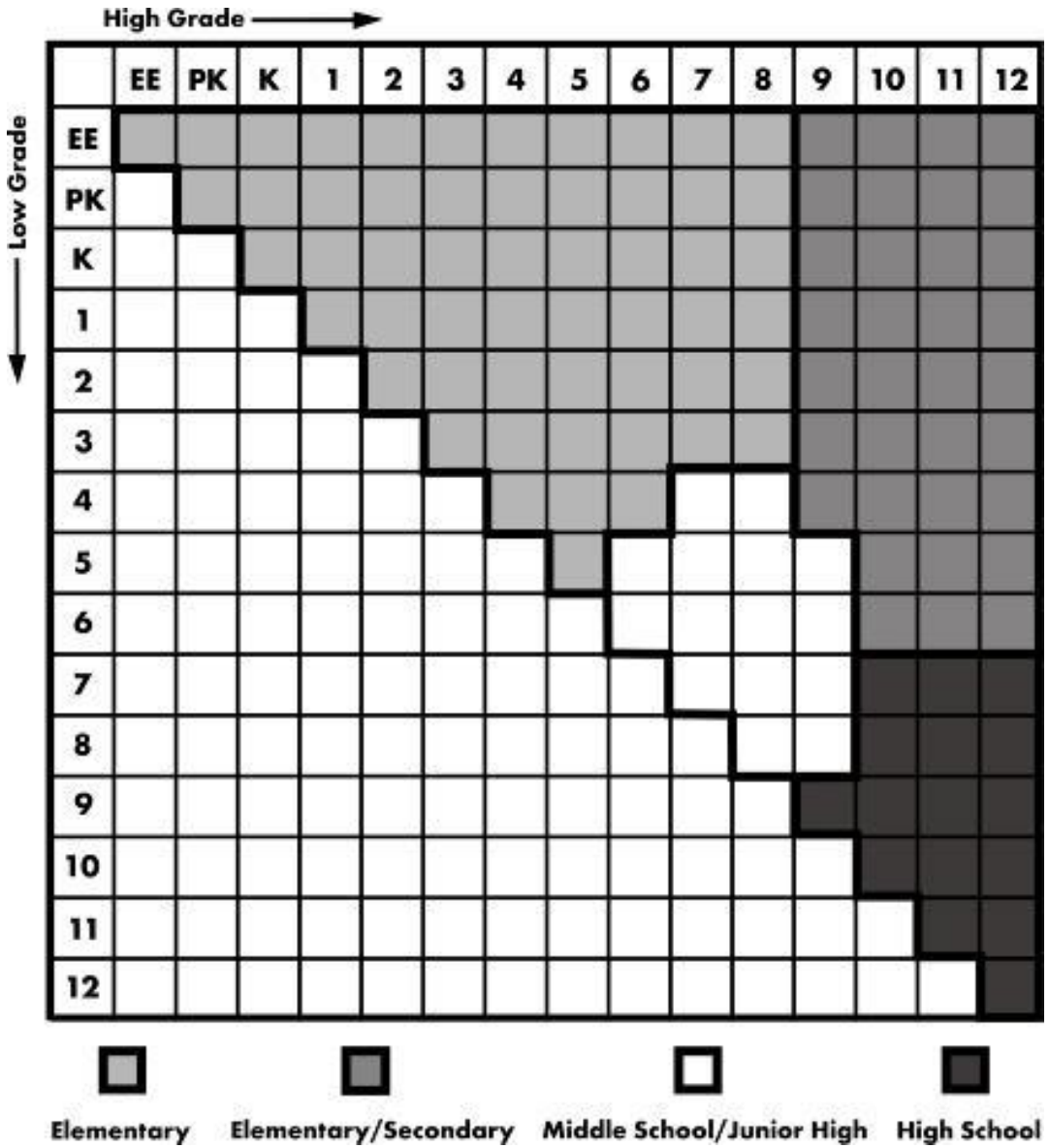
Sample School does not meet the AYP requirement in three measures:

- Reading/English Language Arts performance requirement due to the economically disadvantaged student group (Step 17 of this example)
- Reading/English Language Arts participation requirement due to the economically disadvantaged student group (Step 25 of this example) and Displaced Students student group (Step 28 of this example)
- Mathematics participation requirement due to the Hispanic student group (Step 32 of this example) and Displaced Students student group (Step 37 of this example)

Sample School does not meet the AYP requirements for participation due to the Hurricane Katrina/Rita Student Group. However, this is not the sole reason the school failed to Meet AYP, therefore, in accordance with the Hurricane Katrina/Rita flexibility waiver, the results for this campus will not be included in the USDE review.

The campus will receive a 2006 AYP Status of *Missed AYP*.

Appendix E: Grade Ranges Included in Each Campus Type



Appendix F: 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	(956) 984-6027	lconner@esconett.org	(956) 984-6029
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 x2714 (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	kerry.gain@region10.org jan.moberley@ region10.org	(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 Debora Tinnin	(512) 919-5334 (512) 919-5420	eileen.reed@esc13.txed.net debora.tinnin@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	(325) 658-6571
16	Amarillo	Melissa Shaver Diane Reid Terri Stafford	(806) 677-5130 (806) 677-5177 (806) 677-5126	melissa.shaver@esc16.net diane.reid@esc16.net terri.stafford@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 Ruth Haynes	(432) 567-3244 (432) 567-3246 (432) 567-3205	kayeorr@esc18.net scalvin@esc18.net rhaynes@esc18.net	(432) 567-3290
19	El Paso	Ken George	(915) 780-5336	kgeorge@esc19.net	(915) 780-5077
20	San Antonio	Sheila Collazo Steve Peterson	(210) 370-5481 (210) 370-5420	sheila.collazo@esc20.net steve.peterson@esc20.net	(210) 370-5735

Appendix G: 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
No Child Left Behind Act (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

Section IX: Index

A

Adequate Yearly Progress (AYP)
  districts and campuses evaluated, 12
Admission, Review, and Dismissal (ARD) Committee, 9, 24, 30, 91
Appeals, 11, 44, 45, 46, 50, 52
  allowable, 45
  current year attendance, 47
  date begin accepting, 44
  deadline, 11
  Graduation Rate, 46
  participation, 46
  reading and mathematics, 45
  special circumstances, 48
  submitting written, 50
Attendance Rate, 14, 15, 17, 28, 29, 32, 34, 35, 36, 37, 38, 40, 47, 48
  improvement standard, 35
  minimum size requirement, 35
  standard, 35
AYP Status, 10, 11, 14, 15, 16, 38, 39, 40, 44, 47, 49, 52, 63, 80, 86, 87
  Appeals, 45
  Exceptions, 43
  Meets AYP, 15, 16, 37
  Missed AYP, 15, 16, 29, 80
  Not Evaluated, 16, 39

C

Campuses and districts with fewer than 5 assessments, 38
Components
  Participation, 23, 29
Confidence intervals, 37

D

Disciplinary Alternative Education Program (DAEP), 13, 15
Districts Annexed by Order of the Commissioner, 49

E

Elementary and Secondary Education Act of 1965 (ESEA), 8
Exceeders, 25
Exceptions, 41

F

Federal 3% cap rule, 24, 25, 41, 42, 43, 59
  sort order, 25
Federal Cap Recapture Process, 41, 42, 43
  sort order, 42
Future Considerations, 59
  Federal 1% and 2% dual cap rule, 59
  LDAA, 59
  Locally Determined Alternate Assessments (LDAA), 60
  SDAA II, 59
  TAKS-Alternate (TAKS-Alt), 59
  TAKS-Inclusive (TAKS-I), 59
  TAKS-Modified (TAKS-M), 60

G

Grades 3–8 and 10, 13, 14, 18, 27, 30, 32, 37, 38, 39, 40, 49
Graduation Rate, 9, 14, 15, 17, 28, 29, 32, 33, 34, 37, 38, 40, 46, 82, 83, 86
  improvement standard, 33
  minimum size requirement, 33
  standard, 33

H

Hurricane Katrina/Rita Students
  Appeals, 48
  Displaced Students, 8, 12, 26, 27, 31, 32, 81, 82, 85, 86
  Flexibility Waiver, 8, 12, 63, 81, 82
  Hurricane Rita Provision, 13, 39, 48, 63
  Katrina Rita Indicator Code, 27, 31, 48
  Not Evaluated, 13, 15, 39, 63

Student Group, 8, 11, 12, 15, 26, 27

I

Indicators, 17, 18, 21, 22, 38, 40, 46, 49
Components of Reading/Language Arts and Mathematics, 22

J

Juvenile Justice Alternative Education Program (JJAEP), 13, 15

L

Language Proficiency Assessment Committee (LPAC), 30
Limited English proficient (LEP), 9, 26, 27, 28, 30, 31, 47, 80, 81, 82, 83, 85, 86
Linguistically Accommodated Testing (LAT), 19, 24, 30
Locally Determined Alternate Assessments (LDAA), 9, 24, 25, 27, 30, 42, 59

M

Mathematics, 8, 9, 14, 17, 18, 22, 26, 27, 28, 29, 30, 32, 34, 35, 36, 37, 38, 40, 45, 47, 49, 63, 81, 82, 83, 85, 86
Minimum size requirements, 9, 14, 17, 23, 29, 32, 34, 35, 38, 82, 83

N

No Child Left Behind Act of 2001 (NCLB), 8, 9, 10, 19, 91
Not Evaluated, 13, 15, 29, 33, 35, 38, 39, 80, 81, 84, 85
campuses that close mid-year, 13
charter campuses with no students in Grades 3-8 and 10, 14
JJAEP and DAEP campuses, 13
new campuses, 13
PK/K campuses, 13
short-term campuses, 13

O

Other Indicator, 14, 15, 17, 28, 29, 32, 37, 38, 40, 47, 49, 66, 86
Attendance Rate, 34
Graduation Rate, 33

P

Pairing, 38, 39
Participation
Average participation rate, 17, 32
student groups evaluated, 31
Participation standard, 14, 17, 29, 32, 36, 38, 40, 84, 85
Performance improvement, 14, 15, 17, 28, 29, 34, 35, 36, 37, 39, 47, 82
calculation, 28
Performance standard, 14, 17, 28, 37, 39, 47, 80, 81, 82
2006-07 to 2013-14 Annual Measurable Objectives Chart, 61

R

Reading Proficiency Tests in English (RPTE), 17, 23, 26, 27, 30
Reading/Language Arts, 8, 9, 14, 17, 18, 22, 23, 26, 27, 28, 29, 30, 32, 34, 35, 36, 37, 38, 40, 45, 47, 49, 63, 80, 82, 83, 84, 85, 86
Regional Day School Programs for the Deaf (RDSPD), 49
Relationships Among AYP Indicators, Components, Measures, and Standards, 21
RF Tracker, 42
Residential Facilities TEASE Application, 41
Rounding, 36

S

Safe harbor, 29, *See* performance improvement
School Improvement (SIP) Requirements, 44
Small districts and campuses, 37
State Accountability Manual, 16
State Accountability Ratings, 16, 91
State-Developed Alternative Assessment II (SDAA II), 8, 9, 24, 25, 27, 30, 42, 45, 59
at enrolled grade level, 24
below enrolled grade level, 24
Student groups
African-American, 9, 17, 26, 31, 80, 81, 84, 85
all students, 8, 17, 49
economically disadvantaged, 17, 80, 81, 84, 85
Hispanic, 9, 17, 26, 31, 80, 81, 84, 85
limited English proficient, 17
special education, 17, 27, 31, 49, 59, 80, 81, 84, 85, 91
White, 9, 17, 26, 31, 80, 81, 84, 85

T

Texas Administrative Code, 62
Texas Assessment of Knowledge and Skills (TAKS), 9, 13, 15, 18, 19, 23, 24, 27, 30, 38, 45, 49, 91
Texas AYP Plan, 8, 10, 59
Texas Consolidated State Application Accountability Workbook. *See* Texas AYP Plan
Texas Education Agency Secure Website (TEASE), 44, 48, 51, 52, 57, 58
    applying for access, 57
    ESC Multiple District Access, 57
Texas Essential Knowledge and Skills (TEKS), 25, 42
Title I School Improvement, 44, 63, 67, 68, 69, 70, 71, 91
Title I Targeted Assistance Campuses, 49

U

Uniform averaging, 38
United States Department of Education (USDE), 8, 12, 44
Unmasked data tables, 11
USDE November 30, 2005 Flexibility Agreement, 10, 12, 59, 60

PUBLICATION ORDER FORM

Date _____

Remitter Name _____

Send to (name, if different) _____

Address _____

City _____ State _____ Zip _____

To place an order for a publication, fill out the information below and make check or money order payable to: Texas Education Agency

Quantity	Title of documents requested	Publication No.	Cost	TOTAL
	2006 AYP Guide	**GE06 602 02**	**$8.00**	**$**
Price includes postage, handling, and state tax.				

FOR TAX EXEMPT ORDERS ONLY				
Make check or money order payable to: Texas Education Agency Purchase orders are accepted only from Texas educational institutions and government agencies.				
Quantity	**Title of documents requested**	**Publication No.**	**Cost**	**TOTAL**
	2006 AYP Guide	**GE06 602 02**	**$6.00**	**$**
Price includes postage and handling only.				

IF YOU ARE MAILING A PURCHASE ORDER* OR NEED INFORMATION, SEND TO:

Texas Education Agency
Publications Distribution
1701 North Congress Avenue
Austin, Texas 78701-1494

*Purchase orders are accepted only from Texas educational institutions and government agencies

IF YOU ARE MAILING A CHECK OR MONEY ORDER, REMIT THIS FORM WITH PAYMENT TO:

Texas Education Agency
Publications Distribution
P.O. Box 13817
Austin, Texas 78711-3817

Make check or money order payable to: Texas Education Agency.

Texas Education Agency
GE06 602 02