

2010 AYP Update: Federal Cap Process

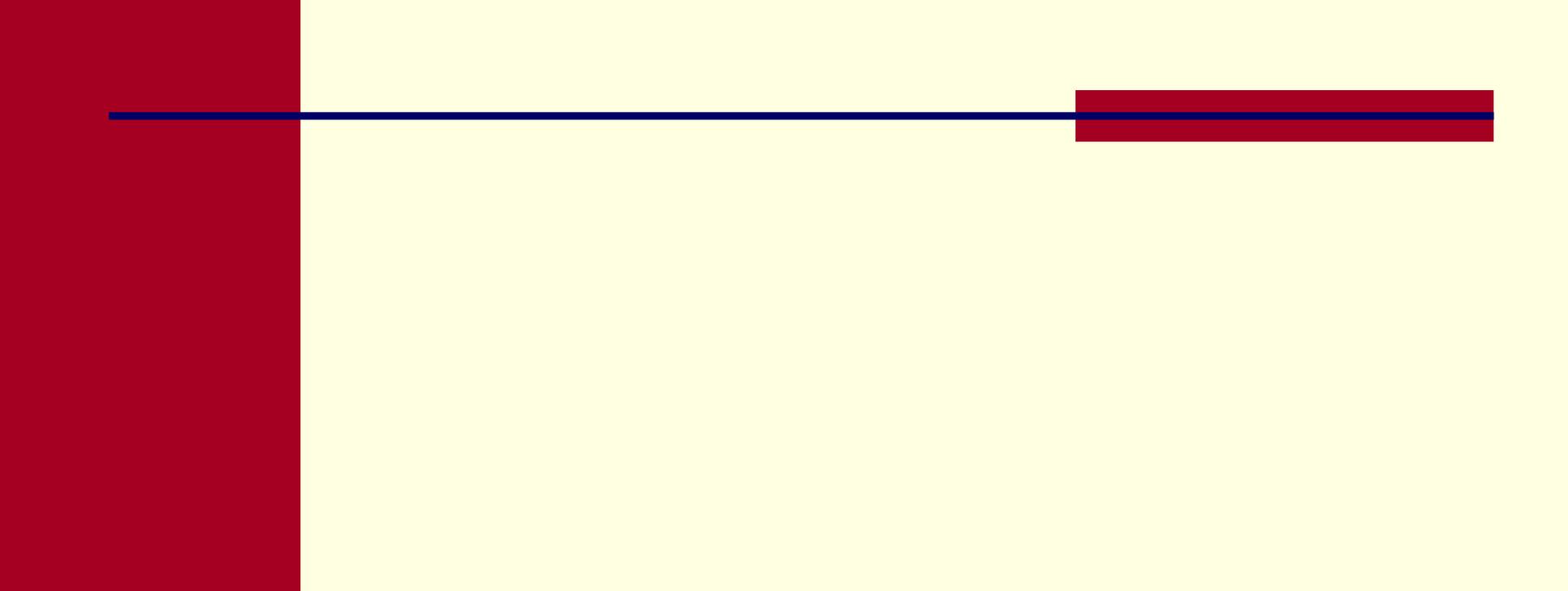
Performance Reporting Division
Texas Education Agency

TETN Accountability Session
May 20, 2010

2010 AYP Update

Today's Agenda

- Update on 2010 Texas AYP Workbook
- 2010 AYP Timeline
- 2010 AYP Federal Cap
 - How the Federal Cap Works



Update on 2010 Texas AYP Workbook

2010 Preview: Texas AYP Workbook

On January 15, 2010, TEA submitted the Graduation Rate information template for peer review with details of the longitudinal adjusted cohort and proposed changes in the AYP graduation rate calculations, as required by federal regulations.

A summary of the Graduation Rate peer review template may be viewed at http://ritter.tea.state.tx.us/ayp/grad_sum.pdf

In April, 2010, Texas received verbal confirmation of successful completion of the peer review, and instructions to submit amendment requests that include the graduation rate calculations.

2010 Preview: Texas AYP Workbook (cont.)

On April 14, 2010, TEA submitted amendment requests, including changes to the graduation rate calculation, to the U.S. Department of Education for the 2009-10 AYP evaluation.

A summary of the Requested Amendments is posted at http://ritter.tea.state.tx.us/ayp/2010/sum_amend.pdf

USDE approval of the 2010 AYP Workbook is pending.

2010 Preview: Texas AYP Workbook (cont.)

Amendments to the 2010 AYP Workbook:

- 1) Inclusion of Graduation Rate Goals and Targets.
- 2) Updates to reflect the June 23, 2009 fully approved status of the Texas standards and assessment system;
- 3) The use of additional growth measures for TAKS-M and TAKS-Alt;
- 4) Removal of hurricane provisions that applied only to 2008-2009 AYP determinations.
- 5) Reference to future School Improvement Program (SIP) delay provisions in the case of future outbreaks.

2010 Preview: Texas AYP Workbook (cont.)

Amendments to the 2010 AYP Workbook (cont.)

- 6) Changes to the assignment of students to the limited-English proficient student group for the graduation rate calculations only.

The Graduation Rate Peer Review process did not include a review of the option to change the LEP student group definition for Graduation Rate in AYP.

Texas included an amendment request to change the definition of the graduation rate LEP student group to include students served by the LEP program during any of their years in Texas public schools.

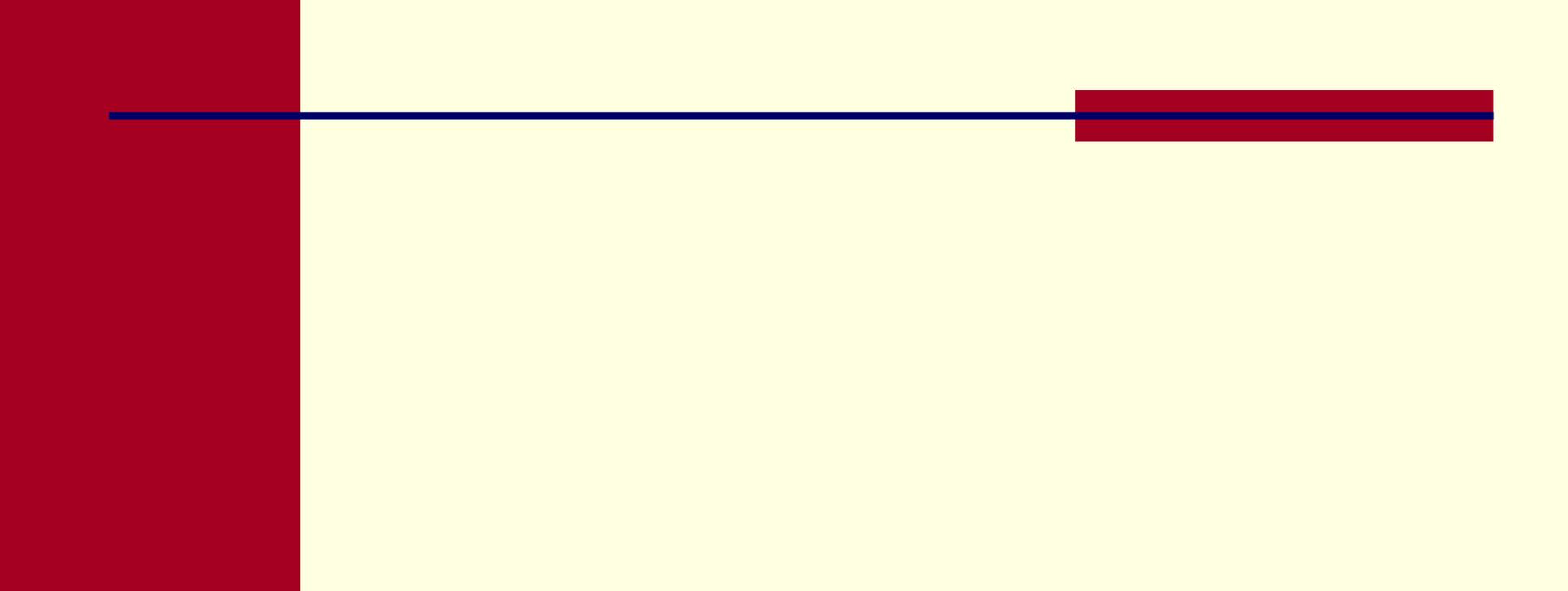
2010 Preview: Texas AYP Workbook (cont.)

Amendments to the 2010 AYP Workbook (cont.)

- 7) Provision for unique settings applicable to a small number of districts and campuses.

The proposed amendment requests no evaluation of the graduation rate for Residential Facilities serving secondary grades in alternative settings.

- 8) Minor year and enrollment text updates.



2010 AYP Timeline

2010 AYP Timeline

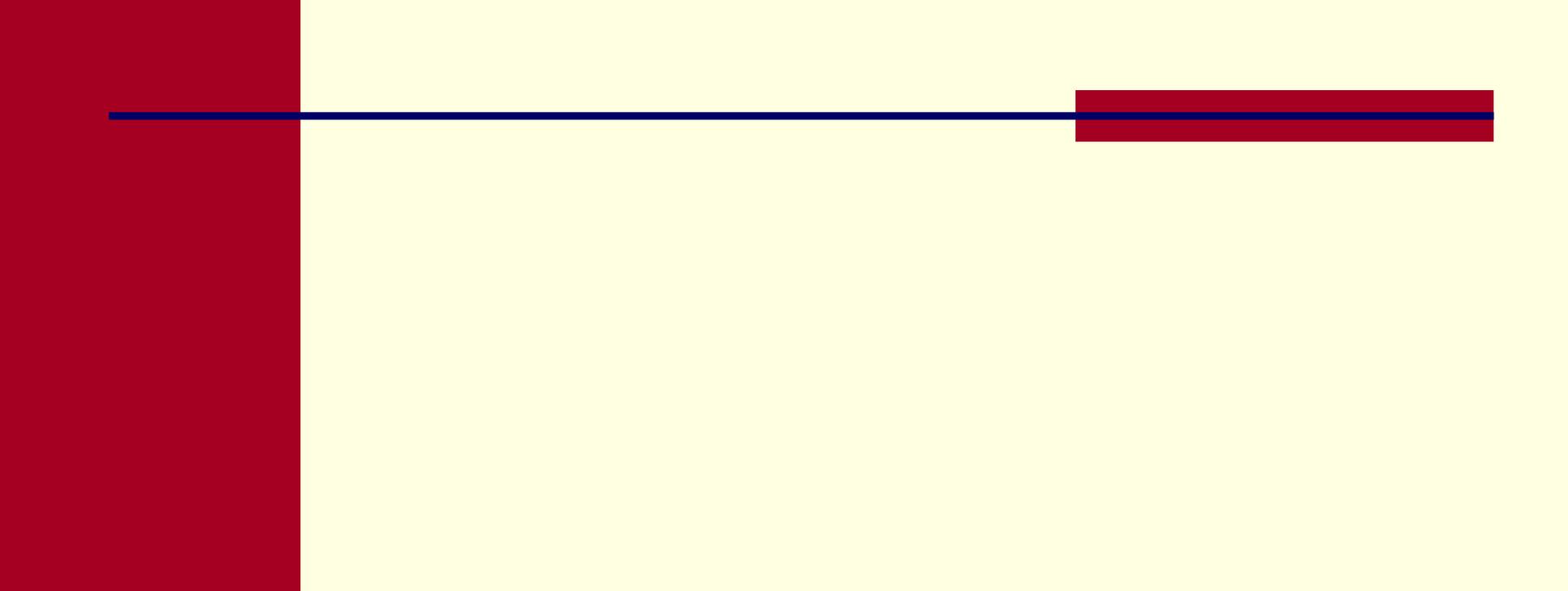
May	Expected USDE approval of requested amendments to the 2010 Texas AYP Workbook.
May 19, 2010	Campus Priority List for the 2% Federal Cap available online.
June	2010 AYP Guide Released.

2010 AYP Timeline (cont.)

June 25, 2010	Deadline for Campus Priority List for the 2% Federal Cap.
July 29, 2010	Preview of AYP Data tables on TEASE Accountability website.
August 4, 2010	Public release of Preliminary 2010 AYP/SIP statuses for all districts and campuses.

2010 AYP Timeline (cont.)

September 3, 2010	Appeals and Federal Cap Exceptions Deadline.
December	Final 2010 AYP Status released. Preview of NCLB Report Card data (Part I only).
January, 2011	Public release of the 2009-10 NCLB Report Card.



How the 2010 Federal Cap Works

How the Federal Cap Works

**** NEW for 2010 ****

The only changes to the federal cap process for 2010 is the addition of students that did not meet the passing standard but are identified as projected or on track to meet the standard. These include:

- **TAKS–Modified (TAKS-M):** Texas Projection Measure (TPM) is reported for TAKS–M results in grades 4, 7, and 10.
- **TAKS-Alternate (TAKS-Alt):** The TAKS-Alt Growth Measure is reported for all grades and will identify students on track to meet the TAKS-Alt standard.

How the Federal Cap Works (cont.)

The basic federal cap process remains exactly as it was in 2009:

- 1% Federal Cap: Students are selected randomly from TAKS-Alternate (TAKS-Alt) proficient results.
- 2% Federal Cap: Combination method is used to select TAKS-Modified (TAKS-M) proficient results.
- The school district's AYP participation count for Reading/English Language Arts and Mathematics will continue to be used to calculate the federal caps.

The following example will explain the federal cap process to be used for the 2010 AYP calculations for one school district.

How the Federal Cap Works (cont.)

Assume there are **2,000 students enrolled** in a school district. Enrollment information is reported with the Fall PEIMS submission.

		Section II	
T E X A S E D U C A T I O N A G E N C Y			
Academic Excellence Indicator System			
2008-09 District Profile			
District Name: SOMEWHERE ISD			
County Name: SOMECOUNTY			
District #: 999999			
		|-----District-----|	
STUDENT INFORMATION			
		Count	Percent
		2,000	100.0%
PROGRAM INFORMATION			
Student Enrollment by Program:			
Bilingual/ESL Education			
Career & Technology Education			
Gifted & Talented Education			
Special Education		290	14.5%

How the Federal Cap Works (cont.)

Enrollment by grade level is available on AEIS. **Approximately 50% of district enrollment is in Grades 3 – 8 & 10.**

Academic Excellence Indicator System 2008-09 District Profile		
District Name: SOMEWHERE ISD		
Students By Grade:	Count	Percent
Early Childhood	7	0.4%
Pre-Kindergarten	124	6.2%
Kindergarten	165	8.2%
Grade 1	156	7.8%
Grade 2	151	7.6%
Grade 3	145	7.3%
Grade 4	146	7.3%
Grade 5	141	7.1%
Grade 6	139	7.0%
Grade 7	151	7.6%
Grade 8	156	7.8%
Grade 9	148	7.4%
Grade 10	153	7.7%
Grade 11	117	5.9%
Grade 12	99	5.0%

How the Federal Cap Works (cont.)

Of the **total 2,000 students enrolled** in a school district, approximately 1,030 will be enrolled in grades evaluated for AYP, Grades 3 – 8 and 10.

The school district tests all enrolled students in various subjects in Spring of each year. **AYP data tables** report the number of **students enrolled on the day of testing for the Reading and Mathematics test subjects in Grades 3 – 8 and 10.**

How the Federal Cap Works (cont.)

Students participating in Reading and Mathematics tests will be reported on AYP.

TEXAS EDUCATION AGENCY		Page 2 of 2
Adequate Yearly Progress District Data Table		
AYP Results		
District Name: SOMEWHERE ISD		
	All	
	Students	
Participation: Reading/ELA		
2009-10 Assessments		
Number Participating		
Total Students	1,000	
Participation Rate		
2008-09 Assessments		
Number Participating		
Total Students		
Participation Rate		
Average Two-Year		
Participation Rate		
Participation: Mathematics		
2009-10 Assessments		
Number Participating		
Total Students	1,030	

How the Federal Cap Works (cont.)

The **AYP Source Data Table** will continue to be provided to school districts to show AYP performance results **without the application of the federal 1% and 2% caps.**

The AYP full academic year (**accountability subset**) definition requires that AYP Performance results include students enrolled in Fall 2009 and tested in Spring 2010 in the same school district. For this reason, **fewer than 1,000 students are included in the AYP performance results.**

How the Federal Cap Works (cont.)

AYP Source Data Table: AYP Performance results are reported **without the application** of the federal caps for Reading and Mathematics.

Page 1 of 2

T E X A S E D U C A T I O N A G E N C Y
 Adequate Yearly Progress District Data Table
 2010 AYP Source Data Table
 (Does not apply the federal caps)

District Name: SOMEWHERE ISD

	All Students	Econ. Disadv.	Special Education
Performance: Reading/ELA			
2009-10 Assessments			
Met Standard	764	225	152
Number Tested	940	260	170
% Met Standard	81%	87%	89%
2008-09 Assessments			
Met Standard	697	214	149
Number Tested	955	261	177
% Met Standard	73%	81%	84%
Change 2009 to 2010	8	6	5
Performance: Mathematics			
2009-10 Assessments			
Met Standard	744	214	155
Number Tested	948	261	168
% Met Standard	78%	82%	92%

How the Federal Cap Works (cont.)

The AYP Federal Caps on Proficient results are:

District Participation Denominator x .01 = TAKS-Alt Limit

District Participation Denominator x .02 = TAKS-M Limit,

For the **Reading** Performance results,

School District SOMEWHERE ISD will have the following caps:

1% Federal Cap Limit = 1,000 x .01 = 10.0 = 10

2% Federal Cap Limit = 1,000 x .02 = 20.0 = 20

The **overall 3%** cap limit for Reading is the 1% limit plus the 2% limit, or $10 + 20 = \mathbf{30}$.

How the Federal Cap Works (cont.)

For the **Mathematics** Performance results,
School District SOMEWHERE ISD will have the following
caps:

$$1\% \text{ Federal Cap Limit} = 1,030 \times .01 = \mathbf{10.3}$$

$$2\% \text{ Federal Cap Limit} = 1,030 \times .02 = \mathbf{20.6}$$

Federal Cap Rounding Rules

The federal cap limit is rounded up to the next whole number
for any decimal value.

$$1\% \text{ Federal Cap Limit} = \mathbf{11}$$

$$2\% \text{ Federal Cap Limit} = \mathbf{21}$$

The **overall 3%** cap limit = $11 + 21 = \mathbf{32}$.

How the Federal Cap Works (cont.)

Assume the following test takers for the district:

Reading Assessments Grades 3 – 8 & 10

District Name: SOMEWHERE ISD		<u>Non-Special Ed Stds</u>		<u>Special Education Students</u>			
District Summary	All	TAKS	TAKS	TAKS-Accom	TAKS-M	TAKS-Alt	
Tests Taken	1,000	703	92	80	73	52	
Percent of Total		70%	9%	8%	7%	5%	
Campus List							
001	The High School	150	40	45	50	10	5
041	Our Middle School	450	356	19	15	30	30
103	My Elementary	200	153	13	7	25	2
105	North Elementary	200	154	15	8	8	15

How the Federal Cap Works (cont.)

The TAKS-M and TAKS-Alt results **exceed the federal limit.**

Reading Performance:
1% Federal Cap Limit = 10
2% Federal Cap Limit = 20

ISD	TAKS-M	TAKS-Alt
Total Met Std or TPM	24	14
Tests Taken	73	52

Campus List

Campus ID	Campus Name	Metric	TAKS-M	TAKS-Alt
001	The High School	Total Met Std or TPM	5	4
		Tests Taken	10	5
041	Our Middle School	Total Met Std or TPM	2	3
		Tests Taken	30	30
103	My Elementary	Total Met Std or TPM	15	2
		Tests Taken	25	2
105	North Elementary	Total Met Std or TPM	2	5
		Tests Taken	8	15

How the Federal Cap Works (cont.)

For proficient results to remain within the federal cap limits, **4 students taking TAKS-M and 4 students taking TAKS-Alt** must be reclassified to non-proficient for AYP purposes only.

Actual Assessment Results

District Name: SOMEWHERE ISD		TAKS-	TAKS-
		M	Alt
District Summary	Total Met Std or TPM	24	14
	Tests Taken	73	52

After Reclassification to Non-proficient:

District Name: SOMEWHERE ISD		TAKS-	TAKS-
		M	Alt
District Summary	Total Met Std or TPM	20	10
	Tests Taken	73	52

How the Federal Cap Works (cont.)

How do we select proficient results from TAKS-Alt?

- **1% cap on TAKS-Alternate Assessment Results**

By Random Assignment

Students are randomly selected up to the federal cap limit.

How the Federal Cap Works (cont.)

**** NEW for 2010 ****

1% Cap : Select students randomly from the available pool of TAKS-Alt proficient results:

First Step: select from among those students with test results that met the student passing standard;

Second Step: select from among those students with test results that Did Not Meet the student passing standard *but were on track to meet the standard.*

How the Federal Cap Works (cont.)

First Step: Select 10 students randomly from the available pool of TAKS-Alt proficient results:

Original TAKS-Alt Assessment Results

District Name: SOMEWHERE ISD	TAKS-Alt
District Summary	14
Total Met Std or Growth	52
Tests Taken	

TAKS-Alt Results

	<u>Student</u>	<u>Campus</u>	<u>Met Standard</u>	<u>Growth</u>
1	Student A	105	Y	-
2	Student B	001	Y	-
3	Student C	105	Y	-
4	Student D	041	Y	-
5	Student E	001	Y	-
6	Student F	105	Y	-
7	Student G	001	Y	-
8	Student H	041	Y	-
9	Student I	041	N	Y
10	Student J	105	N	Y
11	Student K	103	N	Y
12	Student L	001	N	Y
13	Student M	103	N	Y
14	Student N	105	N	Y

How the Federal Cap Works (cont.)

**** NEW for 2010 ****

Second Step: select from among those students with test results that Did Not Meet the student passing standard *but were on track to meet the standard.*

TAKS-Alt Results				
	Student	Campus	Met Standard	Growth
1	Student A	105	Y	-
2	Student B	001	Y	-
3	Student C	105	Y	-
4	Student D	041	Y	-
5	Student E	001	Y	-
6	Student F	105	Y	-
7	Student G	001	Y	-
8	Student H	041	Y	-
9	Student I	041	N	Y
10	Student J	105	N	Y
11	Student K	103	N	Y
12	Student L	001	N	Y
13	Student M	103	N	Y
14	Student N	105	N	Y

How the Federal Cap Works (cont.)

1% Cap: Select 10 students randomly from TAKS-Alt proficient results, and **use for campus, district, and state AYP calculations only.**

AYP Reading Results for TAKS-Alt After Reclassified to non-proficient:

District Name: SOMEWHERE ISD		TAKS-	TAKS-
District Summary	Number Selected	M	Alt
	Tests Taken	20	10
		73	52

How the Federal Cap Works (cont.)

How do we select proficient results from TAKS-M?

- **2% cap on TAKS-Modified Assessment Results**

Combination Method

Step 1: TEA prioritizes campuses **by grades served and proportion of students with disabilities enrolled**. School districts have the opportunity to review and/or modify the campus rankings.

Step 2: Student results are selected in order to **maximize the number of** campuses that Meet AYP beginning with the campuses assigned the highest priority.

How the Federal Cap Works (cont.)

2% Cap: TEA prioritizes campuses, School districts have the opportunity to review and/or modify.

May 19, 2010

The Texas Education Agency Security Environment **(TEASE) Accountability Website provides the prioritized list of campuses** for each school district.

Deadline: June 25, 2010

Districts may modify the sorting order and change the ranking of the campuses using any method they choose, and must either **provide a final campus ranking to TEA or allow the default ranking to be used.**

How the Federal Cap Works (cont.)

2% Cap: TEA prioritizes campuses.

TEA provides a list of campus rankings that districts may accept as the default campus ranking.

Default Campus Ranking lists are based on Fall 2009 PEIMS information for each campus. The lists are sorted by:

1st Sort: School Type (Secondary, Both, Middle, Elem.)

2nd Sort: Highest Grade Served on the Campus

3rd Sort: Percent of Students served by Special Education
of Total Enrolled on the campus

These values are found on the campus AEIS reports.

How the Federal Cap Works (cont.)

2% Cap: TEA provides a list of campus rankings based on **2009 Fall PEIMS data (reported on 2010 AEIS Reports).**

TEXAS EDUCATION AGENCY	
Academic Excellence Indicator System	
2009-10 Campus Profile	
District Name: SOMEWHERE ISD	Section II - Page 4
Campus Name: The High School	Total Students: 517
Campus #: 000000001	Grade Span: 09 - 12
	School Type: Secondary
ACTUAL OPERATING EXPENDITURE INFORMATION	
PROGRAM INFORMATION	
Student Enrollment by Program:	|-----Campus-----|
	Count Percent
Bilingual/ESL Education	
Career & Technology Education	
Gifted & Talented Education	
Special Education	26 5.0%

1st Sort Order

2nd Sort Order

3rd Sort Order

How the Federal Cap Works (cont.)

2% Cap: TEA provides a list of campus rankings to school districts via TEASE.

SAMPLE

2010 FEDERAL CAP CAMPUS PRIORITY LIST SCHOOL DISTRICT: <i>Somewhere ISD</i>						
Ranking	New Ranking	Campus Number	Campus Name	Campus Type	Highest Grade Enrolled 2009-10	Campus Pct Special Education Students Enrolled 2009-10
1		001	The High School	Secondary	12	5.0
2		041	Our Middle School	Middle	08	20.0
3		103	My Elementary	Elementary	05	10.0
4		105	North Elementary	Elementary	04	25.0

How the Federal Cap Works (cont.)

2% Cap: School districts have the **opportunity to review and/or modify their ranking to TEA.**

SAMPLE

2010 FEDERAL CAP CAMPUS PRIORITY LIST SCHOOL DISTRICT: <i>Somewhere ISD</i> RESORTED						
New Ranking	Old Ranking	Campus Number	Campus Name	Campus Type	Highest Grade Enrolled 2009-10	Campus Pct Special Education Students Enrolled 2009-10
1	1	001	The High School	Secondary	12	5.0
2	2	041	Our Middle School	Middle	08	20.0
3	4	105	North Elementary	Elementary	04	25.0
4	3	103	My Elementary	Elementary	05	10.0



How the Federal Cap Works (cont.)

2% Cap: *Reminders before Selecting Students.*

- ✓ *Step 1)* TEA prioritizes campuses **by grades served and proportion of students with disabilities enrolled**. School districts have the opportunity to review and/or modify the campus rankings.
- ✓ The TEASE Accountability Website application opened May 19th.

Step 2) Student results are selected in order to **maximize the number of campuses that Meet AYP** beginning with the campuses assigned the highest priority.

How the Federal Cap Works (cont.)

2% Cap: *Reminders before Selecting Students.*

The AYP process has already accounted for:

- 2010 AYP Calculation Criteria
- Performance Improvement/Safe Harbor requirements for the Other Measure,
- Texas Projection Measure (TPM) for TAKS, TAKS (Accommodated), and Linguistically Accommodated Testing (LAT) of TAKS,
- The Other Indicator

How the Federal Cap Works (cont.)

2% Cap: *Reminder before Selecting Students:*

2010 AYP Calculation Criteria

- 2010 AYP Performance Rate:

(Students who Met the Passing Standard +
Students *Projected* to meet the Standard)

Total Number of Students Tested

- Performance Rate is compared to the **2010 AYP Targets** of **73%** in Reading/English language Arts and **67%** in Mathematics.

How the Federal Cap Works (cont.)

2% Cap: *Reminder before Selecting Students:*

2010 AYP Calculation Criteria

- District and/or campus performance results for each student group are evaluated and all AYP calculation rules are applied.
- The rules include
 1. the application of the accountability subset,
 2. minimum size criteria for each student group,
 3. the ability for those student groups that do not meet the AYP performance standard to meet Performance Safe Harbor,
 4. the use of TPM for AYP evaluations.

How the Federal Cap Works (cont.)

2% Cap: *Reminder before Selecting Students:*

Performance Improvement/Safe Harbor requirements

- The Other Measure (Graduation Rate or Attendance Rate) is also evaluated based on 2010 AYP criteria:

For Attendance Rate

- 1) Meet the absolute standard for Other Indicator, or
- 2) Show any improvement on Other Indicator

How the Federal Cap Works (cont.)

**** New for 2010 ****

Performance Improvement/Safe Harbor requirements and the Other Indicator

- **Graduation Rate** (Based on a Statewide Graduation Rate Goal of 90%):
 - 1) Meet the 4-year Graduation Rate target of 75%, or
 - 2) Any of the following:
 - Safe Harbor Target of a 10% decrease in difference from Goal (**10% decline in the difference between the prior year rate and 90%**),
 - Improvement Target of 1.0 percentage points from the prior year 4-year Rate
 - 5-year Annual Graduation Rate Target of 80%

How the Federal Cap Works (cont.)

**** New for 2010 ****

Performance Improvement/Safe Harbor requirements and the Other Indicator

- Minimum Size Criteria for Graduation Rate for 2010 AYP is the Class of 2009 Total in Class (denominator) for each of the calculations.
 - 1) Meeting the 4-year Graduation Rate target of 75%, or
 - 2) Any of the following:
 - Safe Harbor Target of a 10% decrease in difference from Goal (10% decline in the difference between the prior year rate and 90%)
 - Improvement Target of 1.0 percentage points from the prior year 4-year Rate
 - 5-year Annual Graduation Rate Target of 80%

How the Federal Cap Works (cont.)

**** New for 2010 ****

Special Note regarding the Attendance Rate Performance Improvement/Safe Harbor minimum size requirements

In order to provide a consistent minimum size criteria for the Other Indicator in preparation for the 2012 AYP calculations, the minimum size criteria for Attendance Rate as the Other Measure for Performance Improvement/Safe Harbor has changed.

Minimum Size Criteria for Attendance Rate for 2010 AYP is based on the Attendance Rate for 2008-09, Days in Membership (denominator) only for

1) meeting the standard, or 2) improvement.

Please see the 2010 AYP Guide for more information.

How the Federal Cap Works (cont.)

2% Cap: *Reminder before Selecting Students:*

Performance Improvement/Safe Harbor requirements

CALCULATION

2010 AYP Proficiency Rate:	MINUS	2009 AYP Proficiency Rate:	=	CHANGE:
Students who Met the Passing Standard (subject to the 1% and 2% caps)		Students who Met the Passing Standard (subject to the 1% and 2% caps)		Must meet the 10 percent decrease from the prior year in percentage of students counted as not Proficient.
<hr/>		<hr/>		
Total Number of Students Tested		Total Number of Students Tested		

How the Federal Cap Works (cont.)

2% Cap: *Reminder before Selecting Students:*

Determining Number of Students Needed for 2010 AYP

- Participation Rate calculations are not affected.
- Performance Rate:

Three steps for AYP Performance calculation:

1. AYP Proficiency Rate (without Growth)
2. Performance Improvement/Safe Harbor (without Growth)
3. AYP Performance Rate with Growth.

How the Federal Cap Works (cont.)

2% Cap: *Reminder before Selecting Students:*

Determining Number of Students Needed for 2010 AYP

- For districts and/or campuses that may use Performance Safe Harbor or Performance with TPM, the **final number of students needed** for the subject to meet AYP is the **smallest** of:
 - the number needed to meet the standard, **OR**
 - the number needed to meet the Performance Safe Harbor (*without TPM*), **OR**
 - the number needed to meet the standard *with Growth (with TPM)*

How the Federal Cap Works (cont.)

2% Cap: *Reminder before Selecting Students:*

Determining Number of Students Needed for 2010 AYP

For example, a campus may need:

- a) **Five** TAKS-M passers to be considered Proficient in order to meet the AYP Proficient Rate (AYP Target of 73% in Reading).
 - b) **Two** TAKS-M passers to be considered Proficient in order to meet the Performance Safe Harbor calculation.
 - c) **One** TAKS-M passer to be considered Proficient in order to meet the AYP Performance Rate, including TPM (AYP Target of 73% in Reading).
- Only **one** student is selected for this campus - the smallest of the number needed to Meet AYP.

How the Federal Cap Works (cont.)

2% Cap: Reminders before Selecting Students:

Campus Ranking and Scenario Results used for the 2% Federal Cap

TEXAS EDUCATION AGENCY
SOMEWHERE ISD

District Final Campus Ranking	District/ Campus Number	District/ Campus Name	Reading: If all TAKS-M passers assigned non-proficient (failing)	If missed, number of students needed for Reading to meet AYP (by student group)+	Reading: If all TAKS-M passers assigned proficient (passing)
-	999999	Somewhere ISD	Meets	0-0-0-0-0-0-0	Meets
1	999999001	The High School	Missed	4-0-0-0-4-1-0	Meets
2	999999041	Our Middle School	Meets	0-0-0-0-0-0-0	Meets
3	999999105	North Elementary	Missed	13-0-0-0-10-0-0	Missed
4	999999103	My Elementary	Meets	0-0-0-0-0-0-0	Meets

See *Explanation of Campus Ranking and Scenario Results* for clarification about these lists.

How the Federal Cap Works (cont.)

2% Cap: Student results are selected in order to maximize the number of campuses that Meet AYP beginning with the campuses assigned the highest priority.

The **steps to select proficient results from the pool of TAKS-M** proficient Reading tests include:

1. Begin with the campus ranked with the highest priority.
2. Determine the number and type of students needed to Meet AYP in Reading.
3. Select proficient results for only the number needed to Meet AYP in Reading for AYP Data Table results.
4. Continue with the campus ranked 2nd in priority.

Final Step 5: After all campuses are completed, select remaining students to help the district Meet AYP up to the federal cap. 51

How the Federal Cap Works (cont.)

2% Cap, Selection Step 1:

Begin with the **campus ranked with the highest priority**, in this example, The High School.

TEXAS EDUCATION AGENCY			Page 1 of 2
Adequate Yearly Progress Campus Data Table			
AYP Results			
THE HIGH SCHOOL (000000001) SOMEWHERE ISD			
	All Students	Special Education	
Performance: Reading/ELA			
2009-10 Assessments			
Met Standard	61	54	
Number Tested	105	92	
% Met Standard	58%	59%	

How the Federal Cap Works (cont.)

2% Cap, Selection Step 2: Determine the number and type of students needed to Meet AYP.

Page 1 of 2

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
AYP Results

THE HIGH SCHOOL (000000001) SOMEWHERE ISD

	All Students	Special Education
Performance: Reading/ELA		
2009-10 Assessments		
Met Standard	61	54
Number Tested	105	92
% Met Standard	58%	59%
2008-09 Assessments		
Met Standard	68	38
Number Tested	117	68
% Met Standard	58%	56%
Change 2009 to 2010	0	3
Improvement Required	4	4
<i>Number of Students Needed for Reading:</i>		
<i>1 Special Education student</i>		
<i>4 Total students</i>		

How the Federal Cap Works (cont.)

2% Cap, Selection Step 2: Determine the number and type of students needed to Meet AYP for all Student Groups.

Page 1 of 2

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
AYP Results

THE HIGH SCHOOL (000000001) SOMEWHERE ISD

	All Students	Econ. Disadv.	Special Education
Performance: Reading/ELA			
2009-10 Assessments			
Met Standard	61	55	54
Number Tested	105	103	92
% Met Standard	58%	53%	59%
2008-09 Assessments			
Met Standard	68	53	38
Number Tested	117	102	68
% Met Standard	58%	52%	56%
Change 2009 to 2010	0	1	3
Improvement Required	4	5	4

Number of Students Needed for Reading:

4 Economically Disadvantaged students

1 Special Education student

4 Total students

How the Federal Cap Works (cont.)

**** NEW for 2010 ****

The Selection process also includes a **review of the AYP Performance Rate including TPM.**

(Includes students who did not meet the passing standard but were projected to meet the standard on TAKS-M by TPM).

T E X A S E D U C A T I O N A G E N C Y			Page 1 of 2
Adequate Yearly Progress Campus Data Table			
AYP Results			
THE HIGH SCHOOL (000000001) SOMEWHERE ISD			
	All Students	Special Education	
Performance: Reading/ELA			
2009 -10 AYP Proficiency Rate including the Texas Projection Measure (TPM)			
Met Standard or TPM	65	56	
Number Tested	105	92	
% Met Standard or TPM	62%	61%	

How the Federal Cap Works (cont.)

**** NEW for 2010 ****

The Selection process also includes a **review of the AYP Performance Rate including TPM.**

(Includes students who did not meet the passing standard but were projected to meet the standard on TAKS-M by TPM).

TEXAS EDUCATION AGENCY			Page 1 of 2
Adequate Yearly Progress Campus Data Table			
AYP Results			
THE HIGH SCHOOL (000000001) SOMEWHERE ISD	12 Students Needed to Meet AYP		
Performance: Reading/ELA	All Students	Special Education	
2009 -10 AYP Proficiency Rate including the Texas Projection Measure (TPM)			
Met Standard or TPM	65	56	
Number Tested	105	92	
% Met Standard or TPM	62%	61%	

How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

Select only students needed to Meet AYP in Reading from the available pool of TAKS-M proficient results:

Original TAKS-M Assessment Results				
District Name: SOMEWHERE				
ISD		TAKS-M		
District Summary	Total Met Std or TPM	24		
	Tests Taken	73		

TAKS-M Results			Other Criteria	
Student	Campus	Met Std or TPM	Economically Disadvantaged	Ethnicity
1 Student A	001	Y	Yes	Asian
2 Student B	001	Y	Yes	African American
3 Student C	001	Y	Yes	White
4 Student D	001	Y	Yes	American Indian
5 Student E	001	Y	No	Hispanic
6 Student F	041	Y		
7 Student G	041	Y		
8 Student H	105	Y		
9 Student I	105	Y		
10 Student J	103	Y		
⋮	⋮	⋮		
24 Student X	103	Y		

Sorted by Priority Campus

and student criteria that help Meet AYP

How the Federal Cap Works (cont.)

**** NEW for 2010 ****

Additional Sort: by Met Passing Standard (Yes) followed by Did not meet Passing Standard but projected to meet by TPM.

	<u>Student</u>	<u>Campus</u>	<u>Met Standard</u>	<u>TPM?</u>
1	Student A	001	Y	-
2	Student B	001	Y	-
3	Student C	001	Y	-
4	Student D	001	Y	-
5	Student E	001	N	Y
6	Student F	041	Y	.
7	Student G	041	Y	.
8	Student H	105	Y	.
9	Student I	105	Y	.
10	Student J	103	Y	.
	⋮	⋮	⋮	⋮
24	Student X	103	Y	.

**Additional Sort:
by Met Standard**

Or

**Did Not Meet
Standard—
projected to meet
by TPM**

How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

Select only **students needed to Meet AYP** in Reading:

TAKS-M Results			Other Criteria		
	<u>Student</u>	<u>Campus</u>	<u>Met Std or TPM</u>	<u>Economically Disadvantaged</u>	<u>Ethnicity</u>
1	Student A	001	Y	Yes	Asian
2	Student B	001	Y	Yes	African American
3	Student C	001	Y	Yes	White
4	Student D	001	Y	Yes	American Indian
5	Student E	001	Y	No	Hispanic
6	Student F	041	Y	.	.
7	Student G	041	Y	.	.
8	Student H	105	Y	.	.
9	Student I	105	Y	.	.

Only 4 students are selected for Campus 001, ...

... and selected students contribute to other AYP student groups⁹

How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

Select only students needed to Meet AYP in Reading:

TAKS-M Results			Other Criteria		
	Student	Campus	Met Std or TPM	Economically Disadvantaged	Ethnicity
1	Student A	001	Y	Yes	Asian
2	Student B	001	Y	Yes	African American
3	Student C	001	Y	Yes	White
4	Student D	001	Y	Yes	American Indian
5	Student E	001	Y	No	Hispanic
6	Student F	041	Y	.	.
7	Student G	041	Y	.	.
8	Student H	105	Y	.	.
9	Student I	105			

Some students will not be selected and may be listed as “Exceeders” on AYP Student Lists

How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

Select only students needed to Meet AYP in Reading, and update AYP Data Table results.

THE HIGH SCHOOL (000000001) SOMEWHERE ISD			
	All Students	Econ. Disadv.	Special Education
Performance: Reading/ELA			
2009-10 Assessments			
Met Standard	65	59	55
Number Tested	105	103	92
% Met Standard	62%	57%	60%
2008-09 Assessments			
Met Standard	68	53	38
Number Tested	117	102	68
% Met Standard	58%	52%	56%
Change 2009 to 2010	4	5	4
Improvement Required	4	5	4

Meets AYP in Reading

How the Federal Cap Works (cont.)

2% Cap, Proceed with the next campus, Selection Step 1:
The campus ranked 2nd in priority in this example is Our Middle School.

TEXAS EDUCATION AGENCY				Page 1 of 2
Adequate Yearly Progress Campus Data Table				
AYP Results				
OUR MIDDLE SCHOOL (000000041) SOMEWHERE ISD				
	All Students	Econ. Disadv.	Special Education	
Performance: Reading/ELA				
2009-10 Assessments				
Met Standard	383	106	71	
Number Tested	438	138	89	
% Met Standard	87%	77%	80%	

How the Federal Cap Works (cont.)

2% Cap, Selection Step 2:

Determine the number of students needed to Meet AYP in Reading.

Our Middle School, already **Meets AYP in Reading.**

Page 1 of 2

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
AYP Results

OUR MIDDLE SCHOOL (000000041) SOMEWHERE ISD

	All Students	Econ. Disadv.	Special Education
Performance: Reading/ELA			
2009-10 Assessments			
Met Standard	383	106	71
Number Tested	438	138	89
% Met Standard	87%	77%	80%

Meets AYP in Reading

How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

Select only students needed to Meet AYP, however, **no students are needed** from Our Middle School.

TAKS-M Results			Other Criteria		
	<u>Student</u>	<u>Campus</u>	<u>Met Std or TPM</u>	<u>Economically Disadvantaged</u>	<u>Ethnicity</u>
1	Student A	001	Y	Yes	Asian
2	Student B	001	Y	Yes	African American
3	Student C	001	Y	Yes	White
4	Student D	001	Y	Yes	American Indian
5	Student E	001	Y	No	Hispanic
6	Student F	041	Y	.	.
7	Student G	041	Y	.	.
8	Student H	105	Y	.	.
9	<p>No students selected from this campus, and students <u>may</u> be listed as “Exceeders” on AYP Student Lists</p>				

How the Federal Cap Works (cont.)

2% Cap, Proceed with the next campus, Selection Step 1:
The campus ranked 3rd in priority in this example is North Elementary.

Page 1 of 2

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
AYP Results

NORTH ELEMENTARY (000000105) SOMEWHERE ISD

	All Students	Econ. Disadv.	Special Education
Performance: Reading/ELA			
2009-10 Assessments			
Met Standard	95	61	28
Number Tested	175	119	42
% Met Standard	54%	51%	67%

How the Federal Cap Works (cont.)

2% Cap, Selection Step 2:

Determine the number and type of students needed to Meet AYP in Reading for North Elementary.

Performance: Reading/ELA	All Students	Econ. Disadv.	Special Education
2009-10 Assessments Met Standard	95	61	28
Number Tested	175	119	42
	54%	51%	67%
	68	53	32
	117	102	51
	58%	52%	63%
	-4	-1	4
	4	5	

This campus needs 13 students in order to Meet AYP in Reading...

*Number of Students Needed for Reading:
7 Economically Disadvantaged students
13 Total students*

How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

Select only students needed to Meet AYP in Reading:

TAKS-M Results			Other Criteria		
	<u>Student</u>	<u>Campus</u>	<u>Met Std or TPM</u>	<u>Economically Disadvantaged</u>	<u>Ethnicity</u>
1	Student A	001	Y	Yes	Asian
2	Student B	001	Y	Yes	African American
3	Student C	...	...	...	White
4	Student D	...	...	...	...
5	Student E	...	...	...	...
6	Student F	041	Y	.	.
7	Student G	041	Y	.	.
8	Student H	105	Y	.	.
9	Student I	105	Y	.	.
10	Student J	103	Y	.	.
	⋮	⋮	⋮	⋮	⋮
24	Student X	103	Y	.	.

Only 2 students are included in the TAKS-M pool of proficient results...



How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

There are not enough students to Meet AYP in Reading; **no students are selected** from North Elementary.

TAKS-M Results			<u>Other Criteria</u>		
	<u>Student</u>	<u>Campus</u>	<u>Met Std or TPM</u>	<u>Economically Disadvantaged</u>	<u>Ethnicity</u>
1	Student A	001	Y	Yes	Asian
2	Student B	001	Y	Yes	African American
3	Student C	001	Y	Yes	White
4	Student D	001	Y	Yes	American Indian
5	Student E	001	Y	No	Hispanic
6	Student F	041	Y	.	.
7	Student G	041	Y	.	.
8	Student H	105	Y	.	.
9	Student I	105	Y	.	.
10	Student J	103	Y	.	.
	⋮				
24	Student X				

... therefore, no students selected from this campus, and students may be listed as “Exceeders” on AYP Student Lists

How the Federal Cap Works (cont.)

2% Cap, There are no students selected for North Elementary, therefore the campus Missed AYP.

Page 1 of 2

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
AYP Results

NORTH ELEMENTARY (000000105) SOMEWHERE ISD

	All Students	Econ. Disadv.	Special Education
Performance: Reading/ELA			
2009-10 Assessments			
Met Standard	95	61	28
Number Tested	175	119	42
% Met Standard	54%	51%	67%

Missed AYP in Reading

How the Federal Cap Works (cont.)

2% Cap, Last Campus, Selection Step 1, 2 & 3:
Campus ranked **4th** in priority,
Meets AYP and **no students are needed.**

Page 1 of 2

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
AYP Results

MY ELEMENTARY (000000103) SOMEWHERE ISD

	All Students	Econ. Disadv.	Special Education
Performance: Reading/ELA			
2009-10 Assessments			
Met Standard	160	141	34
Number Tested	180	161	42
% Met Standard	89%	89%	81%

Meets AYP in Reading

How the Federal Cap Works (cont.)

**2% Cap, Last Campus, Selection Step 1, 2 & 3:
No students selected.**

TAKS-M Results			Other Criteria		
	<u>Student</u>	<u>Campus</u>	<u>Met Std or TPM</u>	<u>Economically Disadvantaged</u>	<u>Ethnicity</u>
1	Student A	001	Y	Yes	Asian
2	Student B	001	Y	Yes	African American
3	Student C	001	Y	Yes	White
4	Student D	001	Y	Yes	American Indian
5	Student E	001	Y	No	Hispanic
6	Student F	041	Y	.	.
7	Student G	041	Y	.	.
8	Student H	105	Y	.	.
9	Student I	105	Y	.	.
10	Student J	103	.	.	.
	⋮	⋮	.	.	.
	⋮	⋮	.	.	.

**No students selected from the last
Campus listed in the Ranking**

How the Federal Cap Works (cont.)

2% Cap, Final Step 5:

After all campuses are completed, **select remaining students to help the district Meet AYP** up to the federal cap.

Additional processing is conducted to ensure that:

- As many students available in the pool of TAKS-M results are selected in up to the federal cap limit.
- The number and type of students needed for the school district to Meet AYP in Reading are considered.
- Additional students selected will be counted proficient in campus, district, and state AYP Data Table results.

How the Federal Cap Works (cont.)

2% Cap, Final Step 5:

After all campuses are completed, select remaining students to **help the district Meet AYP** up to the federal cap.

	<u>Student</u>	<u>Campus</u>	<u>Met Std or TPM</u>	<u>Economically Disadvantaged</u>	<u>Ethnicity</u>
1	Student A	001	Y	Yes	Asian
2	Student B	001	Y	Yes	African American
3	Student C	001	Y	Yes	White
4	Student D	001	Y	Yes	American Indian
5	Student E	001	Y	No	Hispanic
6	Student F	041	Y	.	.
7	Student G	041	Y	.	.
8	Student H	105	Y	.	.
9	Student I	105	Y		
10	Student J	103	Y		
	⋮	⋮	⋮		

How the Federal Cap Works (cont.)

2% Cap, Final Step 5: Determine the number and type of students needed for the school district to Meet AYP in Reading. No students are needed.

Page 1 of 2

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

District Name: SOMEWHERE ISD

	All Students	Econ. Disadv.	Special Education
Performance: Reading/ELA 2009-10 Assessments			
Met Standard	740	221	128
Number Tested	940	260	170
% Met Standard	79%	85%	75%

Meets AYP in Reading

How the Federal Cap Works (cont.)

2% Cap, Final Step 5:
Remaining students are selected randomly from the *unselected* students.

FINAL LIST OF STUDENTS SELECTED

	<u>Student</u>	<u>Campus</u>	<u>Met State or TPM</u>		
1	Student A	001	Y		
2	Student B	001	Y		
3	Student C	001	Y	Yes	White
4	Student D	001	Y	Yes	American Indian
5	Student T	-	Y	No	Hispanic
6	Student F	-	Y	.	.
7	Student S	-	Y	.	.
8	Student N	-	Y	.	.
9	Student E	-	Y		
10	Student K	-	Y		
	⋮	⋮	⋮		
20	⋮	⋮	⋮		

Random selection of 16 more students from campuses that Meet AYP or will never Meet AYP.



How the Federal Cap Works (cont.)

2% Cap, Final Step 5:

A final summary of the proficient student results selected:

District Name: SOMEWHERE ISD

Summary of TAKS-M Students Selected from each Campus

001	The High School	4
041	Our Middle School	0
103	My Elementary	0
	<i>Students selected randomly</i>	16
	2% Federal Cap Limit =	20

How the Federal Cap Works (cont.)

2% Cap Final results.

After the selection all student results in the 2% cap for TAKS-M (20 students), the **AYP campus, district, and state Data Tables** are calculated using the reclassified results.

AYP Reading Results for TAKS-M After Reclassified to Non-proficient:

District Name: SOMEWHERE ISD		TAKS-M	TAKS-Alt
District Summary	Number Selected	20	10
	Tests Taken	73	52

How the Federal Cap Works (cont.)

2% Cap: Determining your Campus Ranking requires an estimate of your TAKS-M scenarios.

1. Combine all assessments used for AYP by subject.
2. Identify the 1% TAKS-Alt limit and determine the number that will be counted proficient for AYP.
3. Estimate Scenario #1: All TAKS-M results counted as failing.
4. Estimate Scenario # 2: All TAKS-M results counted as passing.
5. Identify the campuses that need TAKS-M proficient results in order to Meet AYP.

How the Federal Cap Works (cont.)

Additional considerations related to the 1% and 2% Federal Caps on 2010 AYP

- Appeals to the campus ranking or 2010 federal cap process will not be considered.
- Districts cannot exceed the 1% cap for TAKS-Alt. However, if they do not fully use the 1% cap, then districts can exceed the 2% cap (up to 3%).
- School districts may not Meet AYP after the federal cap process since priority is given to the campuses meeting AYP.
- Campuses given a higher priority for the selection of students may require all available proficient student results.

How the Federal Cap Works (cont.)

Exceptions to the 1% Federal Cap on TAKS-Alt for 2010 AYP

- Exceptions to the 1% cap on TAKS-Alt proficient results will be automatically applied for school districts registered with the TEA Special Education Residential Facilities Tracking System (RF Tracker).
- Exceptions to the 1% cap for school districts with Regional Day School Programs for the Deaf will be automatically applied.
- Exceptions to the 1% cap for Other Circumstances will continue to be considered during the 2010 AYP Appeal period.
- Federal regulations do not permit exceptions to the 2% cap.

Accountability Resources

- For more information on the 1% and 2% federal cap, see the 2009 AYP Guide, at www.tea.state.tx.us/ayp, specifically:
 - Section III: Federal Cap on alternate assessments (pgs 40-47)
 - Appendix C: Sample District Federal Cap Calculations (pg 117), and
 - Appendix D: How to Calculate the 1% and 2% Federal Cap Limits (pgs 134-136).
- Email the Division of Performance Reporting at performance.reporting@tea.state.tx.us.
- Phone the Division of Performance Reporting at (512) 463-9704.