

## Appendix C – Comparison of State and Federal Systems

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In addition to the state accountability system, which is mandated by the Texas legislature, there is also a federal system of public school accountability. Although the state system has been in place since 1993, the accountability provisions in the federal No Child Left Behind (NCLB) Act were first applied to the Texas public schools in 2003. Campuses, districts, and the state were evaluated for Adequate Yearly Progress (AYP) for the first time in 2003.

The purpose of this appendix is to provide details comparing the state accountability system to the federal (AYP) system. Though there are some similarities and elements in common between the two, there are significant differences. For complete details about the federal system, see the *AYP Guide*. The *Guide* as well as other information about AYP can be found at the AYP website at <http://www.tea.state.tx.us/ayp/>.

### COMPARISON

The following tables provide comparisons of the state and federal systems. *Table 24* contains a side-by-side comparison of the indicators, restrictions, requirements, and source data for both systems.

*Table 25* is a comparison by grade level. With this table, a campus can compare the use of various indicators by grade. For example, a grade 3-5 campus is evaluated in both the state and federal systems on TAKS reading and mathematics, although AYP evaluates more student groups for each of these indicators. In a grade 3-5 campus, the campus's AYP status also depends on attendance and participation indicators, while its state rating includes TAKS writing and science results.

**Table 24: 2011 Comparison of State and Federal Accountability (AYP) by Indicator**

	<b>State Accountability (Standard Procedures)</b>	<b>AYP</b>
<b>TAKS, including TAKS (Accommodated), TAKS Modified, and TAKS Alternate</b>		
Subjects & Standards	Reading/ELA* ..... <i>Exemplary</i> 90% / <i>Recognized</i> 80% / <i>Acceptable</i> 70% Mathematics* ..... <i>Exemplary</i> 90% / <i>Recognized</i> 80% / <i>Acceptable</i> 65% Writing ..... <i>Exemplary</i> 90% / <i>Recognized</i> 80% / <i>Acceptable</i> 70% Social Studies ..... <i>Exemplary</i> 90% / <i>Recognized</i> 80% / <i>Acceptable</i> 70% Science ..... <i>Exemplary</i> 90% / <i>Recognized</i> 80% / <i>Acceptable</i> 60% <i>All values rounded to the nearest whole number.</i> <i>*Includes cumulative pass rate for grades 5 and 8 in reading and mathematics.</i>	Reading/ELA* ..... <i>Meets AYP</i> 80% Mathematics* ..... <i>Meets AYP</i> 75%  <i>All values rounded to nearest whole number.</i> <i>* Includes cumulative pass rate for grades 5 and 8 in reading and mathematics.</i>
Grades	3–11 (English); 3–5 (Spanish)	3–8, and 10 (English); 3–5 (Spanish)
Student Groups**	All Students African American Hispanic White Economically Disadvantaged	All Students African American Hispanic White Economically Disadvantaged Special Education Limited English Proficient (LEP)
Minimum Size	All Students ..... Any (Special Analysis if small) Student Groups ..... 30/10%/50	All Students ..... Any (Special Analysis if small) Student Groups ..... 50/10%/200
Improvement	To <i>Acceptable</i> : Has enough gain to meet <i>Acceptable</i> standard in 2 years. To <i>Recognized</i> : At 74% – 79% and has gain to meet 80% standard in 2 years.	10% decrease in percent <i>not passing</i> AND the relevant other measure requirements for the student group.
Texas Projection Measure (TPM)	Does not apply in 2011.	Does not apply in 2011.
Mobility Adjustment	District and campus accountability subsets used.	District and campus accountability subsets used.
Pairing	Paired with feeder campus (or district).	Paired with feeder campus (or district) in certain conditions.
Federal Race/Ethnicity Provision	Non-Hispanic/Latino students who select both the Black/African American and White races will be distributed into either the African American or White student groups based on 2009-10 TAKS answer documents. If the recalculated student group performance results in a higher rating, the higher rating is assigned.	Same
<b>Other Assessments</b>		
TAKS LAT	N/A: Assessment not included for determining ratings.	Combined with other TAKS results by subject for Performance and Participation.

\*\* The new federal race and ethnicity definitions are used for the 2011 TAKS administrations, for both state and federal systems.

**Table 24: 2011 Comparison of State and Federal Accountability (AYP) by Indicator (continued)**

	State Accountability (Standard Procedures)	AYP
<b>ELL Progress Indicator</b>		
Assessments & Standards	<i>New indicator for 2011.</i> TAKS Reading/ELA and TELPAS Reading <i>Recognized &amp; Exemplary 60% meeting criteria</i>	<i>No separate indicator.</i> TELPAS Reading results for ELL students are combined with TAKS results for Performance and Participation.
Grades	Grades 3-11	
Student Groups	All ELL Students, regardless of race or ethnicity	
Minimum Size	At least 30 students	
Improvement	To be <i>Recognized</i> or <i>Exemplary</i> , must have enough gain to meet 60% standard in 2 years.	
Mobility Adjustment	District and campus accountability subsets used.	
Pairing	Paired with feeder campus (or district).	
<b>Commended Performance</b>		
Assessments & Standards	<i>New indicator for 2011.</i> TAKS Reading/ELA* ..... <i>Exemplary 25% / Recognized 15%</i> Mathematics* ..... <i>Exemplary 25% / Recognized 15%</i> <i>All values rounded to the nearest whole number.</i> <i>*Includes cumulative Commended rate for grades 5 and 8.</i>	N/A
Grades	Grades 3-11	
Student Groups	All Students, Economically Disadvantaged	
Minimum Size	At least 30 students	
Improvement	No Improvement Feature available	
Mobility Adjustment	District and campus accountability subsets used.	
Pairing	Paired with feeder campus (or district).	
<b>Additional Assessment Features</b>		
Exceptions to the Standard	Up to 4 TAKS/ELL Progress Indicator exceptions allowed to move to <i>Acceptable</i> or <i>Recognized</i> . One exception allowed to move to <i>Exemplary</i> . Number of assessment measures evaluated, minimum performance floors, and prior use determine eligibility. Exceptions not available for Commended Performance.	N/A
Cap on Alternate Assessments	N/A	Cap on number of students counted as <i>proficient</i> on TAKS-Alt and TAKS-M.

**Table 24: 2011 Comparison of State and Federal Accountability (AYP) by Indicator (continued)**

Attendance Rate		
Standard	N/A: Used only for Gold Performance Acknowledgment	Meets AYP ..... 90.0% "Other Measure" for elementary and middle schools. All values rounded to nearest one-tenth of a percent.
Student Groups**		All Students only
Minimum Size		All Students ... 7,200 (40 students x 180 days) Student Groups* ..... 50/10%/200 * Student groups used only for performance gain.
Improvement		At least 0.1% improvement.
Annual Dropout Rate (grades 7 8)		
Standards	Grades 7-8... <i>Exemplary, Recognized, &amp; Acceptable</i> ..... ≤ 1.6% All values rounded to one-tenth.	N/A: Indicator not evaluated.
Student Groups**	All Students, African American, Hispanic, White, Economically Disadvantaged	
Minimum Size	All Students ..... At least 5 dropouts and 10 in denominator Student Groups ..... At least 5 dropouts and 30/10%/50 in denominator	
Improvement	<ul style="list-style-type: none"> <li>To <i>Acceptable, Recognized or Exemplary</i> : If rate has declined enough to meet the 1.6% standard in 2 years.</li> <li>Minimum Size (All Students and groups): At least 10 in prior year.</li> </ul>	
Middle School w/o dropout rate	N/A: Indicator not evaluated.	

\*\* The Attendance Rate student groups evaluated for Gold Performance Acknowledgment and AYP use the new federal definitions for race and ethnicity. The new federal race and ethnicity definitions are also used for the Annual Dropout Rate indicator.

**Table 24: 2011 Comparison of State and Federal Accountability (AYP) by Indicator (continued)**

	State Accountability (Standard Procedures)	AYP
<b>Completion Rate (grades 9-12)</b>		
Standards	Graduates+Continuers • Exemplary ..... 95.0% • Recognized ..... 85.0% • Acceptable ..... 75.0% All values rounded to nearest one-tenth of a percent.	Graduates only ..... 75.0% (statewide goal 90%) "Other Measure" for high schools and districts. All values rounded to nearest one-tenth of a percent.
Student Groups**	All Students, African American, Hispanic, White, Economically Disadvantaged	All Students only
Minimum Size	All Students ..... At least 5 dropouts and 10 in denominator Student Groups ..... At least 5 dropouts and 30/10%/50 in denominator	All Students ..... At least 40 in denominator Student Groups* ..... 50/10%/200 * Student groups used only for safe harbor.
Improvement	• To Acceptable: Has enough gain to meet 75.0% standard in 2 years • To Recognized: 75.0% - 84.9% and has enough gain to meet 85.0% standard in 2 yrs  Minimum Size (All Students and groups): At least 10 in prior year	• 4-year Graduation Rate alternatives: o Safe Harbor Target – a 10.0% decrease in difference between the prior 4-year graduation rate and the 90.0% statewide goal. o Improvement Target – a 1.0% increase from the prior year 4-year graduation rate. • 80% 5-year Graduation Rate.
High School w/o completion rate	N/A: Indicator not evaluated.	N/A: Indicator not evaluated.
<b>Participation Rate: Reading/ELA &amp; Mathematics</b>		
Standard	N/A: Indicator not evaluated. Monitoring interventions may occur with excessive absences.	Tested at campus/district ..... 95% All values rounded to nearest whole number.
Student Groups**		All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient (LEP)
Minimum Size		All Students ..... At least 40 in denominator Student Groups ..... 50/10%/200
<b>Other Campus and District Situations</b>		
Registered Alternative Education Campuses	Rated under Alternative Education Accountability (AEA) Procedures.	Evaluated under same criteria as regular campuses.
Charter Operators	Evaluated under same criteria as regular districts.* * Charter Operators may be rated under AEA Procedures.	Evaluated under same criteria as regular districts.
Charter Schools	Evaluated under same criteria as regular campuses. (Charter schools are not paired.)	Evaluated under same criteria as regular campuses.
New Campuses	All campuses (established or new) are rated.	New campuses are not evaluated.
Additional District Requirements	• Must have no Unacceptable campuses to be Exemplary or Recognized. • Must meet Underreported Student standards to be Exemplary or Recognized.	No additional district requirements.

\*\* The former race and ethnicity definitions are used for the completion indicators.

**Table 25: 2011 Grade Level Comparison of State (Standard Procedures) and Federal Accountability**

		†Reading ELA	†Math	Writing	Social Studies	Science	**HS Completion	Annual Dropout	Attendance	Participation	
										Read/ELA	Math
Grade 1‡	All Students								AYP		
	AA/H/W/ED*										
	Special Ed & LEP										
Grade 2‡	All Students								AYP		
	AA/H/W/ED*										
	Special Ed & LEP										
Grade 3	All Students	AYP/State	AYP/State						AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State							AYP	AYP
	Special Ed & LEP	AYP	AYP							AYP	AYP
Grade 4	All Students	AYP/State	AYP/State	State					AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State	State						AYP	AYP
	Special Ed & LEP	AYP	AYP							AYP	AYP
Grade 5	All Students	AYP/State	AYP/State			State			AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State			State				AYP	AYP
	Special Ed & LEP	AYP	AYP							AYP	AYP
Grade 6	All Students	AYP/State	AYP/State						AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State							AYP	AYP
	Special Ed & LEP	AYP	AYP							AYP	AYP
Grade 7	All Students	AYP/State	AYP/State	State				State	AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State	State				State		AYP	AYP
	Special Ed & LEP	AYP	AYP							AYP	AYP
Grade 8	All Students	AYP/State	AYP/State		State	State		State	AYP	AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State		State	State		State		AYP	AYP
	Special Ed & LEP	AYP	AYP							AYP	AYP
Grade 9	All Students	State	State				AYP/State				
	AA/H/W/ED*	State	State				State				
	Special Ed & LEP										
Grade 10	All Students	AYP/State	AYP/State		State	State	AYP/State			AYP	AYP
	AA/H/W/ED*	AYP/State	AYP/State		State	State	State			AYP	AYP
	Special Ed & LEP	AYP	AYP							AYP	AYP
Grade 11	All Students	State	State		State	State	AYP/State				
	AA/H/W/ED*	State	State		State	State	State				
	Special Ed & LEP										
Grade 12‡	All Students						AYP/State				
	AA/H/W/ED*						State				
	Special Ed & LEP										

\* AA/H/W/ED refers to the student groups African American, Hispanic, White, and Economically Disadvantaged. Note that new federal definitions are used for assessments and dropouts in 2011.

\*\* High School Completion is defined differently for AYP: Under AYP, only the *Graduates* component of the longitudinal Completion Rate is used, including 4-year and 5-year diploma recipients.

‡ Schools are paired when they do not have grades tested. The use of paired data differs between the two systems.

† Minimum size for student groups in AYP is 50/10%/200; for state accountability it is 30/10%/50. Also, AYP includes all LAT results for reading/ELA and math while state accountability does not.