

Key Dates Related to the 2004 AYP Process

- April 1, 2004** **AYP Proposal Submitted**
Proposed changes to the 2004 calculation of Adequate Yearly Progress for Texas submitted by the Commissioner of Education to the United States Department of Education (USDE).
- July 29, 2004** **AYP Plan Approved**
USDE approved the Texas Consolidated State Application Accountability Workbook (Texas AYP Plan) for 2004.
- August 13, 2004** **School Improvement Notification**
Districts and campuses that were in Title I School Improvement in 2003-04, and those that missed 2003 AYP and could be subject to Title I School Improvement if they miss 2004 AYP for the same measure, were notified and provided guidance.
- September 24, 2004** **AYP Guide Released**
The Texas Education Agency (TEA) posts the 2004 AYP Guide on the TEA website.
- September 27, 2004** **Release of 2004 Confidential Preliminary Unmasked Data Tables (without AYP Status Labels) for Campuses Facing Title I School Improvement Requirements**
TEA transmits 2004 confidential preliminary unmasked data tables for campuses subject to Title I School Improvement based on their preliminary 2004 AYP results.
- October 21, 2004** **Accountability Secure Website**
Districts received instructions for requesting access to a Texas Education Agency Secure Environment (TEASE) that will be used to transmit AYP confidential preliminary data tables and confidential student listings.
- November 15, 2004** **Release of 2004 Confidential Preliminary Unmasked Data Tables (without AYP Status Labels)**
TEA provided 2004 AYP confidential preliminary unmasked data tables to school districts on TEASE for Title I and non-Title I districts and campuses, alternative education campuses, and open-enrollment charter schools.
- December 17, 2004** **Appeals Deadline**
Appeals of district and campus preliminary 2004 AYP Status must have been submitted in writing under the signature of the superintendent and postmarked by Friday, December 17, 2004.
- February 23, 2005** **2004 AYP Status to School Districts**
TEA provides the 2004 AYP masked data tables with final AYP Status designations to districts on TEASE.
- February 24, 2005** **Final 2004 AYP Status (12:00 noon release)**
TEA releases final 2004 AYP masked data tables with final AYP Status electronically on public website.
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Background Information for Key Dates for 2004 AYP Process

Release of 2004 Adequate Yearly Progress (AYP) Status

- **Revisions to state plan required:** States were required by the United States Department of Education (USDE) to revise the AYP plans approved in 2003 to implement new requirements related to use of alternative assessment results for students with disabilities in the AYP indicators. Under the USDE calendar, proposals were to be submitted by April 1, 2004, for approval by May 1, 2004. Final federal regulations were published in the Federal Register December 2003. Additional policy guidance regarding the state proposals was released by USDE February 24, March 9, and March 29, 2004.
- **SDAA unique to Texas:** The Texas Education Agency (TEA) proposal for implementing new AYP regulations was submitted to the USDE April 1, 2004. Final USDE decisions were received on July 29, 2004. The lengthy negotiations resulted, in part, from the unique situation created by the State-Developed Alternative Assessment – no other state has an alternative assessment that is required by statute to measure growth against expectations established by the admission, review, and dismissal (ARD) committee.
- **Extended negotiations:** Originally, both the state accountability ratings and AYP status were planned for release on September 30. Extended negotiations between USDE and TEA delayed AYP by three months. Therefore, the release of AYP information will be later than last year and will not be aligned with the release of state accountability ratings.
- **Most critical decisions finalized last:** The most critical issues affecting the way student test scores will be counted in AYP were the last decisions to be finalized with the USDE. Because these decisions affect the initial stages of performance measure calculations, the AYP process could not begin until they were finalized.
- **Extensive redesign required:** Implementing a new accountability system (state or federal) involves developing, writing, testing, and documenting over 100 new computer programs; performing and checking complex calculations; and designing new guidelines, reports, and web sites to communicate the information to audiences ranging from technical staff in the school districts to the public.

AYP Appeals Before Release of 2004 AYP Status

Since the AYP criteria are substantially different and more complex than last year, districts will be allowed to review preliminary data generated by the new system and will have an opportunity to appeal those data before AYP status is released.

- **Measures new to districts:** Districts have never seen the performance measures that will be used to determine 2004 AYP status. Calculation of the AYP performance measures will be based on USDE decisions that require TEA to:
 - combine results across the following tests into a single measure:
 - Texas Assessment of Knowledge and Skills (TAKS)
 - State-Developed Alternative Assessment (SDAA)
 - Reading Proficiency Tests in English (RPTE)
 - Locally-Determined Alternative Assessments (LDAA)
 - count certain "passing" test scores as "failing" scores
 - combine results across grade 3-8 and 10, excluding results for grades 9 and 11 (because standards had to be set in 2002 before grades 9 and 11 were tested)
- **New rules implemented through appeals:** Some USDE decisions cannot be implemented in 2004 because of the late date of the decisions or because the relevant data are not currently available to TEA. The appeals process provides the only mechanism to implement the following USDE decisions.
 - Exceptions to the 1% cap on use of alternative assessment results in the performance rates
 - Exceptions to the 95% participation rate standard for students not tested due to medical emergencies
 - Exceptions to the 70% four-year graduation rate standard for students with disabilities who have 5-year graduation plans and recently arrived immigrants with limited English proficiency
 - Evaluating performance of only Title I students for targeted assistance schools

2004 AYP Measures and Standards

| | | |
|---|---|--|
| <p>Reading/Language Arts 2003-04 tests (TAKS, SDAA, LDAA, and RPTe in Grades 3-8 & 10) All students and each student group that meets minimum size requirements: African American Hispanic White Economically Disadvantaged Special Education Limited English Proficient</p> | <p>Performance Standard: 47% % counted as proficient on test* for students enrolled the full academic year subject to the Federal 1% cap</p> <p>Participation Standard: 95% Participation in the assessment program for students enrolled on the date of testing (no more than 5% of students absent)</p> | <p>Performance Improvement: 10% decrease in percent not proficient on test* and any improvement on the other measure (Graduation Rate or Attendance Rate)</p> <p>Average Participation Rate: 95% participation based on combined 2002-03 and 2003-04 assessment data</p> |
| <p>Mathematics 2003-04 tests (TAKS, SDAA, and LDAA in Grades 3-8 & 10) All students and each student group that meets minimum size requirements (see above)</p> | <p>Performance Standard: 33% % counted as proficient on test* for students enrolled the full academic year subject to the Federal 1% cap</p> <p>Participation Standard: 95% Participation in the assessment program for students enrolled on the date of testing (no more than 5% of students absent)</p> | <p>Performance Improvement: 10% decrease in percent not proficient on test* and any improvement on the other measure (Graduation Rate or Attendance Rate)</p> <p>Average Participation Rate: 95% participation based on combined 2002-03 and 2003-04 assessment data</p> |
| <p>Other Measures** All students Graduation Rate Class of 2003 Attendance Rate 2002-03</p> | <p>Graduation Rate Standard: 70.0% or any improvement Graduation Rate for high schools, combined elementary/secondary schools offering Grade 12, & districts offering Grade 12</p> | <p>Attendance Rate Standard: 90.0% or any improvement Attendance Rate for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering Grade 12, & districts not offering Grade 12</p> |

* No more than 1% of students in a district can be counted as proficient based on meeting ARD expectations on 1) SDAA for students tested below enrolled grade level, or 2) LDAA. Results for the RPTe are counted based on number of years in U.S. schools.

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

**Testing Status of All Students Enrolled
on the Date of Testing for the 2003-2004 School Year**

Grades 3-8 and 10

| | Reading | | Mathematics | |
|-----------------------------------|--------------------|-------------------------|--------------------|-------------------------|
| | Number of Students | Percent of All Students | Number of Students | Percent of All Students |
| ALL STUDENTS | | | | |
| TAKS | 1,996,702 | 88% | 2,004,491 | 89% |
| SDAA only | 174,543 | 8% | 162,155 | 7% |
| LDAA only (ARD exempt) | 30,426 | 1% | 31,056 | 1% |
| Absent/Other | 20,460 | 1% | 17,494 | 1% |
| LEP exempt/RPTE | 35,951 | 2% | 29,441 | 1% |
| Total Students | 2,258,082 | | 2,244,637 | |
| SPECIAL EDUCATION STUDENTS | | | | |
| TAKS | 90,016 | 30% | 101,288 | 34% |
| SDAA only | 174,543 | 57% | 162,155 | 54% |
| LDAA only (ARD exempt) | 30,426 | 10% | 31,056 | 10% |
| Absent/Other | 8,060 | 3% | 6,254 | 2% |
| LEP exempt/RPTE | 1,623 | 1% | 362 | 0% |
| Total Students | 304,668 | | 301,115 | |

Table 9: Comparison of 2004 State Accountability to Federal Adequate Yearly Progress (AYP)

| State Accountability | | AYP (preliminary) |
|----------------------|--|--|
| TAKS | | |
| Subjects & Standards | Reading/ELA* Exemplary 90% / Recognized 70% / Acceptable 50% Mathematics Exemplary 90% / Recognized 70% / Acceptable 35% Writing Exemplary 90% / Recognized 70% / Acceptable 50% Social Studies Exemplary 90% / Recognized 70% / Acceptable 50% Science Exemplary 90% / Recognized 70% / Acceptable 25% <i>All values rounded to whole numbers.</i> <i>*Includes cumulative pass rate for grade 3 reading.</i> | Reading/ELA* Meets AYP 47% Mathematics Meets AYP 33% |
| Grades | 3-11 (English); 3-6 (Spanish) | 3-8, and 10 (English); 3-6 (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 | <i>To Acceptable:</i> Has enough gain to meet <i>Acceptable</i> standard in 2 years. <i>To Recognized:</i> At 65% - 69% and has gain to meet 70% standard in 2 years. Minimum Size (all students and groups): At least 10 in prior year. | 10% decrease in percent not passing and at least 0.1% improvement on "other measure." TAKS - no prior year minimum size; Other Measure - student groups must meet 50/10%/200 both years. |
| Pairing | Paired with feeder campus (or district). | Paired with feeder campus (or district). |
| SDAA | | |
| Subjects & Standards | Reading + Mathematics + Writing <i>Exemplary 90% / Recognized 70% / Acceptable 50%</i> <i>Number "met expectations" summed across grades and subjects.</i> <i>Results rounded to whole numbers.</i> | SDAA (grades 3-8 only) is combined with TAKS and other assessments by subject for performance and participation. See TAKS (above) for standards, subjects, and groups. |
| Grades | 3-8 | |
| Student Groups | All Students only | |
| Minimum Size | All Students At least 30 tests in denominator Student Groups N/A | Note: there is a cap on the percentage of students who can be counted as <i>proficient</i> based on alternative assessment results (i.e. SDAA, and LDAA). |
| Improvement | <i>To Acceptable:</i> Has enough gain to meet 50% standard in 2 years. <i>To Recognized:</i> At 65% - 69% and has gain to meet 70% standard in 2 years. Minimum Size (all students only): At least 10 tests in prior year. | |
| Pairing | N/A: No pairing for SDAA. | |

Table 9: Comparison of 2004 State Accountability to Federal Adequate Yearly Progress (AYP) (continued)

| State Accountability | | AYP (preliminary) |
|---------------------------------------|--|--|
| Other Assessment Indicators | | |
| RPTE and LEP Math | N/A: Indicator not evaluated. | Combined with TAKS and SDAA results (by subject for students not tested on TAKS or SDAA) for Performance and Participation. |
| LDA | | |
| Additional Assessment Features | | |
| Mobility Adjustment | District and campus accountability subsets used. | District and campus accountability subsets used. |
| Exceptions | Allowed for up to 3 of the 26 TAKS and SDAA measures depending on the number of assessment measures evaluated.* * Only used to move to Acceptable; must be within 5 percentage points of Acceptable standard; other conditions apply. | N/A |
| Attendance Rate (grades 1-8) | | |
| Standard | | Met 90.0% "Other Measure" for elementary and middle schools. All values rounded to one-tenth. |
| Student Groups | | All Students only |
| Minimum Size | N/A: Used only for Gold Performance Acknowledgment (for grades 1-12). | 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. |
| Completion Rate (grades 9-12) | | |
| Standards | Grads+cont+GED Exemplary 95.0%/Recognized 85.0%/Acceptable 75.0% All values rounded to one-tenth. | Graduates only 70.0% "Other Measure" for high schools and districts. All values rounded to one-tenth. |
| Student Groups | All Students African American Hispanic White Economically Disadvantaged | All Students only |
| Minimum Size | All Students At least 10 non-completers and 10 in denominator Student Groups..At least 10 non-completers and 30/10%/50 in denominator | All Students At least 40 in denominator Student Groups* 50/10%/200 * Student groups used only for performance gain. |
| Improvement | To Acceptable: Has gain to meet 75% standard in 2 years To Recognized: n/a Minimum Size (All Students and groups): At least 10 in prior year | At least 0.1% improvement |
| High School w/o completion rate | District completion rate used. | N/A: Indicator not evaluated. |

Table 9: Comparison of 2004 State Accountability to Federal Adequate Yearly Progress (AYP) (continued)

| State Accountability | | AYP (preliminary) |
|--|--|--|
| Annual Dropout Rate (grades 7-8) | | |
| Standards | Grades 7-8..... Exemplary 0.2% / Recognized 0.7% / Acceptable 2.0% <i>All values rounded to one-tenth.</i> | |
| Student Groups | All Students African American Hispanic White Economically Disadvantaged | N/A: Indicator not evaluated. |
| Minimum Size | All Students At least 10 dropouts and 10 in denominator Student Groups.... At least 10 dropouts and 30/10%/50 in denominator | |
| Improvement | <ul style="list-style-type: none"> To Acceptable: Has decline to meet 2.0% standard in 2 years. To Recognized: n/a. Minimum Size (All Students and groups): At least 10 in prior year. | |
| Middle School w/o dropout rate | N/A: Indicator not evaluated. | |
| Participation Rate: Reading & Mathematics | | |
| Standard | | Tested at campus/district.....95% <i>All values rounded to whole numbers.</i> |
| Student Groups | N/A: Indicator not evaluated. Data investigations may occur with excessive exemptions. | 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 |
| Other Campus and District Situations | | |
| Registered Alternative Education Campuses | Rated <i>Alternative Education</i> . | Evaluated under same criteria as regular campuses. |
| Charter Operators | Evaluated under same criteria as regular districts.* <i>* Charter Operators may be rated Alternative Education; if new for 2003-04, then may be Not Rated.</i> | N/A: Not evaluated. |
| Charter Schools | Evaluated under same criteria as regular campuses. <i>(Charter schools are not paired.)</i> | Evaluated under same criteria as regular campuses. |
| New Campuses | If <i>Unacceptable</i> , then <i>Not Rated</i> . | N/A: Not evaluated. |
| Additional District Requirements | <ul style="list-style-type: none"> Must have no <i>Unacceptable</i> campuses to be <i>Exemplary</i> or <i>Recognized</i>. Must meet Underreported Student standards to be <i>Exemplary</i> or <i>Recognized</i>. | No additional district requirements. |

Texas Proposals for Our Conversation on the Goals, Needs and Accountability Issues Connected to NCLB.

AYP Cap and Participation Proposal

- **Phase-in the cap** – Many of the major reform sections of the NCLB Act were phased-in over time; for example 100% proficiency, highly qualified, the addition of assessments at grades 3-8 and one at high school, and when to add science to the assessment system were all phased-in. The 1% cap was not phased-in; it had immediate effect. **Allow states to start wherever they are today (or pick a percentage like 5%) and phase-in to a specific cap by 2010-11 (or 2013-2014).**
- **1% cap is too low (today)** – Based on current instructional practices/services for students with disabilities and the inability of most regular state assessments to provide instructionally/diagnostically relevant information for students who are performing 1 or more grade levels below their enrolled grade level, **establish a more realistic cap of 3%-4%.** This allows for continuous improvement; movement toward enrolled grade level instruction/assessment over time, while providing flexibility for the USDE to revisit the cap percentage in the future when instructional practices/services and state assessment system design allow for better alignment.
- **95% Participation Flexibility** – **Allow States to count students with disabilities, who participate in the state's assessment system, as determined appropriate by the state and the student's IEP Team, as participants for the purposes of the 95% calculation.** The USDE believes the December 9, 2003 Final Regulations pertaining to the 1% cap requires students with disabilities who are not assessed at their enrolled grade level and exceed the 1% cap to be counted as failures in the AYP performance measures. USDE has also suggested that the use of alternate assessments may be limited by counting some students not assessed at their enrolled grade level as not participating in the AYP participation rate, making the 95% even more difficult to attain. The natural by-product of a thoughtful phase-in (like 2010-2011) matched with a realistic state and district cap (like 3%-4%), will be continuous movement of students with disabilities toward enrolled grade level instruction and assessment. This proposal also provides the USDE the opportunity to revisit the cap in the future.

General AYP Proposals

- **Performance targets increase too fast** -- Although the AYP performance targets are phased in over time, the intermediate goals must increase at an unreasonable rate in order to reach the 100% proficient target by 2014. The targets should not increase at a rate of more than 3 to 5 percentage points a year.
- **Participation safe harbor** – All of the AYP indicators except the participation rates have a "safe harbor" or improvement component to allow districts and campuses to meet the AYP criteria by showing gains from the prior year. It will take large urban high schools several years to meet the 95% standard and they should **receive credit for improving test participation rates.**

General NCLB Proposals (see page 2)

- **Timelines for implementation** – States and districts must be given time to make the changes required for full implementation of NCLB in an educationally sound manner.
- **Flexibility** – Lack of flexibility in requirements for implementation of regulations results in the requirements being unnecessarily time-consuming for the states and districts without improving services to students.
- **Inconsistent implementation** – Certain Title programs seem to be stuck in the old paradigm of top-down process compliance instead of the new focus on improving student performance/results and program effectiveness.

General

- Timelines for implementation are not reasonable. States and districts must be given time to make the changes required for full implementation of NCLB.
- All formula programs should have a statutory limitation on roll forward like Title I and Title IV. We suggest 25% limitation on carryover of all federal funds.

Title I School Improvement

- Stage 2 SIP requires the school district to offer Supplemental Educational Services from a state approved list. This requirement is too time consuming for the state and the district for the small number of parents who choose the option. NCLB should be more flexible to require supplemental services but without the restrictions of being a provider on an approved list.

Title I, Part C—Migrant

- Migrant Priority for Services (PFS) definition - add flexibility by allowing for PFS definition to include any mobility *during the reporting period or during the year* as opposed to limiting it to mobility *during the regular school year* because it does not include summer. A student could miss taking the TAKS during the summer and be retained the following year, but not qualify for PFS because the mobility did not occur during the regular school year.

Title I, Part D, Subpart 2

- The funding is determined on the number of students residing in a facility during a thirty (30) day window. This eligibility window should be broader, such as 60 days, to allow for maximum flexibility and services to the eligible students.

Title I and Title II

- There needs to be a flexible timeline for implementing the highly qualified requirements. Especially now that IDEA has defined highly qualified for Special Ed teachers and it differs from the original definition.

Title III

- The Annual Measurable Achievement Objectives (AMAOs) for Title III are based on three items: progress in learning English, attainment of English, and Title III LEP students meeting AYP. The last item is a duplicative requirement. LEP students as a subgroup have to meet AYP under Title I. Having to report to parents of Title III LEP students if the district did not meet the AMAOs based on Title III LEP students' not meeting AYP is very confusing to parents since they already will get notice under Title I AYP. Therefore, the AMAOs should be based on only progress and attainment.
- The biennial report should be an annual report with less reporting requirements. Title III is treated like a discretionary grant instead of the formula allocation in statute. The biennial report is confusing for districts when all other reports are annual and they do not see the effectiveness of the report until after two years.
- Title III appears too focused on process compliance while all the other Title programs are focused on student performance/results and program effectiveness. Federal programs have a long history of focusing on effort (process), and not enough on effect (results). The promise of NCLB was to end that history of process compliance because the students deserve services that focus on improving performance/results. NCLB should be implemented consistently across the whole of the Act, and the USDE.



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MEMORANDUM

TO: Chief State School Officers
FROM: Tom Houlihan
DATE: January 12, 2005
SUBJ: Report on Next Steps- 12/6/04 Meeting

As promised I am writing to provide you with an update and potential next steps resulting from our special meeting in December, 2004. Now that the Secretary of Education is all but confirmed and other personnel issues should be resolved soon, it is critical that CCSSO move rapidly on the issues you outlined as most pressing.

Sandy Kress, Beth Ann Bryan, Scott Palmer and I met for extensive discussions today and have developed a game plan for moving forward. We took the information that was generated by you in the meeting and have crafted what we believe are important key steps around the following NCLB-related areas;

- **Accountability**
 - Flexible integrated accountability systems
 - Growth model features
 - Prioritization of consequences
- **Special Education**
 - Diagnosis, Assessment and Intervention
 - 1% provision, including meaningful assessment/acct. for 'gap' kids
 - Timelines for relief
 - Consortium of states to work on concrete solutions
- **ELL**
 - Assessment issues, including meaningful assessment/acct. for ELL kids in the first three years in US schools
 - Content specific issues (math/English)
 - Role of state

These are the three primary areas, and while we recognize there might be other individual state needs, we plan to tackle these top priorities first. Please know we are committed to getting discussions going with Department people and then developing concrete plans with timelines to address each of these issues. Quite frankly, until a new leadership team is in place in the Department, we do not want to begin discussions on these critical issues. This should be resolved very soon.

In addition, I want to reiterate to each of you that these are CCSSO's top priority advocacy areas with the Department of Education. I will be back in touch with you as this evolves and may need to set up a conference call or Washington, DC meeting as negotiations occur.

I trust this information is of value, and I'll keep you in the loop as we move forward. Once again, thanks for your time and effort- I believe you will soon realize how important that meeting was to the focus on NCLB improvements.

David P. Driscoll, President -Massachusetts • Valerie Woodruff, President-elect- Delaware • Douglas D. Christensen, Vice President- Nebraska • John A. Tompkins, Director-Kansas • Wayne G. Sanstead, Director-North Dakota • Susan T. Zelman, Director-Ohio • Susan Castillo, Director-Oregon • Rick Melmer, Director-South Dakota • Elizabeth Burmaster, Director-Wisconsin • G. Thomas Houlihan, Executive Director

2004 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**

September 2004

Copies of the 2004 Adequate Yearly Progress Guide may be purchased from:

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Texas Education Agency
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Austin, TX 78711-3817
(512) 463-9744

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Section 1: Introduction

The *No Child Left Behind Act of 2001* (NCLB) (Public Law 107-110), which was signed by the President on January 8, 2002, reauthorizes and amends federal programs established under the *Elementary and Secondary Education Act of 1965* (ESEA). Under NCLB, accountability provisions that formerly applied only to districts and campuses receiving Title I, Part A funds now apply to all districts and campuses. All public school districts, campuses, and the state are evaluated annually for Adequate Yearly Progress (AYP). The Texas AYP Plan approved by the United States Department of Education (USDE) in July 2004 meets the requirements in NCLB and provides a mechanism for evaluating district and campus AYP in 2004. 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. The Texas Assessment of Knowledge and Skills (TAKS) Reading/Language Arts and Mathematics results for all students will be included in the AYP calculation. The AYP calculation will also include results for special education students tested on the State-Developed Alternative Assessment (SDAA); Locally-Determined Alternate Assessments (LDAA) for students exempted from the TAKS and SDAA by the Admission, Review, and Dismissal (ARD) committee; Reading Proficiency Tests in English (RPTE) for limited English proficient (LEP) students exempted from the TAKS by the Language Proficiency Assessment Committee (LPAC); and released TAKS Mathematics assessments for LEP-exempt students.

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

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

Student Groups: All students, and African American, Hispanic, White, economically disadvantaged, special education, and LEP student groups must meet the same performance and participation standards. States will 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 will 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 2004 AYP Status.

Key Dates Related to the 2004 AYP Process

- | | |
|------------------------|---|
| April 1, 2004 | AYP Proposal Submitted Proposed changes to the 2004 calculation of Adequate Yearly Progress for Texas submitted by the Commissioner of Education to the United States Department of Education (USDE). |
| July 29, 2004 | AYP Plan Approved USDE approved the Texas Consolidated State Application Accountability Workbook (Texas AYP Plan) for 2004. |
| August 13, 2004 | School Improvement Notification Districts and campuses that were in Title I School Improvement in 2003-04, and those that missed 2003 AYP and could be subject to Title I School Improvement if they miss 2004 AYP for the same measure, were notified and provided guidance. |
| September 2004 | AYP Guide Released The Texas Education Agency (TEA) posts sections of the 2004 AYP Guide as they become available. Release of 2004 Confidential Preliminary Unmasked Data Tables (without AYP Status Labels) for Campuses Facing Title I School Improvement Requirements TEA transmits 2004 confidential preliminary unmasked data tables for campuses that will be subject to Title I School Improvement based on their preliminary 2004 AYP results. |

October 2004

Accountability Secure Website

Districts receive instructions for requesting access to a Texas Education Agency Secure Environment (TEASE) that will be used to transmit AYP confidential preliminary data tables and confidential student listings.

November 15, 2004

Release of 2004 Confidential Preliminary Unmasked Data Tables (without AYP Status Labels) to All Other Campuses and Districts

TEA provides 2004 AYP confidential preliminary unmasked data tables to school districts on TEASE for Title I and non-Title I districts and campuses, alternative education campuses, and open-enrollment charter schools.

Information available on November 15 will include:

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

Appeals Begin

Student-level data for submission of appeals are available to districts electronically. Appeal letters for district and campus AYP data are accepted.

December 17, 2004

Appeals Deadline

Appeals of district and campus preliminary 2004 AYP Status must be submitted in writing under the signature of the superintendent by Friday, December 17, 2004.

February 23, 2005

2004 AYP Status to School Districts

2004 AYP masked data tables with final AYP Status designations provided to districts on TEASE.

February 24, 2005

**Final 2004 AYP Status
12:00 noon release**

TEA releases final 2004 AYP masked data tables with final AYP Status electronically on public website.

Unmasked data tables will be provided on TEASE to campuses and districts to allow them to appeal before final AYP Status is determined. Final 2004 AYP Status will be released to districts and campuses on the internet. On the release date, the individual district and campus reports, a listing of 2004 AYP Status for all districts and campuses, and summary information for the state will be posted to the AYP web page at 12:00 noon. A sample AYP data table is in *Appendix C*.

New Features of the 2004 AYP System

The USDE approved changes to specific components of the AYP system for 2004. In addition, TEA incorporated refinements to the AYP system to provide a more comprehensive evaluation of district and campus performance. This overview and Section III provide more details for each of the following areas:

- Inclusion of additional assessments in the evaluation,
- Use of results from Locally-Determined Alternate Assessments,
- Application of the Federal 1% cap and proficiency requirements,
- Grade 3 cumulative Reading results,
- Rounding of performance and participation calculations,
- Use of the State Accountability pairing relationship,
- Average Participation Rate,
- Expanded limited English proficient (LEP) student identification, and
- New AYP and Title I school improvement stage labels.

Districts and Campuses Evaluated

Districts

Regular foundation school program (FSP) districts and special statutory districts are evaluated for AYP. State-administered school districts are not evaluated for AYP. State-administered districts include Texas School for the Blind

and Visually Impaired, Texas School for the Deaf, Texas Youth Commission, and Windham School District. Open-enrollment charter schools are evaluated as campuses for AYP in 2004; however, there will be no evaluation for charter districts. Districts with no students enrolled in Grades 3–8 and 10 are not evaluated for AYP in 2004.

Campuses

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

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

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

Juvenile Justice Alternative Education Program (JJAEP) and Disciplinary Alternative Education Program (DAEP)

Campuses: State statute and statutory intent prohibit the attribution of student performance results to JJAEPs and DAEPs. Attendance and performance data for students served in JJAEPs and DAEPs are attributed back to the home campuses.

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

Short-Term Campuses: Campuses that serve students in the grades evaluated for AYP (Grades 3–8 and 10) but have no students in attendance for the full academic year, as defined on page 11, are not evaluated for AYP. This includes alternative education campuses (AECs) with short-term placements where students are not served for the full academic year at the AEC.

Charter Campuses with No Students in Grades 3–8 and 10: Open-enrollment charter schools that do not serve students enrolled in Grades 3–8 or 10 are not evaluated for AYP in 2004.

2004 AYP Status

Following is an overview of the 2004 AYP measures and standards. 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 required to meet standards on three measures for AYP: Reading/Language Arts, Mathematics, and one other measure. Table 1 summarizes the standards for these three measures. For Reading/Language Arts and Mathematics (Grades 3–8 and 10, summed across grades), for all students and each student group that meets minimum size requirements, districts and campuses must meet the performance standard or performance improvement, and the participation standard. The performance standard is based on test results for students enrolled for the full academic year. The participation standard is based on participation in the assessment program of all students enrolled on the day of testing.

In addition to Reading/Language Arts and Mathematics, districts and campuses are required to meet the AYP standard on one other measure—either Graduation Rate or Attendance Rate. The other measure 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 measure for high schools, combined elementary/secondary campuses offering Grade 12, and districts offering Grade 12.
- Attendance Rate is the other measure 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 measure is also part of performance improvement for the Reading/Language Arts and Mathematics measures. If any student group (or all students) does not meet the performance standard for Reading/Language Arts or Mathematics, that student group must show both (1) a 10.0 percent decrease in the percent not meeting the student passing standard on TAKS from the prior year *and* (2) any improvement on the other measure. 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 2004 AYP Status.

2004 AYP Status Labels

Each district and campus is assigned one of the following 2004 AYP Status labels:

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

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

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

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

Also this year, the 2004 State Accountability Ratings (see the 2004 State Accountability Manual on the Internet at <http://www.tea.state.tx.us/perfreport/account/2004/manual/index.htm>) for definitions of the ratings) for each campus and district will be reported along with the final 2004 AYP Status. The status label on each campus and district AYP report will be one of the following combinations of State Rating and AYP Status:

- *Exemplary, Meets AYP*
- *Exemplary, Missed AYP – [reason]*
- *Recognized, Meets AYP*
- *Recognized, Missed AYP – [reason]*
- *Academically Acceptable, Meets AYP*
- *Academically Acceptable, Missed AYP – [reason]*
- *Academically Unacceptable, Meets AYP*

- *Academically Unacceptable, Missed AYP – [reason]*
- *Not Rated, Meets AYP*
- *Not Rated, Missed AYP – [reason]*
- *Not Rated, Not Evaluated*

Table 1: 2004 AYP Measures and Standards

| | | |
|---|--|--|
| <p>Reading/Language Arts 2003-04 tests (TAKS, SDAA, LDAA, and RPTe in Grades 3-8 & 10) All students and each student group that meets minimum size requirements: African American Hispanic White Economically Disadvantaged Special Education Limited English Proficient</p> | <p>Performance Standard: 47% % counted as proficient on test* for students enrolled the full academic year subject to the Federal 1% cap</p> | <p>Performance Improvement: 10% decrease in percent not proficient on test* and any improvement on the other measure (Graduation Rate or Attendance Rate)</p> |
| | <p>Participation Standard: 95% Participation in the assessment program for students enrolled on the date of testing (no more than 5% of students absent)</p> | <p>Average Participation Rate: 95% participation based on combined 2002-03 and 2003-04 assessment data</p> |
| <p>Mathematics 2003-04 tests (TAKS, SDAA, and LDAA in Grades 3-8 & 10) All students and each student group that meets minimum size requirements (see above)</p> | <p>Performance Standard: 33% % counted as proficient on test* for students enrolled the full academic year subject to the Federal 1% cap</p> | <p>Performance Improvement: 10% decrease in percent not proficient on test* and any improvement on the other measure (Graduation Rate or Attendance Rate)</p> |
| | <p>Participation Standard: 95% Participation in the assessment program for students enrolled on the date of testing (no more than 5% of students absent)</p> | <p>Average Participation Rate: 95% participation based on combined 2002-03 and 2003-04 assessment data</p> |
| <p>Other Measures** All students Graduation Rate Class of 2003 Attendance Rate 2002-03</p> | <p>Graduation Rate Standard: 70.0% <i>or any improvement</i> Graduation Rate for high schools, combined elementary/secondary schools offering Grade 12, & districts offering Grade 12</p> | <p>Attendance Rate Standard: 90.0% <i>or any improvement</i> Attendance Rate for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering Grade 12, & districts not offering Grade 12</p> |

* No more than 1% of students in a district can be counted as proficient based on meeting ARD expectations on 1) SDAA for students tested below enrolled grade level, or 2) LDAA. Results for the RPTe are counted based on number of years in U.S. schools.

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

Section III: Adequate Yearly Progress (AYP)

This section of details how the 2004 AYP measures will be calculated for districts and campuses in Texas. The following is a description of each of these measures and how they incorporate aspects of AYP calculations that have changed for 2004.

Measures

Reading/Language Arts and Mathematics

Districts and campuses must meet the performance standard or performance improvement, plus participation requirements for Reading/Language Arts and Mathematics.

Performance

TAKS

Assessment results evaluated are Reading/Language Arts and Mathematics performance on the Texas Assessment of Knowledge and Skills (TAKS). This includes TAKS results for both the English and Spanish versions of the test for students enrolled in Grades 3–8 and 10 for the full academic year. Student performance at the *Met Standard* level adopted by the State Board of Education (SBOE) for the 2003–04 school year is evaluated. Results are evaluated for all students and each student group meeting minimum size requirements.

Grade 3 Reading

Current federal regulations implementing *No Child Left Behind* (NCLB) permit performance on the second administration of the TAKS Grade 3 Reading test to be included in the AYP calculation. Grade 3 Reading performance is the cumulative percent passing calculated by combining the March and April administrations of the TAKS.

SDAA and LDAA

Assessment results on the State-Developed Alternative Assessment (SDAA) and Locally-Determined Alternate Assessments (LDAA) for students with disabilities are also included in 2004 AYP calculations.

- Results for students tested on the SDAA at *enrolled grade level* are evaluated; students who meet Admission, Dismissal, and Review (ARD) committee expectations are counted as proficient.

- Results for students tested on SDAA *below enrolled grade level* are evaluated. Students who meet ARD expectations are counted as proficient, subject to the Federal 1% cap (see below).
- Results for all SDAA baseline tests with no ARD expectations are included and counted as not proficient for AYP purposes.
- Results for LDAA were reported to TEA in 2004. Students who meet ARD expectations are counted as proficient, subject to the Federal 1% cap.

Federal 1% Cap on SDAA (Tested Below Enrolled Grade Level) and LDAA Results Counted as Proficient: For 2004 AYP, the USDE has ruled that students counted as proficient for the performance calculation who either meet ARD expectations on the SDAA and were tested below enrolled grade level or meet ARD expectations on the LDAA may together comprise only 1% of the total students within each district. The total students within each district can be found on the participation section (Total Students in All Students column; see Appendix C) of the district AYP data table. TEA will process SDAA 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.

Prioritization of which SDAA and LDAA results to count as proficient within the district will be based on the state goal to provide a more challenging curriculum to students with disabilities at all levels. To encourage and reward campuses and districts for meeting this goal, the students tested closest to grade level and performing at the highest level will have first priority. Proficient scores will be counted under the 1% cap in the following priority:

- Students who were enrolled the full academic year in the same campus
 - SDAA tested one grade below enrolled grade level by percent of correct answers
 - SDAA tested two grades below enrolled grade level by percent of correct answers
 - And so on for SDAA tested three grades below enrolled grade level, etc.
 - LDAA Texas Essential Knowledge and Skills (TEKS)-based test
 - LDAA functional test
- Students who were enrolled the full academic year in the same district but not the same campus
 - SDAA tested one grade below enrolled grade level by percent of correct answers
 - SDAA tested two grades below enrolled grade level by percent of correct answers
 - And so on for SDAA tested three grades below enrolled grade level, etc.
 - LDAA TEKS-based test
 - LDAA functional test

- Students who were not enrolled in the same district for the full academic year

Federal regulations (34 CFR 200.13 *et seq.*) require TEA to apply the 1% cap to districts and specifically direct state agencies not to apply the 1% cap to individual campuses. However, it should be noted that these regulations require students counted as “artificial failures” under the 1% cap rule at the district-level AYP to also be counted as “artificial failures” 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 1% 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 critically important that local school districts follow the state policies and procedures to ensure that appropriate assessments are selected and administered to students with disabilities.

RPTE

Assessment results for the Reading Proficiency Tests in English (RPTE) are included in the performance measure calculation for students who have been in U.S. schools longer than one year but were exempted from the TAKS Reading/Language Arts test by the Language Proficiency Assessment Committee (LPAC). RPTE results are not evaluated for students tested on TAKS, SDAA, or LDAA. RPTE results included in the calculation are then evaluated based on the number of years the student has been in U.S. schools. Results for students in their first year in U.S. schools are not included in the performance measure calculation. For students in their second year in U.S. schools, baseline testers who score *Intermediate* or *Advanced* 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* will be counted as proficient.

LEP Mathematics

Districts were provided instructions for testing on TAKS released Mathematics test with appropriate linguistic accommodations limited English proficient (LEP) students who were exempted from the TAKS Mathematics test by the LPAC. For LEP-exempt students who have been in U.S. schools longer than one year and tested in Mathematics on a released TAKS test, their results are automatically counted as not proficient (regardless of actual performance) and included

in the performance calculations for AYP purposes only. LEP-exempt students who have been U.S. schools for one year or less are exempt from the AYP calculations and are not included in the performance measure.

Calculating Performance Measures

The Reading/Language Arts and Mathematics performance measures are the percent of students counted as proficient. The measure is calculated as the number of students counted as proficient (as described above for each test) divided by the total number of students tested, by subject. All calculations are rounded to the nearest whole percent.

Full Academic Year

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

Districts: Results for students enrolled in the district on the Public Education Information Management System (PEIMS) fall enrollment snapshot date are included in the district-level measure. The snapshot date for 2003–04 was October 31, 2003.

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

Student Groups Evaluated

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

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

LEP: If a student is identified as a LEP student on the TAKS English, TAKS Spanish, or SDAA tests for either subject, the student is included in the LEP group for both subjects. If the student is tested on the RPTE, the student is included in the LEP student group for both subjects. If the LEP field is blank on the TAKS English, TAKS Spanish, or SDAA 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 and are no longer identified as LEP on the answer document. For all students who have 2003-04 TAKS results

that are included in the AYP Reading/Language Arts and Mathematics performance measures for 2004, performance is included in the LEP student group if a test answer document for 2003-04 is coded as LEP, or for either of the prior two years (2001-02 and 2002-03) the student was identified as LEP (PEIMS fall enrollment) or having attended a bilingual or English as a second language (ESL) program for any six-week period.

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 2003–04 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, all students and each student group meeting the minimum size requirement for students enrolled the full academic year must meet the following performance standards for Reading/Language Arts and Mathematics.

- Reading/Language Arts: 47 percent of students counted as proficient
- Mathematics: 33 percent of students counted as proficient

Performance Improvement (a.k.a. “Safe Harbor”)

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

Calculating Performance Improvement: Performance improvement for the student group (or all students) is met if there is:

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

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

$$\begin{array}{r} \text{Actual Change} \\ \text{[performance in 2004] - [performance in 2003]} \geq \frac{\text{AYP Required Improvement}}{\text{[standard of 100 \%] - [performance in 2003]}} \\ 10 \end{array}$$

Minimum Size Requirements: Performance improvement is calculated even if the student group 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 student group (or all students). If performance improvement cannot be calculated due to no prior-year results, the campus or district cannot use safe harbor to meet the performance requirement and receives an AYP status of *Missed AYP* for that measure.

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 student group (or all students) 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 measure is not evaluated. In this situation, the district or campus is not required to show improvement on the other measure to meet performance improvement for the student group. If the student group 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 performance standards for Reading/Language Arts and Mathematics, districts and campuses must meet a test participation standard.

Calculating Participation Rate

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 for the following tests:

- TAKS;
- SDAA for special education students;
- LDAA for special education students exempted from the TAKS and SDAA by the ARD committee; or
- RPTE and released TAKS Mathematics tests with linguistic accommodations for LEP students exempted from the TAKS by the LPAC.

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

Students are counted as participants (numerator of the participation rate) if they were tested on the TAKS (English or Spanish), the SDAA or LDAA (for ARD-exempt students), the RPTE (for LEP-exempt students), or a released TAKS Mathematics test (for LEP-exempt students). This includes both scored tests and students who were tested but the test answer document was not scored. For students tested on LDAA, the TAKS answer document must indicate that the student was assessed on LDAA in order to be included as a participant. Similarly, LEP-exempt Mathematics students are considered participants if their TAKS answer document is coded as tested on a released TAKS Mathematics test. For all other assessments, only students coded as absent on the day of testing are not counted as participants.

Participation Full Academic Year

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

Participation Student Groups Evaluated

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

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

LEP: Only students identified as LEP in 2003-04 are included in the LEP group for participation. If a student is identified as a LEP student on the TAKS English, TAKS Spanish, or SDAA tests for either subject, the student is included in the LEP group for both subjects. If the student is tested on the RPTE, the student is included in the LEP student group for both subjects. If the LEP field is blank on all answer documents, the student is assumed to be non-LEP.

Minimum Size Requirements: For the participation rate 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 a student group to be included in the AYP participation calculation, 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, all students and each student group meeting the minimum size requirement for students enrolled on the test date must have 95 percent of students participating for Reading/Language Arts and Mathematics.

Average Participation Rate

For each district and campus, all students and each student group meeting minimum size requirements for students enrolled on the test date that does not meet the 95 percent standard participation will be re-evaluated using the aggregate

participation results for two years. Reading/Language Arts and Mathematics participation results for 2003-04 will be combined with the 2002-03 participation results.

Other Measures

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

Graduation Rate

The high school Graduation Rate is the *graduates* component of the longitudinal completion/student status rate. For more information about the longitudinal completion/student status rate calculation, see *Secondary School Completion and Dropouts in Texas Public Schools 2002-03* at <http://www.tea.state.tx.us/research/dropout/0203/index.html>. Due to the timing of the availability of data, the completion/student status rate is a prior-year measure. For example, the Graduation Rate evaluated as part of the 2004 AYP calculations is the rate for the Class of 2003.

Graduation Rate Standard

The standard for 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 2003 Graduation Rate is higher than the Class of 2002 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 also required to show improvement.

Graduation Rate Minimum Size Requirement

All Students: For the Graduation Rate to be evaluated in the AYP calculation at the all students level, the district or campus must have at least 40 students in the completion/student status rate class. Districts and campuses with fewer than 40 students in the completion/student status rate class are not required to meet the Graduation Rate measures. If a

district or campus meets the minimum size requirement for the Graduation Rate for the current year, improvement from the prior year is calculated even if the district or campus does not meet the minimum size requirement on the Graduation Rate for the prior year. Improvement is not calculated if the district or campus does not have a Graduation Rate for the prior year.

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

Student Groups: Districts and campuses are not required to meet the Graduation Rate standard for student groups. Graduation Rates for student groups are only included in the AYP calculation in the event they are evaluated as part of performance improvement. Where student groups are reported as a percentage of all students for Graduation Rate, the percentages are rounded to the nearest one-tenth of a 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 10.0 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 10.0 percent of all students in the completion/student status rate class.

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

Attendance Rate

The Attendance Rate is based on attendance of all students in Grades 1 through 12 for the entire school year. Due to the timing of the availability of data, the Attendance Rate is a prior-year measure. For example, the Attendance Rate evaluated as part of the 2004 AYP calculation is the 2002-03 Attendance Rate. The Attendance Rate is calculated as follows:

$$\frac{\text{Total number of days students were present in 2002-03}}{\text{Total number of days students were in membership in 2002-03}} \times 100$$

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 have bilingual/ESL attendance reported for any six-week reporting period, or if they have a matching fall enrollment record coded as LEP. 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 2002-03 Attendance Rate is higher than the 2001-02 Attendance Rate at the all students level. Attendance rates are rounded to one decimal place before improvement is calculated. Therefore, 0.1 is the minimum improvement required. Improvement on the Attendance Rate is not required for districts and campuses that meet the 90.0% standard.

Attendance Rate Minimum Size Requirement

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

All Students: For the Attendance Rate to be evaluated in the AYP calculation at the all students level, the district or campus must have at least 7,200 total days in membership (40 students x 180 school days). Districts and campuses with fewer than 7,200 total days in membership are not required to meet the Attendance Rate standard. If a district or campus meets the minimum size requirement for the Attendance Rate for the current year, improvement from the prior year is calculated even if the district or campus does not meet the minimum size requirement on the Attendance Rate for the prior year. Improvement is not calculated if the district or campus does not have an Attendance Rate for the prior year.

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

Student Groups: Districts and campuses are not required to meet the Attendance Rate standard for student groups. Attendance Rates for student groups are only included in the AYP calculation in the event they are evaluated as part of performance improvement. Where student groups are reported as a percentage of all students for Attendance Rate, the percentages are rounded to the nearest one-tenth of a 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 10.0 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 10.0 percent of total days in membership for all students.

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

Rounding

In 2004, the rules for rounding performance and participation measures have changed, and may affect whether a campus or district meets AYP.

Performance

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

Performance improvement calculations are performed *after* rounding each year's performance. For example, a school obtaining 32.4% on Mathematics in 2004 and 28.5% on the same measure in 2003 would achieve a performance improvement of 3% (32% in 2004 minus 29% in 2003; 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 is rounded to nearest whole percent. For example, a school obtaining a 94.5% on Mathematics participation will have their participation rounded up to 95%, while another school obtaining a 94.4% on the same measure will have their participation rounded down to 94%. The participation measure is compared to the participation standard after rounding.

The average participation is calculated based on the total number of students in the combined results of both years. The total number of students participating is divided by the total number of students in the participation measure for both 2002-03 and 2003-04 combined. The resulting rate is rounded to the nearest whole percent.

Other Measures

Unlike performance and participation, performance on the other measure is 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 measure rounded up to 70.0%, while another high school with a Graduation Rate of 69.94% would have their other measure rounded down to 69.9%. The other measure 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 2004 and having a 90.94% Attendance Rate in 2003 would achieve an Attendance Rate improvement of 0.1% (91.0% minus 90.9%); note that if the subtraction was performed before rounding, we would get $90.95 - 90.94 = 0.01\%$, which rounds to an improvement of 0.0%.

Student Groups

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

Small Districts and Campuses

Performance

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

Confidence Intervals

Districts and campuses with at least 10, but fewer than 50, total students tested in either Reading/Language Arts or Mathematics are evaluated based on the all students performance 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.

Uniform Averaging

Uniform averaging involves combining a district's or campus' 2003-04 AYP results with its 2002-03 AYP results and determining AYP status using data aggregated over the two years.

Pairing

Districts and 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 student level will be applied to the paired campus or the district. 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 paired district or campus is not evaluated, the campus receives a 2004 AYP Status of *Not Evaluated*.

Districts and Campuses with Fewer than 5 Assessments

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

Participation

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

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

Other Measures

Small districts and campuses not meeting the minimum size requirement for all students on the Graduation Rate or Attendance Rate are not required to meet the performance standard on these measures. AYP Status for these districts and campuses is based on the Reading/Language Arts and Mathematics measures.

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 2004 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 paired district or campus meets the performance standard or performance improvement at the all students level, the campus is considered to have met the performance standard for the subject. If the paired district or campus is not evaluated, the campus receives a 2004 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 2004.

Other Measures

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

Section IV: Appeals

Superintendents are provided the opportunity to appeal data used to determine 2004 AYP Status under a limited set of circumstances and within a defined time limit. In 2004, all appeals will be resolved before the public release of 2004 AYP Status.

Originally, both the state accountability ratings and AYP status were planned for release on September 30, 2004. Extended negotiations between USDE and TEA delayed the development of the AYP system for nearly four months. In addition, the most critical issues affecting the initial stages of performance measure calculation were the last issues to be finalized with USDE, meaning that the redesign of the AYP process for 2004 could not begin until these decisions were made. The redesign involved developing, writing, testing, and documenting over 100 new computer programs; performing and checking complex calculations; and designing new guidelines, reports, and websites to communicate the information to a variety of audiences, ranging from technical staff in the school districts to the general public.

The extensive redesign means that districts have never seen the performance measures that will be used to determine 2004 AYP status. 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.

Since the AYP measures are substantially different and more complex than last year, districts will be allowed to review preliminary data generated by the new system and will have an opportunity to appeal those data before the final AYP status is released publicly. The 2004 AYP data will be made available to districts electronically through a Texas Education Agency Secure Environment (TEASE) website on November 15, 2004.

Key Dates Related to Appeals

Once the AYP data are available to districts on November 15, 2004, TEA will begin accepting appeals. Confidential unmasked data tables will be available to all campuses and districts on November 15. Superintendents may submit a written appeal of the 2004 AYP data to the commissioner of education through Friday, December 17, 2004. All appeals must be postmarked no later than December 17, 2004. For districts and campuses that could be subject to Title I School Improvement Requirements, some additional information related to data availability and appeals is provided below.

Districts and Campuses Subject to Title I School Improvement Requirements

During the second week of August, TEA provided notification to districts and campuses that either were subject to Title I School Improvement requirements in the 2003-04 school year or could be subject to Title I School Improvement requirements if they miss 2004 AYP. The notifications outlined the possible stages of school improvement and the requirements of each stage. Campuses that were subject to School Improvement requirements in 2003-04 and will remain subject to School Improvement requirements with the 2004 release must continue to implement those requirements. Another letter was sent on September 14, 2004 that informed the same group of campuses and districts that they will receive notification of their 2004-05 school improvement status on September 28. Preliminary AYP data will be provided for campuses subject to school improvement. If a campus is identified as subject to improvement requirements, they will need to begin implementing requirements (including school choice provisions) immediately and must notify parents about school choice options by September 30. The September 14 letter also directed that 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. Whether to allow such school transfers to continue until the student has completed the highest grade level available at the school of choice is optional for the school districts affected.

General Parameters for Written Appeals

Districts and campuses must submit written appeals 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 to appeal on any single measure.
- Appeals are not a data correction opportunity! Appeals should be based upon a data or calculation error attributable to TEA, regional education service centers (ESCs), or the test contractor for the student assessment program. However, problems due to district errors on PEIMS data submissions or on test answer sheets are considered on a case-by-case basis.
- Appeals are not considered for measures on which the district or campus meets the AYP standards. For example, an appeal to reevaluate campus Reading/Language Arts performance or participation is not considered for a campus that meets the AYP standards for Reading/Language Arts.
- Appeals are considered in circumstances that would *not* result in the campus meeting AYP for 2004. For example, an appeal to reevaluate campus Reading/Language Arts performance is considered for a campus that does not meet the AYP standards for both Reading/Language Arts and Mathematics, even though this appeal alone would not result in the campus

meeting AYP for 2004. These appeals are considered because Title I School Improvement requirements are triggered by not meeting AYP standards on the same measure for two consecutive years.

- Appeals will be resolved by the February 2005 release date for final 2004 AYP Status. The commissioner of education will respond in writing to each written appeal received.
- Appeal results will be reflected in the final 2004 AYP Status released in February 2005.
- If an appeal is granted and the district or campus receives a final 2004 AYP status of Meets AYP, the status will be annotated with the comment "Appeal."
- If district 2004 AYP data is appealed, the final 2004 AYP Status of the district may also apply to any campus that is assigned a 2004 AYP Status based on district performance at the All Students level.
- The decision of the commissioner of education is final and not subject to further appeal or negotiation.
- Data are never modified, even when appeals are granted.

Instructions for Submitting Written Appeals

Superintendents appealing data used to determine 2004 AYP Status should prepare a written request addressed to the commissioner of education that includes:

- a statement that the letter is an appeal of the 2004 AYP data;
- the district and/or campuses for which the appeal is being submitted (including county-district-campus numbers for campuses);
- the measure(s) and data in question (more than one measure can be appealed in the same letter);
- the perceived error;
- if applicable, the reason the perceived error is attributable to the TEA, a regional ESC, or the test contractor for the student assessment program;
- the reason the perceived error resulted in the district and/or campuses not meeting the AYP standard for the measure; and
- when student-level information is in question, supporting information must be provided for review, including a list of the students by name and identification number.

It is insufficient to claim data are in error without providing information with which the appeal can be evaluated. Lists of students included in the AYP participation and performance measures will be available on the TEASE website at the time the AYP data tables are made available on November 15. Templates for documenting student records will also be provided for some types of appeals – see Guidelines by Measure below.

Appeal letters should be mailed to the following address:

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

While not required, sending a copy to staff in the Department of Accountability and Data Quality would be appreciated and may expedite the processing of the appeal. This staff copy should be mailed to the same address listed above but to the attention of:

Criss Cloutd, Associate Commissioner for Accountability and Data Quality

Guidelines by Measure

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

Reading and Mathematics

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

- If the district has requested that the Reading/Language Arts results be re-scored, a copy of the dated request to the test contractor should be provided with the appeal.

- If other serious problems are involved in the appeal, copies of correspondence with the test contractor should be provided with the appeal.
- 1% Cap**
- If the district or any campus missed AYP for Reading or Mathematics due to test results counted as “not proficient” under the 1% cap for students who met ARD expectations, or baseline SDAA testers for whom ARD expectations had not been established, the SDAA and/or LDAA results may be appealed.

- The AYP data table will indicate if Reading or Mathematics performance did not meet the AYP standard due solely to the 1% cap.
- Districts appealing to exceed the 1% cap based on appropriate testing of students under state policy must submit documentation in a specified format. Listings of students with disabilities counted in the performance measure as “not proficient” who met ARD expectations on the SDAA and/or LDAA, and for whom ARD expectations had not been established, will be available to districts on the TEASE website. Appeals of the 1% cap must include the list of students completed according to the instructions provided. Districts are asked to check that each student was tested appropriately under state policy and submit the lists under the signature of the superintendent, with a statement affirming that documentation is available locally to support the information provided on the lists.
- Districts appealing to exceed the 1% cap based on the prevalence of students with disabilities in the grades tested must meet the following conditions.
 - The district must document that the prevalence of students with disabilities exceeds the 1% cap in the grades tested.
 - The district must explain why the prevalence of such students exceeds 1%. Examples of explanations might include school, community, or health programs in the district attendance boundaries that have drawn large numbers of families of students with disabilities.
- District and campus testing practices related to students with disabilities, including excessive exemptions from TAKS, will be considered in evaluating 1% cap appeals.

Performance Improvement

If the district or any campus does not meet AYP standards for Reading and/or Mathematics because they did not meet “safe harbor” performance improvement for any Reading or Mathematics measure but did show improvement on the

measure, the district can appeal to have the performance measure reevaluated based on confidence intervals. NOTE: Reading and/or Mathematics improvement will only be reevaluated for districts and campuses that show improvement on the Graduation Rate or Attendance Rate measure for the student group in question, as required under performance improvement.

Participation

- If the district or any campus did not meet the 95% participation rate standard for Reading or Mathematics because of students who were not tested due to extreme medical emergencies, the appeal should include documentation 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.
- If the district or any campus did not meet the 95% participation rate standard based on a very small number of total absences from the student group, the appeal should include documentation showing the reason for absence of each student.

LEP-Exempt Mathematics

If testing of LEP-exempt students on released TAKS mathematics tests with linguistic accommodations could not be reported on the answer documents due to the late receipt of instructions, identifying information for the students tested should be provided with the appeal. TEA correspondence to school administrators dated March 4, 2004, and March 18, 2004 explain the LEP coding procedures. The letters can be found on the TEA website at: <http://www.tea.state.tx.us/ayp/2004/links.pdf>.

Graduation Rate

In August, each school district was provided with a list of all students in their class of 2003 completion cohort that included 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.

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

- If the district or any campus did not meet the 70.0% graduation rate standard because of students with disabilities shown with a final status of "continue in school" whose individual education plans (IEP) or individual transition plan (ITP) show 5-year (or longer) graduation plans, the appeal should include documentation showing the graduation plans.
- If the district or any campus did not meet the 70.0% graduation rate standard because of recent immigrant students with limited English proficiency (LEP), the appeal should include documentation showing the students' recent immigrant LEP status.

Current Year Attendance

As described in *Section III*, the 2004 AYP Status is based on 2002–03 Attendance Rates for districts and campuses that have Attendance Rates as their other measure. Districts can appeal to have 2004 AYP Status reevaluated using 2003–04 Attendance Rates for districts and campuses not meeting one or more of the 2004 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 standard for Reading/Language Arts and/or Mathematics for all students or any student group because they do not show the required level of improvement on the Attendance Rate required as part of the performance improvement criteria, even though a 10% decrease in percent of students not meeting the performance standard is achieved.

Attendance Rate for all students (90.0% standard) will be reevaluated using 2003–04 attendance data. Improvement on the Attendance Rate for all students and student groups will be reevaluated using 2003–04 Attendance Rates compared to 2002–03 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 2004 AYP standards using 2002–03 Attendance Rates and meet other standards using 2003–04 Attendance Rates.

Special Circumstance Appeals

Residential Treatment Centers

If the AYP status of a district that has a privately operated residential treatment center within its geographic boundaries is adversely affected by the inclusion of performance results for students from outside the district who were served at that center for fewer than 85 days, then the superintendent of that district may appeal for reconsideration of the district AYP status.

Results of Students Confined by Court Order

If the AYP status of a district is adversely affected by the performance of students confined by court order to a residential treatment center or a facility operated under contract with the Texas Youth Commission (TYC), then the superintendent of that district may appeal for reconsideration of the district AYP status.

Detention Centers and Correctional Facilities

If the AYP status of a district that has a pre-adjudication detention center or post-adjudication correctional facility within its geographic boundaries is adversely affected by the inclusion of dropouts not regularly assigned to the district, the superintendent of the district serving students in the facility may appeal for reconsideration of the district AYP status. Only pre-adjudication detention centers and post-adjudication correctional facilities registered with the Texas Juvenile Probation Commission are included.

Title I Targeted Assistance Campuses

All students were included in the participation and performance rate calculations for Title I campuses with targeted assistance programs. Districts can appeal to have the 2004 AYP status of any targeted assistance campuses recalculated based on the results of only Title I students if test answer documents were submitted for at least 50 Title I students on the targeted assistance campus.

Grades 9 and 11 TAKS

The AYP assessment measure is based on test results for Grades 3–8 and 10. Campuses with no students in Grades 3-11 are evaluated on the performance data 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 2004 AYP Status based on performance 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 and/or 11 does not meet the AYP performance measures, the district may appeal to have the campus evaluated based on its own TAKS results for Grades 9 and/or 11. The Reading/Language Arts and Mathematics

assessment performance and participation measures are evaluated for all students and for each student group meeting the minimum size requirement based on the Grades 9 and/or 11 test results. Campus performance on the other measure is also evaluated if the campus meets the minimum size requirement for all students on the other measure.

Section V: Appendices

Appendix A: Title I School Improvement

If a district or campus that receives Title I, Part A funds does not meet the Adequate Yearly Progress (AYP) standard for the same measure for two or more consecutive years, that district or campus is subject to certain Title I School Improvement requirements, such as offering school choice and supplemental education services. Title I School Improvement requirements are implemented in progressive stages based on the number of years the campus or district does not meet the AYP standard for the same measure (see Appendix B). The requirements for Title I districts and campuses for the 2004–05 school year are determined not only by the district or campus 2004 AYP Status, but also by the AYP Status in the prior year, and the School Improvement status in the prior year.

Guidelines for Title I School Improvement

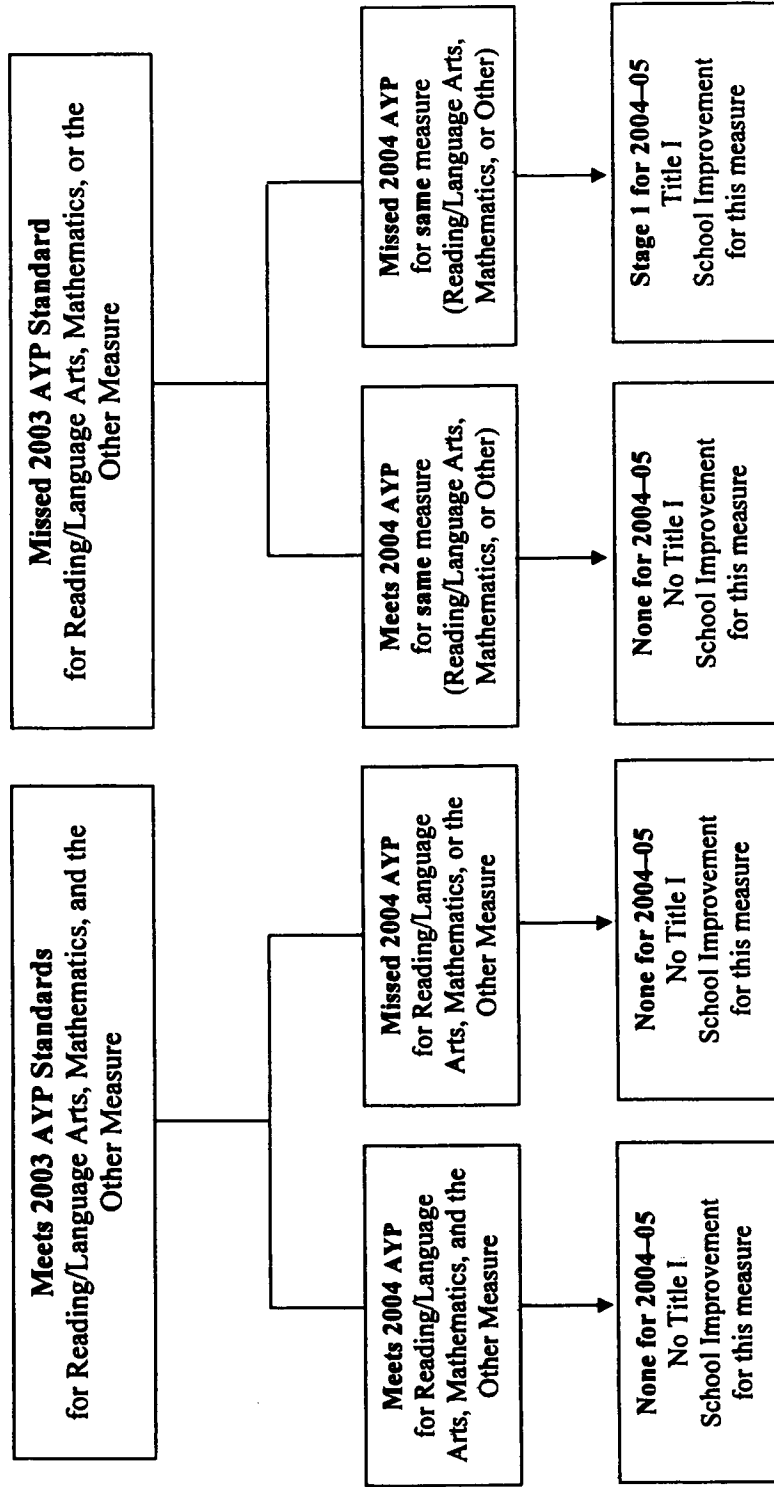
- Districts and campuses receiving Title I, Part A funds are subject to School Improvement requirements if they do not meet the AYP standard for the same measure for two or more consecutive years.
- Title I districts and campuses that do not meet the AYP standard for the same measure (Reading/Language Arts, Mathematics, Graduation or Attendance) for two consecutive years are subject to Stage 1 School Improvement requirements the following school year. Stage 1 designates the first year of Title I School Improvement.
- Each additional year Title I districts and campuses do not meet the AYP standard for the same measure, the requirements increase, from Stage 1 requirements to Stage 2 requirements, for example. (See Appendix B for a summary of the requirements at each stage.)
- Title I districts and campuses are no longer subject to School Improvement when they meet the AYP standard for two consecutive years for the same measure 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 measure. 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 measure that originally identified the district or campus for School Improvement.

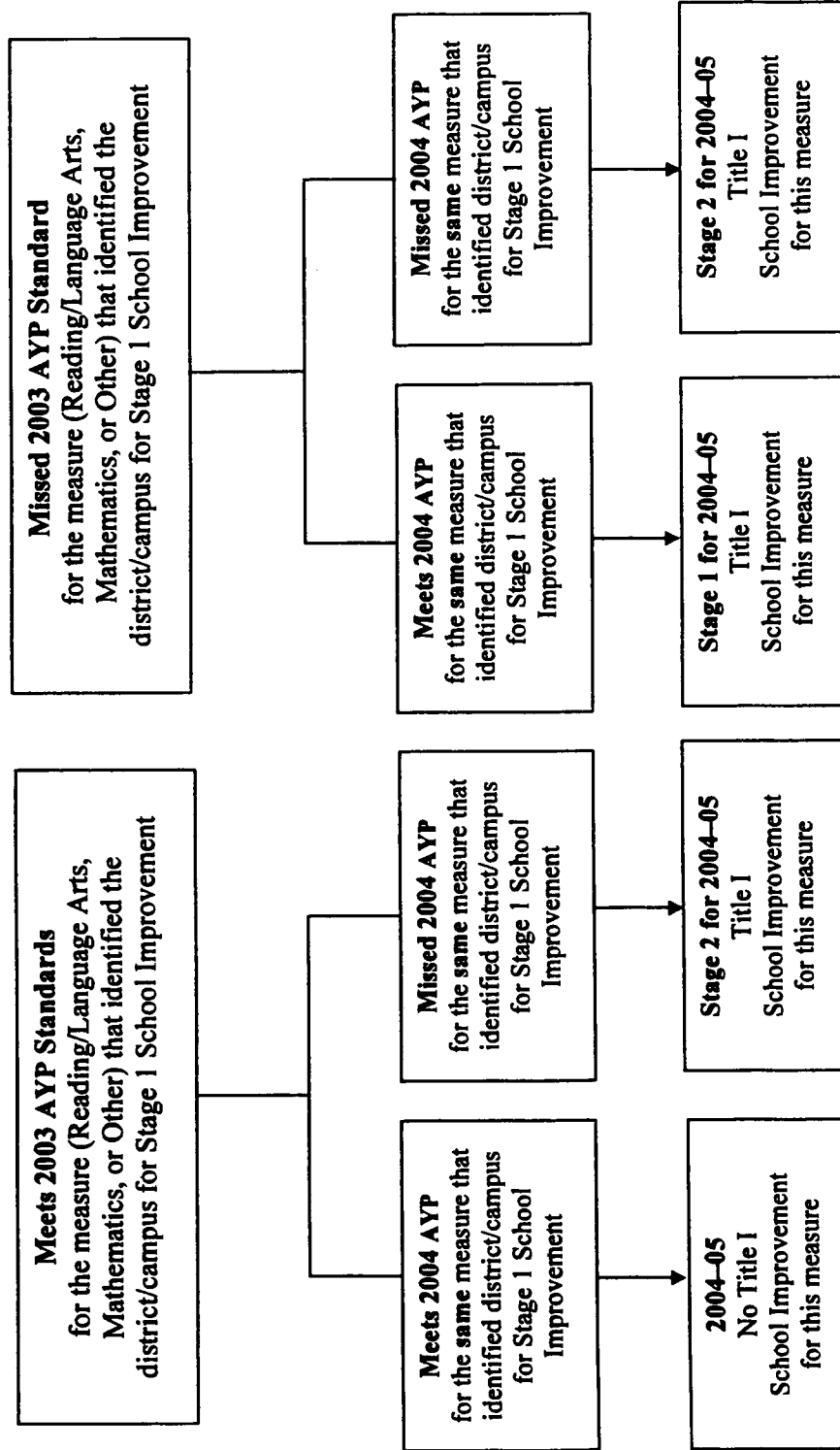
- If a district or campus no longer receives Title I funds, it is no longer subject to School Improvement.

The following four decision trees show how the guidelines are applied to Title I districts and campuses to determine the stage of School Improvement for the 2004–05 school year. Note that the decision trees consider only one measure at a time. If a campus or district is in School Improvement for multiple measures, School Improvement Status can be determined by applying the decision trees for each measure to determine in what stage of School Improvement performance on that measure places the campus or district. The highest resulting stage will be the stage of Title I School Improvement assigned to the campus or district. For example, if a campus determines that it is in Stage 1 for Reading/Language Arts, Stage 2 for Mathematics, and Stage 3 for the other measure, the campus is considered to be in Stage 3 of Title I School Improvement.

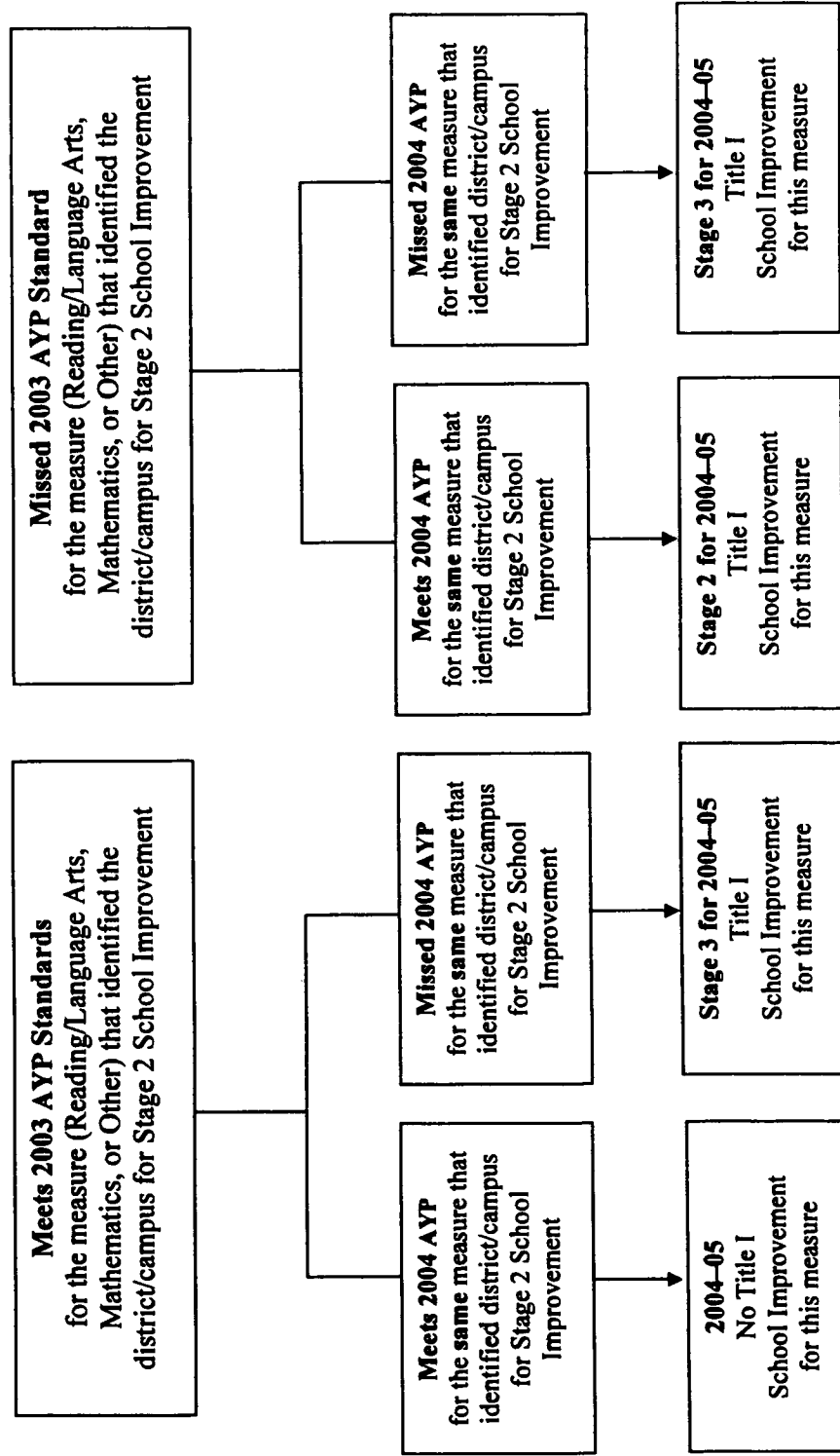
**Determining the 2004-05 Title I School Improvement Status
for
Title I Campuses and Districts Not Subject to School Improvement in 2003-04**



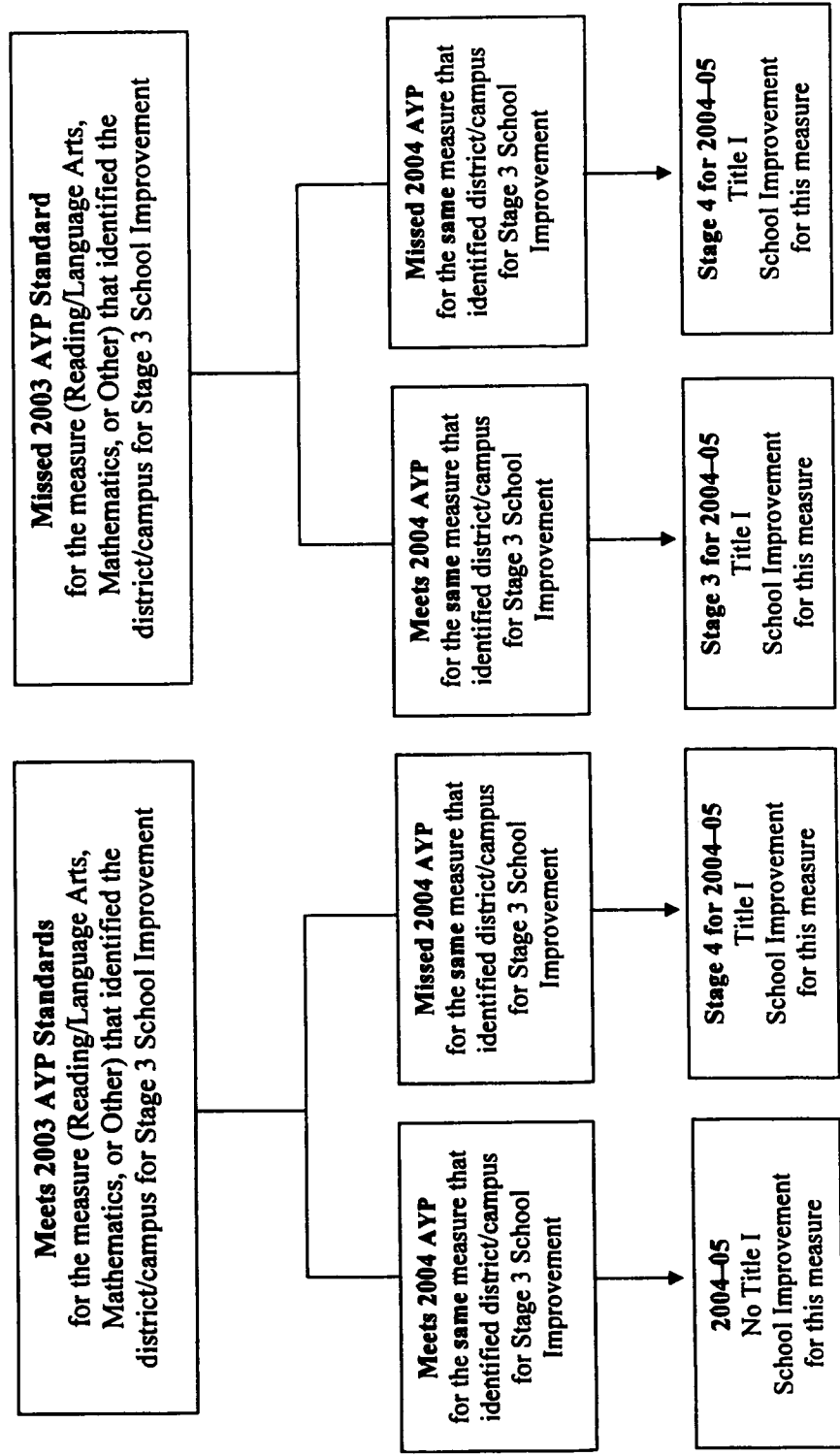
**Determining the 2004-05 Title I School Improvement Status
for
Title I Campuses and Districts Subject to Stage 1 School Improvement in 2003-04**



**Determining the 2004-05 Title I School Improvement Status
for
Title I Campuses and Districts Subject to Stage 2 School Improvement in 2003-04**



**Determining the 2004-05 Title I School Improvement Status
for
Title I Campuses and Districts Subject to Stage 3 School Improvement in 2003-04**



Appendix B: Summary of Title I School Improvement Stages

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

Districts

Stage 1 School Improvement Requirements:

- Revise District Improvement Plan

Stage 2 School Improvement Requirements:

- Implement revised District Improvement Plan

Stage 3 School Improvement Requirements:

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

Campuses

Stage 1 School Improvement Requirements:

- Develop/revise a two-year school improvement campus plan
- Notify parents of campus school improvement status
- School district must offer school choice, and transportation must be provided
- School district must establish a peer review process to provide assistance to the campus

Stage 2 School Improvement Requirements:

- Stage 1 campus and district improvement activities continue
- Supplemental Education Services must be offered to eligible students on the campus

Stage 3 School Improvement Requirements:

- Stage 2 improvement activities continue
- School district must implement one of the following corrective actions:
 - Replace the school staff who are relevant to the campus not meeting AYP
 - Implement curricular and staff development activities
 - Significantly decrease management authority at the campus
 - Appoint an outside expert adviser to the campus
 - Extend the school year or school day of the campus
 - Restructure the organization of the campus
 - Publish and disseminate information regarding corrective action

Stage 4 School Improvement Requirements:

- School district must continue to offer school choice, technical assistance, and supplemental educational services to eligible students
- School district must prepare a plan and make necessary arrangements to implement one of the following options:
 - Reopen school as charter school
 - Replace principal and staff
 - Contract with a private management company
 - State takeover
 - Any other major restructuring of campus governance

Stage 5 School Improvement Requirements:

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

Appendix C: Sample AYP Data Table

The sample 2004 AYP data table below illustrates the types of information provided. See *Section III*, for more information about each measure. The final AYP data table presented in February may include minor modifications that are not shown in this section.

1 2004 AYP Status: The data table provides the district or campus AYP designation for 2004. (See *Section II* for a description of the designation labels.) *Note: The 2004 AYP Status will not appear on the preliminary data tables provided to districts on November 15, 2004.*

Comments: The following comments provide additional information about the 2004 AYP Status. *Note: The 2004 AYP Status will not appear on the preliminary data tables provided to districts on November 15, 2004.*

Meets AYP: Paired

The campus 2004 AYP Status is based on evaluation of the Reading/Language Arts and/or Mathematics all students performance results of an assigned pairing relationship. This method is used for campuses with no students enrolled in Grades 3–8 or 10 and for small campuses.

Missed AYP: Reading, Mathematics, Reading (Participation), Mathematics (Participation), Graduation Rate, Attendance Rate

This note shows the measure or measures for which the district or campus did not meet all AYP standards.

Not Evaluated: New Campus

New campuses are not evaluated the first year they report fall enrollment.

Not Evaluated: PK–K Campus

Campuses that serve no students in grades higher than kindergarten are not evaluated for AYP.

Not Evaluated: Charter District

Open-enrollment charter schools are evaluated as campuses for AYP. For 2004, a charter that operates multiple campuses is not evaluated as a district based on aggregate data for the schools operated under the charter.

Not Evaluated: Other

The campus or district was not evaluated for other reasons, such as campus with no students enrolled for the full academic year, district with no students enrolled in the grades tested, or other unusual circumstances.

2 Performance: The Number *Met Standard* (numerator), Number Tested (denominator), and Percent *Met Standard* for Reading/Language Arts and Mathematics, summed across Grades 3–8 and 10 for the grades tested at the campus or district, are provided for 2003-04 and 2002-03. (See *Section III* for more information about the test results included in this measure).

- 3 Student Group %: For Performance, Participation, and the other measure, the percent of the total represented by each group is calculated to assist in determining if minimum size requirements have been met. The calculation is based on the denominator for the rate, with the following exception for the LEP student group.
- 4 Limited English Proficient (LEP) Student Group: There are two sources of LEP student group information for Reading/Language Arts and Mathematics Performance, which are shown in the last two columns on the report. For all other measures there is only one source of LEP student group information, which is shown in the first LEP column.

LEP (Measure): For Reading/Language Arts and Mathematics Performance, the 2003-04 *Met Standard*, Number Tested, and percent *Met Standard* include students tested in 2003-04 who were identified as LEP in 2003-04, 2002-03, or 2001-02.

LEP (Students): For Reading/Language Arts and Mathematics Performance, the Number Tested and Student Group % used to determine if the LEP student group meets minimum size requirements includes only students tested in 2003-04 who were identified as LEP in 2003-04. This is applicable to Reading/Language Arts and Mathematics performance only.
- 5 Other Measure: Only one other measure is used in the AYP calculation for each district and campus—Attendance Rate or Graduation Rate. This block of the data table shows the data used in calculation of the applicable measure.

Attendance: The Days Present (numerator), Days Membership (denominator), and calculated Attendance Rate are provided for 2002-03 and 2001-02.

Graduation Rate (not shown on example): The Graduates (numerator), Number in Class (denominator), and calculated Graduation Rate are provided for the Class of 2003 and Class of 2002.
- 6 Change: Change 2003 to 2004 in Reading/Language Arts and Mathematics and Change from the prior year on the Attendance Rate or Graduation Rate are the difference between the rates for the two years shown on the data tables. These calculations are used to determine if the district or campus met performance improvement in Reading/Language Arts and Mathematics or showed improvement on the Attendance Rate or Graduation Rate.
- 7 Improvement Required: If any student group (or all students) meets the minimum size criteria but does not meet the AYP standard for Reading/Language Arts or Mathematics performance, the performance improvement required to meet AYP is shown. This information is not calculated for Graduation Rate or Attendance Rate because the amount of improvement required is always 0.1 percentage points.

8 2004-05 Title I School Improvement Status: For districts and campuses receiving Title I, Part A funds, this note indicates if the district or campus is subject to any School Improvement requirements. The note only appears on the reports for Title I districts and campuses. The following information is shown: None (no required activities), Stage 1, Stage 2, or Stage 3. See *Appendices A* and *B* for more information about the Title I requirements.

9 Participation: The Number Participating (numerator), Total Students (denominator), and calculated Participation Rates for Reading/Language Arts and Mathematics, summed across Grades 3-8 and 10 for the grades tested at the campus or district, are provided for 2003-04 and 2002-03. Students coded as absent on the day of testing are not included in the Number Participating. Also, LEP students who were exempted from the TAKS Mathematics test by the LPAC and were not coded on a TAKS answer document as tested on a released TAKS Mathematics test with linguistic accommodations are not included in the Number Participating.

10 Average Two-Year Participation Rate: If any student group (or all students) meets the minimum size criteria but does not meet the AYP standard for Reading/Language Arts or Mathematics participation, average participation rates across two years is calculated.

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

- Met AYP or measure is not evaluated:
 - Either the AYP requirement was met or there was an insufficient minimum size for the evaluation of this student group.
- % Missed AYP for this performance measure due to 1% cap
 - The sole reason this measure did not meet the AYP requirement was due to the application of the Federal 1% Cap on SDAA and LDAA, including SDAA baseline tests counted as not proficient.
- L Missed AYP for this performance measure due to LEP-exempt Mathematics
 - The sole reason this measure did not meet the AYP requirement was due to results for LEP-exempt students tested on released TAKS Mathematics tests counted as not proficient. LEP-exempt students who have been in U.S. schools for one year or less are excluded from this measure.
- < Missed AYP for this participation measure due to absence of fewer than 5 students
 - The participation measure was not met based on the absence of fewer than five total students.
- X Missed AYP for this measure for other reasons or a combination of reasons
 - The AYP requirement was not met due to reasons not indicated above, or a combination of reasons.

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table
Preliminary 2004 AYP Results

Campus Name: Sample School (999999999) Sample ISD

Academically Unacceptable, Missed AYP - Reading and Mathematics

1 →

4 ↓

2 →

3 →

7 →

5 →

6 →

8 →

| | All Students | African American | Hispanic | White | Econ. Disadv. | Special Education | LEP (Measure) | LEP (Students) |
|---|--------------|------------------|----------|--------|---------------|-------------------|---------------|----------------|
| Performance: Reading/Language Arts | | | | | | | | |
| 2003-04 Assessments | | | | | | | | |
| Met Standard | 271 | 16 | 53 | 177 | 48 | 1 | 36 | n/a |
| Number Tested | 316 | 23 | 73 | 198 | 107 | 16 | 56 | 49 |
| % Met Standard | 86% | 70% | 73% | 89% | 45% | 6% | 64% | n/a |
| Student Group % | 100% | 7% | 23% | 63% | 34% | 5% | n/a | 16% |
| 2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation) | | | | | | | | |
| Met Standard | 221 | 13 | 41 | 164 | 41 | 4 | 13 | n/a |
| Number Tested | 282 | 18 | 65 | 194 | 103 | 21 | 24 | 20 |
| % Met Standard | 78% | 72% | 63% | 85% | 40% | 19% | 54% | n/a |
| Change 2003 to 2004 | 8 | -2 | 10 | 4 | 5 | -13 | 10 | |
| Improvement Required | | | | | 6 | | | |
| Performance: Mathematics | | | | | | | | |
| 2003-04 Assessments | | | | | | | | |
| Met Standard | 290 | 20 | 57 | 181 | 44 | 5 | 16 | n/a |
| Number Tested | 318 | 23 | 74 | 198 | 112 | 20 | 53 | 50 |
| % Met Standard | 91% | 87% | 77% | 91% | 39% | 25% | 30% | n/a |
| Student Group % | 100% | 7% | 23% | 62% | 35% | 6% | n/a | 16% |
| 2002-03 Assessments (TAKS at 1 SEM Below Panel Recommendation) | | | | | | | | |
| Met Standard | 257 | 18 | 50 | 185 | 41 | 14 | 14 | n/a |
| Number Tested | 291 | 19 | 65 | 202 | 108 | 28 | 30 | 21 |
| % Met Standard | 88% | 95% | 77% | 92% | 38% | 50% | 47% | n/a |
| Change 2003 to 2004 | 3 | -8 | 0 | -1 | 1 | -25 | -17 | |
| Improvement Required | | | | | | | 5 | |
| Attendance 2002-03 | | | | | | | | |
| Days Present | 93,987 | 6,280 | 24,049 | 62,268 | 22,080 | 13,863 | 9,022 | |
| Days Membership | 97,396 | 6,548 | 24,947 | 64,326 | 22,600 | 14,233 | 9,349 | |
| Attendance Rate | 96.5% | 95.9% | 96.4% | 96.8% | 97.7% | 97.4% | 96.5% | |
| Student Group % | 100% | 7% | 26% | 66% | 23% | 15% | 10% | |
| Attendance 2001-02 | | | | | | | | |
| Days Present | 84,631 | 4,990 | 18,510 | 59,680 | 16,138 | 11,402 | 8,878 | |
| Days Membership | 87,791 | 5,192 | 19,201 | 61,717 | 16,552 | 11,816 | 9,210 | |
| Attendance Rate | 96.4% | 96.1% | 96.4% | 96.7% | 97.5% | 96.5% | 96.4% | |
| Student Group % | 100% | 6% | 22% | 70% | 19% | 14% | 10% | |
| Change 2002 to 2003 | 0.1 | -0.2 | 0.0 | 0.1 | 0.2 | 0.9 | 0.1 | |
| 2004 - 05 School Improvement Requirement: Stage 1 Reading | | | | | | | | |

TEXAS EDUCATION AGENCY
Adequate Yearly Progress Campus Data Table

Page 2 of 2

Preliminary 2004 AYP Status

Campus Name: Sample School (999999999) Sample ISD

9 →

| | All Students | African American | Hispanic | White | Econ. Disadv. | Special Education | LEP (Measure) | LEP (Students) |
|---|--------------|------------------|----------|-------|---------------|-------------------|---------------|----------------|
| Participation: Reading/Language Arts | | | | | | | | |
| 2003-04 Assessments | | | | | | | | |
| Number Participating | 360 | 27 | 93 | 207 | 68 | 20 | 39 | |
| Total Students | 371 | 30 | 97 | 220 | 72 | 39 | 45 | |
| Participation Rate | 97% | 90% | 96% | 94% | 94% | 51% | 87% | |
| Student Group % | 100% | 8% | 26% | 59% | 19% | 11% | 12% | |
| 2002-03 Assessments | | | | | | | | |
| Number Participating | 341 | 25 | 94 | 215 | 77 | 19 | 28 | |
| Total Students | 370 | 26 | 98 | 224 | 85 | 39 | 34 | |
| Participation Rate | 92% | 96% | 96% | 96% | 91% | 49% | 82% | |
| Average Two-Year | | | | | | | | |
| Participation Rate | | | | 95% | 92% | | | |

10 →

Participation: Mathematics

| | | | | | | | | |
|----------------------------|------|-----|-----|-----|-----|-----|-----|--|
| 2003-04 Assessments | | | | | | | | |
| Number Participating | 358 | 24 | 90 | 206 | 71 | 22 | 29 | |
| Total Students | 370 | 26 | 100 | 215 | 75 | 39 | 33 | |
| Participation Rate | 97% | 92% | 90% | 96% | 95% | 56% | 88% | |
| Student Group % | 100% | 7% | 27% | 58% | 20% | 11% | 9% | |
| 2002-03 Assessments | | | | | | | | |
| Number Participating | 341 | 24 | 90 | 217 | 75 | 21 | 28 | |
| Total Students | 370 | 26 | 98 | 223 | 82 | 39 | 34 | |
| Participation Rate | 92% | 92% | 92% | 97% | 91% | 54% | 82% | |
| Average Two-Year | | | | | | | | |
| Participation Rate | | | 91% | | | | | |

11

2004 AYP Explanation Table

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

- Not AYP or the measure not evaluated
- ‡ Missed AYP for this performance measure due to 1% cap
- L Missed AYP for this performance measure due to LEP-exempt local math
- < Missed AYP for this participation measure due to absence of fewer than 5 students
- X Missed AYP for this measure for other reasons or a combination of reasons

Appendix D: Calculation of 2004 AYP Status for Sample School

Following is a step-by-step description of the 2004 AYP Status calculation for Sample School. This example illustrates a hypothetical Title I campus receiving a preliminary 2004 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/Language Arts Performance

Performance Standard (for all students and each student group that meets minimum size requirements): *47% Met Standard* for students enrolled the full academic year

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

Step 1. All Students: *86% Met Standard* exceeds the *47%* performance standard

Student Groups: Student group performance is evaluated if there are test results for 50 or more students in the student group (summed across grades) by subject, and the student group comprises at least 10 percent of all test takers in the subject, *or* there are test results for 200 or more students in the group, even if the group represents less than 10 percent of all test takers in the subject.

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

Step 3. Hispanic: *73% Met Standard* exceeds the *47%* performance standard
There are 73 students who represent 23 percent of students tested.

Step 4. White: *89% Met Standard* exceeds the *47%* performance standard
There are 198 students who represent 63 percent of students tested.

Step 5. Economically Disadvantaged: 45% *Met Standard* does not meet the 47% performance standard – go to improvement calculation.
There are 107 students who represent 34 percent of students tested.

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

Step 7. LEP: not evaluated (only 49 students tested)
(Although there were only 49 LEP students tested in 2003–04, there were 56 students tested in 2003–04 whose assessment, attendance, or enrollment information for 2003-04, 2002–03, or 2001–02 indicated they were LEP students.)

Mathematics Performance

Performance Standard (for all students and each student group that meets minimum size requirements): 33% *Met Standard* for students enrolled the full academic year

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

Step 8. All Students: 91% *Met Standard* exceeds the 33% performance standard

Student Groups

Step 9. African American: not evaluated (only 23 students tested)

Step 10. Hispanic: 77% *Met Standard* exceeds the 33% performance standard
There are 74 students who represent 23 percent of students tested.

Step 11. White: 91% *Met Standard* exceeds the 33% performance standard
There are 198 students who represent 62 percent of students tested.

Step 12: Economically Disadvantaged: 39% *Met Standard* exceeds the 33% performance standard.
There are 112 students who represent 35 percent of students tested.

Step 13. Special Education: not evaluated (only 20 students tested)

Step 14. LEP: 30% *Met Standard*—does not meet the 33% performance standard – go to improvement calculation
There are 50 students who represent 16 percent of students tested in 2003–04. (The percent *Met Standard* is based on the performance results of 53 students tested in 2003–04 whose assessment, attendance, or enrollment information for 2003–04, 2002–03, or 2001–02 indicated they were LEP students.)

Performance Improvement

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

Calculating Improvement Required

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

100% – 40% *Met Standard* in 2002–03 = 60% of students not passing the Reading/Language Arts test in 2002–03

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

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

100% – 40% *Met Standard* in 2002–03 = 60% improvement required to reach a standard of 100%

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

and

Attendance Rate minimum size requirements for student groups in current year and prior year of 9,000 or more total days in membership and the student group represents at least 10 percent of all students is met—0.1 improvement in Attendance Rate is required

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

45% *Met Standard* in 2003–04 *minus* 40% in 2002–03 = 5% increase, which does not meet the 6% improvement required

and

97.7% Attendance Rate for 2002–03 *minus* 97.5% in 2001–02 = 0.2% increase, which exceeds the 0.1% gains required

The Reading/Language Arts performance requirement for Economically Disadvantaged students is not met.

Step 16. Mathematics performance requirement for LEP student group

Improvement required:

100% – 47% *Met Standard* in 2002–03 = 53% improvement required to reach a standard of 100%

53% divided by 10 years = 5% improvement required over a one year period *or* 5% increase in students *Met Standard* is required

and

Attendance Rate minimum size requirements for student groups in current year and prior year of 9,000 or more total days in membership and the student group represents at least 10 percent of all students is met — 0.1 improvement in Attendance Rate is required

Performance Improvement:

30% *Met Standard* in 2003–04 *minus* 47% in 2002–03 = -17% increase, which does not meet the 5% gains required

and

96.5% Attendance Rate for 2002–03 *minus* 96.4% in 2001–02 = 0.1% increase, which meets the 0.1% gains required

The Mathematics performance requirement for LEP students is not met.

Other Measure

Attendance Rate is the other measure for Sample School.

Attendance Rate Standard (for all students only): **90.0% or any improvement**

Step 17. All Students: 96.5% Attendance Rate exceeds the 90% standard

Reading/Language Arts Participation

Participation Standard for Reading/Language Arts (for all students and each student group that meets minimum size requirements): **95%** of students enrolled on the day of testing participate in the state assessment program.

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

Step 18. All Students: 97% participation— exceeds the 95% participation standard

Student Groups: Student group participation is evaluated if there are 50 or more students in the student group enrolled on the test date (summed across grades) for the subject, and the student group comprises at least 10 percent of all students enrolled on the test date; *or* there are 200 or more students in the group enrolled on the test date, even if the group represents less than 10 percent of all students enrolled on the test date.

- Step 19. African American: not evaluated (only 30 students enrolled on the test date)
- Step 20. Hispanic: 96% participation – exceeds 95% participation standard
There are 97 students who represent 26 percent of students enrolled on the test date.
- Step 21. White: 94% participation– does not meet 95% standard – go to average participation calculation
There are 220 students who represent 59 percent of students enrolled on the test date.
- Step 22. White Average Two-Year Participation Rate: 95% participation– meets the 95% participation standard
- Step 23. Economically Disadvantaged: 94% participation–does not meet 95% standard – go to average participation calculation
There are 72 students who represent 19 percent of students enrolled on the test date.
- Step 24. Economically Disadvantaged Average Two-Year Participation Rate: 92% participation–does not meet 95% participation standard
- Step 25. Special Education: not evaluated (only 39 students enrolled on the test date)
- Step 26. LEP: not evaluated (only 45 students enrolled on the test date)

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

Mathematics Participation

Participation Standard for Mathematics (for all students and each student group that meets minimum size requirements): 95% of students enrolled on the day of testing participate in the state assessment program.

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

Step 27. All Students: 97% participation— exceeds the 95% participation standard

Student Groups

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

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

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

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

Step 32. Economically Disadvantaged: 95% participation— meets the 95% participation standard
There are 75 students who represent 20 percent of students tested.

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

Step 34. LEP: not evaluated (only 33 students enrolled on the test date)

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

2004 AYP Status

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

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

The campus will receive a 2004 AYP Status of *Missed AYP*.

Appendix E: Grade Ranges Included in Each Campus Type

| | High Grade → | | | | | | | | | | | | | | |
|----|--------------|----|---|---|---|---|---|---|---|---|---|---|----|----|----|
| | EE | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| EE | ■ | | | | | | | | | | | | | | |
| PK | ■ | ■ | | | | | | | | | | | | | |
| K | | ■ | ■ | | | | | | | | | | | | |
| 1 | | | ■ | ■ | | | | | | | | | | | |
| 2 | | | | ■ | ■ | | | | | | | | | | |
| 3 | | | | | ■ | ■ | | | | | | | | | |
| 4 | | | | | | ■ | ■ | | | | | | | | |
| 5 | | | | | | | ■ | ■ | | | | | | | |
| 6 | | | | | | | | ■ | ■ | | | | | | |
| 7 | | | | | | | | | ■ | ■ | | | | | |
| 8 | | | | | | | | | | ■ | ■ | | | | |
| 9 | | | | | | | | | | | ■ | ■ | | | |
| 10 | | | | | | | | | | | | ■ | ■ | | |
| 11 | | | | | | | | | | | | | ■ | ■ | |
| 12 | | | | | | | | | | | | | | ■ | ■ |

Elementary
 Elementary/Secondary
 Middle School/Junior High
 High School

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 | Mike Gonzalez | (956) 984-6040 | mgonzale@esconett.org | (956) 984-6019 |
| 2 | Corpus Christi | Linda Villarreal | (361) 561-8401 | lvillarreal1@esc2.net | (361) 883-3442 |
| 3 | Victoria | Mary Beth Matula Brenda O'Bannon | (361) 573-0731 | mbmatula@esc3.net bobannon@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 | Mark Perkins | (409) 951-1839 | mperkins@esc5.net | (409) 813-3542 |
| 6 | Huntsville | Mark Kroschel Jayne Tavenner John Emerich | (936) 435-8300 (936) 435-8242 (936) 435-8234 | mkroschel@esc6.net jtavenner@esc6.net jemerich@esc6.net | (936) 295-1447 |
| 7 | Kilgore | Brenda Jarvis Cynthia Hernandez | (903) 988-6824 (903) 988-6823 | bjarvis@esc7.net chernandez@esc7.net | (903) 988-6860 |
| 8 | Mount Pleasant | Mike McCallum | (903) 572-8551 | mmccallum@reg8.net | (903) 575-2610 |
| 9 | Wichita Falls | Dr. Vicki Holland | (940) 322-6928 | vicki.holland@esc9.net | (940) 767-3836 |
| 10 | Richardson | Dora Moron | (972) 348-1528 | morond@esc10.ednet10.net | (972) 348-1529 |
| 11 | Fort Worth | Dr. Elizabeth Rowland | (817) 740-7625 | erowland@esc11.net | (817) 740-3622 |
| 12 | Waco | JoDell Bland | (254) 297-1238 | jbland@esc12.net | (254) 666-0625 |
| 13 | Austin | Dr. Eileen Reed | (512) 919-5334 | eileen.reed@esc13.txed.net | (512) 919-5374 |
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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 |
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| Admission, Review, and Dismissal (ARD) | Special Education | (512) 463-9414 |
| Charter Schools | Charter Schools | (512) 463-9575 |
| Communications and Public Information | Communications and Public Information | (512) 463-9000 |
| <i>No Child Left Behind Act</i> (NCLB) | NCLB Program Coordination | (512) 463-9374 |
| State Accountability Ratings | Performance Reporting | (512) 463-9704 |
| Texas Assessment of Knowledge and Skills (TAKS) and other Assessment/Testing | Student Assessment | (512) 463-9536 |
| Title I School Improvement | NCLB Program Coordination | (512) 463-9374 |

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