

Comparison of State and Federal Accountability (AYP) by Indicator<422;

| | State Accountability (Standard Procedures) | AYP |
|--------------------------------|--|---|
| TAKS | | |
| Subjects & Standards | Reading/ELA* <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 70% Mathematics* <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 55% Writing <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 70% Social Studies <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 70% Science <i>Exemplary</i> 90% / <i>Recognized</i> 75% / <i>Acceptable</i> 50% <i>All values rounded to the nearest whole number.</i> <i>*Includes cumulative pass rate for grades 3, 5 and 8 reading and grades 5 and 8 mathematics.</i> | Reading/ELA* <i>Meets AYP</i> 67% Mathematics* <i>Meets AYP</i> 58% <i>All values rounded to nearest whole number.</i> <i>*Includes cumulative pass rate for grades 3 5, and 8 reading and grades 5 and 8 mathematics.</i> |
| 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 | To <i>Acceptable</i> : Has enough gain to meet <i>Acceptable</i> standard in 2 years. To <i>Recognized</i> : At 70% – 74% and has gain to meet 75% standard in 2 years. Note: TPM is not included in calculations | 10% decrease in percent <i>not passing</i> AND must meet standard on other measure <i>OR</i> show at least 0.1% improvement. |
| Texas Projection Measure (TPM) | <i>Percent Meeting the TAKS Standard with TPM is evaluated to move to Acceptable, Recognized, or Exemplary. May move only one level.</i> | AYP proficiency rate with TPM includes student results that did not meet the passing standard but are projected to meet the standard based on TPM. |
| Mobility Adjustment | District and campus accountability subsets used. | District and campus accountability subsets used. |
| Pairing | Paired with feeder campus (or district). | Paired with feeder campus (or district) in certain conditions. |
| TAKS (Accommodated) | | |
| Subjects & Grades | TAKS (Accommodated) for the following subjects & grades is combined with TAKS: ELA Grade 11 Mathematics Grade 11 Science Grades 5 (English & Spanish), 8, 10, and 11 Social Studies Grades 8, 10, and 11 <i>See TAKS section (above) for standards and groups.</i> | TAKS (Accommodated) (grades 3-8 and 10 only) is combined with TAKS and other assessments by subject for performance and participation. <i>See TAKS section (above) for standards, subjects, and groups.</i> |

Comparison of State and Federal Accountability (AYP) by Indicator: 2009 (continued)

| | State Accountability (Standard Procedures) | AYP |
|---------------------------------------|---|---|
| Other Assessments | | |
| TELPAS Reading | N/A: Assessment not included for determining ratings. | Combined with TAKS and TAKS (Accommodated) results by subject for students not tested on TAKS or TAKS (Accommodated) for Performance and Participation. Note: There is a cap on the number of students who can be counted as <i>proficient</i> on TAKS-Alt and TAKS-M. |
| TAKS LAT | | |
| TAKS-Modified | | |
| TAKS-Modified LAT | | |
| TAKS-Alternate | | |
| Additional Assessment Features | | |
| Exceptions to the Standard | Up to 4 TAKS exceptions allowed to move to <i>Acceptable</i> or <i>Recognized</i> . One exception allowed to move to <i>Exemplary</i> . Number of assessment measures evaluated, minimum performance floors, and prior use determine eligibility. TPM not included included in floor. | N/A |
| Cap on Alternate Assessments | N/A | Cap on the number of students counted as <i>proficient</i> on TAKS-Alt and TAKS-M. |
| Attendance Rate | | |
| Standard | N/A: Used only for Gold Performance Acknowledgment | Meets AYP 90.0% "Other Measure" for elementary and middle schools. All values rounded to nearest one-tenth of a percent. |
| Student Groups | | All Students only |
| Minimum Size | | All Students.... 7,200 (40 students x 180 days) Student Groups* 50/10%/200 * Student groups used only for performance gain. |
| Improvement | | At least 0.1% improvement. |
| Completion Rate (grades 9 12) | | |
| Standards | Grads+Continuers <i>Exemplary</i> 95.0%/ <i>Recognized</i> 85.0%/ <i>Acceptable</i> 75.0% All values rounded to nearest one-tenth of a percent. | Graduate component only 70.0% "Other Measure" for high schools and districts. All values rounded to nearest one-tenth of a percent. |
| Student Groups | All Students, African American, Hispanic, White, Economically Disadvantaged | All Students only |
| Minimum Size | All Students At least 5 dropouts and 10 in denominator Student Groups At least 5 dropouts and 30/10%/50 in denominator | All Students At least 40 in denominator Student Groups* 50/10%/200 * Student groups used only for safe harbor. |
| Improvement | To <i>Acceptable</i> : Has gain to meet 75.0% standard in 2 years To <i>Recognized</i> : 75.0% - 84.9% and has gain to meet 85.0% standard in 2 yrs Minimum Size (All Students and groups): At least 10 in prior year | At least 0.1% improvement |
| High School w/o completion rate | N/A: Indicator not evaluated. | N/A: Indicator not evaluated. |

Comparison of State and Federal Accountability (AYP) by Indicator: 2009 (continued)

| | State Accountability (Standard Procedures) | AYP |
|--|--|---|
| Annual Dropout Rate (grades 7 8) | | |
| Standards | Grades 7-8... <i>Exemplary, Recognized, & Acceptable</i> ≤ 2.0% <i>All values rounded to one-tenth.</i> | N/A: Indicator not evaluated. |
| Student Groups | All Students, African American, Hispanic, White, Economically Disadvantaged | |
| Minimum Size | All StudentsAt least 5 dropouts and 10 in denominator Student GroupsAt least 5 dropouts and 30/10%/50 in denominator | |
| Improvement | <ul style="list-style-type: none"> To <i>Acceptable, Recognized or Exemplary</i> : If rate has declined enough to meet the 2.0% standard in 2 years. 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/ELA & Mathematics | | |
| Standard | N/A: Indicator not evaluated. Monitoring interventions may occur with excessive absences. | Tested at campus/district 95% <i>All values rounded to nearest whole number.</i> |
| Student Groups | | All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient (LEP) |
| Minimum Size | | All StudentsAt least 40 in denominator Student Groups50/10%/200 |
| Other Campus and District Situations | | |
| Registered Alternative Education Campuses | Rated under Alternative Education Accountability (AEA) Procedures. | Evaluated under same criteria as regular campuses. |
| Charter Operators | Evaluated under same criteria as regular districts.* * <i>Charter Operators may be rated under AEA Procedures.</i> | Evaluated under same criteria as regular districts. |
| 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 | All campuses (established or new) are rated. | New campuses are 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. |
| Hurricane Ike Provision | <ul style="list-style-type: none"> Eligible districts and campuses receive rating of <i>Not Rated: Other</i> if certain circumstances are met. Assessment results for students displaced due to hurricane are excluded from TAKS accountability indicator. | <ul style="list-style-type: none"> Eligible districts and campuses are not evaluated on reading and mathematics indicators if certain circumstances are met. Displaced students are included in AYP calculations. If districts and campuses miss AYP solely due to displaced students, a delay provision is applied to their school improvement timeline. |