



NEWS

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87 percent of districts and 81 percent of schools meet federal AYP requirements

AUSTIN – Eighty-seven percent of Texas school districts made Adequate Yearly Progress (AYP) under a federal evaluation system created by the No Child Left Behind Act.

Among the state's 7,956 campuses, 6,437 or 81 percent met or exceeded the AYP performance targets, Commissioner of Education Shirley J. Neeley announced today. In 2005, 78 percent of the campuses met AYP targets.

AYP evaluations for individual schools and districts are available at:

<http://www.tea.state.tx.us/ayp>.

“We’re pleased that a growing number of campuses are meeting AYP goals. The percentage of districts meeting the federal targets is holding steady. While this is strong performance, the No Child Left Behind Act requires all campuses and districts to meet increasing AYP targets through 2014, so we must continue to improve performance levels,” she said.

AYP evaluations are based on participation and performance on state reading/English language arts (ELA) and mathematics exams in grades 3-8 and 10; graduation rates and attendance rates. The passing rates are computed using results from the Texas Assessment of Knowledge and Skills (TAKS); the State-Developed Alternative Assessment II (SDAA II); Locally-Determined Alternate Assessments (LDAA); the Reading Proficiency Tests in English (RPTE); and Linguistically Accommodated Testing (LAT) in mathematics.

The data are analyzed for all students and each of the following student groups that meet minimum size requirements: African American, Hispanic, white, economically disadvantaged, special education and limited English proficient.

To meet AYP requirements for 2006, a school or a district was required to have:

- a passing rate on state reading/ELA exams of 53 percent or higher for all students and each student group, or show a 10 percent decrease in students who failed the state tests and improvement on either the graduation rate or attendance rate;
- a passing rate on state mathematics exams of 42 percent or higher for all students and each student group, or a 10 percent decrease in students who failed the state tests and improvement on either the graduation rate or attendance rate;
- a 95 percent or more student participation rate in the testing program or an average 95 percent student participation rate on combined 2004-2005 and 2005-2006 testing data;
- a graduation rate of 70 percent or higher or show improvement;
- an attendance rate of 90 percent or higher or show improvement.

While those elements of the system were stable in 2006, there was one significant change. The U.S. Department of Education required that Texas count no more than 3 percent of students with disabilities who took alternate assessments below enrolled grade level as proficient in 2006. In 2005, as many as 5 percent of students in this category could be counted as proficient.

This federally-mandated change means that some students with disabilities who took a state test below grade level that was determined to be appropriate for their learning level and passed it, must be counted as having failed the test because the percentage of students who took alternative tests exceeds the federal cap. This change alone caused 220 campuses to receive a Missed AYP evaluation. That represents 35.3 percent of all the schools that missed AYP.

The remaining 404 campuses that received a Missed AYP label did so primarily due to reading or math performance.

There were 6,437 campuses that met AYP targets. At the district level, 1,063 districts or 87 percent met AYP. Twelve percent or 148 districts missed AYP targets.

Hurricane Rita Provision

Because of the substantial impact Hurricanes Katrina and Rita had on U.S. schools, the U.S. Department of Education allowed Texas and other states to aggregate the performance results of students displaced by one or both of the hurricanes into a separate student group. Under an agreement with USDE, the percentage of displaced students who were tested were considered when calculating AYP results but their performance –whether they passed or failed a state test – were not used to determine AYP results.

However, test results show that 98 percent of the displaced students in grades 3-8 and 10 took a Texas test and 64 percent of them passed reading/English language arts assessments, while 48 percent passed the mathematics tests. Those results compare to an 85 percent passing rate on reading/English language arts tests and a 76 percent passing rate on mathematics exams for all other Texas students.

The agreement with USDE also included a provision allowing school districts that were forced to suspend classes for an extended period of time due to Hurricane Rita to receive a rating of Not Evaluated. There were seven school districts and 22 schools that were not evaluated because they qualified for the Rita exception.

School Improvement

Provisions of the No Child Left Behind Act allow students in consistently under performing Title I schools to receive additional schooling options. The options available depend on the length of time a school has been on the School Improvement Program (SIP) list.

Complete details about the requirements schools and districts must follow when they are on the School Improvement Program list at any stage are available at:

<http://www.tea.state.tx.us/nclb/titleia/sip/sip.html>.

However, in brief, if Title I schools or districts miss AYP for the same reason for two years in a row, they are placed on the School Improvement Program (SIP) Stage 1 list. There are 58 school districts and 186 schools now in Stage 1.

A district in Stage 1 must revise its District Improvement Plan. Campuses in Stage 1 must revise their Campus Improvement Plan to meet a number of requirements. The requirements include offering transfers to any child who wishes to move to another school. School leaders

must adopt research-based strategies that strengthen the core academic subjects. They must address the specific issue that caused the school to Miss AYP. They must incorporate a teacher mentoring program on the campus; promote parental involvement and they must spend at least 10 percent of their Title I funds on high-quality professional development.

Campuses must notify parents of the transfer option by Aug. 25. Last year when 115 campuses were in Stage 1 of school improvement, 1,187 students took advantage of the transfer option.

There are two districts and 70 campuses that are moving into Stage 2 because they have missed AYP for the same reason for three years in a row.

A district in Stage 2 must implement its revised District Improvement Plan. A campus in Stage 2 must meet all the requirements of Stage 1, plus the federal law requires them to provide supplemental services, such as tutoring, to students from low-income families.

There were no districts in a category higher than Stage 2.

There are 33 schools that have moved into Stage 3 because they missed the same AYP target for four years in a row.

Along with offering supplemental services, the school must take at least one of the following corrective actions:

- replace the school staff who are relevant to the failure to make AYP;
- institute and fully implement a new curriculum, including providing appropriate professional development;
- decrease management authority significantly at the campus level;
- appoint an outside expert to advise the campus on its progress toward making AYP;
- extend the school year or school day for the campus;
- restructure the internal organizational structure of the campus.

For the first time, Texas has two charter campuses that have moved into Stage 4 school improvement because they missed the same AYP target for five years. Both are due to math performance.

The charter schools must continue to offer technical assistance and tutoring to eligible students. They must prepare a plan to implement one of the following options:

- replace the principal and staff;
- contract with a private management company;
- be subject to a state takeover; or
- implement any other major restructuring of campus governance.

The preliminary 2006 AYP results were originally scheduled to be released on Wednesday. However, the public release was postponed until today to allow TEA staff to correct an AYP processing error in the preliminary data released to districts on Tuesday. The AYP data for one district and 22 campuses were affected. The AYP status for the Luling Independent School District and 19 campuses represented by nine districts changed from missed AYP to meets AYP. Three of the 22 campuses continue to miss AYP but their number of reasons for missing AYP is reduced.

The corrected AYP processing affected a total of 2,975 limited English proficient (LEP) students who were administered Linguistically Accommodated Testing (LAT) of the TAKS mathematics assessment. Each superintendent has been contacted by TEA staff and informed that the AYP status for the affected campuses has been updated.

All districts and campuses have also received updated confidential data tables and student listings via the secure TEA website prior to today's public release. A listing of schools and

districts that are on the School Improvement List is available at:

<http://www.tea.state.tx.us/nclb/titleia/sip/sip.html>.

Additional AYP information is available at: <http://www.tea.state.tx.us/ayp>.

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