

2011 AYP Federal Cap Process

**Performance Reporting Division
Texas Education Agency
May 20, 2011**

2011 AYP Federal Cap Process

Today's Agenda

- Overview of 2011 AYP
- 2011 AYP Timeline
- 2011 Federal Cap on Alternate Assessments
 - *How the Federal Cap Works*



Overview of 2011 AYP

2011 AYP: TPM

Texas Projection Measure (TPM) Discontinued

- On April 22, 2011, the Texas Commissioner of Education announced his decision to discontinue use of the Texas Projection Measure (TPM) for both the state and federal accountability systems. See the *Commissioner of Education Final Decisions* document at <http://ritter.tea.state.tx.us/perfreport/account/2011/index.html>
- The TPM for all TAKS assessments, including TAKS-M, and the TAKS-Alt growth measure will not be included in the performance results used to calculate the 2011 Adequate Yearly Progress (AYP) statuses.

2011 AYP: PK/K Campuses

Federal Race/Ethnicity Provision

See slides # 79-82 for the additional information provided during the TETN presentation.

Expansion of State Accountability Pairing Requests for PK/K Campuses

- The existing state accountability pairing application was expanded to meet the US Department of Education requirement to implement pairing assignments for PK/K campuses for federal accountability AYP purposes only.
- The pairing process for PK/K campuses in AYP will be similar to the AYP pairing of campuses for results in past years.

2011 AYP: PK/K Campuses

Expansion of State Accountability Pairing Requests for PK/K Campuses

For 2011 AYP, the pairing process is adjusted slightly for PK/K campuses:

- For PK/K campuses, if the information was not provided through the TEASE pairing application, campus pairing decisions will be assigned by TEA.
- The assignment will be based on analysis of attendance and enrollment patterns; an assignment may be made to the district results.
- Performance results at the all students level will be applied to the paired campus for the subject.

2011 AYP: Standards & Targets

- Reading/English Language Arts
 - Performance: **80%** Proficiency Rate
 - Participation: 95% Rate
- Mathematics
 - Performance: **75%** Proficiency Rate
 - Participation: 95% Rate
- Other Indicator
 - Secondary Schools: 75% Graduation Rate *
 - Elementary/Middle/Junior High schools: 90% Attendance Rate

* *The U.S. Department of Education has given tentative approval to the 2011 AYP Graduation Rate target .*

2011 AYP: Proficiency Rate

- **AYP Proficiency Rate:**

**Students who Met the Passing Standard
(subject to the 1% and 2% caps)**

Total Number of Students Tested

- Performance Rate is compared to the 2011 AYP Targets of 80% in Reading/English Language Arts and 75% in Mathematics.

2011 AYP: Performance Safe Harbor

- **AYP Performance Improvement/Safe Harbor**

- Meet the performance requirement (*without the use of growth in either year*):

| 2011 AYP Proficiency Rate: | MINUS | 2010 AYP Proficiency Rate: | = | CHANGE |
|--------------------------------------------------------------------------------------|--------------|--------------------------------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------|
| Students who Met the Passing Standard (subject to the 1% and 2% caps) | | Students who Met the Passing Standard (subject to the 1% and 2% caps) | | Must meet the 10 percent decrease from the prior year in percentage of students counted as not proficient. |
| <hr/> Total Number of Students Tested | | <hr/> Total Number of Students Tested | | |

- **AND must meet the Other Indicator requirement**

2011 AYP: Alternatives to the Standards

- Performance: 10% decrease in percent not passing plus
 - 1) met the absolute standard for the Other Indicator, or
 - 2) achieve the required improvement on the Other Indicator
- Participation
 - Two-year average rate of 95%
- Other Indicator
 - Elementary/Middle/Junior High Schools:
 - Increase in Attendance Rate from previous year.

2011 AYP: Graduation Rate

- Other Indicator

- Secondary Schools: Graduation Rate

The graduation rate calculations approved by the U.S. Department of Education (USDE) include five alternatives for districts and campuses to meet the required goal and targets:

- 4-year longitudinal Annual Graduation Rate Goal of 90.0%.
- 5-year longitudinal Annual Graduation Rate Target of 80%.

2011 AYP: Graduation Rate Alternatives

- 4-year Annual Graduation Rate Target of 75%
- 4-year Graduation Rate Alternatives:
 - **Safe Harbor Target**
A 10.0 percent decrease in difference between the prior year 4-year Graduation Rate and the 90.0 percent statewide goal
 - **Improvement Target**
A 1.0 percent increase from the prior year 4-year Graduation Rate



2011 AYP Timeline

2011 AYP Timeline

| | |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| May/June | Expected USDE approval of requested amendments to the 2011 Texas AYP Workbook. Texas has tentative approval of 2011 calculation. |
| Thursday May 19, 2011 | Campus Priority List for the 2% Federal Cap available online. |
| June | 2011 AYP Guide released |

2011 AYP Timeline

| | |
|-------------------------|-----------------------------------------------------------------------------------------------------------------|
| Friday June 24, 2011 | Deadline for Campus Priority List for the 2% Federal Cap. |
| July 27, 2011 | TEASE release of Preliminary 2011 AYP Data Tables <i>without</i> AYP/SIP labels for all districts and campuses. |
| August 4, 2011 | Public release of Preliminary 2011 AYP/SIP statuses for all districts and campuses. |

2011 AYP Timeline

| | |
|-----------------------|-----------------------------------------------------------------------------------------------|
| Sept. 2, 2011 | Appeals and Federal Cap Exceptions Deadline. |
| November/ December | Final 2011 AYP Status released. Preview of NCLB School Report Card data (Part I only). |
| January, 2012 | Public release of the 2010-11 NCLB Report Card. |

A decorative graphic on the left side of the slide, consisting of a large red vertical rectangle and a smaller red horizontal rectangle at the top, both outlined in dark blue.

How the Federal Cap Works

What is the Federal Cap?

- Federal regulations require limits on the number of proficient results that can be included in the 2011 AYP performance calculations.
- The federal 1% and 2% caps only apply to the number of proficient results that can be counted in the AYP performance calculations.
- The federal cap does not affect the AYP participation calculations. Federal regulations do not limit the number of students that may be tested on either the TAKS-Alt or TAKS-M.

Overview of 1% Cap

Students are selected randomly from TAKS-Alt results.

TAKS-Alt results processed for the cap include:

- Meet Standard on TAKS-Alt (only).

Overview of 1% Cap

Exceptions to the 1% cap will be applied to school districts prior to the Preliminary AYP Release in August 2011.

- registered with the TEA Special Education Residential Facilities Tracking System (RF Tracker) for school year 2010-11.
- included in the 2010-11 Directory for Services for the Deaf in Texas, Regional Day School Programs for the Deaf (RDSPD).

Other Circumstance Exceptions to the 1% Cap are allowable and may be submitted as a regular appeal through the AYP Appeal online system.

Overview of 2% Cap

TAKS-M proficient results are selected and processed for the cap from results that:

- Meet Standard on TAKS-M (only).

Overview of 2% Cap

The 2% Federal Cap process includes:

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

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

Overview of the Federal Cap Process

- Set Federal Cap limits by *subject* based Participation
- 1% Cap: select students randomly from proficient TAKS-Alt results
- 2% Cap:
 - Request Campus Rankings
 - Develop AYP Outcome Scenarios for TAKS-M by subject:
 - all TAKS-M passing results set to non-proficient (*failing*)
 - all TAKS-M passing student remain proficient (*passing*)
 - In campus ranking order, select students
 - Compare to the district limit
 - Compare to the statewide limits and apply Statewide Recapture if needed

Set the Federal Cap Limits

Assume there are **2,000 students enrolled** in a school district.
Approximately 50% of district enrollment is in Grades 3 – 8
& 10.

Academic Excellence Indicator System
2010-11 District Profile

District Name: SOMEWHERE ISD

| Students By Grade: | | Count | Percent |
|--------------------|----|-------|---------|
| Early Childhood | | 7 | 0.4% |
| Pre-Kindergarten | | 124 | 6.2% |
| Kindergarten | | 167 | 8.4% |
| Grade | 1 | 156 | 7.8% |
| Grade | 2 | 151 | 7.6% |
| Grade | 3 | 145 | 7.3% |
| Grade | 4 | 146 | 7.3% |
| Grade | 5 | 141 | 7.1% |
| Grade | 6 | 139 | 7.0% |
| Grade | 7 | 151 | 7.6% |
| Grade | 8 | 156 | 7.8% |
| Grade | 9 | 148 | 7.4% |
| Grade | 10 | 153 | 7.7% |
| Grade | 11 | 117 | 5.9% |
| Grade | 12 | 99 | 5.0% |

Set the Federal Cap Limits

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

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

Set the Federal Cap Limits

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

| | | |
|----------------------------------------------|----------|-------------|
| TEXAS EDUCATION AGENCY | | Page 2 of 2 |
| Adequate Yearly Progress District Data Table | | |
| AYP Results | | |
| District Name: SOMEWHERE ISD | | |
| | All | |
| | Students | |
| Participation: Reading/ELA | | |
| 2010-11 Assessments | | |
| Number Participating | | |
| Total Students | 1,000 | |
| Participation Rate | | |
| 2009-10 Assessments | | |
| Number Participating | | |
| Total Students | | |
| Participation Rate | | |
| Average Two-Year | | |
| Participation Rate | | |
| Participation: Mathematics | | |
| 2010-11 Assessments | | |
| Number Participating | | |
| Total Students | 1,030 | |

Set the Federal Cap Limits

The AYP Federal Caps on Proficient results are:

District Participation Denominator x .01 = TAKS-Alt Limit

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

For the **Reading** Performance results,

School District SOMEWHERE ISD will have the following caps:

1% Federal Cap Limit = $1,000 \times .01 = 10.0 = \mathbf{10}$

2% Federal Cap Limit = $1,000 \times .02 = 20.0 = \mathbf{20}$

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

Set the Federal Cap Limits

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

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

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

Federal Cap Rounding Rules

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

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

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

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

AYP Source Data Table

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

FYI: The AYP full academic year (**accountability subset**) definition requires that AYP Performance results include students enrolled in Fall 2010 and tested in Spring 2011 in the same school district. For this reason, **fewer than 1,000 students are included in the AYP performance results.**

AYP Source Data Table

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

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|------------------|----------------------|
| <p style="text-align: center;">T E X A S E D U C A T I O N A G E N C Y Adequate Yearly Progress District Data Table 2011 AYP Source Data Table (Does not apply the federal caps)</p> | | | |
| District Name: SOMEWHERE ISD | | | |
| | All Students | Econ. Disadv. | Special Education |
| Performance: Reading/ELA | | | |
| 2010-11 Assessments | | | |
| Met Standard | 764 | 225 | 152 |
| Number Tested | 940 | 260 | 170 |
| % Met Standard | 81% | 87% | 89% |
| 2009-10 Assessments | | | |
| Met Standard | 697 | 214 | 149 |
| Number Tested | 955 | 261 | 177 |
| % Met Standard | 73% | 82% | 84% |
| Change 2010 to 2011 | 8 | 5 | 5 |
| Performance: Mathematics | | | |
| 2010-11 Assessments | | | |
| Met Standard | 744 | 209 | 155 |
| Number Tested | 948 | 258 | 168 |
| % Met Standard | 78% | 81% | 92% |

Federal Cap Example

Assume the following test takers for the district:

Reading Assessments Grades 3 – 8 & 10

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

Federal Cap Example

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

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

| ISD | | TAKS-M | TAKS-Alt |
|-------|-------------------|-----------|-----------|
| | Number Proficient | 24 | 14 |
| | Tests Taken | 73 | 52 |
| <hr/> | | | |
| 001 | The High School | | |
| | Number Proficient | 5 | 4 |
| | Tests Taken | 10 | 5 |
| 041 | Our Middle School | | |
| | Number Proficient | 2 | 3 |
| | Tests Taken | 30 | 30 |
| 103 | My Elementary | | |
| | Number Proficient | 15 | 2 |
| | Tests Taken | 25 | 2 |
| 105 | North Elementary | | |
| | Number Proficient | 2 | 5 |
| | Tests Taken | 8 | 15 |

Federal Cap Example

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

Actual Assessment Results

| District Name: SOMEWHERE ISD | | TAKS-M | TAKS-Alt |
|------------------------------|-------------------|--------|----------|
| District Summary | Number Proficient | 24 | 14 |
| | Tests Taken | 73 | 52 |

After Reclassification to Non-proficient:

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

1% Federal Cap Example

How do we select proficient results from TAKS-Alt?

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

By Random Assignment

Students are randomly selected up to the federal cap limit.

1% Federal Cap Example

Select **10 students randomly** from the available pool:

Original TAKS-Alt Assessment Results

| | | |
|-------------------------------------|-------------------|-----------|
| District Name: SOMEWHERE ISD | | TAKS-Alt |
| District Summary | Number Proficient | 14 |
| | Tests Taken | 52 |

Proficient Results

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

1% Federal Cap Example

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

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

District Name: SOMEWHERE ISD

District Summary

Number Proficient
Tests Taken

TAKS-
M

20
73

TAKS-
Alt

10
52

2% Federal Cap Example

How do we select proficient results from TAKS-M?

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

Combination Method

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

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

Campus Ranking

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

May 19, 2011

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

Deadline: Friday, June 24, 2011

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

Campus Ranking

2% Cap: TEA prioritizes campuses.

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

Default Campus Ranking lists are based on Fall 2010 PEIMS information for each campus. The lists are sorted by:

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

2nd Sort: Highest Grade Served on the Campus

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

These values are reported on the campus AEIS reports.

Campus Ranking

2% Cap: TEA provides a list of campus rankings based on **2010 Fall PEIMS data (reported on 2011 AEIS Reports).**

| TEXAS EDUCATION AGENCY | |
|------------------------------------------|------------------------|
| Academic Excellence Indicator System | |
| 2010-11 Campus Profile | |
| District Name: SOMEWHERE ISD | Section II - Page 4 |
| Campus Name: The High School | Total Students: 517 |
| Campus #: 000000001 | Grade Span: 09 - 12 |
| | School Type: Secondary |
| ACTUAL OPERATING EXPENDITURE INFORMATION | |
| PROGRAM INFORMATION | |
| Student Enrollment by Program: | -----Campus----- |
| | Count Percent |
| Bilingual/ESL Education | |
| Career & Technology Education | |
| Gifted & Talented Education | |
| Special Education | 26 5.0% |

1st Sort Order

2nd Sort Order

3rd Sort Order

Campus Ranking

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

SAMPLE

| 2011 FEDERAL CAP CAMPUS PRIORITY LIST SCHOOL DISTRICT: <i>Somewhere ISD</i> RANKING ENTRY PAGE | | | | | | |
|------------------------------------------------------------------------------------------------------|----------------|------------------|----------------------|-------------|-----------------------------------------|--------------------------------------------------------------------------|
| Default Campus Ranking | New Ranking | Campus Number | Campus Name | Campus Type | Highest Grade Enrolled 2010-11 | Campus Pct Special Education Students Enrolled 2010-11 |
| 1 | | 001 | The High School | Secondary | 12 | 5.0 |
| 2 | | 041 | Our Middle School | Middle | 08 | 20.0 |
| 3 | | 103 | My Elementary | Elementary | 05 | 10.0 |
| 4 | | 105 | North Elementary | Elementary | 04 | 25.0 |

Campus Ranking

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

SAMPLE

| 2011 FEDERAL CAP CAMPUS PRIORITY LIST SCHOOL DISTRICT: <i>Somewhere ISD</i> REVIEW OF MODIFIED CAMPUS RANKING | | | | | | |
|---------------------------------------------------------------------------------------------------------------------|----------------------------|---------------|-------------------|-------------|--------------------------------|--------------------------------------------------------|
| District Modified Ranking | TEA Default Campus Ranking | Campus Number | Campus Name | Campus Type | Highest Grade Enrolled 2010-11 | Campus Pct Special Education Students Enrolled 2010-11 |
| 1 | 1 | 001 | The High School | Secondary | 12 | 5.0 |
| 2 | 2 | 041 | Our Middle School | Middle | 08 | 20.0 |
| 3 | 4 | 105 | North Elementary | Elementary | 04 | 25.0 |
| 4 | 3 | 103 | My Elementary | Elementary | 05 | 10.0 |

2% Federal Cap Example

2% Cap: *Reminders before Selecting Students.*

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

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

2% Federal Cap Example

2% Cap: *Reminder before Selecting Students:*

2011 AYP Calculation Criteria

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

2% Federal Cap Example

2% Cap: *Reminder before Selecting Students:*

Determining Number of Students Needed for 2011 AYP

- For districts and/or campuses that may use Performance Safe Harbor or Performance that meets standard, the **final number of students needed** for the subject to meet AYP is the **smallest** of:
 - the number needed to meet the standard, **OR**
 - the number needed to meet the Performance Safe Harbor

2% Federal Cap Example

2% Cap: *Reminder before Selecting Students:*

Determining Number of Students Needed for 2011 AYP

For example, a campus may need:

- a) **Five** TAKS-M passers to be considered Proficient in order to meet the AYP Proficient Rate (AYP Target of 80% in Reading).
 - b) **Two** TAKS-M passers to be considered Proficient in order to meet the Performance Safe Harbor calculation.
- Only **two** students are selected for this campus - the smallest of the number needed to Meet AYP.

How the Federal Cap Works

2% Cap:

Stages of Student Selection

- I. Students are selected beginning with the first campus in the campus ranking to the extent needed for the **campus** to Meet AYP.
- II. If additional students can be included under the federal cap, students are selected to the extent needed for the **district** to Meet AYP.
- III. If additional students can be included under the federal cap, students are **selected randomly** up to the federal cap limit.

How the Federal Cap Works (cont.)

2% Cap: Steps to select proficient results from the pool of TAKS-M proficient Reading tests:

Stage I

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

How the Federal Cap Works (cont.)

2% Cap: Steps to select proficient results from the pool of TAKS-M proficient Reading tests:

Stage II

5. Determine the number and type of students needed for the district to Meet AYP in Reading.
6. Select proficient results for only the number needed to Meet AYP in Reading for AYP Data Table results

Stage III

Select the remaining students randomly up to the federal cap limit.

How the Federal Cap Works (cont.)

2% Cap, Selection Step 1:

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

| | | | |
|--------------------------------------------|----------|-----------|-------------|
| T E X A S E D U C A T I O N A G E N C Y | | | Page 1 of 2 |
| Adequate Yearly Progress Campus Data Table | | | |
| AYP Results | | | |
| THE HIGH SCHOOL (000000001) SOMEWHERE ISD | | | |
| | All | Special | |
| | Students | Education | |
| Performance: Reading/ELA | | | |
| 2010-11 Assessments | | | |
| Met Standard | 61 | 54 | |
| Number Tested | 105 | 92 | |
| % Met Standard | 58% | 59% | |

How the Federal Cap Works (cont.)

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

| | | | |
|-----------------------------------------------|----------|-----------|-------------|
| TEXAS EDUCATION AGENCY | | | Page 1 of 2 |
| Adequate Yearly Progress Campus Data Table | | | |
| AYP Results | | | |
| THE HIGH SCHOOL (000000001) SOMEWHERE ISD | | | |
| | All | Special | |
| Performance: Reading/ELA | Students | Education | |
| 2010-11 Assessments | | | |
| Met Standard | 61 | 54 | |
| Number Tested | 105 | 92 | |
| % Met Standard | 58% | 59% | |
| 2009-10 Assessments | | | |
| Met Standard | 68 | 38 | |
| Number Tested | 117 | 68 | |
| % Met Standard | 58% | 56% | |
| Change 2010 to 2011 | 0 | 3 | |
| Improvement Required | 4 | 4 | |
| <i>Number of Students Needed for Reading:</i> | | | |
| <i>1 Special Education student</i> | | | |
| <i>4 Total students</i> | | | |

How the Federal Cap Works (cont.)

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

| | | | | |
|-----------------------------------------------|-----------------|------------------|----------------------|-------------|
| TEXAS EDUCATION AGENCY | | | | Page 1 of 2 |
| Adequate Yearly Progress Campus Data Table | | | | |
| AYP Results | | | | |
| THE HIGH SCHOOL (000000001) SOMEWHERE ISD | | | | |
| | All Students | Econ. Disadv. | Special Education | |
| Performance: Reading/ELA | | | | |
| 2010-11 Assessments | | | | |
| Met Standard | 61 | 55 | 54 | |
| Number Tested | 105 | 103 | 92 | |
| % Met Standard | 58% | 53% | 59% | |
| 2009-10 Assessments | | | | |
| Met Standard | 68 | 53 | 38 | |
| Number Tested | 117 | 102 | 68 | |
| % Met Standard | 58% | 52% | 56% | |
| Change 2010 to 2011 | 0 | 1 | 3 | |
| Improvement Required | 4 | 5 | 4 | |
| <i>Number of Students Needed for Reading:</i> | | | | |
| 4 Economically Disadvantaged students | | | | |
| 1 Special Education student | | | | |
| 4 Total students | | | | |

How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

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

| Original TAKS-M Assessment Results | | | | | Sorted by Priority Campus | |
|------------------------------------|----------------|---------------|---------------------|-----------------------------------|---------------------------------|--|
| District Name: SOMEWHERE | | TAKS-M | | | | |
| ISD | | 24 | | | | |
| District Summary | | Proficient | 73 | | | |
| | | Tests Taken | | | | |
| Proficient Results | | | | Other Criteria | | |
| | <u>Student</u> | <u>Campus</u> | <u>Met Standard</u> | <u>Economically Disadvantaged</u> | <u>Ethnicity</u> | |
| 1 | Student A | 001 | Y | Yes | Asian | |
| 2 | Student B | 001 | Y | Yes | African American | |
| 3 | Student C | 001 | Y | Yes | White | |
| 4 | Student D | 001 | Y | Yes | American Indian | |
| 5 | Student E | 001 | Y | No | Hispanic | |
| 6 | Student F | 041 | Y | | | |
| 7 | Student G | 041 | Y | | | |
| 8 | Student H | 105 | Y | | | |
| 9 | Student I | 105 | Y | | | |
| 10 | Student J | 103 | Y | | | |
| | ⋮ | ⋮ | ⋮ | | | |
| 24 | Student X | 103 | Y | | | |

and student criteria
that help Meet AYP

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How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

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

Proficient Results

Other Criteria

| | <u>Student</u> | <u>Campus</u> | <u>Met Standard</u> | <u>Economically Disadvantaged</u> | <u>Ethnicity</u> |
|---|----------------|---------------|---------------------|-----------------------------------|------------------|
| 1 | Student A | 001 | Y | Yes | Asian |
| 2 | Student B | 001 | Y | Yes | African American |
| 3 | Student C | 001 | Y | Yes | White |
| 4 | Student D | 001 | Y | Yes | American Indian |
| 5 | Student E | 001 | Y | No | Hispanic |
| 6 | Student F | 041 | Y | . | . |
| 7 | Student G | 041 | Y | . | . |
| 8 | Student H | 105 | Y | . | . |

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

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

How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

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

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

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

How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

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

| THE HIGH SCHOOL (000000001) SOMEWHERE ISD | | | |
|-------------------------------------------|-----------------|------------------|----------------------|
| | All Students | Econ. Disadv. | Special Education |
| Performance: Reading/ELA | | | |
| 2010-11 Assessments | | | |
| Met Standard | 65 | 59 | 58 |
| Number Tested | 105 | 103 | 92 |
| % Met Standard | 62% | 57% | 63% |
| 2009-10 Assessments | | | |
| Met Standard | 68 | 53 | 38 |
| Number Tested | 117 | 102 | 68 |
| % Met Standard | 58% | 52% | 56% |
| Change 2010 to 2011 | 4 | 5 | 7 |
| Improvement Required | 4 | 5 | 4 |
| <i>Meets AYP in Reading</i> | | | |

How the Federal Cap Works (cont.)

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

| | | | | |
|---------------------------------------------|----------|---------|-----------|-------------|
| TEXAS EDUCATION AGENCY | | | | Page 1 of 2 |
| Adequate Yearly Progress Campus Data Table | | | | |
| AYP Results | | | | |
| OUR MIDDLE SCHOOL (000000041) SOMEWHERE ISD | | | | |
| | All | Econ. | Special | |
| | Students | Disadv. | Education | |
| Performance: Reading/ELA | | | | |
| 2010-11 Assessments | | | | |
| Met Standard | 383 | 114 | 71 | |
| Number Tested | 438 | 138 | 89 | |
| % Met Standard | 87% | 83% | 80% | |

How the Federal Cap Works (cont.)

2% Cap, Selection Step 2:

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

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

| | | | | |
|---------------------------------------------|----------|---------|-----------|-------------|
| TEXAS EDUCATION AGENCY | | | | Page 1 of 2 |
| Adequate Yearly Progress Campus Data Table | | | | |
| AYP Results | | | | |
| OUR MIDDLE SCHOOL (000000041) SOMEWHERE ISD | | | | |
| | All | Econ. | Special | |
| | Students | Disadv. | Education | |
| Performance: Reading/ELA | | | | |
| 2010-11 Assessments | | | | |
| Met Standard | 383 | 114 | 71 | |
| Number Tested | 438 | 138 | 89 | |
| % Met Standard | 87% | 83% | 80% | |
| <i>Meets AYP in Reading</i> | | | | |

How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

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

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

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

How the Federal Cap Works (cont.)

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

| | | | | |
|--------------------------------------------|----------|---------|-----------|-------------|
| T E X A S E D U C A T I O N A G E N C Y | | | | Page 1 of 2 |
| Adequate Yearly Progress Campus Data Table | | | | |
| AYP Results | | | | |
| NORTH ELEMENTARY (000000105) SOMEWHERE ISD | | | | |
| | All | Econ. | Special | |
| | Students | Disadv. | Education | |
| Performance: Reading/ELA | | | | |
| 2010-11 Assessments | | | | |
| Met Standard | 95 | 61 | 28 | |
| Number Tested | 175 | 119 | 42 | |
| % Met Standard | 54% | 51% | 67% | |

How the Federal Cap Works (cont.)

2% Cap, Selection Step 2:

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

| Performance: Reading/ELA | All Students | Econ. Disadv. | Special Education |
|----------------------------------------------------------------------------------------------------------------------------------|--------------|---------------|-------------------|
| 2010-11 Assessments | | | |
| Met Standard | 95 | 61 | 28 |
| Number Tested | 175 | 119 | 42 |
| % Met Standard | 54% | 51% | 67% |
| This campus needs 13 students in order to Meet AYP in Reading... | 68 | 53 | 32 |
| | 117 | 102 | 51 |
| | 58% | 52% | 63% |
| | -4 | -1 | 4 |
| | 4 | 5 | |
| <i>Number of Students Needed for Reading:</i> <i>7 Economically Disadvantaged students</i> <i>13 Total students</i> | | | |

How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

Select only students needed to Meet AYP in Reading:

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

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

How the Federal Cap Works (cont.)

2% Cap, Selection Step 3:

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

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

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

How the Federal Cap Works (cont.)

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

Page 1 of 2

| T E X A S E D U C A T I O N A G E N C Y Adequate Yearly Progress Campus Data Table AYP Results | | | |
|------------------------------------------------------------------------------------------------------|-----------------|------------------|----------------------|
| NORTH ELEMENTARY (000000105) SOMEWHERE ISD | | | |
| | All Students | Econ. Disadv. | Special Education |
| Performance: Reading/ELA | | | |
| 2010-11 Assessments | | | |
| Met Standard | 95 | 61 | 28 |
| Number Tested | 175 | 119 | 42 |
| % Met Standard | 54% | 51% | 67% |
| <i>Missed AYP in Reading</i> | | | |

How the Federal Cap Works (cont.)

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

| | | | | |
|--------------------------------------------|-----------------|------------------|----------------------|-------------|
| TEXAS EDUCATION AGENCY | | | | Page 1 of 2 |
| Adequate Yearly Progress Campus Data Table | | | | |
| AYP Results | | | | |
| MY ELEMENTARY (000000103) SOMEWHERE ISD | | | | |
| | All Students | Econ. Disadv. | Special Education | |
| Performance: Reading/ELA | | | | |
| 2010-11 Assessments | | | | |
| Met Standard | 160 | 141 | 34 | |
| Number Tested | 180 | 161 | 42 | |
| % Met Standard | 89% | 88% | 81% | |
| <i>Meets AYP in Reading</i> | | | | |

How the Federal Cap Works (cont.)

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

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

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

How the Federal Cap Works (cont.)

2% Cap, Step 5:

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

Additional processing is conducted to ensure that:

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

How the Federal Cap Works (cont.)

2% Cap, Step 5:

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

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

How the Federal Cap Works (cont.)

2% Cap, Step 5: Determine the number and type of **students needed for the school district to Meet AYP** in Reading (*accounting for previously selected students*).

| | | | | |
|----------------------------------------------|----------|---------|-----------|-------------|
| TEXAS EDUCATION AGENCY | | | | Page 1 of 2 |
| Adequate Yearly Progress District Data Table | | | | |
| AYP Results | | | | |
| District Name: SOMEWHERE ISD | | | | |
| | All | Econ. | Special | |
| | Students | Disadv. | Education | |
| Performance: Reading/ELA | | | | |
| 2010-11 Assessments | | | | |
| Met Standard | 744 | 225 | 132 | |
| Number Tested | 940 | 260 | 170 | |
| % Met Standard | 79% | 87% | 78% | |
| Number of Students Needed for Reading: | | | | |
| 4 Special Education students | | | | |
| 4 Total students | | | | |

How the Federal Cap Works (cont.)

2% Cap, Step 6, Stage II of the selection process:
Students are selected from the ***unselected*** students.

| | <u>Student</u> | <u>Campus</u> | <u>Met Standard</u> | <u>Economically Disadvantaged</u> | <u>Ethnicity</u> |
|----|----------------|---------------|---------------------|-----------------------------------|------------------|
| 1 | Student A | 001 | Y | Yes | Asian |
| 2 | Student B | 001 | Y | Yes | Asian |
| 3 | Student C | 001 | Y | Yes | Asian |
| 4 | Student D | 001 | Y | Yes | Asian |
| 5 | Student E | 001 | Y | No | Hispanic |
| 6 | Student F | 041 | Y | . | . |
| 7 | Student G | 041 | Y | . | . |
| 8 | Student H | 105 | Y | . | . |
| 9 | Student I | 105 | Y | . | . |
| 10 | Student J | 103 | Y | . | . |
| | ⋮ | ⋮ | ⋮ | ⋮ | ⋮ |
| 24 | Student X | 103 | Y | . | . |

Select 4 additional students for the district to Meet AYP.

How the Federal Cap Works (cont.)

2% Cap, Step 6, Select only students needed for the district to Meet AYP in Reading, and **update AYP Data Table results.**

| | | | | |
|----------------------------------------------|-----------------|------------------|----------------------|-------------|
| TEXAS EDUCATION AGENCY | | | | Page 1 of 2 |
| Adequate Yearly Progress District Data Table | | | | |
| AYP Results | | | | |
| District Name: SOMEWHERE ISD | | | | |
| | All Students | Econ. Disadv. | Special Education | |
| Performance: Reading/ELA | | | | |
| 2010-11 Assessments | | | | |
| Met Standard | 748 | 225 | 136 | |
| Number Tested | 940 | 260 | 170 | |
| % Met Standard | 80% | 87% | 80% | |
| <i>Meets AYP in Reading</i> | | | | |

How the Federal Cap Works (cont.)

2% Cap, Final Step, Stage III: Select up to the cap limit.

Remaining students are selected randomly from the *unselected* students.

| | <u>Student</u> | <u>Campus</u> | <u>Meets</u> <u>Standards</u> | <u>Meets</u> <u>AYP</u> | <u>Hispanic</u> |
|-----|----------------|---------------|----------------------------------|----------------------------|-----------------|
| 1 | Student A | 001 | Y | Yes | American Ind |
| 2 | Student B | 001 | Y | Yes | Hispanic |
| 3 | Student C | 001 | Y | Yes | |
| 4 | Student D | 001 | Y | Yes | |
| 5 | Student E | 001 | Y | No | |
| 6 | Student F | 041 | Y | . | . |
| 7 | Student G | 041 | Y | . | . |
| 8 | Student H | 105 | Y | . | . |
| 9 | Student I | 105 | Y | . | . |
| 10 | Student J | 103 | Y | . | . |
| ... | ... | ... | ... | ... | ... |
| 24 | Student X | 103 | Y | . | . |

Random selection of 12 more students from campuses that Meet AYP or will never Meet AYP.

How the Federal Cap Works (cont.)

2% Cap Completed:

A final summary of the proficient student results selected:

District Name: SOMEWHERE ISD

Summary of TAKS-M Students Selected from each Campus

| | | |
|-----|-----------------------------------|-----------|
| 001 | The High School | 4 |
| 041 | Our Middle School | 0 |
| 103 | My Elementary | 0 |
| 105 | North Elementary | 0 |
| 000 | Somewhere ISD | 4 |
| | <i>Students selected randomly</i> | 12 |
| | 2% Federal Cap Limit = | 20 |

How the Federal Cap Works (cont.)

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

| TEXAS EDUCATION AGENCY SOMEWHERE ISD | | | | | |
|-----------------------------------------|-------------------------------|-----------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| District Final Campus Ranking | District/ Campus Number | District/ Campus Name | Reading: If all TAKS-M "pool" assigned non- proficient (exceeders) | If missed, number of students needed for Reading to meet AYP (by student group)+ | Reading: If all TAKS-M "pool" assigned proficient (passing) |
| - | 999999 | Somewhere ISD | Missed | 8-0-0-0-0-8-0 | Meets |
| 1 | 999999001 | The High School | Missed | 4-0-0-0-4-1-0 | Meets |
| 2 | 999999041 | Our Middle School | Meets | 0-0-0-0-0-0-0 | Meets |
| 3 | 999999105 | North Elementary | Missed | 13-0-0-0-7-0-0 | Missed |
| 4 | 999999103 | My Elementary | Meets | 0-0-0-0-0-0-0 | Meets |

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

1% & 2% Federal Cap Example

2% Cap Final Results.

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

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

District Name: SOMEWHERE ISD

District Summary

Number Proficient
Tests Taken

TAKS-
M
20
73

TAKS-
Alt
10
52

Processing Steps for 2% Federal Cap

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

Additional Considerations

- Appeals to the campus ranking or 2011 federal cap process will not be considered.
- Districts cannot exceed the 1% cap for TAKS-Alt. However, if they do not fully use the 1% cap, then districts can exceed the 2% cap (up to 3%).
- School districts may not Meet AYP after the federal cap process since priority is given to the campuses meeting AYP.
- Campuses given a higher priority for the selection of students may require all available proficient student results.

Exceptions to the 1% Federal Cap

- Exceptions to the 1% cap on TAKS-Alt proficient results will be automatically applied for school districts registered with the TEA Special Education Residential Facilities Tracking System (RF Tracker). *Note: Student data reported through the RF Tracker system are not used to determine the extent of the school district's exception to the 1% cap.*
- Exceptions to the 1% cap for school districts with Regional Day School Programs for the Deaf will be automatically applied.
- Exceptions to the 1% cap for Other Circumstances will continue to be considered during the 2011 AYP Appeal period.
- Federal regulations do not permit exceptions to the 2% cap.

2011 AYP: Race/Ethnicity

Federal Race/Ethnicity Provision

- Students who are Two or More Races will be evaluated in “All Students” and not among any of the individual racial student groups.
- However, a new provision, the Federal Race/Ethnicity Provision, will be employed. The provision applies to:
 - AYP Reading and Mathematics Performance/Participation results
 - 2011 only

2011 AYP: Race/Ethnicity

Federal Race/Ethnicity Provision

- Selected students who are Two or More Races will be distributed into either the African American or White groups based on the information submitted on the 2009-10 TAKS answer documents for these same students under the former definitions.
- Selected students are those multiracial students reporting both Black/African American and White racial categories.
- If the recalculated African American and White student group performance/participation rates allow the campus or district to meet AYP, the Meets AYP status will be assigned.

2011 AYP: Race/Ethnicity

Federal Race/Ethnicity Provision

- A message will appear on any campus or district federal accountability/AYP data table indicating the Federal Race/Ethnicity Provision was used.
- Assessment results will not be changed. The official AYP data for the Reading/Mathematics (performance and participation) indicator will be the data that does not include the multiracial students in the separate student groups.
- Further details about the Federal Race/Ethnicity Provision will be outlined in the *2011 AYP Guide*.

2011 AYP: Race/Ethnicity

Federal Race/Ethnicity Provision

- In order to monitor possible manipulation of the race/ethnicity data for accountability purposes, the agency plans to conduct analyses to identify districts and campuses with significant discrepancies between the percent of students who are classified as Two or More Races on the spring 2011 assessment documents and the fall 2010 PEIMS enrollment files.
- Because districts and campuses will have the benefit of AYP evaluations calculated under two student group options, no appeals related to the new race and ethnicity definitions will be considered for any indicator in 2011.

Accountability Resources

- For more information on the 1% and 2% federal cap, see the 2010 AYP Guide, at www.tea.state.tx.us/ayp, specifically:
 - Section III: Federal Cap on alternate assessments (pgs 41-49)
 - Appendix C: Sample District Federal Cap Calculations (pg 124), and
 - Appendix D: How to Calculate the 1% and 2% Federal Cap Limits (pgs 142-144).
- Email the Division of Performance Reporting at performance.reporting@tea.state.tx.us.
- Phone the Division of Performance Reporting at (512) 463-9704.