



2011 AYP and Federal Cap Process

CISD Board of Trustee Meeting
August 24, 2011



Overview of 2011 AYP

Adequate Yearly Progress as measured by the
federal accountability system

Federal Performance Standards (AYP)

Year	2007	2008	2009	2010	2011	2012	2013	2014
<i>Included Tests</i>	TAKS, SDAA-II, SDAA-LAT TAKS-Alt TAKS-LAT	TAKS, TAKS-A, TAKS-M, TAKS-Alt TAKS-LAT	TAKS, TAKS-A, TAKS-M, TAKS-Alt TAKS-LAT	TAKS, TAKS-A, TAKS-M, TAKS-Alt TAKS-LAT	TAKS, TAKS-A, TAKS-M, TAKS-Alt TAKS-LAT	TAKS, TAKS-A, TAKS-M, TAKS-Alt TAKS-LAT	TAKS, TAKS-A, TAKS-M, TAKS-Alt TAKS-LAT	TAKS, TAKS-A, TAKS-M, TAKS-Alt TAKS-LAT
Rdg/ELA	60%	60%	67%	73%	80%	87%	93%	100%
Math	50%	50%	58%	67%	75%	83%	92%	100%

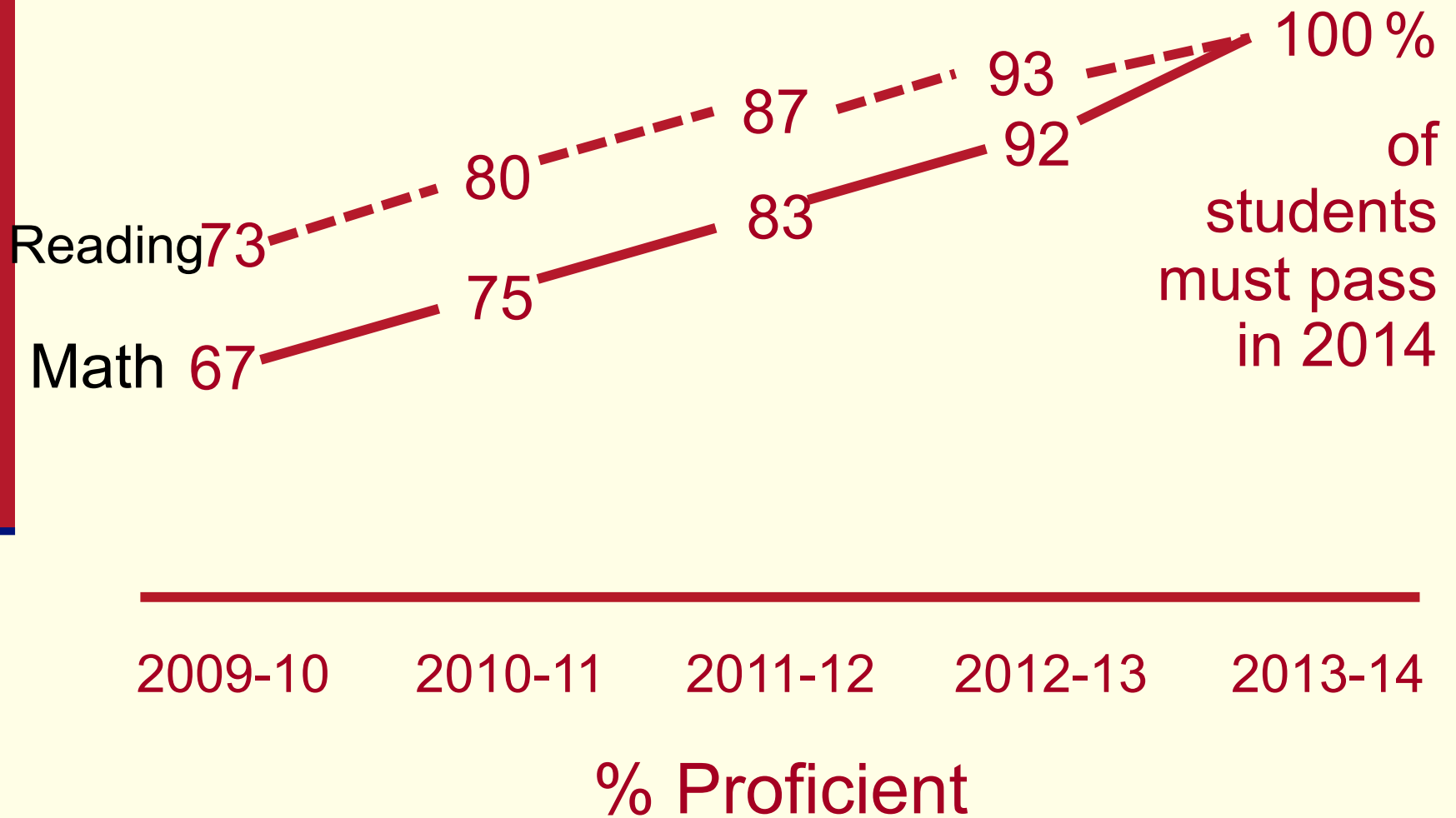
■ Participation Standards

- 95% = Rdg/ELA
- 95% = Math

■ Other Indicators

- Attendance (Elementary and Middle Schools): 90.0%
- Graduation Rate: 75.0%

What is happening to the standards?



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 Preliminary Results

Texas - District Results

AYP Status	Final 2010 Results		Preliminary 2011 Results	
	Meets AYP	969	78%	615
Missed AYP	250	20%	605	49%
Not Evaluated	18	1%	8	1%
TOTAL	1,237	100%	1,228	100%

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 .*

AYP results for Comal ISD

COMAL ISD Performance Rate		All Students	Af. Amer.	Hispanic	White	Econ. Dis	Sp. Ed	LEP
Without the 1% or 2% cap	READING	94%	94%	91%	96%	88%	83%	82%
<i>(Includes result from all test, TAKS, TAKS acc., TAKS M and TAKS Alt)</i>	(80% Target)							
	MATH	90%	88%	87%	92%	83%	78%	81%
	(75% Target)							
COMAL ISD Performance Rate	READING	93%	93%	90%	95%	87%	76%	82%
<i>(With the 1% or 2% cap)</i>	(80% Target)							
<i>Used for AYP</i>								
	MATH	90%	87%	86%	92%	82%	71%	80%
	(75% Target)							

What is the Federal Cap?

- Federal regulations require limits on the number of proficient results that can be included in the 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.



How the Federal Cap Works

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 example:

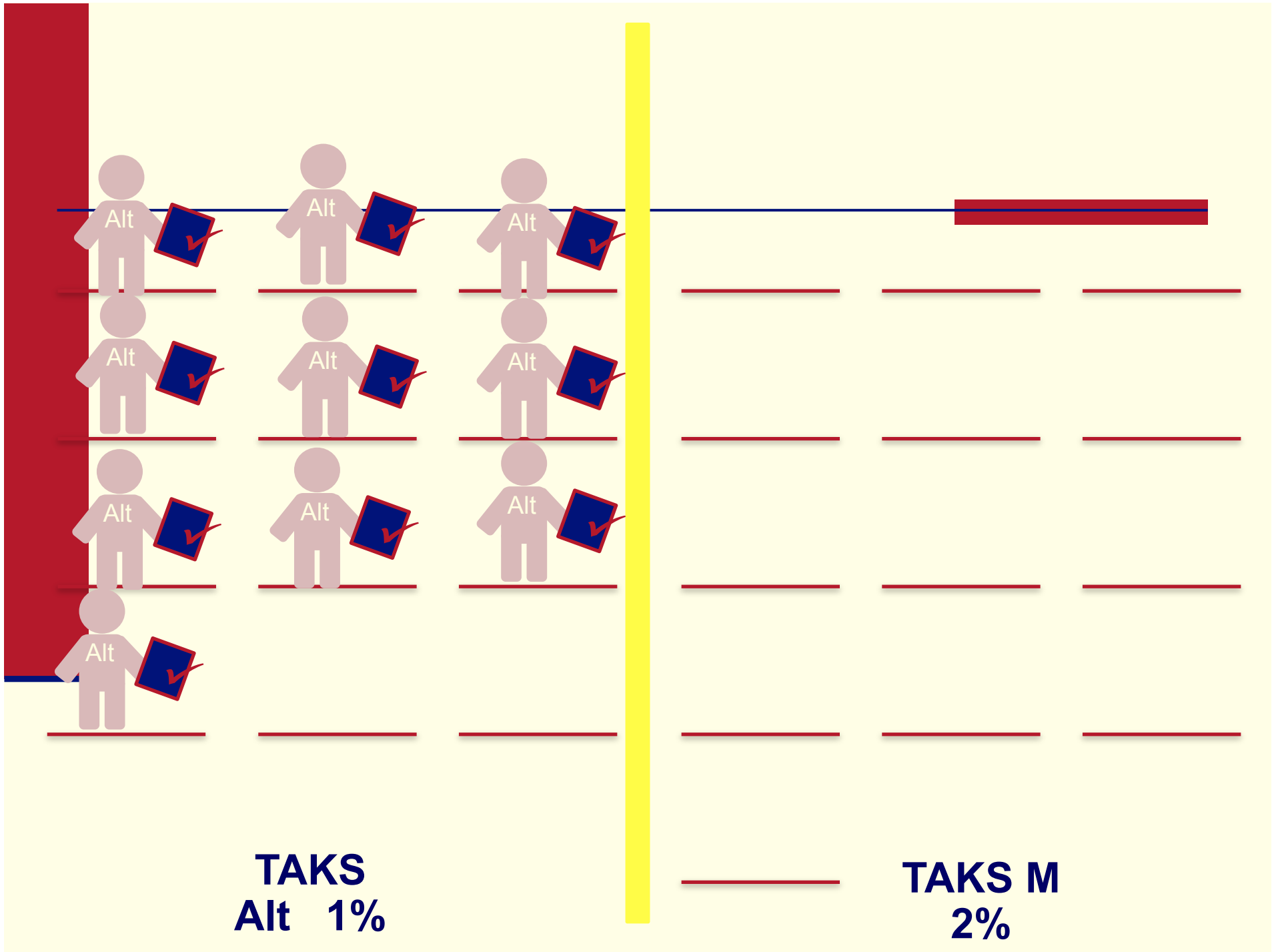
School District ISD will have the following caps:

1% Federal Cap Limit = 1,000 x .01 = 10.0 = 10

2% Federal Cap Limit = 1,000 x .02 = 20.0 = 20

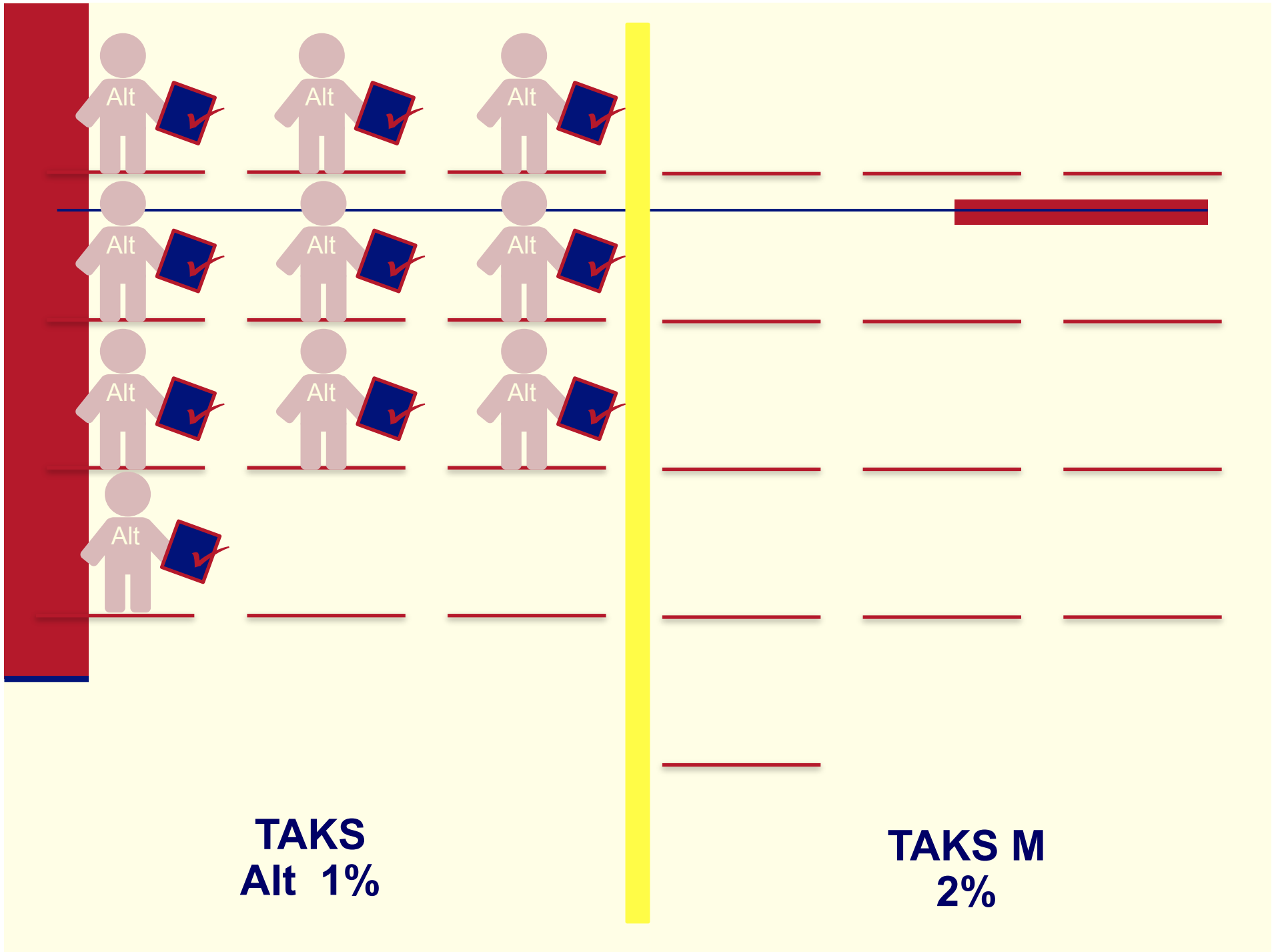
The **overall 3%** cap limit for Reading is the 1% limit plus the 2% limit, or $10 + 20 = 30$.

The federal caps are calculated separately for each subject.



TAKS
Alt 1%

TAKS M
2%



**TAKS
Alt 1%**

**TAKS M
2%**

Overview of 1% Cap

Students are selected randomly from TAKS-Alt results.

TAKS-Alt results processed for the cap include:

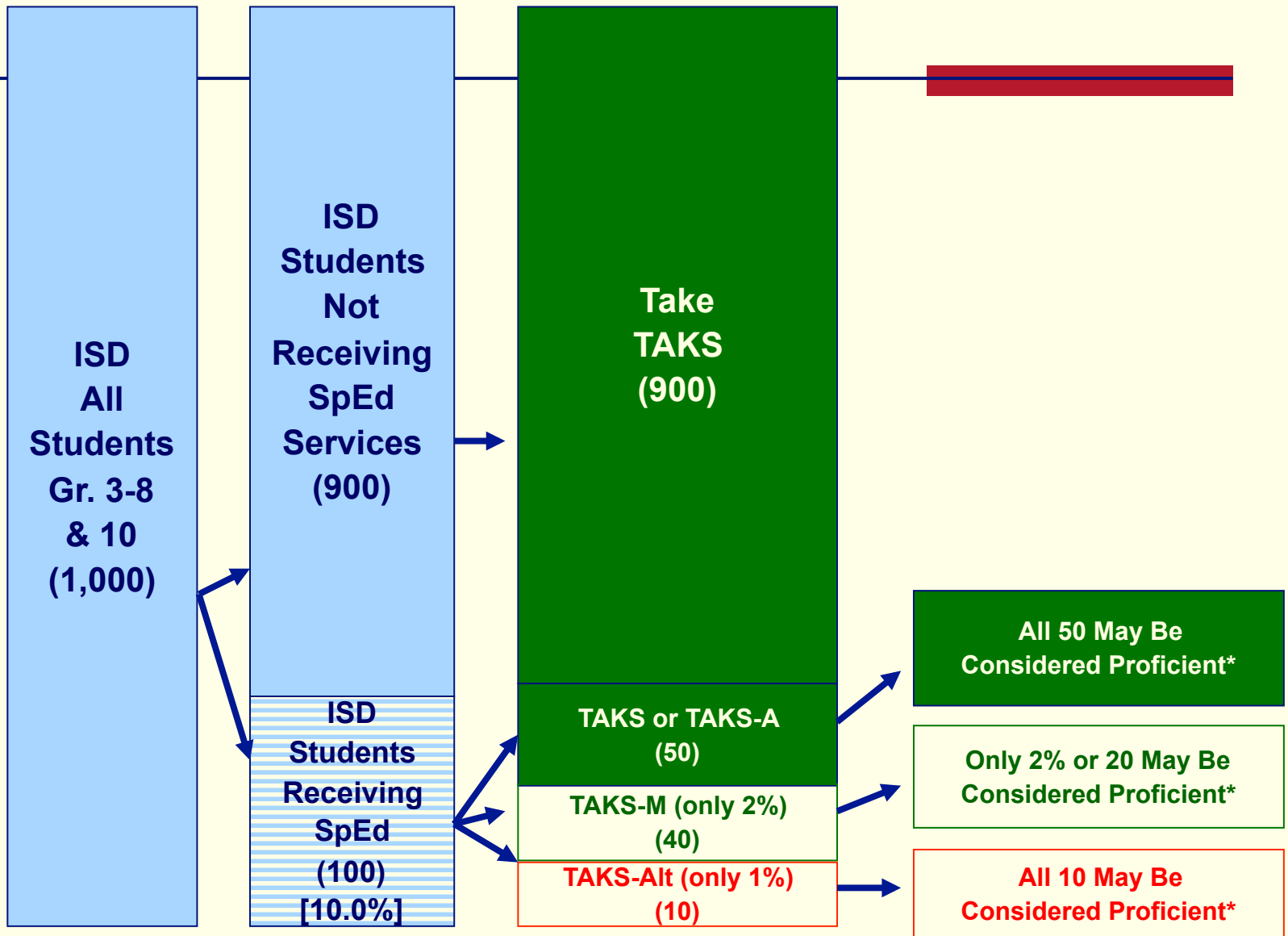
- Meet Standard on TAKS-Alt (only).

Overview of 2% Cap

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

- Meet Standard on TAKS-M (only).

Applying the 1% and 2% Caps



*A student must "pass" the test in order to be considered "Proficient"

TAKS-M			
#	Name	Campus	Result
1	Student A	ES	Met Std
2	Student B	MS	Met Std
3	Student C	MS	Met Std
4	Student D	HS	Met Std
5	Student E	HS	Met Std
6	Student F	HS	Met Std
7	Student G	HS	Met Std
8	Student H	ES	Met Std
9	Student I	ES	Met Std
10	Student J	ES	Met Std
11	Student K	ES	Met Std
12	Student L	MS	Met Std
13	Student M	ES	Met Std
14	Student N	HS	Met Std
15	Student O	HS	Met Std
16	Student P	HS	Met Std
17	Student Q	HS	Met Std
18	Student R	ES	Met Std
19	Student S	MS	Met Std
20	Student T	MS	Met Std
21	Student U	MS	Met Std
22	Student V	MS	Met Std
23	Student W	MS	Met Std
24	Student X	MS	Met Std
25	Student Y	MS	Met Std
26	Student Z	ES	Met Std
27	Student AA	ES	Met Std
28	Student AB	HS	Met Std
29	Student AC	HS	Met Std
30	Student AD	HS	Met Std
31	Student AE	HS	Did Not Meet
32	Student AF	ES	Did Not Meet
33	Student AG	ES	Did Not Meet
34	Student AH	ES	Did Not Meet
35	Student AI	ES	Did Not Meet
36	Student AJ	ES	Did Not Meet
37	Student AK	ES	Did Not Meet
38	Student AL	ES	Did Not Meet
39	Student AM	ES	Did Not Meet
40	Student AN	ES	Did Not Meet

TAKS-Alt			
#	Name	Campus	Result
1	Student BA	HS	Met Std
2	Student BB	MS	Met Std
3	Student BC	ES	Met Std
4	Student BD	HS	Met Std
5	Student BE	MS	Met Std
6	Student BF	ES	Did Not Meet
7	Student BG	HS	Did Not Meet
8	Student BH	MS	Did Not Meet
9	Student BI	ES	Did Not Meet
10	Student BJ	HS	Did Not Meet

Begins by randomly listing proficient students

- All 5 TAKS-Alt “Met Std” scores will be counted as “Proficient” for AYP purposes
 - Students who did not meet standard will be considered “Non-Proficient” (just like a student who does not meet standard on TAKS or TAKS-Accommodated)
- Since the district only used 5 of its 10 TAKS-Alt “slots”, 5 slots can be used for the 2% for a total of 25 of the 30 TAKS-M “Met Std” scores will be counted as “Proficient” for AYP purposes
 - 5 of the “Met Standard” scores will be considered “Non-Proficient” for AYP purposes
 - At the student’s campus
 - In EACH student population
 - Students who did NOT meet standard will be considered “Non-Proficient” (just like a student who does not meet standard on TAKS or TAKS-Accommodated)

COMAL ISD				
	1% CAP		# of PROFICIENT TESTERS	
	TAKS ALT			
Reading	94 slots available		78 proficient on TAKS ALT	16 slots slide to 2% TAKS M
	2% CAP			
	TAKS M			
	187 slots			
	+16 from TAKS Alt 1%			
	Total of 203		267 proficient on TAKS M	Exceeded the limit by 64 students <1% of total
				Therefore 64 students were recalculated as
				non-proficient (exceeders)
Math				
	1% CAP			
	TAKS ALT			
	93 slots available		77 proficient on TAKS ALT	16 slots slide to 2% TAKS M
	2% CAP			
	TAKS M			
	186 slots			
	+16 from TAKS ALT 1%			
	Total of 202		260 proficient on TAKS M	Exceeded the limit by 58 students <1% of total
				Therefore 58 students were recalculated as
				non-proficient (exceeders)

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Questions and Directions from TEA

1. How do we decide whether to give a student the TAKS-M test or the TAKS-Alt test?

- This is a decision that needs to be made by the student's ARD committee utilizing the criteria provided in the [Admission, Review, and Dismissal \(ARD\) Committee Decision-Making Process for the Texas Assessment Program](#) publication.

2. Does the federal cap limit the number of students that are allowed to take TAKS-M or TAKS-Alt?

- No, the federal cap relates to counting students as proficient for AYP purposes only and does not limit the number of students that may take an alternate assessment. 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](#).

Campus ARD committees will continue to make testing decision that they determine are most appropriate based on each individual student basis.

- Comal ISD will continue to make testing decisions based on individual student needs.
- It should be emphasized that the federal 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.
- Although we will continue to monitor the number of students taking alternative assessments, it is ultimately the ARD committee; comprised of parents, teachers and campus administration, that determines the appropriate assessment for the special education student.

Accountability Resources

- For more information on the 1% and 2% federal cap, see the 2011 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.