

Adequate Yearly Progress (AYP) - Federal Accountability System

Testing background information

There are 4 versions of TAKS test: TAKS, TAKS Accommodated, TAKS M (modified) , TAKS Alternative

AYP measures two items: 1) Number of Proficient assessment results and 2) Participation rate

To meet AYP a district must meet the proficient standard in Math and Reading for each of the following subgroups:

All students, African American, Hispanic, White, Economically Disadvantaged, Special Ed, Limited English Proficient (LEP), and Graduation Rate

AYP Proficiency Rate target for Reading 80%

AYP Proficiency Rate target for Math 75%

Federal Cap on Alternate Assessments (TAKS–M and TAKS–Alt)

NCLB regulations limit the number of proficient assessment results from alternate assessments (TAKS M and TAKS Alt) that may be counted as such in evaluating AYP. The limit on proficient alternate assessment results is referred to as the AYP federal cap. The federal cap is applied to two types of assessment results: alternate assessments based on modified academic achievement standards that are subject to a 2% cap, and alternate assessments based on alternate achievement standards for students with the most significant cognitive disabilities that are subject to a 1% cap.

After the federal cap process is completed, the student passing results over the district federal cap limit ***are reclassified as non-proficient*** and reported as such in AYP performance results in the AYP campus, district, and state levels data tables.

COMAL ISD Performance Rate		All Students	Af. Amer.	Hispanic	White	Econ. Dis	Sp. Ed
(Without the 1% or 2% cap)	READING	94%	94%	91%	96%	88%	83%
	(80% Target)						
	MATH	90%	88%	87%	92%	83%	78%
	(75% Target)						
COMAL ISD Performance Rate	READING	93%	93%	90%	95%	87%	76%
(With the 1% or 2% cap)	(80% Target)						
Used for AYP							
	MATH	90%	87%	86%	92%	82%	71%

(75% Target)						
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AYP manual states, “Note that the federal cap does not limit the number of students with disabilities who can take alternate assessments. Decisions regarding the appropriate assessment for students with disabilities should be made based on state policies and procedures outlined in the *Admission, Review, and Dismissal (ARD) Committee Decision-Making Process for the Texas Assessment Program*. Also note that student passing results that exceed the cap limits are reclassified to non-proficient *for use in AYP proficiency rates* that are used to evaluate AYP status. There is no effect on the AYP participation calculations. Other state performance results and state accountability ratings are not affected by the federal cap. There are no student level consequences (for graduation or other assessment requirements) for exceeding the cap limit.

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. **“It is important that local school districts ensure that appropriate assessments are selected and administered to students with disabilities.”**

Although we will continue to monitor the number of students taking alternative assessments, it is ultimately the ARD committee that meets to discuss each special education student to determine the appropriate assessment for the student.

After testing over 8000 students, Comal ISD exceeded the 3% allotment by 64 students in Reading and 58 students in Mathematics.

While it is disappointing that Comal ISD did not meet AYP due to the federal cap and the reclassification of the students’ performance, it is important to keep in mind that our actual student performance was above the proficiency standard.