



Texas Association of School Boards

The Federal Accountability System Elementary and Secondary Education Act, 2001 reauthorization Titled “No Child Left Behind Act”

The federal education accountability system requires school districts and schools to make Adequate Yearly Progress (AYP) in meeting annual academic performance goals. “Progress” is marked by a numeric goal that states must establish for each academic year starting in 2002-03 and culminating in 2013-14. The purpose is to achieve gradually increasing student performance with respect to results on standardized state tests of mathematics and reading/language arts. Each year standards rise, and schools and districts that meet the standards make AYP avoid sanctions. The culminating performance goal is that by 2013-14 all students must be proficient in reading and mathematics.

States develop their own curricula for math and reading, create tests for grades 3 through 8 and 10 to measure comprehension of the curricula, and establish passing (performance) scores for each test. All students must take the tests. The state must evaluate performance on the tests according to six student demographic groups as well as all students evaluated together. States report performance by district and campus (as well as the state as a whole). As of August 2011, Texas performance standards for reading/language arts and math were set at the following levels.

Texas Performance Standards for AYP, 2010-11 to 2013-14

Subject	2010-11	2011-12	2012-13	2013-14
Reading / Language Arts	80%	87%	93%	100%
Math	75%	83%	92%	100%

The federal system also requires states to select one other accountability measure, either the graduation rate or attendance rate. Texas uses attendance for elementary, middle, and junior high schools, with an annual standard of 90%. Texas uses graduation rate for the high school measure. The 4-year longitudinal graduation rate goal is 90%. The standard for 2011 (class of 2010) is 75%. Graduation rates for individual student groups will be reported in the 2012 AYP report. For 2011, the results are aggregated by school and district but not student group.

Student Groups: Student groups evaluated for AYP are African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient, and All students.

Schools and Districts Subject to AYP: All Texas school districts, schools (including alternative schools and magnets), and charter schools are evaluated. All Title I and non-Title I schools are evaluated for AYP with the exception of districts and campuses that have no students in the grades that are tested and short-term alternative programs. Only Title I schools and districts are subject to sanctions.

Safe Harbor: NCLB includes a safe harbor provision to improve the AYP rating for certain low-performing schools and districts. If a student group falls short of the AYP target, a school can still meet AYP if the percentage of students who score below the proficient level is decreased by 10% from the year before, and there is improvement for that student group on other

indicators. In application, the safe harbor provision helps very few schools because the bar is set so high. The 10% decrease in students scoring below proficient far exceeds progress in many schools that demonstrate exceptional achievement improvements.

New Waiver Opportunities: On August 8, 2011, Education Secretary Duncan announced that he will consider waiving the higher AYP proficiency requirements for states that are demonstrating improvement with their own accountability systems. Guidelines for states to apply for the waiver will be available in September 2011.

Caps: The proportion of special needs students taking a test that is different from the standard test (an alternative test) is capped at 3%. Up to 1% of students may take an alternative test based on different content or learning expectations. Up to 2% of students may take a modified test that covers the standard curriculum.

Sanctions: There are five stages of school improvement (SI) sanctions. Schools and districts receiving Title I, Part A funds are subject to SI if they do not meet the AYP standard for the same indicator for two or more consecutive years. Requirements increase each additional year the standard is not met. SI expires if schools or districts meet the AYP standard for two consecutive years with the same indicator that triggered SI in the first place. SI sanctions include parent notification and imposition of school choice options with transportation. Stages two through five include notification and choice along with supplemental education services to help eligible students. Preliminary results for 2011 show 249 Texas districts and 242 Texas schools at some level of improvement intervention.

Performance Summary: Information in the table below shows a decline in the percent of Texas school districts and campuses (including charters) that met AYP over a three-year period. One reason for the performance decline is that between 2009 and 2011, the performance standards to meet AYP in mathematics and reading rose. Districts that serve students who are not tested (or who are not assigned to the district) are “not evaluated.” The state does not evaluate campuses if they are in their first year of operation or if they serve students who are not tested. Note that the 2011 information is preliminary, meaning that it is subject to appeal by school districts that have reason to believe there may be problems in the data.

Texas Performance 2009 through 2011 (includes charters):

	Districts			Campuses		
	2009	2010	2011*	2009	2010	2011*
Met AYP	81%	78%	50%	81%	86%	66%
Missed AYP	17%	20%	49%	4%	4%	26%
Not Evaluated	2%	1%	1%	15%	10%	8%

*Preliminary data