

**Cypress-Fairbanks Independent School District
Department of Campus Improvement and Research**

As of October 30, 2009

Assessments Used in the State and/or Federal Accountability Systems
2009-2010 School Year

Grade	English TAKS					Spanish TAKS				TAKS-A				TAKS-A Spanish				TAKS-M				TAKS-ALT				LAT*			TELPAS								
K																																		Reading	Writing	List	Speak
1																																		Reading	Writing	List	Speak
2																																		Reading	Writing	List	Speak
3	Math	Reading				Math	Reading				Math	Reading				Math	Reading				Math	Reading				Math	Reading				Math	Reading		Reading	Writing	List	Speak
4	Math	Reading	Writing			Math	Reading	Writing			Math	Reading	Writing			Math	Reading	Writing			Math	Reading	Writing			Math	Reading	Writing			Math	Reading		Reading	Writing	List	Speak
5	Math	Reading		Science		Math	Reading		Science		Math	Reading		Science		Math	Reading		Science		Math	Reading		Science		Math	Reading		Science		Math	Reading	Science	Reading	Writing	List	Speak

6	Math	Reading									Math	Reading									Math	Reading				Math	Reading				Math	Reading		Reading	Writing	List	Speak
7	Math	Reading	Writing								Math	Reading	Writing								Math	Reading	Writing			Math	Reading	Writing			Math	Reading		Reading	Writing	List	Speak
8	Math	Reading		Science	Social Studies						Math	Reading		Science	Social Studies						Math	Reading		Science	Social Studies	Math	Reading		Science	Social Studies	Math	Reading	Science	Reading	Writing	List	Speak

9	Math	Reading									Math	Reading									Math	Reading												Reading	Writing	List	Speak
10	Math	ELA	Science	Social Studies							Math	ELA	Science	Social Studies							Math	ELA	Science	Social Studies		Math	ELA	Science	Social Studies		Math	ELA	Science	Reading	Writing	List	Speak
11	Math	ELA	Science	Social Studies							Math	ELA	Science	Social Studies							Math	ELA	Science	Social Studies		Math	ELA	Science	Social Studies					Reading	Writing	List	Speak
12																																		Reading	Writing	List	Speak

Key	
	State Accountability
	Federal Accountability
	State and Federal Accountability

Note:

TAKS, TAKS-A, and TAKS-M have 3 SSI administrations of grades 5 & 8 Reading and Math. Results from the first two administrations are used for both AEIS & AYP ratings.

*LAT Math is administered to eligible students in their 1-3 years in US schools, and LAT Reading is administered to students in their 2-3 years in US schools. LAT is available in TAKS, TAKS-A, and TAKS -M English (Grades 3-8 and 10) and Spanish (Grades 3-5).

**TELPAS provides participation credit for LEP students, 1st year in US schools.

If you have any questions regarding this table please call the Department of Campus Improvement and Research at 281-955-4998.

**Cypress-Fairbanks Independent School District
Department of Campus Improvement and Research**

2010 State and Federal Accountability Systems - Assessments

Assessments		State Accountability System - AEIS Rating			
		Grades	Content	Counts	Standards
TAKS	The Texas Assessment of Knowledge and Skills (TAKS) is a general assessment based on grade-level academic achievement standards.	English		Yes	Academically Acceptable Reading/ELA: 70% Writing/Social Studies: 70% Math: 60% Science: 55% Recognized 80% in Reading/ELA, Writing, Social Studies, Math, and Science Exemplary 90% in Reading/ELA, Writing, Social Studies, Math, and Science <u>Target Groups Included in Calculations</u> All Students African American Hispanic White Economically Disadvantaged <u>Minimum Size Requirements</u> 30/10%/50 -Any student group with fewer than 30 students is not evaluated -If there are 30-49 students within the student group and the student group comprises at least 10% of All Students, it is evaluated -If there are at least 50 students within the student group, the group is evaluated
		3-11	Reading/ELA and Math		
		5,8,10, and 11	Science		
		4, 7	Writing		
		8, 10, 11	Social Studies		
		Spanish			
		Spanish 3-5	Reading and Math		
Spanish 5	Science				
	Spanish 4	Writing			
TAKS-A	TAKS-Accommodated (TAKS-A), is a general assessment based on the same grade-level academic achievement standards as TAKS for students receiving special education services who meet eligibility criteria for specific accommodations.	English and Spanish		Yes	
TAKS-M	TAKS-Modified (TAKS-M) is an alternative assessment based on modified academic achievement standards for students receiving special education services who meet participation requirements.	Not Included		No (Scheduled to be included in 2011)	
TAKS-Alt	TAKS-Alternate (TAKS-Alt) is an assessment based on alternate academic achievement standards for students with significant cognitive disabilities receiving special education services who meet participation requirements.	Not Included		No (Scheduled to be included in 2011)	
LAT	Linguistically Accommodated Testing (LAT) is an assessment process for recent immigrant English language learners (ELLs) who are granted a limited English proficiency (LEP) exemption from TAKS under state law but are required to be assessed in certain grades and subjects under the No Child Left Behind Act (NCLB).	Not Included		No	
TELPAS	Texas English Language Proficiency Assessment System (TELPAS) is an online testing program that assesses the progress that ELLs make in learning the English language. Language domains assessed: listening, speaking, reading, writing	Not Included		No/monitored through PBMAS	

Reported as a single indicator

Assessments	Federal Accountability System - Adequate Yearly Progress				
	Grades	Content	Participation	Performance	Standards
TAKS	English		Yes	Yes	<u>Performance Standards</u> Reading: 73% Math: 67% <u>Participation Standard</u> 95% <u>Graduation Rate Standard</u> 70% <u>Attendance Rate Standard</u> 90% <u>Target Groups Included in Calculations</u> All Students African American Hispanic White Economically Disadvantaged Special Ed LEP <u>Minimum Size Requirements</u> 50/10%/200 -Any student group with fewer than 50 students is not evaluated -If there are 50-199 students within the student group and the student group comprises at least 10% of All Students, it is evaluated -If there are at least 200 students within the student group, the group is evaluated
	3-8 and 10	Reading/ELA and Math			
	Spanish				
	3-5	Reading and Math			
TAKS-A	English		Yes	Yes	
	3-8 and 10	Reading/ELA and Math			
	Spanish				
	3-5	Reading and Math			
TAKS-M	3-8 and 10	Reading/ELA and Math	Yes	Yes/Subject to 2% cap	
TAKS-Alt	3-8 and 10	Reading/ELA and Math	Yes	Yes/Subject to 1% cap	
LAT	3-8 and 10	Reading/ELA	Yes - Rdg 2-3 yrs	Yes - 2nd & 3rd yr	
	3-8 and 10	Math	Yes - Math 1-3 yrs	Yes - 2nd & 3rd yr	
TELPAS	3-8 and 10	Reading	Yes - 1st year in US schools	Not Included	

Note:
TAKS, TAKS-A, and TAKS-M have 3 SSI administrations of grades 5 & 8 Reading and Math. Results from the first two administrations are used for both AEIS & AYP ratings.

If you have any questions regarding this table, please call the Department of Campus Improvement and Research at 281-955-4998.

DISTRICT NAME: CYPRESS-FAIRBANKS District Rating: Recognized
DISTRICT NUMBER: 101907

Analysis groups used to determine ratings are marked with an 'X'.
Accountability standards are shown in parentheses.
Special formats ('*', >99%, <1%) are used to protect student confidentiality.

TEXAS ASSESSMENT OF KNOWLEDGE AND SKILLS (TAKS) TABLE

Performance Results	2009				2008				Required Improvement			2009 TPM			Status by Measure				
	Number Met Std	Number Taking	Pct Met Std	Stu Grp %	Number Met Std	Number Taking	Pct Met Std	Met Min Size	Act Chg	RI	Met RI?	Number Met Std w/TPM	Number Taking	Pct Met w/TPM	STD	RI	TPM	EXCP	***
Reading/ELA (70%/75%/90%)																			
X All Students	56,830	60,830	93%	100%	54,283	58,472	93%		0			59,337	60,830	98%	EX	-	-	-	EX
X African Amer	8,510	9,386	91%	15%	7,811	8,753	89%		2			9,017	9,386	96%	EX	-	-	-	EX
X Hispanic	19,594	21,974	89%	36%	17,978	20,374	88%		1			21,106	21,974	96%	RE	RE	EX	-	EX
X White	23,389	23,948	98%	39%	23,453	24,145	97%		1			23,758	23,948	99%	EX	-	-	-	EX
X Econ Disadv	18,208	20,796	88%	34%	16,541	19,133	86%		2			19,782	20,796	95%	RE	RE	EX	-	EX
Writing (70%/75%/90%)																			
X All Students	12,855	13,800	93%	100%	12,318	13,152	94%		-1			13,379	13,800	97%	EX	-	-	-	EX
X African Amer	1,893	2,094	90%	15%	1,780	1,962	91%		-1			2,001	2,094	96%	EX	-	-	-	EX
X Hispanic	4,672	5,145	91%	37%	4,366	4,813	91%		0			4,938	5,145	96%	EX	-	-	-	EX
X White	5,093	5,333	95%	39%	5,031	5,210	97%		-2			5,228	5,333	98%	EX	-	-	-	EX
X Econ Disadv	4,576	5,140	89%	37%	4,227	4,768	89%		0			4,897	5,140	95%	RE	RE	EX	-	EX
Social Studies (70%/75%/90%)																			
X All Students	18,220	18,971	96%	100%	17,298	18,113	96%		0			18,807	18,971	99%	EX	-	-	-	EX
X African Amer	2,842	3,051	93%	16%	2,515	2,739	92%		1			2,998	3,051	98%	EX	-	-	-	EX
X Hispanic	5,853	6,272	93%	33%	5,137	5,592	92%		1			6,188	6,272	99%	EX	-	-	-	EX
X White	*	*	99%	41%	7,985	8,106	99%		0			*	*	> 99%	EX	-	-	-	EX
X Econ Disadv	4,922	5,363	92%	28%	4,333	4,769	91%		1			5,273	5,363	98%	EX	-	-	-	EX
Mathematics (55%/75%/90%)																			
X All Students	52,299	60,518	86%	100%	49,796	58,259	85%		1			55,902	60,518	92%	RE	RE	EX	-	EX
X African Amer	7,035	9,310	76%	15%	6,416	8,673	74%		2			7,983	9,310	86%	RE	-	-	-	RE
X Hispanic	17,706	21,884	81%	36%	16,056	20,320	79%		2			19,437	21,884	89%	RE	-	-	-	RE
X White	22,286	23,796	94%	39%	22,377	24,060	93%		1			23,095	23,796	97%	EX	-	-	-	EX
X Econ Disadv	16,257	20,701	79%	34%	14,630	19,086	77%		2			18,019	20,701	87%	RE	-	-	-	RE
Science (50%/75%/90%)																			
X All Students	22,069	25,996	85%	100%	20,772	24,936	83%		2			23,078	25,996	89%	RE	-	-	-	RE
X African Amer	3,004	4,118	73%	16%	2,642	3,752	70%	Yes	3	3	Yes	3,275	4,118	80%	AA	RE	-	-	RE
X Hispanic	6,928	8,959	77%	34%	5,957	8,112	73%		4			7,419	8,959	83%	RE	-	-	-	RE
X White	9,872	10,475	94%	40%	10,068	10,823	93%		1			10,064	10,475	96%	EX	-	-	-	EX
X Econ Disadv	6,033	8,130	74%	31%	5,155	7,311	71%	Yes	3	2	Yes	6,481	8,130	80%	AA	RE	-	-	RE

*** Summary column: Note that RI, TPM, and EXCP may elevate the rating one level, but only one level.

EXCEPTIONS TABLE

Number Msrs Evaluated	Number Allowed	Number Needed	Floor(s) Met?	Msr(s) Used in 2008?	Exceptions Applied
25	1	7	N/A	N/A	N/A

DISTRICT NAME: CYPRESS-FAIRBANKS District Rating: Recognized
 DISTRICT NUMBER: 101907

Analysis groups used to determine ratings are marked with an 'X'.
 Accountability standards are shown in parentheses.
 Special formats ('*', >99%, <1%) are used to protect student confidentiality.

COMPLETION RATE I TABLE (Gr. 9-12) (75.0%/85.0%/95.0%)

	Class of 2008					Class of 2007			Required Improvement			
	# Com- pleters	# dropouts	# in Class	Comp Rate	Stu Grp %	# Com- pleters	# in Class	Comp Rate	Met Min Size	Act Chg	RI	Met RI?
X All Students	5,559	224	5,805	95.8%	100%	5,368	5,583	96.1%		-0.3		
X African Amer	805	62	872	92.3%	15%	691	730	94.7%		-2.4		
X Hispanic	1,527	109	1,641	93.1%	28%	1,363	1,457	93.5%		-0.4		
X White	2,693	50	2,754	97.8%	47%	2,771	2,848	97.3%		0.5		
X Econ Disadv	1,203	90	1,294	93.0%	22%	900	988	91.1%		1.9		

Decreases in completion rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

ANNUAL DROPOUT RATE TABLE (Gr. 7-8) (2.0%)

	2007-08				2006-07			Required Improvement			
	# Dropouts	# 7-8 Graders	Dropout Rate	Stu Grp %	# Dropouts	# 7-8 Graders	Dropout Rate	Met Min Size	Act Chg	RI	Met RI?
X All Students	9	14,933	0.1%	100%	7	14,310	0.0%		0.1		
African Amer	2	2,575	0.1%	17%	3	2,450	0.1%		0.0		
X Hispanic	6	5,297	0.1%	35%	2	4,882	0.0%		0.1		
White	1	5,820	0.0%	39%	2	5,802	0.0%		0.0		
Econ Disadv	3	5,187	0.1%	35%	6	4,811	0.1%		0.0		

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

Preliminary 2009 AYP Results

District Name: CYPRESS-FAIRBANKS (101907)

Status: Meets AYP

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
--	-----------------	---------------------	----------	-------	------------------	----------------------	------------------	-------------------

Performance: Reading/ELA (AYP Target: 67%)

AYP Proficiency Rate

2008-09 Assessments

Met Standard	46,525	7,054	16,463	18,737	16,076	2,855	7,375	n/a
Number Tested	50,602	7,954	18,824	19,338	18,749	3,669	9,260	5,704
% Met Standard	92%	89%	87%	97%	86%	78%	80%	n/a
Student Group %	100%	16%	37%	38%	37%	7%	n/a	11%

Performance Improvement/Safe Harbor

2007-08 Assessments

Met Standard	44,251	6,468	14,978	18,790	14,387	2,688	6,979	n/a
Number Tested	48,420	7,373	17,323	19,520	17,048	3,764	8,836	5,313
% Met Standard	91%	88%	86%	96%	84%	71%	79%	n/a

Change in % Met Standard	1	1	1	1	2	7	1	
--------------------------	---	---	---	---	---	---	---	--

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	48,904	7,532	17,850	19,115	17,559	3,188	8,430	
Number Tested	50,602	7,954	18,824	19,338	18,749	3,669	9,260	
% Met Standard or TPM	97%	95%	95%	99%	94%	87%	91%	

Special formats ('*', >99%, <1%) are used to protect student confidentiality

n/a indicates that the data are not available or applicable

A dash (-) indicates there were no students in that group

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

Preliminary 2009 AYP Results

District Name: CYPRESS-FAIRBANKS (101907)

Status: Meets AYP

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
--	-----------------	---------------------	----------	-------	------------------	----------------------	------------------	-------------------

Performance: Mathematics (AYP Target: 58%)

AYP Proficiency Rate

2008-09 Assessments

Met Standard	43,562	6,034	15,290	17,988	14,780	2,525	7,342	n/a
Number Tested	50,623	7,960	18,840	19,329	18,776	3,669	9,281	5,719
% Met Standard	86%	76%	81%	93%	79%	69%	79%	n/a
Student Group %	100%	16%	37%	38%	37%	7%	n/a	11%

Performance Improvement/Safe Harbor

2007-08 Assessments

Met Standard	41,313	5,485	13,823	18,035	13,136	2,227	6,928	n/a
Number Tested	48,369	7,353	17,293	19,518	17,029	3,758	8,841	5,320
% Met Standard	85%	75%	80%	92%	77%	59%	78%	n/a

Change in % Met Standard	1	1	1	1	2	10	1	
--------------------------	---	---	---	---	---	----	---	--

2008-09 AYP Proficiency Rate including the Texas Projection Measure (TPM)

Met Standard or TPM	46,459	6,807	16,662	18,641	16,223	2,733	7,866	
Number Tested	50,623	7,960	18,840	19,329	18,776	3,669	9,281	
% Met Standard or TPM	92%	86%	88%	96%	86%	74%	85%	

Special formats ('*', >99%, <1%) are used to protect student confidentiality

n/a indicates that the data are not available or applicable

A dash (-) indicates there were no students in that group

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

Preliminary 2009 AYP Results

District Name: CYPRESS-FAIRBANKS (101907)

Status: Meets AYP

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP* (Students)
Participation: Reading/ELA (AYP Target: 95%)								
2008-09 Assessments								
Number Participating	52,940	8,595	19,790	*	19,815	3,909		6,248
Total Students	53,241	8,642	19,922	*	19,950	3,943		6,355
Participation Rate	99%	99%	99%	>99%	99%	99%		98%
Student Group %	100%	16%	37%	*	37%	7%		12%
2007-08 Assessments								
Number Participating	*	*	18,305	*	18,049	3,974		5,876
Total Students	*	*	18,420	*	18,143	4,012		5,963
Participation Rate	>99%	>99%	99%	>99%	99%	99%		99%
Participation: Mathematics (AYP Target: 95%)								
2008-09 Assessments								
Number Participating	*	*	*	*	*	3,905		6,237
Total Students	*	*	*	*	*	3,932		6,270
Participation Rate	>99%	>99%	>99%	>99%	>99%	99%		99%
Student Group %	*	*	*	*	*	7%		12%
2007-08 Assessments								
Number Participating	*	*	*	*	*	3,972		*
Total Students	*	*	*	*	*	3,998		*
Participation Rate	>99%	>99%	>99%	>99%	>99%	99%		>99%

* The number of LEP students participating in Reading/Language Arts includes 230 recent immigrant Limited English Proficient (LEP) students in their first year of enrollment in US schools who were assessed on the Texas English Language Proficiency Assessment System (TELPAS) and not on the regular or LAT administrations of TAKS Reading/Language Arts. Federal regulations issued in September 2006 require public reporting of this number.

Special formats ('*', >99%, <1%) are used to protect student confidentiality
n/a indicates that the data are not available or applicable
A dash (-) indicates there were no students in that group

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

Preliminary 2009 AYP Results

District Name: CYPRESS-FAIRBANKS (101907)

Status: Meets AYP

2009-10 School Improvement Program Requirement: None

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP (Measure)	LEP (Students)
Graduation Rate Class of 2008 (AYP Target: 70%)								
Graduates	5,017	685	1,269	2,556	948	364		62
Number in Class	5,805	872	1,641	2,754	1,294	490		131
Graduation Rate	86.4%	78.6%	77.3%	92.8%	73.3%	74.3%		47.3%
Student Group %	100%	15%	28%	47%	22%	8%		2%
Graduation Rate Class of 2007								
Graduates	4,834	575	1,099	2,638	756	319		73
Number in Class	5,583	730	1,457	2,848	988	454		147
Graduation Rate	86.6%	78.8%	75.4%	92.6%	76.5%	70.3%		49.7%
Student Group %	100%	13%	26%	51%	18%	8%		3%
Change 2007 to 2008	-0.2	-0.2	1.9	0.2	-3.2	4.0		-2.4

Decreases in graduation rates may be due to significant changes in the dropout definition beginning with the 2005-06 school year.

2009 AYP Explanation Table

	All Students	African American	Hispanic	White	Econ. Disadv.	Special Education	LEP
Performance: Reading/ELA	+	+	+	+	+	+	+
Performance: Math	+	+	+	+	+	+	+
Participation: Reading/ELA	+	+	+	+	+	+	+
Participation: Math	+	+	+	+	+	+	+
Other: Graduation Rate	+						
Other: Attendance Rate	-						

+ Meets AYP

- Not Evaluated for AYP due to not meeting minimum size criteria, alternative not used, or the measure is not applicable

% Missed AYP for this performance measure due to the 2% and/or the 1% federal caps

X Missed AYP for this measure

Overview 2009 – 2011

The phase-in schedule for the accountability standards will be reevaluated annually; any changes will be announced with as much advance notice as possible. In the tables that follow, all known changes are shown. Changes from the previous year are indicated in bold.

Table 26: Standards through 2011 – Standard Procedures

	2009	2010*	2011**	2012	
TAKS Standards					
Exemplary	≥ 90%	≥ 90%	≥ 90%	No Ratings in 2012 New Accountability System will be in place beginning in 2013	
Recognized	≥ 75%	≥ 80%	≥ 80%		
Academically Acceptable					
Reading/ELA	≥ 70%	≥ 70%	≥ 70%		
Writing, Social Studies	≥ 70%	≥ 70%	≥ 70%		
Mathematics	≥ 55%	≥ 60%	≥ 65%		
Science	≥ 50%	≥ 55%	≥ 60%		
TAKS (Accommodated) <i>(Same standards as TAKS)</i>	Sci. (5, 8, 10, 11); Soc. St. (8, 10, 11); ELA (11); Math (11)	All grades and subjects	All grades and subjects		
TAKS – M <i>(Same standards as TAKS)</i>	N/A	N/A	All grades and subjects		
TAKS – Alt	N/A	N/A	All grades and subjects***		
Completion Rate I (Grade 9-12) Standards					
	Class of 2008 <i>(9th grade 04-05)</i>	Class of 2009 <i>(9th grade 05-06)</i>	Class of 2010 <i>(9th grade 06-07)</i>		
Exemplary	≥ 95.0%	≥ 95.0%	≥ 95.0%		
Recognized	≥ 85.0%	≥ 85.0%	≥ 85.0%		
Academically Acceptable	≥ 75.0%	≥ 75.0%	≥ 75.0%		
Dropout Definition	State Def. 1 yr, NCES Def. 3 yrs	NCES Definition all 4 years	TBD****		
Annual Dropout Rate (Grade 7-8) Standards					
	from 2007-08	from 2008-09	from 2009-10		
Exemplary, Recognized, and Academically Acceptable	≤ 2.0%	≤ 1.8%	≤ 1.6%		
Dropout Definition	NCES Definition	NCES Definition	TBD****		
Additional Features					
Required Improvement	Use	Use	Use		
Texas Projection Measure	Use	Use	Use		
Exceptions	Use	Use	Use		
Underreported Students	≤ 150 and ≤ 5.0%	≤ 150 and ≤ 4.0%	≤ 150 and ≤ 3.0%		

* Details about the 2010 accountability standards are presented in Chapter 17 – Accountability Standards for 2010.

** Standards for 2011 will be reviewed in 2010 and are subject to change.

*** TAKS-Alt will be a separate indicator in 2011. Performance will be summed across all grades and subjects, evaluated for All Students only.

**** Plans for transitioning to the use of dropout exclusions that align with HB3 are yet to be determined.

Table 27: Standards through 2011 – AEA Procedures

	2009	2010*	2011**	2012
TAKS Progress Standard				No Ratings in 2012 New Accountability System will be in place beginning in 2013
AEA: Academically Acceptable	≥ 50%	≥ 50%	TBD	
Completion Rate II (Grade 9-12) Standard				
Year of Data	Class of 2008 (9 th grade 04-05)	Class of 2009 (9 th grade 05-06)	Class of 2010 (9 th grade 06-07)	
AEA: Academically Acceptable	≥ 60.0%	≥ 60.0%	TBD	
Completer II Definition	Graduates + Continuing Students + GED Recipients			
Dropout Definition	Phase in NCES Definition	NCES Definition	TBD***	
Annual Dropout Rate (Grade 7-12) Standard				
Year of Data	2007-08	2008-09	2009-10	
AEA: Academically Acceptable	≤ 20.0%	≤ 20.0%	TBD	
Dropout Definition	NCES Definition (See Appendix I)		TBD***	
Additional Features				
Texas Projection Measure	See Chapter 10 and Appendix E			
Required Improvement	See Chapter 11			
Use of District At-Risk Data	See Chapter 11			
At-Risk Registration Criterion	≥ 75%	≥ 75%	≥ 75%	

* Details about the 2010 accountability standards are presented in Chapter 17 – Accountability Standards for 2010.

** Standards for 2011 will be set in 2010.

*** Plans for transitioning to the use of dropout exclusions that align with HB3 are yet to be determined.

Table 28: Gold Performance Acknowledgment Standards through 2011

Indicator		2009	2010	2011	2012
Advanced Course/Dual Enrollment Completion**		≥ 30.0%	≥ 30.0%	≥ 30.0%	No Gold Performance Acknowledgments in 2012 New Accountability System will be in place beginning in 2013
AP / IB Results*	% taking at least one AP or IB test AND	≥ 15.0%	≥ 15.0%	≥ 15.0%	
	% at or above criterion	≥ 50.0%	≥ 50.0%	≥ 50.0%	
Attendance Rate**	District	96.0%	96.0%	96.0%	
	Multi-Level	96.0%	96.0%	96.0%	
	High School	95.0%	95.0%	95.0%	
	Middle/Jr. High	96.0%	96.0%	96.0%	
	Elementary	97.0%	97.0%	97.0%	
	AEA campuses and charters	95.0%	95.0%	95.0%	
Commended Performance: Reading/ELA**		≥ 30%	≥ 30%	≥ 30%	
Commended Performance: Mathematics**		≥ 30%	≥ 30%	≥ 30%	
Commended Performance: Writing**		≥ 30%	≥ 30%	≥ 30%	
Commended Performance: Science**		≥ 30%	≥ 30%	≥ 30%	
Commended Performance: Social Studies**		≥ 30%	≥ 30%	≥ 30%	
Comparable Improvement: Reading/ELA***		Top Quartile (top 25%)	TBD	TBD	
Comparable Improvement: Mathematics***		Top Quartile (top 25%)	TBD	TBD	
Recommended High School Program/DAP**		≥ 85.0%	≥ 85.0%	≥ 85.0%	
SAT/ACT Results*	% graduates taking at least one test AND	≥ 70.0%	≥ 70.0%	≥ 70.0%	
	% at or above criterion	≥ 40.0%	≥ 40.0%	≥ 40.0%	
TSI - Higher Education Readiness Component: English Language Arts**		≥ 60%	≥ 65%	≥ 65%	
TSI - Higher Education Readiness Component: Mathematics**		≥ 60%	≥ 65%	≥ 65%	
College-Ready Graduates		≥ 35%	≥ 35%	≥ 35%	

* Indicator evaluates performance for All Students and the following student groups: African American, Hispanic, and White. Economically Disadvantaged status is not available from the testing results.

** Indicator evaluates performance for All Students and the following student groups: African American, Hispanic, White, and Economically Disadvantaged.

*** Acknowledgment for Comparable Improvement is available to campuses only. It is evaluated for All Students only. Comparable Improvement is not evaluated for campuses evaluated under AEA procedures.

Federal Performance Standards (AYP)

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

Other Indicators

- Attendance (Elementary and Middle Schools): 90.0%
- Graduation Rate: 70.0%

Components of the 2009 - 2010 Texas State Assessment Program

Revised 08/24/09

TAKS

The **Texas Assessment of Knowledge and Skills (TAKS)** is the primary state assessment designed to measure students' mastery of the state-mandated curriculum, the Texas Essential Knowledge and Skills (TEKS). TAKS tests are administered annually to students in specified subjects at grades 3 - 10 and at grade 11 as an exit-level graduation requirement.

- TAKS is available in grades 5 & 8 as a Student Success Initiative retest.
- The exit level TAKS is made available as a retest four times each year.
- A Spanish version is available for all subjects tested in grades 3 - 5.

TAKS (A)

TAKS (Accommodated) [TAKS (A)] is a *form* of the TAKS available for some students in special education who require accommodations to their enrolled grade-level TEKS instruction. TAKS (A), offered in the same grades and subjects as TAKS, has the same items as TAKS but has no embedded field-test items. The TAKS (A) form includes format accommodations (larger font and fewer test items per page) and also allows for additional accommodations not permissible on TAKS that address a student's individualized needs (e.g., use of manipulatives and graphic organizers).

- TAKS (A) is available in grades 5 & 8 as a Student Success Initiative retest.
- The exit level TAKS (A) is made available as a retest four times each year.
- A Spanish version is available for all subjects tested in grades 3 - 5.

TAKS-M

TAKS-Modified (TAKS-M) is an *alternate* assessment based on modified academic achievement standards designed for students in special education who are receiving on-grade-level TEKS instruction with curricular modifications and instructional accommodations. Available in all grades and in all subject-areas like TAKS, TAKS-M is modified in format [larger font (Verdana) and more white space] and in test design (fewer answer choices, simpler vocabulary and sentence structure, no paired passages, no open-ended reading responses, no cross-over questions, provision of formulas for individual items in math and science, no griddable responses, and pre-reading text to be read aloud by the test administrator. Furthermore, TAKS-M will test the same objectives as TAKS but will contain fewer test items for each objective.

- TAKS-M is available in grades 5 & 8 as a Student Success Initiative retest.
- No Spanish version is available.

TAKS-Alt

The **TAKS-Alternate (TAKS-Alt)** is an *alternate* assessment designed for students in special education with significant cognitive disabilities. Students are receiving alternate instruction determined by the ARD committee. This instruction allows students to access on-grade-level TEKS through basic, foundational, and/or real-life activities. * This assessment requires teachers to observe students as they complete state-developed assessment tasks that are linked to the grade-level TEKS. Teachers score student performance on these activities on a TAKS-Alt rubric and report the results via an online instrument. The assessment process spans a six-month window.

LAT

Linguistically Accommodated Testing (LAT) is a *process* of administering TAKS tests for English language learners who have been granted a limited English proficiency (LEP) exemption under the state law but who are required to be assessed in certain grades and subjects under the *No Child Left Behind Act (NCLB)*. LAT accommodations are specifically defined for each subject-area tested and are available to LEP-exempt students on the TAKS, TAKS (A), and the TAKS-M for these grades and subjects.

Grades 3 - 8 reading & grade 10 ELA
Grades 3 - 8 & 10 mathematics
Grades 5, 8, & 10 science

SSI

The **Student Success Initiative (SSI)** is *legislation* that requires students to pass selected TAKS tests in order to be eligible for promotion to the next grade. In 2010, students who participate in the TAKS, the TAKS (A), or the TAKS-M must meet SSI promotion requirements in these grades and subjects.

Grade 5 on the reading and the math test
Grade 8 on the reading and the math test

Students are provided three testing opportunities.

* TEA is using the term "prerequisite skills" for these kinds of activities.

Components of the 2009 - 2010 Texas State Assessment Program (cont.)

Accommodations

A **testing accommodation** is a practice or procedure that is intended to reduce or eliminate the effect of a student's disability without invalidating the test. The decision to use an accommodation on any TAKS test is based on the needs of the student and the routine use of the accommodation in the classroom. Testing accommodations for classroom instruction and state assessments must be appropriately documented.

Dyslexia Bundle

The **dyslexia bundle** is a group of three accommodations that can be used to administer the English and Spanish TAKS and TAKS (A) *reading* tests to eligible students in grades 3 - 8. The bundled accommodations require the test administrator to:

- 1) read orally all proper nouns associated with each reading passage before students begin individual reading,
- 2) read orally all test questions and answer choices, and
- 3) extend the testing time over a two-day period.

There are two criteria for eligibility.

- 1) Student must be identified with dyslexia (students in special education must either be identified with dyslexia or have a severe reading disability identified as BASIC READING in the IEP).

AND

- 2) Student must be routinely receiving accommodations in classroom instruction that resemble the bundled testing accommodations.

Oral Administration

An **oral administration** is a test accommodation that allows the test administrator to read aloud or sign the test questions and answer choices for eligible students taking the TAKS, TAKS (A), or TAKS-M tests in math, science, and/or social studies. Only students served by special education, Section 504, or students who have been identified with dyslexia are eligible. The decision to provide an oral administration should be made by the ARD committee, the 504 placement committee, or the Committee of Knowledgeable Persons. The decisions made by all of these committees must be documented. Eligible students are identified as having a disability that affects reading and who are routinely receiving oral administration assistance in the classroom. Deaf or hard-of-hearing students are permitted a signed oral administration if signing of daily instruction is routinely used in the classroom and is documented in the IEP.

TELPAS

The **Texas English Language Proficiency Assessment System (TELPAS)** measures the progress that K-12 LEP students make in learning English. TELPAS assesses the language domains of listening, speaking, reading, and writing. TELPAS uses multiple-choice and holistically rated assessment methods. Some testing accommodations are permitted for students receiving special education or 504 services. Oral administration and the dyslexia bundle are not permitted.

*For questions regarding the 2009 - 2010 State Assessment Program, please contact the
CFISD Office of Testing & Research at 281-517-6594.*

Descriptions are taken from the 2009 *District and Campus Coordinator Manual*, the 2008 – 2009 *Revised ARD Committee Decision-Making Process for the Texas Assessment Program*, and the 2008-2009 *Accommodations Manual*, published by the Texas Education Agency.

A Guide to the TAKS Vertical Scale Used in Texas

1. What is a vertical scale score?

A vertical scale score is a number that shows how well a student did on the Texas Assessment of Knowledge and Skills (TAKS). This score is calculated from the number of questions a student answered correctly on TAKS.

2. Why is Texas using a vertical scale?

In 2007 the Texas legislature passed a bill that required Texas to use a vertical scale for English TAKS reading and mathematics in grades 3–8 starting in spring 2009. The vertical scale was required for these grades, since TAKS reading and mathematics are given in each of these grades. A vertical scale for Spanish TAKS reading and mathematics in grades 3–6 was also developed. Although a vertical scale may eventually be applied to TAKS–Modified (TAKS–M), there are no plans to do so for 2009. Detailed information will be provided if the decision is made to develop a vertical scale for TAKS–M.

3. Will a vertical scale be developed for all TAKS subject-area tests?

There will **NOT** be a vertical scale developed for the following TAKS tests:

- grades 4 and 7 writing
- grades 5, 8, 10 and exit level science
- grades 8, 10, and exit level social studies
- grades 9, 10, and exit level mathematics
- grade 9 reading
- grade 10 and exit level English language arts

These grades and subjects will continue to have a scale score of 2100 for Met Standard and 2400 for Commended Performance.

4. How does the vertical scale score differ from grade to grade?

The vertical scale score for Met Standard and Commended Performance is a different number for each grade and subject. For both TAKS reading and mathematics, these numbers increase from grade to grade. The tables below list the vertical scale scores needed to meet the passing standard and to achieve commended performance on TAKS English and Spanish reading and TAKS English and Spanish mathematics.

TAKS READING VERTICAL SCALE SCORES

Performance Standard	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
English Met Standard	483	554	620	644	670	700
English Commended	659	725	763	797	829	850
Spanish Met Standard	503	555	623	650	N/A	N/A
Spanish Commended	657	694	744	775	N/A	N/A

TAKS MATHEMATICS VERTICAL SCALE SCORES

Performance Standard	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
English Met Standard	500	554	603	637	670	700
English Commended	640	698	738	783	823	850
Spanish Met Standard	503	555	627	650	N/A	N/A
Spanish Commended	649	692	755	775	N/A	N/A

In 2009 students taking English TAKS grades 3–8 reading and mathematics and Spanish TAKS grades 3–6 reading and mathematics will receive vertical scale scores on their Confidential Student Reports; however, this information will be provided **for information only**.

In 2010 the vertical scale scores will replace the current scale scores for students taking English TAKS reading and mathematics in grades 3–8 and Spanish TAKS reading and mathematics in grades 3–6.

5. A fourth grade student got a vertical scale score of S-641 in reading. What does this mean?

The letter appearing before the dash shows whether the student took an English (E) or Spanish (S) version of TAKS in grades 3–6. In this case the student took Spanish TAKS. The three numbers appearing after the dash are the student's vertical scale score. A student can get a vertical scale score that generally ranges between 0 and 1000.

To meet the passing standard on the grade 4 Spanish TAKS reading test, a student would need to have a vertical scale score of at least 555. To achieve commended performance on this same test, she would need a vertical scale score of at least 694. The fourth grader whose vertical scale score is S-641 met the passing standard on TAKS reading but did not score high enough to achieve commended performance.

6. What is the main advantage of having a vertical scale?

The main advantage of having a vertical scale is that a student's vertical scale scores can be compared across different grades for the same subject. The changes in the student's vertical scale scores show the academic progress the student has made over time. For example, to meet the passing standard on the English TAKS grade 5 mathematics test, a student's vertical scale score would need to be at least 603. If a student's vertical scale score on this test is E-595, he would not meet the grade 5 passing standard in mathematics. However, if the next year this same student's vertical scale score on the grade 6 mathematics test is E-644, he would meet the passing standard, since the vertical scale score needed to meet the standard in grade 6 is 637.

What do these numbers tell us? First, the difference in scale score points between Met Standard for the English TAKS grade 5 and grade 6 mathematics tests is 34 points—603 as compared to 637. This number is computed by subtracting the grade 5 vertical scale score from the grade 6 score. These 34 scale score points represent one year of mathematics progress. If we compare the vertical scale scores for the student above—595 in grade 5 and 644 in grade 6—we see that the difference is 49 scale score points. This means that the student made more than one year of mathematics progress from grade 5 to grade 6, as measured by TAKS.

Comparing this student's vertical scale score in mathematics from one year to the next helps his school and parents monitor his progress so that they can provide him with the ongoing instruction and support he needs to be academically successful.

7. When can schools and parents start using the vertical scale to compare performance across grades?

Scores on the vertical scale will be included on student reports for the first time in spring 2009. In addition, students' TAKS scores in 2008 will be converted to vertical scale scores and available in reports to districts in 2009. Therefore, districts will be able to compare students' 2009 and 2008 vertical scale scores to evaluate students' progress.

Any vertical scale scores received in 2010 and beyond can be compared to the 2009 and 2008 scores as long as the comparison is for the same subject area. For example, vertical scale scores in reading can be compared each year, from grade 3 to grade 8, but vertical scale scores in reading cannot be compared to vertical scale scores in mathematics.

8. How are the vertical scale and the Texas Projection Measure (TPM) alike and different?

The vertical scale allows a comparison between a student's current score and his or her previous scores. The TPM takes a student's current score and uses it to project whether or not the student will be successful in future years. So both the vertical scale and TPM allow comparisons across years. The difference in the two is that the vertical scale allows comparisons to the past and the TPM allows comparisons to the future.

9. Where can I get more information?

For additional information on the vertical scale, please see http://www.tea.state.tx.us/index3.aspx?id=3818&menu_id3=793

A Guide to the Texas Projection Measure

1. What is the Texas Projection Measure?

The Texas Projection Measure (TPM) is an estimate of whether a student is likely to pass the Texas Assessment of Knowledge and Skills (TAKS) tests at a future grade. This measure is based on (1) a student's current performance on TAKS and (2) the TAKS scores from all students in the campus that a student attends.

2. Why did Texas develop the TPM?

In 2006 and 2007, the Texas legislature passed legislation that required Texas to measure student progress over time. The TPM was developed to meet that requirement.

3. In what subjects and grades will the TPM be reported in 2009?

TPM will be reported in TAKS mathematics, reading, English language arts, science, social studies, and writing. The table below shows the grade from which and the grade to which the TPM will be applied for all subjects (reading/English language arts, mathematics, science, and social studies) except writing. In writing, students will be projected from grade 4 to grade 7, since writing is assessed only at grades 4 and 7 in elementary and middle school.

Grade From	Grade To
3	5
4	5*
5	8
6	8
7	8
8	11
9	11
10	11

*Students will be projected from grade 4 to grade 7 in writing.

4. When will a student *not* have a TPM reported?

Most students will have a TPM reported for all subjects. However, in some situations, students will not have a TPM reported in spring 2009. There are three reasons why students would not have a TPM reported. First, students who do not have enough test scores to calculate the TPM will not receive a projection. For example, if a student did not test this year in either reading or mathematics, the student will not have a TPM in any subject in 2009. Second, the grade 8 TAKS science test has not been given for enough years to have projections from grade 8 to grade 11 science, so students in grade 8 will not have a TPM for science in 2009. However, students who are in grade 8 in 2010 will have a TPM for science. Third, students who take TAKS in different languages may not have a TPM reported. For example, a student who takes Spanish TAKS reading and English TAKS mathematics will not have a TPM reported for any subject.

5. What does "YES" mean? What does "NO" mean?

If a student has a "YES" for the Texas Projection Measure, it means that the student is estimated, or projected, to pass at a future grade (grade 5, 8, or 11). For instance, if a third grade student has "Texas Projection Measure–Projected to Meet Standard at Grade 5: YES" on her report for reading, it means that she is likely to pass the grade 5 reading test after receiving instruction in grades 4 and 5. Likewise, a "NO" means that the student is not projected to pass at a future grade. For instance, if a seventh grade student has "Texas Projection Measure–Projected to Meet Standard at Grade 8: NO" on his report for mathematics, it means that he is not projected to pass the grade 8 mathematics test. Projections about performance in future grades can benefit students by helping parents and schools better understand where students need additional instruction and support to strengthen their skills. By strengthening their skills, students increase their chances of passing TAKS in a future grade.

6. If a fourth grade student has a “YES” for the TPM and is estimated to pass in grade 5, does that mean that the student will pass in grade 5?

No. The TPM is a projection. In other words, it is a best estimate. Many factors influence how the student will actually score on TAKS in a future grade.

7. A vertical scale score will be used in reading and mathematics in grades 3–8 beginning in spring 2009. How will the TPM and the vertical scale be used together?

The vertical scale allows a comparison between a student’s current score on TAKS and his or her previous score. The TPM takes a student’s current score and uses it to project whether or not the student will be successful in future years. The difference in the two is that the vertical scale allows comparisons to past performance and the TPM projects future performance.

8. Where can I go for more information about the TPM?

More information about the TPM can be found on the TEA website at

http://www.tea.state.tx.us/student.assessment/resources/growth_proposal/index.html

**Cypress-Fairbanks Independent School District
Department of Campus Improvement and Research**

Department Contact List

Rayyan Amine

Senior Director, Campus Improvement and Research

Phone: 281-807-8196

Fax: 281-807-8605

e-mail: rayyan.amine@cfisd.net

Lisa Cottle

Director, Testing and Research

Phone: 281-517-6594

Fax: 281-897-6410

e-mail lisa.cottle@cfisd.net

Ashley Clayburn

**Coordinator of Program Evaluation and
Research**

Phone: 281-517-6593

Fax: 281-807-8605

e-mail: ashley.clayburn@cfisd.net

Bertha Moghadam

**Coordinator of Testing
and Research**

Phone: 281-517-2642

Fax: 281-897-6410

e-mail: bertha.moghadam@cfisd.net

Christina Arroyo-Giner

**Coordinator of Campus Improvement and
Research**

Phone: 281-517-2693

Fax: 281-807-8605

e-mail: christina.arroyoginer@cfisd.net

Celia De La Piedra

**Coordinator of Testing
and Research**

Phone: 281-517-6451

Fax: 281-897-6410

e-mail: celia.delapiedra@cfisd.net