

## Determining Adequate Yearly Progress (AYP)

### Introduction

Adequate yearly progress (AYP) is defined as a series of performance targets that states, school districts, and schools must achieve each year to meet the requirements of the No Child Left Behind (NCLB) Act of 2001. In each public school, there may be up to ten student subgroups who must meet the prescribed targets. These subgroups are: School as a whole (all students); American Indian; Asian; Black; Hispanic; Multi-Racial; White; Economically Disadvantaged (Free and Reduced Lunch); Limited English Proficient, and Students with Disabilities. For AYP calculations, a subgroup must have at least 40 students who have been in membership a full academic year. A full academic year (FAY) is defined as 140 days in membership as of the first day of End-of-Grade (EOG) testing.

In order for a school to make Adequate Yearly Progress (AYP) each student subgroup must have at least a 95% participation rate in the statewide assessments; each subgroup must meet or exceed the State's annual measurable objectives (AMOs), and the school as a whole must show progress on the other academic indicator (OAI), which is either attendance (in schools that **do not** graduate seniors) or graduation rate (in schools that **do** graduate seniors). Progress on the other academic indicator (OAI) is defined as at least 0.1 percentage point increase from one year to the next, up to a threshold of 90%. (Any fluctuation above 90% will meet the requirement for progress.)

The AMOs were set based on 2001-2002, 2000-2001, and 1999-2000 performance data, according to procedures prescribed by NCLB. In grades 3 through 8, for the 2002-03 and 2003-04 school years, they are: 68.9% proficiency in reading and 74.6% in mathematics. In Grade 10, the AMOs are 52.0% in reading and 54.9% in mathematics. AMOs will increase incrementally in 2004-05, 2007-08, and 2010-11, until the AMOs become 100% in 2013-14.

In summary, then, a school and each student subgroup in the school must meet these targets:

1. 95% Participation Rate in Reading assessment;
  2. 95% Participation Rate in Mathematics assessment;
  3. Annual Measurable Objective in Reading; and
  4. Annual Measurable Objective in Mathematics.
- The school as a whole must also show progress on the:
5. Other Academic Indicator: Attendance **OR** Graduation Rate.

## **Safe Harbor Provision**

If a particular subgroup meets the 95% participation rate but does **not** meet an AMO for a subject area, the subgroup can still meet the AMO if:

1. the subgroup has reduced the percent of students not proficient by 10% from the preceding year for the subject area; and
2. the subgroup shows progress on the OAI.

## **Operational Procedures**

On June 23, 2003, The Division of Accountability Services provided software for LEAs to calculate and check their AYP results. The results for all schools will be released statewide by LEAs on July 18, 2003. The reports will include the numbers and percentages of AYP targets met by the school. These results are subject to confirmation by DPI in the ABCs report submitted to the State Board of Education (SBE) in September 2003.

NCLB sanctions will apply only to Title I schools in 2003; however, non-Title I schools that do not make AYP two years in a row (which could happen in 2004) will have to amend their school improvement plans to indicate how they plan to improve.

New schools will not be accountable for AYP during their first year of operation. If, however, a new school meets the 95% participation rates, the OAI threshold and the AMOs (without needing safe harbor), it will be accorded AYP status.

For AYP calculations:

1. There must be at least 40 students in a subgroup.
2. Students must have been in membership a full academic year (FAY), which is defined as 140 days for calculations in reading and mathematics annual measurable objectives (AMOs), and attendance (not graduation rate).
3. All students who meet the FAY requirement are counted in the school as a whole (even if they are not counted in another subgroup due to there being fewer than 40).
4. For schools with fewer than 40 students assessed in the tested grades in the entire school in the current year, whatever data are available will be used to calculate AYP. The report will note "results based on less than 40 students, and should be interpreted with caution."
5. For each AMO and OAI target, full precision is carried throughout intermediate calculations; the final result is rounded to the nearest tenth and status is based on the rounded result. For % tested targets, the final result will be rounded to the nearest whole number.
6. In K-2 schools, special education schools, hospital schools, and vocational and career centers, a feeder pattern will be used to determine AYP.
  - a. For K-2, the school that receives the largest percent of students is used to determine AYP status.
  - b. For the special education schools, vocational and career schools, and hospital schools, at least half the feeding schools must make AYP for the receiving school to be designated as making AYP.

A safe harbor data file will be provided by DPI. These data will be the previous years' proficiency results by subgroup, in a data file that has all the AYP decision rules applied, i.e., 140 days in membership and 40 students in a subgroup. Safe harbor "is not a right," however, per US Department of Education correspondence. If a subgroup does not have the minimum numbers of students or scores required in the safe harbor (i.e., previous year's) file, then that subgroup's performance on its annual measurable objectives (AMOs) is determined using the current year's data, without using safe harbor. As noted above, if the school as a whole does not have the minimum number of students or scores required, the school's AYP status is determined using the current year's data, without using safe harbor.