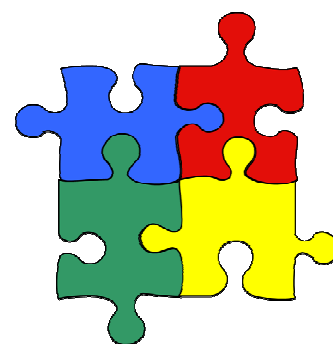


# AYP Handbook

## Understanding Adequate Yearly Progress



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### Overview

Adequate yearly progress (AYP) is one provision in the Elementary and Secondary Education Act (ESEA), federal laws that govern education, first enacted in 1965 and reauthorized in 2001 as the *No Child Left Behind* (NCLB) Act. The act encompasses 45 federal programs that distribute more than \$22 billion in education funding to the states. All school districts in Wisconsin receive some federal funding under ESEA.

*For perspective on AYP, additional contacts and more information, visit: [https://www.dpi.wisconsin.gov/aysp/aysp\\_handbook.html](https://www.dpi.wisconsin.gov/aysp/aysp_handbook.html).*

### NCLB Requirements

Title I, which recognizes the historical link between poverty and low achievement, is the largest of the ESEA programs. School districts receive Title I funding based on the number of children ages 5-17 living in poverty and target funding to their neediest schools. Of the state's more than 2,200 schools, 1,100 share about \$199 million in federal Title I funding to supplement educational opportunities for children who live in high poverty areas: 745 for targeted assistance and 388 as school-wide schools. Because the state receives and distributes Title I funds, it is subject to Title I requirements. AYP is one of the requirements of the Title I accountability system. State-level Title I requirements are:

- Implement a statewide accountability system that ensures all students will be proficient or better in reading and mathematics by 2013-14.
- Test all students in reading and mathematics in grades 3–8, and once in high school. Test students in science at least once in grades 3-5, 6-8, and 9-12.
- Establish Annual Measurable Objective (AMO) targets (see table below) that all schools and districts must reach each year.
- Measure and report on the progress of all students and for student groups based on racial/ethnic categories, English proficiency, disability, and income status.
- Identify schools for improvement that did not make AYP for all students or any subgroup of students for two or more consecutive years.
- Require all teachers teaching “core academic subjects” to be highly qualified. Core academic subjects under ESEA means English, reading or language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography.
- Develop a state report card with specific reporting elements prescribed in the law.

### How Does AYP Work?

Under ESEA, each year all Wisconsin school districts and individual schools within each district must meet the state's four AYP objectives. The first two objectives, based on Wisconsin's statewide standardized tests in reading and mathematics, have proficiency targets that move progressively from the starting point to 100 percent proficient by 2014. The U.S. Department of Education (USDE) approved Wisconsin's progressive targets for reading and mathematics proficiency with annual increases to the AMOs beginning in 2010-11. The remaining objectives are Test Participation and the Other Academic Indicator – Graduation or Attendance.

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For links to a complete explanation of Accountability in Wisconsin, Accountability Reports, and other information related to AYP, see the Office of Educational Accountability (OEA) *Accountability* section web pages at <http://dpi.wi.gov/oea/>. For public information purposes, the achievement rates published on DPI's Performance Report Cards linked to the Wisconsin Information Network for Successful Schools (WINSS) Home page are available. The AYP and school improvement status summary for each school and district are linked to the Data Analysis achievement question in WINSS. School improvement efforts can make use of the proficiency data in publically redacted formats as well as the secure sources linked through the Longitudinal Data System (LDS) at <http://dpi.wi.gov/lgs> and OEA web pages.

Since the 2005-06 school year, progress in Wisconsin's schools and districts has been evaluated using a reading and mathematics Proficiency Index for the purpose of AYP. This is one of the safeguards used for system evaluation used to minimize the effects of fluctuations due to small enrollments. The index gives partial credit for students nearing proficiency by weighting the rate using 1.0 point for each student scoring in the proficient and advanced categories and 0.5 point for scores in the basic category. In addition to requiring a Proficiency Index at least equal to the AMO for reading and mathematics, the other AYP objectives in the annual review expect schools and districts to have:

- 95 percent of their enrolled students participate in statewide reading and mathematics assessments, either the *Wisconsin Knowledge and Concepts Examinations* (WKCE) or the *Wisconsin Alternate Assessment for Students with Disabilities* (WAA-SwD), as appropriate.
- A high school graduation rate of at least 85 percent and elementary/middle school attendance rates of at least 85 %, or show a 2% increase from the prior year on these indicator rates.

The four AYP objectives apply to all students as well as to subgroups of students of a sufficient size. Schools that miss the same AYP objective for one or more student groups for two consecutive years are identified for improvement and may face federal sanctions if they receive Title I funds.

Wisconsin's accountability plan includes an additional *Safe Harbor* provision for schools that do not meet the reading or mathematics objectives. These districts and schools must reduce by 10 percent the number of students scoring in the basic or minimal performance categories *or* the inverse of their Proficiency Index (100 minus their Proficiency Index) on statewide reading and mathematics tests *and* reach the goal for the other academic indicator (graduation, attendance or science proficiency) for *Safe Harbor*.

## Applying the AYP Formula

Because NCLB includes sanctions among its provisions, the Department of Public Instruction worked with the US Department of Education (USDE) to use flexibility guidelines to refine Wisconsin's formula for evaluating schools to maximize consistency around AYP decisions and minimize the potential for false negative determinations of AYP. The DPI applies statistical procedures to ensure decision consistency in identifying schools for improvement. Student proficiency is based on the achievement of students enrolled for the full academic year (FAY), and district accountability is divided into grade spans. A district must miss the same AYP target across elementary, middle, and high school for two consecutive years to be found in need of improvement. To increase reliability of AYP decisions, calculations used for accountability purposes differ from those used for general public reporting of the test data such as the Wisconsin Information Network for Successful Schools (WINSS).

Although only schools receiving Title I funding are subject to ESEA sanctions, all schools identified for improvement have access to consultation and technical assistance to improve student achievement. Schools receiving Title I funds are subject to sanctions that range from writing and implementing a school improvement plan to restructuring of the school.

A school identified for improvement at Level 1 (two years of missing AYP on the same indicator) must begin a school improvement process that includes writing a school improvement plan. In addition, the school must offer parents the opportunity to send their children to another higher-performing school in the district. The subsequent years of school and district improvement are described in the *Levels of Accountability* chart available on the DPI website at <http://dpi.wi.gov/oea/doc/sifilevels.doc>.

## How is AYP Calculated?

Each year under the federal reauthorization of ESEA, currently *No Child Left Behind* (NCLB), all Wisconsin public schools and districts must meet the state’s four *Adequate Yearly Progress* (AYP) Objectives. Each objective and the methods used to determine if each objective has been met are described below.

| WISCONSIN AYP OBJECTIVES   |
|--|
| <p><b>Graduation or Attendance</b>—Elementary and middle schools must have an attendance rate of at least 85 percent or show an increase over the prior year’s rate. High schools that graduate students must have graduation rates of at least 85 percent or show 2% increase over the prior year’s rate.</p>   |
| <p><b>Test Participation</b>—95 percent of all students enrolled in the tested grade(s) during the testing window must participate in the <i>Wisconsin Student Assessment System</i> (WSAS), which includes the <i>Wisconsin Knowledge and Concepts Examinations</i> (WKCE) and the <i>Wisconsin Alternate Assessment</i> for Students with Disabilities (WAA-SwD). The test participation objective is met using the current year’s participation rate or a two-year average.</p> |
| <p><b>Reading</b>—A school or district must achieve a proficiency index rate equal to or greater than the Annual Measureable Objective (AMO). See chart.</p>   |
| <p><b>Mathematics</b>—A school or district must achieve a proficiency index rate equal to or greater than the Annual Measureable Objective (AMO). See chart.</p>   |

The Test Participation, Reading, and Mathematics objectives above apply to all students and to subgroups of sufficient size. Beginning in 2011-12, Graduation targets must also be met by subgroups in addition to the whole graduation cohort. The subgroups include five major ethnic groups, English Language Learners, students with disabilities, and economically disadvantaged students.

The proficiency index for Reading and Mathematics is calculated by assigning one point for each full academic year (FAY) student who scores in the Proficient or Advanced categories on the WSAS plus one-half point for each student scoring in the Basic category. The total points are divided by the total number of FAY students tested to calculate the proficiency index.

In Reading and Mathematics, a confidence interval may be applied to the AYP decision. A confidence interval increases reliability similar to the *margin of error* associated with an opinion poll.

The Reading and Mathematics objectives also include *Safe Harbor* provisions for those missing the annual objective. *Safe Harbor* allows a school or district to demonstrate growth by showing a 10 percent reduction in the percent of students scoring in the Basic or Minimal Performance range *and* reaching the criteria for another academic indicator: graduation, attendance or science. A confidence interval is also applied to *Safe Harbor* calculations.

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Schools are evaluated as a whole across all of their tested grades and if they miss the same AYP objective for two consecutive years, they are identified for improvement. District AYP determinations are based on the aggregate of all students at each grade span, elementary, middle, and high school. Districts that miss the same objective at all three grade spans for two consecutive years are identified as in need of improvement. Schools and districts identified for improvement face federal sanctions if they receive Title I funds. State and Federal laws require publication of school and district performance reports and identification of schools and districts that do not make AYP.

State and federal laws require the annual review of school performance to determine if student academic achievement and progress is adequate. The review includes a comparison of actual achievement levels of students in Reading and Mathematics and Wisconsin's Annual Measurable Objectives (AMO) in these subjects. These AMOs were set separately based on actual achievement levels of students in 2001-02 and increase over time to 100%. The same AMOs apply to all districts, schools, and student groups in the Wisconsin public school system.

| <b>Wisconsin AYP Proficiency Index 2001-02 through 2013-14<br/>Annual Measurable Objectives (AMO) for Reading and Mathematics</b> |                    |                |                    |
|---|--------------------|----------------|--------------------|
| <b>DESCRIPTION</b>  | <b>SCHOOL YEAR</b> | <b>READING</b> | <b>MATHEMATICS</b> |
| Starting Point  | 2001-02            | 61%            | 37%                |
|   | 2002-03            | 61%            | 37%                |
|   | 2003-04            | 61%            | 37%                |
| Intermediate Goal<br><i>New 3-8 testing begins</i>  | 2004-05            | 67.5%          | 47.5%              |
|   | 2005-06            | 67.5%          | 47.5%              |
|   | 2006-07            | 67.5%          | 47.5%              |
| Intermediate Goal   | 2007-08            | 74%            | 58%                |
|   | 2008-09            | 74%            | 58%                |
|   | 2009-10            | 74%            | 58%                |
| Intermediate Goal   | 2010-11            | 80.5%          | 68.5%              |
| Intermediate Goal   | 2011-12            | 87%            | 79%                |
| Intermediate Goal   | 2012-13            | 93.5%          | 89.5%              |
| Goal: All Proficient  | 2013-14            | 100%           | 100%               |

Summary AYP information is available on the web for each Wisconsin school and district as well as examples and technical details. View examples at [dpi.wi.gov/oea/pdf/ayp\\_example.pdf](http://dpi.wi.gov/oea/pdf/ayp_example.pdf) and technical details at [http://dpi.wi.gov/oea/pdf/ayp\\_explanatory10.pdf](http://dpi.wi.gov/oea/pdf/ayp_explanatory10.pdf). When communicating test results and AYP calculations, care should be taken to protect student privacy.

## Student Demographic Data Collection and Editing

Data submitted by districts through the Wisconsin Student Locator System (WLS) and the Individual Student Enrollment System (ISES) submitted on the Count Dates (Third Friday in September and October 1) and the Year-End collections are used for accountability in conjunction with the outcome data (achievement, attendance, graduation) for accountability decisions. The work of the ISES and district

assessment coordinators, principals, and other educators are key to high quality data and being able to use the data for informed decision-making.

## **Demographic Data Collection**

The Department of Public Instruction creates student demographic pre-ID labels for fall testing for all Wisconsin public school districts from information districts submit in WSLS and the ISES collections. To ensure accuracy, each district must update WSLS records and ISES “Grade Level Placement” field, update all WSLS records, and update/verify all WSAS related ISES fields. Failure to do these three things may result in confusing and inaccurate pre-ID labels, erroneous WSAS Reports, and/or invalid accountability determinations. District assessment coordinators and district WSLS/ISES administrators should work together to accomplish this task.

## **Record Editing System (RES)**

The WSAS RES provides districts with a final opportunity to correct student demographic data errors prior to the production of score reports and the calculation of accountability measures such as Adequate Yearly Progress (AYP). Updates in RES are only corrected for WSAS purposes.

## **Additional ESEA/NCLB Resources**

|   |   |
|---|---|
| Wisconsin Department of Public Instruction  | <a href="http://dpi.wi.gov">http://dpi.wi.gov</a>   |
| Adequate Yearly Progress (AYP)  | <a href="http://dpi.wi.gov/oea/acct/ayp.html">http://dpi.wi.gov/oea/acct/ayp.html</a>                       |
| Accountability Reports  | <a href="http://dpi.wi.gov/oea/acct/aypdata.html">http://dpi.wi.gov/oea/acct/aypdata.html</a>               |
| Office of Educational Accountability (OEA)  | <a href="http://dpi.wi.gov/oea">http://dpi.wi.gov/oea</a>   |
| Wisconsin Information Network for Successful Schools (WINSS)                            | <a href="http://dpi.wi.gov/sig/index.html">http://dpi.wi.gov/sig/index.html</a>                             |
| Wisconsin District and School Performance Reports                                       | <a href="https://apps2.dpi.wi.gov/sdpr/spr.action">https://apps2.dpi.wi.gov/sdpr/spr.action</a>             |
| Meeting ESEA/NCLB Report Card Requirements  | <a href="http://www.dpi.wi.gov/lbstat/dm-eseadata.html">http://www.dpi.wi.gov/lbstat/dm-eseadata.html</a>   |
| WSLS/ISES ESEA Data Elements  | <a href="http://www.dpi.wi.gov/lbstat/eseamap.html#data">http://www.dpi.wi.gov/lbstat/eseamap.html#data</a> |
| WI Longitudinal Data System   | <a href="http://dpi.wi.gov/lds/index.html">http://dpi.wi.gov/lds/index.html</a>                             |
| The Elementary and Secondary Education Act in Wisconsin: Background and Overview (ESEA) | <a href="http://dpi.wi.gov/esea/background.html">http://dpi.wi.gov/esea/background.html</a>                 |
| U.S. Department of Education  | <a href="http://www.ed.gov">http://www.ed.gov</a>   |