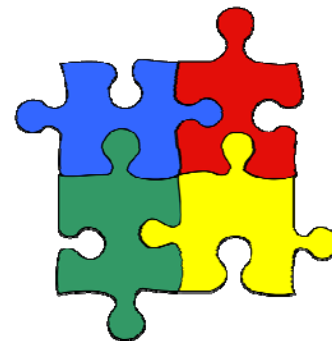


Understanding Adequate Yearly Progress



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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 a complete perspective on AYP, along with additional contacts and the entire AYP Handbook, visit:
http://dpi.wi.gov/ssos/ayp_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 AYP objective 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 and English proficiency, disability, and income status.
- Identify schools 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, all Wisconsin school districts and individual schools within each district must meet the state's four AYP objectives each year. 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 (USED) approved Wisconsin's progressive targets for reading and mathematics proficiency because the early years will be spent implementing state and local support efforts to improve student achievement.

Since the 2005–06 school year, schools and districts in Wisconsin have been evaluated in reading and mathematics using a Proficiency Index, which awards 1.0 point for all students scoring in the proficient and advanced categories and 0.5 point for all scores in the basic category. In addition to requiring a Proficiency Index of at least 74 in reading and 58 percent in mathematics for 2007–08 through 2009–10, 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, which includes the *Wisconsin Knowledge and Concepts Examinations* (WKCE) and the *Wisconsin Alternate Assessment for Students with Disabilities* (WAA-SwD).
- a high school graduation rate of at least 80 percent, and elementary and middle school attendance rates of at least 85 percent), or show growth from the prior year on these indicators.

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 has additional *Safe Harbor* provisions 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 USED to use flexibility guidelines to refine Wisconsin’s formula for evaluating schools to maximize consistency around AYP decisions and minimize the potential for errors in determining if a school or district made 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 chart of *Levels of Accountability* available on the DPI website at <http://dpi.wi.gov/oea/doc/sifilevels.doc> .

How is AYP Calculated?

Each year under the federal education law *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.

2007-2010 WISCONSIN AYP OBJECTIVES

Graduation or Attendance—Elementary and middle schools must have an attendance rate of at least 85 percent or show growth over the prior year. High schools that graduate students must have graduation rates of at least 80 percent or show growth over the prior year.

Test Participation—95 percent of all students enrolled in the tested grade(s) during the testing window must participate in the *Wisconsin Student Assessment System* (WSAS), which includes the *Wisconsin Knowledge and Concepts Examinations* (WKCE) and the *Wisconsin Alternate Assessment for Students with Disabilities* (WAA-SwD). The test participation objective is met using the current year's participation rate or a two-year average.

Reading—A school or district must achieve a proficiency index of 74 percent.

Mathematics—A school or district must achieve a proficiency index of 58 percent.

The Test Participation, Reading, and Mathematics objectives above apply to all students and to subgroups of sufficient size. The subgroups include five major ethnic groups, students with disabilities, English Language Learners, 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.

Schools that miss the same AYP objective for two consecutive years 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 in these subjects. These annual measurable objectives were set separately based on actual achievement levels of students in 2001-02 and increase over time. The same annual measurable objectives apply to all districts, schools, and student groups in the Wisconsin public school system.

Wisconsin AYP Proficiency Index 2001-02 through 2013-14 Annual Measurable Objectives for Reading and Mathematics			
DESCRIPTION	SCHOOL YEAR	READING	MATHEMATICS
Starting Point	2001-02	61%	37%
	2002-03	61%	37%
	2003-04	61%	37%
Intermediate Goal <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 http://www.dpi.wi.gov/oea/pdf/ayp_example08.pdf and technical details at http://www.dpi.wi.gov/oea/pdf/ayp_explanatory08.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 (WSLS) 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 outcomes 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 will create student demographic pre-ID labels for fall testing for all Wisconsin public school districts. DPI will use the WSLS and ISES databases to create the labels. 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).

Additional ESEA/NCLB Resources

Wisconsin Department of Public Instruction	http://dpi.wi.gov
Adequate Yearly Progress (AYP)	http://dpi.wi.gov/oea/acct/ayp.html
The Elementary and Secondary Education Act in Wisconsin: Background and Overview (ESEA)	http://dpi.wi.gov/esea/background.html
Office of Educational Accountability (OEA)	http://dpi.wi.gov/oea
Wisconsin Information Network for Successful Schools (WINSS)	http://dpi.wi.gov/sig/index.html
Meeting ESEA/NCLB Report Card Requirements	http://www.dpi.wi.gov/lbstat/dm-eseadata.html
WSLS/ISES Data Elements	http://www.dpi.wi.gov/lbstat/eseamap.html#data
U.S. Department of Education	http://www.ed.gov