

Key Points about Adequate Yearly Progress (AYP) 2008-09

What is Adequate Yearly Progress?

The No Child Left Behind Act of 2001 (NCLB) requires the annual determination of whether schools, districts, and states have made adequate yearly progress (AYP) toward the goal of having all students meet rigorous state academic standards by the 2013-2014 school year. Each year, the performance of all students in the school and district, as well as subgroups of students, is measured against annual performance targets.

- In a school, if all groups meet the statewide participation and academic achievement targets in English/language arts and mathematics, and the school meets the statewide target for either attendance in elementary and middle schools or graduation rates for schools with grade 12, the school is designated as meeting AYP.
- If all students or any subgroup of students in a school does not meet the targets, or does not make sufficient progress toward the targets, then the school is designated as not meeting AYP.

The same requirements apply to each district and to the state.

Is AYP something new?

No. Since the reauthorization of the Elementary and Secondary Education Act of 1994, districts have been required to determine the adequate yearly progress of their schools that receive Title IA funds. With the passage of NCLB and the prescription of common principles for determining AYP in schools and districts throughout the nation, the Oregon School and District Report Card ratings are no longer suited to determining AYP for Oregon schools. Several elements from past AYP systems are key points in the new AYP accountability system under NCLB. New under NCLB are:

- a requirement for the designation of AYP for all schools and districts, whether or not they receive Title I funding,
- the application of sanctions to Title I schools and districts, and
- the inclusion of schools not receiving Title I moneys in the accountability system, although these schools do not face sanctions as do Title I schools.

What does it mean to say a school or district does not meet AYP this year?

A school or district that does not meet AYP should not be labeled as failing. The designation of not meeting AYP signals that the school or district as a whole, or one or more subgroups of students, is not on track for meeting the goals for student achievement by the target year of 2014. The school or district as a whole may have strong academic performance, but, because of the conjunctive design of NCLB, the designation may be based on a single factor or a single subgroup.

What happens if Title I schools do not meet AYP?

Under NCLB, schools and districts designated as not meeting AYP in the first year face no sanctions; instead, sanctions begin at the end of the second year for Title I schools and districts designated as not meeting AYP in the same area (i.e., English/language arts, mathematics, other indicator) for the second consecutive year. Sanctions for Title I schools outlined in NCLB increase in severity with each year's designation of not meeting AYP and range from offering school choice to restructuring.

- If a school or district receiving Title I funds identified for sanctions meets AYP in the area that caused the school or district to be identified for improvement the following year, the school or district stays at the previous year's sanctions level.
- If a school or district meets AYP in the area that caused the school or district to be identified for improvement the following two consecutive years, the school or district is no longer identified for improvement or corrective action.

How is the AYP designation determined?

The school or district as a whole must meet each indicator target for the school or district to be designated as meeting AYP, except as noted. In each subject, a total of 42 test scores from the two most recent years combined is required to make the determination of AYP. Schools and districts with fewer than 42 test scores or fewer than a total of 84 students enrolled during the two most recent years combined must produce additional data to determine their AYP designations. In addition, if an overall school/district or subgroup is determined to have in the current year a minimum of 21 scores, and does not meet AYP via the 2 or 4 year average years, ODE will calculate AYP based on the most recent year of test data. The *AYP Designation Indicators* table shows the targets, definitions, and data sources for each AYP indicator.

AYP Designation Indicators

Indicator	NCLB Requirement	Oregon Target and Definition	Data Source
Participation in statewide assessments	95%	95% of all students in school or district or state <i>Number of valid test scores from all students enrolled in the school on the first school day in May divided by (The expected number of tests from students enrolled on the first school day in May - the number of students without test scores that were not enrolled during the testing window(s) for the assessment - the number of records from students with administration code of 6 (Home Schooled/Foreign Exchange students) and administration code of 9 (students experiencing a health emergency throughout the testing window))</i>	Spring Membership Collection and Oregon Statewide Assessments (OSA) results for 2008-2009 and 2007-2008
Academic Status	Baseline: 2000-2001 + 2001-2002 performance of students at 20 th percentile statewide	English Language Arts (ELA) 60% = Reading OSA Math 59% = Math OSA <i>Number of test scores that meet or exceed state standards divided by number of test scores from students enrolled for a full academic year on the first school day in May</i>	Spring Membership Collection and OSA results for 2008-2009 and 2007-2008 from students enrolled for a full academic year
Academic Growth (Required only if Academic Status target is not met.)	Safe Harbor	From prior year to current year, reduce by 10% the number of test scores not meeting standards. <i>The percentage of 2008-2009 test scores meeting standards compared to the percentage of 2007-2008 test scores meeting standards</i>	Spring Membership Collection and OSA results for 2008-2009 and 2007-2008 from students enrolled for a full academic year
Attendance for elementary and middle schools. (Required for subgroups only if Academic Status target is not met.)	Other Academic Indicator	92.0% Equivalent to <i>Satisfactory</i> student behavior rating on Oregon School and District Report Cards. <i>Total days students in grades 1- 12 are present divided by (total days present + total days absent)</i>	Annual ADM collections for 2007-2008 and 2008-2009
Graduation for high schools, schools with grade 12, and districts. (Required for subgroups only if Academic Status target is not met.)	Other Academic Indicator	68.1% Equivalent to percentage of Oregon 9 th grade students who receive a regular diploma within 4 years. <i>Number of students graduating with a regular diploma divided by (number of students graduating with a regular diploma + number of dropouts in grades 9 – 12)</i>	Early Leavers and High School Completers surveys for 2006-2007 and 2007-2008*

* Data for 2008-2009 are not available for determining AYP for this indicator.

What is safe harbor?

Schools and districts not meeting academic status targets under NCLB may qualify as meeting AYP under the safe harbor provision of the law. Using safe harbor, a school or district or any subgroup that reduces its number of tests not meeting the standards by 10% or more, from the prior year to the current year, will be designated as meeting AYP, as long as the school, district, or subgroup also meets the target for the other academic indicator of graduation or attendance.

What subgroups are reported?

Under NCLB, the subgroups identified for determining AYP are students with disabilities; Limited English Proficient; economically disadvantaged; and the major racial/ethnic groups: white, black, Hispanic, Asian/Pacific Islander, American Indian/Alaskan Native, and multi-racial/multi-ethnic.

Students with disabilities are student served at any time during the school year by a Special Education program in which students are instructed and monitored based on decisions defined by an Individualized Education Program (IEP).

Economically disadvantaged students are students eligible for free and reduced priced lunch as identified by the district in the Spring Membership Collection. Schools and districts not administering school lunch programs may identify economically disadvantaged students by other means.

Limited English Proficient students are identified in the NCLB English Language Proficiency Collection.

How is the participation rate determined?

The AYP participation denominator reflects students enrolled on the first school day in May as identified by the district in the Spring Membership Collection. A participation record is generated for each required test at the grade at which the student is enrolled and identifies the highest test score to date for the student. Records from home schooled or foreign exchange students and students without a valid test score that the district identifies in Student Staging application as from a student enrolled on the first school day in May who was not enrolled during the entire testing window(s) or had significant medical emergencies are removed from the participation denominator. The records for students identified in the Spring Membership Collection as enrolled in district special education programs are removed from the school's participation denominator but included in the district report. Students with valid test scores from tests at or above grade level (except for grade 8 requiring on grade level test) or from extended assessment tests are counted as participants.

What are the AYP academic targets for each year?

With the goal being that all students will meet or exceed academic standards in 2013-2014 as measured by statewide assessments, each state has been required by Federal law to set annual targets for the percentage of students meeting or exceeding state academic performance standards. The targets are required to increase over time and at equal intervals, but not necessarily to increase annually. The annual academic targets for all Oregon schools are listed in the chart below by subject and school year.

Annual Statewide Academic Targets for All Schools and Districts

School Year	English/ Language Arts	Mathematics	School Year	English/ Language Arts	Mathematics
2002- 2003	40%	39%	2008- 2009	60%	59%
2003- 2004	40%	39%	2009- 2010	60%	59%
2004- 2005	50%	49%	2010- 2011	70%	70%
2005- 2006	50%	49%	2011- 2012	80%	80%
2006- 2007	50%	49%	2012- 2013	90%	90%
2007- 2008	60%	59%	2013- 2014	100%	100%

Which test scores are included in the calculation of academic status?

Only the scores from students enrolled for a full academic year in the school or district of enrollment on the first school day in May are included when calculating academic status.

The highest score of students enrolled at grades 3-8 with multiple scores for a test during the 2008-2009 school year will be credited to the school and district where the student was enrolled on the first school day in May, even if the score was earned in another school and district.

The highest score of students enrolled at grade 10 with multiple scores for a test during the 2008-2009 school year, with scores that meet the grade 10 standard earned during the 2007-2008 school year, or with scores that meet the grade 10 standard on the high school test taken as an 8th grader during the 2006-2007 school year will be credited to the school and district where the student was enrolled on the first school day in May, even if the score was earned in another school and district.

What are the other AYP academic indicators?

Under NCLB, the other required academic indicator for determining AYP for districts and schools with grade 12 is graduation. For schools without grade 12, Oregon selected attendance as the additional indicator. States are required to establish targets for the other academic indicators used to determine whether a school or district has met adequate yearly progress, but at this time the targets for the other indicators are not required to increase over time.

Do all schools receive AYP designations each year?

Under NCLB, AYP reports must be produced annually for all schools and districts in the state. New or reconfigured schools will receive AYP ratings as soon as two years of assessment data are available for determining if the school has met its academic achievement targets. Students enrolled in new or reconfigured schools will be included in the district's AYP determination during the first year of the schools' operation, but the school will not receive an AYP rating. Oregon Department of Education policy states that if the enrollment of a school changes by more than 40% due to boundary changes, consolidation of schools, or changes in grades served in a school, it is considered a new school.

Why are the August AYP designations called preliminary?

Districts may correct student level data used in the preliminary reports or request a review of the preliminary determination for the district or any of its schools as delineated under No Child Left Behind.

What is the AYP review process?

Prior to August 21, the Oregon Department of Education provides districts with the opportunity to correct student demographic data and supply missing demographic data or test administration codes. Through Student Staging, districts have the opportunity to review and make corrections affecting the 2008-2009 assessment results. Districts will not have the opportunity to correct assessment, enrollment, graduation, and attendance data used in the 2007-2008 AYP determinations. These data were reported and validated by schools and districts in prior years.

NCLB states that if a principal or a majority of parents feel that the preliminary AYP designation for a school is in error for statistical or other substantive reasons, the principal may provide supporting evidence to the district and the district may submit that evidence to the Oregon Department of Education during the review period.

A number of small schools and districts may not meet minimum group size requirements for participation, assessments, and attendance or graduation, even after combining four years of data. In these cases, districts and schools will provide additional data during the review period in order to determine a final AYP designation.

Significant Events in AYP Determination Process

Date	Event
July 30	Preliminary school and district AYP designations with supporting data on ODE district secure website
August 4	Public release of preliminary AYP designations on the ODE public website
August 4-17	Requests by districts for AYP data reviews prior to final designation of AYP
August 21	Last date for changes to assessment test records and data collections Changes made after this date to these data elements will not be reflected in Final AYP determinations, Report Card or Assessment Group report results.
August 31	Final AYP reports available on ODE district secure website
September 3	Final AYP details available to public on ODE public website
September 16	Preliminary 2008-09 school and district report cards on ODE district secure website
October 1	District preview of 2008-09 school and district report cards, including final AYP designations and supporting detail sheets, on ODE district website
October 7	2008-09 school and district report cards, including final AYP designations and supporting detail sheets, available to public on ODE website

What is the process for completing final AYP reports?

During early October, prior to the official release of the AYP Report, there will be a preview period when schools and districts will be given a courtesy preview of their Final AYP Reports and Report Cards. This review period is intended to provide school and district personnel an opportunity to prepare communication materials in advance of the final release of AYP designations. During this short preview period, no new requests for data review will be accepted. Final AYP designations and reports reflective of any changes will be released on October 7, 2009. It is the policy of the Oregon Department of Education that no AYP reports will be reissued following the official release unless the Department has made an error. If a data error is discovered after the official release day, then data will be corrected for historical purposes.

What is the relationship of AYP to Oregon School and District Report Card ratings?

AYP designations and Report Card ratings provide schools, parents, and communities with different views of schools and districts based on similar data. For schools, districts, and the state to meet AYP, all students as a whole, and also subgroups, must meet performance targets in each content area as well as participation requirements and targets for attendance or graduation. If any one group misses a single target in any one category, the result is a designation of not meeting AYP. In contrast, the Report Card rating provides a more holistic rating of schools by weighing the performance of all subgroups to produce a single overall rating for the school. In addition, the Report card provides additional rewards to schools for students that exceed standard and for students that show significant growth toward meeting standard.

Where do I find more information about AYP?

The Oregon Department of Education's AYP Home Page is online at <http://www.ode.state.or.us/search/page/?id=1193>.