

Adequate Yearly Progress (AYP) Update

State Board of Education
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Historical Background

2

2001 – No Child Left Behind Act – ESEA

NCLB's Four Pillars

1. **Accountability:** to ensure those students who are disadvantaged, achieve academic proficiency.
2. **Flexibility:** Allows school districts flexibility in how they use federal education funds to improve student achievement.
3. **Research-based education:** Emphasizes educational programs and practices that have been proven effective through scientific research.
4. **Parent options:** Increases the choices available to the parents of students attending Title I schools.

Current Picture

3

- NCLB of 2001 is complex, still evolving
- ED has issued new Rules (Title I)
- NCLB expired in 2007 (continuing resolutions)
- Reauthorization of ESEA may occur this spring?

AYP Elements

4

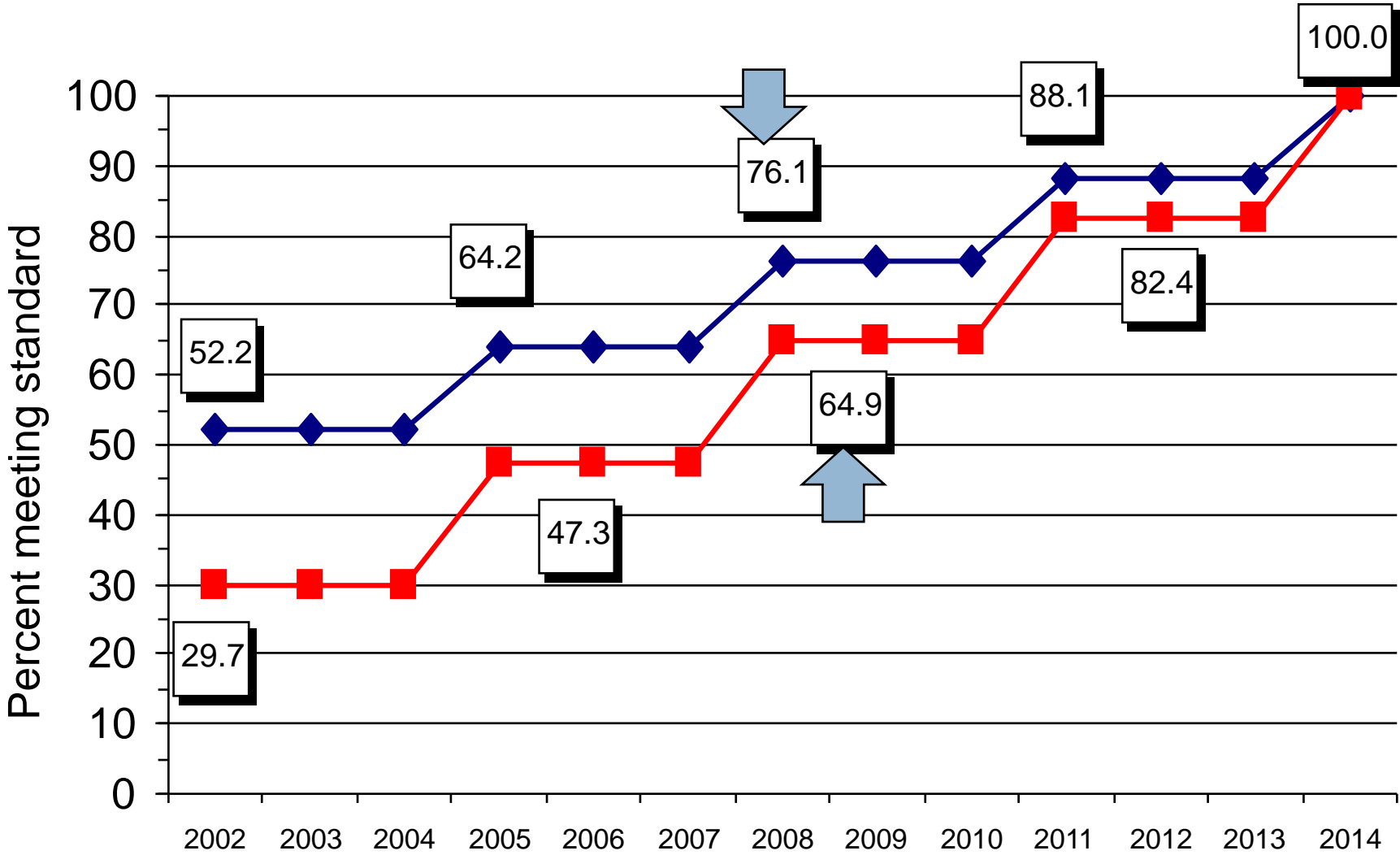
- ALL students “proficient” by 2014
- Separate annual proficiency goals in reading & math
- Same Goal on ‘state uniform bar’ for nine groups
 - ▣ All students
 - ▣ Five Racial/Ethnic Groups
 - ▣ Students with Disabilities (Special Education)
 - ▣ Students with Limited English Proficiency (ELL)
 - ▣ Students from Low-Income Families (Poverty)
- 95% of students in each group to be assessed
- One other indicator
 - ▣ Graduation rate (high schools)
 - ▣ Unexcused absences (elementary and middle schools)

More AYP Elements

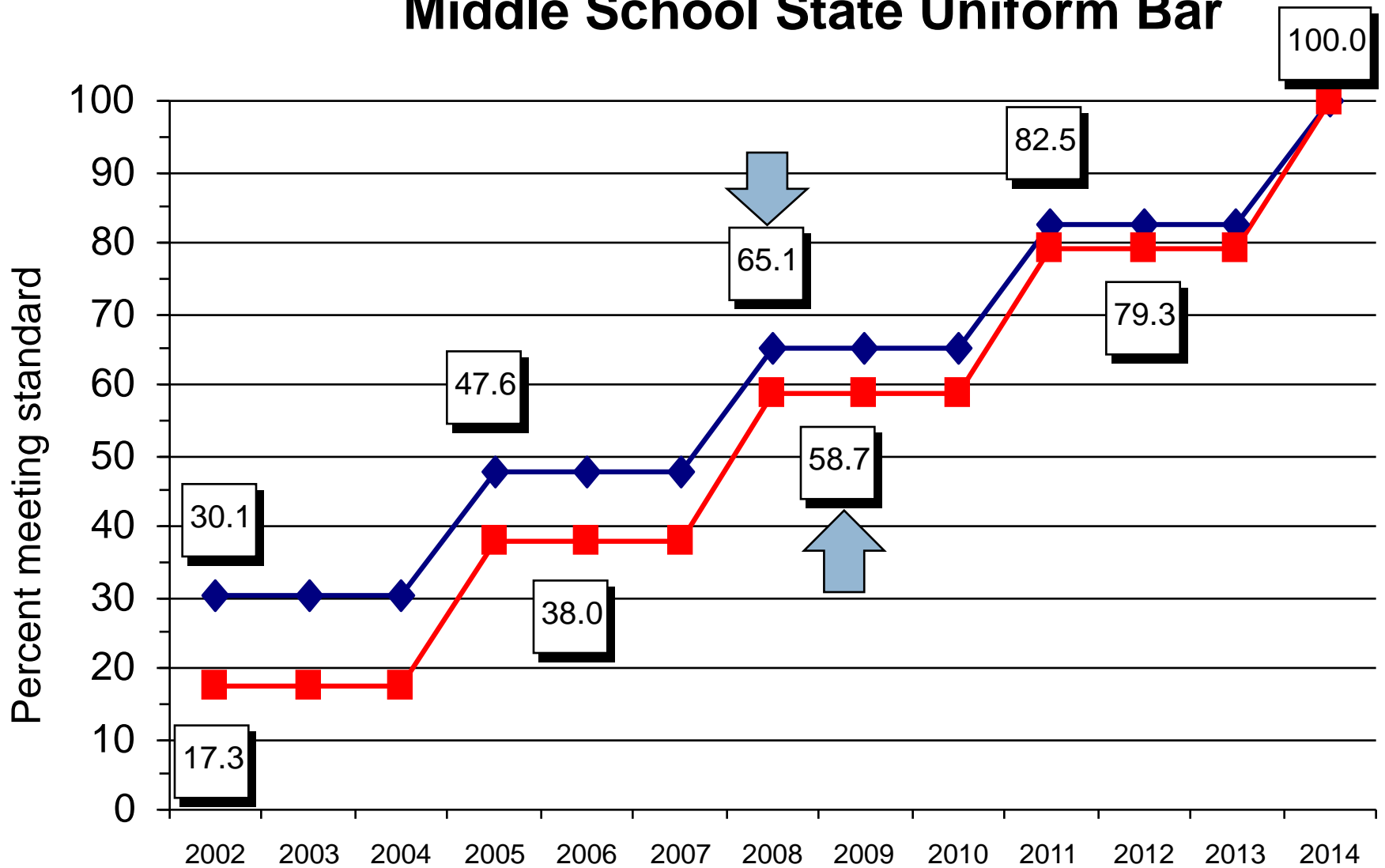
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- If a group doesn't meet the proficiency goal, it makes AYP if it has a 10% reduction in those not meeting standard and meets the other indicator ("Safe Harbor")
- Minimum number of students (**N = 30**) needed for a student group for statistically reliable AYP decisions
- Count only students enrolled for "full academic year" (continuous enrollment from October 1 through entire testing period)
- Sanctions apply if the same two columns of the matrix in the same grade do not make AYP two years in a row (different and more rapid sanctions for districts)

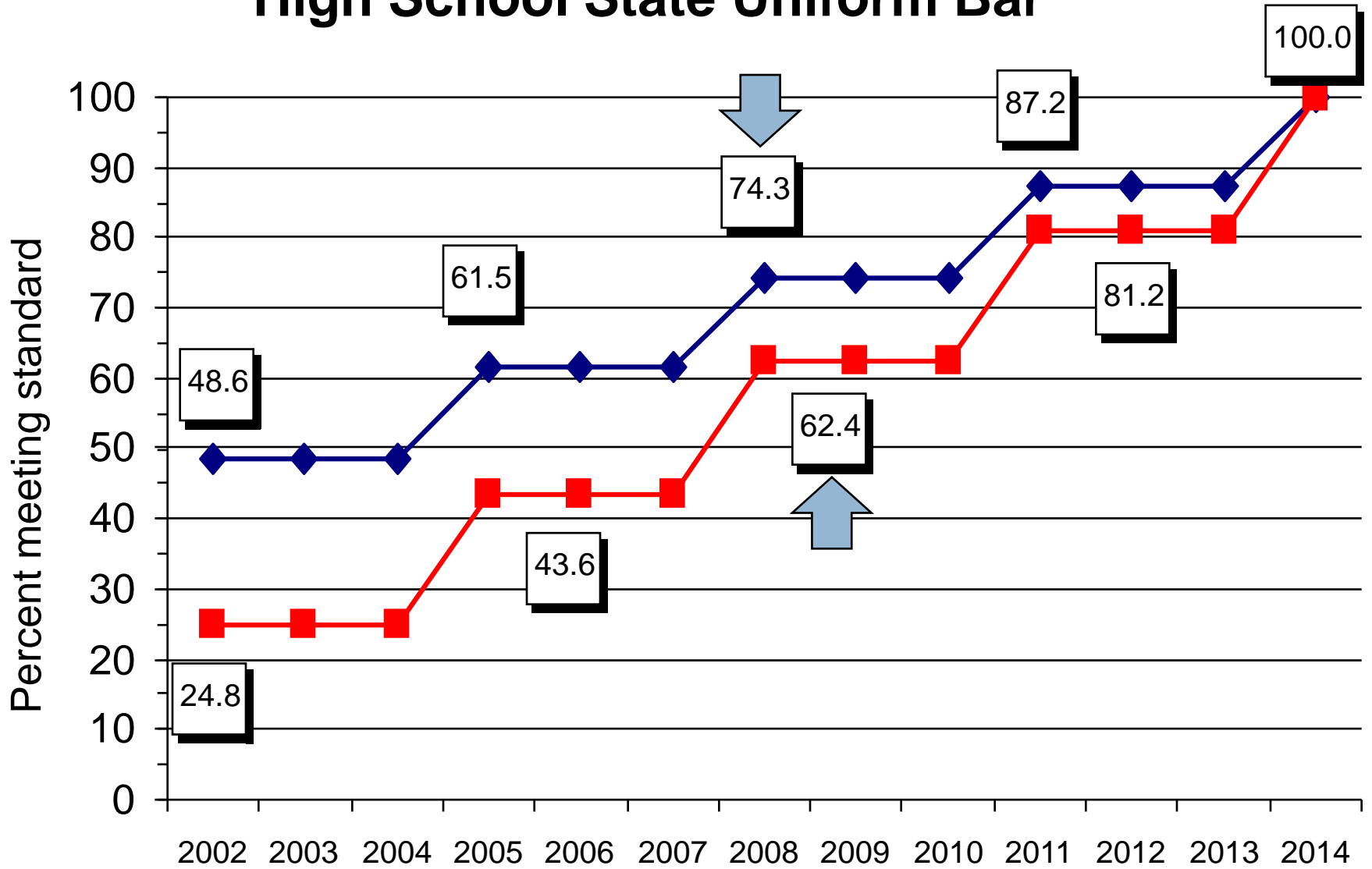
Elementary State Uniform Bar



Middle School State Uniform Bar



High School State Uniform Bar



AYP Matrix (37 categories)

	Percent Proficient		Percent Participation		Unexcused Absence/ Graduation Rate
	Reading	Math	Reading	Math	
All Students					
American Indian					
Asian/Pac. Is.					
Black					
Hispanic					
White					
Special Education					
Limited English (ELL)					
Low Income					
State Target					

Still More AYP Elements

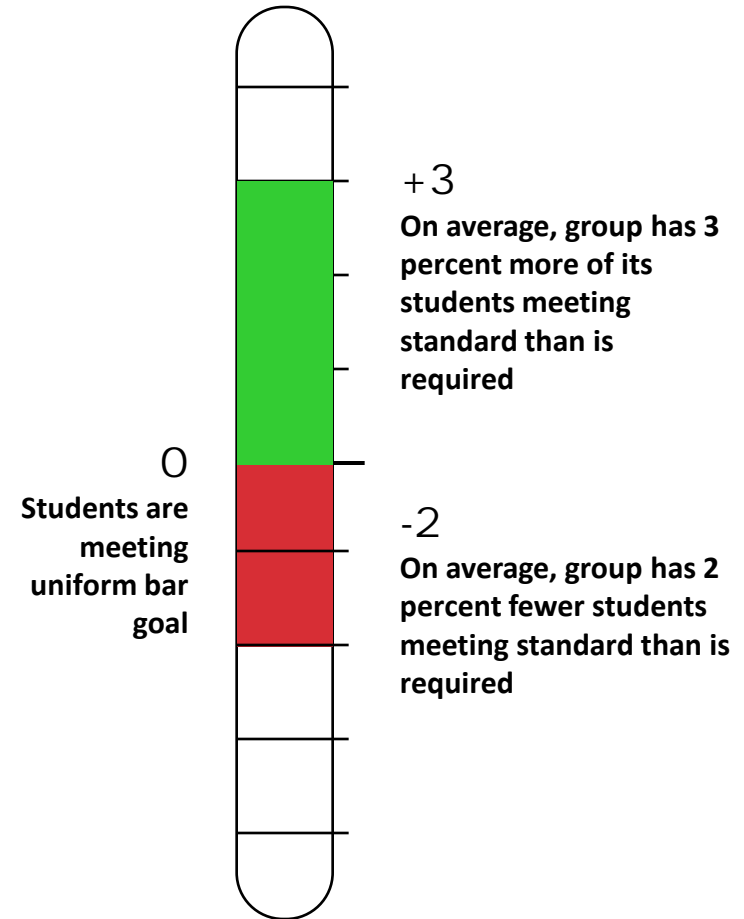
10

Proficiency Index

Each grade will be compared to the corresponding uniform bar, regardless of the school's grade span, using a "Proficiency Index."

Proficiency Index

- ★ An index of zero or higher means the school or sub-group is meeting or exceeding the goal.
- ★ An index which is less than zero means the school or sub-group is not meeting the goal.



Calculating a School's Proficiency Index

Reading - Low Income sub-group

Step 1: Input grade level data (green cells only)

Grade	Number of Continuously Enrolled Students	Adjusted Percent Meeting Standard	State Uniform Bar Target	Difference (% Mtg - Target)
Grade 3	20	65.80%	64.20%	1.60%
Grade 4	20	80.00%	64.20%	15.80%
Grade 5	30	61.00%	64.20%	-3.20%
Grade 6	25	41.50%	47.30%	-5.80%
Total	95			

Step 2: Multiply each grade level difference by corresponding number of continuously enrolled students, and then sum across all grade levels in the school

$$(1.6 \times 20) + (15.8 \times 20) + (-3.2 \times 30) + (-5.8 \times 25) = 1.07$$

$$\text{Gr 3} + \text{Gr 4} + \text{Gr 5} + \text{Gr 6}$$

Step 3: Divide sum of weighted differences by total continuously enrolled students

$$107 / 95 = 1.13\%$$

Proficiency Index

PROFICIENCY INDEX = 1.13% therefore school DOES meet AYP

Calculating a School's Proficiency Index

Reading - All sub-group

Step 1: Input grade level data (green cells only)

Grade	Number of Continuously Enrolled Students	Adjusted Percent Meeting Standard	State Uniform Bar Target	Difference (% Mtg - Target)
Grade 3	74	56.00%	64.20%	-8.20%
Grade 4	62	72.00%	64.20%	7.80%
Grade 5	81	61.00%	64.20%	-3.20%
Grade 6	58	41.50%	47.30%	-5.80%
Total	275			

Step 2: Multiply each grade level difference by corresponding number of continuously enrolled students, and then sum across all grade levels in the school

$$(-8.2 \times 74) + (7.8 \times 62) + (-3.2 \times 81) + (-5.8 \times 58) = -7.188$$

$$\text{Gr 3} + \text{Gr 4} + \text{Gr 5} + \text{Gr 6}$$

Step 3: Divide sum of weighted differences by total continuously enrolled students

$$-7.188 / 275$$

$$-2.61\%$$

Proficiency Index

PROFICIENCY INDEX = -2.61% therefore school DOES NOT meet AYP

School Improvement History

2004-2009








14

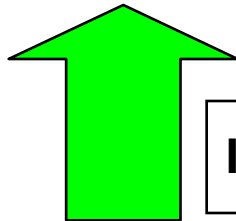
	2004	2005	2006	2007	2008	2009
Step 1	120	86	128	77	390	505
Step 2	21	81	45	96	50	342
Step 3	15	10	65	39	95	44
Step 4	0	8	4	54	29	94
Step 5	0	0	8	11	64	88
Total	156	185	250	277	628	1073

AYP TIMELINE FOR SCHOOLS

(Consequences apply only to schools receiving Title I funds)

Sanctions are a District Responsibility

 WASL Results <div style="border: 1px solid black; padding: 10px; width: 40px; margin: 0 auto;">1</div>	 WASL Results <div style="border: 1px solid black; padding: 10px; width: 40px; margin: 0 auto;">2</div>	School Improvement Plan	Continue: Public School Choice	Continue: Public School Choice Supplemental	Continue: Public School Choice Supplemental Services	Implement Plan For Alternative Governance 
		Public School Choice	Supplemental Services	Corrective Action	Plan for Alternative Governance	
		 Step 1	 Step 2	 Step 3	 Step 4	



Identified for School Improvement

School Improvement - STEP 1

16

If a school in school improvement status does not make AYP for two consecutive years, the school is identified for school improvement. The following must be implemented for Title I schools:

- ▣ Develop or Revise School Improvement Plan
- ▣ Public School Choice

School Improvement - Step 2 - 5

17

If a Title I school moves into must Step 2-5 of school improvement. The school must:

- ▣ Develop/Review the School Improvement Plan
 - Step 2 – Review
 - Step 3 – Rewrite
 - Step 4 – Write Restructuring Plan to implement in following year
 - Step 5 – Implement Plan
- ▣ Continue Public School Choice
- ▣ Implement Supplemental Educational Services

District Improvement History

2006-2009

18





	2006	2007	2008	2009
Step 1	17	12	32	50
Step 2	11	18	25	53
Total	28	30	57	103

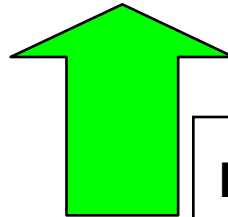
AYP TIMELINE FOR DISTRICTS

(Consequences apply only to districts receiving Title I funds)

State Responsibility

19



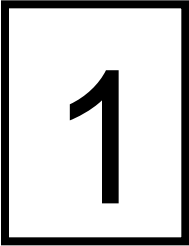


 WASL Results	 WASL Results	District Improvement Plan	District Improvement Plan
		State Offers Technical Assistance and MAY take Corrective Action	State MUST Take Corrective Action
<div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> 1 </div>	<div style="border: 1px solid black; width: 60px; height: 60px; display: flex; align-items: center; justify-content: center; margin: 0 auto;"> 2 </div>	 Step 1	 Step 2

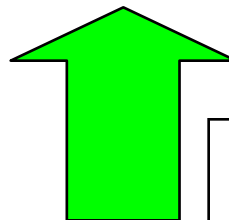


Identified for District Improvement

AYP TIMELINE FOR STATES

(Consequences apply only to states receiving Title I funds)

 WASL Results	 WASL Results	State Improvement Plan
		U.S. Department of Education Offers Technical Assistance
		 Step 1



Identified for State Improvement

AYP Work Group

21

- Workgroup is composed of internal and external stakeholders.
- Workgroup meets annually to review AYP Accountability Workbook and propose amendments.
- Workgroup recommends to the State Superintendent.

Proposed Amendments to State Accountability Workbook

22

1. An N size of 40 for all subgroups.

Request **DENIED.**

ED required an N size of 30 for all subgroups.

Proposed Amendments to State Accountability Workbook

23

2. Exempt LEP students who are new to the United States from taking any test given entirely in English for one year and not count results of LEP students in their first three years in the state program or until they reach English proficiency status, whichever comes first.

Request **DENIED**

Proposed Amendments to State Accountability Workbook

24

3. Identify a school or district for improvement when the same subgroup, in the same subject, does not make AYP for two consecutive years.

Request **DENIED**

Reauthorization ESEA

25



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K-12 Reform Priorities

26

- Effective Teachers and Leaders
- Standards and Assessments
- Struggling Schools
- Data Systems

K-12 Reform Priorities

27

- State Fiscal Stabilization Funds (SFSF)
- Race to the Top
- Title I, IDEA, Other Formula Grants

OSPI Resources

28

- OSPI website - <http://www.k12.wa.us/>

- School Report Card for AYP results - <http://reportcard.ospi.k12.wa.us/>

- Graduation and Dropout Statistics - <http://www.k12.wa.us/DataAdmin/default.aspx>

- ESEA/NCLB page - <http://www.k12.wa.us/ESEA/>

- OSPI Assessment webpage - <http://www.k12.wa.us/assessment/default.aspx>