

Key Points About Adequate Yearly Progress (AYP)

What is Adequate Yearly Progress?

The No Child Left Behind Act 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 academic achievement targets in English/Language Arts and Mathematics, and the school meets the targets for either attendance in elementary and middle schools or graduation rates for schools with grade 12, the school is designated as *meeting AYP*. The same requirements apply to each district and to the state, except the target for attendance.
- 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 can no longer be used to determine AYP for Oregon schools. Several changes from past AYP systems are key points in the new AYP accountability system under NCLB.

- The designation of AYP for all schools and districts, whether or not they receive Title I funding, is a new requirement.
- The application of sanctions to Title I schools and districts is a new accountability requirement.
- Non-Title I schools are also included in the accountability system, although non-Title I schools do not face the same sanctions required for 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 national goals for student achievement by the target year of 2014. The school or district as a whole may have strong academic performance, but the designation may be based on a single factor or a single subgroup.

What happens if Title I schools do not meet AYP this year?

Under NCLB, schools and districts that are designated as *not meeting AYP* in the first year face no sanctions; however, sanctions begin at the end of the second year for Title I schools and districts that are designated as *not meeting AYP* in the same area (i.e., English/Language Arts, Mathematics, other indicator) for the second consecutive year. Sanctions 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 Title I school identified for sanctions meets AYP the following year, then the school stays at the previous year’s sanctions level.
- If a Title I school meets AYP the following two consecutive years, the school is no longer identified for improvement, corrective action, or restructuring.

Date	Significant Events in AYP Determination Process
August 2	<ul style="list-style-type: none"> • Preliminary school and district AYP designations with supporting data on ODE district website
August 5	<ul style="list-style-type: none"> • Public release of preliminary AYP designations on the ODE website
August 5 – 26	<ul style="list-style-type: none"> • Requests by districts for AYP data reviews prior to final designation of AYP
September 1	<ul style="list-style-type: none"> • Requested AYP data reviews completed for all schools and districts
Aug. 5 – Sep. 28	<ul style="list-style-type: none"> • Fall Validation Window of Report Card Data Elements <p>Changes made after this date to data elements included in the validation will not be reflected in Report Card publications</p>
October 10	<ul style="list-style-type: none"> • District preview of 2004-05 school and district report cards, including final AYP designations and supporting detail sheets, on ODE district website
October 13	<ul style="list-style-type: none"> • 2004-05 school and district report cards, including final AYP designations and supporting detail sheets, available to public on ODE website

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 less than 42 test scores or fewer than a total of 84 students enrolled during the two most recent years combined will require additional data in order to determine their AYP designations. The table below 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))</i>	Spring Membership Collection and OSA results for 2004-2005 and Spring Participation Collection and OSA results for 2003-2004
Academic Status	Baseline: 2000-2001 + 2001-2002 performance of students at 20 th percentile statewide	ELA 50% = Reading + Writing OSA Math 49% = Math + Math Problem Solving 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 2004-2005 and Spring Participation Collection and OSA results for 2003-2004 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 percentage of test scores not meeting standards. <i>The percentage of 2004-2005 test scores meeting standards compared to the percentage of 2003-2004 test scores meeting standards</i>	Spring Membership Collection and OSA results for 2004-2005 and Spring Participation Collection and OSA results for 2003-2004 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 attended by students divided by total daily membership</i>	Annual ADM collections for 2003-2004 and 2004-2005
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 2002-2003 and 2003-2004*

* Data for 2004-2005 are not available for determining AYP for this indicator.

What is safe harbor?

Schools and districts that do not meet the academic status targets may qualify as *meeting AYP* under another provision of the NCLB law called safe harbor. Using safe harbor, a school or district or any subgroup that reduces its percentage 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 are the subgroups?

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 who are eligible for free and reduced price lunch as identified by the district in the Spring Membership Collection. Students in schools and districts that do not administer school lunch programs will be identified using the 2002-2003 method for identifying economically disadvantaged students: A student that indicates on an Oregon Statewide Assessment survey question that (s)he does not have access to a computer connected to the internet at home.

How is the participation rate determined?

The AYP participation denominator is based on 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 filled with 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 as from a student enrolled on the first school day in May who was not enrolled during the testing window(s) 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. Students that attempt a test are counted as participating.

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 was 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?

The highest score of students enrolled at grades 3, 5, and 8 with multiple scores for a test during the 04-05 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 04-05 school year, with scores that meet the standard earned during the 03-04 school year, or with scores that meet the standard on a CIM test taking as an 8th grader during the 02-03 school year will be credited to the school and district where the student was enrolled on the first school day in, even if the score was earned in another school and district.

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.

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 all other schools, Oregon selected attendance as the other 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 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 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 summer AYP designations called preliminary?

The preliminary designation of AYP status for the 2004-2005 school year for districts and schools is scheduled for August 2005. Districts may correct student level data used in the 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 28, 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 2003-2004 assessment results.

A number of small schools and districts may not meet minimum cell 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.

Districts will not have the opportunity to correct assessment, enrollment, graduation, and attendance data used in the 2003-2004 AYP determinations. This data was reported and validated by schools and districts in prior years.

What is the process for completing final AYP reports?

During early November, prior to the official release of the AYP Report, there will be a three-day preview period when schools and districts will be given a courtesy preview of their Final AYP Reports. During this short preview period, no new requests for data review will be allowed during the AYP Report preview period. Final AYP designations and reports reflective of any changes will be released on **October 6, 2005**. It is the policy of the Oregon Department of Education that no AYP reports will be reissued following the official release, unless the Department was in 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 and also participation requirements and targets for attendance or graduation. If any one group misses a single target in any one category, this results in a designation of *not meeting AYP*. In contrast, the report card overall rating is based on performance and improvement over time in all categories by students in the school as a whole, and the ratings in each separate category are combined for an overall rating. The report card operates under a compensatory system while the AYP designation is based on a conjunctive system of determinations.

Where do I find more information about AYP?

- The AYP Home Page at <http://www.ode.state.or.us/search/results/?id=198>
- Email your questions to ayp.reports@state.or.us
- Call the Oregon Department of Education at (503) 378-3600 ext. 2287