

**Kansas
Adequate Yearly Progress
(AYP)
Revised Guidance**

**Based on
No Child Left Behind
(P.L. 107-110)**

Revised July 2004

ADEQUATE YEARLY PROGRESS (AYP) FOR KANSAS SCHOOLS 2003-2004

In the *No Child Left Behind Act of 2001 (NCLB)*, Adequate Yearly Progress (AYP) is based on the premise and promise that in 12 years, every child will be at a minimum proficiency on the state reading and mathematics assessments. The *No Child Left Behind Act (NCLB)* requires that every student be tested. By testing all children, parents, and teachers will know the academic achievement of every child, every group of students, and all students. This enables parents and teachers to work together to ensure that no child will be left behind and to ensure not only school-wide and individual progress, but subgroup progress as well.

1. What is AYP?

Adequate Yearly Progress (AYP) is the process for making judgment as to whether or not all public elementary and secondary schools, districts, and states are reaching the annual targets to ensure that all students achieve the state's definition of proficiency by 2013-2014.

2. At what levels does AYP apply?

The Kansas evaluation and accountability system is specifically designed to measure a school, a district and the state's progress. AYP is determined for every public elementary and secondary school, every district, and the State of Kansas.

3. What is included in AYP?

The following is included in AYP:

- a. State reading assessment results;
- b. State mathematics assessment results;
- c. State assessment participation rates;
- d. Attendance rates (elementary and middle schools)
- e. Graduation rates (secondary schools).

4. Which forms of the state assessments are included in AYP?

The general assessments, assessments with accommodations, modified assessments, alternate assessments and the K-3 reading and the K-4 mathematics assessments are included in determining AYP.

5. How does a school, district or the state make AYP?

For a school, district, or State to make AYP:

- a. All students and all appropriate disaggregated groups must meet or exceed the annual measurable objective (target) in a content area. AYP

is calculated on the percent of students scoring at proficient and above on the Kansas State reading and mathematics assessments.

- b. At least 95% of the students must participate in the state assessments in reading and 95% in mathematics.
- c. High schools, districts, and the State must meet the graduation rate of 75% or show an improvement.
- d. Elementary and middle schools, districts and the state must meet the attendance rate of 90% or show improvement.

6. What happens if a school, district, or State does not make AYP?

Whenever a school, district, or State does not make AYP for two consecutive years, they are identified for improvement. Likewise, to go off of improvement status, AYP must be made for two consecutive years in the area identified for improvement.

7. What are the content areas for AYP?

AYP is calculated separately for reading and mathematics. If a school or district does not make AYP two years in a row in the same content area, it is identified for improvement.

8. Does the two consecutive years of not making AYP have to be in the same content area for a school to be identified for improvement?

Yes, if a school, district, or State does not make AYP in mathematics for two consecutive years, it will be identified for improvement. Likewise, if AYP is not made in reading for two consecutive years, identification for improvement will occur. If the school misses it in reading one year and in mathematics the next year, this school would not be identified for improvement.

9. Does a district have to miss the attendance rate for two consecutive years or graduation rate for two consecutive years to be identified for improvement?

If a **district** misses the attendance rate one year and the graduation rate another year, the district will be identified for improvement. Elementary and middle schools will be identified for improvement when they miss the attendance rate for two consecutive years; likewise, high schools will be identified when they miss the graduation rate for two consecutive years.

10. What are the annual measurable objectives (targets) that must be met?

The annual measurable objectives or targets refer to the percent of students scoring at proficient or above on the state reading and mathematics assessments that a school, district, or State must have each year to make AYP.

11. What are the annual targets for 2003-2004?

The annual targets for 2004 of students who must be at proficient or above on the Kansas assessments are:

Grade Levels	Reading	Mathematics
K-8	57.3	53.5
9-12	51.0	38.0
District (all grades)	51.0	38.0

12. Is proficient on the 2003-2004 assessments the same as satisfactory on previous assessments?

Yes, there are five performance levels on the state assessments in Kansas. The current levels are:

- a. Exemplary;
- b. Advanced;
- c. Proficient;
- d. Basic; and
- e. Unsatisfactory.

The middle level was formerly labeled satisfactory, but is now proficient.

13. Which targets are 7-8 and 7-12 schools to meet? Which targets do the districts and State meet?

Schools that are 7-8 meet the K-8 targets, and the 7-12 schools meet the 9-12 targets. The districts and the State must meet the 9-12 targets in reading and in mathematics.

14. Which students are included in determining AYP?

All students are expected to take State assessments. In determining the percent of students who are at proficient or above on the state assessments, only those students who are enrolled by September 20 of that year are included. The participation rate, however, is based on all students enrolled in the school or district at the time of testing.

15. What are the disaggregated groups?

Disaggregated groups are defined as the following:

- a. *All students* are recognized as one group; this group is also called the aggregate group.
- b. Students that are economically disadvantaged, which include the free and reduced lunch students, are a disaggregated group.

- c. Students with disabilities—does not include students with section 504 plans or gifted students—is a disaggregated group.
- d. English Language Learners (ELL) or limited English proficiency (LEP) students are a disaggregated group.
- e. Racial/ethnic disaggregated groups are:
 - i. African American;
 - ii. American Indian;
 - iii. Asian/Hawaiian/Pacific Islander;
 - iv. Hispanic;
 - v. White; and
 - vi. Multi-ethnic

16. If a student with disabilities does not attend his or her home school, are his or her results included in the AYP calculations at the sending school or the receiving school?

It will depend on what is marked on the student answer sheet for State assessments. Whatever building number appears in the building code box will determine which school receives that student's results.

17. Does the same disaggregated group have to miss making AYP for two consecutive years for a school to be identified for improvement?

No, the same disaggregated group does not have to miss making AYP for two consecutive years for a school to be identified for improvement. One year it might be economically disadvantaged students and the next year it might be ELL who do not make AYP in reading. This school would be identified for improvement.

18. What is the group size number that is needed for a group to be included in AYP?

The minimum group size for any disaggregated group to be included in determining AYP is 30 (40 for students with disabilities). No group will be reported if it does not protect the individual student's privacy rights or if it leads to identification of individual students.

19. Is the group size based on the number of students at each grade or across the grades assessed in a building?

Group size is based on the grade level configuration of the school. It is calculated across grade levels by content areas in a school; i.e., combine 4th and 7th grade numbers for mathematics in a K-8 school. If a school, district, or State has fewer than 30 students (40 for students with disabilities) in any disaggregated group,

AYP will not be determined for that group. If the *all students* are less than 30, the small school's rule will apply. (See questions #34-37.)

20. What is the group size for district and State AYP?

The group size for both the district and the state is also 30 (40 for students with disabilities). District groups are based on combining all grades throughout the district in which State mathematics assessments are administered; likewise, combining all grades in which the State reading assessments are given.

21. Can a school, district or State make AYP if it does not make the annual target?

Yes, there are two different ways in which a school could make AYP even if it did not reach the annual target. One is by applying a confidence interval (hypothesis test) and the other is by safe harbor.

22. How are confidence intervals used?

Confidence intervals are applied in three different circumstances:

- a. Whenever a school fails to make the target percentage proficient in reading or math
- b. When a small school has fewer than 30 valid tests in a subject area
- c. When safe harbor is considered.

The procedure assures that a school did or did not make AYP because of student performance, and not because of the random error inherent in any testing procedure.

23. What is an example of applying a confidence interval?

Below are the formulas used to determine confidence intervals followed by an example of applying the formula. Technically speaking, AYP formula uses a 99% confidence level and the hypothesis test for a single population proportion:

Formula:

C = cut-proportion or lower bound

T = target proportion

Z = 2.326 is the z-value for a one-tailed test at the 99% confidence level

SE = standard error

n = number of students with valid tests

SE= square root (T * (1-T) / N)

C = T - ((Z) * (SE))

Round Up (C * n) = minimum number of students at proficient or above to make AYP

Example:

Let's say a K-8 school has 25 students with valid reading tests. The target proportion (T) for K-8 reading is 57.3 %.

$$SE = \text{square root } ((0.573 * (1 - 0.573)) / 25) = 0.0989$$

$$\text{So } C = 0.573 - ((2.326) * (0.0989)) = 0.3428$$

$$\text{Round Up } (0.3428 * 25) = \text{Round Up } (8.57).$$

Since there are no fractions of students, round up to the next whole student, 9. In other words, for this group of 25 students, there must be at least 9 who score at proficient or above for the group to make this year's AYP goal.

24. How is Safe Harbor determined?

Safe Harbor is calculated for any group that does not meet the target if that group answers yes to the following questions:

- a. Did 95% of this group participate in the State assessment?
- b. Does this group have a 90% attendance rate or show improvement from previous year (This applies to elementary schools and districts.)
- c. Does this group have a 75% graduation rate or show improvement from previous year? (Graduation rate applies to high schools and districts.)

A group makes Safe Harbor if the percent of students who are **not proficient** on State assessments decreased by at least 10% from the previous year's results. If the group makes Safe Harbor, it is considered to make AYP. A 75% confidence interval will also be applied if the decrease is less than 10%.

25. Does Safe Harbor apply to *all students* as well as the disaggregated groups?

Yes, Safe Harbor applies to both the aggregate and the disaggregate groups. Safe Harbor applies at the school, district and state levels.

26. Will Safe Harbor be applied to small schools (less than 30 students in the aggregate)?

Yes. Safe Harbor will compare last year's results to this year's results. Merged data will not be used in determining safe harbor.

27. What is the definition of the group for graduation rate?

This refers to the same group or cohort of students from 9th-12th grade that graduates in the standard four years. The definition of graduation in Kansas was expanded to include *IEP Graduates*. The IEP graduate includes the following:

- a. Only students with disabilities
- b. Students through the age of 21
- c. Students who are graduating with a regular diploma

- d. Students who have been in high school for more than four years and
- e. Students who have completed their course of study as specified in their IEPs.

Students who have received GEDs and transfers are **not** included in the group. Dropouts are included in calculating graduation rate.

28. What is the graduation rate that must be met for AYP?

For schools, districts, or State to make graduation, their graduation rate must be 75% or show improvement from the previous year's rate.

29. How is attendance rate determined?

Attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). There has been no change in this definition by KSDE.

30. What is the expected attendance rate?

The attendance rate must be 90% or there must be an improvement from the previous year's rate for schools to make AYP. There are options for a case-by-case appeal for major outbreaks of illness that show a "significant" decline in attendance.

31. What is the definition of participation rate?

All students are expected to participate in taking the state assessments. Participation rate is met when 95% of the students across grade levels in a content area participate. No students may be deliberately excluded. The participation rate is based on the number of students in the school during the testing window. It is not based on only those students who have been enrolled since September 20.

32. What happens when a school with a high participation slips below the 95% required?

When a student group (All Students, or groups with 30 or more, or, in the case of Students with Disabilities, 40 or more) is below the participation goal of 95 percent, the previous year's participation data is averaged with the current participation rate. If the average rate is equal to or greater than 95 percent, the group made the participation goal.

If the 2-year average is below 95-percent, then three years of participation rates are averaged. If the 3-year average is at or above 95 percent, the group made the participation target. If the current year, the 2-year average, and the 3-year averages are below 95 percent, the group did not make the participation target and did not make its AYP goal for that subject.

33. What happens when a student is absent during testing with a medical emergency?

The district needs to notify KSDE and the student will not count against the participation rate for that school.

34. How is participation rate determined if a small school has such a small number, that even one student not taking the assessment would cause a school to not make the participation rate?

When the number of students is small, the minimum rule of one is applied to participation rates. This means that the school is allowed to have one student not participate—even if it causes the rate to be less than the 95% rate—and that school still makes AYP regarding participation. For example, if the school had 8 students in 4th grade and one student did not participate, the rate would be 87.5%. According to the AYP rules, this school would not meet the participation requirement. However, by applying the minimum rule of one, this school meets the participation rate.

35. How are small schools that do not have 30 students in the aggregate in a content area assessed make AYP?

When a school has less than 30 students in the aggregate across grade levels in a content area, data from the previous year will be added to the current year's data. If the number continues to be less than 30, an additional year's data is added. No more than the current year and the previous two years are combined. If the number is still less than 30, then confidence intervals are applied to whatever the group size is to determine AYP. If the merged data does not make the target, then we compare the merged data to the 2004 data and use the data that is higher.

36. Will data be combined in small schools for the different disaggregated groups?

No, data will only be combined to determine the size of the *all students* category.

37. How are confidence intervals used in determining AYP?

Confidence intervals are applied in small schools whose numbers do not reach the number 30 after trying to include the two previous years' data. Confidence intervals are calculated separately for reading and mathematics. A 99% confidence interval is used for comparing a single-sample proportion to the goal proportion. The interval indicates, with 99% confidence, whether the group made AYP or not.

38. How does a school that does not give state assessments make AYP?

Schools who do not give state assessments must use the "feeder pattern" or give the K-3 math assessments or the K-4 reading assessments. Schools would need to feed state assessment data from another school into their building to

make AYP; i.e., a K-3 building would use data from a 4-5 building in their district. District communication and collaboration is vital in making this method positive for schools.

39. How will AYP be determined for new schools?

New schools, in their first year of operation, will not receive an AYP report. Their data will be included in determining AYP for the district and State. Districts must notify the Kansas State Department of Education (KSDE) when schools open or close.

40. How will AYP for newly reconfigured schools with new staff, students or organization be determined?

Newly configured schools in their first year of operation will not receive an AYP report. Their data will be included in determining AYP for the district and State.

41. What does it mean to reconfigure a school?

A school is identified as a reconfigured school when at least 50% of the student body is displaced or affected by one of the following reorganization efforts:

- a. Major transfer of territory;
- b. School closing;
- c. A new school (change in building number);
- d. Consolidation of two or more schools; or
- e. Change in use of building; i.e., from a K-2 building to a K-5 building.

Districts must notify KSDE and provide data to support a school's reconfiguration status.

42. What does the 1% cap on alternate assessments mean?

Federal rules do not limit the number of students who can take an alternate assessment, but they do limit how many students are counted as proficient or above. At the district and state levels, the number of alternate assessments scored at proficient or above cannot exceed 1 percent of the total reading testing pool. In calculating AYP, those districts that exceed the 1 percent limit must reclassify the excess scores as below proficient. Moreover, the students who are reclassified as below proficient must be reclassified at all levels—for building, district and State AYP Reports.

43. Which assessments are included in the 1% cap on “alternate assessments”?

The alternate assessments include the following: Kansas Alternate Assessment, Kansas Listening Assessment when taken by students with IEPs and Kansas Pre-Reading Assessments.

44. Are modified assessments included in the 1% cap?

No, modified assessments are not included in the 1% cap.

45. Who is included in the “testing pool”>

The district **testing pool** includes everyone who is available for testing in a content area (i.e. reading) during the testing window. This includes:

- a. All those students for whom the district has returned an answer sheet for reading;
- b. Those not tested in reading;
- c. Those with invalid and incomplete reading assessments; and
- d. All those taking alternate, modified, pre-Reading, assessments with accommodations or any other approved reading assessment;

Everyone who should be tested for reading is included in the testing pool.

46. Can a district request a waiver on the 1% cap?

Yes. Districts seeking a waiver will provide KSDE a written explanation of the circumstances or unusual situations that resulted in more than 1.0% of the students with the most significant cognitive disabilities participating in the state alternate assessment based on alternate academic achievement standards and who achieved a proficient or above score. The explanation will include information on any special schools or cluster programs that include high numbers of such students.

District data showing the incidence rate of students with the most significant cognitive disabilities will be compared with state incidence rates. Data will also be reviewed to see if the district shows a pattern of disproportionately high incidence of disabilities, both in general and by the particular disability categories in reference to severe cognitive disability.

In addition, districts with 200 or fewer students in the testing pool may seek a waiver based on small size.

KSDE will convene a Waiver Review Committee to analyze the waiver request. The committee’s recommendations will be forwarded to a KSDE leadership team that includes at a minimum the state director of special education, assistant commissioner of learning services, and the director of school improvement.

47. Does the 1% cap apply at the school level AYP?

No, the 1% cap only applies at the district and State levels of AYP. Since district AYP is based on the totals in all schools within the district, it is important that schools consider the impact of their numbers on the district accountability results.

48. What flexibility is there regarding English Language Learners (ELL) and AYP?

English Language Learners who are in their first year of enrollment in a U.S. school (The *first year of enrollment in a U.S. school* means that the student enrolled some time during the 2003-2004 school year.):

- a. Must be assessed in reading and mathematics but the results do not have to be included in determining AYP;
- b. Must count in participation;
- c. Must take the Kansas Mathematics Assessment; and
- d. May take an English language proficiency (ELP) assessment in place of the Kansas Reading Assessment; districts will determine which assessment to use. Only these three ELP assessments were approved for use in Kansas in 2003-2004: the Language Assessment Scales (LAS), the Idea Proficiency Test (IPT) and the Language Proficiency Test Series (LPTS).

49. May former English Language Learners (ELL) be included in the ELL disaggregated group?

Additional flexibility is also available in how one defines the English Language Learners subgroup for determining AYP.

- a. Former ELLs (those who are now proficient in English) may be included in the ELL subgroup in determining AYP.
- b. Former ELLs' scores may be included in the ELL subgroup for up to two years in the AYP calculations.

Districts make the decisions whether or not to use the increased flexibility.

50. When will school or district know if they made AYP?

State assessment results are posted for review by schools and districts in the spring of each year.

AYP is calculated after schools and districts have a period for review and corrections are made to state assessment data.

AYP reports are posted for review by schools and districts in July.

All problems must be identified by mid-August.

A preliminary list of Title I schools and districts identified for improvement released to the public at the August State Board of Education meeting.

All appeals must be filed by September 1.

The final AYP results are presented to the Kansas State Board of Education in October. Results are included in the report cards.

51. What are the AYP targets for each year through 2013-2014?

See the graphs on the next page.



