



State of Wisconsin
Department of Public Instruction

Elizabeth Burmaster, State Superintendent

NEWS RELEASE

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Preliminary progress reports issued for schools

MADISON – The Department of Public Instruction’s annual review of school progress found 148 schools and four districts that missed one or more adequate yearly progress (AYP) targets and 79 schools and two districts identified for improvement under federal and state accountability requirements.

Schools and districts identified for improvement missed the same AYP objective for two or more years. Fifty-eight of the schools that are identified for improvement receive Title I funding and are subject to sanctions under the No Child Left Behind (NCLB) law.

Wisconsin’s AYP formula and accountability system meet federal requirements as approved by the U.S. Department of Education. There are four AYP objectives: reading and mathematics achievement, test participation, and high school graduation or attendance. The proficiency targets for reading and mathematics remain the same as last year, but progress incrementally toward NCLB’s requirement that all students be proficient by 2014. To meet AYP for 2008-09, schools and districts are required to have

- a proficiency index of 74 percent in reading and 58 percent in mathematics,
- 95 percent of their enrolled students participating in statewide reading and mathematics assessments, and
- 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 other academic indicators.

The AYP objectives apply to all students and to subgroups of students by racial and ethnic groups, students with disabilities, English-language learners, and economically disadvantaged students. State assessments used in the review, administered during the school year, include the *Wisconsin Knowledge and Concepts Examinations* (WKCE) and the *Wisconsin Alternate Assessment for Students with Disabilities*.

(more)

The 58 schools identified for improvement that receive Title I funding are subject to sanctions that escalate based on the number of years the school has been identified for improvement. Those sanctions range from allowing parents to send their children to a higher-performing school in the district, to providing tutoring services to eligible socio-economically disadvantaged students, writing and implementing a school improvement plan, or restructuring the school.

<p>Preliminary Progress Report Overview</p> <p>Identified for Improvement – 79 Schools</p> <ul style="list-style-type: none">• 58 schools are Title I and subject to NCLB sanctions• 50 are middle or high schools• 32 missed more than one AYP objective<ul style="list-style-type: none">○ 53 for reading○ 48 for mathematics○ 12 for graduation or attendance○ 3 for test participation <p>Missed AYP – 148 Schools</p> <ul style="list-style-type: none">• 97 for reading• 67 for mathematics• 33 for graduation or attendance• 13 for test participation
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Wisconsin’s annual review notifies schools and districts that have missed one or more AYP objectives for a single year. For 2008-09, 148 schools and four districts missed AYP. If schools or districts miss the same objective for a second year, they become a school or district identified for improvement. Schools and districts have until June 26 to submit appeals and requests for reconsideration of their preliminary progress reports.

“An AYP miss does not necessarily translate into a poor performing school,” said State Superintendent Elizabeth Burmaster. “The nature of the NCLB accountability model makes it difficult for some groups of students to meet achievement targets even though they may have made significant gains from the previous the year. The DPI continues to work with national and congressional leaders to promote changes in NCLB to ensure that federal accountability requirements measure student academic growth and truly help states close the achievement gap and improve education for all students.”

Burmaster noted that information about overall achievement for each Wisconsin school, as well as about specific student subgroups, is available on the Wisconsin Information Network for Successful Schools (WINSS) website <http://data.dpi.state.wi.us/data/selschool.asp>.

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NOTES: Preliminary lists of *Wisconsin Schools and Districts Identified for Improvement for School Year 2008-09* and *Wisconsin Schools and Districts that Missed Adequate Yearly Progress for School Year 2008-09* are available at <http://www2.dpi.state.wi.us/sifi/default.asp>. This news release is available electronically at http://dpi.wi.gov/eis/pdf/dpi2009_60.pdf.

An explanation of adequate yearly progress and provisions of the federal No Child Left Behind Act is attached. Further information on the criteria used to determine adequate yearly progress is available at <http://dpi.wi.gov/oea/acct/ayp.html>.



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An AYP Primer

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.

NCLB Requirements

Title I, which recognizes the historical link between poverty and low academic 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, more than 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 programs 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) 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 and ethnic groups 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 are 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.

Adequate Yearly Progress Proficiency Index			
Annual Measurable Objectives (AMO)			
		Reading	Mathematics
Starting Point	2001-02	61.0%	37.0%
	2002-03	61.0%	37.0%
	2003-04	61.0%	37.0%
Intermediate Goal (New 3-8 tests begin)	2004-05	67.5%	47.5%
	2005-06	67.5%	47.5%
Intermediate Goal	2006-07	67.5%	47.5%
	2007-08	74.0%	58.0%
	2008-09	74.0%	58.0%
Intermediate Goal	2009-10	74.0%	58.0%
	2010-11	80.5%	68.5%
Intermediate Goal	2011-12	87.0%	79.0%
Intermediate Goal	2012-13	93.5%	89.5%
Goal: All Proficient	2013-14	100%	100%

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, with the early years used to develop and implement 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 points for all students scoring in the basic category. In addition to having a Proficiency Index of 74 percent in reading and 58 percent in mathematics for school years 2008-2010, the other AYP objectives in the annual review expect schools and districts to have

- 95 percent of their enrolled students participating in statewide reading and mathematics assessments, which include 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 one other academic indicator (graduation, attendance, or science proficiency) for *Safe Harbor*.

Applying the AYP Formula

The Department of Public Instruction (DPI) applies USED-approved statistical procedures to ensure decision consistency in reviewing AYP and in identifying schools and districts for improvement. Student proficiency is based on the achievement of students enrolled for the full academic year (FAY). 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 state 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 child to another higher-performing school in the district. The subsequent years of school and district improvement are described in *Wisconsin Public Schools – Levels of Accountability*, available on the DPI website at <http://dpi.wi.gov/oea/doc/sifilevels.doc>.

Additional ESEA/NCLB Resources

Wisconsin Department of Public Instruction

Adequate Yearly Progress (AYP) – <http://dpi.wi.gov/oea/acct/ayp.html>

The Elementary and Secondary Education Act in Wisconsin: Background and Overview – <http://dpi.wi.gov/esea/background.html>

Office of Educational Accountability – <http://dpi.wi.gov/oea>

Wisconsin Information Network for Successful Schools (WINSS) – <http://dpi.wi.gov/sig/index.html>

U.S. Department of Education <http://www.ed.gov>