

– EXPLANATORY NOTES –  
ANNUAL REVIEW OF SCHOOL AND DISTRICT PERFORMANCE

## Introduction

### Protecting Student Privacy:

Many portions of the *Annual Review of School/District Performance* are for school and district use, as they may contain personally identifiable student information whose release may be a violation of pupil records law. The *Adequate Yearly Progress – School Review Summary* and the *Adequate Yearly Progress – District Review Summary* boxes at the top of report (with bold borders) are public information. Legal counsel should be consulted prior to public release of data other than the *AYP Review Summary* information.

### Student Subgroups and Minimum Subgroup Size:

Under *No Child Left Behind* (NCLB), schools as a whole (all tested grades) and districts (by grade-span) are held accountable for student performance in nine subgroups: All Students, each of five major racial/ethnic categories (American Indian, Asian/Pacific Islander, Black, Hispanic, and White), English Language Learners (ELL), Students with Disabilities, and Economically Disadvantaged students. In Wisconsin, results are publicly reported for subgroups greater than 5 students. However, for AYP purposes, the minimum number of students needed to make valid accountability decisions for schools or districts is defined as 40 for subgroups. Student subgroups not meeting these minimum cell size requirements at the school level are evaluated for accountability purposes in the all student group and at the district level when sufficient cell size is met.

### Schools with Small Numbers of Students or No Tested Grades:

Under NCLB, all public schools and districts must be held accountable. Schools without a tested grade and those with fewer than 6 Full Academic Year (FAY) students in tested grades are evaluated for accountability purposes by their district using locally available evidence of meeting the AYP objectives.

### Full Academic Year:

A full academic year (FAY) student is defined as one continuously enrolled through the Wisconsin Student Locator System (WSLS) for 9.25 academic months prior to testing. This is approximately the time from the fall testing window to the prior year's third Friday of September enrollment count. Since each district determines its own start date each fall, there is no "statewide" starting date for calculating a full academic year; FAY is calculated individually for each district through dates submitted to WSLS. See [dpi.wi.gov/lbstat/isescalc.html](http://dpi.wi.gov/lbstat/isescalc.html) for more information.

### Sources of Information Used for Determining Accountability:

Information contained in the *AYP Review Summary* is based on results from the Wisconsin Student Assessment System (WSAS), which consists of the *Wisconsin Knowledge and Concepts Examination* (WKCE) and the *Wisconsin Alternate Assessment for Students with Disabilities* (WAA-SwD); and graduation and attendance information submitted by districts for the *Wisconsin School Performance Report* (SPR) through the *Individual Student Enrollment System* (ISES).

## **Schools**

A *school* misses AYP for an objective if one or more student subgroups meets minimum cell size and fails to meet the AYP criterion for that objective. Missing AYP in that same objective for two or more consecutive years results in a designation as a “School Identified for Improvement,” or SIFI Level 1-5, corresponding to the number of years that the same objective has placed them in improvement status. If a SIFI meets AYP for that objective the following year, the school is designated as “improved.” If a *SIFI Level 1-5 Improved* school meets AYP for a second consecutive year in that objective, it receives a “satisfactory” designation. The overall accountability status of a school or district is equal to the highest improvement level of its four AYP objectives.

An AYP determination of “N/A,” representing “Not Applicable,” appears if the school or district did not have enough students to meet Wisconsin’s minimum subgroup size (described above) or has only one year of data. Schools and districts that have met all their AYP objectives for two consecutive years are designated “Satisfactory.”

## **Districts**

*Districts* are evaluated for AYP in a manner similar to that used for evaluating schools, as described above. The difference is that districts are evaluated at each of three grade spans in which they have tested grades: Elementary (3-5), Middle (6-8), and High School (10). To be designated as a “District Identified for Improvement,” or DIFI, a district must miss the same objective at all relevant grade spans for two consecutive years.

## **Sanctions**

Schools and districts that receive federal Title I funds are subject to sanctions for failing to meet AYP for two or more consecutive years; complete descriptions of the Title I sanctions are available at [www.dpi.wi.gov/esea/doc/sanctions-schools.doc](http://www.dpi.wi.gov/esea/doc/sanctions-schools.doc) and [www.dpi.wi.gov/esea/doc/sanctions-districts.doc](http://www.dpi.wi.gov/esea/doc/sanctions-districts.doc), respectively. Additional information about “Corrective Action and Restructuring for Schools Identified for Improvement” is found in *ESEA Information Update Bulletin* No. 04.02 at [dpi.wi.gov/esea/bulletins.html](http://dpi.wi.gov/esea/bulletins.html).

## **Understanding Each Part of the Annual Review of School/District Performance Report:**

### Adequate Yearly Progress – School/District Review Summary:

The summary contains publicly-available information, lists the AYP status for both the current year and a two-year average for each of the four criteria used to determine AYP (described below):

- Test Participation,
- the Other Academic Indicator (Graduation or Attendance), and
- Reading and Mathematics proficiency.

All public schools and public school districts will be accountable for the performance of student subgroups—including major racial/ethnic subgroups, students with disabilities, limited English proficient students, and economically disadvantaged students—through the AYP determination.

The performance of all students enrolled, as well as the following subgroups, outlined in NCLB sec. 1111(b)(2)(C)(v), are measured against established annual proficiency objectives and participation goals.

- The racial/ethnic groups are the same as the groups used on the Enrollment Report (PI-1290), and on the IDEA Federal Student Data Report (PI-2197) *Wisconsin Administrative Code*, and are as follows:
  - Asian/Pacific Islander,
  - Black, Not of Hispanic Origin,
  - Hispanic,
  - American Indian/Alaskan Native,
  - White, Not of Hispanic Origin
- An "economically disadvantaged" student is a student who is a member of a household that meets the income eligibility guidelines for free or reduced-price meals (less than or equal to 185% of Federal Poverty Guidelines) under the National School Lunch Program.
- A "student with a disability," i.e., SwD, is a student who is considered eligible for the December 1 federal child count as reported by the district to the WDPI on the IDEA Federal Student Data Report (PI-2197) *Wisconsin Administrative Code*.
- An English Language Learner is a student with limited English proficiency who scores at one of five limited English proficiency levels on a WDPI approved English proficiency assessment instrument, as defined in Wisconsin Administrative Rule PI 13. See [www.legis.state.wi.us/rsb/code/pi/pi013.pdf](http://www.legis.state.wi.us/rsb/code/pi/pi013.pdf)

In addition, the proficiency rates for recently exited students (within two years) are included in the evaluation of two of the sub-groups, English Language Learners (ELP 6) and Students with Disabilities (under IDEA). The counts of these students are not displayed due to space limitations.

Complete information regarding federal and state accountability policies for Wisconsin public schools is available at [dpi.wi.gov/oea/acct/index.html](http://dpi.wi.gov/oea/acct/index.html) .

#### Test Participation:

Under NCLB, schools and districts are required to test at least 95% of students enrolled at the time of testing for all student groups that meet minimum cell size requirements. This may be met through either the current year or a two-year average. Test Participation is calculated by dividing the number of students tested in Reading or Mathematics by the total enrollment in the tested grades (3-8 and 10) at the time of testing and expressing the result as a percentage.

#### Other Academic Indicator (Graduation or Attendance):

Schools and districts must also meet required criteria for the Other Academic Indicator, or show growth from the prior school year on that indicator, as follows:

- The indicator for schools and districts that graduate students is their overall high school graduation rate. To meet the graduation criterion, 85% or at least 2% growth over the prior school year must be met.
- Schools and districts that do not graduate students use overall attendance rate as their indicator. These schools and districts must have an attendance rate of at least 85% *or* show growth over the prior year.

#### Reading and Mathematics Achievement:

All Wisconsin schools and districts must meet Annual Measurable Objectives (AMOs) for Reading and Mathematics as defined in the state's accountability plan. The current AMO for Reading is a Proficiency Index of 80.5% and the AMO for Mathematics is a Proficiency Index of 68.5%. A schedule of required AMOs for Reading and Mathematics from 2002-2014 can be found on the DPI website at [dpi.wi.gov/oea/acct/ayp.html](http://dpi.wi.gov/oea/acct/ayp.html) .

The AMOs are met using results from the WSAS (WKCE and WAA-SwD). For both Reading and Mathematics, a school or district's Proficiency Index is calculated as follows, based upon numbers of FAY students tested and Wisconsin's four categories of achievement (Minimal Performance, Basic, Proficient, and Advanced):

$$\frac{(\text{number of FAY Proficient or Advanced} \times 1.0) + (\text{number of FAY Basic} \times 0.5)}{\text{number of FAY students tested}} = \text{Proficiency Index}$$

For a school which tested 200 FAY students and had 120 students score Proficient or Advanced, 60 Basic, and 20 Minimal Performance, the Proficiency Index would be:

$$\frac{(120 \times 1.0) + (60 \times 0.5)}{200} = 75\%$$

A school or district may meet the Proficiency Index using either its current year or its two-year average.

Students with disabilities rated as Proficient or Advanced on the alternate assessment pre-requisite skills are included as Proficient for AYP purposes. At the district level, however, only 1% of all students enrolled in tested grades that took the alternate assessment for students with disabilities (WAA-SwD) and scored Proficient or Advanced may be counted as Proficient for AYP purposes unless an exemption is documented and approved by DPI. Schools are not subject to the 1% limitation.

For schools and districts that miss the AMOs in Reading and Mathematics, a 99% *confidence interval* (CI) is applied to reduce the possibility that the AMO miss is due to chance. A designation of "Yes-CI" on the Annual Review sheet indicates that the school or district that missed the AMO in Reading and/or Mathematics has a Proficiency Index that falls within the range specified by the 99% confidence interval.

Schools and districts that do not meet AMO requirements for Reading and Mathematics through their Proficiency Index or a 99% confidence interval may also do so through the Safe Harbor provision. Safe Harbor is a two-step process, both of which must be met:

When the AMO is missed, there is another possible way to meet AYP call Safe Harbor.

**Safe Harbor Step 1:**

If the percentage of students scoring Proficient or Advanced has increased from the prior year, schools and districts must show a 10% reduction in the percent below proficient from the prior year to the current year in either

- a) their percentage of non-proficient students (those scoring in the Minimal Performance/Basic categories); or
- b) the inverse of its Proficiency Index (100% minus the Proficiency Index).

The purpose of Safe Harbor *Step 1* is to give credit for increasing the number of students moving from Minimal Performance to Basic while ensuring that there has not been a decrease in the percentage of students scoring at or above the Proficient level.

An *example* of a school that satisfies requirements for Safe Harbor *Step 1(a)* (a 10% reduction in non-proficient students) can be illustrated using the hypothetical example of a school that tested 200 FAY students in both the current year and prior year with the following distribution of students across proficiency categories:

- Current year: 120 Proficient + Advanced, 40 Basic, and 40 Minimal Performance.
- *Prior year*: 100 Proficient + Advanced, 40 Basic, and 60 Minimal Performance

This school has achieved a 20% reduction in percent non-proficient students (100 divided by 200 in the prior year = 0.50 compared with 80 divided by 200 in the current year = 0.40):

$$\frac{(0.50 - 0.40)}{0.50} = 20\% \text{ reduction}$$

An example of a school that tested 200 FAY students in two consecutive years and *did not* satisfy requirements for Safe Harbor *Step 1(a)* - a 10% reduction in non-proficient students - but *did* meet requirements for Safe Harbor *Step 1(b)* - a 10% reduction in the inverse of its Proficiency Index - can be illustrated with the following *example*:

- Current year: 102 Proficient + Advanced, 80 Basic, and 18 Minimal Performance
- *Prior year*: 100 Proficient + Advanced, 50 Basic, and 50 Minimal Performance

This school has not met requirements for Safe Harbor *Step 1(a)* by demonstrating a 10% reduction in non-proficient students (100 in the prior year compared to 98 in the current year, for a reduction of only 2%). It has, however, met *Step 1(b)* by reducing the inverse of its Proficiency Index by 22.7% from the current year (0.29) compared to the *prior year* (0.375):

Current Year Inverse of Proficiency Index:

$$1.0 - \left[ \frac{(102 \times 1.0) + (80 \times 0.5)}{200} \right] = 1.0 - 0.71 = 0.29$$

*Prior Year* Inverse of Proficiency Index:

$$1.0 - \left[ \frac{(100 \times 1.0) + (50 \times 0.5)}{200} \right] = 1.0 - 0.625 = 0.375$$

Reduction in Inverse of Proficiency Index:  $\left[ \frac{(0.375 - 0.29)}{0.375} \right] = 22.7\%$

Both forms of Safe Harbor *Step 1* employ a 75% confidence interval around the percentage reduction calculation to increase decision reliability. The confidence interval is used in Safe Harbor *Step 1* only when the percentage of students scoring Proficient or Advanced has increased from the prior year

**Safe Harbor Step 2:**

If a school satisfies criteria for *Step 1*, it must then also meet a Step 2 criterion, which is based on achieving the *Other Academic Indicator* (Graduation or Attendance) criteria or growth. Science proficiency is evaluated for Step 2 when disaggregated data for the *Other Academic Indicator* is not available.

The *Step 2* criterion is a graduation rate of 85% for schools and districts that graduate students or an attendance rate of 85% for all other schools and districts; or demonstrating growth over the prior year rate. This criteria is used for all students and subgroups when disaggregated graduation and attendance data is available. Attendance and graduation fully disaggregated by student subgroup became available for AYP calculations in SY2008-09 and subsequently are now generally available for Safe Harbor *Step 2*.

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