

## An AYP Primer

### *A Summary of the NCLB Annual Performance Review*

The Elementary and Secondary Education Act (ESEA) encompasses the federal laws that govern education. First enacted in 1965, the ESEA is now known as the No Child Left Behind (NCLB) Act of 2001 and is due for reauthorization in Congress. Currently, Title I is the largest NCLB program, sending \$201 million in aid to Wisconsin public school districts to fund supplemental educational opportunities for children who live in high poverty areas. School districts receive Title I funding based on the number of children between the ages 5-17 in the district living in poverty. Of the state's 2,238 schools, 654 receive Title I funding for targeted assistance programs and 545 as Title I school-wide schools.

### *Requirements under NCLB*

All school districts in Wisconsin receive some federal funding through NCLB. Because the state receives and distributes Title I funds, it is subject to NCLB's Title I requirements. Under NCLB, each state receiving Title I funds must:

- Implement a statewide accountability system that ensures all students will be proficient or better in reading and mathematics by 2014.
- 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 Adequate Yearly Progress (AYP) objectives and proficiency targets (see table) that all schools and districts must meet each year.
- Measure and report on the progress of all students and by subgroups of students based on race or ethnicity, English proficiency, disability, and economic status.
- Identify schools that did not meet 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 NCLB 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.

**Wisconsin's Annual Measurable Objectives for Reading and Mathematics**

	School Year	Proficiency Targets	
		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)	2004-05	67.5%	47.5%
	2005-06	67.5%	47.5%
	2006-07	67.5%	47.5%
Intermediate Goal	2007-08	74.0%	58.0%
	2008-09	74.0%	58.0%
	2009-10	74.0%	58.0%
Intermediate Goal	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 federal education law, the Department of Public Instruction conducts an annual review of all Wisconsin public school districts and individual schools within each district to determine if they have met the state's four AYP objectives: 1) reading achievement, 2) mathematics achievement, 3) test participation, and 4) school attendance or graduation rates.

The *Wisconsin Knowledge and Concepts Examinations (WKCE)* and the *Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD)* in reading and mathematics are used to evaluate student achievement for the annual AYP review. The reading and mathematics objectives have proficiency targets that move progressively to the NCLB goal of 100 percent proficient by 2014. The U.S. Department of Education approved Wisconsin's progressive

targets for reading and mathematics proficiency. The early years have been used to develop and implement state and local support efforts to improve student achievement.

Wisconsin uses a Proficiency Index to evaluate reading and mathematics achievement. The Proficiency Index awards one point for all students scoring in the proficient and advanced achievement levels and one-half point for all students scoring at the basic level of achievement. For the 2010-11 AYP review, schools and districts need a Proficiency Index of 80.5 percent in reading and 68.5 percent in mathematics. Additionally, to meet AYP, schools and districts must have

- 95 percent of their enrolled students participating in reading and mathematics assessments that are part of the WKCE or WAA-SwD.
- a high school graduation rate of at least 85 percent or show growth of at least 2 percent from the prior year or an attendance rate of at least 85 percent or show growth from the prior year.

The four AYP objectives apply to all students as well as to subgroups of students of sufficient size. If a school or school district misses the same AYP objective for one or more student groups for two consecutive years, it is identified for improvement.

Wisconsin's accountability plan includes *Safe Harbor* provisions for schools that do not meet the reading or mathematics AYP targets. *Safe Harbor* gives credit for improving achievement among students who score at the lowest proficiency levels for reading and mathematics on the state's standardized assessments. To reach *Safe Harbor*, 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 tests *and* reach the target for one other academic indicator (graduation, attendance, or science proficiency).

### *Applying the AYP Formula*

The Department of Public Instruction's annual AYP review uses data provided by school districts and state test results such as that found on the *Wisconsin Information Network for Successful Schools*. However, the department applies U.S. Department of Education-approved statistical procedures in its review and in identifying schools and districts for improvement. For reading and mathematics, the AYP review is based on data for students enrolled for the full academic year (FAY). District accountability is divided into grade spans. A district must miss the same AYP objective across the three grade spans — elementary, middle, and high school — for two consecutive years to be found in need of improvement.

All schools that are identified for improvement have access to consultation and technical assistance to improve student achievement. Those receiving Title I funds are subject to federal sanctions specific under NCLB.

A school identified for improvement at Level 1 (two years of missing AYP on the same objective) must begin a school improvement process. It must write a school improvement plan and 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>