

Glossary of AYP technical terms

1% cap

School districts and states are limited to the number of proficient scores generated by the alternate assessment for significantly cognitively disabled students. The limitation of 1% of the tested population is applied to students who scored at the proficient level on the New Mexico Alternate Performance Assessment (NMAPA). Districts that exceed this cap will have 1% of their NMAPA proficient scores randomly selected and applied to AYP calculations at the district levels. This cap is not applied at the school level and does not change a student's score.

2% proxy method

New Mexico is implementing the one-year 2% proxy method using the 2007-2008 data. This method was approved as part of the *Accountability Workbook I* by The U.S. Department of Education on June 21, 2008. Schools that did not make AYP solely on the proficiency of Special Education students can add to the proportion of proficient scores by an equivalent of 2% of the population eligible for an alternate assessment. This is a proxy for students who would have scored at the proficient level had a modified assessment been available to them.

This flexibility is for only the current year and will be handled through the appeals process. Once a modified assessment is developed by New Mexico and approved by the U.S. Department of Education, this proxy will no longer be needed. More details of the procedure for calculating the proxy can be reviewed in the *Accountability Workbook*.

Adequate Yearly Progress (AYP)

AYP stands for adequate yearly progress. It represents the annual academic proficiency targets in reading and math that the state, school districts and schools must reach to be considered on track with the federally mandated goal of 100% proficiency by school year 2013-14

Annual Measurable Objective (AMO)

Specified annual targets based on the percent of students identified as proficient in reading/English language arts and mathematics

confidence interval

When a reporting group does not make Adequate Yearly Progress by meeting the Annual Measurable Objectives, then a confidence interval

approach is used. The confidence interval approach is a simple statistical test that determines whether the observed percentage of a group meeting a proficiency criterion is significantly lower than the AMO for that test.

The following formula is used to compute confidence factors for AYP targets:

$$\pi_L = \frac{n}{n + z^2} \left[p + \frac{z^2}{2n} - z \sqrt{\frac{pq}{n} + \frac{z^2}{4n^2}} \right]$$

Where:

n = the number of students

z = the critical value (PED is using a 99% confidence level, so z= 2.33)

p = AYP target (Annual AYP Goal), expressed as a proportion (e.g., .3370)

q = 1-p

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Source: Statistical Methods in Education and Psychology, Glass and Hopkins 1996

FAY

FAY stands for full academic year. For AYP proficiency calculations, students continuously enrolled in the school for a full academic year at the time of testing are counted. A full academic year, in this context, is defined as continuous enrollment in the same school from test cycle to test cycle (e.g. Spring 2007 to Spring 2008).

graduation rate

New Mexico is implementing the first of a *4-year cohort* graduation rate in 2009. Prior to that time the state utilized a *senior completion* method that tracked 12th grade students to completion of graduation requirements by spring. The use of the senior completion method was discontinued after the class of 2007, as New Mexico undertook the transition to the National Governors Association (NGA) cohort computation.

In 2005 the National Governors Association convened a Task Force to make recommendations on how states could measure graduation rates in a way that was comparable across states and based on high-quality,

student-level longitudinal data. The resulting recommendation, ultimately agreed to by all 50 governors in 2005, was for all states to calculate a high school graduation rate based on the following formula:

$$\frac{\text{On-time graduates by year X}}{[(\text{first time 9}^{\text{th}} \text{ graders in year X-4}) + (\text{transfers in}) - (\text{transfers out})]}$$

This graduation rate applies to students who receive standard diplomas, not certificates of completion or attendance, nor General Educational Development (GED) certificates.

safe harbor

Safe harbor is an opportunity for a school to show growth for subgroups that did not make AYP. If a subgroup did not show AYP by meeting the proficiency target (by percent proficient or the confidence interval) a school may demonstrate that the subgroup made AYP by all other measures (participation, attendance/graduation rate) and has diminished the proportion of non-proficient students in that subgroup by 10%.