

Questions and Answers About Adequate Yearly Progress (AYP)

1. What is AYP?

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

2. Why does AYP exist?

AYP is part of state and federal statute.

Federal *No Child Left Behind (NCLB), 2001*. Sec. 1111 (b)(F) – Each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that no later than 12 years after the 2001-2002 school year all students in each group described in subparagraph (C)(v) will meet or exceed the state’s proficient level of academic achievement on the state’s assessments.

New Mexico Statute Article 2C Assessment and Accountability Sec. 22-2C-8 NMSA 1978, Adequate Yearly Progress – “The state shall institute an ‘adequate yearly progress program’ that measures public schools’ improvements...”

3. Who has to make AYP?

- The state
- School districts
- Schools
- Subgroups of 25 or more students within schools. The subgroups include the following categories:
 - Ethnicity/race: African American, Asian/Pacific, Caucasian, Hispanic, Native American
 - Economically Disadvantaged
 - Students with Disabilities who have IEPs (Individual Education Plan)
 - English Language Learners

4. Can a given student be included in more than one subgroup?

Yes. For example, a Caucasian student who also receives free lunch would be counted in both categories.

5. What happens if a school does not make AYP?

- **After 1st year of not making AYP** – the school, in partnership with its district and local community, will be encouraged to: (a) perform a data analysis to determine why it did not make AYP, (b) amend its Educational Plan for Student Success (EPSS), and (c) further develop and implement strategies to improve student achievement. In addition, the Public Education Department will provide technical assistance, as requested, during this process.
- **After 2nd Year of not making AYP (designated School Improvement I)** – the school must develop an improvement plan and offer parents the option to choose a school that is not in School Improvement.
- **After 3rd Year of not making AYP (designated School Improvement II)** – the school must provide supplemental education services (SES) such as after school programs, tutoring and summer services, based on budget availability. The school must also continue to offer school choice and provide transportation or pay the cost of transportation, based upon budget availability, for students who choose to enroll in a school that is not in School Improvement.
- **After 4th Year of not making AYP (designated Corrective Action)** – in addition to the requirements listed above the school and district must also implement one or more of the following:
 - Replace staff as allowed by law
 - Implement a new curriculum
 - Decrease management authority of the public school
 - Appoint an outside expert to advise the public school
 - Extend the school day or year
 - Change the public school's internal organizational structure
- **After 5th Year of not making AYP (designated Restructuring I)** – in addition to the requirements listed above, the school, district and PED must develop a plan including one or more of the following actions:
 - Re-open the public school as a charter school
 - Replace all or most of the staff, as allowed by law
 - Turn over the management of the public school to the Public Education Department
 - Make other governance changes
- **After 6th year of not making AYP (designated Restructuring II)** – in addition to the requirements listed above, the school, district and PED must implement the plan developed in Restructuring I.

6. How can schools be removed from improvement status?

By reaching AYP targets for two consecutive years.

7. What do schools have to do in order to make AYP?

Schools need to:

- a) Achieve a 95% participation rate on state assessments.
- b) Reach targets for proficiency or reduce non-proficiency (see the section on Safe Harbor).
- c) Reach targets for one other indicator – attendance rate for elementary and middle schools and graduation rate for high schools.

95% Participation Rate

8. What groups must achieve a 95% participation rate?

Participation rates will be calculated for all schools and subgroups of 40 or more students. All schools and subgroups that meet the minimum group size must achieve a 95% participation rate.

9. If any participation rate (school wide or subgroups over 40 students) for a school does not achieve a 95% participation rate, can it still make AYP?

No.

10. Which assessments may be utilized in calculating participation rates of students?

- a) In reading and math, New Mexico Standards Based Assessment (NMSBA) at grades four (4), eight (8) and eleven (11)
- b) New Mexico Standards Based Assessment Alternate (NMSBA A) at grades four (4), eight (8) and eleven (11)
- c) Supera (Spanish language) at grades four (4) and eight (8)

11. How are student results reported?

When students take a standards-based test, they receive one of four proficiency ratings:

- a) beginning step, b) nearing proficiency, c) proficient or d) advanced.

AYP Starting Points and Proficiency Targets

12. How were the AYP starting points established?

The NCLB Act prescribes the process for determining starting points. The same process is used to establish starting points for reading and math. To calculate these baseline levels, the following steps were taken:

- a) Schools were ranked from high to low based on performance on the 4th-grade, 8th-grade or 11th-grade assessments. Enrollment totals and test results of all students were included.

- b) Starting at the bottom of the list, enrollment totals for each school were added until 20 percent of the statewide enrollment for that grade had been reached. The percentage of proficient students for the school at which the 20% level was reached became the starting point for that grade level.

13. How is proficiency defined for the purpose of determining AYP?

Students achieving at the proficient or advanced performance levels are counted as meeting requirements when calculating proficiency rates to make AYP determinations.

14. How are the AYP targets set?

The NCLB goal is to have 100% of the students proficient by 2014. AYP targets are set to help us more toward meeting the 100% goal.

15. Do all groups and schools have to meet the same targets?

Yes.

16. What students are counted for the purpose of making AYP proficiency determinations?

Students continuously enrolled in the school for a full academic year for which there is an NMSBA, NMSBA Alternate or Supera assessment available at that grade are counted. For example, in a K-5 school, only students in grade 4 would be counted because students at other grade levels were not required to take the assessments in the 2003-2004 school year. A student enrolled for a full academic year, in this context, is one who is as continuously enrolled from the 40th day through the test administration.

17. What about students whose parents refuse to let their children take the test?

Those students are included in the equation when determining AYP participation rates for a school.

18. How do I calculate the proficiency rate for a school?

- a) Start with all test scores:
 - i. Denominator: From the total number of students tested, subtract those not enrolled on the 40th day.
 - ii. Numerator: From the number of students scoring proficient or advanced, subtract the students scoring at those levels who were not enrolled on the 40th day.
- b) Divide the numerator by the denominator. The result is the schools AYP proficiency percentage.
- c) Sort the students by subgroup. For any subgroup with 25 or more students, repeat steps i. and ii. to compute the AYP proficiency percentages for that group.
- d) Calculate the confidence intervals with upper and lower limits (see confidence interval formula in later in this document).

e) Compare performance results with targets adjusted for the 99% confidence interval.

19. Do schools have to reach AYP targets in both reading and math to make AYP?

Yes, all subgroups with 25 or more students must meet the targets. Separate AYP determinations must be made in reading and math. If a school does not reach performance targets in both reading and math, it has not made AYP. However, if the school can meet safe harbor requirements (see below), they can still make AYP.

20. Do all subgroups of 25 or more students have to reach the performance targets in reading and math in order to make AYP?

Yes. However, the law contains a safe harbor provision that allows those groups that do not reach proficiency performance targets to make AYP by reducing non-proficiency. Safe harbor is discussed in more detail below.

Safe Harbor – Non-Proficiency Targets

21. What is the safe harbor provision?

Schools and subgroups of 25 or more students must reach the performance targets for increasing proficiency in reading and math to make AYP. However, there is an exception to that requirement. Schools may still make AYP if: (a) each group that fails to reach its AYP targets reduces its percentage of non-proficient students by 10% over the previous year's percentage and (b) the school meets one other target - attendance for elementary and middle schools and graduation rate for high schools.

22. Must all groups that do not reach targets for increasing proficiency reduce non-proficiency by 10% in order to make AYP?

Yes.

23. Can some groups make AYP by increasing proficiency while others make AYP by reducing non-proficiency?

Yes.

24. How do I perform the calculation for the safe harbor target?

- a) Identify the percentage of non-proficient students for the group in question for year one.
- b) Multiply that percentage by .10.
- c) Subtract the result from the percentage in year one. That is the target for year two.
- d) The same inclusions and exclusions that apply in calculating AYP proficiency rates apply here.

Targets for Other Indicators

25. Must schools and subgroups of 25 or more students reach the performance targets set for the other indicator in order to make AYP?

Yes. NCLB does not provide for exceptions with regard to other indicators.

26. What is the other indicator for elementary and middle schools?

Attendance rate is the second indicator for grades K-8.

27. How were the targets for this indicator established?

By applying the target that is currently in the New Mexico Accountability System.

28. What is the target for attendance?

The target for attendance rate is 92%

29. What is the other indicator for high school?

NCLB requires that graduation rate be used as the other indicator in determining AYP for high schools.

30. How are graduation rates calculated for the purpose of determining AYP?

The state calculates graduation rates in a uniform manner for all school districts. Graduation rate means the percentage of the students who graduated from a high school divided by the number of seniors who were enrolled in the school on the 40th day of the same year.

31. How were the targets for this indicator established?

By applying the target that is currently in the New Mexico Accountability System

32. What is the target for graduation?

The 2003-2004 target for graduation rate is 75%. NCLB requires a graduation rate of 100% by 2014.

Schools with Non-Traditional Configurations

33. What are the targets for schools with grade spans other than K-5, 6-8 and 9-12?

When a school serves two or three levels (e.g., a K-8, K-12 or 7-12 school), it is considered a single school for the purposes of determining AYP. In such instances, a weighted average of the multiple grades is used to set the AYP target.

34. What are the targets for schools that do not have one of the tested grades?

NCLB requires that all schools receive an AYP designation, even if they do not have a 4th-, 8th- or 11th-grade. The AYP determination for such schools is the same as those of the schools into which they feed.

35. What about schools with one year of test data?

Schools that have only one year of test data include new schools and schools with 11th grade. AYP for these schools will be determined by comparing the school performance with the starting points established by the state. All schools with two years of data on the 4th- and 8th-grade assessments must have made the required improvement as indicated on the following chart.

Starting Points, Annual Measurable Objectives

36. What are New Mexico's starting points and AYP targets?

Grade and Subject	2003 Starting Point	2004 AYP Targets
Grade 4 Reading	30.19	33.70
Grade 8 Reading	39.34	44.82
Grade 11 Reading	*	44.21
Grade 4 Math	34.78	38.30
Grade 8 Math	33.33	36.85
Grade 11 Math	*	34.63
Grades 4 & 8 Reading	34.76	39.25
Grades 8 & 11 Reading	*	37.56
Grades 4, 8 & 11 Reading	*	44.54
Grades 4 & 8 Math	*	35.83
Grades 8 & 11 Math	*	40.82
Grades 4, 8 & 11 Math	*	36.68

* The 11th-grade assessment was not administered in 2003.

Confidence Interval Formula

37. What is the formula 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

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

For a technical explanation, please contact Dr. Don Watson at dwatson@ped.state.nm.us, (505) 827-6683