



Kansas State Department of Education

**Kansas
Adequate Yearly Progress
(AYP)
Revised Guidance**

**Based on
Elementary & Secondary Education Act,
No Child Left Behind
(P.L. 107-110)**

Revised May 2010

Adequate Yearly Progress (AYP) for Kansas Schools 2009-2010

In the *No Child Left Behind Act of 2001 (NCLB)*, Adequate Yearly Progress (AYP) is based on the premise and promise that in 12 years, every child will be at a minimum proficient on the state reading and mathematics assessments. The *No Child Left Behind Act (NCLB)* requires that every student be tested. By testing all children, parents and teachers will know the academic achievement of every child, every group of students, and all students. This enables parents and teachers to work together to ensure that no child will be left behind and to ensure not only school-wide and individual progress, but subgroup progress as well.

Q1. What is AYP?

A1. Adequate Yearly Progress (AYP) is the process for making judgment as to whether or not all public elementary and secondary schools, districts, and states are reaching the annual targets to ensure that all students achieve the state's definition of proficiency by 2013-2014.

Q2. At what levels does AYP apply?

A2. The Kansas evaluation and accountability system is specifically designed to measure a public school, a district and the state's progress. AYP is determined for every public elementary and secondary school, every district, and the State of Kansas. AYP is calculated for non-public schools seeking Kansas accreditation.

Q3. What is included in AYP?

A3. The following is included in AYP:

- State reading assessment results;
- State mathematics assessment results;
- State assessment participation rates;
- Attendance rates (elementary and middle schools and districts)
- Graduation rates (secondary schools and districts).

Q4. Which forms of the state assessments are included in AYP?

A4. The general assessments, assessments with accommodations, alternate assessments and the Kansas Assessment of Modified Measures (KAMM) are included in determining AYP.

Q5. How does a school, district or the state make AYP?

A5. For a school, district, or State to make AYP:

- All students and all appropriate disaggregated groups must meet or exceed the annual measurable objective (target) in a content area. AYP is calculated on the percent of students scoring at Meets Standard (formerly proficient) and above on the Kansas state reading and mathematics assessments.

- At least 95% of the students must participate in the state assessments in reading and 95% in mathematics.
- Elementary and middle schools, districts and the state must meet the attendance rate of 90% or show improvement.
- High schools, districts, and the State must meet the graduation rate goal of 80% or meet one of the graduation targets:

If Rate is	Target is
Less than 50%	5% improvement from last year
At or above 50% but less than 80%	3% improvement from last year

Q6. What happens if a school, district, or State does not make AYP?

A6. Whenever a Title I school, district, or State does not make AYP for two consecutive years in the same area (i.e. mathematics), it is identified for improvement. Likewise, to go off improvement, AYP must be made for two consecutive years in the area identified for improvement.

Q7. What are the content areas for AYP?

A7. AYP is calculated separately for reading and mathematics. If a school or district does not make AYP two years in a row in the same content area, it is identified for improvement.

Q8. Does the two consecutive years of not making AYP have to be in the same content area for a Title I school to be identified for improvement?

A8. Yes, if a school, district, or State does not make AYP in mathematics for two consecutive years, it will be identified for improvement. Likewise, if AYP is not made in reading for two consecutive years, identification for improvement will occur. If the school misses it in reading one year and in mathematics the next year, the school would not be identified for improvement.

Q9. Does a district have to miss the attendance rate for two consecutive years or graduation rate for two consecutive years to be identified for improvement?

A9. Yes, if a district misses the attendance rate one year and the graduation rate another year, the district will not be identified for improvement. Elementary and middle schools and districts will be identified for improvement when they miss the attendance rate for two consecutive years; likewise, high schools and districts will be identified when they miss the graduation rate for two consecutive years.

Q10. What are the annual measurable objectives (targets) that must be met?

A10. The annual measurable objectives or targets refer to the percent of students scoring at Meets Standard (formerly proficient) or above on the state reading and mathematics assessments that a school, district, or State must meet each year to make AYP.

Q11. What are the annual targets for 2009-2010?

A11. The annual targets for Adequate Yearly Progress (AYP) are:

Levels	Reading	Mathematics
K-8	83.7%	82.3%
9-12	81.3%	76.4%
District	81.3%	76.4%

Q12. What are the performance levels on the Kansas Reading and Mathematics Assessments?

A12. The five performance levels on the state assessments in Kansas are: Exemplary, Exceeds Standard, Meets Standard, Approaches Standard and Academic Warning.

Q13. Which targets are 7-8 and 7-12 schools to meet? Which targets do the districts and State meet to make AYP?

A13. Schools that are 7-8 meet the K-8 targets, and the 7-12 schools meet the 9-12 targets. The highest grade assessed in a building determines which target; 7-9 schools must meet the K-8 targets since grade 8 is the highest grade tested. The districts and the State must meet the 9-12 targets in reading and in mathematics.

Q14. Which students are included in determining AYP?

A14. All students are expected to take State assessments. In determining the percent of students who are at Meets Standard or above on the state assessments, only those students who are enrolled by September 20 of that year are included. The participation rate, however, is based on all students enrolled in the school or district during the testing window.

Q15. What are the disaggregated student groups?

A15. Disaggregated student groups are defined as the following:

- *All students* are recognized as one group; this group is also called the aggregate group.
- Students that are economically disadvantaged, which include the free and reduced lunch students, are a disaggregated group.
- Students with disabilities—do not include students with section 504 plans or gifted students—is a disaggregated group.
- English Language Learners (ELL) or limited English proficiency (LEP) students are a disaggregated group.
- Racial/ethnic disaggregated groups are:
 - African American;
 - American Indian or Alaskan Native;

- Asian
- Native Hawaiian/ Pacific Islander;
- Hispanic;
- White; and
- Multi-Racial

Q16. If a student with disabilities does not attend his or her home school, are his or her results included in the AYP calculations at the sending school or the receiving school?

A16. It will depend on what is coded in the Kansas Data on Individual Students (KIDS) system for that student. Whatever building number appears in the “AYP School” in KIDS will determine which school receives that student’s results.

Q17. Does the same disaggregated student group have to miss making AYP for two consecutive years for a school to be identified for improvement?

A17. No, the same student group does not have to miss making AYP for two consecutive years for a school to be identified for improvement. One year it might be economically disadvantaged students and the next year it might be ELLs who do not make AYP in reading. This school would be identified for improvement.

Q18. What is the group size number (N) that is needed for a group to be included in AYP?

A18. The minimum group size for any disaggregated group to be included in determining AYP is 30. The U.S. Department of Education required the same N size be used for disaggregated groups. No group will be reported if it does not protect the individual student’s privacy rights or if it leads to identification of individual students.

Q19. Is the group size based on the number of students at each grade or across the grades assessed in a building?

A19. Group size is based on the grade level configuration of the school. It is calculated across grade levels assessed by content areas in a school; i.e., combine 3rd—8th grade numbers for mathematics in a K-8 school. If a school, district, or State has fewer than 30 students in any disaggregated group, AYP will not be determined for that group. If the *All students* are less than 30, the small school’s rule will apply.

Q20. What is the group size for district and State AYP?

A20. The group size for both the district and the state is also 30. District groups are based on combining all grades throughout the district in which State mathematics assessments are administered; likewise, combining all grades in which the State reading assessments are given.

Q21. Can a school, district or State make AYP if it does not make the annual target?

A21. Yes, there are two different ways in which a school could make AYP even if it did not reach the annual target. One is by applying a confidence interval (hypothesis test) and the other is through safe harbor.

Q22. How are confidence intervals used?

A22. Confidence intervals are applied in three different circumstances:

- Whenever a school fails to make the AYP target in reading or mathematics
- When a small school in the All Students group has fewer than 30 valid tests in a subject area
- When safe harbor is considered.
- The procedure assures that a school did or did not make AYP because of student performance and not because of the random error inherent in any testing procedure.

Q23. What is the formula for applying confidence intervals?

A23. Below is the formula used to determine a confidence interval. Technically speaking, the AYP formula uses a 99% confidence level and the hypothesis test for a single population proportion:

Formula:

C = cut-proportion or lower bound

T = target proportion (AYP target)

Z = 2.326 is the z-value for a one-tailed test at the 99% confidence level

SE = standard error

n = number of students with valid tests

$SE = \sqrt{T * (1-T) / N}$

$C = T - ((Z) * (SE))$

Round Up (C * n) = minimum number of students meeting standard or above to make AYP

Q24. How is Safe Harbor determined?

A24. Safe Harbor is calculated for any group that does not meet the target if that group's answers to the following questions are **YES**:

- Did 95% of this group participate in the State assessment?
- Does this group have a 90% attendance rate or show improvement from previous year? (This applies to elementary schools and districts.)
- Does this group have an 80% graduation rate or meet the graduation target? (Graduation rate applies to high schools and districts.)

A group makes Safe Harbor if the percent of students who are **not proficient** (not at Meets Standard) on State assessments decreased by at least 10% from the previous year's results. If the group makes Safe

Harbor, it is considered to make AYP. A 75% confidence interval will also be applied if the decrease is less than the 10% target.

Q25. Does Safe Harbor apply to *all students* as well as the disaggregated groups?

A25. Yes, Safe Harbor applies to both the aggregate and the disaggregated groups. Safe Harbor applies at the school, district and state levels.

Q26. Will Safe Harbor be applied to small schools (less than 30 students in the aggregate)?

A26. Yes. Safe Harbor will compare last year's results to this year's results. Merged data will not be used in determining safe harbor.

Q27. What is the definition of the group for graduation rate?

A27. This refers to the same group or cohort of students from 9th-12th grade that graduates in the standard four years. The definition of graduation in Kansas was expanded to include *IEP Graduates*. The Individual Education Plan (IEP) graduate includes the following:

- Only students with disabilities (must have an IEP)
- Students through the age of 21
- Students who are graduating with a regular diploma
- Students who have been in high school for more than four years and
- Students who have completed their course of study as specified in their IEPs.

Students who have received GEDs and transfers are **not** included in the group. Dropouts are included in calculating graduation rate.

Q28. What is the graduation rate that must be met for AYP?

A28. For schools, districts, or the State to make graduation, their graduation rate must be 80% or meet the annual target. Previously, the graduation rate was 75%.

If Graduation Rate is	Then Target is
80% or above	0% improvement from last year
Less than 50%	5% improvement from last year
At or above 50% but less than 80%	3% improvement from last year

Previously, the target was any improvement over the prior year's graduation rate. The new annual targets must be continuous and substantial improvement from prior year toward meeting goal.

Q29. How is attendance rate determined?

A29. Attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). The data come from the KIDS system.

Q30. What is the expected attendance rate?

A30. The attendance rate must be 90% or there must be an improvement from the previous year's rate for schools to make AYP. There are options for a case-by-case appeal for major outbreaks of illness that show a "significant" decline in attendance.

Q31. What is the definition of participation rate?

A31. All students are expected to participate in the state assessments. Participation rate is met when 95% of the students across grade levels in a content area participate. No students may be deliberately excluded. The participation rate is based on the number of students in the grades assessed in the school during the testing window. It is not based on only those students who have been enrolled since September 20.

Q32. What happens when a school with a high participation rate slips below the 95% required?

A32. When a student group is below the participation goal of 95 percent, the previous year's participation data is averaged with the current participation rate. If the average rate is equal to or greater than 95 percent, the group made the participation goal.

If the 2-year average is below 95-percent, then three years of participation rates are averaged. If the 3-year average is at or above 95 percent, the group made the participation target. If the current year, the 2-year average, and the 3-year averages are below 95 percent, the group did not make the participation target and did not make its AYP goal for that subject.

Q33. What happens when a student is absent during testing with a medical emergency?

A33. The district needs to notify KSDE and the student will not count against the participation rate for that school.

Q34. How is the participation rate determined if a small school has such a small number that even one student not taking the assessment would cause a school to not make the 95%?

A34. When the number of students is small, the minimum rule of one is applied to participation rates. This means that the school is allowed to have one student not participate—even if it causes the rate to be less than the 95% rate—and that school still makes AYP regarding participation. For example, if a K-3 school had 8 students in grade 3 and one student did not participate, the rate would be 87.5%. According to the AYP rules, this school would not meet the participation requirement. However, by applying the minimum rule of one, this school meets the participation rate.

Q35. How are small schools that do not have 30 students in the aggregate in a content area assessed make AYP?

A35. When a school has less than 30 students in the aggregate across tested grade levels in a content area, data from the previous year is added to the current year's data. If the number continues to be less than 30, an additional year's data is added. No more than the current year and the previous two years are combined. If the number is still less than 30, then confidence intervals are applied to whatever the group size is to determine AYP. If the merged data does not make the target, then the merged data is compared to the current year's data and whichever is higher is used.

Q36. Will data be combined in small schools for the different disaggregated groups?

A36. No, data will only be combined to determine the size of the *All students* category.

Q37. How are confidence intervals used in determining AYP?

A37. Confidence intervals are applied in small schools whose numbers do not reach the number 30 after including the two previous years' data. Confidence intervals are calculated separately for reading and mathematics. A 99% confidence interval is used for comparing a single-sample proportion to the goal proportion. The interval indicates, with 99% confidence, whether the group made AYP or not.

Q38. How does a school that does not give state assessments make AYP?

A38. Schools that do not have a grade that is assessed with State assessments in reading or mathematics, i.e. K-2 school, have AYP determinations based on "Other Indicator" (attendance).

Q39. How will AYP be determined for new schools?

A39. New schools, in their first year of operation, receive an automatic "made AYP". The actual data, however, will be included in determining AYP for the district and State. Districts must notify the Kansas State Department of Education (KSDE) through the Directory tool when schools open or close.

Q40. How will AYP for newly reconfigured schools with new staff, students or organization be determined?

A40. Newly configured schools in their first year of operation will receive an automatic "made AYP". Their data will be included in determining AYP for the district and State.

Q41. What does it mean to reconfigure a school?

A41. A school is identified as a reconfigured school when it significantly displaces or affects the student body by one of the following reorganization efforts:

- Major transfer of territory;
- School closing;

- A new school (which includes new building number);
- Consolidation of two or more schools; or
- Change in use of building; i.e., from a K-2 building to a K-5 building.

Generally, a reconfigured school building has a 33% change in tested grades and a 33% change in enrollment of tested grades.

Districts must notify KSDE and provide information to support a school's reconfiguration status. KSDE staff will review and make determination whether the reconfiguration is approved for AYP purposes.

Q42. What does the 1% cap on alternate assessments mean?

A42. Federal rules do not limit the number of students with disabilities who may take an alternate assessment, but they do limit how many students are counted as proficient (Meets Standard) or above. At the district and state levels, the number of alternate assessments scored at (Meets Standard) proficient or above cannot exceed 1 percent of the total testing pool for a content area. In calculating AYP, those districts that exceed the 1 percent limit must reclassify the excess scores as below standard. Moreover, the students who are reclassified as below standard must be reclassified at all levels--building, district and State.

Q43. Who is included in the “testing pool”?

A43. The district testing pool includes everyone who is enrolled in the school who should be tested in a content area (i.e. reading) during the testing window.

Q44. Can a district request a waiver on the 1% cap?

A44. Yes. Districts seeking a waiver will submit a request using the web-based AYP/QPA Decisions Appeals Tool. They will provide KSDE an explanation of the circumstances or unusual situations that resulted in their district having higher numbers of students eligible to take the alternate assessment. The explanation will include information on any special schools or cluster programs that include high numbers of such students.

District data showing the incidence rate of students with the most significant cognitive disabilities will be compared with state incidence rates. Data will also be reviewed to see if the district shows a pattern of disproportionately high incidence of disabilities, both in general and by the particular disability categories in reference to severe cognitive disability.

In addition, districts with 200 or fewer students in the testing pool may seek a waiver based on small size.

The 1% waiver request is reviewed by a KSDE leadership team that includes at a minimum the assistant director of Title I, state director of special education, deputy commissioner of learning services and the commissioner of education.

Q45. Does the 1% cap apply at the school level AYP?

A45. No, the 1% cap only applies at the district and State levels of AYP. Since district AYP is based on the totals in all schools within the district, it is

important that schools consider the impact of their numbers on the district accountability results.

Q46. Are modified assessments included in the 1% cap?

A46. No, there is a separate 2% cap for alternate assessments based on modified achievement standards which in Kansas is the Kansas Assessment of Modified Measures (KAMM).

Any districts exceeding the 2% cap will have students results reclassified as “below proficient” when calculating AYP.

Q47. Are waivers available on the 2% cap?

A47. No, waivers are not allowed on the 2% cap.

Q48. What happens if a district does not use the full 1% cap on the alternate assessment?

A48. If a district's results on the alternate assessment do not reach the 1% cap, the difference is applied to the 2% cap. The 1% and 2% caps combined may not exceed 3%.

Q49. What flexibility is there regarding English Language Learners (ELL) and AYP?

A49. Recently arrived English Language Learners who have attended schools in the United States for 12 months or less:

- Must be assessed in reading and mathematics but the results are not included in determining the percent proficient for AYP;
- Must count in participation;
- Must take the Kansas Mathematics Assessment; and
- May take the Kansas English Language Proficiency (KELP) Assessment in place of the Kansas Reading Assessment.

Q50. May former English Language Learners (ELL) be included in the ELL disaggregated group?

A50.. Additional flexibility is also available in how one defines the English Language Learners subgroup for determining AYP.

- Former ELLs are included in the ELL subgroup in determining AYP.
- To be considered a former ELL and exit ESOL services, a student must score “fluent” in all domains and the composite score on the Kansas English Language Proficiency Assessment (KELPA) for two consecutive years.
- Former ELLs’ scores are included in the ELL subgroup for up to two years in the AYP calculations.

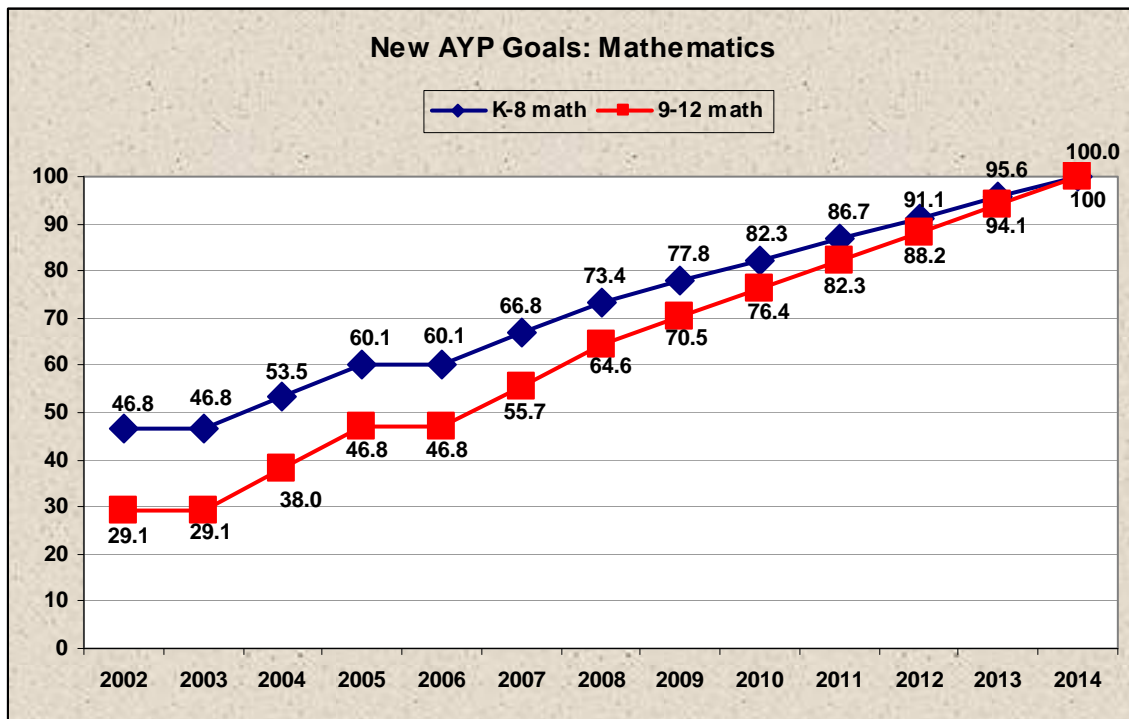
Q51. What are the AYP targets for each year through 2013-2014?

A51. The Kansas State Board of Education adopted the following AYP targets in May, 2007 which the reflect the percent of students that need to score at Meets Standard or Above:

AYP Targets for 2010-2014

Year	K-8 Reading	9-12 Reading	K-8 Mathematics	9-12 Mathematics
2010	83.7	81.3	82.3	76.4
2011	87.8	86.0	86.7	82.3
2012	91.9	90.7	91.1	88.2
2013	95.9	95.3	95.6	94.1
2014	100	100	100	100

AYP Targets 2002 – 2014 for Mathematics



AYP Targets 2002 – 2014 for Reading

