



Adequate Yearly Progress Fact Sheet

AYP Overview

Beginning with the 2002-03 school year, *The No Child Left Behind Act of 2001 (NCLB)* has required schools to show annual improvements in the academic achievement of the overall student population and of identified student subgroups within the general population, including economic background, race and ethnicity, limited English proficiency and special education.

AYP designations for Indiana school corporations and schools are determined by student achievement and participation rates on the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) in English/language arts and mathematics; student attendance rates (for elementary and middle schools); and high school graduation rates (for high schools). Under NCLB, schools must make AYP in all student groups in order to meet AYP. The goal of NCLB is for all students to achieve proficiency in English/language arts and mathematics by 2014.

Meeting AYP

There are two ways for **schools** to make AYP:

- Meet **all** performance, participation and attendance/graduation targets for the overall student population and individual student groups (often called “subgroups”) with 30 or more students. **OR**
- Meet attendance/graduation rate targets and reduce the number of students not meeting performance targets by 10 percent (**Safe Harbor Provision**).

There are two ways for **school corporations** to make AYP:

- Meet performance, participation and attendance targets for overall student population and each student subgroup (with 30 or more students) in one or more grade spans: a) Elementary: Grades K–5, b) Middle School: Grades 6-8 and c) High school: Grades 9-12). **OR**
- Meet attendance rate targets and reduce the number of students not meeting performance targets by 10 percent (**Safe Harbor Provision**).

Consequences for Not Making AYP (Improvement Status)

No Child Left Behind (NCLB) only includes consequences for public schools and school corporations that participate in the federal Title I program and do not make AYP. Title I schools, those with high percentages of students from low-income families, receive additional federal funding to help educate these at-risk students. After not making AYP for two consecutive years, Title I schools enter Improvement Status.

School Improvement Status consists of a series of interventions that become more extensive for each successive year that the school does not make AYP, including: 1) School choice; 2) Supplemental services; 3) Corrective action; 4) Restructuring planning and 5) Restructuring implementation. It takes two consecutive years of not making AYP in the same subject area (English or Math) to enter school improvement status and two consecutive years making AYP in that subject to be removed from improvement status. A school that has demonstrated one year of progress remains in the current level/year of improvement and must continue to implement requirements for that specific year of school improvement.

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Title I School Improvement Status Interventions

Level of Improvement	Number of consecutive years the school has not met AYP	Actions that must be implemented in that level of improvement
School Choice (Year 1 Improvement)	2 years	<ul style="list-style-type: none"> • School Choice – School must implement a <i>public school choice program</i> and notify parents that they may send their child to another public school (including a charter school) in the district that has not been identified for school improvement. • Improvement Plan – Within three months after being identified, the school must develop an improvement plan covering a two-year period. • Professional Development – School must use 10 percent of its Title I funds each year for <i>professional development</i>. • Technical Assistance – State and school district must provide assistance that supports the school’s improvement plan, including: analyzing assessment data, improving professional development and improving resource allocation.
Supplemental Services (Year 2 Improvement)	3 years	<ul style="list-style-type: none"> • Continue above actions, plus the following: • Supplemental Education Services – School must notify parents and offer “<i>supplemental educational services</i>,” tutoring provided outside of the school day or year to eligible (low-income) children that parents select from a list of state-approved providers
Corrective Action (Year 3 Improvement)	4 years	<ul style="list-style-type: none"> • Continue above actions, plus the following: • Corrective action – School corporation must notify parents and impose at least one of the following corrective actions: <ol style="list-style-type: none"> 1. Replace relevant school staff 2. Implement new curriculum 3. Significantly decrease management authority in the school 4. Appoint an outside expert to advise school 5. Extend the school day or year 6. Restructure the school’s internal organization
Restructuring Planning (Year 4 Improvement)	5 years	<ul style="list-style-type: none"> • Continue above actions, plus the following: • Restructuring Planning – School corporation must notify parents and prepare to carry out a plan for alternative governance of the school.
Restructuring Implementation (Year 5 Improvement)	6 years	<ul style="list-style-type: none"> • Continue above actions, plus the following: • Restructuring Implementation – School corporation must notify parents and impose one of the following actions: <ol style="list-style-type: none"> 1. Reopen as a charter school 2. Replace all or most relevant school staff 3. Contract with private management to operate school 4. Allow a state takeover of the school 5. Any other major restructuring of school governance

Schools that do not make AYP after restructuring (alternative governance) remain in school improvement. These schools are considered to be Restructured Schools and must continue to offer choice, supplemental educational services, and spend not less than 10 percent of its Title I budget on professional development. The school must also continue to have a plan for improvement, including ongoing implementation of their restructuring plan.

Title I Corporation Improvement Status Interventions

Level of Improvement	Number of consecutive years the corporation has not met AYP	Actions that must be implemented in that level of improvement
Year 1 Improvement	2 years	<ul style="list-style-type: none"> • Notify parents and the general public of corporation Improvement status. • Develop or revise an improvement plan, no later than three months after the identification in consultation with parents and school staff. • Budget and expend 10 percent of the corporation's Title I allocation on professional development (each fiscal year of improvement).
Year 2 Improvement	3 years	<ul style="list-style-type: none"> • Continue previous actions.
Year 3 Improvement (Corrective Action)	4 years and beyond	<ul style="list-style-type: none"> • Continue previous actions. • Under the state's direction, the corporation must review and analyze curricula and instructional practices within the corporation and make changes based upon the findings. • State maintains the option to implement any of the following additional corrective actions if previous interventions do not result in progress: <ul style="list-style-type: none"> ○ Defer programmatic funds or reduce administrative funds. ○ Replace corporation staff relevant to the district's inability to make AYP. ○ Remove individual schools from the corporation's jurisdiction and arrange public governance/supervision of these schools. ○ Appoint a receiver/trustee to assume the administrative duties of the corporation's superintendent and school board. ○ Abolish or restructure the school corporation.

Note regarding consecutive years of improvement: Corporations and schools in improvement that make AYP for one year are held at their current year of improvement. If AYP is made the following year, schools are removed from improvement. If AYP is not made the following year, school improvement sanctions progress.

AYP Summary Reports

Accessing AYP Reports

To access an AYP report for a Corporation/School:

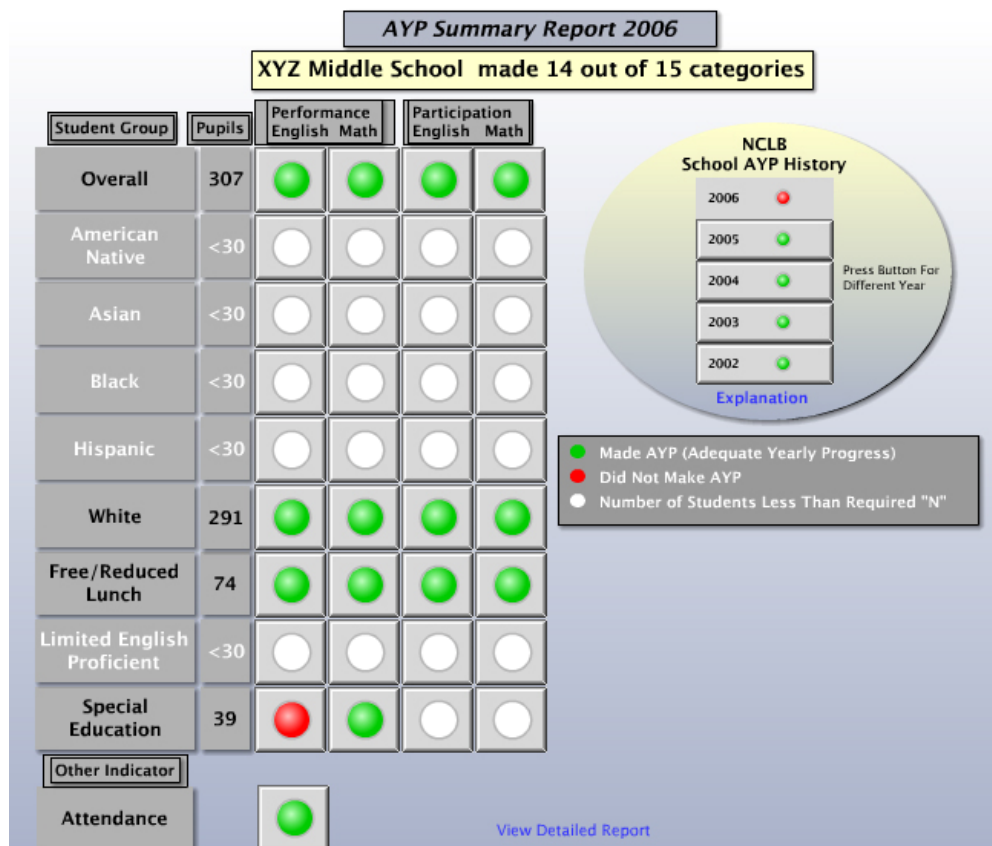
- Visit: www.doe.in.gov/ayp
- Enter: the Corporation/School **Name** or **Number**

School AYP Summary Reports

In an effort to make AYP information easier to understand, the Department of Education has created an AYP summary report for each corporation/school. The summary report displays the categories in which schools must make AYP with colored designations indicating whether or not each AYP target was met:

- **Green** = Made AYP
- **Red** = Did Not Make AYP
- **White** = Not Applicable (Insufficient Number of Students)

Schools must meet every AYP target (green) for each category in order to make AYP. Missing any one AYP target (red) will result in the school not making AYP. A sample school summary report is provided below:



Moving the computer's mouse pointer over the various category headings will display pop-up boxes with explanatory text for that category.

A **School AYP history** located on the right side of the report indicates the AYP status for the current year and previous years. Clicking on a year will display the AYP summary report for that year.

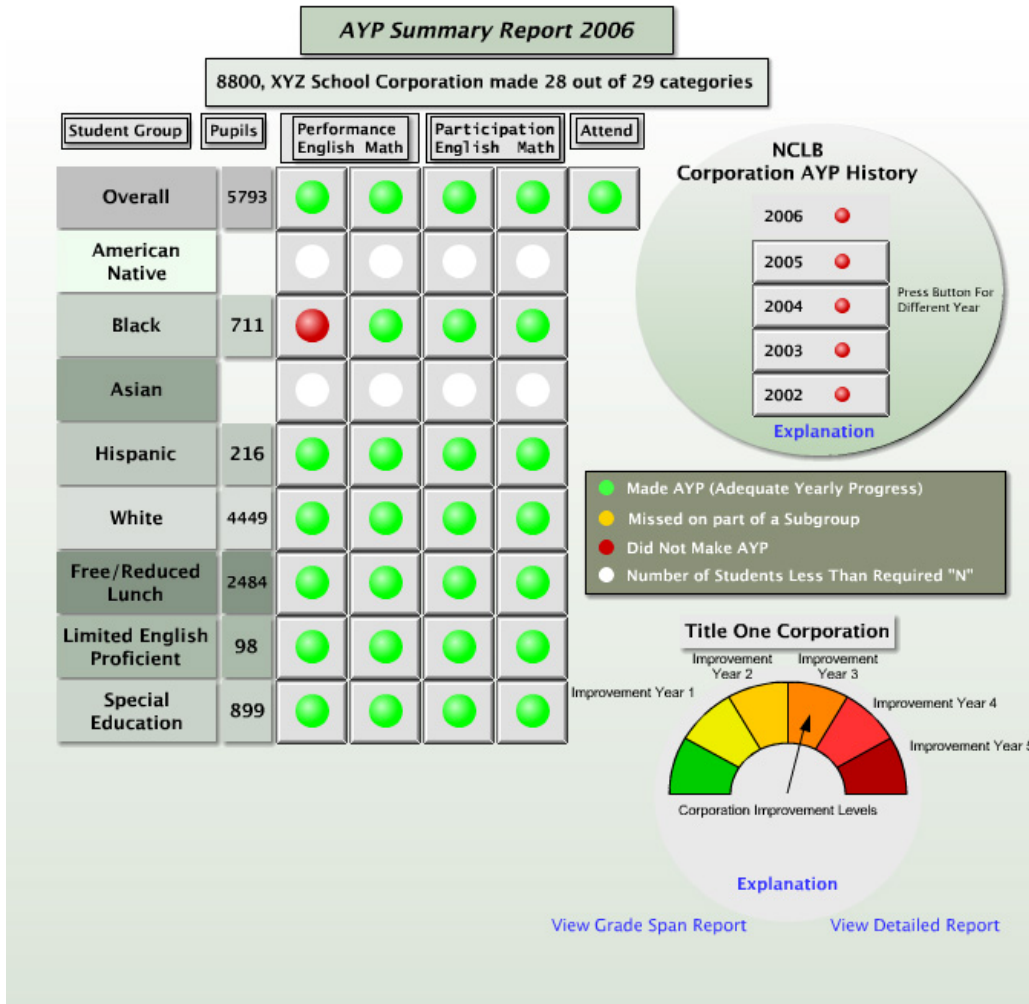
Corporation AYP Summary Reports

AYP at the corporation level is calculated by grade spans for achievement, participation rates and attendance rates. A corporation will not make AYP when **all three grade spans** within that corporation fail to meet the AYP targets for a given group of students in either English/language arts or mathematics.

With the exception of the grade span determination, all other aspects of corporation AYP reports are the same as described above for school reports. For the purposes of AYP, the grade spans are as follows:

- Elementary: Grades K-5
- Middle: Grades 6-8
- High school: Grades 9-12

For the sake of clarity, the **corporation summary report** mimics the appearance of the school summary report:

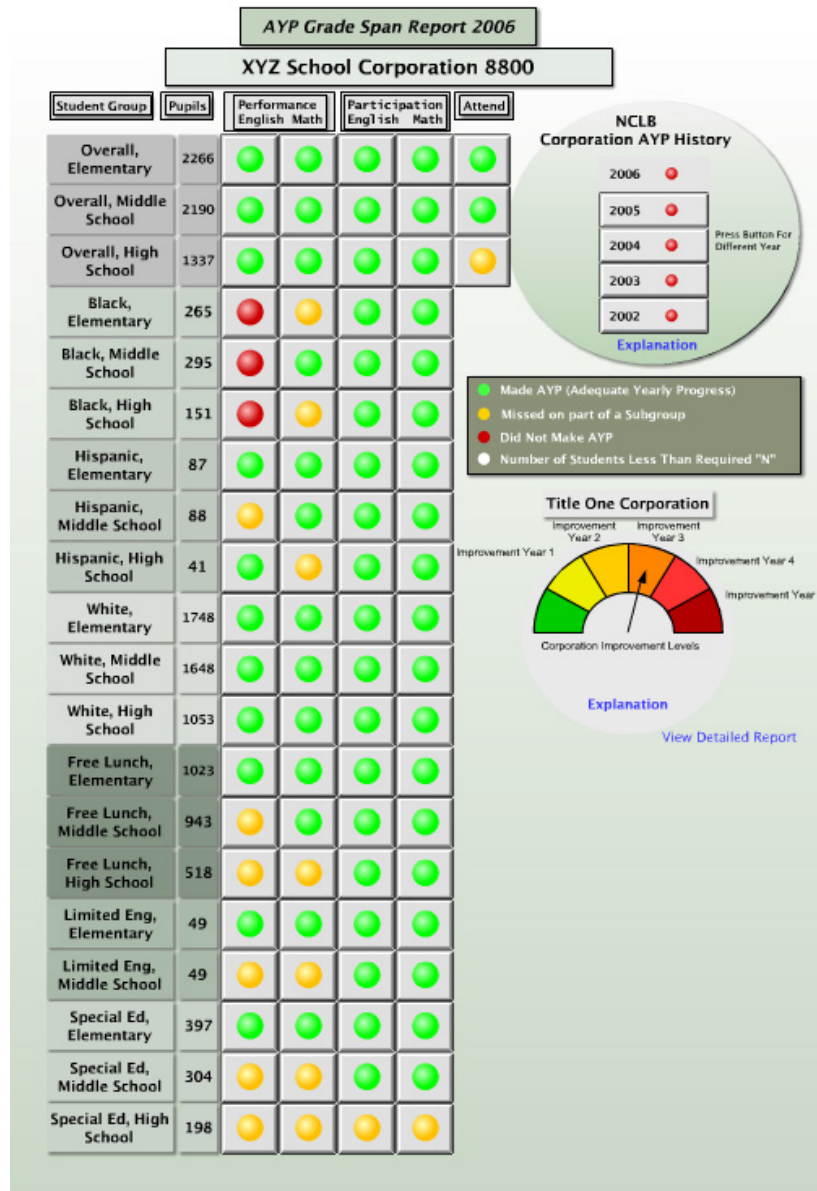


The full grade span view of corporation AYP reports may be displayed by clicking the **“View Grade Span Report”** link located at the bottom of the corporation summary report. A sample grade span report is provided on the following page.

Corporation AYP Grade Span Reports

The grade span view displays the categories in which school corporations must make AYP with colored designations indicating whether or not each grade span AYP target was met:

- **Green** = Made AYP – all grade spans
- **Yellow** = Did not make AYP for one specific grade span, but did make AYP overall for that student group.
- **Red** = Did Not Make AYP for all three grade spans for a specific student group
- **White** = Not Applicable (Insufficient Number of Students)



AYP Reports for Title I Corporations/Schools

An additional indicator will appear on AYP reports for Title I corporations/schools on the lower right side of the screen (see above picture). Title I corporations/schools participate in the federal Title I program, which provides additional funding to schools in high-poverty districts. Under the No Child Left Behind Act, Title I schools that do not make AYP for two consecutive years are required to enter Improvement Status, which consists of a series of interventions for each successive year that AYP is not met. Clicking on the "Explanation" link will provide additional information on Title I Corporation and School Improvement Status.

In addition to the AYP summary report, more detailed AYP information is available for each corporation/school by clicking on the **View Detailed Report** link at the bottom of each summary report.

Detailed AYP Reports

On detailed AYP reports, an asterisk (*) will appear next to the name of school that did not make AYP. An asterisk (*) will also appear next to the specific areas in which the school did not make AYP. Making “Safe Harbor” for a specific area cancels the asterisk for that group if the school also meets AYP in the “Other Indicator” (attendance/graduation rate). Sample detailed school reports are provided below.

Detailed School Reports:

8800 XYZ School Corporation												
	Pupils		English	Math	Math	Other Indicator		Safe Harbor			95% Part	
			Conf Int		Conf Int	'05	'06	Engl	Math	Other	Lang	Math
8800 0001 XYZ High School ^ made 12 out of 17 cells												
Overall	492	69.9	60.7	70.0	59.3							
White	445	72.4	60.5	72.1	59.0							
Free Lunch	201	51.2 *	57.9	50.7 *	56.4			N	N	Y		
Special Ed	80	21.3 *	53.3	20.5 *	51.8			Y	N	Y	91.3%*	92.2%*
AYP History: 2002=N,2003=N,2004=N,2005=N,2006=N												
8800 0002 XYZ Middle School ^ made 19 out of 25 cells												
Overall	645	63.9	61.3	70.1	59.9							
Hispanic	137	51.1 *	56.3	62.9	54.8			N		Y	94.4%*	
White	495	67.9	60.7	72.6	59.3							
Free Lunch	243	51.0 *	58.6	61.3	57.1			N		Y		
Limited English	102	41.2 *	54.7	56.5	53.2			Y		Y	92.9%*	
Special Ed	100	17.0 *	54.6	26.3 *	53.1			N	N	Y		
AYP History: 2002=N,2003=N,2004=N,2005=N,2006=N												
8800 0003 XYZ Elementary School made 21 out of 21 cells												
Overall	239	68.6	58.5	66.8	57.1							
Black	36	61.1	47.3	50.0	45.7						< 40 Enr	
White	185	69.7	57.6	71.2	56.1							
Free Lunch	181	66.3	57.5	62.2	56.0							
Special Ed	66	50.0 *	52.1	57.6	50.6			Y		Y		
AYP History: 2002=N,2003=Y,2004=Y,2005=N,2006=Y												

A sample detailed school corporation report is provided on the following page.

Detailed Corporation Report

As noted previously, Indiana uses grade spans at the corporation level for determining AYP for achievement, participation rates and attendance/graduation rates. A corporation will not make AYP when **all three grade spans** within that corporation fail to meet the AYP targets for a given group of students in either English/language arts or mathematics. Corporation AYP reports are otherwise very similar to school AYP reports.

A sample detailed school corporation report is provided below:

8800 XYZ School Corporation													
	Pupils	English	English	Math	Math	Other Indicator		Safe Harbor			95% Part.		
			Conf Int		Conf Int	'05	'06	Engl	Math	Other	Lang	Math	
8800 XYZ School Corporation *													
Overall, Elementary	2266	73.1	63.4	70.6	62.0								
Overall, Middle School	2190	65.2	63.3	70.5	61.9								
Overall, High School	1337	63.1	62.7	61.9	61.2	93.53	93.16	*					
Black, Elementary	265	55.8*	58.9	50.6*	57.4				N	N	Y		
Black, Middle School	295	48.8*	59.3	51.5*	57.8				N	Y	Y		
Black, High School	151	40.4*	56.7	37.3*	55.2				N	N	Y		
Hispanic, Elementary	87	54.0	53.8	62.1	52.3								
Hispanic, Middle School	88	48.9*	53.9	58.6	52.4				N		Y		
Hispanic, High School	41	51.2	48.4	46.3*	46.9	93.79	93.08			N	N		
White, Elementary	1748	76.3	63.1	74.4	61.6								
White, Middle School	1648	69.1	63.0	74.8	61.6								
White, High School	1053	67.0	62.3	66.2	60.9								
Free Lunch, Elementary	1023	64.6	62.2	63.7	60.8								
Free Lunch, Middle School	943	53.8*	62.1	60.7	60.7				N		Y		
Free Lunch, High School	518	50.0*	60.8	48.5*	59.4	91.65	91.23		Y	N	N		
Limited Eng, Elementary	49	38.8*	49.9	51.0	48.4				Y		Y		
Limited Eng, Middle School	49	26.5*	49.9	36.7*	48.4				N	N	Y		
Special Ed, Elementary	397	42.6*	60.1	51.4@	58.7				Y		Y		
Special Ed, Middle School	304	25.7*	59.4	37.2*	57.9				N	N	Y		
Special Ed, High School	198	14.1*	57.8	24.9*	56.4				N	N	Y	93.8%*	94.0%*
AYP History: 2002=N, 2003=N, 2004=N													
Title 1 AYP History: 2004=N,2005=N,2006=N,Title 1 Corporation Improvement=Year 3													

*=Did Not Meet [Explanation](#)

@=Group makes AYP based on USDOE "2% Interim Flexibility"

Key AYP Terms Explained

AYP History:	An AYP history from 2002 to present will appear at the bottom of each school's report. A " Y " (yes) or " N " (no) denotes whether or not a school met AYP for each of these years.
Corrective Action:	Applies to Title I schools in the third year of improvement status. Corrective actions include one or more of the following: 1) Replace relevant school staff, 2) Implement new curriculum, 3) Significantly decrease management authority in the school, 4) Appoint an outside expert to advise school, 5) Extend the school day or year or 6) Restructure the school's internal organization.
Student groups:	The student demographic groups at that school, including ethnicity, economic background (free and reduced-price lunch), limited English proficiency and special education as well as the overall student population. Student groups will only appear if a school has 30 or more students in that particular group. Clicking on a student group will link to a more detailed view of that group's performance.
English performance:	The percentage of students passing the English/language arts ISTEP+ assessment for each student group at that school. An asterisk (*) will appear when a student group did not meet the AYP target.
English Confidence Interval¹:	The English performance target for each group of students at that school. For greater statistical accuracy, the confidence interval will fluctuate depending on the number of students in each group.
Math performance:	The percentage of students passing the mathematics ISTEP+ assessment for each student group at that school. An asterisk (*) will appear when a student group did not meet the AYP target.
Math Confidence Interval²:	The Mathematics performance target for each group of students at that school. For greater statistical accuracy, the confidence interval will fluctuate depending on the number of students in each group at that school.
No Child Left Behind:	Passed into law on Jan. 8, 2002, this federal education reform and accountability act requires states to set clear timelines for improving student achievement. It calls for schools, districts, and states to demonstrate steady gains, or Adequate Yearly Progress (AYP), on state tests with the goal of 100 percent of students achieving proficiency by the 2013-14 school year.
NCLB Report Card:	No Child Left Behind requires that a more detailed report be created for each corporation/school that goes beyond the information that is used for determining AYP. A link to this detailed report is provided for each school's information.
Other Indicator:	"Other Indicator" refers to attendance rates at the elementary and middle school levels and graduation rates at the high school level for the two most recent school years. This indicator is calculated for the overall student population for each corporation/school. All schools must meet this indicator in order to make AYP, even if the school meets all other performance and participation targets. To make AYP in

¹ English Confidence Interval Calculation: $.657 - (2.33 \times \text{sq root of } (.657 \times .343/n))$

² Mathematics Confidence Interval Calculation: $.643 - (2.33 \times \text{sq root of } (.643 \times .357/n))$

the “other indicator” category, schools must have an attendance/graduation rate of 95 percent (or above) or demonstrate some improvement over the two-year period.

Participation Rate:	At least 95 percent of students in each student group must participate in the ISTEP+ assessments in order to make AYP. Falling below the 95 percent participation rate will result in a school not making AYP, even if the school meets all other AYP targets. A number will only appear in this field if the 95 percent student participation rate has not been reached.
Pupils:	The number of students (pupils) included in the AYP calculation for each student group. Students must have been enrolled in the corporation/school for a full academic year (162 days).
Restructuring:	Applies to Title I schools in the fourth (Restructuring Planning) and fifth (Restructuring Implementation) years of improvement status and beyond. Restructuring may include one of the following actions for alternative governance of the school: 1) Reopen as a charter school, 2) Replace all or most relevant school staff, 3) Contract with private management to operate school, 4) Allow a state takeover of the school, 5) Any other major restructuring of school governance
Safe Harbor:	<p>A school that does not meet performance and/or participation target(s) can still make AYP in that category if the following conditions are met:</p> <ol style="list-style-type: none">1. The percentage of students not meeting the AYP target(s) has been reduced by 10 percent from the previous year.2. The school meets the “Other Indicator” (attendance or graduation rate) for any student group that has not made AYP.
School Choice:	Applies to students enrolled in a Title I school that has entered the first year of improvement status and beyond. These schools must implement a public school choice program and notify parents that they may send their child to another public school (including a charter school) in the district that has not been identified for school improvement
SES:	Title I schools that have entered the second year of improvement status and beyond must offer Supplemental Education Services (SES). SES includes tutoring and other extended learning opportunities (i.e. after school programs, summer school, Saturday classes, etc.) that are offered to academically at-risk students in addition to the general education curriculum.
Technical Assistance:	State and school district must provide assistance for Title I schools in improvement status that supports the school’s improvement plan, including: analyzing assessment data, improving professional development and improving resource allocation.
Title I:	Title I schools, those with high percentages of students from low-income families, receive additional federal funding to help educate these at-risk students.
Title I Improvement:	No Child Left Behind (NCLB) only includes consequences for public schools and school corporations that participate in the federal Title I program and do not make AYP. After not making AYP for two consecutive years, Title I schools enter Improvement Status (see page 2 for additional information).

Visit www.doe.in.gov/AYP for more information on Adequate Yearly Progress (AYP).