

Adequate Yearly Progress— One and Two Percent Cap Regulations

Understanding the 1 percent and 2 percent cap placed on Alternate Assessment results

Adequate Yearly Progress (AYP)

- ▶ To gain an understanding of how AYP works, download “*A Guide to the 2009–2010 Annual Adequate Yearly Progress Report*” at:
<http://www.dpi.state.nd.us/testing/account/index.shtm>
- ▶ This document is updated annually by the North Dakota Department of Public Instruction (NDDPI) and includes recent changes in policy and/or practice.

Brief Overview of AYP Practice in North Dakota:

- ▶ The NDDPI generates and disseminates annual AYP Reports for every public school, public school district, and the state as required by state and federal laws.
- ▶ These AYP reports identify the performance of each school, district, and the state related to primary and secondary indicators.

Primary Indicators:

- ▶ 1- Student **achievement** in mathematics and reading in the aggregate (as a whole) and disaggregated (broken down) by subgroup as measured on North Dakota State Assessments;
 - ▶ 2- Student **participation** in the state assessments in mathematics and reading in the aggregate and disaggregate subgroup.
- Note: Science and language arts are assessed, but neither content area is included in the calculation of AYP.

ND State Assessments include:

- ND State Assessment (NDSA) which is the general state assessment from the state's current test vendor;
- ND Alternate Assessment 1 (NDAA1), based on alternate academic achievement standards, for students with severe cognitive disabilities, also known as 1% test;
- ND Alternate Assessment 2 (NDAA2), based on modified academic achievement standards, for students with persistent learning difficulties, also known as the 2% test.

Secondary Indicators:

- ▶ 1- **Attendance rates, or**
 - ▶ 2- **Graduation rates**
- ▶ Attendance rates are used for elementary and middle schools;
- ▶ Graduation rates are used for high schools.

Note changes in AYP rules for 2009-10:

- ▶ Discontinued use of "other" as an ethnic subgroup classification
- ▶ Graduation rate goal for 2009-10 has been reset to 89% in response to a change in federal regulations for state to establish new, rigorous graduation rates. The ND State Superintendent set the new four-year graduation rate at 89%, effectively re-establishing the rate originally set in 2003 when graduation rates reflected senior year graduation goals.

AYP Reports are issued at three levels:

- ▶ School AYP Reports include all student receiving services from the public school plant;
- ▶ District AYP Reports include all students receiving services from all public school plants within the district; and
- ▶ The State AYP Report included all students receiving educational services from all public school districts and state institutions within the state.
- ▶ All reports can be found at:
<http://www.dpi.state.nd.us/dpi/reports/profile/index.shtm>

Student Achievement...

- ▶ Measured in reading and mathematics only;
- ▶ Reported as a composite score representing all students assessed within the school, and as;
- ▶ Disaggregated scores from selected subgroups that are reported separately.
- ▶ Only students who have attended a school for a full academic year within the designated school district are included in the AYP determination process.

Full academic year (FAY)...

- ▶ Defined as comprised of 173 instructional days, including summer instruction, prior to the end of the assessment date.
- ▶ FAY would span from the time of the end of the previous school year's assessment to the end of the current year's assessment*.
- ▶ *Note: NDSA, NDAA1, and NDAA2 have different testing windows
- ▶ Must be reported by school personnel on the online assessment report and verified by the NDDPI to have less than 173 days in the school district to be removed for consideration in calculating AYP.

Who gets counted?

- ▶ All students are counted who are enrolled in ND public schools. This is the reason that NDSA test booklet covers are to be filled out for every student in the school—even those taking NDAA1 or NDAA2.
- ▶ Are there any exceptions?
 - Significant medical emergency (must send a request to NDDPI for this exemption)
 - Foreign exchange students
 - Home educated students

AYP Calculation:

- ▶ The school's student achievement rate is calculated as:
 - ▶ # of students in school who scored proficient and advanced on the ND State Assessment
 - ▶ (divided by)
 - ▶ # of students in school with recorded scores on the ND Assessments

Intermediate goals:

- ▶ A school's AYP for student achievement is calculated by comparing the achievement rate in mathematics and reading independently against the state intermediate goal for the subject area and grade.
- ▶ Intermediate state goals are determined for the years between 2000 and 2014. See page 7 in "A Guide to the 2009-10 Annual Adequate Yearly Progress Report" for ND Intermediate Goals.

Five Tiered Review:

- ▶ 2009-10 achievement, attendance/graduation data
- ▶ 2008-09 and 2009-10 achievement, attendance/graduation data
- ▶ 2007-08, 2008-09, and 2009-10 achievement, attendance/graduation data
- ▶ Determination of Safe Harbor (at least 10% improvement in academic performance from preceding year)
- ▶ Review of targeted Title 1 on all of the above

Results of five tiered review:

- ▶ From page 3 of the Guide: If school "passes any of the five levels of review"...
- ▶ The school is identified as "Met Adequate Yearly Progress".
- ▶ If the school "does not pass any of the five levels of review"
- ▶ The school is identified as "Did Not Make Adequate Yearly Progress".

Reliability is Not an Accident

- ▶ Check your data
- ▶ Report any inconsistencies to NDDPI
- ▶ If mistakes were made, fix them
- ▶ Re-submit the data in a timely manner
- ▶ If mistakes are identified within the building, communicate appropriate rules/procedures to local staff
- ▶ Analyze the data and use it to make informed decisions for your school.
- ▶ For more information on AYP calculation refer to the "A Guide to the 2009-10 Annual Adequate Yearly Progress Report".

Alternate Assessment Proficiency Caps...

- ▶ The US Department of Education has determined that there should be a cap on the number of students taking alternate assessments who score "proficient or advanced" in calculating AYP.
- ▶ The cap for the NDAA1 (for students with severe cognitive disabilities), whose scores are proficient or better, is 1% of the total tested population.
- ▶ The cap for the NDAA2 (for students with persistent learning difficulties) who score proficient or better, is 2% of the total tested population.

Is there any leeway?

- ▶ The US Department of Education does allow for a total of 3% at the state level.
- ▶ Should the state go over the 3%, then overages drop down to the district level,
- ▶ If the state and districts exceed 3 %, then the overages drop down to the school building level.
- ▶ General rule: If the results indicate that less than 1% is the outcome for the NDAA1, then the USDDOE allows the state to move overages from the NDAA2 (2%) into the "space open" in the 1%.

Example:

- ▶ Let's say the state has a total of .75% of the NDAA1 test scores at proficient or advanced proficient, and
- ▶ Let's say the state has a total of 2.19% of the NDAA2 test scores at proficient or advanced proficient.
- ▶ $2.19 \text{ (NDAA2)} + .75 \text{ (NDAA1)} = 2.94\%$
 - 2.94% is below the 3.00% allowed, however,
 - The NDAA2 results are too high by .19%
 - The USDOE allows for overages in the 2% to go into the 1% (if there is room there) up to 1%.
 - With these results: .19% goes to the 1% which equals .94% (which is acceptable) and the NDAA2 or 2% remains at 2%.
 - These scores allow the state to fall within or below the 1 and 2 % Cap Rules.

Another scenario:

- ▶ Let's say that the results of the NDAA1 (1% test) are 1.12%, and
- ▶ The results of the NDAA2 (2% test) are 1.80
 - The state total would then be $1.12 + 1.80 = 2.92$
 - Would the state be safe with these numbers as they fall below 3% total?
 - No. The USDOE only allows overages from the 2% to transfer to any "space available" in the 1%. It does not work the other way around.
 - In this instance the state would be over the 1% Cap and as such, would need to place into practice a roll down to the district level.

What if both go over?

- ▶ Let's say the NDAA1 results exceed the 1% cap on students who score proficient or better, and
- ▶ The NDAA2 results exceed the 2% cap in students who score proficient or better.
 - NDAA1 results= 1.34%
 - NDAA2 results= 2.28%
 - $1.34\% + 2.28\% = 3.62\%$ at the state level
 - These results exceed the 1% cap by .34%, and
 - Exceed the 2% cap by .28% for a total of .62% over the allowable cap

What happens then?

- ▶ The USDOE requires that the state must “return any overages of proficient scores to the districts as non-proficient” for use in calculating AYP.
- ▶ The districts have the responsibility to place those scores where they choose but must include any subgroups that apply to the “overage scores”.
- ▶ Note: Individual Student Reports are to remain unchanged when reporting to parents.

What does that mean?

- ▶ If the district chooses student “X” as the overage student...
- ▶ Student X is figured in the AYP calculation as non-proficient, however,
- ▶ The Individual Assessment Report for student X will still reflect his or her proficient or advanced proficient score (whatever the case may be).
- ▶ The district must include student X in whatever subgroups he/she is part of

Some things to consider...

- ▶ Let’s say the district has two student scores in reading that are “over” in the NDAA2 (and there is no room in the 1% to move any part of the scores).
- ▶ Let’s say the district had a total of six NDAA2 scores that are proficient or advanced.
- ▶ How does the district make the best choices of which two student scores (of the six) could be determined “overage scores”?

Subgroups—look at how many subgroups will be affected.

Student	Ethnicity	Econ. Dis.	Disability	LEP
A	•		•	
B			•	
C		•	•	
D	•	•	•	•
X			•	
Y		•	•	

Opportunity for Reconsideration

- ▶ Federal regulations allow that in certain limited instances, a district may request their findings be reconsidered if they have unusual enrollment patterns, or special centers located in their region which cause disproportionate numbers of students with disabilities.
- ▶ If the district provides to the state, sufficient documentation of the circumstances, the state may review the request and has the authority to grant an exception based on federal requirements.

Questions:

- ▶ Please contact Doreen Strode at 701-591-0232 or email questions to dstrode@nd.gov
