



TITLE I INSTRUCTIONS AND GUIDANCE
ADEQUATE YEARLY PROGRESS: INFORMATION AND
GUIDANCE
2014

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ADEQUATE YEARLY PROGRESS

Adequate Yearly Progress Performance and Targets

1. WHAT IS ADEQUATE YEARLY PROGRESS?

Adequate yearly progress (AYP) is the measure by which schools, districts, and states are held accountable for student performance under Title I of No Child Left Behind (NCLB). The below table illustrates the AYP proficiency targets from the 2002 assessments through the 2014 assessments. Under the current system, the targets will remain at 100% following the 2014 assessments. Note that Wyoming received an AMAO Freeze Waiver for the 2013 assessments, freezing proficiency targets at 2012 levels.

Wyoming's AYP Intermediate Goals (bold) and Annual Objectives

Year	Elementary School		Middle School		High School	
	Language Arts	Mathematics	Language Arts	Mathematics	Language Arts	Mathematics
2002	30.40	23.80	34.50	25.30	48.40	35.80
2003	30.40	23.80	34.50	25.30	48.40	35.80
2004	30.40	23.80	34.50	25.30	48.40	35.80
2005	42.00	36.50	45.42	37.75	57.00	46.50
2006	42.00	36.50	45.42	37.75	57.00	46.50
2007	42.00	36.50	45.42	37.75	57.00	46.50
2008	53.60	49.20	56.33	50.20	65.60	57.20
2009	53.60	49.20	56.33	50.20	65.60	57.20
2010	53.60	49.20	56.33	50.20	65.60	57.20
2011	65.20 (78.10)	61.90 (75.00)	67.25 (69.60)	62.65 (62.80)	74.20 (63.00)	67.90 (54.20)
2012	85.40	83.30	79.70	75.20	75.40	69.50
2013	85.40	83.30	79.70	75.20	75.40	69.50
2014	100.00	100.00	100.00	100.00	100.00	100.00

Please note that in 2011 writing was removed from the PAWS-Language Arts calculations. Due to this change, AMAOs were refigured to include only reading. The refigured AMAOs that were used as the targets are the bolded AMAO targets in that year.

2. WHAT GRADES USE THE ELEMENTARY SCHOOL TARGETS?

The elementary targets apply to grades 3-6.

3. WHAT GRADES USE THE MIDDLE SCHOOL TARGETS?

The middle school targets apply to grades 7-8.

4. WHAT GRADES USE THE HIGH SCHOOL TARGETS?

The high school targets apply to grade 11.

5. IF MY SCHOOL HAS GRADES WITH DIFFERENT ANNUAL MEASUREABLE ACHIEVEMENT OBJECTIVES (AMAOs), HOW IS AYP DETERMINED FOR MY SCHOOL?

When a school has grades with varying targets, Grades 3-8 and 11 within the school are combined for AYP determinations using a proficiency index. This provides the fairest method of evaluating schools by taking into account differing AMAOs for elementary, middle and high school grades across Wyoming's wide variety of school grade configurations. The elementary AMAO applies to grades 3 through 6 (the majority of Wyoming grade 6 students attend classes in the K-6 elementary school environment), the middle school AMAO applies to students in grades 7 and 8, and the high school AMAO applies to students in grade 11.

An example of the proficiency index for a hypothetical school serving grades 6 and 7 for the Asian category is illustrated below:

2014 AMAO

Grade 6 = 42.00% proficient

Actual percent of Grade 6 Asian students (N=20) proficient = 40%. *Difference = -2%*

Grade 7 = 45.42% proficient

Actual percent of Grade 7 Asian students (N=30) proficient =50%. *Difference = +4.58%*

Weighting constants (Grade N/Total N): Grade 6: $20/50 = 0.4$ Grade7: $30/50 = 0.6$

$$\text{Proficiency Index: } 0.4*(-2\%) + 0.6*(4.58\%) = 1.95\%$$

A Proficiency Index of zero or higher indicates that the AMAO has been met by the subgroup in the school. In this example, the Asian subgroup in this school meets the AMAO with a proficiency index of 1.95%. When the Proficiency Index is less than zero, a 95% confidence interval is applied to determine if the gap is statistically significant. If the gap (% below zero) is not statistically significant, the subgroup will be considered to have made AYP.

6. WHAT AREAS ARE INCLUDED WHEN COMPUTING AYP?

The three areas are: participation, performance, and the additional indicator. Please see the following sections for additional information on each indicator.

AYP Participation

1. HOW MANY STUDENTS NEED TO BE IN A SUBGROUP BEFORE AYP PARTICIPATION DECISIONS ARE MADE?

For each subgroup (including the "All Students" subgroup) there must be at least 40 students in the subgroup enrolled in the school's tested grades for an AYP Participation determination to

be made on that subgroup. This excludes any student that is considered exempt. Please see AYP Performance for a list of all subgroups.

2. IS PARTICIPATION BROKEN DOWN BY SUBGROUP?

The participation rate is broken down by content areas (math and reading). These content areas are then broken down by subgroups.

3. WILL A SCHOOL/DISTRICT BE HELD ACCOUNTABLE FOR PARTICIPATION ON THE STATE ASSESSMENTS FOR A STUDENT WHO ENTERS THE SCHOOL/DISTRICT ON THE FIFTEENTH TESTING DAY OF THE OFFICIAL PAWS WINDOW?

If a student enters a school/district on or before the fifteenth testing day of the official PAWS window, then the student’s participation will be included in the school/district AYP participation calculation. For the ACT test, if an 11th grade student has an enrollment record during the ACT testing window, the student will be included in the participation rate.

4. WILL A SCHOOL/DISTRICT BE HELD ACCOUNTABLE FOR PARTICIPATION IN PAWS FOR A STUDENT WHO ENTERS THE SCHOOL/DISTRICT AFTER THE FIFTEENTH TESTING DAY OF THE OFFICIAL PAWS WINDOW?

No. A school will not be held accountable for participation in PAWS for any student that enters a school/district after the fifteenth testing day of the PAWS window. The school/district where the student was enrolled on the fifteenth testing day of the PAWS window will be held accountable for the participation of that student. For the ACT test, if an 11th grade student has an enrollment record after the ACT testing window, the student will not be included in the participation rate.

AYP Performance

1. HOW MANY STUDENTS MUST BE IN A SUBGROUP BEFORE AYP PERFORMANCE DECISIONS ARE MADE?

Please see the following table:

SUBGROUP	# TESTED STUDENTS IN THE SCHOOL		SUBGROUP	# TESTED STUDENTS IN THE SCHOOL
All Students	6		Hispanic	30
White	30		English Language Learner (ELL)	30
Black	30		Free & Reduced Lunch	30
Asian	30		Individual Education Plan (IEP)	30

American Indian	30		Native Hawaiian or Other Pacific Islander	30
Two or More Races	30			

2. HOW ARE AYP DECISIONS MADE WHEN THERE ARE LESS THAN 6 STUDENTS TESTED IN A SCHOOL?

Schools with fewer than six test scores are reviewed based on averaged data over the previous 2-3 years to ensure at least six test scores to meet the n-size. If any schools remain, they will be reviewed on a case-by-case basis so that all schools are included in AYP.

Additional Indicators

1. WHAT IS THE HIGH SCHOOL ADDITIONAL INDICATOR?

The high school additional indicator is the graduation rate as defined by the Consolidated State Accountability Workbook. The formula to calculate the graduation rate is listed in the Graduation Rate section of this document. Please refer to the formula and explanation. The graduation rate must be at least 85% or the school must meet the designated alternate target based on last year's graduation rate. Please see the [Wyoming Department of Education's website](#) for a list of alternate targets.

2. WHAT IS THE ADDITIONAL INDICATOR AT THE ELEMENTARY AND MIDDLE SCHOOL LEVELS?

Wyoming uses the reduction in the percentage of students scoring in the below basic performance category in reading as the additional academic indicator for elementary and middle schools. If, in the current year, a school's percentage of students scoring below basic in reading is below 15%, the school has met the additional indicator. If the percentage of students reading below basic is greater than 15%, then a reduction of 10% in the percentage of students reading below basic will allow a school to meet the additional indicator.

3. HOW IS THE ADDITIONAL INDICATOR CALCULATED FOR SCHOOLS THAT SERVE GRADES WITH TWO DIFFERENT ADDITIONAL INDICATORS?

Such schools would need to meet both the below basic reading additional indicator as well as the graduation rate. If the school misses either or both of the additional indicators, then the school will miss AYP for the additional indicator.

4. ARE THE ADDITIONAL INDICATORS BROKEN DOWN BY SUBGROUP?

For the additional indicator reported in the AYP results, only the results for "All Students" group are included. The additional indicators for subgroups must be met if a subgroup is trying to meet AYP through safe harbor, but this will not be publicly reported.

Graduation Rate

1. HOW IS THE GRADUATION RATE CALCULATED?

The regulatory rate calculation of the 2009-10 school year, and schools years going forward, is a four-year adjusted cohort graduation rate that will utilize the following formula (example formula is for the 2010-11 AYP determination school year):

$$\text{Four-Year Adjusted Cohort = Graduation Rate} = \frac{\text{Number of cohort members who earned a regular high school diploma by the end of the 2009-2010 school year}}{\text{Number of first-time 9}^{\text{th}} \text{ graders in fall 2006 (starting cohort) plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2006-2007, 2007-2008, 2008-2009, and 2009-2010}}$$

Wyoming began using the regulatory graduation rate for AYP determinations based on the 2010-2011 assessment results.

The methodology for determining if a school or LEA has made progress on the additional indicator proceeds as follows:

1. A high school's graduation rate is calculated in alignment with the formula described in the State of Wyoming Consolidated State Accountability Workbook Section 7.1.
2. A minimum n-size of 30 students will be applied to the AYP graduation rate determinations. This n-size will apply to all student groups. If a school/district has fewer than 30 students in the aggregate or in a subgroup, then multiple cohorts will be combined to increase the n-size making more schools accountable for graduating the students in all of their subgroups. If the sum of cohorts over the three years for a student group is less than thirty, then no AYP determination will be made on that student group.

2. DOES A STUDENT WHO GETS THEIR GED COUNT AGAINST THE GRADUATION RATE?

In order to get a GED, a student must first drop out of school. Since the student dropped out of school, they do count as a dropout for the school and reduce the graduation rate.

Safe Harbor

1. WHAT IS SAFE HARBOR?

Safe Harbor is a provision in the No Child Left Behind law that allows schools to meet AYP even if they have not met the performance targets. In order to reach safe harbor, a school or district must make a decrease in the percent of non-proficient students (those in the below basic and basic categories) that is statistically significant to at least 10%. The percentage of students testing non-proficient last year is compared to the number of students testing non-proficient this year to determine whether there has been a 10% decrease between last year and this year. This applies school-wide for all students tested.

An important distinction needs to be made. The question of, “Has the school or DISTRICT made an increase in the number of proficient (or advanced) students that is statistically equivalent to 10%” is *NOT* the same as looking for a 10% decrease in non-proficient students. Refer to the following question for calculations and an example.

2. HOW IS SAFE HARBOR CALCULATED?

Before Safe Harbor can be calculated, a school must meet the Additional Indicator for the subgroup trying to meet safe harbor:

Grades 3-8: The additional indicator is the reduction in the percentage of students reading in the below basic category from the previous year.

Grade 11: The additional indicator is growth in the graduation rate. Please refer to the Graduation Rate section of this document for the formula.

Safe Harbor Calculation:

Step 1: The percentage of students that are proficient and advanced in the previous school year is subtracted from 100% to give the percent of students that were non-proficient in the previous school year.

Step 2: The percent of students that are non-proficient is then multiplied by 10%. This gives the amount of reduction of non-proficient students a subgroup would need to achieve in order to meet safe harbor.

Step 3: The percent reduction in non-proficient students is then subtracted from the total percent of non-proficient from the previous school year. This last calculation provides the maximum percentage students that can be non-proficient on the PAWS/ACT in the current school year.

Example: Suppose a school has 72% of their students advanced or proficient last year. This means that 28% of the students were non-proficient. In order to make safe harbor, the school needs to have a 10% decrease in the number of non-proficient students. This is calculated by taking $28\% \times 10\% = 2.8\%$. If you subtract 2.8% from 28% you get 25.2%. That means that the school would need 25.2% or fewer of its students with non-proficient results in order to meet Safe Harbor.

3. DOES THE SCHOOL OR DISTRICT NEED TO MEET THE ADDITIONAL INDICATOR TO BE ELIGIBLE FOR SAFE HARBOR?

If a school or district is trying to meet AYP for a subgroup through safe harbor, then *that subgroup* is required to meet the additional indicator. If the subgroup does not meet the additional indicator, then the subgroup cannot make AYP through safe harbor.

4. DOES THE SCHOOL OR DISTRICT NEED TO MEET THE AYP PARTICIPATION RATE TO BE ELIGIBLE FOR SAFE HARBOR?

If a school or district is trying to meet AYP for a subgroup through safe harbor, then *that subgroup* is required to meet the AYP participation rate. If the subgroup does not meet the AYP participation rate, then the subgroup cannot make AYP through safe harbor.

Schools without Tested Grades

1. HOW IS AYP CALCULATED FOR MY SCHOOL IF I DO NOT HAVE ANY TESTED GRADES?

In Wyoming there are schools that are K-2 grade configurations. These schools are “paired” with a school that includes a tested grade for purposes of accountability. For example, several districts have organized their elementary schools so that students attend grade K-2 in one building and then move to a different building for grades 3-5. In this case, the AYP results for the 3-5 school are used to hold the K-2 school accountable as well. The rationale for this is quite simple; teachers in the two different schools need to be communicating across buildings to plan their curricular and instructional sequences. Holding both schools equally accountable for the 3-5 school results should help foster this communication. The following is a list of Wyoming schools that do not contain any of the currently assessed grades and the school with which they are paired for accountability purposes.

School ID	School Name	Grades Served	Accountability Related School	School ID
0501002	Douglas Primary School	K-2	Douglas Intermediate School	0501010
0801007	Lincoln Elementary	K-2	Trail Elementary	0801006
1101021	Lebhart Elementary	K-2	Fairview Elementary	1101013
1601003	Libbey Elementary	K-2	West Elementary	1601005
2001010	Jackson Elementary	K-2	Colter Elementary	2001009
2301003	Newcastle Elementary	K-2	Gertrude Burns Intermediate	2301001
0725001	Ashgrove Elementary School	K-2	Rendezvous Elementary School	0725007
0725005	Aspen Park Elem. School	K-2	Rendezvous Elementary School	0725007
0725003	Jackson Elementary School	K-2	Rendezvous Elementary School	0725007

1% ALT CAP

1. WHAT IS THE 1% ALT CAP?

When measuring AYP, the State and districts have the flexibility to count the proficient scores of students with the most significant cognitive disabilities who take alternate assessments based on alternate achievement standards—so long as the number of those proficient scores does not exceed 1.0 percent of all students enrolled in the grades assessed (about nine percent of students with disabilities) at the district and State level. The 1.0 percent cap does not restrict the number of students who may participate in an alternate assessment. It does limit the number of proficient and advanced scores based on alternate achievement standards that may be used in the calculation of AYP. A limit is required to ensure a thoughtful application of alternate achievement standards and to protect IEP teams from pressure to assign low-performing students to assessments and curricula that inappropriately restrict in scope, thus limiting educational opportunity for these students.

2. ARE SCHOOLS HELD TO THE 1% ALT CAP?

The 1.0 percent cap does not apply at the school level. Some districts may deliver special services for students with the most significant cognitive disabilities in one or a few schools. Additionally, the enrollment patterns of students across a district might not result in an even distribution of students with the most significant cognitive disabilities among schools, even if there are no special centers for these students. In these cases, a 1.0 percent cap on the number of students who may be counted as scoring proficient or advanced on alternate assessments based on alternate achievement standards would prove unworkable at a school level and not be in the best interests of those students.

3. HOW IS THE 1% ALT CAP CALCULATED?

The 1.0 percent cap is based on the number of students enrolled in the tested grades. This means that since the State is testing in grades 3-8 and 11, the 1.0 percent calculation is based on the number of students in those grades. The number of students in a tested grade is based on enrollment on the first day of the PAWS testing window, including students who are publicly placed in a private school to receive special education services.

AYP and Science

1. SCIENCE IS TESTED THROUGH PAWS AND ACT. WILL IT COUNT TOWARDS AYP?

Currently, Science will not be included in the AYP decision. This will only change if the reauthorization of No Child Left Behind requires Science to be part of the accountability decisions.

Banked Scores

1. **DOES A STUDENT IN GRADES 3-8 HAVE TO TAKE THE PAWS AGAIN IF THEY ARE RETAINED IN A GRADE?**

Yes, these grades do not permit banking. This means that scores from the previous year cannot be used in subsequent years. For AYP, if a retained student in any grade 3-8 does not take PAWS in their retained year, they would count against the school and district's participation rates.

2. **DOES A STUDENT REPEATING 11TH GRADE NEED TO RETAKE ACT?**

Yes, there is no banking of scores. The prior year testing scores will not be used.

AYP Results and Notification

1. **WHEN ARE SCHOOLS/DISTRICTS NOTIFIED ABOUT THEIR AYP STATUS?**

Preliminary AYP results will typically be released to school districts in mid-August; should the timeline vary, districts will be notified. AYP decisions become final 16 days after district release. The public release of the final AYP decisions will be made 5 days after final district release.

2. **HOW ARE SCHOOLS/DISTRICTS NOTIFIED OF THEIR AYP STATUS?**

After AYP decisions have been made, a memo is released to districts.

3. **WHEN WILL THE PUBLIC RECEIVE NOTIFICATION OF AYP RESULTS?**

AYP results will be released to the public 5 days after final district notification.

4. **WHERE ARE PUBLICLY RELEASED AYP RESULTS FOUND?**

AYP results, including prior years, can be found on the [Wyoming Department of Education's website](#).

Review of AYP Determinations

1. **ON WHAT BASIS CAN SCHOOLS/DISTRICTS REQUEST AN INFORMAL REVIEW OF AYP DECISIONS?**

The request to review the AYP decision may be based on statistical error or other substantive reasons as contained in Section 1116(b)(2) of No Child Left Behind.

2. **HOW CAN A SCHOOL/DISTRICT RECEIVE AN INFORMAL REVIEW PROCESS OF AYP DECISIONS?**

If a school/district believes an AYP decision was made in error, a school or district must submit a WDE 713 form (District) or WDE 714 form (School) to the Wyoming Department of Education explaining which AYP decision is in need of review and why. After receiving the AYP request for review (WDE 713 or WDE 714), the Wyoming Department of Education will research and work with the district to resolve the potential error. The request for review must be received at the Wyoming Department of Education within 15 days of the preliminary AYP results being sent to

the districts. Once the potential error is resolved, the school/district will be notified of the resolution to the error review.

3. HOW LONG DOES A SCHOOL/DISTRICT HAVE TO REQUEST AN INFORMAL REVIEW OF AYP DECISIONS?

After a district receives the preliminary AYP results, the school/district has 15 days to review AYP results and to provide the Wyoming Department of Education the request to review AYP decisions.

Not Meeting AYP

1. WHAT HAS TO HAPPEN FOR A DISTRICT TO MISS AYP?

A district can miss AYP in any one of three indicators: Participation; Performance; or the Additional Indicator. For Participation and Performance indicators, AYP must be missed in the same content area at all three grade spans. For the Additional Indicator, all three grade spans must miss AYP for their Additional Indicator. Refer to detailed explanations below for additional information.

Participation: A *district* will miss the AYP Participation Rate if the participation rate in a content area is missed by all three grade spans: Elementary (grades 3-6), Middle (grades 7-8), High (grade 11). There must be at least 40 students showing as enrolled in the tested grades on the fifteenth testing day of the official PAWS window (or during the ACT testing window for 11th grade students). A *district* would miss the participation rate if less than 95% of the students in *any* subgroup at all three grade spans participate in the state assessment in language arts or math. For example, a *district* that misses the participation rate at the elementary, middle, and high school grades spans in Language Arts (LA) would miss the AYP Participation Rate for LA at the district level. However, if the district made the AYP participation rate at the high school grade span, but missed the AYP participation rate at the elementary and middle grade spans for LA, then the district would make the district level AYP Participation Rate.

Participation rate is calculated by taking the number of students tested during one year's testing window divided by the number of students enrolled in the district. If this ratio results in 95% or above, the district has made AYP. If the result is less than 95%, then the number of students tested in the current year and prior year are divided by the number of students enrolled in the school in the current year and prior year (a 2-year average). The district has made the AYP Participation rate if this ratio is greater than or equal to 95%. If it is less than 95%, then one more calculation is performed using the number of students tested in the current year and 2 consecutive prior years over the number of students enrolled in the current year and 2 consecutive prior years (3-year average). The district has not missed Participation rate if the result is 95% or above. Participation rate has been missed if the result is below 95%.

Performance: A district will miss the AYP Performance Measures in either language arts or math if the proficiency index in that content area is less than zero in any of the subgroups for all three grade spans: (elementary, middle and high).

Additional Indicator: A district will miss the AYP Additional Indicator if the additional indicator is not met by all three grade spans: (elementary, middle and high). Elementary and middle school will miss the AYP Additional Indicator if the percentage of students reading below basic is greater than 15% or the percentage of students reading below basic has increased from the prior year. High Schools would miss the additional indicator if the graduation rate is less than 85% or the school did not meet the alternate target, as specified above.

Once a district misses AYP for two consecutive years, the district will then enter District Improvement status. For more information on this topic, please see the AYP and District Improvement guidance section of this document, [Wyoming Chapter 6 rules for non-Title I school requirements](#), and the [WDE website](#) for Title I school requirements.

2. HOW DOES A SCHOOL MISS AYP?

Participation: A *school* will miss the AYP Participation Rate if the participation rate in a content area is missed by any of the subgroups. There must be at least 40 students showing as enrolled in the tested grades on the fifteenth testing day of the official PAWS window (or during the ACT testing window for 11th grade students). If a school's participation rate in *any* subgroup in language arts or math is less than 95% then a school would miss the AYP Participation Rate. Participation rate is calculated by taking the number of students tested in during one year's testing window divided by the number of students enrolled in the school. If this ratio results in 95% or above, the school has made AYP. If the result is less than 95%, then the number of students tested in the current year and prior year are divided by the number of students enrolled in the school in the current year and prior year (a 2-year average). Again, if this ratio is 95% or above, the school has made AYP Participation rate. If it is less than 95%, then one more calculation is performed using the number of students tested in the current year and 2 consecutive prior years over the number of students enrolled in current year and 2 consecutive prior years (3-year average). The school has not missed Participation rate if the result is 95% or above. Participation rate has been missed if the result is below 95%.

Performance: A school will miss the AYP Performance Measures if the proficiency index is less than zero in any subgroup in either the math or language arts content area.

Additional Indicator: The additional indicator for High school (grade 11) is the graduation rate. If the graduation rate is less than 85% or the specified target, then the 11th grade additional indicator would not have been met. For grades 3-8, the additional indicator is the percentage of students reading below basic. If the percentage of students reading below basic is greater than 15% or there was an increase from the prior year, then the 3-8 additional indicator would be missed.

Once a school misses AYP for two consecutive years, the school will then enter School Improvement status. For more information on this, please see information in the section labeled AYP and School Improvement, [Wyoming Chapter 6 rules](#), and the [WDE website](#) for Title I school requirements.

3. WHAT SUBGROUPS ARE USED WHEN MAKING AYP DETERMINATIONS?

The *additional indicator* makes determinations only on the “All Students” subgroup.

For both the *participation* and *performance* measures the subgroups used in making AYP determinations include:

- | | |
|-------------------|---|
| All Students | Hispanic |
| White | English Language Learner (ELL) |
| Black | Free & Reduced Lunch |
| Asian | Individual Education Plan (IEP) |
| American Indian | Native Hawaiian or Other Pacific Islander |
| Two or More Races | |

AYP and District Improvement

1. HOW DOES A DISTRICT GO INTO DISTRICT IMPROVEMENT?

In order for a district to be classified as being in need of improvement, it must fail to make AYP for two consecutive years for the same content area or other academic indicator in all three grade spans (elementary, middle/junior high, and high school), regardless of the subgroup.

Hypothetical Examples

Example 1

	Elem ELA	Middle ELA	High ELA	Elem Math	Middle Math	High Math	Elem Add'l Indicator	Middle Add'l Indicator	High Add'l Indicator
Year 1	X	X	X						
Year 2	X	X	X						
In this example, the district has missed AYP in the same subject (language arts) across all grade spans for two consecutive years. Thus, the district would be identified for improvement.									

Example 2

	Elem ELA	Middle ELA	High ELA	Elem Math	Middle Math	High Math	Elem Add'l Indicator	Middle Add'l Indicator	High Add'l Indicator
Year 1							X	X	X
Year 2							X	X	X
In this example, the district has missed AYP in the additional indicator across all grade spans for two consecutive years. Thus, the district would be identified for improvement.									

Example 3

	Elem ELA	Middle ELA	High ELA	Elem Math	Middle Math	High Math	Elem Add'l Indicator	Middle Add'l Indicator	High Add'l Indicator
Year 1				X	X	X			
Year 2	X		X		X			X	
In this example, the district has not missed AYP in the same area across all grade spans for two consecutive years. Thus, the district would not be identified for improvement.									

2. What does it mean to be in District Improvement Status Year 1, Year 2, etc.?

For each consecutive year a district does not make AYP, consequences increase. Chapter 6 of WDE Rules & Regulations outlines the rewards and consequences for schools and districts under NCLB. Please see [Chapter 6](#) rules for non-Title schools and the [WDE website](#) for Title I requirements.

3. What is “Holding Status” and what does it mean for districts?

A district in District Improvement Status must meet AYP targets or make Safe Harbor in the same content area(s) or other academic indicators missed for two consecutive years in order to exit from District Improvement Status. The first year a district in District Improvement Status meets AYP or Safe Harbor, it remains in the same District Improvement Status (example: Improvement Year 1) for that year rather than advancing to the next status (Improvement Year 2). In other words, the district remains in “Holding Status” and continues in the same year of improvement. If the district makes AYP the following year, it exits District Improvement Status. If the district does not make AYP the following year it advances to the next level of District Improvement Status (if it was “holding” in Improvement Year 1, it will advance to Improvement

Year 2). While a district is in Holding Status, the same consequences apply that have applied the previous year. So, a district in Holding Status in Improvement Year 1 will be required to review the District Improvement Plan and set aside 10% of Title I funds for professional development. The tables below show two examples of “Holding Status.”

Example 1

YEAR	AYP RESULTS	STATUS	CONSEQUENCES
1	Not Met	Warning Year	Examine reasons AYP not met
2	Not Met	Improvement Year 1	District Improvement Plan, 10% set-aside
3	Met	HOLDING Improvement Year 1	Review Plan, 10% set-aside
4	Met	Exit District Improvement Status	None
5	Not Met	New Warning Year	Examine reasons AYP not met

Example 2

YEAR	AYP RESULTS	STATUS	CONSEQUENCES
1	Not Met	Warning Year	Examine reasons AYP not met
2	Not Met	Improvement Year 1	District Improvement Plan, 10% set-aside
3	Met	HOLDING Improvement Year 1	Review Plan, 10% set-aside
4	Not Met	Improvement Year 2	Implement Plan, 10% set-aside
5	Met	HOLDING Improvement Year 2	Continue to Implement Plan, 10% set-aside
6	Met	Exit District Improvement Status	None

4. [How does a district exit from District Improvement Status?](#)

A district in District Improvement Status must meet AYP targets or show enough improvement to make Safe Harbor for two consecutive years in the same content area in order to exit from District Improvement Status. Once a district exits District Improvement Status, the district is back at the beginning with a clean slate. If AYP is not met the next year, the district is in Year 1 of not making AYP with no consequences other than to examine the reasons that AYP was not met.

5. [What must the district do when it is identified for improvement?](#)

As stated above, for each consecutive year a district does not make AYP consequences increase. Chapter 6 of WDE Rules & Regulations outlines the rewards and consequences for schools and districts under NCLB. Please see [Chapter 6](#) rules for non-Title schools and the [WDE website](#) for Title I requirements.

In addition to several other requirements, located throughout the above resources, the district must develop a required two-year plan (submitted annually) that addresses the academic issues that caused it to be identified for district improvement. This may be a new plan or a revision of an existing District Improvement Plan. It must be completed no later than three months after the district has been identified and must meet ALL federal requirements under NCLB. **PLANS MUST BE SUBMITTED TO THE WDE WITHIN 90 DAYS OF NOTIFICATION OF IMPROVEMENT STATUS.**

6. [If the district identified for improvement has an existing plan, must it create a new plan to meet the district improvement requirements?](#)

No. A district with an existing plan may use the three months after it is identified to review and revise it to ensure that the plan incorporates the required statutory elements. However, for any plan to serve as a useful tool for improvement it must address the specific needs of the district, its schools, and its students; contain realistic goals and strategies; and reflect the commitment of staff, students, parents and community in its implementation. If this has not been the case with the existing plan, the district and stakeholders may be better served by starting a new planning process and creating a realistic plan that has a higher probability of success.

7. [What is the purpose of the District Improvement Plan?](#)

The purpose of the District Improvement Plan required by NCLB is to address the circumstances in the district that prevent students in its schools from achieving proficiency in the core academic subjects of reading, writing, and mathematics. The Improvement Plan must analyze and address district leadership for schools, governance and fiscal infrastructures (policies, procedures and systems in place), and curriculum and instruction. Refer to the federal [LEA and School Improvement Non-Regulatory Guidance](#) for details on the planning process and contents.

8. What topics must the plan address?

Please refer to the federal [LEA and School Improvement Non-Regulatory Guidance](#) for detailed information on plan requirements and recommended elements.

9. Who should be on the District Improvement Planning Team?

There must be a variety of participants from the following groups: parents; administrators; teachers; other school staff; and community members. Each group should have one or more representatives and each school (particularly any not making AYP) should be represented. Parents must be other than school staff. List school staff in the school staff group, even if they are also parents. Paid consultants are not required but may be included on the team. WDE consultants may also be included in the space provided.

10. Why must the plan address professional development?

The academic success of students is highly correlated with the qualifications and skills of their teachers. Ongoing high-quality professional development is crucial to ensure the continuous development of teachers' instructional skills needed to help all students achieve academically. The professional development included in the plan must tie to the goals and objectives of the plan and support any strategies or interventions to be implemented.

11. What types of professional development should be provided?

The professional development identified in the plan should directly address the academic achievement problems that caused the district to be identified. There must be professional development activities that support the strategies and interventions selected to meet the identified goals. These activities will focus on the teaching and learning process. Professional development might also include training teachers to analyze data to inform their instruction. Teacher mentoring activities or programs must be included in the plan.

12. Why must teacher mentoring be included in the plan?

Currently more than half of all new teachers leave the profession within five years of beginning their teaching careers. High-quality, structured mentoring programs have a positive effect on the retention of qualified teachers and the quality of instruction. For this reason, NCLB requires a mentoring component.

13. What is the source of funding for the high-quality professional development required when the district is identified for improvement?

When identified for improvement, the district must set aside 10% of its Title IA funds for high-quality professional development for instructional staff that is specifically designed to improve classroom teaching. This set-aside is required for each year the district is identified for improvement.

The district may include in the 10% total any funds that schools within the district have reserved from Title IA funds while in School Improvement. However, funds designated to help teachers become highly qualified may not be included in this total.

14. What is the difference between the NCA Goal and the Annual Measurable Objective?

The NCA Goal is the big picture, district-wide goal for the NCA Plan. NCA goals are stated in terms of what all students will do or accomplish in the content area. NCLB requires that objectives be written in specific and measurable terms. This requirement will be met on the WDE template by writing Annual Measurable Objectives for each group that did not make AYP. The Measurable Objectives tell how specific interventions or strategies will be employed to accomplish the district-wide goal as well as how the district will know when they have accomplished the objective. One method that can be used to write measurable objectives is to use the “SMART” format:

S = Strategic and specific – Strategically aligned with the district-wide goals and specific about **what** will improve.

M=Measurable –**How** the objective will be measured. If students are to improve reading levels, how much improvement is expected?

A=Attainable – Can you reasonably expect to attain this objective in the time allotted and using available resources?

R=Results-oriented – The objective is stated in terms of the desired outcome or results.

T=Time bound – There is a set time frame stated in the objective. **When** will this be accomplished?

SMART objectives can be written in this format:

When will **who** do **what**, **how well** and as measured **how**.

Each of the underlined words is a key question to be answered in writing the objective.

When: indicates the time frame to be used. This will usually be one specific school year.

Who: indicates which students will be involved in the objective. This could be one or more subgroups, grade levels, all students, or any group identified in the data review.

What: indicates area or areas to be improved. Specify the content area, the skills, the behaviors to improve such as Math problem solving, Reading vocabulary, or school attendance.

How well: indicates the amount of improvement expected. Depending on the area to be improved, this may be a percentage of growth, a set target to meet, an increase in proficiency levels, or some other tangible measure.

How: indicates how the improvement will be measured. What instrument will be used to assess progress toward meeting the objective? Some examples: PAWS tests or subtests; ACT; other norm referenced tests; district assessments; content or program specific assessments.

Here are some examples to show how a measurable objective might look using this format:

Example 1

During the 2006-2007 school year, all students

When

Who

will improve their math problem solving skills

What

as measured by a 10% gain in the percent proficient

How Well

on the PAWS Math Assessment.

How

This example demonstrates how each part of the objective responds to a key question. The objective addresses the need for all students to improve in math.

Example 2

During the 2006-2007 school year, the number of first through fifth grade regular education students in Sample School District #1 improving their writing skills in targeted traits will increase 5% at each grade level as measured by the Six-Traits scoring rubric monthly grade level assessments. Refer to the following chart for performance targets at each grade level.

Performance Targets		Rubric Target Score at/above 3-4	
Grade Level	Focus Area	05-06 % at/above	06-07 % at/above
Kindergarten	Ideas	56%	61%
First Grade	Organization	65%	70%
Second Grade	Organization	48%	53%
Third Grade	Word Choice	74%	79%
Fourth Grade	Word Choice	79%	84%

Fifth Grade	Conventions	62%	67%
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This objective provides for improvement in the same area across several grade levels. It also allows for a different focus within the same content area for each grade level. Note the assessment used for measurement is the Six-Traits monthly grade level assessment. Frequent assessments over time help to measure incremental change and inform instruction.

Example 3

During the 2006-2007 school year, Sample School District #1 will increase students' proficiency in vocabulary skills in the non-proficient student subgroups as measured by the PAWS Writing Assessment. (See targets below for each non-proficient subgroup.)

Subgroup	05-06 Actual	06-07 Target
African American	52.4%	57.4%
American Indian	50%	55%
IEP	0%	20%
Free or Reduced Lunch	58.7%	64%

Example 3 provides a table so that targets can be set for different subgroups in the same skill area. Notice the percentage of improvement varies among the subgroups. The IEP group has the greatest need for improvement and has a significantly higher target. Since the objective is a skill set within the writing area, it may be helpful to specify the subtest of the Writing Assessment to be used for measurement of the objective.

The district may already have district-wide goals set in reading, writing and math. These same goals can be used for the revised plan for AYP to address the areas not met. If there is no district-wide goal in a content area where AYP was not met, a goal **must** be developed. New Measurable Objectives must be written to achieve the goals for each subgroup that did not make AYP. More than one objective can be written for a subgroup; however, fewer objectives are preferable in order to maintain focus.

15. Must a separate Measurable Objective be written for every subgroup that does not make AYP in the same content area?

No. If the district's data indicates that more than one subgroup needs to improve in the same content area and the same tool can be used to measure progress, a chart can be used to specify the targets for each subgroup.

While performance target charts will minimize the number of objectives needed, it is important to be sure the objective is suitable for each of the groups included. In Example 3, for instance, the data should clearly point to a need to improve vocabulary in all four subgroups listed.

The district may already have district-wide goals set in reading, writing and math. These same goals can be used for the revised plan for AYP to address the areas not met. If there is no district-wide goal in a content area where AYP was not met, a goal must be developed in that content area. New Measurable Objectives must be written to achieve the goals for each subgroup that did not make AYP. More than one objective can be written for a subgroup; however, fewer objectives are preferable in order to maintain focus.

AYP and School Improvement

1. HOW DOES A SCHOOL GO INTO SCHOOL IMPROVEMENT STATUS?

A school can go into school improvement in three different ways.

- a) A school has missed the AYP participation rate in the same content area for two or more years;
- b) A school has missed the AYP performance measure in the same content area for two or more years; or
- c) A school has missed the additional indicator for two consecutive years.

2. HOW CAN A SCHOOL BE REMOVED FROM SCHOOL IMPROVEMENT STATUS?

A school would have to make AYP for two years in a row in the area(s) that put them into school improvement to begin with. Suppose a school had missed the performance measure in math for two years in a row but had made the language arts performance measure. To be removed from school improvement status, this school would have to make AYP for performance in math for two consecutive years.

3. What does it mean to be in school Improvement Status Year 1, Year 2, etc.?

For each consecutive year a district/school does not make AYP, consequences for the school increase. [Chapter 6](#) of WDE Rules & Regulations outlines the rewards and consequences for non-Title schools and districts under NCLB. In addition, please refer to the [WDE website](#) for additional resources and explanations for all Title I requirements.

4. What is "Holding Status" and what does it mean for schools?

A school in School Improvement Status must meet AYP targets or make Safe Harbor in the same content area(s) missed for two consecutive years in order to exit from School Improvement Status. The first year a school in School Improvement Status makes AYP or Safe Harbor, it

remains in the same School Improvement Status (example: Improvement Year 1) for that year rather than advancing to the next status (Improvement Year 2). In other words, the school remains in “Holding Status” and continues in the same year of improvement. If the school makes AYP the following year, it exits School Improvement Status. If the school does not make AYP the following year it advances to the next level of School Improvement Status (if it was “holding” in Improvement Year 1, it will advance to Improvement Year 2). While a school is in Holding Status, the same consequences apply that have applied in the previous year. So, a Title I school in Holding Status in Improvement Year 1 will be required to submit a revised School Improvement Plan and offer School Choice. The tables below show two examples of “Holding Status.”

Example 1

YEAR	AYP RESULTS	STATUS	CONSEQUENCES
1	Not Met	Warning Year	Examine reasons AYP not met
2	Not Met	Improvement Year 1	School Improvement Plan, 10% PD set-aside, school choice (20% set aside)
3	Met	HOLDING Improvement Year 1	Continue School Improvement Plan, 10% PD set-aside, school choice (20% set aside)
4	Met	Exit School Improvement Status	None
5	Not Met	New Warning Year	Examine reasons AYP not met

Example 2

YEAR	AYP RESULTS	STATUS	CONSEQUENCES
1	Not Met	Warning Year	Examine reasons AYP not met
2	Not Met	Improvement Year 1	School Improvement Plan, 10% PD set-aside, school choice

3	Met	HOLDING Improvement Year 1	Continue School Improvement Plan, 10% set-aside, school choice (20% set aside)
4	Not Met	Improvement Year 2	Continue School Improvement Plan, 10% PD set-aside, school choice and SES (20% set aside)
5	Met	HOLDING Improvement Year 2	Continue School Improvement Plan, 10% PD set-aside, school choice, SES (20% set aside)
6	Met	Exit School Improvement Status	None

5. [How does a school exit from School Improvement Status?](#)

A school in School Improvement Status must meet AYP targets or show enough improvement to make Safe Harbor for two consecutive years in the same content area(s) in order to exit from School Improvement Status. Once a school exits School Improvement Status, the school is back at the beginning with a clean slate. However, if AYP is not made the next year, the school will be in Year 1 of not making AYP with no consequences other than reviewing their School Improvement Plan and identifying reasons for under-performance (i.e. warning year). As with schools, districts must meet AYP for two years to exit district status.

6. [What must the school do when it is identified for Improvement?](#)

Among several other requirements located on the [WDE website](#) and within the USED's [LEA and School Improvement Non-Regulatory Guidance](#) the school must also develop a required two-year plan (reviewed and submitted annually) that addresses the academic issues that caused it to be identified for School Improvement. This may be a new plan or a revision of the existing School Improvement Plan. It must be completed no later than three months after the school has been identified and must meet ALL federal requirements under NCLB. Such requirements can also be located under the USED's [LEA and School Improvement Non-Regulatory Guidance](#).

7. [If the school identified for Improvement has an existing plan, must it create a new plan to meet the school improvement requirements?](#)

No. A school with an existing plan (including an NCA Plan) may use the three months after it is identified to review, revise and update it to ensure that the plan incorporates the required statutory elements. However, for any plan to serve as a useful tool for improvement it must

address the specific needs of the school and its students, contain realistic goals and strategies, and reflect the commitment of staff, students, parents and community in its implementation. If this has not been the case with the existing plan, the school and stakeholders may be better served by starting a new planning process and creating a realistic plan that has a higher probability of success.

8. What is the purpose of the School Improvement Plan?

The purpose of the School Improvement Plan required by NCLB is to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in the core academic subjects of reading, writing, and mathematics. Refer to the federal [LEA and School Improvement Non-Regulatory Guidance](#) for details on the planning process and contents.

9. What is the role of the district in the School Improvement Planning Process?

The district bears the primary responsibility for ensuring that any school in School Improvement Status receives technical assistance as it develops or revises its school plan and throughout the plan's implementation. The district is not required to provide the technical assistance directly, but may choose to do so. Other providers that may be used include the state; an institution of higher education; outside experts; or others with experience in helping schools improve academic achievement. In addition, the district is responsible to review and approve the School Improvement Plan using a Peer Review Process and assure implementation by providing necessary resources.

10. What topics must the plan address?

All plan requirements are included in the Guidance for each improvement status. Review criteria are also included defining evidence that each requirement is met. Refer to the federal [LEA and School Improvement Non-Regulatory Guidance](#) for detailed information on plan requirements and recommended elements.

11. Who should be on the School Improvement Planning Team?

There must be a variety of participants from the following groups: parents; administrators; teachers; other school staff; and community members. Each group should have one or more representatives. Parents must be other than school staff. List school staff in the school staff group, even if they are also parents. Paid consultants are not required but may be included.

12. Why must the plan address professional development?

The academic success of students is highly correlated with the qualifications and skills of their teachers. Ongoing professional development is crucial to ensure the continuous development of teachers' instructional skills in order to help all students achieve academically. The professional development included in the plan must tie to the goals and objectives of the plan and support any strategies or interventions to be implemented.

13. What kinds of professional development should be provided?

The professional development identified in the plan should directly address the academic achievement problems that caused the school to be identified. There must be professional development activities that support the strategies and interventions selected to meet the identified goals. These activities will focus on the teaching and learning process. Professional

development might also include training teachers to analyze data to inform their instruction. Teacher mentoring activities or programs must be included in the plan as required by ESEA Section 1116(b)(3).

14. Why must teacher mentoring be included in the plan?

Currently more than half of all new teachers leave the profession within five years of beginning their teaching careers. High-quality, structured mentoring programs have a positive effect on the retention of qualified teachers and the quality of instruction. For this reason, NCLB requires a mentoring component.

15. What is the difference between the NCA Goal and the Annual Measurable Objective?

The NCA Goal is the big picture, school-wide goal for the NCA Plan. NCA goals are stated in terms of what all students will do or accomplish in the content area. NCLB requires that objectives be written in specific and measurable terms. This requirement will be met on the WDE template by writing Annual Measurable Objectives for each group that did not make AYP. The Measurable Objectives tell how specific interventions or strategies will be employed to accomplish the school-wide goal as well as how the school will know when they have accomplished the objective. One method that can be used to write measurable objectives is to use the “SMART” format:

S = Strategic and specific – Strategically aligned with the school-wide goals and specific about **what** will improve.

M=Measurable –**How** the objective will be measured. If students are to improve reading levels, how much improvement is expected?

A=Attainable – Can you reasonably expect to attain this objective in the time allotted and using available resources?

R=Results-oriented – The objective is stated in terms of the desired outcome or results.

T=Time bound – There is a set time frame stated in the objective. **When** will this be accomplished?

SMART objectives can be written in this format:

When will **who** do **what**, **how well** and as measured **how**.

Each of the underlined words is a key question to be answered in writing the objective.

When: indicates the time frame to be used. This will usually be one specific school year.

Who: indicates which students will be involved in the objective. This could be one or more subgroups, grade levels, all students, or any group identified in the data review.

What: indicates area or areas to be improved. Specify the content area, the skills, the behaviors to improve such as Math problem solving, Reading vocabulary, or school attendance.

How well: indicates the amount of improvement expected. Depending on the area to be improved, this may be a percentage of growth, a set target to meet, an increase in proficiency levels, or some other tangible measure.

How: indicates how the improvement will be measured. What instrument will be used to assess progress toward meeting the objective? Some examples: PAWS tests or subtests; ACT; other norm referenced tests; local assessments; content or program specific assessments.

Here are some examples to show how a measurable objective might look using this format:

Example 1

During the 2009-2010 school year, all students

When

Who

will improve their math problem solving skills

What

as measured by a 10% gain in the percent proficient

How Well

on the PAWS Math Assessment.

How

This example demonstrates how each part of the objective responds to a key question. The objective addresses the need for all students to improve in math.

Example 2

During the 2009-2010 school year, the number of first through fifth grade regular education students at Sample School improving their writing skills in targeted traits will increase 5% at each grade level as measured by the Six-Traits scoring rubric monthly grade level assessments. Refer to the following chart for performance targets at each grade level.

Performance Targets		Rubric Target Score at/above 3-4	
Grade Level	Focus Area	08-09 % at/above	09-10 % at/above
Kindergarten	Ideas	56%	61%
First Grade	Organization	65%	70%
Second Grade	Organization	48%	53%
Third Grade	Word Choice	74%	79%

Fourth Grade	Word Choice	79%	84%
Fifth Grade	Conventions	62%	67%

This objective provides for improvement in the same area across several grade levels. It also allows for a different focus within the same content area for each grade level. Note the assessment used for measurement is the Six-Traits monthly grade level assessment. Frequent assessments over time help to measure incremental change and inform instruction.

Example 3

During the 2009-2010 school year, Sample School will increase students' proficiency in vocabulary skills in the non-proficient student subgroups as measured by the SAWS Writing Assessment. (See targets below for each non-proficient subgroup.)

Subgroup	9	09-10 Target
African American	52.4%	57.4%
American Indian	50%	55%
IEP	0%	20%
Free or Reduced Lunch	58.7%	64%

Example 3 provides a table so that targets can be set for different subgroups in the same skill area. Notice the percentage of improvement varies among the subgroups. The IEP group has the greatest need for improvement and has a significantly higher target. The school may already have school-wide goals set in reading, writing and math. These same goals can be used for the revised plan for AYP to address the areas not met. If there is no school-wide goal in a content area where AYP was not met, a goal **must** be developed. New Measurable Objectives must be written to achieve the goals for each subgroup that did not make AYP. More than one objective can be written for a subgroup; however, fewer objectives are preferable in order to maintain focus.

16. Must a separate Measurable Objective be written for every subgroup that does not make AYP in the same content area?

No. If the school's data indicates that more than one subgroup needs to improve in the same content area and the same tool can be used to measure progress, a chart can be used to specify the targets for each subgroup.

While performance target charts will minimize the number of objectives needed, it is important to be sure the objective is suitable for each of the groups included.