

## Annual Progress Report (APR) and Annual Yearly Progress (AYP) Reporting and Accountability Compare & Contrast

		APR (Iowa) 281-IAC Chapter 12	AYP (Federal) NCLB Reporting	AYP (Federal) NCLB Accountability
<b>Participation</b>		<ul style="list-style-type: none"> <li>100% student participation required by Chapter 12 (no penalty if &lt;100%)</li> </ul>	<ul style="list-style-type: none"> <li>100% student participation required by NCLB</li> </ul>	<ul style="list-style-type: none"> <li>95% are required to participate in the accountability assessment (ITBS/ITED or alternate)               <ul style="list-style-type: none"> <li>Participation rates are calculated for each school by combining the number of students assessed in each tested grade, and dividing by the combined enrollment for the tested grades at each site.</li> </ul> </li> <li>N-size <math>\geq 40</math> for participation for each subgroup</li> </ul>
<b>N-size Requirements</b>	<b>Reading</b>	<ul style="list-style-type: none"> <li><math>\geq 10</math> for reporting achievement (applies to whole group and subgroup totals)</li> <li>Pre-populated into the electronic APR</li> </ul>	<ul style="list-style-type: none"> <li>Results for all students are reported to the state via Iowa Testing</li> <li>Pre-populated into the AYP site from Iowa Testing data, verified by LEA</li> </ul>	<ul style="list-style-type: none"> <li>LEA must meet the State's established performance trajectory (whole group and each subgroup)</li> <li>Proficiency Index is considered for combined grades</li> <li>N-size <math>\geq 30</math> for reporting achievement for whole group and each subgroup</li> </ul>
	<b>Math</b>	<ul style="list-style-type: none"> <li><math>\geq 10</math> for reporting achievement (applies to whole group and subgroup totals)</li> <li>Pre-populated into the electronic APR</li> </ul>	<ul style="list-style-type: none"> <li>Results for all students are reported to the state via Iowa Testing</li> <li>Pre-populated into the AYP site from Iowa Testing data, verified by LEA</li> </ul>	<ul style="list-style-type: none"> <li>LEA must meet the State's established performance trajectory (whole group and each subgroup)</li> <li>Proficiency Index is considered for combined grades</li> <li>N-size <math>\geq 30</math> for reporting achievement for whole group and each subgroup</li> </ul>

		<b>APR (Iowa) 281-IAC Chapter 12</b>	<b>AYP (Federal) NCLB Reporting</b>	<b>AYP (Federal) NCLB Accountability</b>
	<b>Science</b>	<ul style="list-style-type: none"> <li>• <math>\geq 10</math> for reporting achievement (applies to whole group and subgroup totals)</li> <li>• Pre-populated into the electronic APR</li> </ul>	<ul style="list-style-type: none"> <li>• Science reporting begins in Results for all students are reported to the state via Iowa Testing</li> <li>• Pre-populated into the AYP site from Iowa Testing data, verified by LEA</li> </ul>	<ul style="list-style-type: none"> <li>• Reporting requirement only; science is not used as an AYP accountability measure</li> </ul>
	<b>Students Included in Reporting</b>	<ul style="list-style-type: none"> <li>• All students enrolled in the district on the testing date (including tuitioned-in and open enrolled-in)</li> </ul>	<ul style="list-style-type: none"> <li>• All resident students</li> <li>• All <u>full academic year</u> students for whom the district is responsible <ul style="list-style-type: none"> <li>o If a resident special education student is sent to another district for services, the other district tests, but the resident district reports the student's score</li> <li>o Scores for tuitioned-in students revert back to the resident district</li> <li>o Scores for tuitioned-out students come back to the resident district</li> <li>o Scores for open enrolled students are reported by the district providing services</li> </ul> </li> <li>• Pre-populated into the AYP site from Iowa Testing data, verified by each LEA</li> </ul>	<ul style="list-style-type: none"> <li>• All full academic year students for whom the district is responsible</li> <li>• If a resident student is adjudicated to a correction center, the student is tested, but the student's score is reported by the state</li> </ul>

	<b>APR (Iowa) 281-IAC Chapter 12</b>	<b>AYP (Federal) NCLB Reporting</b>	<b>AYP (Federal) NCLB Accountability</b>
<b>Graduation Rate</b>	<ul style="list-style-type: none"> <li>Graduation rate is determined by the DE via an approved formula (see section 7.1 of the Consolidated State Application Accountability Workbook)</li> <li>Data provided by the DE are reported one year in arrears</li> <li>Pre-populated into the electronic APR</li> </ul>	<ul style="list-style-type: none"> <li>Graduation rate is determined by the DE via an approved formula (see section 7.1 of the Consolidated State Application Accountability Workbook)</li> <li>Data provided by the DE are reported one year in arrears</li> <li>Pre-populated into the AYP site</li> </ul>	<ul style="list-style-type: none"> <li>District-level accountability only*</li> <li>District must meet the State Board's trajectory target (95%), within a 98% confidence interval, by 2013-1014</li> </ul> <p>*A district must miss state target levels for both graduation <u>AND</u> attendance rate to be considered in need of improvement for these factors</p>
<b>Average Daily Attendance Rate K-8</b>	<ul style="list-style-type: none"> <li>No requirement</li> <li>Pre-populated into the electronic APR</li> </ul>	<ul style="list-style-type: none"> <li>Rate is calculated from BEDS data</li> <li>Data are reported one year in arrears</li> <li>Pre-populated into the AYP site</li> </ul>	<ul style="list-style-type: none"> <li>District-level accountability only*</li> <li>District must meet the state average daily attendance (ADA) rate within a 98% confidence interval</li> </ul> <p>*A district must miss state target levels for both graduation <u>AND</u> attendance rate to be considered in need of improvement for these factors</p>
<b>Required Content Areas for Reporting</b>	<ul style="list-style-type: none"> <li>Reading</li> <li>Math</li> <li>Science</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Math</li> <li>Science (beginning in 2007-2008)</li> </ul>	<ul style="list-style-type: none"> <li>Reading</li> <li>Math</li> </ul>
<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>Grades 4, 8, and 11 Reading and Math</li> <li>Grade 8 and 11 Science</li> <li>Grades <u>3-8</u> and 11 are pre-populated into the electronic APR</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3-8 and 11 for Reading and Math</li> <li>Grades 5, 8, and 11 for Science (beginning in 2007-2008)</li> <li>Pre-populated into the AYP site</li> </ul>	<ul style="list-style-type: none"> <li>Grades 3-8, and 11 for Reading and Math</li> <li>AYP decisions follow the State's accountability plan for transitioning from reporting data for only grades 4, 8, and 11 to grades 3-8 and 11</li> <li>AYP decisions will be impacted by the May 2007 federal approval of Iowa's growth model, which applies to grades 3-8</li> </ul>

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<b>Group Reporting</b>	<p><b>(N-size ≥ 10)</b></p> <ul style="list-style-type: none"> <li>• All</li> <li>• Gender</li> <li>• Race/ethnicity (5 federal categories)</li> <li>• SES</li> <li>• Disability</li> <li>• ELL</li> <li>• Migrant</li> <li>• Subgroups are required to be compared with counterpart groups in grades 4, 8, &amp; 11 for Reading and Math and in grades 8 &amp; 11 for Science</li> <li>• Pre-populated into the electronic APR</li> </ul>	<ul style="list-style-type: none"> <li>• All</li> <li>• Race/ethnicity (5 federal categories)</li> <li>• SES</li> <li>• Disability</li> <li>• ELL</li> <li>• Pre-populated into the AYP site</li> </ul>	<p><b>(N-size ≥ 30)</b></p> <ul style="list-style-type: none"> <li>• All</li> <li>• Race/ethnicity (5 federal categories)</li> <li>• SES</li> <li>• Disability</li> <li>• ELL</li> </ul>

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<b>School in Need of Assistance (SINA) Status</b>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>	<ul style="list-style-type: none"> <li>The state must report to the public the number and percentage of buildings designated as SINA, as well as how long the buildings have been identified</li> <li>Identification occurs after two consecutive years of not meeting AYP targets (same content / grade)</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> year- Identified Title I building must have a corrective plan, offer parental choice to enroll in a different building within the district, and reserve 10% of its Title I building funds for professional development</li> <li>2<sup>nd</sup> year- Identified Title I building must have a corrective plan, offer parental choice to enroll in a different building within the district, offer supplemental services, and reserve 10% of its Title I building funds for professional development</li> <li>3<sup>rd</sup> year- Identified Title I building must offer parental choice to enroll in a different building within the district, offer supplemental services, reserve 10% of its Title I building funds for professional development, and implement a corrective action as legislated by NCLB</li> </ul>

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<b>District in Need of Assistance (DINA) Status</b>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>	<ul style="list-style-type: none"> <li>The state must report the number and percentage of districts designated as DINA, as well as how long the districts have been identified, to the public</li> </ul>	<ul style="list-style-type: none"> <li>1<sup>st</sup> year- Identified district must develop a corrective plan and reserve 10% of its Title 1 funds* for professional development</li> <li>2<sup>nd</sup> year- Identified district must develop a corrective plan and reserve 10% of its Title 1 funds* for professional development</li> <li>3<sup>rd</sup> year- Identified district must develop a corrective plan, reserve 10% of its Title 1 funds* for professional development, and the state must implement corrective action as legislated by NCLB and allowed by state law</li> </ul> <p>*A district may include the dollars reserved for its identified SINA buildings within the 10% reserved district funds.</p>