

Adequate Yearly Progress: From bar code files to SINA/DINA lists August 2011

- Bar code file
 - Start with a clean Student Information System (SIS)
 - Enrollment codes—affect where student is accountable
 - Resident districts—affect where student is accountable
 - **Full Academic Year—no longer need to code this, we will calculate it for you**
 - Follow up orders: make sure they are clean as well
 - Double check your bar code labels once they come in
 - Get the correct tests to the correct students, all appropriate tests complete
- Alternate Assessment
 - Sept 1-31: Teachers enter online profiles of students taking the alternate assessment and enter the mastery checklist
 - Nov 30: Teachers enter rating scales from evidence online (submission #1)
 - Jan 30: Teachers enter rating scales from evidence online (submission #2)
 - Mar 30: Teachers enter rating scales from evidence online (final submission)
 - Student demographic data comes from Fall EASIER (also enrollment codes & resident district)
 - Get copies of rating scales for your records
- Where students are accountable
 - Test scores of tuition out students come back at the district level (building = 0000)
 - Your district’s business manager knows who your district is paying tuition for
 - For AYP accountability purposes, the district’s involvement in the placement of a student is key

Situation*	Accountable District
Resident student in resident public district	Attending District
Open Enrollment/Whole-Grade Sharing (between 2 public school district)	Attending District
Tuition In/Out (between 2 public school district)	Resident District
Tuition In/Out, district involved in placement (district pays costs to alternative, AEA school, etc)	Resident District
District NOT involved in placement (adjudicated to mental health facilities, juvenile home, resource center, home school assistance, etc)	Included at the state level in Iowa’s accountability plan

*See the [2011-2012 AYP Handbook](#) for further details

- Spring EASIER enrollment records will be read as of the first day testing in your district/school (plus six calendar days for a seven day testing window) to determined

AYP enrollment counts. Instead of entering enrollment counts directly into the AYP site, districts will simply check and verify their counts prior to certifying AYP. Student who were enrolled during testing according in EASIER, but do not have a test will need the reason no state assessment codes filled out by content area (reading, mathematics, science) in EASIER (pulled from your student information system).

- EASIER enrollment records will also be used to calculate full academic year (FAY), by calculating the continuous enrollment of students from test day of the previous year to test day of the current year. FAY determinations require accurate enrollment records in EASIER for the previous year and the current year.

- **AYP calculations**
 - Done for 11 subgroups
 - All students
 - Low SES (free or reduced lunch)
 - Special education (IEP)
 - English Language Learner (ELL)
 - African American
 - Asian
 - Hawaiian Pacific Islander
 - Hispanic
 - Multi-racial
 - Native American
 - White
 - District and buildings
 - grades 3-5, 6-8, & 11 grouped together for district determinations, have to miss all three grade groups to miss at the district level
 - all grades housed in the building are groups together for building determinations

- Other academic indicator (OAI): Average daily attendance and graduation rates
 - Average daily attendance (ADA)
 - Calculated for K-8 buildings
 - n=30 or more students, otherwise automatically met
 - Taken from Spring EASIER files for the year before
 - Aggregate days of student attendance divided by aggregate days of student enrollment for building/district
 - >= state average of the year (all students)
 - The target for 2010 was 95.5%
 - If target not met, 98% one-tailed confidence interval
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 - If target not met through CI, ADA rate can be met if this year's rate is better than last year's rate
 - Graduation rates
 - Calculated for high school buildings
 - n=40 or more students, otherwise automatically met
 - Uses EASIER files (also the graduate/dropout application)
 - 4-year cohort (tracks students from first time in 9 grade through 12 grade)

- Target: 85.0% (For 2011-2012, class of 2011) or 2% better than last year's rate to meet graduation rate
 - 4-year Cohort Graduation Rate = $(FG + TIG) / (F + TI - TO)$
For the graduating class of 2011
FG = First-time 9th grade students in fall of 2007 and graduated by 2011,
TIG = Students who transferred in grades 9 to 12 and graduate by 2011,
F = First-time 9th grade student in fall of 2007,
TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12,
TO = Transfer out (including emigrates and deceased).
 - Includes only those students who graduate with regular diploma
 - Does not allow cohort reassignment
 - Students who graduate in less than 4 years are counted in the cohort in which he or she started 9th grade
 - Does not allow extended graduation time for IEP students
 - Students who graduate in the summer following 4th year (before the first day of school) can be included as graduating on-time
 - 5-year cohort
 - Target: 85.0% (For 2011-2012, expected class of 2010)
 - 5-year Cohort Graduation Rate = $(FG + TIG) / (F + TI - TO)$
For the expected graduating class of 2010
FG = First-time 9th grade students in fall of 2006 and graduated by 2011,
TIG = Students who transferred in grades 9 to 12 and graduate by 2011,
F = First-time 9th grade student in fall of 2007,
TI = Transferred in the first-time 9th graders' cohort in grades 9 to 12,
TO = Transfer out (including emigrates and deceased).
- Participation rates
 - n=40 or more students, otherwise automatically met
 - Number of students assessed divided by number of students enrolled on test day (both ITP and alternate assessment students) at each site (building/district)
 - Calculated separately for reading and math
 - At least 95% of students must be assessed
 - If the 95% rate is not met, we average up to 3 years of (weighted) data to try to meet the target
- Proficiency rates
 - n=30 or more students, otherwise automatically met
 - Full academic year students only
 - Annual measurable objective (AMO): Target percent proficient for each grade level and subject by year (Appendix B of the [Iowa Accountability Workbook](#))
 - AMOs are calculated using a proficient index (PI)
 - The percent of FAY students proficient at each grade level is calculated
 - The AMO target for the grade level is subtracted from the actual percent proficient
 - Each grade level is weighted relative to the total number of FAY students in the building/district
 - Each grade level's distance from its AMO target is multiplied by its weight
 - These numbers (PIs) are summed for all grade levels in a building/district

- If the sum is greater than or equal to zero, the building/district met the AMO
- If the AMO is not met, a 98% one-tailed CI is applied
 - Since the proficiency index is not a percentage, we have to make it a percentage in order to get a CI. We use the follow equation for the CI.

$$\frac{\text{PI} - \text{Abs}}{n}$$

PI = proficiency index Abs = absolute value n=total FAY student

- If CI is greater or equal to zero, the AMO is met
 - IF the AMO is not met through CI, safe harbor is applied
 - reduce non-proficient by at least 10% from last year
 - cannot use if missed OAI
 - Subgroups can only use safe harbor if they made OAI AND all students made OAI
 - If the AMO is not met through safe harbor, we average 2 years of (weighted) data w/ CI (biennium)
 - If the AMO is not met through biennium, we average 3 years of (weighted) data w/ CI (triennium)
- Growth Model
 - Non-proficient students making progress towards proficiency
 - 3 categories: weak, low-marginal, high-marginal
 - Used for students in grades 4-8 only
 - No alternate assessment students
 - No backsliding
 - If move from high-marginal to low-marginal to high-marginal, student does not count for growth
 - 4 years to reach proficiency
 - Go through same steps for AMO with the addition of growth students:
 - PI targets
 - Safe harbor (cannot use if OAI is not met)
 - Biennium
 - Triennium
 - For ELL students in their first year of enrollment in US schools, the English language proficiency assessment counts as their participation in reading for AYP purposes
 - They still need to take the math test
 - These students need to be indicated as not assessed in reading for this reason through EASIER
 - Back mapping: every K-12 building must be held accountable. If a building does not house students in grades 3-8 or 11, student results from school(s) into which its student feed are back mapped to the building for AYP determinations
 - Watch/SINA/DINA lists
 - Reading participation, Mathematics participation, Reading proficiency, Mathematics proficiency, & OAI treated separately
 - 2 years to get on SINADINA, 2 years to get off list