

## **2010-11 ADEQUATE YEARLY PROGRESS FREQUENTLY ASKED QUESTIONS**

### **What is AYP?**

The federal “No Child Left Behind” Act (NCLB) requires that every public school and every school district make adequate yearly progress (AYP) toward state proficiency goals. All public schools must be held to the same criteria and all students must be included in the determination of AYP.

In addition to considering the school as a whole, the determination of AYP is based upon the results of eight (8) subgroups:

- White
- Black
- Hispanic
- Asian
- American Indian
- Economically Disadvantaged (Free/Reduced Priced Lunch)
- Limited English Proficiency (LEP)
- Students With Disabilities (SWD)

### **What schools are evaluated for AYP?**

Any school with at least 11 students enrolled in the same school for the October and the February FTE periods is evaluated.

### **When is a subgroup included in determining the school’s AYP?**

A subgroup is included when the number of students in the subgroup (enrolled in the same school during both the October FTE and the February FTE periods) is greater than or equal to 30 (as long as the subgroup represents 15% of the total school population) or when the number of students in the subgroup is 100 or more.

### **Which students are included in the participation rate for the school’s AYP?**

All students enrolled in the school during the February FTE period are included.

### **What is the target for the AYP participation rate?**

The School in total and each subgroup must have at least 95% participation in the Reading and Mathematics assessments, whether it be FCAT or alternative assessments.

### **Which students are included in the proficiency results of a school’s AYP?**

All students enrolled in the same school for the October FTE and the February FTE periods are included. Effective 2008-09, first-year LEP students are not included in Reading or Mathematics Proficiency for any subgroup.

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### **What criteria determine when a school meets AYP?**

A school will meet AYP when the school and all of its subgroups meet the state targets in Reading and Mathematics, attain at least 95% participation in the Reading and Mathematics assessments (FCAT or alternative assessments), and the school shows a 1% increase in the percent of students scoring 3.0 and above in Writing and a 2 percent increase in the graduation rate. However, if a school received a School Grade of “D” or “F” the school will be designated as not meeting AYP. If just one target goal is not met, the school does not make AYP for that year.

### **What does it mean if a school receives a “P” for AYP?**

“P” indicates provisional AYP. It is assigned if a school did not meet AYP, but received a School Grade of “A” or “B”.

### **How do LEP and SWD students count in determining the school’s AYP?**

All students enrolled in the same school for the October FTE and the February FTE periods are included in determining if a school meets AYP, as long as the subgroup meets the population requirement of 30 students in the subgroup (representing 15% of the school’s total population) or the number of students in the subgroup is 100 or more. The LEP subgroup includes all students in English for Speakers of Other Languages (ESOL) Levels 1-4 who are **NOT** first year LEP students and those who exited the ESOL program within two (2) years of the assessment. The SWD subgroup includes all students with a disability (gifted excluded). The February FTE period is used to determine the student’s subgroup(s) classification.

**NOTE:** First year LEP students are included in the participation rate for AYP.

### **What proficiency targets must a school meet to achieve AYP?**

- At least 79% of all students must score in Achievement Level 3 or above in Reading in all subgroups and for the total school in 2010-11.
- At least 80% of all students must score in Achievement Level 3 or above in Mathematics in all subgroups and for the total school in 2010-11. For the 2010-11 school year, High School Mathematics Proficiency only includes 10<sup>th</sup> graders.
- A 1% increase in students who score 3.0 or higher in Writing from the previous year (increase is not required if the writing proficiency is greater or equal to 90%) for the total school.
- A 2% increase in the graduation rate from the previous year (increase is not required if the graduation rate is greater or equal to 85%) for the total school (senior high schools only).

### **What does it mean when a school receives an “NA” in a proficiency component of the AYP report?**

In order to maintain the anonymity and privacy of students, proficiency data are not displayed for values less than or equal to 5% and for values greater than or equal to 95%.

\*Effective 2009-10 The Graduation Criteria Increased Its Annual Improvement Target from 1% to 2%.

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### **Do retained students affect the school's AYP?**

Yes, retained students are included in all AYP components.

### **Does Science count in AYP?**

Science will not be part of determining AYP.

### **Does Writing Plus count in AYP?**

The multiple choice portion of the FCAT Writing test will not be part of determining AYP.

### **What is Safe Harbor?**

Safe Harbor is the first provisional status calculation applied if the school or any subgroup(s) did not meet the proficiency target in Reading or Mathematics or both.

The Safe Harbor provision can be applied only if a school has met all four of the following requirements:

- The school and all the subgroups attained at least 95% participation in Reading and Mathematics assessments (FCAT or Alternative assessments).
- The school met 1% increase in Writing Proficiency or is 90% or better.
- The school met the 2% increase in the graduation rate or is 85% or better.
- The school grade is not "D" or "F".

The subgroup(s) being evaluated can meet its proficiency target with a safe harbor provision if:

- The percent of "non-proficient" students decrease by at least 10% from the prior year.
- The subgroup met 1% increase in the Writing Proficiency or is 90% or better.
- The subgroup met the 2% increase in the graduation rate or is 85% or better.

If a subgroup(s) does not have the minimum number of students required in the prior year, the safe harbor provision cannot be utilized.

### **What is Growth Model?**

Growth Model is the second provisional status calculation applied if the school or any subgroup(s) did not meet the proficiency target or the safe harbor requirement in Reading, or Mathematics or both.

The growth model provision can be applied only if a school has met all four of the following requirements:

- The school and all the subgroups attained at least 95% participation in Reading and Mathematics

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assessments (FCAT or Alternative assessments).

- The school met the 1% increase in the Writing Proficiency or is 90% or better.
- The school met the 1% increase in the graduation rate or is 85% or better.
- The school grade is not “D” or “F”.

The subgroup(s) being evaluated can meet its proficiency target with the growth model criteria if:

- The percent of students “on track to be proficient” in three (3) years or less is at least 79% in Reading and 80% in Mathematics in 2010-11. This three-year trajectory is based on student’s previous test scores compared to proficiency at a later point in time.
- The subgroup met 1% increase in the Writing Proficiency or is 90% or better.
- The subgroup met the 1% in the graduation rate or is 85% or better.

FLDOE technical assistance paper is available at:

<http://schoolgrades.fldoe.org/pdf/0910/AYPTAP2010.pdf>