



# **Kansas State Department of Education**

## **Kansas Adequate Yearly Progress (AYP) Revised Guidance for 2011-2012**

**Based on  
Elementary & Secondary Education Act,  
No Child Left Behind  
(P.L. 107-110)**

**Revised September, 2011**

## **SPECIAL NOTE**

### **AYP Targets for 2011-2012**

The Adequate Yearly Progress (AYP) targets, which indicate whether or not a school or district has made sufficient annual progress toward the goal of having 100% of the students at proficient or above on the reading and mathematics assessments by 2014, were established by the Kansas State Board of Education (SBOE) in May, 2007. In 2010-2011, the SBOE submitted a waiver to Secretary Duncan at the US Department of Education (ED) requesting that Kansas be given permission to use the 2010 AYP targets in 2011. That waiver was denied.

The current 2012 AYP targets for reading are 91.9% for K-8 schools and 90.7% for 9-12 schools. The current math targets are 91.1% for K-8 and 88.2% for 9-12. The district targets are 90.7% for reading and 88.2% for math.

During the summer, Secretary Duncan announced that he'll be releasing guidance for accountability waivers in September. Unfortunately, Congress has not reauthorized the Elementary and Secondary Education Act yet. As a result, Secretary Duncan is making it possible for states to request some relief. Kansas will not know what waiver(s) it might request until the specific guidelines and limitations are released by the ED. Until such time as waivers are submitted and approved by the ED, the current AYP accountability requirements will be followed. The field will be notified if and when there are changes.

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# Adequate Yearly Progress (AYP) for Kansas Schools 2011-2012

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In the Elementary and Secondary Education Act (ESEA), currently known as *No Child Left Behind Act of 2001 (NCLB)*, Adequate Yearly Progress (AYP) is based on the premise and promise that in 12 years, every child will be at a minimum proficient on the state reading and mathematics assessments. The *No Child Left Behind Act (NCLB)* requires that every student be tested. By testing all children, parents and teachers will know the academic achievement of every child, every group of students, and all students. This enables parents and teachers to work together to ensure that no child will be left behind and to ensure not only school-wide and individual progress, but subgroup progress as well.

## OVERVIEW

### Q1. What is AYP?

Adequate Yearly Progress (AYP) is the process for making judgment as to whether or not all public elementary and secondary schools, districts, and states are reaching the annual targets to ensure that all students achieve the state's definition of proficiency by 2013-2014.

### Q2. At what levels does AYP apply?

The Kansas evaluation and accountability system is specifically designed to measure a public school, a district and the state's progress. AYP is determined for every public elementary and secondary school, every district, and the State of Kansas. AYP is calculated for non-public schools seeking Kansas accreditation.

### Q3. What is included in AYP?

AYP includes the following components:

- State reading assessment results;
- State mathematics assessment results;
- State reading assessment participation rates;
- State mathematics assessment participation rates;
- Attendance rates (elementary and middle schools and districts)
- Graduation rates (secondary schools and districts).

### Q4. Which forms of the state assessments are included in AYP?

The general assessments, assessments with accommodations, alternate assessments and the Kansas Assessment of Modified Measures (KAMM) are included in determining AYP.

### Q5. How does a school, district or the state make AYP?

For a school, district, or state to make AYP:

- All students and all appropriate disaggregated student groups must meet or exceed the annual measurable objective (target) in a content area. AYP is

calculated on the percent of students scoring at Meets Standard (proficient) and above on the Kansas state reading and mathematics assessments.

- At least 95% of the students must participate in the state assessments in reading and 95% in mathematics.
- Elementary and middle schools, districts and the State must meet the attendance rate of 90% or show improvement.
- High schools, districts, and the State must meet the graduation rate goal of 80% or meet one of the graduation targets:

If Rate is	Target is
At or above 50% but less than 80%	<b>3%</b> improvement from last year last year's rate
Less than 50%	<b>5%</b> improvement from last year's rate

**Q6. What happens if a school, district, or state does not make AYP?**

Whenever a Title I school, district, or state does not make AYP for two consecutive years in the same area (i.e. mathematics), it is identified for improvement. Likewise, to go off improvement, AYP must be made for two consecutive years in the area identified for improvement.

**Q7. What are the content areas for AYP?**

AYP is calculated separately for reading and mathematics. If a Title I school or district does not make AYP two years in a row in the same content area, it is identified for improvement.

**Q8. Does the two consecutive years of not making AYP have to be in the same content area for a Title I school to be identified for improvement?**

Yes, if a school, district, or state does not make AYP in mathematics for two consecutive years, it will be identified for improvement. Likewise, if AYP is not made in reading for two consecutive years, identification for improvement will occur. If the school misses it in reading one year and in mathematics the next year, the school would not be identified for improvement.

**Q9. Does a district have to miss the attendance rate for two consecutive years or graduation rate for two consecutive years to be identified for improvement?**

Yes, if a district misses the attendance rate one year and the graduation rate another year, the district will not be identified for improvement. Elementary and middle schools and districts will be identified for improvement when they miss the attendance rate for two consecutive years; likewise, high schools and districts will be identified when they miss the graduation rate for two consecutive years.

## AYP TARGETS

**Q10. What are the annual measurable objectives (targets) that must be met?**

The annual measurable objectives or targets refer to the percent of students scoring at Meets Standard (formerly proficient) or above on the state reading and mathematics assessments that a school, district, or state must meet each year to make AYP.

**Q11. What are the performance levels on the Kansas Reading and Mathematics Assessments?**

The five performance levels on the state assessments in Kansas are: Exemplary, Exceeds Standard, Meets Standard, Approaches Standard and Academic Warning.

**Q12. What are the annual targets for 2011-2012?**

The annual targets for AYP for 2011-2012 are listed in the table below. (See *Special Note* regarding AYP targets on page 2.)

**2011-2012 AYP Targets**

Levels	Reading	Mathematics
K-8	91.9%	91.1%
9-12	90.7%	88.2%
District	90.7%	88.2%

**Q13. Which targets are 7-8 and 7-12 schools to meet? Which targets do the districts and State meet to make AYP?**

Schools that are 7-8 meet the K-8 targets, and the 7-12 schools meet the 9-12 targets. The highest grade assessed in a building determines which target; 7-9 schools must meet the K-8 targets since grade 8 is the highest grade tested. The districts and the State must meet the 9-12 targets in reading and in mathematics.

**Q14. What are the AYP targets for each year through 2013-2014?**

The Kansas State Board of Education adopted the following AYP targets in May, 2007 which reflect the percent of students that need to score at Meets Standard or Above:

AYP Targets for 2010-2014  
Approved by Kansas State Board of Education May, 2007

Year	K-8 Reading	9-12 Reading	K-8 Mathematics	9-12 Mathematics
2010	83.7	81.3	82.3	76.4
2011	87.8	86.0	86.7	82.3
2012	91.9	90.7	91.1	88.2

2013	95.9	95.3	95.6	94.1
2014	100	100	100	100

The targets may change in 2012 if the Kansas State Department of Education submits a waiver requesting a change to the US Department of Education and it is approved by ED. (See *Special Note* p. 2)

Refer to Appendix A for a line graph of the AYP targets from 2002 – 2014 as approved by the Kansas State Board of Education in May, 2007.

## **DISAGGREGATED STUDENT GROUPS AND N SIZE**

### **Q15. Which students are included in determining AYP?**

All students are expected to take state assessments. In determining the percent of students who are at Meets Standard or above on the state assessments, only those students who are enrolled by September 20 of that year are included. The participation rate, however, is based on all students in the tested grades in the school or district during the testing window.

### **Q16. What are the disaggregated student groups?**

Disaggregated student groups are defined as the following:

- *All students* are recognized as one group; this group is also called the aggregate group.
- Students that are economically disadvantaged, which include the free and reduced lunch students, are a disaggregated group.
- Students with disabilities—this does not include students with section 504 plans or identified as gifted—are a disaggregated group.
- English Language Learners (ELL) or limited English proficiency (LEP) students are a disaggregated group.
- Racial/ethnic disaggregated groups are:
  - African American
  - American Indian or Alaskan Native
  - Asian
  - Native Hawaiian/ Pacific Islander
  - Hispanic
  - White
  - Multi-Racial

### **Q17. If a student with disabilities does not attend his or her home school, are his or her results included in the AYP calculations at the sending school or the receiving school?**

It will depend on what is coded in the Kansas Individual Data on Students (KIDS) system for that student. Whatever building number appears in the “AYP School” (D2) in KIDS will determine which school receives that student’s results.

### **Q18. Does the same disaggregated student group have to miss making AYP for two consecutive years for a school to be identified for improvement?**

No, the same disaggregated student group does not have to miss making AYP for two consecutive years for a school to be identified for improvement. One year it might be economically disadvantaged students and the next year it might be ELLs who do not make AYP in reading. This school would be identified for improvement.

**Q19. What is the group size number (N) that is needed for a group to be included in AYP?**

The minimum group size for any disaggregated group to be included in determining AYP is 30. The U.S. Department of Education required the same N size be used for disaggregated groups. No group will be reported if it does not protect the individual student's privacy rights or if it leads to identification of individual students.

The minimum number (N) size of 30 applies to determining subgroups for both assessments and graduation. There is no minimum size for attendance. The graduation N size refers to the number of students in the cohort.

**Q20. Is the group size based on the number of students at each grade or across the grades assessed in a building?**

Group size is based on the grade level configuration of the school. It is calculated across grade levels assessed by content areas in a school; i.e., combine 3<sup>rd</sup>—8<sup>th</sup> grade numbers for mathematics in a K-8 school. If a school, district, or state has fewer than 30 students in any disaggregated group, AYP will not be determined for that group. If the *All students* are less than 30, the small school's rule will apply.

**Q21. What is the group size for district and State AYP?**

The group size for both the district and the state is also 30. District groups are based on combining all grades throughout the district in which State mathematics assessments are administered; likewise, combining all grades in which the State reading assessments are given.

## **CONFIDENCE INTERVALS AND SAFE HARBOR**

**Q22. Can a school, district or state make AYP if it does not make the annual target?**

Yes, there are two different ways in which a school could make AYP even if it did not reach the annual target. One is by applying a confidence interval (hypothesis test) and the other is through safe harbor.

**Q23. How are confidence intervals used?**

A confidence interval is a statistical procedure which assures that a school did or did not make AYP because of student performance and not because of the random error inherent in any testing procedure. Confidence intervals are applied in three different circumstances:

- Whenever a school fails to make the AYP target in reading or mathematics
- When a small school in the All Students group has fewer than 30 valid tests in a subject area
- When safe harbor is considered.

- The procedure assures that a school did or did not make AYP because of student performance and not because of the random error inherent in any testing procedure.

**Q24. What is the formula for applying confidence intervals?**

Below is the formula used to determine a confidence interval. Technically speaking, the AYP formula uses a 99% confidence level and the hypothesis test for a single population proportion:

**Formula:**

C = cut-proportion or lower bound

T = target proportion (AYP target)

Z = 2.326 is the z-value for a one-tailed test at the 99% confidence level

SE = standard error

n = number of students with valid tests

SE = square root  $(T * (1-T) / N)$

$C = T - ((Z) * (SE))$

Round Up  $(C * n)$  = minimum number of students meeting standard or above to make AYP

**Q25. How is Safe Harbor determined?**

Safe Harbor is calculated for any group that does not meet the target if that group's answers to the following questions are **YES**:

- Did 95% of this group participate in the State assessment?
- Does this group have a 90% attendance rate or show improvement from previous year? (This applies to elementary schools and districts.)
- Does this group have an 80% graduation rate or meet the graduation target? (This applies to high schools and districts.)

A group makes Safe Harbor if the percent of students who are **not proficient** (not at Meets Standard) on State assessments decreased by at least 10% from the previous year's results. If the group makes Safe Harbor, it is considered to make AYP. A 75% confidence interval will also be applied if the decrease is less than the 10% target.

**Q26. Does Safe Harbor apply to *all students* as well as the disaggregated groups?**

Yes, Safe Harbor applies to both the aggregate and the disaggregated groups. Safe Harbor applies at the school, district and state levels.

**Q27. Will Safe Harbor be applied to small schools (less than 30 students in the aggregate)?**

Yes. Safe Harbor will compare last year's results to this year's results. Merged data will not be used in determining safe harbor.

## GRADUATION RATE

**Q28. What is the four-year adjusted cohort graduation rate?**

The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier—adjusting for transfers in and out.

**Q28. What is the graduation rate that must be met for AYP?**

For schools, districts, or the State to make the graduation goal, their graduation rate must be 80% or meet the annual target.

If Graduation Rate is	Then Target is
80% or above	0% improvement from last year
At or above 50% but less than 80%	3% improvement from last year
Less than 50%	5% improvement from last year

**Q29. How is the extended-year (5-year) adjusted cohort graduation rate included in AYP decisions?**

If a school or district does not make the four-year adjusted cohort graduation rate goal or the target, then the five-year adjusted cohort graduation rate is applied. If the school or district meets the five-year goal or target, AYP is met. The four-year and five-year goal and targets are the same.

**Q30. Will the 2011-2012 graduation rate be disaggregated for AYP decisions?**

Beginning with the 2012 AYP calculations, the graduation rate data will be disaggregated and AYP decisions will be made for each student group. The number (N) size of 30 will apply to the graduation data.

**Q31. Where is additional information on the graduation rate?**

Refer to Appendix B for a table with the various EXIT codes used in the KIDS system. This table indicates how each EXIT code is used in the graduation calculations.

Additional information is available on the graduation page of the Kansas State Department of Education’s website at <http://www.ksde.org/Default.aspx?tabid=4606>

## ATTENDANCE RATE

**Q32. How is attendance rate determined?**

Attendance rate is the Average Daily Attendance (ADA) divided by the Average Daily Membership (ADM). The data come from the KIDS system using the End of Year Accountability (EOYA) collection.

**Q33. What is the expected attendance rate?**

The attendance rate must be 90% or there must be an improvement from the previous year's rate for schools to make AYP. There are options for a case-by-case appeal for major outbreaks of illness that show a "significant" decline in attendance.

**Q34. How do kindergarten students count in attendance rate calculations?**

Each day that a kindergarten student is enrolled in a school, it is counted as a day of membership. Every day that the kindergarten student attends school, it is counted as a day of attendance. It does not matter whether the kindergarten program is a ½-day program or a full-day program. Each day of membership and attendance is counted as "one" day.

## **PARTICIPATION**

**Q35. What is the definition of participation rate?**

All students are expected to participate in the state assessments. Participation rate is met when 95% of the students across grade levels with state assessments in a content area participate. No students may be deliberately excluded. The participation rate is based on the number of students in the grades assessed in the school during the testing window. It is not based on only those students who have been enrolled since September 20.

**Q36. What happens when a school with a high participation rate slips below the 95% required?**

When a student group is below the participation goal of 95 percent, the previous year's participation data is averaged with the current participation rate. If the average rate is equal to or greater than 95 percent, the group made the participation goal.

If the 2-year average is below 95-percent, then three years of participation rates are averaged. If the 3-year average is at or above 95 percent, the group made the participation target. If the current year, the 2-year average, and the 3-year averages are below 95 percent, the group did not make the participation target and did not make its AYP goal for that subject.

**Q37. What happens when a student is absent during testing with a medical emergency?**

The district needs to notify KSDE and the student will not count against the participation rate for that school.

## **SMALL SCHOOLS**

**Q38. How is the participation rate determined if a small school has such a small number that even one student not taking the assessment would cause a school to not make the 95%?**

When the number of students is small, the minimum rule of one is applied to participation rates. This means that the school is allowed to have one student not participate—even if it causes the rate to be less than the 95% rate—and that school still makes AYP regarding participation. For example, if a K-3 school had 8 students in grade 3 and one student did not participate, the rate would be 87.5%. According to the AYP rules, this school would not meet the participation requirement. However, by applying the minimum rule of one, this school meets the participation rate.

**Q39. How do small schools that do not have 30 students in the aggregate in an assessed content area make AYP? (This rule does not apply to graduation.)**

When a school has less than 30 students in the aggregate across tested grade levels in a content area, data from the previous year is added to the current year's data. If the number continues to be less than 30, an additional year's data is added. No more than the current year and the previous two years are combined. If the number is still less than 30, then confidence intervals are applied to whatever the group size is to determine AYP. If the merged data does not make the target, then the merged data is compared to the current year's data and whichever is higher is used.

**Q40. Will data be combined in small schools for the different disaggregated groups?**

No, data will only be combined to determine the size of the *All students* category.

**Q41. How are confidence intervals used in determining AYP for small school?**

Confidence intervals are applied in small schools whose numbers do not reach the number 30 after including the two previous years' data. Confidence intervals are calculated separately for reading and mathematics. A 99% confidence interval is used for comparing a single-sample proportion to the goal proportion. The interval indicates, with 99% confidence, whether the group made AYP or not.

**Q42. How does a school that does not give state assessments make AYP?**

Schools that do not have a grade that is assessed with state assessments in reading or mathematics, (i.e. K-2 school), have AYP determinations based on "Other Indicator" (attendance).

## **NEW AND RECONFIGURED SCHOOLS**

**Q43. How will AYP be determined for new schools?**

New schools, in their first year of operation, receive an automatic "made AYP". The actual data, however, will be included in determining AYP for the district and State. The AYP Report will display a *yes* in the *Made AYP* Summary box.

**Q44. How will AYP for newly reconfigured schools be determined?**

Newly configured schools, in their first year of operation, will receive an automatic "made AYP". Their data will be included in determining AYP for the district and State. The AYP Report will display a *yes* in the *Made AYP* Summary box.

**Q45. What does it mean to reconfigure a school?**

A reconfigured school is one in which a building has a 33% change in tested grades **OR** a 33% change in students eligible for testing in the tested grades. The AYP/QPA Accountability System will automatically check for any reconfigured buildings; it isn't dependent on making changes to building numbers or grades in the Directory system.

The accountability system will compare the composition of the tested grades and the total number of students eligible for testing in the building of the current year with the composition of tested grades and the total number of students eligible for testing in the previous year.

- Comparing Changes in Tested Grades—the comparison is based on the composition of the grades in the building rather than the total number of tested grades. TEST records from the KIDS system determine the tested grades in each building. If the composition of tested grades changes by 33% or more, the school is considered to be reconfigured. The grade composition of a building is determined by looking at TEST records for both math and reading. If a grade level is absent from both subjects, then that grade is not considered to be a part of that building’s makeup for that year. Conversely, presence of either subject for a grade level indicates that the building did serve that grade for that year.

Note: The change in grade levels for reconfiguration does not apply to high schools as the official tested grade is grade 11. High schools reconfiguration is based on the change in the Test Pool as described in the next section.

- Comparing Changes in Number of Students—the comparison of the total number of eligible students is based on the Test Pool value from the current and the previous year. If the current year’s Test Pool is at least 33% higher than the previous year’s value, the school is considered reconfigured. Likewise, if the current year’s Test Pool is at least 33% lower than the previous year’s value, the school is considered reconfigured.

**Q43. How is the Test Pool determined for reconfiguration purposes?**

The Test Pool on the AYP Report in the Reading and Math, Alternate & Modified tables is not the same as the Test Pool for determining whether or not a school has reconfigured. In reconfiguration, all students who should take either the math or reading assessment are combined and used to determine the 33% change in the number of eligible students. The count is unduplicated. If a student took both reading and math, he or she is in the reconfiguration Test Pool as one student. On the AYP Report for Alternate and Modified, he or she would be in the Reading Test Pool as one student and in the Math Test Pool as one student.

**1% AND 2% CAPS**

**Q46. What does the 1% cap on alternate assessments mean?**

Federal rules do not limit the number of students with disabilities who may take an alternate assessment, but they do limit how many students are counted as proficient (Meets Standard) or above. At the district and state levels, the number of alternate assessments scored at (Meets Standard) proficient or above cannot exceed 1 percent of the total testing pool for a content area. In calculating AYP, those districts that exceed the 1 percent limit must reclassify the excess scores as below standard. Moreover, the students who are reclassified as below standard must be reclassified at all levels--building, district and State.

**Q47. Who is included in the “total testing pool”?**

The district testing pool includes everyone in the school who should be tested in a content area (i.e. reading) during the testing window. TEST records submitted to the KIDS system are used to determine the test pool.

**Q48. Can a district request a waiver on the 1% cap?**

Yes. Districts seeking a waiver will submit a request using the web-based AYP/QPA Decisions Appeals Tool. They will provide KSDE an explanation of the circumstances or unusual situations that resulted in their district having higher numbers of students eligible to take the alternate assessment. The explanation will include information on any special schools or cluster programs that include high numbers of such students.

District data showing the incidence rate of students with the most significant cognitive disabilities will be compared with state incidence rates. Data will also be reviewed to see if the district shows a pattern of disproportionately high incidence of disabilities, both in general and by the particular disability categories in reference to severe cognitive disability.

In addition, districts with 200 or fewer students in the testing pool may seek a waiver based on small size.

The 1% waiver request is reviewed by a KSDE leadership team that includes at a minimum the assistant director of Title I, state director of special education, deputy commissioner of learning services and the commissioner of education.

**Q49. Does the 1% cap apply at the school level AYP?**

No, the 1% cap only applies at the district and state levels of AYP. Since district AYP is based on the totals in all schools within the district, it is important that schools consider the impact of their numbers on the district accountability results.

**Q50. Are modified assessments included in the 1% cap?**

No, there is a separate 2% cap for alternate assessments based on modified achievement standards which in Kansas is the Kansas Assessment of Modified Measures (KAMM).

Any districts exceeding the 2% cap will have students results reclassified as below proficient when calculating AYP.

**Q51. Are waivers available on the 2% cap?**

No, waivers are not allowed on the 2% cap.

**Q52. What happens if a district does not use the full 1% cap on the alternate assessment?**

If a district's results on the alternate assessment do not reach the 1% cap, the difference is applied to the 2% cap. The 1% and 2% caps combined may not exceed 3%.

## **ENGLISH LANGUAGE LEARNERS (ELLs) and STUDENTS WITH DISABILITIES**

**Q53. What flexibility is there regarding English Language Learners (ELL) and AYP?**

Recently arrived English Language Learners who have attended schools in the United States for 12 months or less:

- Must be assessed in reading and mathematics but the results are not included in determining the percent proficient for AYP;
- Must count in participation;

- Must take the Kansas Mathematics Assessment; and
- May take the Kansas English Language Proficiency Assessment (KELPA) in place of the Kansas Reading Assessment.

**Q54. May former (monitored) English Language Learners (ELL) be included in the ELL disaggregated group?**

Additional flexibility is also available in how one defines the English Language Learners subgroup for determining AYP.

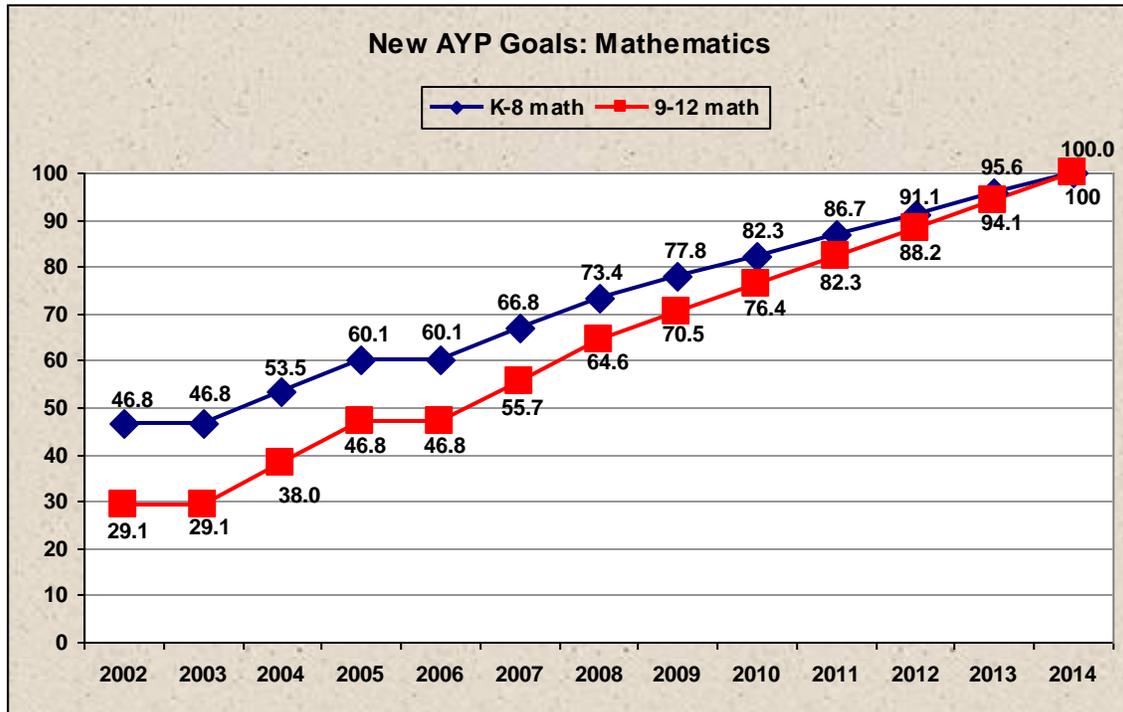
- Former ELLs are included in the ELL subgroup in determining AYP.
- To be considered a former ELL and exit ESOL services, a student must score “fluent” in all domains and the composite score on the Kansas English Language Proficiency Assessment (KELPA) for two consecutive years.
- Former ELLs’ scores are included in the ELL subgroup for up to two years in the AYP calculations.

**Q55. May former students with disabilities be included in the students with disabilities disaggregated group?**

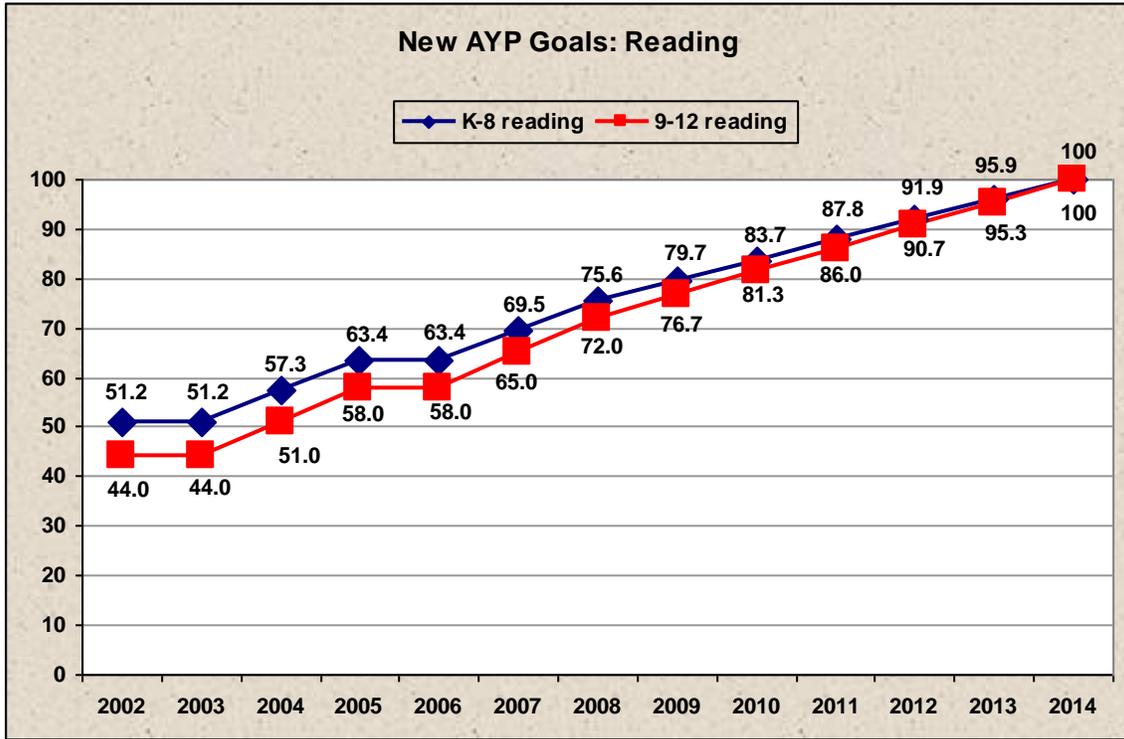
Flexibility provided by the U.S. Department of Education allows states to include former students with disabilities in the student with disabilities subgroup when determining AYP. The students will be included for no more than two years after exiting special education services. The inclusion of the previously identified students with disabilities will not trigger a student with disabilities subgroup if a school or district’s students with disabilities subgroup is less than 30 without the former students. The former students will only be included in the students with disabilities subgroup in the AYP calculations and not in assessment results reporting.

# APPENDIX A

AYP Targets 2002 – 2014 for Mathematics  
Adopted by the Kansas State Board of Education May, 2007



AYP Targets 2002 – 2014 for Reading  
Adopted by the Kansas State Board of Education May, 2007



## APPENDIX B

### KIDS EXIT Codes (D28) Applied to Adjusted Cohort Graduation Rate Formula

(The **last EXIT** record submitted for a student during his or her high school years is used when calculating the graduation rate.)

D28 Exit/Withdrawal Type in KIDS	EXIT Code #	Adjusted Cohort Treatment	Impact on Graduation Formula	Mathematical Effect on Graduation Rate
Transfer to a public school in the same district	1	Transfer Out or Non-Graduate	Removed from denominator; included in denominator	Increases rate if student is claimed by another public school; decreases rate if student is not claimed
Transfer to a public school in a different district in Kansas	2	Transfer Out or Non-Graduate	Removed from denominator; included in denominator	Increases rate if student is claimed by another public school; decreases rate if student is not claimed
Transfer to a public school in a different state	3	Transfer Out	Removed from denominator	Increases rate
Transfer to an accredited private school	4	Transfer Out	Removed from denominator	Increases rate
Transfer to unaccredited private school	5	Non-Graduate	Included in denominator	Decreases rate
Transfer to home schooling	6	Non-Graduate	Included in denominator	Decreases rate
Matriculation to another school	7	Transfer Out or Non-Graduate	Removed from denominator; included in denominator	Increases rate if student is claimed by another public school; decreases rate if student is not claimed
Graduated with regular diploma	8	Graduate	Included in numerator and denominator	Increases rate
Completed school with other credentials (e.g., District-Awarded GED)	9	Non-Graduate	Included in denominator	Decreases rate
Student death	10	Transfer Out	Removed from denominator	Increases rate
Student illness	11	Non-Graduate	Included in denominator	Decreases rate
Student expulsion (or long-term suspension)	12	Non-Graduate	Included in denominator	Decreases rate
Reached maximum age for services	13	Non-Graduate	Included in denominator	Decreases rate
Discontinued schooling	14	Non-Graduate	Included in denominator	Decreases rate

Transfer to an accredited or non-accredited juvenile correctional facility where educational services are provided	15	Transfer Out	Removed from denominator	Increases rate
Moved within US, not known to be continuing	16	Non-Graduate	Included in denominator	Decreases rate
Unknown	17	Non-Graduate	Included in denominator	Decreases rate
Student data entered in error/never attended	18	Removes preceding ASGT record	Excluded from analysis	Neutral
Transfer to an adult education facility (i.e. for GED completion)	19	Non-Graduate	Included in denominator	Decreases rate
Transferred to a juvenile or adult correctional facility where educational services are not provided.	20	Non-Graduate	Included in denominator	Decreases rate
Student moved to another country, may or may not be continuing	21	Transfer Out	Removed from denominator	Increases rate
Unresolved Exit/KSDE use only	98	Non-Graduate	Included in denominator	Decreases rate
Undo a previously submitted EXIT Record	99	Removes preceding EXIT	Excluded from analysis	Neutral

## APPENDIX C

### **Kansas State Department of Education AYP Guidelines for Determining New and Reconfigured Schools**

The Kansas Accountability Workbook as approved by the US Department of Education specifies that new and reconfigured schools and districts be given a pass on an Adequate Yearly Progress (AYP) determination for that initial year of change. The school's AYP Report displays the actual data and results; however, the AYP Summary box on that report shows the school as making AYP.

Prior to the 2010-2011 school year, the AYP/QPA Accountability System was dependent on the Kansas State Department of Education (KSDE) Directory application to determine whether or not schools had reconfigured tested grades. Schools that were reconfigured had to submit Directory changes which retired old building numbers (close) and obtained new building numbers (new).

Beginning with the 2011 AYP determinations, KSDE is automating the process within the AYP/QPA Accountability System relating to reconfigured schools so that it is not dependent on closing and opening schools in the Directory. Rather the system will automatically compare the tested grades and the population of students eligible for testing in the KIDS system from one year to another.

The guidelines below explain when schools are considered as new or reconfigured for AYP purposes. Note that the rules also apply to new and reconfigured districts.

#### NEW Schools

Whenever a district opens a new building with a new building number in the KSDE Directory application, that building receives a pass on the Adequate Yearly Progress (AYP) determinations for the current year. The AYP Report will show the actual data; however, the AYP Summary box will specify that the building made AYP as it is a new building (yes<sup>n</sup>).

#### RECONFIGURED Schools

A reconfigured school is one in which a building has a 33% change in tested grades **OR** a 33% change in students eligible for testing in the tested grades. The AYP/QPA Accountability System will automatically check for any reconfigured buildings; it is not dependent on making changes to building numbers or grades in the Directory system.

The accountability system will compare the composition of the tested grades and the total number of students eligible for testing in the building of the current year with the composition of tested grades and the total number of students eligible for testing in the previous year. If a building meets the reconfiguration criteria, it will receive a pass on the AYP determinations for the current year. The AYP Summary box on the AYP Report will specify that the building made AYP as it has been reconfigured (yes<sup>r</sup>).

- Comparing Changes in Tested Grades—the comparison is based on the composition of the grades in the building rather than the total number of tested grades. TEST records from the KIDS system determine the tested grades in each building. If the composition of tested grades changes by 33% or more, the school is considered to be reconfigured. The grade composition of a building is determined by looking at TEST records for both math and reading. If a grade level is absent from both subjects, then that grade is not considered to be a part of that building's makeup for that year. Conversely, presence of either subject for a grade level indicates that the building did serve that grade for that year.

Note: The change in grade levels for reconfiguration does not apply to high schools as the official tested grade is grade 11. High schools reconfiguration is based on the change in the Test Pool as described in the next section.

- Comparing Changes in Number of Students—the comparison of the total number of eligible students is based on the Test Pool value from the current and the previous year. If the current year's Test Pool is at least 33% higher than the previous year's value, the school is considered reconfigured. Likewise, if the current year's Test Pool is at least 33% lower than the previous year's value, the school is considered reconfigured.

Note: The Test Pool on the AYP Report in the Reading and Math, Alternate & Modified tables is not the same as the Test Pool for determining whether or not a school has reconfigured. In reconfiguration, all students who should take either the math or reading assessment are combined and used to determine the 33% change in the number of eligible students. The count is unduplicated. If a student took both reading and math, he or she is in the reconfiguration Test Pool as one student. On the AYP Report for Alternate and Modified, he or she would be in the Reading Test Pool as one student and in the Math Test Pool as one student.

- Following are several examples relating to reconfigured schools:
  1. If the school had grades 3, 4 and 5 in the previous year and changed to grades 3, 4, 5 and 6 in the current year, it has increased the tested grades by 33%. This school is considered reconfigured.
  2. If a school had grades 3, 4 and 5 in the previous year and shifted to 6, 7 and 8 in the current year, it has changed 100%. All the tested grades in the building are new.
  3. If a school had grades 3, 4, 5 and 6 in the prior year and adds one additional tested grade (7), this is only a 25% change. This school does not qualify as a reconfigured school based on tested grade changes.
  4. If a school had grades 3, 4 and 5 in the previous year and changed to grades 4, 5 and 6, it qualifies as reconfigures as its tested grades changed more than 33%.





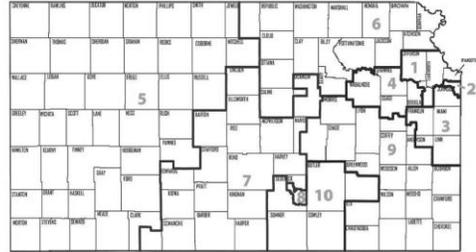
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- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Collaborate with families, communities, constituent groups, and policy partners.

Adopted 5/2011



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