



Adequate Yearly PROGRESS

This publication is an introduction for local school systems and school principals to Maryland's plan for defining and measuring Adequate Yearly Progress (AYP). For a thorough explanation of AYP, please consult "Consolidated State Application Accountability Workbook" and "Implementation Procedures for Making AYP Determinations for No Child Left Behind," available on the Web at marylandpublicschools.org/esea. If you have any questions about how the state accountability system will affect your school or school system, please contact your school system's Local Accountability Coordinator.

MEASURING ADEQUATE YEARLY PROGRESS

Recent changes to Maryland's accountability system increase the focus on subgroup performance. The revised accountability system fulfills the requirements of the No Child Left Behind Act (NCLB) and addresses recommendations of the Visionary Panel for Better Schools. The cornerstone of Maryland's accountability system is Adequate Yearly Progress (AYP). It replaces the School Performance Index as the method by which Maryland tracks academic progress and makes accountability decisions. Schools, school systems, and the state must show that students are making AYP in reading, math, and another measure. In elementary and middle schools, the additional measure is attendance.

In high schools, it is graduation rate. In addition to student achievement in the aggregate, AYP must be made among eight subgroups of students: five racial/ethnic groups (African American, American Indian, Asian/Pacific Islander, Hispanic, White), students with limited English proficiency, students receiving special education services, and economically disadvantaged students.

Student progress in reading and math is measured by the Maryland School Assessment or—for a very small number of students with profound disabilities—the Independence Mastery Assessment Program (IMAP). The Maryland State Board of Education will set performance standards—basic, proficient, and advanced—for the Maryland School Assessment and IMAP in late July 2003. Also at this time the Board will set the performance standard for graduation rate.

Maryland's graduation rate is the percentage of students who entered grade 9 and received a Maryland high school diploma four years later for the reported school year. The performance standard for attendance rate has been set at 94%. Maryland's attendance rate reflects the percentage of students present in school for at least half the average school day during the school year.

Determining Baseline

After standards are set in July 2003, the Maryland State Department of Education will release baseline information. The Department will determine the state's baseline (starting point) using data from the 2002-2003 school year. The baseline marks the

state's beginning toward the 2013-2014 goal of 100% of students performing at the proficient level. The state will use the method shown below as required by NCLB to determine separately the baseline for reading, math, and attendance.

Using the higher of the two values as required by NCLB, a baseline will be set for reading, math, and attendance at each grade level. Maryland anticipates that in most cases the higher value will be the percent of students at proficient in the school at 20% of total enrollment. See section 2 of "Implementation Procedures for Making AYP Determinations for No Child Left Behind" for more information.

Setting Annual Measurable Objectives

The state must "connect the dots" between the 2002-2003 baseline and the 2013-2014 goal (100% at proficiency) with annual performance targets. These targets, called annual measurable objectives, will be set for reading, math, attendance, and graduation. Every school and school system will be held to the same annual measurable objectives, although those objectives will be adjusted to each school's grade-level enrollment and structure (e.g., K-5, 6-8, K-8, K-12). Schools with grade structures that do not include tested grades will still be accountable for student performance; e.g., the performance of third-graders who come from K-2 schools will count for both the current school and the K-2 school previously attended. For more information, see section 2 of "Implementation Procedures for Making AYP Determinations for No Child Left Behind."

Use the higher of the two values as the baseline.

- Rank all schools by % of students at or above proficient.
- Count up this ranking until reaching 20% of total state enrollment.
- The % of students at or above proficient in that school is the baseline.

OR

- The % of students at or above proficient in the state's lowest achieving subgroup.

Checking for AYP

To make AYP, schools, school systems, and the state must:

1. Meet the annual measurable objective:
 - in reading and in math, for students in the aggregate¹ and for each student subgroup.
 - in attendance and/or² graduation rate for students in the aggregate.
2. Meet the testing participation requirement of 95%.

Each cell in the table below represents an area in which

schools, school systems, and the state must make AYP. The answer must be “met” in all cells for a school to make AYP. However, if the minimum group size (N) is not met in a particular cell, then it is not checked for AYP, and the school automatically makes AYP in that cell. For reading and math performance, N = 5 students. For participation, N = 30 students for schools with one grade tested, 60 for schools with two or more grades tested, and 60 for local school systems.

In 2002-2003, the Maryland School Assessment was administered in reading to grades 3, 5, 8, and 10; in math to grades 3, 5, and 8; and in geometry to students enrolled in a high-school-level geometry course. In 2003-2004, the Maryland School Assessment will also be administered in reading and math to grades 4, 6, and 7. Scores for fourth-, sixth-, and seventh-graders will be reported but will not be included in AYP calculations until 2004-2005.

	Reading <i>Performance & Participation on MSA & IMAP</i>		Mathematics <i>Performance & Participation on MSA & IMAP</i>		Attendance <i>and/or</i> Graduation ²
	Was the AMO met?	Was 95% participation met?	Was the AMO met?	Was 95% participation met?	Was the AMO met?
All Students					
American Indian/ Alaskan Native					<i>Subgroup performance in attendance/graduation rate is not a factor in determining AYP.</i>
Asian/Pacific Islander					
African American					
White					
Hispanic					
Economically Disadvantaged³					
Limited English Proficient					
Special Education					

AMO = Annual Measurable Objective

MSA = Maryland School Assessment

IMAP = Independence Mastery Assessment Program

¹Aggregate comprises all students whose performance is included in AYP calculations. See Including All Students section.

²Schools must meet the AMO in attendance or graduation rate. School systems and the state must meet the AMO in both.

³In Maryland, these are students who qualify for Free or Reduced-Price Meals (FARM).

One Score for Each Subject

Grade-level scores for the Maryland School Assessment will be reported and disaggregated for all students who took the test. These grade-level scores should be very helpful for school improvement decision-making. However, for purposes of checking AYP, the grade-level scores of students who count for AYP (see Including All Students section) will be combined to create one math score and one reading score for the school. The average will be weighted according to the number of students in each grade. For example, in a school with 25 third-graders and 50 fifth-graders, the third-grade reading score would count for one-third of the school reading score, the fifth-grade would count for two-thirds. Holding schools responsible for performance at the school level, rather than for each grade, decreases the number of cells for which schools are responsible, thereby reducing their chances of not making AYP.

Because the high-school math test (geometry) is an end-of-course exam, no grade-level scores are produced. Scores will be reported and disaggregated for all students taking the test. When checking academic performance and participation for AYP, the state will use student status (percent at proficient and percent participating) by grade 12. Taking the geometry test became a requirement for all students in 2001-2002. The grade 12 status measure will be phased in over six years.

Safe Harbor

If a school does not meet the annual measurable objective for each subgroup, a provision called Safe Harbor still allows a school to make AYP if the school meets all participation requirements, meets all annual measurable objectives in the aggregate, and the percentage of students achieving below the proficient level in that subgroup decreases by 10 percent.⁴ Because Safe Harbor requires at least two years of data, it will not be available until after the 2003-2004 test administration.

INCLUDING ALL STUDENTS

Maryland's accountability system applies to all public school systems, all public schools, and alternative programs enrolling public school students, e.g., nonpublic special education centers enrolling public school students, juvenile institutions, Maryland School for the Blind, and Maryland School for the Deaf.

How Students Count for AYP

All students are tested and all of their scores are included in the scores that are reported at the school, system, and state levels. But not all students' scores count for AYP.

- All students enrolled for a full academic year⁵ count for AYP at the school, system, and state levels. This includes students with no or limited English proficiency, students with disabilities taking MSA or IMAP, and students absent during testing who do not make up the test. (Absent students who do not make up the test will be assigned the "basic" proficiency level.)

⁴ That subgroup must also meet the other academic indicator (graduation rate or attendance rate).

⁵ A full academic year is from September 30 through testing. Students must be enrolled for a full academic year to be included in AYP. In the case of geometry, students must be enrolled for the duration of the course to be counted for AYP. See "Implementation Procedures for Making AYP Determinations for No Child Left Behind" for specific guidance.

- Students moving among schools in the same school system count for AYP at the school system and state levels.
- Students moving among school systems count for AYP at the state level.
- Students moving among states do not count for AYP at any level.

Students With Disabilities

All students with disabilities are tested. Students pursuing a course of study based on Maryland content standards will take the Maryland School Assessment. Students pursuing an alternate course of study based on their Individualized Education Program (IEP) will take the IMAP, Maryland’s alternate assessment.

Accommodations for state tests will be the same as those provided during classroom instruction and that are spelled out in the IEP.

Students With Limited or No English Proficiency

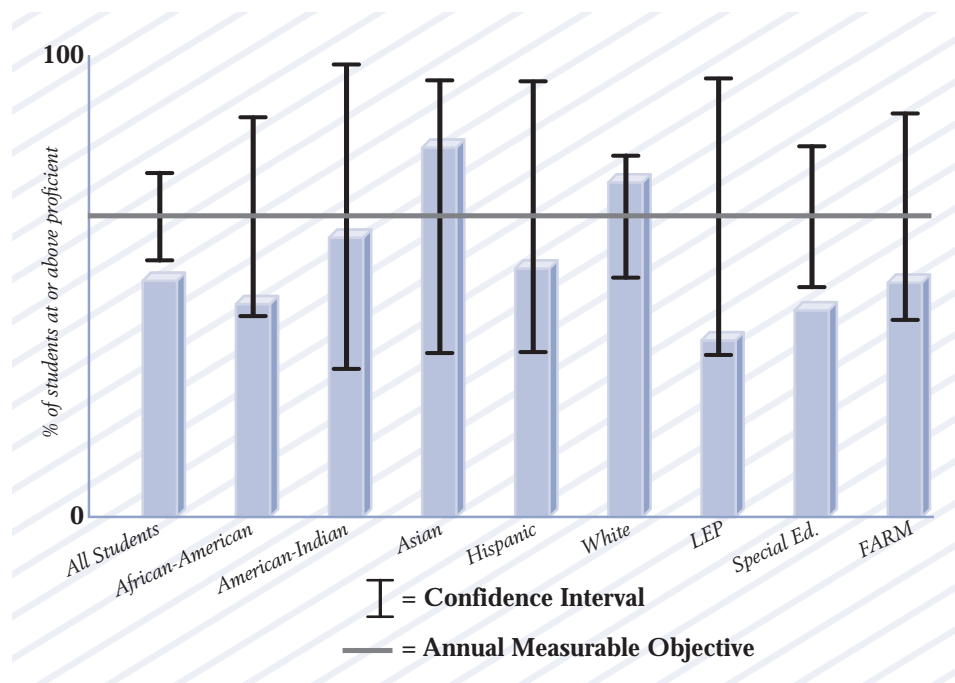
Students with limited or no English proficiency are required to participate in state tests. Proctors must provide these students appropriate accommodations. Test proctors

should end the testing session early for a student with no English proficiency if that student is unable to perform with comfort or in a productive manner. The student’s test will still be scored and, if academic year requirements are met, the results included toward AYP.

ENSURING RELIABILITY

For any accountability system to be successful, it must produce reliable results. Maryland achieves this by using minimum group sizes and confidence intervals. Minimum group sizes protect schools from the absences or poor performance of a few students in very small groups. Confidence intervals protect schools from the small margin of error that is inherent in every measurement system. They do this by widening the target around each year’s annual measurable objectives. The size of the confidence interval varies according to the size of the group. The smaller the group, the larger the interval. The larger the group, the smaller the interval. As long as the group performs within the confidence interval, it will be considered to be meeting the annual measurable objective.

The chart below is a hypothetical example of school-level reading scores with confidence intervals. In this school, Native Americans (American Indians) were the smallest subgroup and therefore have the largest confidence interval. The confidence interval for All Students is relatively small, because it is the largest group. This school did not make AYP. Although the annual measurable objective was met in most subgroups with the confidence interval, it was not met for the Special Education subgroup or for All Students.



HELPING SCHOOLS AND SYSTEMS MAKE PROGRESS

To encourage and reward a job well done, Maryland will bestow special recognition or monetary awards on schools and school systems that close achievement gaps among subgroups or that exceed AYP in reading or mathematics for at least two consecutive years.

For schools not making AYP, Maryland has a process in place to help them improve. In the past, the state identified low-performing, non-improving schools for local or state reconstitution. Title I schools were subject to additional accountability measures. Maryland has combined these separate processes into one statewide process of improvement.

After two consecutive years of not making AYP, schools enter School Improvement, the first phase of the state improvement process.

School Improvement

Once identified for improvement, schools must develop two-year school improvement plans designed to improve each subgroup's achievement. Title I schools must offer public school choice.

If schools do not make AYP after one year of being in School Improvement, they remain in it for a second year. During the second year, all schools will continue with their school improvement plans. Title 1 schools must continue school choice and begin offering supplemental services (e.g., tutoring) to economically disadvantaged students. Schools not making AYP after a second year of School Improvement will be identified for Corrective Action.

Corrective Action

Local school systems will direct changes in schools in Corrective Action. These changes could include replacing school staff, adopting a new curriculum, decreasing school-level management authority, and extending the school day or year. Title I schools must continue to offer school choice and supplemental services. Schools not making AYP after one year of Corrective Action will be identified for Restructuring.

Restructuring

Restructuring involves at least one of the following:

- Replacing all or most school staff who are relevant to the failure to make AYP.
- Contracting with a management company to operate the school.
- Reopening the school as a public charter school.
- Other major restructuring actions that involve significant changes to staffing and governance.

Exiting

After one year of making AYP, the school holds its status in the improvement process. If it makes AYP the next year, it will exit. If it does not make AYP, it will move to the next step in the improvement process. If, after exiting, a school does not make AYP for two consecutive years, it will enter the improvement process from the beginning.

Transition

A transition policy has been established to move schools into the state's new improvement process.

- Any school not identified for improvement or reconstitution as of January 2002 has a "clean slate." A school not meeting the 2002-2003 baseline will be considered

to have not made AYP. If it does not make AYP in 2003-2004, it will be identified for School Improvement.

- Schools under local or state reconstitution for one or two years as of January 8, 2002, are considered to have been in School Improvement for the corresponding number of years during the 2002-2003 school year. If these schools do not meet the 2002-2003 baseline, they will be considered to have not made AYP and will advance to the next level in the process, i.e., a second year of School Improvement or Corrective Action.
- Schools under local or state reconstitution for three or more years as of January 8, 2002, are considered to have been in Corrective Action during the 2002-2003 school year. If they do not meet the 2002-2003 baseline, they will be identified for Restructuring.
- Title 1 schools under School Improvement or Corrective Action as of January 2002 remained at this status during the 2002-2003 school year. If they do not meet the 2002-2003 baseline, they will be considered to have not made AYP and will advance to the next step of the improvement process.

Local School System Improvement and Corrective Action

School systems not making AYP for two consecutive years will be identified for School System Improvement. They must revise their Master Plans and notify parents of their School System Improvement status. The Maryland State Department of Education will provide technical assistance to these school systems.

School systems not making AYP for two consecutive years after being identified for School System Improvement are subject to Corrective Action from the state, which must do at least one of the following:

- Defer, reduce, or redirect state funds.
- Order school systems to adopt a new curriculum aligned with the voluntary state curriculum.
- Order school systems to replace school principals and executive officers relevant to the failure to make AYP.
- Remove schools from local school board control.
- Order a reorganization that clusters specified schools under an executive officer approved by the state.
- Abolish or restructure the school system (requires legislative authorization).

Local School System Transition

A transition policy has been established to move school systems into the state's improvement process.

- School systems will be identified for Corrective Action during the 2003-2004 school year if, as of January 8, 2002, they had 25% or more of schools under local or state reconstitution for more than three school years.
- School systems will be identified for improvement during the 2003-2004 school year if they have 25% or more of schools newly identified for School Improvement or Corrective Action as of September 1, 2003.

FOR MORE INFORMATION

More information on AYP and accountability will be made available in summer 2003, after performance standards are set and AYP baselines are determined. Check the Maryland State Department of Education Web site at marylandpublicschools.org/esea for updates on accountability and Maryland compliance with No Child Left Behind.

Office of Academic Policy

Ronald A. Peiffer

Deputy State Superintendent

Edward L. Root

*President,
State Board of Education*

Nancy S. Grasmick

*State Superintendent of Schools
Secretary-Treasurer of the
State Board*

Robert L. Ehrlich, Jr.

Governor

Visit Maryland Public Schools on the Web

www.marylandpublicschools.org

*State education policy and
program information*

www.mdk12.org

*Resources for educators and
school improvement teams*

www.mdreportcard.org

*School, school system, and state
report cards*



200 West Baltimore Street • Baltimore, Maryland 21201-2595

www.marylandpublicschools.org

410-767-0600 / 888-246-0016 • 410-333-2275 (FAX) • 410-333-6442 (TTY)

