



## Commonwealth of Massachusetts School Leaders' Guide to the 2007 Adequate Yearly Progress (AYP) Reports

This brief guide explains Adequate Yearly Progress (AYP)—a key component of the accountability system that the Commonwealth of Massachusetts has put in place to monitor the progress of our public schools towards meeting the goal of high achievement for all students. The information gleaned from this information is intended to help parents, policymakers and the public see where improvement in student achievement is occurring—and where help is needed to ensure that all students have the opportunity to reach their potential.

The Massachusetts School and District Accountability System conforms to the accountability requirements of the federal No Child Left Behind Act (NCLB) of 2001; the AYP determination process described in this guide is part of the Commonwealth's system.

For individual school and district AYP reports and for further information, please visit the Massachusetts Department of Education's Web site at <http://www.doe.mass.edu/sda/ayp>.

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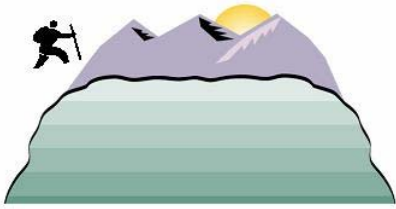
### Other Resources

[www.doe.mass.edu/sda/ayp/2007/](http://www.doe.mass.edu/sda/ayp/2007/)

*2007 Glossary of AYP Reporting Terms*

*2007-08 School and District Accountability Status and Required Actions*

## Measuring Progress Toward Proficiency



### Leading by Example

Massachusetts is just past the mid-way point of an ambitious, two-decade endeavor to bring all public school students in the Commonwealth to high levels of achievement and opportunity. We are a national leader in this historic, expeditionary effort. With the passage of the federal No Child Left Behind Act (NCLB) in January 2002, the climb toward higher standards

for student achievement has become an expedition in which we are joined by students, teachers, education leaders, and other stakeholders nationwide.

The significant gains in student performance that have been achieved by schools and districts since we began our education reform journey in 1993 are a tribute to the vision, ingenuity, and hard work of teachers and school leaders throughout the Commonwealth. We aspire to reach new heights of student achievement over the next decade. To do so, we must work together to help each other overcome daunting obstacles. Most of all, we need to hold fast to our dream and not give up on any of our students, no matter how arduous the climb.

In many communities, most students are well on their way to levels of academic proficiency that at the end of high school will afford them meaningful opportunities for higher education and employment—and we will help those districts bring their students to even higher levels of achievement. But even in communities where most students are attaining proficiency in English language arts/reading (ELA) and mathematics, there are some who are not achieving this essential standard. It is those students not yet on a path to high levels of attainment who are the focus of our current improvement efforts. And in some Massachusetts communities, many students are in need of concerted help to find and stay on that path.

### To Proficiency, and Beyond, by 2014

NCLB has established a legal requirement that we commit ourselves to the goal of helping every child achieve proficiency in ELA and mathematics by 2014. The role of Adequate Yearly Progress (AYP) is to measure the path our students are taking towards that goal. Under NCLB, each state is permitted to define what is meant by "proficiency." In Massachusetts, we set a standard for proficiency that aims to ready our students for success not only in U.S. colleges and universities, but also in the 21st century high-tech global economy as well.

Massachusetts, along with perhaps a half-dozen other states, has had a significant head start in meeting NCLB's ambitious goals because of our solid investments in standards-based reform that began in 1993. To meet NCLB's requirements, we adjusted our assessment and accountability policies and procedures in some areas. In recognition of our achievements, the federal government has been flexible in working with us to meld NCLB requirements with essential components of our accountability system, established in 1999.

### Understanding a Complex System

This brief guide is intended to help you, as an education leader, understand the 2007 AYP Reports and answer most stakeholder questions about the accountability system. Additional materials are available on our Web site at <http://www.doe.mass.edu/sda/>. School systems that enable their communities to view AYP and other indicators as useful tools for the journey, not as extra burdens, will help their students climb the ELA and mathematics "proficiency mountains" with a lighter step and a better sense of the path to the top.

## Key Changes to 2007 AYP Determinations

### Annual Improvement Calculations

Since the Massachusetts School and District Accountability System was established in 1999, at the end of each two-year accountability cycle we issued accountability determinations based on performance and improvement calculations using two years of student performance data combined. We adopted the two-year cycle approach to mitigate the potential for error arising out of small sample sizes, thereby increasing the reliability of school and district accountability determinations. Beginning in 2003, we were required by NCLB to issue *annual* measures of student performance and improvement. We complied with this requirement by adding a “mid-cycle” AYP determination report in odd numbered years, calculated on a single year’s data.

Beginning in 2006, MCAS English language arts (ELA) and mathematics tests are administered at each grade from grade 3 through grade 8, and in grade 10. This change greatly increased the number of student assessment results included in annual accountability determinations. With the significantly increased number of test-takers per school participating in annual MCAS tests, we are now able to calculate *single year, annual performance and improvement calculations* for the majority of schools and districts with a measure of reliability similar to calculations previously based on two years of data.

Beginning with 2007 AYP reporting we have discontinued the practice of combining two years of data in even-numbered years. Instead, we will issue annual AYP performance calculations that are based on a single year of data and improvement calculations that are based on one year of data as compared to the previous year of data. This change both simplifies the process for calculating AYP and increases the transparency of AYP performance and improvement calculations.

Accordingly, 2007 AYP performance calculations will be based on the performance of all students tested in MCAS ELA and mathematics tests at each grade from grade 3 through grade 8, and in grade 10; 2007 AYP improvement calculations will be based on a comparison of student assessment results in those grades from spring 2006 (the 2007 baseline) to spring 2007.

### Four-Year Graduation Rate

Prior to 2007, our State’s federally-approved interim additional academic indicator for high schools and for districts at the grade 9-12 grade-span was the Competency Determination (CD) rate. Beginning in 2007 that additional indicator is the 4-year cohort graduation rate. Beginning this year, all Massachusetts public high schools and districts at the grade 9-12 grade-span will have to meet or exceed the State’s graduation rate standard for all reportable student groups in order to make AYP. This year, a minimum standard of 55 percent will apply to the “2006 cohort” (students who entered grade 9 in the 2002-03 academic year, or transferred into the cohort).

## How is AYP Calculated?

To receive a positive 2007 AYP determination, schools and districts must meet a student participation requirement, an additional attendance or graduation requirement, and either the State's 2007 performance target for that subject or the district, school, or subgroup's own 2007 improvement target.

**Table 1 – How Are AYP Determinations Calculated?**

$$A + (B \text{ or } C) + D = \text{AYP}$$

<b>A</b>	<b>Participation Rate:</b> 95% or greater participation in Massachusetts Comprehensive Assessment System (MCAS) & MCAS-Alternate Assessment (MCAS-Alt) tests
+	
<b>B</b>	<b>Performance:</b> 85.4 or greater Composite Performance Index (CPI) in ELA 76.5 or greater CPI in mathematics
or	
<b>C</b>	<b>Improvement:</b> Meet or exceed 2007 improvement target (Specific to districts, schools and subgroups)
+	
<b>D</b>	<b>Additional Indicator:</b> Grades 1-8: 92% or higher attendance rate, or 1% improvement over 2006 High School: 55% or higher graduation rate for 2006 cohort

AYP determinations are made separately for ELA and for mathematics. For each subject there are multiple AYP determinations — for students in the aggregate and for student subgroups. Student groups for whom AYP determinations are made include students with disabilities, students with limited English proficiency, economically disadvantaged students (eligible for free/reduced price school lunch), and African American/Black, Hispanic, Asian, White, and Native American students. Students are counted in each student group to which they belong; as such, one student can be represented in multiple groups.

AYP determinations are calculated for student subgroups if the group consists of (1) forty students or more assessed in each year for which performance data is being analyzed and (2) the number of subgroup members is at least 5% of the number of students whose assessment results are included in the school or district's aggregate AYP calculation, or (3) the number of subgroup members is 200 or more.

## Understanding the Composite Performance Index (CPI)

Student performance on academic assessments is a fundamental component in rendering decisions about AYP. Massachusetts uses the Composite Performance Index (CPI), a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS and MCAS-Alt tests<sup>1</sup> based on their

<sup>1</sup> While the majority of students with disabilities take standard paper and pencil MCAS tests, either with or without accommodations, the MCAS-Alt is used to assess the attainment of students who, by reason of severe and complex disabilities, are not able to participate in the standard MCAS testing program. The MCAS-Alt is a portfolio review of student work and other student data, designed to measure knowledge of the key concepts and skills outlined in the learning standards of the Massachusetts Curriculum Frameworks.

performance. The total points assigned to each student are added together and the sum is divided by the total number of students assessed. The result is a number between 0 and 100, which constitutes a district, school or subgroup's CPI for that subject and student group. CPIs are generated separately for ELA and mathematics, and at all levels – state, district, school, and student subgroup.

### Sample CPI Calculation: Step-by-Step

A school or district's CPI is calculated by combining points generated by students who take the standard MCAS tests (the "proficiency index") with points generated by students who take the MCAS-Alt (the "MCAS-Alt Index"). The CPI is calculated by determining, in each subject for each student group, the following:

1. **(Table 2)** The number of students who took standard MCAS tests who performed at each of the five proficiency levels set out in Table 2 and multiplying the number at each level times the proficiency index points associated with that level;
2. **(Table 2)** The number of students who participated in the MCAS-Alt for reasons other than significant cognitive impairments who demonstrated performance equivalent to each of the five proficiency levels set out in Table 2 and multiplying the number at each level times the proficiency index points assigned to that level; and
3. **(Table 3)** The number of students with significant cognitive impairments who demonstrated performance at each of the five MCAS-Alt levels shown in Table 3 and multiplying the number at each level times the MCAS-Alt index points associated with that level.
4. **(Table 4)** The point totals from steps one, two and three above are added together and the sum is divided by the total number of students assessed, as shown in the sample CPI calculation in Table 4. The result is a number between 0 and 100, which constitutes the district, school, or subgroup's CPI for that subject and student group.

**Table 2 – Proficiency Index Points**

For students taking standard MCAS tests and for MCAS-Alt participants who do not have significant cognitive impairments		
MCAS SCALED SCORE or MCAS-Alt Equivalent		POINTS AWARDED
240 – 280	Proficient and Advanced	100
230 – 238	Needs Improvement – High	75
220 – 228	Needs Improvement – Low	50
210 – 218	Warning/Failing – High	25
200 – 208	Warning/Failing – Low	0

**Table 3 – MCAS-Alt Index Points**

For students with significant cognitive impairments taking MCAS-Alt (up to 1% of all assessed students at district and state levels)	
MCAS-Alt SCORE	POINTS AWARDED
Progressing	100
Emerging	75
Awareness	50
Portfolio Incomplete	25
Portfolio no submitted	0

**Table 4 – Sample CPI Calculation**

MCAS Performance Level <i>MCAS-Alt Performance Level in Italics</i>	Points Per Student	# Students	Points
Proficient and Advanced / <i>Progressing</i>	100	10	1,000
Needs Improvement High / <i>Emerging</i>	75	20	1,500
Needs Improvement Low / <i>Awareness</i>	50	40	2,000
Warning / Failing High / <i>Portfolio Incomplete</i>	25	15	375
Warning / Failing Low / <i>Portfolio not Submitted</i>	0	5	0
Totals		90 students	4,875 Points
<b>4,875 ÷ 90 = 54.2 CPI</b>			

## Accountability Status Determinations

A school's accountability status refers to the category to which they are assigned, based on two or more years of AYP data, to define the required course of action that must be taken to improve performance. Accountability status designations include Improvement, Corrective Action and Restructuring. Schools that make AYP in a subject for all student groups for two or more consecutive years are assigned to the positive No Status category.

2007 AYP and accountability status determinations for schools serving grades 1-8 are based on four factors: participation, performance or improvement, and an additional indicator, attendance. For high schools, the additional indicator is the 4-year graduation rate. School-level AYP determinations are based on all grades assessed.

District-level AYP determinations are issued separately for three grade-spans – grades 3-5, 6-8, and 9-12 – for students in the aggregate and student subgroups in ELA and mathematics. District accountability status determinations are driven by these grade-span AYP determinations. A district will be newly identified for improvement if it fails to make AYP in the same subject area and all grade-spans, for students in the aggregate or any subgroup, for two consecutive years. A district will be assigned to the positive No Status category if it makes AYP in the same subject area for at least one grade-span for two consecutive years. (This does not apply to Massachusetts's districts that consist of a single school; single-school districts continue to receive AYP determinations based on all grades assessed.)

## Performance and Improvement Ratings

School and district AYP reports show performance and improvement ratings based on *aggregate* student performance on MCAS ELA and mathematics tests. Ratings are descriptive terms used to track progress toward meeting the goal of all students achieving proficiency in those subjects by the year 2014; school leaders may use these ratings to communicate “big picture” accountability findings to parents, community members, and other stakeholders.

### Performance Ratings

A school or district's *aggregate* CPI each year is used to establish its Performance Rating. The six performance rating categories and corresponding CPI ranges are: *Very High* (90 – 100), *High* (80 – 89.9), *Moderate* (70 – 79.9), *Low* (60 – 69.9), *Very Low* (40 – 59.9), and *Critically Low* (0 – 39.9).

## Improvement Ratings

Improvement ratings correspond to the amount of *aggregate* CPI gain a school or district achieved in 2007 as compared to 2006. The improvement that a school or district is expected to make from one year to the next is expressed not as a single numeric target, but as a target range. This range includes an “error band” that surrounds the target number. The size of the error band varies depending on the size and score distribution of the particular group being measured. (The standard error band is 2.5, but may be as large as 4.5 for groups smaller than 100.) The five improvement rating categories are: *Above Target* (improved above error band), *On Target* (improved within error band), *Improved Below Target* (improved above the baseline but below the error band), *No Change* (gain was equivalent to baseline plus or minus the error band), and *Declined* (gain was below baseline and below the error band).

## Interim Adjustment Regarding Certain Special Education Students and AYP Determinations

In May 2005, the U.S. Department of Education (US ED) granted states additional flexibility in their treatment of the special education student population for accountability purposes. Formerly, up to 1% of the student population assessed using the MCAS-Alt was included in AYP determinations using the Alternate Index. The policy allows states to develop modified achievement standards for an additional 2% of the student population. A summary of our US ED-approved plan for providing short-term flexibility for the 2005~2007 AYP reporting years follows:

1. We establish a 2% “proxy group” of student MCAS results to be awarded 100 index points, using Student Information Management System (SIMS) and performance data for the review year to determine those students who we deem to be candidates for modified achievement standards. We use student disability type, level of need, and assessment performance data to identify these candidates from among students with disabilities who took the standard form of the MCAS test.
2. After generating preliminary AYP determinations, we identify the schools and districts statewide that did not make AYP in ELA, mathematics, or both subjects for their Special Education subgroup only.
3. We then perform a secondary analysis for those schools and districts, assigning 100 index points to those students with disabilities in their assessment group, if any, who were included in the 2% “proxy group”.
4. We re-run the AYP determinations for those schools/districts using the index points assigned for “proxy group” students with disabilities. If, as a result of this secondary analysis, a school or district meets or surpasses its AYP performance targets, the school or district is considered to have made AYP for the year of review.

The process is completed for ELA and mathematics separately. AYP reports display the original CPI calculated from all assessment results as required by US ED. If changed under the secondary analysis, the modified AYP determinations for the Special Education subgroup are indicated by a notation to alert readers of the basis for the modified determination.

## Frequently Asked Questions about 2007 AYP Reporting

**Where can I get definitions of the various terms shown on my 2007 AYP Report?** Each online AYP Report links to a glossary with brief definitions of the terms included in the report and to a Web page containing this guide and other informational materials.

**What is the difference between the “summary” and “detail” sections of my school and district AYP reports?** To enhance the user-friendliness of the reports, we published 2007 AYP Reports in two layers— summary and detail. The summary layer displays the “big picture” information. The detail layer displays more fine-grained data, including information about the number of students included in AYP determinations for each subgroup and detailed baseline and gain target data.

	(A) Participation			
ENGLISH LANGUAGE ARTS	Enrolled	Assessed	%	Met Target (95%)
Aggregate	222	219	99	Yes
Lim. English Proficient	40	38	95	Yes
Special Education	32	24	75	No

**How is participation calculated?** A required component of AYP calculations, participation rates indicate the number of students who participated in MCAS and MCAS-Alt tests divided by the number of students enrolled on the date the tests were administered. LEP students enrolled in U.S. schools for the first time are not

required to take ELA tests; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA). Students absent during testing, including those with a medical excuse, are counted against school and district participation rates as non-participants. A student is neither a participant nor a non-participant (i.e., excluded from both the numerator and the denominator in participation rate calculations) if all of the following statements are true: (1) The student transferred during the testing window (between the first day of ELA testing and the last day of testing for mathematics or science); (2) The student missed at least one entire session of the test in question; and (3) The student was not medically excused or absent for the test in question.

	(B) Performance		
MATHEMATICS	N	2007 CPI	Met Target (76.5)
Low Income	97	74.4	No
Afr. Amer./Black	72	87.1	Yes
Asian or Pacif. Isl.	38	-	-

**What do my “N” figures represent?** As shown on detailed school and district AYP reports, the “N” figure displays the number of students whose assessment results were included in the 2007 CPI calculation. At the school level, this number includes only those students enrolled on or before October 1, 2006. District AYP results reflected the performance of all students who took MCAS/MCAS-Alt tests while enrolled in the district, regardless of when they enrolled, including students in out-of-district

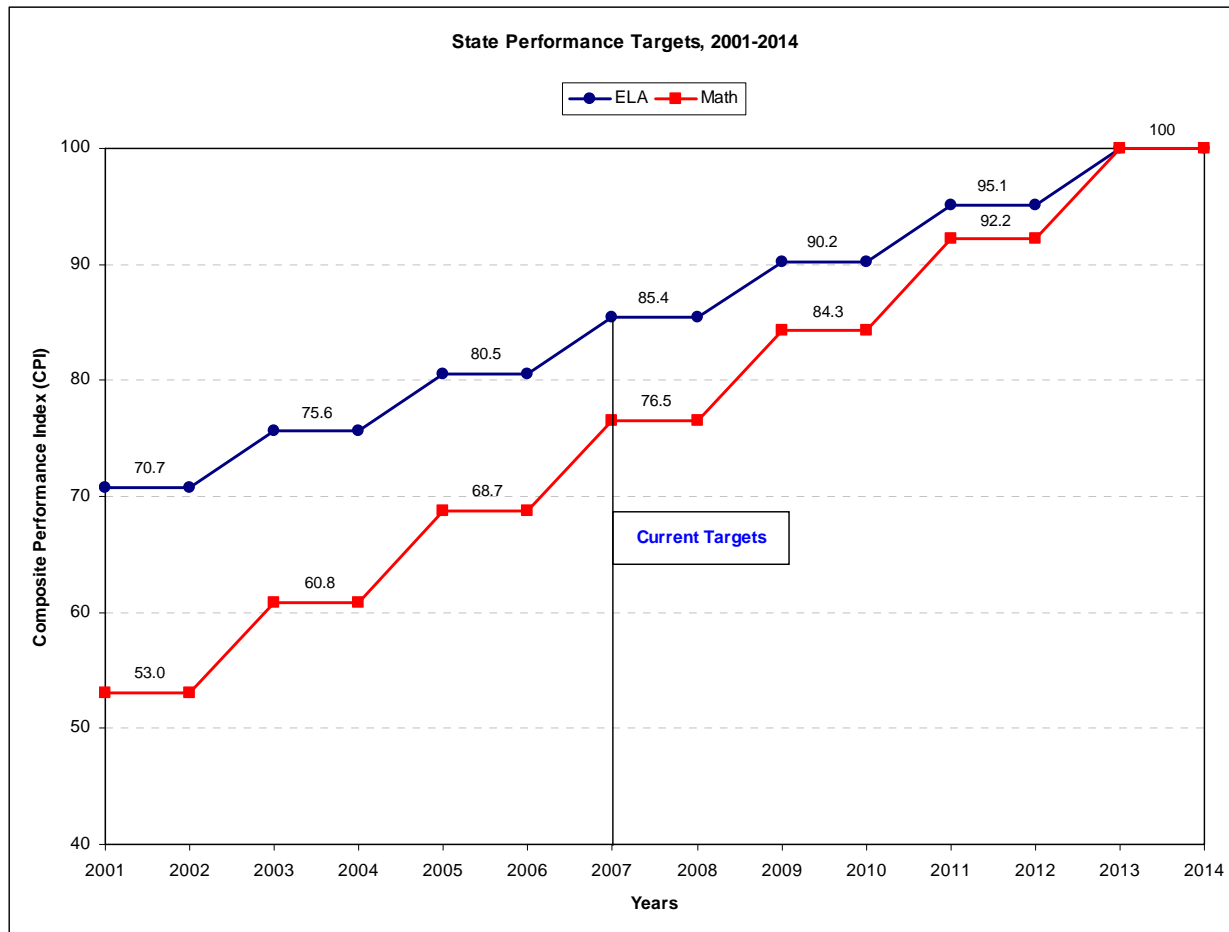
placements (i.e., those who attend a non-public school at public expense). The MCAS results of all Limited English Proficient (LEP) students in their first year of U.S. schooling are excluded from performance and improvement calculations in ELA and mathematics tests, as are students who did not complete testing.

**Where do the data for my “N” figures come from?** N figures are based on demographic and enrollment information provided through Student Information Management System (SIMS) data provided to the Department by schools and districts, with one exception: The LEP subgroup also includes students who, according to SIMS, were formerly Limited English Proficient in one of the two prior school years.

**How is the 2007 CPI calculated?** The CPI is a 100-point index that assigns 100, 75, 50, 25, or 0 points to each student participating in MCAS/MCAS-Alt tests based on their performance. The total points assigned to each student are added together and the sum is divided by the total number of students

assessed. The result is a number between 0 and 100, which constitutes a district, school, or subgroup's CPI for that subject and student group. The 2007 CPI displayed in AYP reports is based on the scores of all students in the district or school taking MCAS tests in grades 3~8 and 10 in spring 2007.

**What are the 2007 State Performance Targets for ELA and mathematics?** To make AYP, districts, schools, and student subgroups must meet either the State Performance Target or their own Improvement Target for ELA and for mathematics, respectively. For 2007, the State Performance Target for ELA is a CPI of 85.4 points; for mathematics, the State Performance Target is 76.5 (see graph below). A "Yes" is displayed in the Performance Met Target column for each reportable subgroup whose 2007 CPI met or exceeded the State Performance Target for that subject.



	(B) Performance			(C) Improvement			
	N	CPI	Met Target (76.5)	2006 CPI (Baseline)	Gain Target	On Target Range	Met Target
<b>MATHEMATICS</b>							
Hispanic	110	78.7	Yes	60.5	4.9	62.9 – 67.9	Yes
Native American	40	58.2	No	38.0	7.8	43.3 – 48.3	Yes
White	97	64.1	No	63.4	4.5	66.1– 70.4	No

**How is the Improvement Gain Target calculated?**

A district, school or subgroup's 2006 CPI is equivalent to its 2007 Baseline, and is based on the ELA and

mathematics performance, respectively, of students tested in grades 3~ 8 and 10 in 2006. As displayed on school and district AYP reports, the Gain Target represents the amount of improvement, measured in CPI points, that a district, school or subgroup is expected to make between 2006 and 2007 in order to make

AYP. Gain targets are calculated by subtracting the 2006 CPI (Baseline) from 100 (the ultimate CPI goal), and dividing the difference by the number of years (8) between 2006 and 2014. Gain targets are specific to each district, school and subgroup.

**What does the On Target Range represent?** The improvement that a school or district is expected to make from one year to another is expressed not as a single numeric target, but as a target range. This range includes an “error band” that surrounds the target number. The size of the error band varies depending on the size and score distribution of the particular group being measured. Consequently, a district, school, or student group may meet its target even though its CPI is below the target number. The standard error band for 2007 is 2.5, but may be as large as 4.5 for groups smaller than 100. The error band is only applied to a group’s Improvement Target, not its Performance Target. As shown on detailed school and district AYP reports, the On Target Range displays the minimum and maximum CPI scores required for a district, school or student subgroup to remain on target toward NCLB’s goal of 100% proficiency by the year 2014, taking into consideration the error band surrounding each group’s Gain Target. The smaller number in the On Target Range represents the Gain Target minus the error band, while the larger number in the On Target Range represents the Gain Target plus the error band.

**My school’s AYP report does not include Improvement data. Why is that?** For a new school or school that did not have performance data for 20 or more students in 2006, the school’s current performance CPI is used to render AYP determinations for the aggregate and subgroups.

**How is the attendance rate calculated?** Attendance is the additional AYP indicator for schools serving grades 1-8. The attendance rate required to make AYP in 2007 was 92%, or improvement of at least 1% from 2006, and determinations were made for groups of six or more students. The 2007 attendance rate is calculated by dividing the total number of days students attended school by the total number of days students were enrolled in SY2006-07. Only the amount of time a student spent at the school in which they were enrolled on October 1, 2006 factored into school-level attendance calculations. Students were not counted towards multiple schools. Students were included in district attendance rate calculations for any time spent in any reported district. District attendance calculations also included students who were out-placed in public collaborative or private alternative schools/programs at public expense.

**How is the graduation rate calculated?** The 4-year graduation rate is the additional AYP indicator for high schools and for districts at the 9-12 grade span. The graduation rate is calculated by dividing the number of students in the 2006 cohort who graduated in 4 years or less by of the total number of students in the cohort (the number of first-time entering 9<sup>th</sup> graders in 2002–03, excluding transfers out and including transfers in). The minimum graduation rate standard required to make AYP in 2007 is 55 percent. Additional information on the graduation rate, including a list of frequently asked questions, is available at [www.doe.mass.edu/infoservices/reports/gradrates/](http://www.doe.mass.edu/infoservices/reports/gradrates/).

**Why did the additional indicator for high schools change from the competency determination (CD) rate to the graduation rate?** NCLB requires states to report high school graduation rates, and to include these rates in AYP determinations. Until last year, graduation rates for Massachusetts high schools could only be estimated from annual dropout data or from grade level enrollment information. Now that the Department has collected more than five years of student-level data from the State’s Student Information Management System (SIMS), the Department is able to track an individual class from initial entrance into ninth grade through graduation. The CD rate was our “interim” graduation rate indicator for AYP purposes through 2006 AYP reporting. The CD remains an important component of high school graduation. For more information visit: [www.doe.mass.edu/hsreform/](http://www.doe.mass.edu/hsreform/).

**Are there any differences between the graduation rate data published by the Department last winter and the graduation rate data used to generate the 2007 AYP determinations?** The graduation rate data published in winter 2006-07 and in 2007 AYP determinations are nearly identical, with two

exceptions: students reported as members of the Multi-Race, Non-Hispanic or Pacific Islander subgroup in the winter rate are included in rates for the AYP subgroup they were reported as belonging to prior to the availability of these new racial/ethnic reporting categories. Students with no prior race/ethnicity data are included at the aggregate level only in school and district AYP reports.

**Why do 2007 AYP Reports show graduation rates for the 2006 cohort?** Using data for the 2006 cohort allows us to use a data set that has been thoroughly reviewed by district and Department staff. We will not have complete graduation rate data for the 2007 graduation cohort until late fall 2007, after the October SIMS reporting period and the 2007 cohort data review period have closed.

**My school's AYP report shows a CPI and improvement information for a subgroup but doesn't say whether it met the target or made AYP. Why is this?** Subgroups with fewer than 40 students assessed in 2007 do not qualify for AYP determinations. To qualify, a subgroup must also constitute at least 5% of the total number of students assessed in the school or district. However, all groups larger than 200 qualify as a subgroup. For informational purposes we publish CPI data for groups with twenty or more students.

**My district is identified for improvement, but none of the schools in my district are. Why is this?** District AYP determinations are inclusive of all students in the district, including those who are placed in private settings and educational collaboratives for the purpose of receiving special education or other services. In some cases, a student group at the school-level may not qualify for AYP determinations because it did not meet the minimum group size requirements (See above). Data for these students, however, are included in district AYP determinations in the aggregate and any subgroups to which the students belong.

**The early childhood school in my district received an AYP determination, even though it does not serve any grades tested in MCAS. Why is this?** In accordance with NCLB, the Department renders AYP determinations for schools serving grades 1 and/or 2. SIMS allows the Department to follow graduates of these early childhood schools and apply results from their grade 3 Reading and Mathematics tests to their former schools. 2007 AYP determinations for early childhood schools are based on the spring 2007 MCAS scores of grade 3 students who were enrolled in the early childhood school in grade 1 as of October 2004 or grade 2 as of October 2005, whichever was the highest grade served at the school. 2007 AYP attendance calculations are based on the school's 2006-07 SIMS data for grades 1 and/or 2.

**What students are included in my LEP subgroup?** In addition to LEP students, the LEP subgroup includes students who, according to district SIMS reports from the past two years (going back to October 2004), have progressed to a point where they can perform ordinary classroom work in English ("formerly LEP").

**Is there a limit on the number of students who can take the MCAS-Alt?** In accordance with NCLB, alternate standards may be used to measure the performance/progress of significantly cognitively impaired students. MCAS-Alt is the instrument Massachusetts uses to assess the attainment of students who, by reason of severe and complex disabilities, are not able to participate in standard MCAS testing. NCLB currently permits 1 percent of the total number of students assessed statewide and in each school district to be considered proficient using alternate standards. We routinely issue waivers, however, for districts in which more than 1 percent of students are significantly cognitively impaired.

**What if the attendance of my school or district's medically-fragile students' adversely affects our overall attendance rate?** The Department recognizes that students with medical conditions or disabilities that result in long-term or frequent absences can impact attendance rates. When such cases lead to identification of a school or district for improvement, corrective action, or restructuring, the determination may be appealed (See below). When appealing an AYP determination based on medical

absences, be prepared to provide documentation from the concerned students' doctors, in addition to attendance data and documentation of home-or hospital-based tutoring that was provided.

**How do I report a discrepancy in my preliminary data?** Schools and districts have a window for reporting AYP data discrepancies via an online reporting tool linked from preliminary AYP data in the Security Portal. This tool allows district staff to report 2007 AYP discrepancies to the Massachusetts Department of Education. The following types of discrepancies are reportable through the tool: student attendance data discrepancies, 2007 AYP Report Template discrepancies, and closed schools. We will repair discrepancies in student or aggregate data resulting from our own processing errors, and we will review requests for corrections of discrepancies resulting from certain school- or district-based errors. Please note that the reporting window for high school graduation rate-related discrepancies for the 2006 cohort closed in January 2007; further corrections to these data will not be accepted. Similarly, corrections to data submitted by districts in 2006-07 SIMS collections will not be accepted. **All MCAS-related discrepancies must be reported via [www.mcasservicecenter.com](http://www.mcasservicecenter.com) during the MCAS Discrepancy Window (August 20-31, 2007).**

**Can I appeal my school or district AYP determinations?** Beyond the correction of data discrepancies, there is a process established for appealing AYP determinations *when those findings lead to the identification of a school or district for improvement, corrective action, or restructuring*. If after reviewing the student files and accountability data posted to the Department's Security Portal and <http://www.mcasservicecenter.com/> you are certain that special circumstances warrant a reconsideration of one or more AYP determinations, your school or district has the option of filing an appeal. A letter detailing the appeal can only be submitted by the district superintendent or charter school leader, and should be e-mailed to [AYP@doe.mass.edu](mailto:AYP@doe.mass.edu). Any supporting documentation (excluding confidential information) should also be submitted at that time. After filing the appeal, the superintendent may designate additional people to whom questions about the appeal should be directed.

**What are the consequences for schools or districts that do not make AYP?** The consequences for not making AYP vary depending on the circumstances, including the number of years the school or district has not made AYP and whether it receives Title I funds. See the document entitled *2007-08 School & District Accountability Status and Required Actions* for more specific information: [www.doe.mass.edu/sda/ayp/2007/](http://www.doe.mass.edu/sda/ayp/2007/).

**Where can I find more information about NCLB Requirements and the Massachusetts School and District Accountability System?** Information about the accountability system can be found at [www.doe.mass.edu/sda/](http://www.doe.mass.edu/sda/). Information about NCLB Requirements can be found at <http://www.doe.mass.edu/sda/nclb.html>. Materials and reports pertaining to the 2007 AYP determinations can be found at [www.doe.mass.edu/sda/ayp/2007/](http://www.doe.mass.edu/sda/ayp/2007/).

**Table 5 – District Accountability Status Chart: 2007-08 Academic Year**

2006 District Accountability Status (ELA or math; aggregate or subgroups)	2006 AYP	2007 AYP <sup>2</sup>	2007 Status
CORRECTIVE ACTION	NO	NO	CORRECTIVE ACTION
CORRECTIVE ACTION	NO	YES	CORRECTIVE ACTION
CORRECTIVE ACTION	YES	YES	NO STATUS
IMPROVEMENT – YR 2	YES	NO	CORRECTIVE ACTION
IMPROVEMENT – YR 2	YES	YES	NO STATUS
IMPROVEMENT – YR 2	NO	NO	CORRECTIVE ACTION
IMPROVEMENT – YR 2	NO	YES	IMPROVEMENT – YR 2
IMPROVEMENT – YR 1	NO	NO	IMPROVEMENT – YR 2
IMPROVEMENT – YR 1	YES	NO	IMPROVEMENT – YR 2
IMPROVEMENT – YR 1	NO	YES	IMPROVEMENT – YR1
IMPROVEMENT – YR 1	YES	YES	NO STATUS
NO STATUS	NO	NO	IMPROVEMENT – YR1
NO STATUS	YES	NO	NO STATUS
NO STATUS	NO	YES	NO STATUS
NO STATUS	YES	YES	NO STATUS

<sup>2</sup> District AYP determinations are based on grade spans (3-5, 6-8, 9-12). A district is newly identified for improvement if it fails to make AYP in the same subject area for all grade-spans (aggregate or any subgroup) for two consecutive years. A district is assigned to the positive No Status category if it makes AYP for all groups in the same subject area for at least one grade-span for two consecutive years.

**Table 6 – School Accountability Status Chart: 2007-08 Academic Year**

2006 School Accountability Status (ELA or math; aggregate or subgroups)	2006 AYP	2007 AYP <sup>3</sup>	2007 Status
RESTRUCTURING – YR 2+	NO	NO	RESTRUCTURING – YR 2+
RESTRUCTURING – YR 2+	NO	YES	RESTRUCTURING – YR 2+
RESTRUCTURING – YR 1	NO	NO	RESTRUCTURING – YR 2+
RESTRUCTURING – YR 1	YES	NO	RESTRUCTURING – YR 2+
RESTRUCTURING – YR 1	NO	YES	RESTRUCTURING – YR 1
RESTRUCTURING – YR 1	YES	YES	NO STATUS
CORRECTIVE ACTION	NO	NO	RESTRUCTURING – YR 1
CORRECTIVE ACTION	YES	NO	RESTRUCTURING – YR 1
CORRECTIVE ACTION	NO	YES	CORRECTIVE ACTION
CORRECTIVE ACTION	YES	YES	NO STATUS
IMPROVEMENT – YR 2	NO	NO	CORRECTIVE ACTION
IMPROVEMENT – YR 2	YES	NO	CORRECTIVE ACTION
IMPROVEMENT – YR 2	NO	YES	IMPROVEMENT – YR 2
IMPROVEMENT – YR 2	YES	YES	NO STATUS
IMPROVEMENT – YR 1	NO	NO	IMPROVEMENT – YR 2
IMPROVEMENT – YR 1	YES	NO	IMPROVEMENT – YR 2
IMPROVEMENT – YR 1	NO	YES	IMPROVEMENT – YR1
IMPROVEMENT – YR 1	YES	YES	NO STATUS
NO STATUS	NO	NO	IMPROVEMENT – YR1
NO STATUS	YES	NO	NO STATUS
NO STATUS	NO	YES	NO STATUS
NO STATUS	YES	YES	NO STATUS

<sup>3</sup> If a school makes AYP for one year, it stays at the previous year's status. If the school makes AYP for two years in a row, it is assigned to the positive No Status category.