



Technical Manual for the 2008 Adequate Yearly Progress (AYP) Determinations

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1. Introduction

1.1 Massachusetts School and District Accountability System

The Commonwealth's Constitutional duty, as affirmed in *McDuffy v. Board of Education* and codified in the landmark Massachusetts Education Reform Act of 1993 (G.L. c. 69, s.1J and 1K), is to ensure that every public school in the Commonwealth provides, to each child enrolled, learning opportunities of sufficient quality, quantity and design that each student, with active participation and reasonable effort, may acquire the knowledge and skills needed to demonstrate grade level proficiency or higher in core academic subjects, as defined by Massachusetts' student performance standards.

The No Child Left Behind Act of 2001 (NCLB) required the Commonwealth of Massachusetts to create a single definition of Adequate Yearly Progress (AYP) for all schools and districts throughout the state. This definition includes annual targets for academic achievement, participation in assessments, graduation rates for high schools, and at one other academic indicator for elementary and middle schools. NCLB requires Massachusetts to review annually the status of every school, using these defined benchmarks, in order to ensure that the school is making adequate progress toward achieving the goal of grade-level proficiency for every student in English language arts (ELA) and mathematics by the 2013-14 school year.

The Massachusetts School and District Accountability System enables policymakers, parents, and the public to assess the effectiveness and monitor the improvement of all public schools and districts, hold school leaders accountable for that performance and improvement, and to identify where State intervention is needed.

To fulfill its accountability mandate, the Massachusetts Department of Elementary and Secondary Education ("the Department"):

- Establishes standards against which school performance can be fairly and reliably measured;
- Regularly measures school performance and identifies schools not meeting minimum performance standards;
- Supports the efforts of school and district leaders to improve the quality of educational services and supports delivered in schools where performance is below state standards; and
- Intervenes, where needed, to direct changes in leadership, curriculum, instruction, student services, and organizational management to establish conditions likely to improve the quality and efficacy of teaching and learning in low performing schools.

1.2 Adequate Yearly Progress (AYP)

NCLB established the years between 2002 and 2014 as the period within which all states are expected to enhance teaching and learning so that all students attain grade-level proficiency in English language arts and Mathematics, as measured by standards-based state assessments. In the Commonwealth of Massachusetts, NCLB requirements have been met through enhancements to the Massachusetts School and District Accountability System, which was adopted in 1999.

The Commonwealth divided the period from 1998 to 2014 into eight two-year cycles, and set intermediate performance targets for each cycle. To make Adequate Yearly Progress (AYP), districts, schools, and student groups must meet these intermediate targets, or demonstrate improvement at a rate that puts them “on target” for all students to reach grade-level proficiency by 2014.

To receive an affirmative 2008 AYP determination, schools and districts had to meet a student participation requirement, an additional attendance or graduation requirement, and either the State’s 2008 performance target for that subject or the district, school, or student group’s own 2008 improvement target.

2. Glossary of Terms

Accountability Status

The category to which a school is assigned based on its AYP determinations over multiple years, to define the required course of school, district and/or state action that must be taken to improve student performance. Accountability status categories 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. A district or school may be placed in an accountability status on the basis of the performance and improvement profile of students in the aggregate or of one or more student groups over two or more years in ELA and/or Mathematics.

Adequate Yearly Progress (AYP)

As required by the federal No Child Left Behind Act (NCLB), all schools and districts are expected to meet or exceed specific student performance standards in ELA and Mathematics each year. AYP determinations are issued yearly based on the performance of all students and for student groups to monitor the interim progress toward attainment of grade-level proficiency by the 2013-2014 school year.¹

AYP History

As shown on school and district AYP reports, a snapshot of the years between 1999 and 2008. A finding of “Yes” or “No” in a given year indicates whether the school or district made AYP.

¹ Prior to 2003, AYP determinations were based on aggregate student performance.

Attendance

As shown on school and district AYP reports, the additional AYP indicator for elementary and middle schools. Attendance rates are calculated by dividing the total number of days all students attended school by the total number of days all students were enrolled. Attendance rates are inclusive of all students enrolled in elementary and middle schools in grades 1 and higher (See 3.4 – *Additional Indicators (D)*).

Composite Performance Index (CPI)

The Composite Performance Index (CPI) is a 100-point index that combines the scores of students who take standard MCAS tests (the Proficiency Index) with the scores of those who take the MCAS-Alternate Assessment (MCAS-Alt) (the MCAS-Alt Index) and is a measure of the extent to which students are progressing toward proficiency in ELA and Mathematics, respectively (See 3.2 – *Performance (B)*).

Composite Performance Index (CPI) Baseline

A district, school, or student group's Composite Performance Index (CPI) Baseline represents the performance, as measured in terms of the CPI, of students tested in grades 3-8 and 10 in 2007, the baseline year for 2008. Baseline CPIs are established separately for ELA and for Mathematics.

CPI Change

As shown on school and district AYP reports, the CPI Change figure shows the difference between a group's baseline CPI and its performance CPI for the current year. The CPI change figure is either a positive or a negative number, depending on whether a district, school or student group's CPI improved or declined from one year to the next. The CPI change figure is compared to a group's gain target to establish whether the group met its Improvement Target.

Enrollment

Enrollment counts serve as the basis for calculating AYP participation and attendance rates (See *Attendance*). Enrollment data are derived from information the Department collects from districts via the Student Information Management System (SIMS).

Error Band

As shown on data reports generated by the Department, the improvement that a district, school, or student group has to make from one year to the next is expressed as a target range (See *On Target Range*). This range includes an "error band" that surrounds the target number. Schools, districts, and student groups have the opportunity to meet individual improvement targets when they do not meet the State Performance Target. Error bands vary between 1.0 and 4.5, depending on the size of the group measured and whether that group is at the school or district level, and are applied to a group's gain target, not its CPI.

Gain Target

As shown on data reports generated by the Department, the Gain Target figure shows the amount of improvement—as measured in CPI points—a school, district, or student group is expected to make from 2007 to 2008. Gain targets are calculated by subtracting the baseline CPI

from 100 (the year 2014 performance target for all Massachusetts schools and districts), and dividing the difference by the number of remaining years, including the current year, until the year 2014. For 2008, that number is seven. Gain targets are set separately for ELA and Mathematics.

Graduation Rate

All Massachusetts public high schools and districts at the grade 9-12 grade span must meet or exceed the State's graduation rate standard for all reportable student groups in order to make AYP. The graduation rate is one of two criteria (the other being the fulfillment of local requirements) required by the Department as a condition for high school graduation in 2008. The graduation rate is calculated by dividing the number of students in the 2007 cohort who graduated in 4 years or less by of the total number of students in the cohort (the number of first-time entering 9th graders in 2003–04, excluding transfers out and including transfers in). The minimum graduation rate standard required to make AYP in 2008 is 60 percent for the 2007 cohort (students who entered grade 9 in the 2003-04 academic year, or transferred into the cohort) or an increase of two or more percentage points in the four-year graduation rate from the 2006 cohort to the 2007 cohort (See 3.4 – *Additional Indicators (D)*).

Improvement Rating

A district or school's Improvement Rating is a descriptive term corresponding to the amount of *aggregate* CPI gain the school or district achieved in 2008 as compared to 2007. 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 range inclusive of an "error band" that surrounds the target number. Improvement ratings are generated based on a school or district's performance with respect to the error band. 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).

Improvement Target

See *Gain Target*

Massachusetts Comprehensive Assessment System (MCAS)

The Massachusetts Comprehensive Assessment System (MCAS) is the Commonwealth's student academic assessment program. 2008 school and district AYP findings are based on the results of MCAS tests administered in grades 3-8 and 10 in ELA and Mathematics.

Measured Progress, Inc.

Measured Progress, Inc. is the Commonwealth's test contractor for the development and implementation of the Massachusetts Comprehensive Assessment System (MCAS) since 2004. Beginning in 2003, Measured Progress is also the Commonwealth's test contractor for the Massachusetts English Proficiency Assessment (MEPA).

MCAS-Alternate Assessment (MCAS-Alt)

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. According to federal rules, up to one percent of the student population assessed using the MCAS-Alt may be included in AYP determinations using the MCAS-Alt Index.

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. The portfolio consists of a structured collection of products, compiled throughout the school year, that document the student's performance of skills and understanding based on the Curriculum Framework in the content area being assessed. Evidence is organized in a portfolio according to the standards specified for assessment in each content area, and includes the following products and information: Data charts showing the student's performance over time on tasks based on the learning standard being assessed; work samples, video/audio clips, and/or photographs showing the student's performance on tasks based on the learning standard being assessed; and descriptive notes provided by the teacher, examples of materials and tools used by the student, reflection sheets, and other supporting documentation at the discretion of the teacher. The creation of portfolios is guided by the *Educator's Manual for MCAS-Alt*, updated annually, distributed at Department-sponsored training events, and posted at www.doe.mass.edu/mcas/alt.

MCAS-Alt Index

The MCAS-Alt Index is a measure of the distribution of student performance among students with significant cognitive impairments (up to 1% of all students assessed statewide) who demonstrate performance equivalent to each of the five MCAS Alternate Assessment performance levels (*Progressing, Emerging, Awareness, Portfolio Incomplete, Portfolio not Submitted*). The number of students at each MCAS-Alt performance level is multiplied by the number of MCAS-Alt Index points associated with each and divided by the total number of students. The result is a number between 0-100, called the MCAS-Alt Index (See 3.2 – *Performance*).

MCAS Megafile

The Commonwealth's electronic repository of student-level academic assessment data, upon which secondary analyses and aggregations of MCAS Megafile data are performed in fulfillment of federal, state, and local reporting requirements, and for research and policy-making purposes.

Met Target (Improvement)

To make AYP, schools, districts, and student groups have to meet either the 2008 State Performance Target or their own improvement target for ELA and for Mathematics, respectively. A school, district, or student groups 's improvement target is calculated by adding its gain target to its baseline CPI. A "Yes" or "No" assigned to a district, school, or student group

on AYP reports in the improvement column indicates whether the group made AYP for improvement (See 3.3 – *Improvement*).

Met Target (Performance)

To make AYP, schools, districts, and student groups have to meet either the 2008 State Performance Target or their own improvement target for ELA and for Mathematics, respectively. In 2008 the State Performance Target for ELA is a CPI of 85.4 points; for Mathematics, 76.5. A “Yes” or “No” assigned to a district, school, or student group on AYP reports in the performance column indicates whether the group made AYP for performance (See 3.2 – *Performance*).

N

As shown on school and district AYP reports, represents the number of students whose academic assessment results are included in the CPI calculation for 2008. At the school level, this number includes only those students enrolled on or before October 1 of the academic year in which the test is administered. The results of first-year limited English proficient (LEP) students are also excluded. At the district level, this number includes all students enrolled in the district and assessed during the testing window, including students enrolled in outplaced settings at public expense.

No Child Left Behind (NCLB)

Signed into law by President George W. Bush on January 8, 2002, NCLB is the principal federal law affecting public education from kindergarten through high school. NCLB is built on four pillars: expanded local control and flexibility; doing what works based on scientific research; accountability for results; and more options for parents. The goal of NCLB is for all students to reach grade level proficiency in ELA and Mathematics by the 2013-2014 school year.

No Determination

Districts, schools, and student groups that did not meet minimum group size requirements in 2008 did not receive a 2008 AYP determination. AYP determinations are calculated for student populations in the aggregate whenever the number of students assessed is 20 or greater in each year for which performance data are analyzed. 2008 AYP determinations are calculated for student groups if they include (1) 40 students or greater assessed in 2008, and (2) the number of group members is at least 5% of students whose assessment results are included in the school or district aggregate AYP calculation, OR (3) the number of group members is 200 or more.

On Target Range

As shown on data reports provided to schools and districts, the On Target Range represents the range of CPI values within which a group may be assigned an improvement rating of *On Target*, taking into consideration the error band surrounding each group's gain target. The smaller number represents the gain target minus the error band, while the larger number represents the gain target plus the error band. If the CPI of a district, school, or student group falls within the On Target Range, the group is assigned the *On Target* designation (See *Error Band*).

Participation

A required component of AYP calculations, the Participation figure shows the number of students who participated in MCAS/MCAS-Alt tests (# assessed) divided by the number of students enrolled (# enrolled) on the date MCAS tests are administered, including LEP students enrolled in U.S. schools for the first time. As a matter of federal law, the minimum participation rate required to make AYP is 95% (See 3.1 – *Participation*).

Performance Level

Student results on MCAS and MCAS-Alt tests are assigned one of four performance levels:

- MCAS performance levels in grades 4-8 and 10 – *Advanced, Proficient, Needs Improvement, or Warning/Failing*.
- For grade 3 only, a fourth performance level is *Above Proficient*.

MCAS-Alt performance levels (called *alternate achievement standards*) provide information that allows meaningful interpretation of student achievement and the progress these students have made in learning the academic skills and content addressed by all students at that grade level, even though the skills and content have been addressed well below the grade-level expectations of their peers – *Progressing, Emerging, Awareness, or Portfolio Not Submitted*.

Performance Rating

A district or school's Performance Rating is a descriptive representation of aggregate student performance on MCAS tests. Schools and districts are assigned one of six performance rating categories based on their performance CPI: *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) (See *Improvement Rating*).

Performance Target

See *State Performance Targets*

Portfolio Feedback Form (PFF)

Portfolio Feedback Forms (PFFs) are completed by scorers of MCAS-Alt assessments. PFFs are returned to teachers in each student's work portfolio and contain direct feedback from a scorer who reviewed the portfolio (See *MCAS-Alt*).

Safe Harbor

When students in the aggregate or any student group in a school or district meet the participation requirement, but failed to meet the State Performance Target or its own gain target but the percentage not scoring in the proficient range decreased by 10% or more from one year to the next, the group is considered to have met its improvement target on the basis of the NCLB safe harbor provision. As shown on school and district AYP reports, the abbreviation "SH" is appended to the group's AYP finding for improvement (i.e., "Yes/SH") (See 5.2 – *Generation of AYP File*).

Security Portal

The Security Portal is the Department’s secure, online data transmittal application used by authorized school and district personnel to submit and review data, (e.g., MCAS, SIMS, AYP, NCLB Report Cards, etc.).

State Assigned Student Identifier (SASID)

The State Assigned Student Identifier (SASID) is a unique identifier assigned to each student receiving a publicly funded education in the Commonwealth of Massachusetts (See *SIMS*).

State Performance Targets

In accordance with NCLB, State Performance Targets for ELA and Mathematics are set for each two-year period between 1998 and 2014. These targets establish benchmarks toward the NCLB goal of all students scoring *Proficient or Advanced* by 2014. The 2008 State Performance Target for ELA is a CPI of 85.4 points; for Mathematics, 76.5 (See *Figure 2 – State Performance Targets for ELA and Mathematics, 2001-2014*).

Student Information Management System (SIMS)

Student-level data collection system that allows the Department to collect and analyze more accurate and comprehensive information, to meet federal and state reporting requirements, and to inform policy and programmatic decisions. SIMS has two components:

- A unique student identifier for all students receiving a publicly funded education in the Commonwealth, and
- Transmissions of data from districts to the Department for all students via the Security Portal.

Students with Significant Cognitive Impairments

With respect to the State’s MCAS and MCAS-Alt assessments, a student with a disability has either an Individualized Education Program (IEP) provided under the Individuals with Disabilities Education Act (IDEA) or a plan provided under Section 504 of the Rehabilitation Act of 1973. If a student is (A) generally unable to demonstrate knowledge and skills on a paper-and- pencil test, even with accommodations, and (B) is working on learning standards that have been substantially modified due to the nature and severity of his or her disability, and is (C) receiving intensive, individualized instruction in order to acquire, generalize, and demonstrate knowledge and skills, then the student should take the MCAS-Alt in a given subject (See *MCAS-Alternate Assessment (MCAS-Alt)*).

Subgroup (“Student Group”)

In accordance with NCLB, the State reports AYP data for all students in a school or district (the “aggregate”) and for eight student groups: low income, limited English proficient, special education, African American/Black, Asian or Pacific Islander, Hispanic or Latino, Native American, or white. A student’s results are counted toward each group to which they belong.

The Department issues AYP determinations for student groups if they included (1) 40 students or greater assessed in 2008, and (2) the number of group members is at least 5% of students whose assessment results are included in the school or district's aggregate AYP calculation, or (3) the number of group members is 200 or more (See 4 – *Inclusion of Student Academic Achievement Results in AYP Determinations*).

3. Indicators

This section describes the four indicators used to determine whether a school or district makes Adequate Yearly Progress (AYP) in 2008: (A) a student participation requirement; and (B) either the State’s 2008 performance target for that subject, or (C) the district, school, or group’s own 2008 improvement target; and (D) an additional attendance or graduation requirement.

AYP is represented by the formula: A + (B or C) + D = Affirmative AYP Determination.

Table 1 – How AYP Determinations Are Calculated

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

A	Participation Rate 95% or greater participation in Massachusetts Comprehensive Assessment System (MCAS) and MCAS-Alternate Assessment (MCAS-Alt) tests
+	
B	Performance 85.4 or greater Composite Performance Index (CPI) in ELA; 76.5 or greater CPI in Mathematics
Or	
C	Improvement Meet or exceed 2008 Improvement Target (Specific to schools, districts and student groups)
+	
D	Additional Indicator Grades 1-8: 92% or higher attendance rate, or 1% improvement over 2007 High School: 60% or higher graduation rate for 2007 cohort, or 2% improvement over 2006 cohort

3.1 Participation (A)

Participation rates represent the number of students who participated in 2008 MCAS ELA or Mathematics tests, or who participated in the MCAS- Alt, divided by the number of students enrolled on the dates MCAS and MCAS-Alt tests are administered. The minimum participation rate required for a student group to make AYP is 95%.²

² Certain clarifications apply: (1) Limited English Proficient (LEP) students in their first year of U.S. schooling are treated as participants in ELA tests as long as they have participated in Massachusetts English Proficiency Assessments (MEPA); (2) students who transferred out and did not complete the entire test (those with a performance level of Incomplete) are neither in the numerator nor the denominator; (3) students who participated in MCAS-Alt are treated as participants, as long as a portfolio was submitted; (4) students who were absent from testing – those with performance levels of ABS (Absent) or MED (Medically-Excused Absence) – are not considered participants.

Figure 1 – Participation Rate Calculation

# Students participating in 2008 MCAS ELA and Mathematics tests (Assessed)	+	# Students participating in 2008 MCAS-Alt tests (Assessed)	+	LEP students enrolled in U.S. schools for the first time
# Students enrolled throughout the MCAS test administration window (Includes absent students)				

3.2 Performance (B)

Student performance is measured using the State’s Composite Performance Index (CPI), a 100-point index that combines the Proficiency Index, scores of students who participate in standard MCAS ELA and Mathematics tests, with the MCAS-Alt Index, scores of those who take the MCAS-Alt. The CPI is a measure of the extent to which students are progressing toward proficiency (a CPI of 100) in ELA and Mathematics. A CPI is generated separately for ELA and Mathematics, and for all levels – State, district, school, and student group.

The CPI is calculated by determining, in each subject for each student group, the following:

1. The number of students who took standard MCAS tests who performed at each of the five proficiency levels set out in Table 2a multiplied by the proficiency index points associated with each level (See *Table 2a – Proficiency Index Points*);
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 performance levels set out in Table 2a multiplied by the proficiency index points associated with each level (See *Table 2a*); and
3. The number of students with significant cognitive impairments who demonstrated performance at each of the five MCAS-Alt levels shown in Table 2b multiplied by the MCAS-Alt index points associated with each level (See *Table 2b – MCAS-Alt Index Points*).
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 (using standard MCAS tests and the MCAS-Alt.)
5. The result is a number between 0 and 100, which constitutes the district, school, or group’s CPI for that subject and student group (See *Table 3 – Sample Composite Performance Index (CPI) Calculation*).

Table 2a – 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	Performance Level	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 – 209	Warning/Failing – Low	0

Table 2b – MCAS-Alt Index Points

For students with significant cognitive impairments taking MCAS-Alt (up to 1% of all assessed students)

MCAS-Alt Score	Points Awarded
Progressing	100
Emerging	75
Awareness	50
Portfolio Incomplete	25
Portfolio not Submitted	0

Table 3 – Sample Composite Performance Index (CPI) Calculation

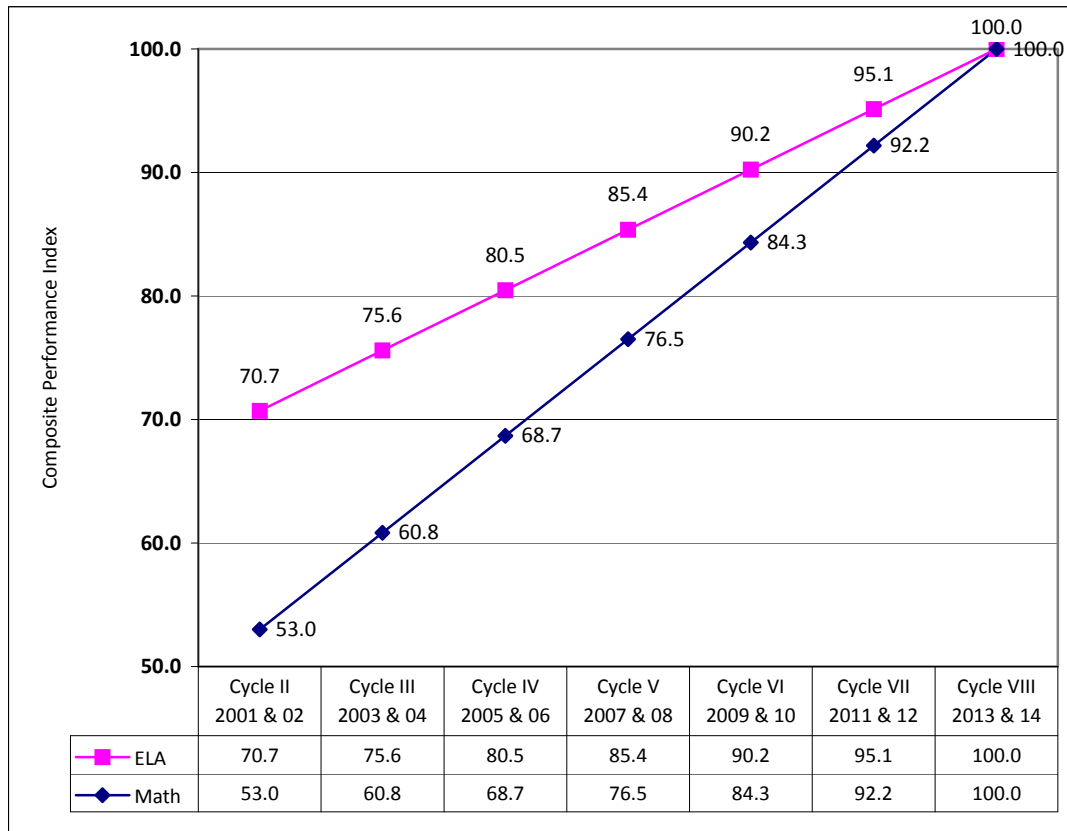
N = 90 Students

MCAS Performance Level		Points Per Student	# Of Students	Points
<i>MCAS-Alt Performance Level</i>				
Proficient and Advanced	<i>Progressing</i>	100	10	1000
Needs Improvement – High	<i>Emerging</i>	75	20	1500
Needs Improvement – Low	<i>Awareness</i>	50	40	2000
Warning/Failing – High	<i>Portfolio Incomplete</i>	25	15	375
Warning/Failing – Low	<i>Portfolio not Submitted</i>	0	5	0
Totals	—	—	90	4,875

$$4,875 \div 90 = 54.2 \text{ CPI}$$

In order to make AYP for performance in 2008, districts, schools and student groups are required to meet or exceed the State’s 2008 performance targets for ELA (85.4) and Mathematics (76.5), respectively (See *Figure 2 – State Performance Targets for ELA and Mathematics*).

Figure 2 – State Performance Targets for ELA and Mathematics



3.3 Improvement (C)

In addition to demonstrating performance relative to fixed targets, schools, districts, and student groups may also demonstrate AYP by meeting improvement targets that measure student performance relative to their own baselines. To make AYP for improvement, districts, schools and student groups have to demonstrate sufficient gain from 2007 to 2008 to remain on target toward reaching a CPI of 100 by 2014 in ELA and Mathematics, respectively.

An improvement target for a given subject is calculated by subtracting the district, school, or group’s 2007 (baseline) CPI from 100 (the ultimate CPI goal), and dividing the difference by the number of remaining years until the year 2014, including the current year. For 2008 that number is 7 (see *Figure 3 – 2008 Improvement Target Calculation*).

Figure 3 – 2008 Improvement Target Calculation

$$\frac{100 - 2007 \text{ CPI}}{\text{Number of remaining years until the year 2014}}$$

Improvement targets include an “error band” surrounding the target number. As a consequence, schools, districts, and groups have the opportunity to meet their improvement targets even if their CPI falls below the target number. Error bands vary between 1.0 and 4.5, depending on the size of the group measured and whether that group is at the school or district level. Error bands are applied to a group's gain target, not its CPI.

A baseline CPI is established for each district, school, and student group, which represents the performance of students, tested in grades 3-8 and 10 in 2007. Baseline CPIs are established separately for ELA and for Mathematics.

3.4 Additional Indicators (D)

The Commonwealths’ elementary and middle schools are required to meet an attendance requirement; high schools have to meet a graduation requirement.

Attendance (Grades 1-8)

The attendance rate required to make AYP in 2008 is 92%, or improvement of at least 1% from 2007. Determinations are made for groups of six or more students. The 2008 attendance rate is calculated by dividing the total number of days a student attended school by the total number of days the student is enrolled in 2007-08 as shown in Figure 4 below:

Figure 4 – Attendance Rate Calculation

$$\frac{\text{Total \# days of student attendance}}{\text{Total \# days student enrolled}}$$

Attendance and enrollment data are derived from Student Information Management System (SIMS) end-of-year reports.

The attendance rules for 2008 are as follows:

- Only the amount of time a student spends at the school in which they are enrolled on October 1, 2007 factors into school-level attendance calculations. Students are not counted towards multiple schools.

- Students are included in district attendance rate calculations for any time spent in any reported district. District attendance calculations also include students who are out-placed in public collaborative or private alternative schools/programs at public expense.³

Graduation Rate (High Schools)⁴

All Massachusetts public high schools and districts at the grade 9-12 grade span must meet or exceed the state’s graduation rate standard for all reportable student groups in order to make AYP. The minimum graduation rate standard required to make AYP in 2008 is 60 percent for the 2007 cohort (students who entered grade 9 in the 2003-04 academic year, or transferred into the cohort) or an increase of two percentage points in the 4-year graduation rate from the 2006 cohort to the 2007 cohort.

The graduation rate is one of two criteria (the other being the fulfillment of local requirements) required by the Department as a condition for high school graduation in 2008. The graduation rate is calculated by dividing the number of students in the 2007 cohort who graduated in 4 years or less by of the total number of students in the cohort (the number of first-time entering 9th graders in 2003–04, excluding transfers out and including transfers in). The minimum graduation rate standard required to make AYP in 2008 is 60%. The 2008 graduation rate is calculated using the formula shown in Figure 5:

Figure 5: Graduation Rate Calculation

# Of students in cohort who graduate in 4 years or less		
Total # of first-time entering 9th graders in 2003–04	-	transfers out, foreign exchange students, and deceased students
	+	transfers in

³ Districts, not schools, are responsible for collecting attendance data for the duration of time that every student is enrolled in the district. For example, if a student transfers to another school within the district, the Department receives one record for that student with a cumulative attendance record for the year in the district. If a student is enrolled in a district and leaves to enroll in another district, the Department receives two records for that student at the end of the year: one indicates an exit code and one indicates their current status as of the end of the year.

⁴ Additional information on the graduation rate is available at www.doe.mass.edu/infoservices/reports/gradrates/

4. Inclusion of Student Academic Achievement Results in AYP Determinations

Federal law requires state accountability systems to be based primarily on academic assessments, to properly include all students, and to hold schools and districts accountable for the progress of student groups.

In the Commonwealth of Massachusetts, all students enrolled in public schools and those being educated in private schools at public expense are required to participate in the Massachusetts Comprehensive Assessment System (MCAS). Most students participate by taking the standard form of MCAS tests. Students with severe and complex disabilities for whom participation in the standard form of the MCAS tests is not feasible or educationally appropriate participate in the MCAS-Alternate Assessment (MCAS-Alt) program.

This section describes the rules for attributing academic assessment results to the school and district level for the purpose of calculating Adequate Yearly Progress (AYP) determinations.

4.1 Group Membership Definitions

Since 2001 the Department reports the results of certain groups of students (subgroup) on MCAS tests. The Department uses Student Information Management System (SIMS) data to verify group membership. In accordance with the federal No Child Left Behind Act (NCLB), the Department issues AYP determinations for students with disabilities, students with limited English proficiency, economically disadvantaged students, and students in racial and ethnic minority groups.

Table 4 – Selected SIMS Data Elements used in Subgroup Reporting

SIMS Data Element	Definition / Guidelines
Low-Income Status	Indication of whether the student meets any one of the following definitions of low income: 1. The student is eligible for free or reduced price lunch; or 2. The student receives Transitional Aid to Needy Families benefits; or 3. The student is eligible for food stamps.
Limited English Proficiency ⁵	Student not born in the U.S., whose native tongue is a language other than English and incapable of performing ordinary class work in English; or born in the United States of non-English speaking parents and incapable of performing ordinary class work in English.
Race/Ethnicity	General racial and ethnic category that most clearly reflects the student’s recognition of his or her community or with which the student most identifies: African American/Black, Asian or Pacific Islander, Hispanic or Latino, Native American, or White.
Special Education Placement	An indication of the educational environment of a student with disabilities, ages 6–21, at the specific time of reporting (e.g., October 1).

4.2 Defining Student Participation in Academic Assessments

A student’s participation is credited to the school and district where they complete their Mathematics test, including students who transfer from one school or district to another between test sessions. Participation rates are calculated and reported separately for English language arts (ELA) and Mathematics.

Counted as Participant

Students with a test status of “Tested” (standard MCAS and MCAS-Alt) count toward school and district participation rates. Limited English proficient (LEP) students in their first year of U.S. schooling are not required to take the ELA test; however, they are included in school and district participation rates based on their participation in the Massachusetts English Proficiency Assessment (MEPA).

Counted as Non-Participant

Students classified as “Absent” or “Medically Excused” (regardless of transfer status) count as non-participants, as well as first-year LEP students who did not take the MEPA test.

Not Counted

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:

⁵ Effective 2004, limited English proficient (LEP) students enrolled in their first year in U.S. schools (“first-year LEP students”) are required to participate in state mandated language proficiency assessments (Massachusetts English Language Assessment-Oral (MELA-O), Language Assessment Scales-Reading (LAS-R) and Writing (LAS-W)) and in MCAS Mathematics tests. First year LEP students have the option but are not required to participate in standard ELA MCAS tests. MCAS Mathematics and ELA test results (if any) for first-year LEP students are included when calculating State, school, or district Composite Performance Indices (CPIs) for students in the aggregate or any student subgroup.

- The student transfers during the testing window (between the first day of ELA testing and the last day of testing for Mathematics or science), and
- The student misses at least one entire session of the test in question, and
- The student is not medically excused or absent for the test in question.

Previously Participated

Students repeating grade 10 who already took the grade 10 test in previous year(s) do not receive a Composite Performance Index (CPI) score and are excluded from CPI and participation rate calculations. (Repeating grade 10 students for whom “Previously Participated” fields are not completed on test forms are included in all summary results as regular participants.)

Non-Grade 10 Status

Students who re-took the grade 10 test for the purpose of obtaining an Adams Scholarship⁶ do not receive a CPI score and are excluded from CPI and participation rate calculations.

Did Not Take Grade 10 Test as High School Sophomore

Students who did not take the grade 10 test as high school sophomores (e.g., students who repeated grade 9 and promoted to grade 11; students transferring to Massachusetts schools in grade 11, etc.) are required to participate in grade 10 testing as high school juniors and are included in school and district AYP results.

Table 5 (*Test Status Variables, Values and Rules (MCAS Megafile)*) shows the reporting rules associated according to students’ participation status in academic assessments. Test statuses are recorded in the MCAS Megafile separately for ELA and Mathematics (“etestat” and “mtestat”) using data drawn from students’ test booklets (See *Table 5 – Test Status Variables, Values and Rules (MCAS Megafile)*).

⁶ The John and Abigail Adams Scholarships provide a tuition waiver for eight traditional semesters of undergraduate education at the University of Massachusetts, the seven state colleges, or 15 community colleges. Massachusetts public high school students automatically qualify for the Adams Scholarship when they (1) score in the Advanced category in either the Mathematics or the English Language Arts (ELA) section of the grade 10 MCAS test; (2) score in the *Proficient* or *Advanced* category on the second subject (Mathematics or ELA); and (3) have a combined MCAS score on these assessments that ranks in the top 25% in their school district.

Table 5 – Test Status Variables, Values and Rules (MCAS Megafile)

Variable Name: etestat, mtestat; Type: alpha; Source: MCAS Booklets

Possible Values	Explanation	Assigned CPI Points?	Counted Toward Participation Rate?	Assigned MCAS Performance Level?
<i>T</i>				
Tested	Tested on standard MCAS or MCAS-Alt	Yes at district level; Yes at school level if enrolled on 10/1/06	Yes	Yes
<i>NTA</i>				
Not Tested, Absent	Boycott, truant, on vacation during test window, etc.	No	Yes (as non-participant)	No
<i>NTM</i>				
Not Tested, Medical	Medically-excused non-participant	No	Yes (as non-participant)	No
<i>NTO</i>				
Not Tested, Other	LEP-exempt students in first year in U.S. schools (enrolled 15 or fewer days in previous school year)	No	Yes	No; however, receive a raw score and test item data
	Incomplete information (i.e., missing data, security breach, etc.)	No	No	No
	Transferred or dropped out after the testing window opened	No	No	No
	Repeating grade 10 student who previously participated	No	No	No
	Non-grade 10 student taking grade 10 test for certificate of mastery or to earn a CD	No	No	No

4.3 Aggregate and Subgroup Determinations

The minimum sample size rules for issuing AYP determinations for students in the aggregate and for student groups are as follows:

Aggregate Determinations

Aggregate AYP performance determinations are based on one year of data (2008) with a minimum sample size of 20 students assessed (exclusive of LEP students in their first year in U.S. schools); and in the case of schools, any students enrolled after October 1, 2007. Aggregate AYP improvement determinations are based on a single year of data compared to the previous year with a minimum sample size of 20 students assessed each year.

Subgroup Determinations

AYP determinations are issued for student groups for performance if they included (1) 40 students or greater assessed in 2008, and (2) the number of group members is at least 5% of students whose assessment results are included in school or district aggregate AYP calculations, or (3) the number of group members is 200 or more. Student groups meeting these criteria receive improvement findings if at least ten students are included in the group's 2008 baseline (2007).

District-Level Grade Span Determinations

Districts are newly identified for improvement or corrective action if they fail to make AYP in the same subject area (ELA or Mathematics) for each of the elementary, middle, and high school grade spans (grades 3-5, 6-8, and 9-12) for students in the aggregate or any student group for two consecutive years. The minimum group size rules for aggregate and student group determinations also apply to district-level grade span determinations.⁷

4.4 School and District Level Inclusion Differences

Schools are accountable for the spring MCAS and MCAS-Alt test results of students who, according to SIMS records, are enrolled in their school on October 1, 2007.

District accountability results reflect the performance of all students taking MCAS and MCAS-Alt tests while enrolled in the district, regardless of when they enrolled.

⁷ The grade span methodology does not apply to districts that consist of a single school; single-school districts receive AYP determinations based on all grades assessed.

5. Process for Generating 2008 AYP Determinations

This section outlines the operational process followed by the Department to calculate 2008 Adequate Yearly Progress (AYP) determinations.

5.1 Review and Finalization of AYP Policies and Procedures

Policies, procedures and reporting timeframes are finalized by spring 2008, including improvements to data processor syntax for generating 2008 AYP determinations, updates to Web-based and hardcopy communications materials, and review of school and district reconfiguration scenarios.

5.2 Generation of AYP File

The process for generating 2008 AYP determinations is as follows:

1. Upon receipt of the 2008 student-level MCAS Megafile from Measured Progress, Inc., the Department aggregates participation and performance data for all students enrolled in grades 3-8 and 10. These aggregations are performed at three levels: State, district and school. Each level has a specific organization code (See Table 6 – *2008 AYP File: Selected Aggregation Variables*).
 - a. School aggregations are performed twice: once to generate AYP performance data for all students enrolled in the school as of October 1, 2007 and assessed during the testing window, and once to generate AYP participation data based on data for all students enrolled in the school in March and in June (as derived from the March 1, 2008 and June 1, 2008 SIMS collections, respectively).
 - b. Aggregations for Early Childhood Centers (i.e., i.e., schools serving students through grade 1 or grade 2) are derived from the grade 3 results of the schools that their “graduates” attended.
 - c. Within schools and districts, additional aggregations are performed in order to generate AYP findings for the nine federally mandated student groups: aggregate; low income; limited English proficient (LEP); special education; Asian or Pacific Islander; African-American / Black; White; Hispanic or Latino; and Native American).

Table 6 – 2008 AYP File: Selected Aggregation Variables

Variable Name	Label	Example
sprp_sch	School code plus group	00350096T
sprp_id	Concatenation of system and school codes	00350096
group	Student group (abbreviated variable)	A = Asian/Pacific Islander B = African American/Black C = White D = Special Education F = Low Income H = Hispanic/Latino N = Native American L = Limited English Proficient (LEP) T = All/Aggregate
District	District Name	Boston
SchName	School Name	Eliot Elementary
Sch_Dis	School or District results	State (State results) Small (small school) Single (single school district) School District
system	System (district) code	0035
school	School code	0096
ECC_Center	Early Childhood Center Identifier	0 = "No" 1 = "Yes" 2 = "PK, K School"

2. The Department merges aggregated 2008 AYP attendance data and 2007 cohort graduation rate data into the file at the State, district and school level.
3. The file containing aggregated 2008 AYP participation, performance, improvement, attendance, and graduation rate data is merged with comparative 2007 data at the State, district and school level. This new data set, referred to as the Baseline file, also contains historical AYP data for the State and for all schools and districts.
 - a. Data for the State's the state's 150 single-school districts are extracted from the Baseline file and then split by school and district organization codes. Performance and participation results from data connected to the school code are replaced with performance and participation results connected to the

district code, resulting in two sets of identical data keyed to school and district codes, respectively. The data are then merged back into the Baseline file.

4. The Department generates a 2008 AYP file based on an analysis of the comparison between 2007 and 2008 AYP data in the Baseline file. The syntax asks the following questions at each level (State, district, school, and student group):
 - a. Is the number of students in the group large enough to render a finding of AYP in 2008?
 - b. Did at least 95% of the students in the group participate in 2008 MCAS tests?
 - c. Did the group's 2008 performance CPI meet or exceed the 2008 State Performance Target for ELA (85.4) and Mathematics (76.5)?
 - d. Did the group demonstrate enough improvement between 2007 and 2008 for it to remain on target toward reaching a CPI of 100 by the year 2014?
 - e. If the group did not include grade 12, did it have a 2008 attendance rate of 92% or greater? If not, did the group's attendance rate increase at least 2% between 2007 and 2008?
 - f. If the group included grade 12, did the 2007 graduating cohort for the group have a graduation rate of 60% or greater? If not, did the graduation rate for the 2007 graduating cohort increase by 2% or greater over the graduation rate for the 2006 graduating cohort?

Secondary analyses are run on the 2008 AYP file as follows:

Confidence Interval Calculations

Because group sizes vary from year to year, the confidence by which findings about a particular group can be concluded reliably also vary. To improve the reliability of a given result and to provide an estimate of the amount of error that may occur when determining the improvement of a given student group, the Department calculates confidence intervals for each student group (See Table 7 – *Group Sizes and Related Confidence Intervals*). The Department applies an error band of 2.5 CPI points around a group's 2008 improvement target when the group is composed of 100 or more students—a typical 95% percent confidence interval for groups of that size. For groups under 100 students, the Department calculates the 95% confidence interval (See *Figure 6 – 95% Confidence Interval Calculation*). For groups over 100, the Department makes an estimate based on historical data.

Table 7– Group Sizes and Related Confidence Intervals

Students in Group	Error Band
<i>School Level</i>	
0 – 99	4.5 – 2.5
100+	2.5
<i>District Level</i>	
0 – 99	4.5 – 2.5
100~399	2.5
400~799	2.0
800~1199	1.5
1200+	1.0

The Department applies an error band of 2.5 CPI points around a group’s 2008 improvement target when the group is composed of 100 or more students—a typical 95% percent confidence interval for groups of that size. For groups under 100 students, the Department calculates the 95% confidence interval (See *Figure 6 – 95% Confidence Interval Calculation*). For groups over 100, the Department made an estimate based on historical data.

Figure 6– 95% Confidence Interval Calculation

$$95\% \text{ C.I.} = M \pm (1.96 * SE)$$

M = mean
 SE = standard error (SE = SD/√n)
 SD = standard deviation
 n = group size

NCLB Safe Harbor Calculation

When students in the aggregate or any student group in a school or district met the participation requirement in ELA or Mathematics, but performed below the State Performance Target for that subject for the year in question, the Department determines whether the group, although performing below the applicable state target, decreased the percentage of students in that group who did not meet or exceed the *Proficient* level of academic achievement on MCAS and MCAS-Alt for that year by 10% of that percentage from the preceding public school year (See *Figure 7 – NCLB Safe Harbor Calculation*).

Figure 7– NCLB Safe Harbor Calculation⁸

$$\frac{2007 \# \text{ Not Prof. or Advanced} - 2008 \# \text{ Not Prof. or Advanced}}{2007 \# \text{ Not Prof. or Advanced}}$$

⁸ The NCLB safe harbor calculation is inclusive of all students taking MCAS and receiving performance levels in the years under analysis.

Two Percent Special Education Calculations

While up to one percent of the student population assessed using the MCAS-Alt may be included in AYP determinations using the MCAS-Alt Index, the U.S. Department of Education granted the Massachusetts Department of Elementary and Secondary Education the interim flexibility to include an additional two percent of the State's eligible Special Education population using modified achievement standards.

1. The Department established a two percent "proxy group" of student MCAS results to be awarded 100 MCAS-Alt Index points, using Student Information Management System (SIMS) and performance data for the review year to determine candidates for modified achievement standards.⁹
2. After generating preliminary AYP determinations, the Department identifies the schools and districts statewide that did not make AYP in English Language Arts (ELA), Mathematics, or both subjects for their Special Education group only.
3. The Department assigns 100 index points to those students with disabilities in their assessment group, if any, who are included in the two percent "proxy group."
4. The Department re-runs 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 under review. The process is completed separately for ELA and Mathematics. AYP reports, as required by the U.S. Department of Education, display the original CPI calculated from all assessment results. If changed under the secondary analysis, modified AYP determinations for the Special Education group are indicated with an asterisk (*).

⁹ The Department uses 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.

6. Reporting

6.1 AYP Reports

The Department issues Adequate Yearly Progress (AYP) reports each year that show the progress the Commonwealth's schools and districts are making toward the goal of having all students reach grade-level proficiency by the year 2014. These reports display information and data related to a school and district's aggregate and subgroup performance with respect to the AYP indicators described in Section Three, including each school and district's NCLB Accountability Status and AYP History.

A school or district's NCLB Accountability Status describes the course of action that must be taken in order to improve the performance of student groups in subjects that did not make AYP. Accountability Status labels are generated separately for schools and districts based on aggregate and subgroup performance in ELA and Mathematics, respectively. NCLB Accountability Status labels are displayed in the 2008 AYP file and on 2008 AYP reports as shown in Table 10.

Table 10 – Accountability Status Labels

In AYP File	On AYP Reports ¹⁰
No Status	No Accountability Status
II1-S	Identified for Improvement Year 1 - Subgroups
II1-A	Identified for Improvement Year 1
II2-S	Identified for Improvement Year 2 - Subgroups
II2-A	Identified for Improvement Year 2
CA-S	Identified for Corrective Action - Subgroups
CA-A	Identified for Corrective Action
RST1-S	Identified for Restructuring Year 1 - Subgroups
RST1-A	Identified for Restructuring Year 1
RST2-S	Identified for Restructuring Year 2 – Subgroups
RST2-A	Identified for Restructuring Year 2
UR	Status Under Review

Summaries of district and school findings for 2008 follow on the subsequent pages.

School and district AYP reports also give performance and improvement ratings based on aggregate student performance on MCAS/MCAS-Alt ELA and Mathematics tests. These 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

¹⁰ Federal law does not require states to distinguish between aggregate and subgroup findings. The Department appends the text "Aggregate" or "Subgroups Only", as appropriate, to indicate the source of the finding.

communicate 'big picture' accountability findings to parents, community members, and other stakeholders. For more information about Performance and Improvement Ratings, consult the Glossary of Terms.

Table 11 – School Accountability Status: 2008-09 Academic Year¹¹

2007 Status (in ELA or math; aggregate or subgroups)	2007 AYP	2008 AYP	2008 Status	Required Action(s) for Identified Schools
RESTRUCTURING – YR 2+	NO	NO	RESTRUCTURING – YR 2+	CHOICE / SES / RES
RESTRUCTURING – YR 2+	NO	YES	RESTRUCTURING – YR 2+	CHOICE / SES / RES
RESTRUCTURING – YR 1	NO	NO	RESTRUCTURING – YR 2+	CHOICE / SES / RES
RESTRUCTURING – YR 1	YES	NO	RESTRUCTURING – YR 2+	CHOICE / SES / RES
RESTRUCTURING – YR 1	NO	YES	RESTRUCTURING – YR 1	CHOICE / SES / RES PLAN
RESTRUCTURING – YR 1	YES	YES	NO STATUS	NONE
CORRECTIVE ACTION	NO	NO	RESTRUCTURING – YR 1	CHOICE / SES / RES PLAN
CORRECTIVE ACTION	YES	NO	RESTRUCTURING – YR 1	CHOICE / SES / RES PLAN
CORRECTIVE ACTION	NO	YES	CORRECTIVE ACTION	PLAN / CHOICE / SES / CA
CORRECTIVE ACTION	YES	YES	NO STATUS	NONE
IMPROVEMENT – YR 2+	NO	NO	CORRECTIVE ACTION	PLAN / CHOICE / SES / CA
IMPROVEMENT – YR 2+	YES	NO	CORRECTIVE ACTION	PLAN / CHOICE / SES / CA
IMPROVEMENT – YR 2+	NO	YES	IMPROVEMENT – YR 2+	PLAN / PD / CHOICE / SES
IMPROVEMENT – YR 2+	YES	YES	NO STATUS	NONE
IMPROVEMENT – YR 1	NO	NO	IMPROVEMENT – YR 2+	PLAN / PD / CHOICE / SES
IMPROVEMENT – YR 1	YES	NO	IMPROVEMENT – YR 2+	PLAN / PD / CHOICE / SES
IMPROVEMENT – YR 1	NO	YES	IMPROVEMENT – YR1	PLAN / PD / CHOICE
IMPROVEMENT – YR 1	YES	YES	NO STATUS	NONE
NO STATUS	NO	NO	IMPROVEMENT – YR1	PLAN / PD / CHOICE
NO STATUS	YES	NO	NO STATUS	NONE
NO STATUS	NO	YES	NO STATUS	NONE
NO STATUS	YES	YES	NO STATUS	NONE

Action	Description	Occurs When
PLAN	Improvement Planning	School does not make AYP for two consecutive years, thus entering Improvement status
PD	Professional Development	School does not make AYP for two consecutive years, thus entering Improvement status
CHOICE	Public School Choice	School does not make AYP for two consecutive years, thus entering Improvement status
SES	Supplemental Educational Services	School is in Improvement status for two or more years
CA	Corrective Action	School is in Improvement status for three or more years
RES PLAN	Planning for Restructuring	School is in Corrective Action status for two years
RES	Restructuring	School is in Corrective Action status for three or more years

¹¹ The consequences described herein apply to all Massachusetts public schools receiving federal Title I funds. Title I and non-Title I schools identified for improvement are required to develop or revise plans to improve student performance. For non-Title I schools in corrective action status, districts must take at least one corrective action to improve student performance. For non-Title I schools in restructuring status, districts must make fundamental changes in the school to improve student performance.

Table 12 – District Accountability Status: 2008-09 Academic Year¹²

2007 Status (in ELA or math)	2007 AYP (ELA or math; all grade spans)	2008 AYP (ELA or math; all grade spans)	2008 Status	Required Action(s) for Identified Districts
CORRECTIVE ACTION	NO	YES	CORRECTIVE ACTION	CA
CORRECTIVE ACTION	YES	YES	NO STATUS	NONE
IMPROVEMENT – YR 2+	YES	NO	CORRECTIVE ACTION	CA
IMPROVEMENT – YR 2+	YES	YES	NO STATUS	NONE
IMPROVEMENT – YR 2+	NO	NO	CORRECTIVE ACTION	CA
IMPROVEMENT – YR 2+	NO	YES	IMPROVEMENT – YR 2+	PLAN / PD
IMPROVEMENT – YR 1	NO	NO	IMPROVEMENT – YR 2+	PLAN / PD
IMPROVEMENT – YR 1	YES	NO	IMPROVEMENT – YR 2+	PLAN / PD
IMPROVEMENT – YR 1	NO	YES	IMPROVEMENT – YR1	PLAN / PD
IMPROVEMENT – YR 1	YES	YES	NO STATUS	NONE
NO STATUS	NO	NO	IMPROVEMENT – YR1	PLAN / PD
NO STATUS	YES	NO	NO STATUS	NONE
NO STATUS	NO	YES	NO STATUS	NONE
NO STATUS	YES	YES	NO STATUS	NONE

Action	Description	Occurs When
PLAN	Improvement Planning	District does not make AYP for two consecutive years, thus entering Improvement status
PD	Professional Development	District does not make AYP for two consecutive years, thus entering Improvement status
CA	Corrective Action	District is in Improvement status for three or more years

Corrective Actions for Districts

In accordance with the No Child Left Behind Act (NCLB), when a State identifies a district for Corrective Action the State must: (1) continue to ensure that the district is provided with technical assistance; and (2) take at least one of the following corrective actions, as consistent with State law:

- Defer programmatic funds or reduce administrative funds;
- Institute and fully implement a new curriculum based on State and local content and academic achievement standards that includes appropriate, scientifically research-based professional development for all relevant staff;
- Replace district personnel who are relevant to the inability of the district to make adequate progress;
- Remove individual schools from the jurisdiction of the district and arrange for their public governance and supervision;
- Appoint a receiver or trustee to administer the affairs of the district in place of the superintendent and school board; and/or
- Abolish or restructure the district.

¹² The professional development consequences described herein apply to all Massachusetts public school districts receiving federal Title I funds. Improvement planning and corrective action consequences apply to all Massachusetts public school districts.

Table 13 – 2007-08 District Accountability Status Data

Total School Districts = 388

DISTRICT Accountability Status	2004	2005	2006	2007	2008		2008	
							New ID	Exited
	#	#	#	#	#	%	#	#
Restructuring - Aggregate (Single-School Districts Only)	1	1	3	3	3	0.8	0	0
Corrective Action - Aggregate	2	2	11	9	9	2.3	0	0
Identified for Improvement - Aggregate	10	16	9	12	7	1.8	4	1
Subtotal	13	19	23	24	19	4.9	4	1
Restructuring - Subgroups (Single-School Districts Only)	0	0	0	4	4	1.0	0	0
Corrective Action - Subgroups	0	0	20	28	37	9.5	0	2
Identified for Improvement - Subgroups	130	152	116	26	29	7.5	12	4
Total	143	171	159	82	89	22.9	16	7

Table 14 – 2007-08 School Accountability Status Data

Total Schools = 1757

SCHOOL Accountability Status	2002	2003	2004	2005	2006	2007	2008		2008					
									New ID	Exited	AYP			Title I
	#	#	#	#	#	#	#	%	#	#	Yes	No	No 2008 Findings	
Restructuring - Aggregate	--	--	24	30	60	77	125	7.1	--	0	3	122	0	109
Corrective Action - Aggregate	--	38	28	37	49	25	55	3.1	--	1	0	53	2	51
Identified for Improvement - Aggregate	208	168	128	131	208	200	178	10.1	80	10	12	165	1	140
Subtotal	208	206	180	198	317	302	358	20.4	80	11	15	340	3	300
Restructuring - Subgroups	--	--	--	--	--	114	155	8.8	--	0	5	150	0	96
Corrective Action - Subgroups	--	--	--	--	139	92	95	5.4	--	2	9	86	0	57
Identified for Improvement - Subgroups	--	--	193	222	174	164	234	13.3	134	16	20	214	0	138
Total	208	206	373	420	630	672	842	47.9	214	29	49	790	3	591

7. Special Cases

The Department reviews its policies and procedures for special or non-standard cases prior to each reporting period. Examples of such cases are listed below.

7.1 Early Childhood Centers

In 2008 the Department rendered AYP determinations for 76 schools serving grades 1 and/or 2. The data are based on students' grade 3 Massachusetts Comprehensive Assessment System (MCAS) and MCAS-Alternate Assessment (MCAS-Alt) results in their receiving schools. AYP determinations for Early Childhood Centers are based on the MCAS scores of students enrolled in grade 1 as of October 2005 or grade 2 as of October 2006, whichever is the highest grade served in the school (See *Table 15 – 2008 Data Sources for Early Childhood Centers*).

Table 15 – 2008 Data Sources for Early Childhood Centers

	Students Enrolled In:	Students Enrolled In:	Grade 3 Tested In:	Demographics From:
Schools Ending in Grade 1	Grade 1, Oct 2005	Grade 1, End-of-year 2006	2008	End-of-year 2006
Schools Ending in Grade 2	Grade 2, Oct 2006	Grade 2, End-of-year 2007	2008	End-of-year 2007

7.2 Alternative Programs

Alternative programs that provide short-term educational services or services for excluded students, returning dropouts, or other special populations receive AYP determinations based on data from sending or receiving schools to which enrolled students are attributed.

7.3 Newly Opened or Reconfigured Schools

Newly opened or reconfigured schools adopt the AYP history of a predecessor school when possible. The Department performs performance and improvement calculations for schools based on the configuration of tested grades in 2007-08, including cases where schools added additional tested grades prior to 2007-08, or dropped tested grades prior to 2007-08. In performing improvement calculations, the Department matches the grade levels included in 2006-07 with those in 2007-08. (For example, 2008 performance calculations for a school that served grades 3-8 in 2006-07 and grades 3-6 in 2007-08 only include the test results of students enrolled in grades 3-6 in 2006-07.)

8. Quality Assurance

The Department has processes and procedures for ensuring that student assessment data are reported accurately. The process includes school and district staff and personnel from the Department and Measured Progress, Inc., the State’s test contractor. This section describes the quality assurance processes followed by the Department and other parties to ensure accurate reporting of 2008 Adequate Yearly Progress (AYP) determinations.

8.1 MCAS Discrepancy Review¹³

A secure website (www.mcasservicecenter.com) maintained by Measured Progress, Inc. and the Department is the single source for the transmission of student assessment data and for the communication of MCAS discrepancies. During the discrepancy review period, authorized school personnel review preliminary assessment data. A partial list of activities includes:

- Reviewing for missing or incomplete information (e.g., accounting for all sections of a given assessment, accounting for whether all assessment sections are scored, etc.); and
- Reviewing for inaccurate information (e.g., ensuring student names are matched to the appropriate assessment results, hardcopy data correlate to data from contractor-provided electronic materials, data does not include scores of students not enrolled in the school or district, State-Assigned Student Identification (SASID) numbers are correct, students’ test status is correct, etc.).

Table 16 – 2008 MCAS Discrepancy Review Timeline

Date	Event	Delivery Mode
June 2008	Superintendents and principals provided electronic access to preliminary multiple-choice student results for grade 10 English language arts (ELA) and Mathematics	Measured Progress ¹⁴
July	District staff provided early (optional) opportunity to identify and correct SASIDs for returned answer booklets identified as problematic	Security Portal
August	Superintendents and principals provided electronic access to preliminary MCAS student raw test item analysis results (with scaled score-to-performance level conversion tables) for all tests except for new Mathematics tests, grades 3, 5 and 7 (student item analysis results only)	Measured Progress
August	Principals received Portfolio Feedback Forms for students who participated in MCAS-Alt in 2007-08	U.S. Mail
August	Deadline for high school principals to report grade 10 discrepancies	Measured Progress
September	Deadline for school and district staff to report discrepancies for MCAS grades 3-8	Measured Progress

¹³ For more information on MCAS quality assurance procedures and technical specifications, see the MCAS Technical Report (www.doe.mass.edu/mcas/tech_rpt.html)

¹⁴ Measured Progress Web site (www.mcasservicecenter.com)

Date	Event	Delivery Mode
September	Superintendents provided electronic access to student, school and district grade 10 results (scaled scores and performance levels) for ELA and Mathematics	Measured Progress
September	High school principals provided electronic access to student, school and district grade 10 results (scaled scores and performance levels) for ELA and Mathematics	Measured Progress
September	Superintendents received Parent/Guardian Reports for grade 10 ELA and Mathematics for students who participated in MCAS/MCAS-Alt	United Parcel Service
October	Superintendents provided electronic access to student, school and district results (scaled scores and performance levels) for grades 3-8 ELA and Mathematics	Measured Progress
October	Principals provided electronic access to student, school and district results (scaled scores and performance levels) for grades 3-8 ELA and Mathematics	Measured Progress
October	Superintendents received Parent/Guardian Reports for grades 3-8 ELA and Mathematics for distribution to parents and guardians	United Parcel Service

8.2 AYP Discrepancy Review

The timelines for the production, review, and reporting of assessment and accountability and Adequate Yearly Progress (AYP) data are closely aligned and coordinated, beginning with the finalization of AYP policies and procedures by spring 2008, concluding with the public release of all school and district AYP reports, including pre-K to grade 2 schools and other special cases, in October.

In 2008, the timeline for the production, review and reporting of AYP data is as follows:

Table 17 – 2008 AYP Discrepancy Review and Reporting Timeline

Date	Event	Delivery Mode
Spring 2008	AYP policies and procedures finalized for 2008	Web
May-June	Generation of 2008 AYP baseline file	---
August	Calculation of preliminary 2008 AYP determinations	---
August	Superintendents and principals previewed preliminary 2008 AYP data for schools and report discrepancies	Security Portal
August	Notice sent to superintendents and principals whose schools were expected to be identified for improvement, corrective action, or restructuring based on preliminary 2008 AYP data	U.S. Mail
September	Deadline for school and district staff to report AYP discrepancies	Security Portal
September	Public release of lists of schools expected to be identified for improvement, corrective action, or restructuring based on preliminary 2008 AYP data	ESE Web
September	Superintendents and principals previewed preliminary school AYP in PDF format data updated after discrepancy reporting	Security Portal
September	Public release of preliminary school AYP Reports (not including pre-K to	ESE Web

Date	Event	Delivery Mode
	grade 2 schools and other special cases)	
October	Superintendents and principals previewed pre-publication version of 2008 AYP Reports for all schools and districts	Security Portal
October	Public release of all school and district AYP Reports, including pre-K to grade 2 schools and other special cases	ESE Web

Internal quality assurance procedures included:

MCAS Megafile Aggregations

Authorized members of the Student Assessment Services and NCLB Accountability groups, respectively, work collaboratively to aggregate student-level data from the MCAS Megafile at the district, school, and subgroup levels.

Case Summary and Frequency Analysis

Department staff run case summary and frequency syntactical analyses to check the logic of the AYP syntax, count cases in files, compare file iterations, and flag missing blocks of data.

Merging of Prior Accountability Status and AYP Findings

After creating a new working AYP data file, Student Assessment Services staff merges prior Accountability Status and AYP findings from the previous version of the file and flags any changes for further investigation and study.

Loading AYP File into Internal Access Database

Office of School Improvement Programs staff previews preliminary AYP data in internal database.

Loading AYP File into Secure Web-based Development Environment

Student Assessment Services staff format the 2008 AYP File according to the Information Services and Technology group's business rules. The data are then displayed via the Department's secure, Web-based development environment and checked to ensure that all data elements are populating accurately.

Examination of Preliminary AYP Data

Staff members at the Department examined confidential Web-based and hardcopy versions of preliminary AYP data for data population and/ or rendering errors according to a specific checklist (See *Table 18 – Preliminary Data Review Checklist*). Each person visually inspects reports for 10-15 different schools or districts of varying configurations (e.g., regular elementary, middle, or high schools, charter schools and other single-school districts, small and large districts, K-12 schools, etc.). The results are collected, classified, and reported to Information Services and Technology staff.

Examination of AYP Data by School and District Personnel

The Department makes AYP data available to superintendents and principals for review. In the event a discrepancy is discovered prior to or after AYP determinations are released publicly online, the Department has the option of suppressing a school or district's AYP Report until the Department corrects the data. In place of the data, a message is posted indicating the data are under review.

Table 18 – Preliminary Data Review Checklist

Partial Review Checklist of Preliminary 2008 AYP Data	
	Table, row, and column headings and labels appropriately aligned, spelled/abbreviated and updated for 2008 (e.g., high schools have graduation rate as additional indicator; Title I Status accurate)
	NCLB School Choice/SES requirements consistent with Title I status and AYP History
	Findings in Summary Data view mirror findings in Detailed Data view
	If certain ELA and Mathematics field are blank, an explanation can be provided (e.g., field does not meet minimum group size rules)
	AYP History table populates accurately for all years; School and District Accountability Status labels derive logically from AYP History; District Accountability Status labels derive from grade span AYP determinations
	Participation figure of 95% or greater register a Yes in Met Target column; inverse is also true
	2007 CPI (Baseline) corresponds to 2007 (single-year) CPI for school/district under review
	AYP findings rendered in the aggregate when Performance N is 20 or larger; AYP findings rendered for student groups when Performance N is 40 or larger
	Performance CPI over 85.4 ELA / 76.5 Mathematics registers a Yes in Met Target column; inverse is also true
	2008 CPI figures within or above On Target Range register a Yes Improvement Met Target Column
	Improvement Met Target determination is logical (i.e., Using a school, district, or group's 2007 CPI (Baseline), calculate the group's Improvement Target (100 minus 2007 CPI divided by 7, the number of years remaining between 2008 and 2014). Note that Error Bands are applied; for example, at the school level, a group larger than 100 has an Error Band of 2.5.
	When Gain Target is added to 2007 CPI (Baseline), On Target Range figure includes error band
	Attendance figures greater than 92% register a Yes in Met Target column; inverse is also true
	Attendance figures less than 92% register a Yes in Met Target column when Change figure for Attendance is 1.0 or greater
	2007 Cohort Graduation Rate greater than 60% or the school has made two percentage points increase in 4-year graduation rate from 2006 cohort to 2007 cohort registers a Yes in Met Target column; inverse is also true
	Participation + (Performance or Improvement) + Attendance/Graduation Rate = "Yes" in 2008 AYP Column
	Findings in AYP 2008 Column correspond to findings in AYP History table
	Hyperlinks in AYP data function correctly (e.g., between Summary and Detailed Data views; from AYP Report to 2008 Glossary, AYP Explanatory Materials, Select Another School or District)

9. Appeals

If after reviewing the student files and accountability data posted to the Department's Security Portal and on Measured Progress, Inc.'s website, schools or districts are certain that special circumstances warrant reconsideration of one or more Adequate Yearly Progress (AYP) determinations, the district has the option of filing an appeal. The district superintendent or charter school leader submits a letter detailing the appeal to the Department via e-mail. The Department may ask for supporting documentation. Superintendents often designate additional personnel with whom the Department directs questions regarding appeals.

In the event a school or district fails to meet the 95% participation rate as a result of the unavailability of one or more students absent at the time of testing or unable to participate in the MCAS-Alternate Assessment (MCAS-Alt) by reason of a documented medical emergency occasioned by accident, illness or disability the Department reviews the matter on appeal and recalculates the rate exclusive of those students medically unable to participate in the test.

In 2008, 47 appeals were filed with the Department and 30 were granted.

10. NCLB Report Cards

As required by the federal No Child Left Behind Act (NCLB), districts must disseminate annual report cards that include certain information related to assessments, accountability, and teacher quality. Individual school districts also had the opportunity to provide any other information they believed would inform parents, community members, and other stakeholders about the progress of their schools.

Required information for district report cards includes:

10.1 Assessment Information

For each grade and subject tested, districts include the following information for all students in the grades tested in the district as a whole and all students in the grades tested in each school served by the district (disaggregated by the following student groups: all students, major racial and ethnic groups, students with disabilities, limited English proficient, low income, migrant, and gender): Information on the percentage of students tested; information on student achievement at each Massachusetts Comprehensive Assessment System (MCAS) performance level (Advanced, Proficient, Needs Improvement, Warning/Failing); information that shows how students in the district achieved on MCAS as compared to students in Massachusetts as a whole; and for each school in the district information that shows how students in the school achieved on MCAS as a whole as compared to the district and to the state; and the most recent 2-year trend data in student achievement for each subject and for each grade.

10.2 Accountability Data

Districts must include the following information for the district as a whole and for each school in the district: A comparison between student achievement levels and the Massachusetts performance targets for English Language Arts (ELA) and Mathematics, data on student attendance, and Graduation Rates. Attainment rates; and Information on the Adequate Yearly Progress (AYP) history and Accountability Status for each Title I school identified for improvement, corrective action or restructuring.

10.3 Teacher Quality Data

Districts must include the following information for every public elementary and secondary school teacher in the district, including: the total number of teachers in core academic areas; the percentage of teachers licensed in their teaching assignment; the student-teacher ratio; and the percentage of core academic teachers identified as highly qualified. Teacher quality data are further disaggregated by high-poverty compared to low-poverty schools (schools in the top quartile and the bottom quartile of poverty in the state).

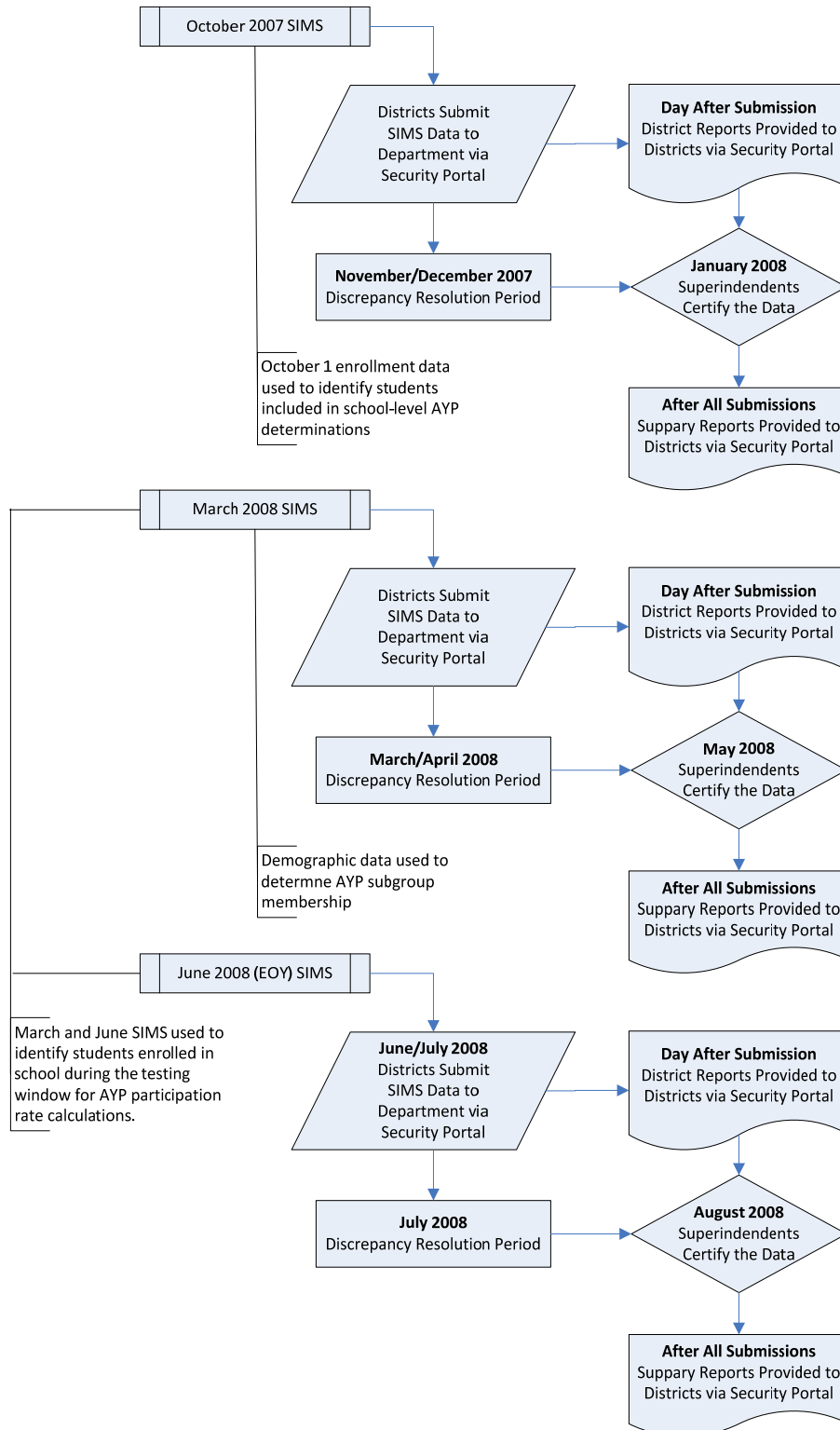
The Department makes an online application entitled the “NCLB Report Card Assistant” available to districts to assist them in carrying out their responsibility to produce and disseminate NCLB Report Cards according to a prescribed timeline (See *Table 19 – 2007-08 NCLB Report Card Timeline*). In addition to providing all data required by NCLB and maintained by the Department, the NCLB Report Card Assistant offers districts the option of customizing their report cards with additional information not required by NCLB.

Table 19 – 2007-08 NCLB Report Card Timeline

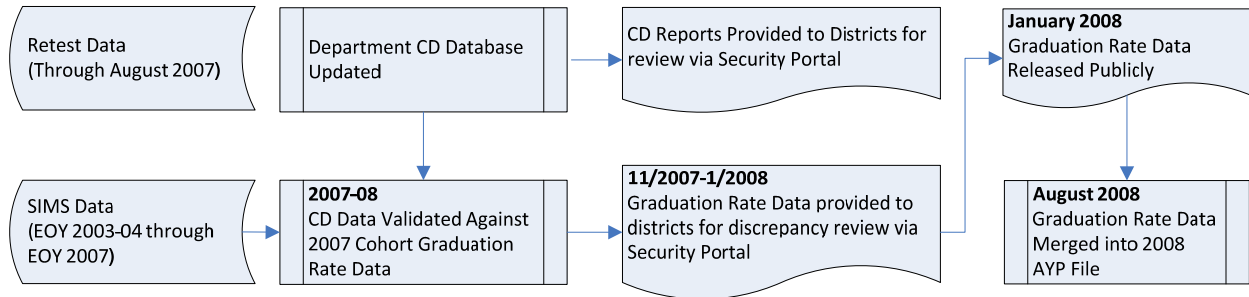
Date	Event
February 2008	Superintendents notified of availability of NCLB Report Card Assistant via the Security Portal
March	NCLB Report Card populated with educator quality data based on most recent data submission by districts
March	Deadline for districts to distribute NCLB Report Cards

11. Appendices

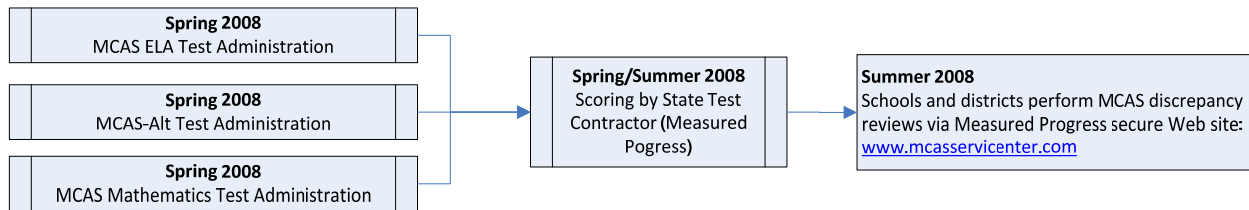
Appendix A: Collection of Attendance Data



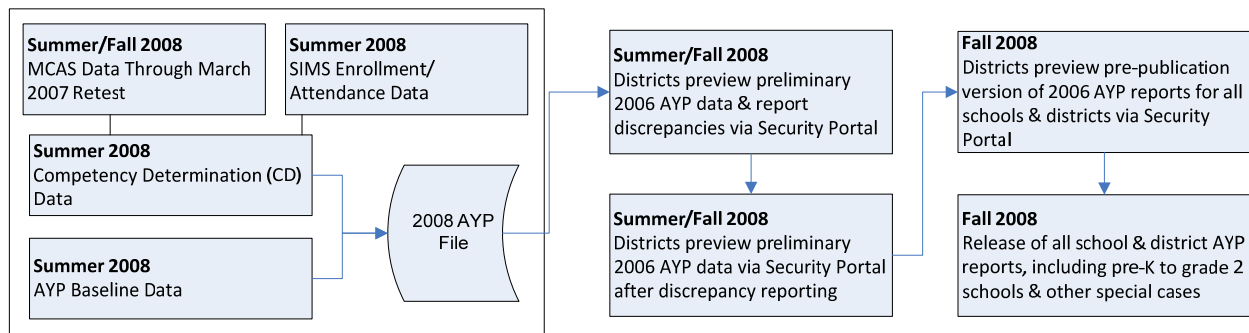
Appendix B: Collection of Graduation Rate Data



Appendix C: Collection of MCAS Data



Appendix D: Collection and Reporting of AYP Data



Appendix E: Sample School AYP Report – Summary Data

2008 AYP Data - Summary

Summary Data | [Detailed Data](#)

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	High	Declined
MATHEMATICS	No Status	High	Above Target

To make adequate yearly progress in 2008, a student group must meet (A) a student participation requirement, either (B) the State's 2008 performance target for that subject or (C) the group's own 2008 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2008
	Met Target	Actual	Met Target (85.4)	Actual	Met Target	Change from 2007	Met Target	Actual	
ENGLISH LANGUAGE ARTS	Did at least 95% of students participate in MCAS?	Did student group meet or exceed state performance target?	Did student group meet or exceed its own improvement target?	Did student group meet 92% attendance (G1-8) or 60% graduation rate target (G9-12)?					
Aggregate	Yes	99	Yes	85.6	No	-4.7	Yes	95.2	Yes
Lim. English Prof.	Yes	96	Yes	85.5	No	-7.6	Yes	95.2	Yes
Special Education	-	-	-	90.4	-	-	-	-	-
Low Income	Yes	99	Yes	85.4	No	-4.3	Yes	95.1	Yes
Afr. Amer./Black	Yes	100	Yes	85.7	No	-6.5	Yes	95.9	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	Yes	98	No	83.4	No	-5.5	Yes	94.9	No
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	92.9	-	-	-	-	-
MATHEMATICS	Met Target	Actual	Met Target (76.5)	Actual	Met Target	Change from 2007	Met Target	Actual	AYP 2008
Aggregate	Yes	100	Yes	82.7	Yes	6.5	Yes	95.2	Yes
Lim. English Prof.	Yes	100	Yes	84.9	Yes	7.3	Yes	95.2	Yes
Special Education	-	-	-	81.7	-	-	-	-	-
Low Income	Yes	100	Yes	81.8	Yes	5.5	Yes	95.1	Yes
Afr. Amer./Black	Yes	100	Yes	78.0	Yes	3.8	Yes	95.9	Yes
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	Yes	100	Yes	82.2	Yes	8.3	Yes	94.9	Yes
Native American	-	-	-	-	-	-	-	-	-
White	-	-	-	84.5	-	-	-	-	-

		Adequate Yearly Progress History									NCLB Accountability Status
		2000	2001	2002	2003	2004	2005	2006	2007	2008	
ELA	Aggregate	No	No	No	No	No	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	No	No	Yes	Yes	Yes	No	
MATH	Aggregate	No	No	No	Yes	Yes	No	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	No	Yes	No	-	Yes	Yes	

Appendix F: Sample School AYP Report – Detailed Data

2008 AYP Data - Detail

[Summary Data](#) | [Detailed Data](#)

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement			(D) Attendance			AYP 2008	
	Enrolled	Assessed	%	Met Target (95%)	II	2008 CPI	Met Target (85.4)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change		Met Target
Aggregate	215	213	99	Yes	179	85.6	Yes	90.3	1.4	90.3-94.2	No	95.2	0.8	Yes	Yes
Lim. English Prof.	55	53	96	Yes	43	85.5	Yes	93.1	1.0	93.1-98.6	No	95.2	0.7	Yes	Yes
Special Education	33	33	-	-	26	90.4	-	-	-	-	-	-	-	-	-
Low Income	197	195	99	Yes	166	85.4	Yes	89.7	1.5	89.7-93.7	No	95.1	0.8	Yes	Yes
Afr. Amer. Black	54	54	100	Yes	42	85.7	Yes	92.2	1.1	92.2-97.8	No	95.9	1.5	Yes	Yes
Asian or Pacif. Isl.	14	14	-	-	12	-	-	-	-	-	-	-	-	-	-
Hispanic	122	120	98	Yes	101	83.4	No	88.9	1.6	88.9-93.0	No	94.9	0.4	Yes	No
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	22	22	-	-	21	92.9	-	-	-	-	-	-	-	-	-

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement			(D) Attendance			AYP 2008	
	Enrolled	Assessed	%	Met Target (95%)	II	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change		Met Target
Aggregate	218	218	100	Yes	179	82.7	Yes	76.2	3.4	77.1-82.1	Yes	95.2	0.8	Yes	Yes
Lim. English Prof.	56	56	100	Yes	43	84.9	Yes	77.6	3.2	77.6-85.3	Yes	95.2	0.7	Yes	Yes
Special Education	34	34	-	-	26	81.7	-	-	-	-	-	-	-	-	-
Low Income	199	199	100	Yes	166	81.8	Yes	76.3	3.4	77.2-82.2	Yes	95.1	0.8	Yes	Yes
Afr. Amer. Black	56	56	100	Yes	42	78.0	Yes	74.2	3.7	74.2-82.4	Yes	95.9	1.5	Yes	Yes
Asian or Pacif. Isl.	14	14	-	-	12	-	-	-	-	-	-	-	-	-	-
Hispanic	123	123	100	Yes	101	82.2	Yes	73.9	3.7	75.1-80.1	Yes	94.9	0.4	Yes	Yes
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	22	22	-	-	21	84.5	-	-	-	-	-	-	-	-	-

		Adequate Yearly Progress History										NCLB Accountability Status	
		2000	2001	2002	2003	2004	2005	2006	2007	2008			
ELA	Aggregate	No	No	No	No	No	Yes	Yes	Yes	Yes	No Status		
	All Subgroups	-	-	-	No	No	Yes	Yes	Yes	No			
MATH	Aggregate	No	No	No	Yes	Yes	No	Yes	Yes	Yes	No Status		
	All Subgroups	-	-	-	No	Yes	No	-	Yes	Yes			

Appendix G: Sample District AYP Report – Summary Data

2008 AYP Data - Summary

[Summary Data](#) | [Detailed Data](#)

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	Very High	No Change
MATHEMATICS	No Status	Very High	On Target

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 have no accountability status if it makes AYP in the same subject area for at least one grade-span for two consecutive years.

ENGLISH LANGUAGE ARTS				
Grade Spans		2007	2008	2008 Subgroups Not Making AYP
Grades 3-5	Aggregate	Yes	Yes	Special Education -
	All Subgroups	Yes	No	
Grades 6-8	Aggregate	Yes	Yes	
	All Subgroups	Yes	Yes	
Grades 9-12	Aggregate	Yes	Yes	
	All Subgroups	No	Yes	

MATHEMATICS				
Grade Spans		2007	2008	2008 Subgroups Not Making AYP
Grades 3-5	Aggregate	Yes	Yes	
	All Subgroups	Yes	Yes	
Grades 6-8	Aggregate	Yes	Yes	Special Education -
	All Subgroups	No	No	
Grades 9-12	Aggregate	Yes	Yes	
	All Subgroups	Yes	Yes	

Adequate Yearly Progress History											NCLB Accountability Status	
		2000	2001	2002	2003	2004	2005	2006	2007	2008		
ELA	Aggregate	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes		
MATH	Aggregate	-	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	-	Yes	Yes	Yes	Yes	Yes	Yes		

Appendix H: Sample District AYP Report – Detailed Data

2008 AYP Data - English Language Arts By Grade Span

To make adequate yearly progress in 2008, a student group must meet (A) a student participation requirement, either (B) the State's 2008 performance target for that subject or (C) the group's own 2008 improvement target, and (D) an additional attendance or graduation requirement.

Student Group	ENGLISH LANGUAGE ARTS														AYP 2008
	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance/Grad Rate			
	Enrolled	Assessed	%	Met Target (95%)	II	2008 CPI	Met Target (85.4)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Grades 3-5															
Aggregate	1486	1481	100	Yes	1478	93.0	Yes	94.2	0.8	94.2-96.0	No	96.6	-0.2	Yes	Yes
Lim. English Prof.	33	33	-	-	30	78.3	-	-	-	-	-	-	-	-	-
Special Education	248	246	99	Yes	246	79.1	No	81.8	2.6	81.9-86.9	No	96.4	-0.1	Yes	No
Low Income	54	53	-	-	53	76.4	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	13	13	-	-	13	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	156	156	100	Yes	155	94.7	Yes	95.7	0.6	95.7-98.8	No	97.3	-0.1	Yes	Yes
Hispanic	45	44	-	-	44	75.0	-	-	-	-	-	-	-	-	-
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	1239	1235	100	Yes	1233	93.5	Yes	94.4	0.8	94.4-96.2	No	96.6	-0.2	Yes	Yes
Grades 6-8															
Aggregate	1487	1482	100	Yes	1477	97.0	Yes	96.6	0.5	96.6-98.1	Yes	97.0	0.2	Yes	Yes
Lim. English Prof.	24	24	-	-	19	-	-	-	-	-	-	-	-	-	-
Special Education	271	267	99	Yes	267	86.6	Yes	84.5	2.2	84.5-89.2	Yes	96.1	0.2	Yes	Yes
Low Income	63	63	-	-	63	88.1	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	18	18	-	-	18	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	146	146	100	Yes	142	98.6	Yes	98.5	0.2	98.5-100.0	Yes	98.1	0.0	Yes	Yes
Hispanic	48	48	-	-	48	90.1	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	1244	1239	100	Yes	1238	97.1	Yes	96.7	0.5	96.7-98.2	Yes	96.8	0.1	Yes	Yes
Grades 9-12															
Aggregate	459	457	100	Yes	457	97.1	Yes	96.0	0.6	96.0-98.6	Yes	95.4	0.7	Yes	Yes
Lim. English Prof.	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	76	74	97	Yes	74	89.2	Yes	78.2	3.1	78.2-85.6	Yes	86.3	10.2	Yes	Yes
Low Income	27	27	-	-	27	83.3	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	47	47	100	Yes	47	99.5	Yes	95.5	0.6	95.5-98.6	Yes	100.0	2.3	Yes	Yes
Hispanic	14	14	-	-	14	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	382	380	99	Yes	380	97.2	Yes	96.3	0.5	96.3-99.3	Yes	95.5	1.3	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance/Grad Rate			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	II	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Grades 3-5															
Aggregate	1490	1488	100	Yes	1485	91.5	Yes	91.1	1.3	91.4-93.4	Yes	96.6	-0.2	Yes	Yes
Lim. English Prof.	33	33	-	-	30	80.0	-	-	-	-	-	-	-	-	-
Special Education	248	247	100	Yes	247	78.6	Yes	74.7	3.6	75.8-80.8	Yes	96.4	-0.1	Yes	Yes
Low Income	54	54	-	-	54	73.6	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	13	13	-	-	13	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	159	159	100	Yes	158	95.4	Yes	94.5	0.8	94.5-97.8	Yes	97.3	-0.1	Yes	Yes
Hispanic	45	45	-	-	45	69.4	-	-	-	-	-	-	-	-	-
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	1240	1238	100	Yes	1236	91.9	Yes	91.3	1.2	91.5-93.5	Yes	96.6	-0.2	Yes	Yes
Grades 6-8															
Aggregate	1491	1489	100	Yes	1482	90.1	Yes	89.6	1.5	90.1-92.1	Yes	97.0	0.2	Yes	Yes
Lim. English Prof.	26	26	-	-	19	-	-	-	-	-	-	-	-	-	-
Special Education	272	270	99	Yes	270	66.8	No	64.9	5.0	67.4-72.4	No	96.1	0.2	Yes	No
Low Income	63	63	-	-	63	69.0	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	18	18	-	-	18	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	149	149	100	Yes	143	94.9	Yes	96.1	0.6	96.1-99.2	No	98.1	0.0	Yes	Yes
Hispanic	48	48	-	-	48	71.4	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	1245	1243	100	Yes	1242	90.6	Yes	90.0	1.4	90.4-92.4	Yes	96.8	0.1	Yes	Yes
Grades 9-12															
Aggregate	458	454	99	Yes	454	95.4	Yes	96.1	0.6	96.1-98.7	No	95.4	0.7	Yes	Yes
Lim. English Prof.	8	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Special Education	76	75	99	Yes	75	81.0	Yes	80.4	2.8	80.4-87.7	Yes	86.3	10.2	Yes	Yes
Low Income	27	27	-	-	27	78.7	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	10	10	-	-	10	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	47	47	100	Yes	47	99.5	Yes	98.5	0.2	98.5-100.0	Yes	100.0	2.3	Yes	Yes
Hispanic	14	14	-	-	14	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	381	377	99	Yes	377	95.8	Yes	96.1	0.6	96.1-99.2	No	95.5	1.3	Yes	Yes

2008 AYP Data - All Grades

ENGLISH LANGUAGE ARTS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	II	2008 CPI	Met Target (85.4)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	3432	3420	100	Yes	3412	95.3	Yes	95.5	0.6	95.5-97.1	No	96.3	0.0	Yes	Yes
Lim. English Prof.	65	65	-	-	57	78.5	-	-	-	-	-	-	-	-	-
Special Education	595	587	99	Yes	587	83.8	No	82.7	2.5	83.2-87.2	Yes	95.5	0.1	Yes	Yes
Low Income	144	143	-	-	143	82.9	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	41	41	-	-	41	91.5	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	349	349	100	Yes	344	96.9	Yes	96.9	0.4	96.9-99.8	Yes	97.6	-0.1	Yes	Yes
Hispanic	107	106	-	-	106	83.7	-	-	-	-	-	-	-	-	-
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	2865	2854	100	Yes	2851	95.6	Yes	95.7	0.6	95.7-97.3	No	96.2	0.0	Yes	Yes

MATHEMATICS															
Student Group	(A) Participation				(B) Performance			(C) Improvement				(D) Attendance			AYP 2008
	Enrolled	Assessed	%	Met Target (95%)	II	2008 CPI	Met Target (76.5)	2007 CPI (Baseline)	Gain Target	On Target Range	Met Target	%	Change	Met Target	
Aggregate	3439	3431	100	Yes	3421	91.4	Yes	91.1	1.3	91.4-93.4	Yes	96.3	0.0	Yes	Yes
Lim. English Prof.	67	67	-	-	57	78.5	-	-	-	-	-	-	-	-	-
Special Education	596	592	99	Yes	592	73.5	No	70.7	4.2	72.9-76.9	Yes	95.5	0.1	Yes	Yes
Low Income	144	144	-	-	144	72.6	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	41	41	-	-	41	84.1	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	355	355	100	Yes	348	95.8	Yes	95.6	0.6	95.6-98.7	Yes	97.6	-0.1	Yes	Yes
Hispanic	107	107	-	-	107	71.3	-	-	-	-	-	-	-	-	-
Native American	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-
White	2866	2858	100	Yes	2855	91.9	Yes	91.4	1.2	91.6-93.6	Yes	96.2	0.0	Yes	Yes