



SCHOOL LEADERS' GUIDE TO THE 2004 CYCLE III ACCOUNTABILITY AND ADEQUATE YEARLY PROGRESS (AYP) REPORTS

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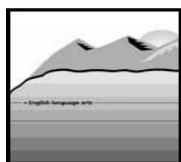
This brief guide explains the accountability system that the Commonwealth of Massachusetts has put in place to monitor the progress of our public schools towards meeting the goal of high achievement for all students. The information gleaned from this monitoring process is designed to help local and state education leaders determine what improvement strategies are succeeding—and when help is needed to ensure that all students have the opportunity to reach their potential.

The Massachusetts School and District Accountability System conforms to the accountability requirements of the federal No Child Left Behind Act (NCLB) of 2001. The Adequate Yearly Progress (AYP) determination process described in this document is part of the Commonwealth's system. For individual school and district Accountability and AYP reports and for further information, please visit the Massachusetts Department of Education website, at <http://www.doe.mass.edu/sda>.

INSIDE:

| | |
|---|----|
| Introduction: <i>Measuring Progress Toward Proficiency</i> | 2 |
| 2004 Cycle III Accountability Reports | 3 |
| 2004 Cycle III Adequate Yearly Progress (AYP) Determinations | 4 |
| Understanding Cycle III Baseline Information | 5 |
| Understanding the Composite Performance Index | 5 |
| Frequently Asked Questions about 2004 Accountability & AYP Reporting | 7 |
| AYP School Accountability Status: 2004-2005 Academic Year | 11 |





Measuring Progress Toward Proficiency

Massachusetts is at the mid-way point of an ambitious, two-decade effort to bring all public school students in the Commonwealth to high levels of achievement and opportunity. Massachusetts is a national leader in this historic, expeditionary effort. With the passage of the federal No Child Left Behind Act (NCLB) in January, 2002, this climb toward higher standards for student achievement has become an expedition in which we are joined by students, teachers, and education leaders nationwide.

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

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

To proficiency, and beyond, by 2014: NCLB has established a legal requirement that we commit ourselves to the goal of helping

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

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

Understanding a complex system: The resulting system of school and district assessment and accountability processes and terminology — MCAS, AYP, CPI, review cycles, performance ratings, Improvement Targets — is complex. This brief guide is intended to help you understand the Fall 2004 Cycle III Accountability & Adequate Yearly Progress (AYP) Reports for your district and its schools and answer most stakeholder questions about the accountability system. More materials are available on the Department's School & District Accountability website (www.doe.mass.edu/sda/). Districts and schools that enable their communities to view ratings, AYP, and other performance indicators as useful tools for the journey, not as extra burdens, will help their students climb the ELA and math "proficiency mountains" with a lighter step and a better sense of the path to the top.

2004 Cycle III Accountability Reports

The Cycle III Accountability Reports, formerly known as School and District Performance Rating Reports, include **Performance** and **Improvement Ratings** for all public schools and districts in the Commonwealth. Ratings are issued at the end of every two-year cycle, and are based on aggregate student performance on Massachusetts Comprehensive Assessment System (MCAS) English language arts and mathematics tests. Ratings are used to track schools' progress toward meeting the goal of all students achieving proficiency in English language arts and mathematics by the year 2014.

School and district Performance and Improvement Ratings are used to identify instances of low performance and of exemplary improvement. The school and district rating process, including Adequate Yearly Progress (AYP) determinations, is the first stage of Massachusetts' multi-tiered system of school and district accountability. The Department uses ratings and AYP determinations to guide the selection of schools and districts for further review by the Massachusetts Department of Education and the Office of Educational Quality and Accountability. Schools and districts that fail to meet State performance and improvement standards may be reviewed to determine under-performance and assess whether State intervention is needed to direct improvement efforts. Schools that demonstrate significant improvement may be selected for recognition and service in the Commonwealth Compass Schools program.

Cycle III ratings are based on MCAS English language arts (ELA) and mathematics test results for the 2002-2003 and 2003-2004 school years. In each subject, student performance data for the two years under review are combined, and separate ratings for ELA and mathematics are issued. Performance and Improvement calculations for ELA include students in grades 3, 4, 7, and 10; mathematics calculations include students in grades 4, 6, 8, and 10. The Composite Performance Index (CPI) is used to measure performance and improvement for the purposes of issuing both AYP determinations and Performance and Improvement Ratings. A school or district's CPI at the end of a cycle is used to establish its Performance Rating. To establish a school or district's Improvement Rating, the same end-of-cycle CPI is compared to the school or district's CPI in the previous cycle. Performance and Improvement Ratings are issued for schools and districts in the aggregate, not for student subgroups.

CPI scores range from 0 to 100, and correspond to one of the six Performance Rating categories listed below.

| Performance Rating | CPI Range |
|-----------------------|-----------|
| <i>Very High</i> | 90 – 100 |
| <i>High</i> | 80 – 89.9 |
| <i>Moderate</i> | 70 – 79.9 |
| <i>Low</i> | 60 – 69.9 |
| <i>Very Low</i> | 40 – 59.9 |
| <i>Critically Low</i> | 0 – 39.9 |

The five Improvement Rating categories are: *Above Target*; *On Target*; *Improved Below Target*; *No Change*; and *Declined*. Improvement Gain Targets are calculated by subtracting the baseline CPI from 100 and dividing the difference by the number of remaining cycles until 2014. For further details on Improvement calculations, please see the *Frequently Asked Questions* section of this document.

Cycle III Accountability Reports include:

- Performance and Improvement Ratings based on aggregate student performance
- Aggregate AYP determinations for both years of the cycle under review
- Accountability Status, which is based on AYP history and current AYP determinations

These 'big picture' accountability findings provide the context for the year-by-year aggregate and subgroup AYP determinations that are published in school and district Adequate Yearly Progress reports. More details about AYP reports, CPIs, and baseline information can be found in subsequent sections of this guide.

2004 Cycle III Adequate Yearly Progress (AYP) Determinations

The No Child Left Behind Act (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 proficiency in English language arts (ELA) and mathematics as measured by standards-based State assessments. In Massachusetts, NCLB requirements have been met through enhancements to our state’s School and District Accountability System, which was adopted in 1999. The period from 1998 to 2014 has been divided into eight two-year cycles, and intermediate performance targets have been set for each cycle. To make AYP, districts, schools, and subgroups must meet these intermediate targets, or demonstrate improvement at a rate that puts them “on target” for all students to reach proficiency by 2014.

This year we are issuing Cycle III end-of-cycle AYP determinations for each school and district. These determinations are based on:

- Participation and attendance data from the 2003-2004 school year;
- Performance or improvement findings based on combined MCAS data from 2002-2003 (mid-cycle) and 2003-2004 (end-of-cycle). Improvement is calculated in comparison to MCAS results from the baseline years, 2000-2001 and 2001-2002.

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

For 2004, the rules for determining what constitutes a student subgroup have changed. In 2003, the minimum number of students for a subgroup was 20. In 2004, that number has been increased to 40, with some clarifications. In addition to numbering 40 or more students, the subgroup must also comprise at least 5% of the student body in the tested grades. The 5% rule, however, does not apply to any subgroup that includes 200 or more students; in other words, a group of 200 is always considered a subgroup.

To receive an affirmative 2004 Cycle III AYP determination, schools and districts must meet a student participation requirement, an additional attendance or graduation requirement, and either the State’s Cycle III performance target for that subject, or the district, school, or subgroup’s own Cycle III improvement target. See details below.

How Are AYP Determinations Calculated?

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

| | | |
|-----------------|---|---|
| A | Participation Rate: 95% or greater in MCAS & MCAS-Alt | |
| + | | |
| (B or C) | B | Performance: 75.6 or greater Composite Performance Index in ELA 60.8 or greater Composite Performance Index in math |
| | C | Improvement: Meet or exceed Cycle III Improvement Target (Specific to districts, schools, and subgroups) |
| + | | |
| D | Performance or Improvement on Additional Indicator: | |
| | <ul style="list-style-type: none"> • K-8: 92% or higher attendance rate, or 1% improvement over 2003 • High School: 70% or higher Competency Determination (CD) | |

Understanding Cycle III Baseline Information

In order to gauge progress toward the goal of proficiency for all students, a performance baseline figure is established for each district, school, and subgroup. The performance baselines used to calculate ratings and AYP determinations for Cycle III are derived from student performance and participation data for the 2000-2001 and 2001-2002 school years. A school or district's Cycle III baseline Composite Performance Index (CPI) for ELA or mathematics differs from its Cycle II proficiency index because in 2003 the rules governing the use of data for Cycle III changed. Specifically, in Cycle III:

- **MCAS test results for grade 3 reading and grade 6 mathematics** are incorporated into composite performance calculations. These results were not included in the calculation of Cycle II ratings and AYP determinations.
- **Baseline performance** is calculated by combining results from all tested grades in a school in each content area. Schools that in Cycle II got two reports, one based on grade 4 and one on grade 8, in Cycle III will receive one AYP determination report.
- **MCAS test results for students who enrolled in a school after October 1st** of the school year, which were used to calculate Cycle II ratings, are not included in calculating a school's Cycle III baselines and AYP determinations. The results for *all* enrolled students are used in calculating district AYP determinations.
- **As announced in February, 2004, LEP students in their first year of U.S. schooling may be exempted from participation in MCAS ELA tests.** *All* LEP students must participate in all other MCAS testing. School and district baselines for Cycle III have been adjusted to account for this change in policy.
- **Baseline performance is calculated for student subgroups** as well as for students in the aggregate.

Understanding the Composite Performance Index (CPI)

Student performance is a fundamental component in rendering Adequate Yearly Progress decisions. In Massachusetts, student performance is measured using the State's Composite Performance Index (CPI). The CPI is a 100-point index that combines the scores of students who participate in standard MCAS ELA and mathematics tests with the scores of those who take the MCAS-Alternate Assessment (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. Composite Performance Indices are generated separately for English language arts and mathematics, and for all levels – state, district, school, and student subgroup.

In Massachusetts, the MCAS-Alt Assessment is used to assess the attainment of students who, by reason of severe and complex disabilities, are not able to participate in the standard MCAS testing program. The MCAS-Alt is a portfolio review of student work and other student data, designed to measure knowledge of the key concepts and skills outlined in the learning standards of the Massachusetts Curriculum Frameworks. While the majority of students with disabilities take standard paper and pencil MCAS tests, either with or without accommodations, local educators should take great care in determining whether the standard MCAS or the MCAS-Alt is the right test for an individual student's needs.

How is the Composite Performance Index Calculated?

A school or district’s Composite Performance Index (CPI) is calculated by combining points generated by students who take the standard MCAS tests with points generated by students who take the MCAS-Alt. Points are calculated by determining, in each subject for each student group, the following:

1. *(Table 1a)* the number of students who took **standard MCAS tests** who performed at each of the five proficiency levels set out in Table 1a and multiplying the number at each level times the proficiency index points associated with that level;
2. *(Table 1a)* the number of students who participated in the **MCAS-Alt for reasons other than significant cognitive impairments** who demonstrated performance equivalent to each of the five proficiency levels set out in Table 2a and multiplying the number at each level times the proficiency index points assigned to that level; and
3. *(Table 1b)* the number of students with significant cognitive impairments who demonstrated performance at each of the five MCAS-Alt levels shown in Table 2b and multiplying the number at each level times the MCAS-Alt index points associated with that level.
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.)

The result is a number between 0 and 100, which constitutes the district, school, or subgroup’s CPI for that subject and student group.

Table 1a. **Proficiency Index Points**

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

Table 1b. **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 no submitted | 0 |

Frequently Asked Questions about 2004 Accountability & AYP Reporting

Where can I get more information on the various terms included in my 2004 AYP Report?

Each online AYP Report links to a glossary of AYP terms, which has brief definitions of the terms included in the report.

How is Participation calculated?

Participation rates represent the number of students who participated in 2004 MCAS tests (# assessed) divided by the number of students who were enrolled (# enrolled) on the date MCAS tests were administered. As a matter of federal law, the required participation rate to make AYP is 95%. Certain clarifications apply: (1) Limited English Proficient students in their first year of U.S. schooling are treated as participants; (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 without a valid medical excuse are not considered participants.

How is the Performance “N” calculated?

The Performance *N* represents the number of students included in Performance calculations. For the end-of-cycle AYP reports, this includes students tested in spring of 2003 and spring of 2004. As a result, this number is generally twice as large as the number in the participation column. At the school level, only students who were assessed and were enrolled in the school on October 1 of the same school year are included. *N* figures for subgroups are based on Student Information Management System (SIMS) enrollment information, with one exception. The LEP subgroup also includes students who are formerly Limited English Proficient, according to SIMS, in one of the two prior school years. LEP students in their first year of U.S. schooling are excluded from the Performance calculation.

How is the baseline Composite Performance Index (CPI) calculated?

The baseline CPI is calculated based on the combined ELA/Reading and mathematics performance, respectively, of students tested in grades 3, 4, 6, 7, 8 and 10 in the spring of 2001 and spring of 2002. The baseline is calculated similarly to the 2002 and 2003 comparison years, with several exceptions. (See page 5.) Wherever possible, performance data is linked to demographic and enrollment information from SIMS. When no SIMS data is available, data from MCAS test booklets is used as a default.

How is the Improvement Gain Target calculated?

The Improvement Gain Target for a given subject is calculated by subtracting the district, school, or subgroup’s baseline CPI from 100 (the ultimate CPI goal), and dividing the difference by the number of remaining cycles until the year 2014, including the current cycle. For Cycle III, that number was 6; for Cycle IV (2004-5 and 2005-6), it will be 5.

$$\frac{100 \text{ (Goal)} - \text{baseline Composite Performance Index}}{\# \text{ of remaining cycles until 2014}}$$

Improvement targets are set for ELA and mathematics separately. At mid-cycle, the Improvement Target is 2/3 of the end-of-cycle target.

My school’s report does not include Improvement data. Why is that?

For schools that do not have complete baseline data (student performance and participation data for the 2000-2001 and 2001-2002 school years), the school’s Performance information is used to make AYP determinations for the aggregate and subgroups.

What is the Improvement calculation error band?

The improvement that a school or district is expected to make from one cycle to another is expressed not as a single numeric target, but as a target range. This range includes an “error band” that surrounds the target number. The size of the error band varies depending on the size of the particular group being measured. Consequently, you may meet your target even though your CPI is below the target number. The standard error band for Cycle III is 2.5, but may be different depending on the sample size. The error band is only applied to a group’s Improvement Rating, not its Performance Rating.

How is the Attendance rate calculated?

Attendance and enrollment data are taken directly from the Student Information Management System (SIMS) and are an indication of the number of days a student attended school in that district and the number of days a student was enrolled in that district, respectively. The Attendance rate is calculated by dividing the total number of days a student attended school by the total number of days enrolled. Students are included in district-level Attendance rates if they attended any school in the district for any portion of the school year. As a result, it was possible for a student to be included in multiple schools statewide. However, students were only included in the calculation for a school if they were enrolled in that school on October 1 and at the end of the school year. Students were not counted towards multiple schools and only the amount of time a student spent at the school in which they were enrolled on October 1 factored into the calculation. Therefore, all students in a district are counted towards the district AYP attendance rate, but not all of the students contributed to the Attendance rate of a particular school because a student might not have been enrolled in that district on October 1. Typically, full membership is 180 days, although some schools have longer requirements. The Attendance rate required to make AYP in 2004 was 92%, or improvement of at least 1% from the previous year. Determinations are only made for groups of six or more students.

How is the Competency Determination (CD) rate calculated?

A Competency Determination, or CD, is awarded to high school students who pass both the ELA and mathematics sections of the grade 10 MCAS. The CD rate is the number of students who have received a CD, divided by the total number of students enrolled in the school in grade 12 as of October 1 of that school year. The calculations do not include transferred, deceased, or foreign students.

My school has a CPI and an Improvement score for a subgroup but doesn't say whether I met the target or made AYP. Why is this?

Under our State’s revised accountability plan approved this summer by the US Department of Education, subgroups with 40 or fewer students assessed in 2004 and 80 or fewer students assessed during the two-year Cycle do not qualify for AYP determinations. To qualify, a subgroup must also constitute at least 5% of the students assessed in the school or district. However, all subgroups larger than 200 qualify as a subgroup.

What students are included in my Limited English Proficiency subgroup?

LEP students for whom 2004 was their first year in U.S. schools were not required to take MCAS tests in English language arts/Reading, but they are counted towards “Participation” as if they had participated. Their scores are not included in the CPI calculation, regardless of their scores on the test.

In February 2004, the US Department of Education allowed states to expand the definition of the LEP subgroup to include students who, in the past two years, have progressed to a point where they can perform ordinary classroom work in English. Any student who was identified as LEP in district SIMS reports going back to October 2001 has been added to a new category entitled LEP/formerly LEP (L/FLEP). While SIMS data is not available from the 2001 school year, students who were identified as LEP during Spring 2001 MCAS testing have also been included as L/FLEP students.

How do my AYP data files and my MCAS data files differ?

For 2004, AYP data files and MCAS data files differ in a number of substantive ways. (1) AYP data files include discrete categories for Special Education students on IEPs and for LEP/Formerly LEP students. In MCAS data files, students who have IEPs and are LEP are identified in the SPED subgroup only. (2) In AYP data files, students who were 'Not Tested Absent (NTA)' with no medical excuse are treated as non-participants and have no proficiency index. In MCAS data files, these students are included in performance levels as Failing/Warning with a scaled score of 200. (3) In AYP data files, students on Section 504 plans who do not have IEPs are not included in the SPED subgroup. In MCAS data files, these students are included in the SPED subgroup. (4) Prior to 2004, demographic information in AYP data files was based on SIMS data whenever possible; in contrast, demographic information in MCAS data files was based on information from MCAS answer booklets. Beginning in 2004, when student name and SASID are available, SIMS information from March 2004 is used to override any information presented on the MCAS answer booklets.

In addition, 2004 MCAS and AYP files now contain performance levels for students who were alternately assessed. The abbreviated scores are: Incomplete Portfolio – INP; Awareness – AWR; Emerging – EMG; Progressing – PRG; Needs Improvement – NIA; Proficient – P_A. The new MCAS 2004 files also contain new performance levels for students who re-took the 10th grade MCAS to try to gain eligibility for a Certificate of Mastery: These students are identified by an 'M' in the third column, to prevent them from being accidentally combined with actual 10th grade summaries.

Is there a limit on the number of students who can take the MCAS-Alternate Assessment (MCAS-Alt)?

In accordance with the No Child Left Behind Act (NCLB), alternate standards may be used to measure the performance/progress of significantly cognitively impaired students. The MCAS-Alt is the tool Massachusetts uses to assess the attainment of students who, by reason of severe and complex disabilities, are not able to participate in standard MCAS testing. NCLB currently permits 1% of the total number of students assessed statewide and in each school district to be assessed using alternate standards. The Department routinely issues waivers, however, for districts in which more than 1% of students are significantly cognitively impaired.

What if my school or district's medically-fragile students' attendance adversely affects the overall Attendance rate?

The Department recognizes that students with medical conditions or disabilities which result in long-term or frequent absences can adversely affect a school or district's Attendance rate. When such cases lead to identification of a school or district for Improvement, Corrective Action, or Restructuring, the determination may be appealed. (See below.) When appealing an AYP determination based on medical absences, schools and districts should be prepared to provide documentation from the concerned students' doctors, in addition to attendance data.

Can I appeal my AYP determination?

There is a process established for appealing AYP determinations when those determinations lead to identification of a school or district for Improvement, Corrective Action, or Restructuring. If after reviewing the student files and accountability data posted in your district's Security Portal you are certain that errors exist, your school or district has the option of filing an appeal. An appeal letter can only be submitted by the district superintendent, and should be e-mailed to ATA@doe.mass.edu. After filing the appeal, the superintendent may designate additional people to whom questions about the appeal should be directed.

What are the consequences for schools that do not make Adequate Yearly Progress in the aggregate or in particular subgroups?

The consequences for not making AYP vary depending on the circumstances. See the table on the final page of this guide for explanatory details.

Where can I find more information about the Massachusetts School and District Accountability System?

Check the Department of Education's Accountability website at <http://www.doe.mass.edu/sda/>.

AYP School Accountability Status: 2004-2005 Academic Year¹

| Aggregate AYP History (In ELA or Math) | | | | | | 2004-2005 Status | Action Required |
|--|------|----------|------|-----------|------|----------------------------|-------------------------|
| Cycle I | | Cycle II | | Cycle III | | | |
| 1999 | 2000 | 2001 | 2002 | 2003 | 2004 | | |
| NO | NO | NO | NO | NO | NO | RESTRUCTURING – YEAR 1 | CHOICE / SES / RES PLAN |
| NO | NO | NO | NO | NO | YES | CORRECTIVE ACTION – YEAR 2 | CHOICE / SES/ CA |
| NO | NO | NO | NO | YES | NO | IMPROVEMENT – YEAR 4 | CHOICE / SES |
| NO | NO | NO | NO | YES | YES | | NONE |
| NO | NO | YES | YES | NO | NO | IMPROVEMENT – YEAR 1 | CHOICE |
| YES | YES | NO | NO | YES | NO | IMPROVEMENT – YEAR 3 | CHOICE / SES |
| YES | YES | NO | NO | NO | NO | CORRECTIVE ACTION – YEAR 1 | CHOICE / SES / CA |
| YES | YES | NO | NO | NO | YES | IMPROVEMENT – YEAR 3 | CHOICE / SES |
| NO | NO | NO | NO | YES | YES | | NONE |
| YES | YES | YES | YES | NO | YES | | NONE |

| Subgroup AYP History (In ELA or Math) | | 2004-2005 Status | Action Required ² |
|---------------------------------------|-----------------------|----------------------|------------------------------|
| 2003 Mid-Cycle III | 2004 End-of-Cycle III | | |
| NO | NO | IMPROVEMENT – YEAR 1 | CHOICE |
| NO | YES | | NONE |
| YES | NO | | NONE |
| YES | YES | | NONE |

| Action | Description | Occurs When |
|--------|--|---|
| CHOICE | Public School Choice ³ | School does not make AYP for two consecutive years and thus enters Improvement status |
| SES | Supplemental Education Services ⁴ | School is in Improvement status for three or more years |
| CA | Corrective Action | School is in Improvement status for four or more years |
| RES | Restructuring | School is in Corrective Action status for two or more years |

¹ This chart outlines accountability status for public schools as required by the No Child Left Behind Act of 2001. The consequences described here apply to all schools receiving Title I funds. Non-Title I schools which do not make Adequate Yearly Progress (AYP) are required to develop plans to improve student performance.

² AYP determinations for subgroups are based on a two-year trend of not making AYP in English language arts and/or mathematics, regardless of the subgroup.

³ Pursuant to ESEA §1116(b)(1)(E) all students are eligible for the choice option, but the district must give priority for choice to the lowest achieving children from low-income families, as determined by the district for purposes of allocating funds to schools under ESEA §1113(c)(1)

⁴ According to federal non-regulatory guidance, eligible students for supplemental educational services are all students from low-income families who attend Title I schools that are in their second (full) year of school improvement, in corrective action, or in restructuring.