StateNotes

Accountability-Measures/Indicators

Measuring Adequate Yearly Progress:
What "Other" Indicators Count Besides Reading and Math?
By Dinah Frey
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Introduction

Under the No Child Left Behind Act (NCLB), defining adequate yearly progress (AYP) was left to the states as long as the indicators were:
- Based primarily on academic indicators
- Technically rigorous
- Applied to school, district and state levels of progress.

Even though states established the specifics, they had to ensure the indicators reflected demonstrable annual progress in raising the percentage of students proficient in reading and math, and in narrowing the test-score gap between advantaged and disadvantaged students. This has resulted in a major focus on reading and math achievement. However, NCLB also called for one "other" academic indicator to count toward the calculation of adequate yearly progress. At the high school level that indicator was the graduation rate. At the elementary and middle school levels, states could select any additional measure.

Now, nearly 10 years after the crafting of NCLB, public understanding of AYP appears to hinge on whether school and district test performance indicates that each group of students (low income, minority, English language learners, migrant and students with disabilities) has reached the established targets for reading and math. This ECS StateNote hopes to deepen that understanding by raising awareness of each state's "other" academic indicator and its accompanying target. Because of the importance of reducing dropout rates in the states, the StateNote also includes the method each state is using to calculate the graduation rate.

Information was derived from the U.S. Department of Education's Web site, ED Data Express.

What "Other" Academic Indicators Did States Select?

Elementary/Middle School Level

The majority of states and territories (36) use attendance as their "other" academic indicator for determining AYP.

- Attendance: 35 states, 1 territory
- Writing: 3 states (Connecticut, Florida and Nebraska)
- Choice of an indicator from a given set of options: 3 states (Georgia, Idaho, Virginia)
- Other
  - State Academic Performance Index (California)

o   Retention rate (Hawaii)
o   Reduction of students scoring below basic level on state reading assessment (Wyoming)
o   Percentage of students performing at the advanced level on state assessments (Colorado)
o   Science (New York)
o   English as a Second Language assessment, 1 territory (Puerto Rico)
o   Bottom performance level of state reading assessment (Vermont)
o   Unexcused absence rate (Washington)
o   Improvement of lower performing students (Delaware).
o   Commonwealth Accountability Testing System (CATS) classification (Kentucky).

Elementary and Middle School "Other" Academic Indicators[1]

Key:
- ◼ Attendance
- ◼ Selection from a Set of Options
- ◼ Writing
- ☐ Other

Puerto Rico
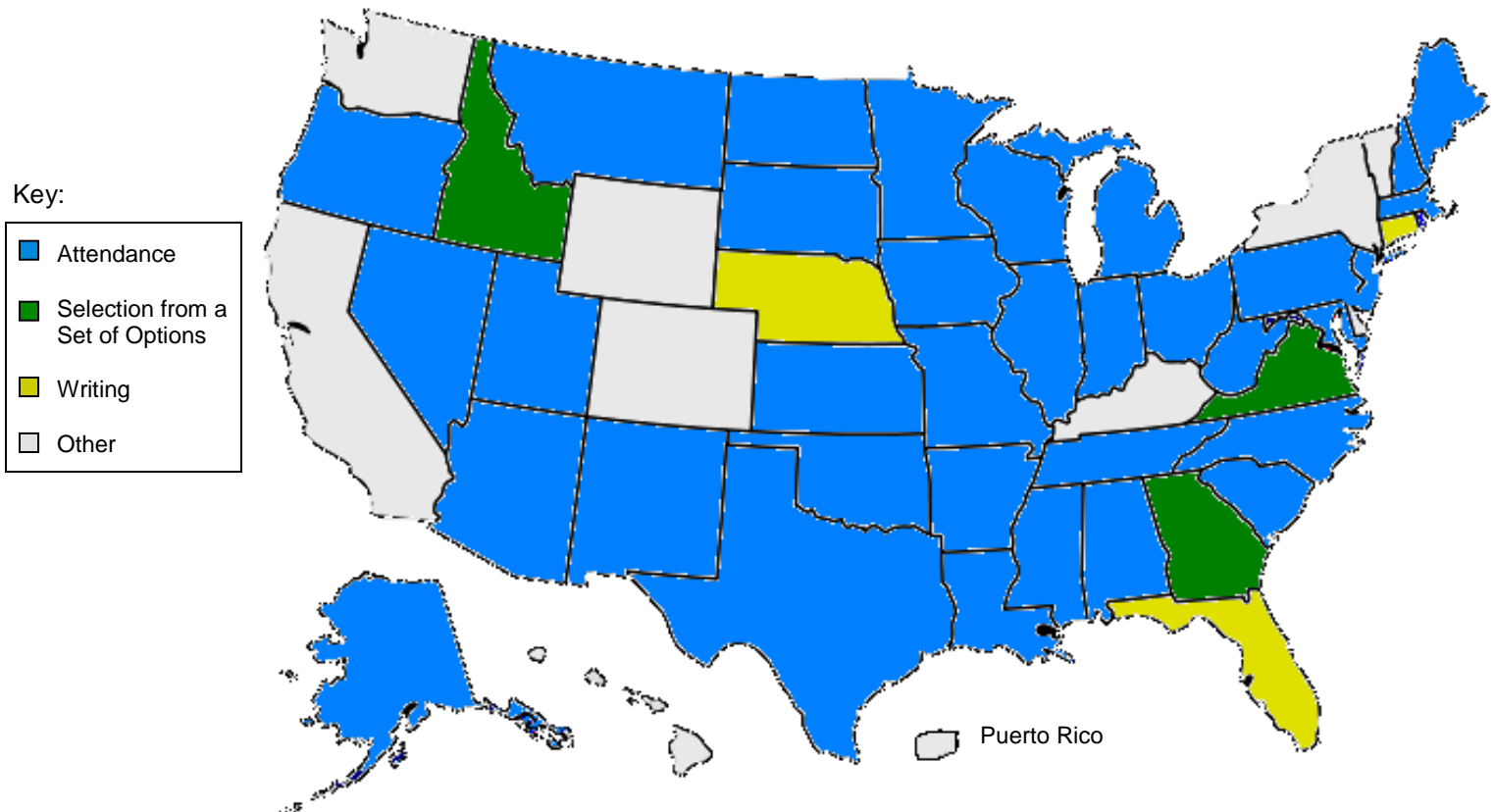
High School Level

Graduation Rate Indicator

All states must use graduation rate in calculating AYP, but targets and means of calculating the graduation rate vary widely.

Traditionally, methods for calculating graduation rate were established at the discretion of the states, which made it difficult to compare one state's data to another's. To improve on this process and better monitor graduation rates, governors of all 50 states voluntarily signed the National Governor's Association (NGA) Graduation Counts Compact in 2005. This Compact established a uniform (and more consistently accurate) agreed-upon definition of graduation rate. Six recommendations were put forth by the Compact to the United States Department of Education (USDOE), which accepted the recommendations and announced new NCLB regulations in October 2008.

How Graduation Rates Are Measured

Effective with the current 2010-11 school year, all states are supposed to use the Four-Year Adjusted Cohort Graduation Rate (Longitudinal Cohort Model) as the method of measurement to publicly report graduation rates. According to the USDOE, 25 states currently use the Longitudinal Cohort Model for calculating (measuring) the graduation rate.

- Four-year Cohort Rate (Longitudinal Cohort Model)
  - The number of students who graduate in a given year, within the standard number of years, with a regular diploma, divided by the number of students who entered high school four years earlier (adjusting for transfers in and out).[2]
  - The standard number of years to earn a high school diploma is four.[3]
  - States can propose, for approval from the Secretary, an alternative definition of "standard number of years".[4]

Full implementation for use in calculating AYP will happen in coordination with the assessment results of the 2011-12 school year.[5] However, while states continue to build student-unit-record data systems that track students from year to year, two older methods of measuring graduation rates are accepted:

- Leaver Rate
  - Number of graduates in a given year is divided by number of graduates plus estimates of dropouts over preceding four years.[6]
- Completer Rate
  - Calculated based on all students who are graduates
  - Includes those who receive another certificate or designation of high school completion.[7]

Methods for Measuring Graduation Rates[8]

Key:
- Longitudinal Cohort Model
- Leaver Rate
- Completer
- Other

Puerto Rico
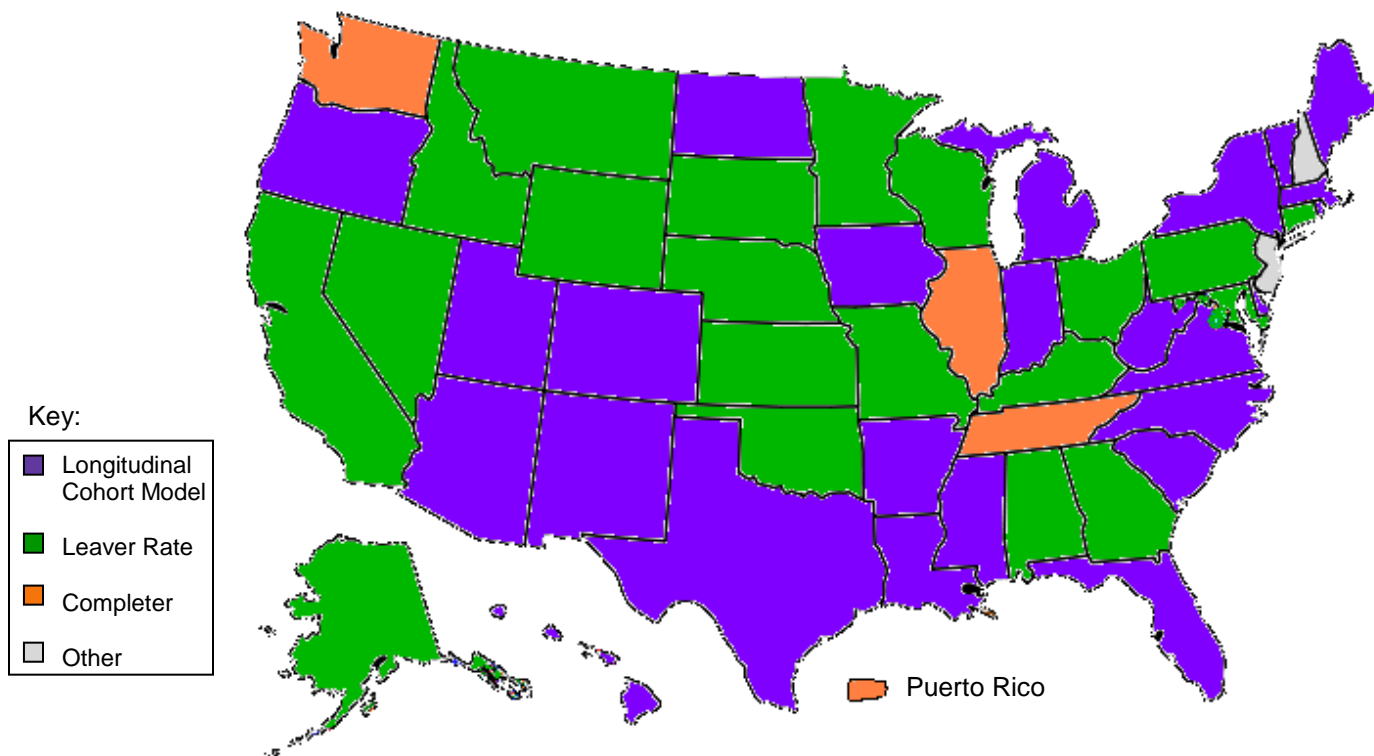
Elementary/Middle School Level: "Other" Academic Indicator Targets

Attendance

RANGE: 80% target in Montana to 95% target in Indiana and Alabama.

Some states provide options in lieu of or in addition to meeting a set percentage target. For example:
- 1% improvement in attendance (Arizona, District of Columbia and Massachusetts)
- .1% improvement in attendance (Louisiana, Maryland, North Carolina, South Carolina)
- Improvement in previous attendance rate (Alabama, Alaska, Arkansas, Montana, Ohio, Oklahoma, Pennsylvania, South Dakota, Tennessee, Utah, West Virginia).

Assessments, Retention and Unexcused Absence

"Other" Academic Indicator	State or Territory	Target
Writing Assessment	Connecticut	70% target
	Florida	90% scoring at level 3 or higher or 1%-point increase from previous year
	Nebraska	[Detail from accountability workbook: 99% confidence interval for state goal or demonstrate higher percentage proficient than previous year]
State Assessments	California	Growth of at least one Academic Performance Indicator (API) point or meeting annual API status target
	Colorado	1.21% performing at advanced level in reading and math
	Delaware	Decrease percentage of students in lowest performance level or increase in mean scale score
	Georgia	Performance above statewide preset level or improved performance over previous year
	Idaho	[Detail from accountability workbook: percent proficient or higher, growth toward 100% by 2014]
	Kentucky	Classified as any category of Progressing or Meets Goal
	New York	Increase in science proficiency
	Vermont	Less than 15% in lowest level of New England Common Assessment Program
	Virginia	70% for science
	Wyoming	15% or improvement from previous year of students scoring below basic in reading
English as a Second Language Assessment	Puerto Rico	Proficiency
Pupil Retention	Hawaii	Elementary-2% Middle School-5%
Unexcused Absence	Washington	Rate of 1% or less by 2014

High School Level: "Other" Indicator Target

Graduation Rate Targets

RANGE: 50% target in Nevada to a 95% target in Indiana.

Annual targets are interim metrics and are not the same as the state goals. Annual targets approved by the USDOE are set in line with the overall individual state goals to be met by 2014. Some states provide options in lieu of or in addition to meeting a set percentage target. For example:

- 21 states allow for the option of showing improvement from the previous year.
- Pending completion of a student-unit-record data system, New Jersey's individual schools or SEA's target is to reduce the dropout rate by .5% until a statewide goal of 2.6% or less is reached.

State Academic Indicators & Targets

Source: U.S. Department of Education, [ED Data Express](#).[9]

Group	State AYP Definition Components			
Sub-group	Academic Indicators			
States/Data Elements	Elementary and Middle Schools Other Academic Indicator Target	Elementary/Middle Schools Other Academic Indicator	Graduation Rate Target	Measure of Graduation Rate
Alabama	95% or improvement towards 95% goal	Attendance	90% or improvement	Leaver Rate
Alaska	85% or improvement from previous year	Attendance	55.58% or improvement from previous year	Leaver Rate
Arizona	90% or 1% improvement over previous year	Attendance	71% or 1% improvement over previous year	Longitudinal Cohort Model
Arkansas	One standard deviation or less below the mean (93.00769) or improvement from previous year	Attendance	One standard deviation or less below the mean (86.74167) or improvement from previous year	Longitudinal Cohort Model
California	Growth of at least one API point or meeting an annual API status target as defined by a schedule of API targets established by a methodology similar to the one used to establish the AMOs in ELA and math	State Academic Performance Index	Meet at least one: 1. Increase of .1% in the graduation rate 2. Increase of .2% average two-year rate, or 3. 82.8% and increases at a rate similar to the schedule of AMOs in ELA and math	Leaver Rate
Colorado	1.21%	Percentage performing at the advanced level on the reading and math assessments	59.5%	Longitudinal Cohort Model
Connecticut	70% or improvement from previous year	Writing	70% or improvement from previous year	Leaver Rate

Group	State AYP Definition Components			
Sub-group	Academic Indicators			
States/Data Elements	Elementary and Middle Schools Other Academic Indicator Target	Elementary/Middle Schools Other Academic Indicator	Graduation Rate Target	Measure of Graduation Rate
Delaware	Increase in the mean scale score from one year to the next or decrease in the percentage of students in the lowest performance level	Improvement of lower performing students.	90% by 2013-14; targets for each year. Schools must: 1. Meet state target for that year 2. Maintain its graduation rate, or 3. Show improvement from previous year.	Longitudinal Cohort Model
District of Columbia	90% or annual improvement of at least one percentage point	Attendance	69.9%. For schools below the state average to make AYP, the graduation rate must increase each year by one percentage point.	Leaver Rate
Florida	90% scoring at level 3 or higher, or 1%-point increase from previous year	Writing in grades 4, 8 and 10	85% or 1%-point increase from previous year	Longitudinal Cohort Model
Georgia	Performance above a statewide preset level or improved performance over the previous year	LEA choice: attendance, achievement in writing, science and social studies, or increase in % of students scoring at the advanced levels.	65% beginning in 2006-07 or Second Looks (Safe Harbor): 1. Three-year average at or above annual target; or 2. 10% increase, from a minimum threshold that increases over time to 100% in 2013-14	Leaver Rate
Hawaii	2% (elementary); 5% (middle school)	Retention rate	80%	Longitudinal Cohort Model
Idaho	Improvement on LEA's chosen indicator.	LEA choice: meet or exceed Language Usage ISAT proficiency rates, reduce % of students that score at or below basic level on reading and math ISAT, or increase % of students that score at advanced level on reading and math ISAT.	90% or improvement	Leaver Rate
Illinois	90%	Attendance	78%	Completer

Group	State AYP Definition Components			
Sub-group	Academic Indicators			
States/Data Elements	Elementary and Middle Schools Other Academic Indicator Target	Elementary/Middle Schools Other Academic Indicator	Graduation Rate Target	Measure of Graduation Rate
Indiana	95%	Attendance	95%	Longitudinal Cohort Model
Iowa	State average	Average daily attendance	91.3%	Longitudinal Cohort Model
Kansas	90% or improvement from previous year	Attendance	75% or improvement from previous year	Leaver Rate
Kentucky	Classified as any category of Progressing or Meets Goal	CATS biennial classification or the CATS mid-point classification	86.75%	Leaver Rate
Louisiana	N/A, or 0.1%-point improvement from previous year	Attendance	65%	Longitudinal Cohort Model
Maine	91%	Attendance	75%	Longitudinal Cohort Model
Maryland	94% (by 2013-14) or .1% improvement from previous year	Attendance	90% by 2013-14, targets each year or .1% improvement from previous year	Leaver Rate
Massachusetts	92% or 1%-point improvement from previous year	Attendance	75%	Longitudinal Cohort Model
Michigan	85%	Attendance	80%	Longitudinal Cohort Model
Minnesota	90% or growth	Attendance	80% or improvement	Leaver Rate
Mississippi	93%	Attendance	72% or an increase from prior year	Longitudinal Cohort Model
Missouri	Annual improvement until 93%, and then maintain at 93% or better.	Attendance	Annual improvement until 85%, and then maintain at 85% or better.	Leaver Rate

States/Data Elements	Elementary and Middle Schools Other Academic Indicator Target	Elementary/Middle Schools Other Academic Indicator	Graduation Rate Target	Measure of Graduation Rate
Group	State AYP Definition Components			
Sub-group	Academic Indicators			
Montana	80% or improvement from previous year	Attendance	80% or improvement from previous year	Leaver Rate
Nebraska	N/A	Writing	83.97% or improvement from previous year	Leaver Rate
Nevada	90%	Attendance	50% or improvement over previous year	Leaver Rate
New Hampshire	More than 90%	Attendance	75% or show improvement over previous two years	Version of Leaver Rate
New Jersey	90%	Attendance	Dropout Rate (until data system in place); schools and LEAs must reduce their dropout rates by .5% per year until they reach the 2.6 statewide dropout percentage.	NJ uses dropout rate for AYP determinations, but reports the Leaver Rate on report cards
New Mexico	92%	Attendance	One of these three targets: 1. 90% graduation rate 2. Meeting or exceeding the previous year's rate 3. Equal to or exceeding three-year average.	Longitudinal Cohort Model
New York	Proficiency	Science	65%	Longitudinal Cohort Model
North Carolina	90% or .1%-point improvement from previous year	Attendance	80% or .1%-point improvement from previous year	Longitudinal Cohort Model
North Dakota	93%	Attendance	89.9% through 2004-2005, then TBD	Longitudinal Cohort Model
Ohio	The rate for the school at the top of the bottom quintile of enrollment when schools are ranked from lowest to highest attendance rates, or improvement from previous year.	Attendance	73.6% or improvement over previous year	Leaver Rate

Group	State AYP Definition Components			
Sub-group	Academic Indicators			
States/Data Elements	Elementary and Middle Schools Other Academic Indicator Target	Elementary/Middle Schools Other Academic Indicator	Graduation Rate Target	Measure of Graduation Rate
Oklahoma	The state standard or improvement from previous year	Attendance	68.8% or improvement from previous year	Leaver Rate
Oregon	92% or two-year weighted average	Attendance	68.1% or two-year weighted average	Longitudinal Cohort Model
Pennsylvania	90% or improvement from previous year	Attendance	80% or improvement from previous year	Leaver Rate
Puerto Rico	Proficiency	English as a second language assessment	80%	Completer
Rhode Island	90%	Attendance	79.2%	Longitudinal Cohort Model
South Carolina	94% or improves by .1 of one percent from previous year	Attendance	1. 88.3% or 2. Equals or exceeds previous year's graduation rate, or 3. Three-year average equals or exceeds previous year's rate.	Longitudinal Cohort Model, NGA
South Dakota	94%; or improvement over previous year	Attendance	80% or improvement over previous year	Leaver Rate
Tennessee	93% or improvement based on either: 1. Current year 2. The most recent two year's worth of data 3. A three-year rolling average.	Attendance	90% or improvement based on either: 1. Current year 2. The most recent two year's worth of data 3. A three-year rolling average.	Completer
Texas	90%	Attendance	70% or improvement from previous year	Longitudinal Cohort Model
Utah	93% or improvement from previous year	Attendance	85.7% or improvement from previous year	Longitudinal Cohort Model

Group	State AYP Definition Components			
Sub-group	Academic Indicators			
States/Data Elements	Elementary and Middle Schools Other Academic Indicator Target	Elementary/Middle Schools Other Academic Indicator	Graduation Rate Target	Measure of Graduation Rate
Vermont	Less than 15% in lowest level	Bottom performance level of the NECAP Reading test for all grades tested in a school	72%	Longitudinal Cohort Model
Virginia	70% for science and 94% for attendance	Prior to beginning of a school year, each school division chooses for its elementary and middle schools either attendance or performance on science, history/social science, writing assessments.	61%	Longitudinal Cohort Model
Washington	Decrease from previous years unexcused absence rate; by 2014 all LEAs must attain an unexcused absence rate of 1% or less	Unexcused absence rate	70% or 2% improvement over previous year	Completer
West Virginia	90% or improvement from previous year	Attendance	80% or improvement from previous year	Longitudinal Cohort Model
Wisconsin	90% of statewide average	Attendance	90% of the statewide average for 2001-02 (81.75%) or progress from previous year	Leaver Rate
Wyoming	15% or improvement from previous year	Reduction in the percentage of students scoring in the below basic category in reading	80% or improvement from previous year	Leaver Rate

Sources:

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[1]Map details based on: U.S. Department of Education: Ed Data Express, from http://www.eddataexpress.ed.gov/state-tables-report.cfm, (accessed August 30, 2010).
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[3]Ibid., 3
[4]Ibid., 3
[5]No Child Left Behind Archived Information, *A Uniform, Comparable Graduation Rate: How the Final Regulations for Title I Hold Schools, Districts, and States Accountable for Improving Graduation Rates.*
(October, 2008), http://www2.ed.gov/policy/elsec/reg/proposal/uniform-grad-rate.pdf, (accessed August 31, 2010).
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[9] U.S. Department of Education: Ed Data Express, http://www.eddataexpress.ed.gov/state-tables-report.cfm, (accessed August 30, 2010).