

## ***Adequate Yearly Progress Report 2013***

***September 2013***

### **What is AYP?**

AYP stands for Adequate Yearly Progress. It represents the annual academic performance targets in reading and math that the State, school districts, and schools must reach to be considered on track for 100% proficiency by the end of the 2013-14 school year.

### **Why does AYP exist?**

As required by the Federal "No Child Left Behind (NCLB) Act of 2001, Sec. 111 (b) (F), each state was required to establish a timeline for adequate yearly progress. The timeline shall ensure that not later than 12 years after the 2001-2002 school year, all students in each group described in subparagraph (C)(v) will meet or exceed the State's standards.

### **Who has to make AYP?**

The State, Districts, and Schools must make AYP. All students and subgroups of 45 or more students are calculated for AYP. The subgroups required by NCLB are: Racial/Ethnic; Economically Disadvantaged; Students with Disabilities; and Limited English Proficient students.

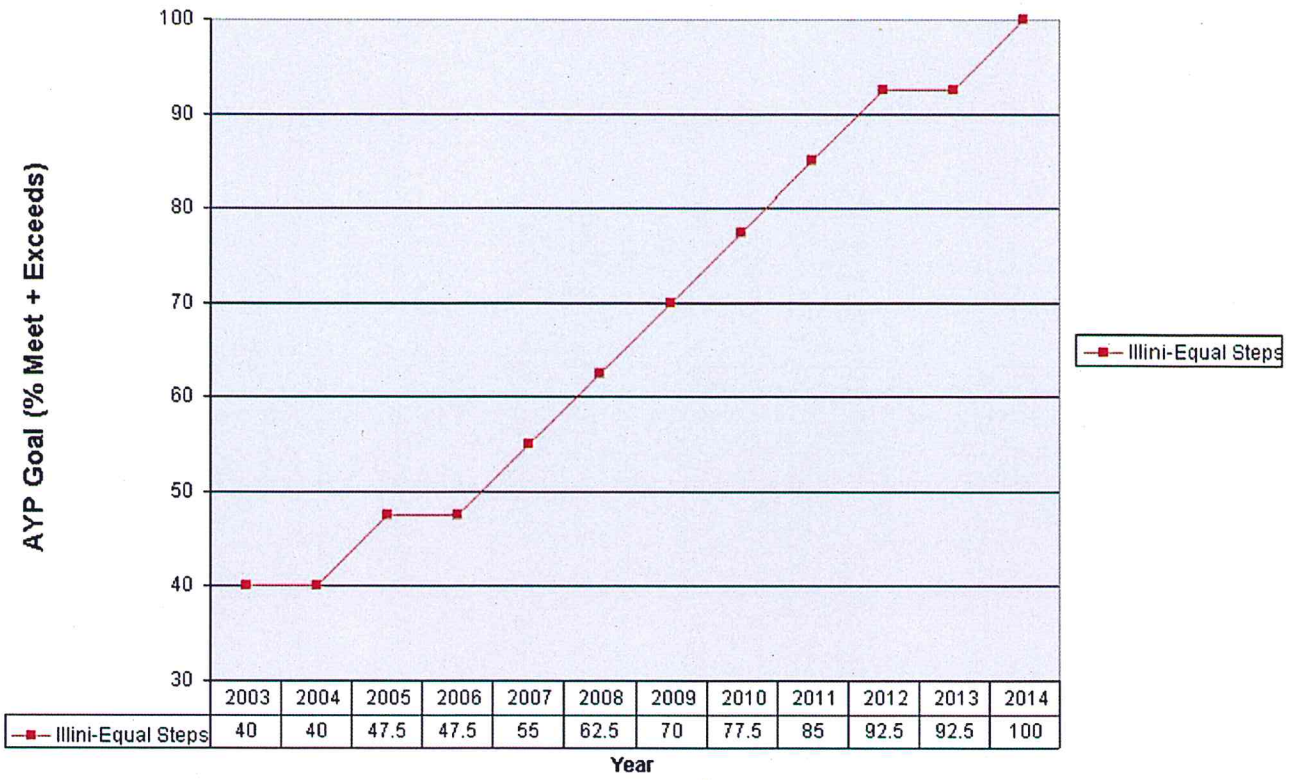
### **What happens if a Title I School or a school district doesn't make AYP?**

Nothing happens if it only happens for one year. However, local education agencies (LEAs) must place Title I schools that fail to make AYP for two consecutive years on School Improvement. In year one of School Improvement, the school must develop an improvement plan and offer school choice. In year two, the school must offer supplemental services in addition to school choice. In year three, the school district must implement one or more of a list of corrective actions.

### **What is the safe harbor provision?**

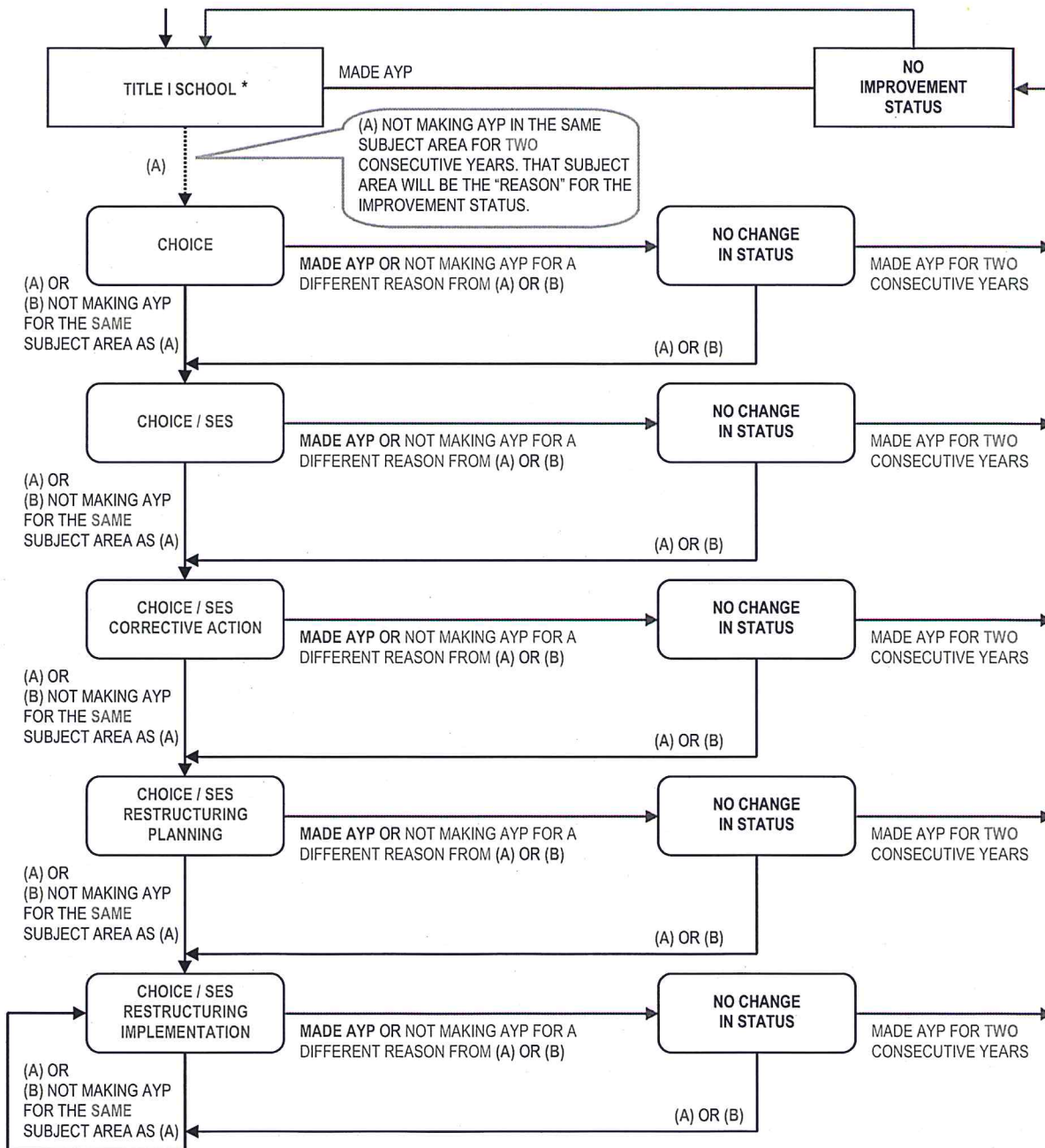
The State, school districts, and each subgroup of 45 or more students must reach the performance targets for increasing proficiency in reading and math to make AYP. However, there is an exception to that requirement. The State, school districts and schools may still make AYP if each subgroup that fails to reach its proficiency performance targets reduces its percentage of students not meeting standards by 10% of the previous year's percentage, plus the subgroup must meet the attendance rate or graduation target rates.

### Equal Steps 7.5% Model



# SCHOOL IMPROVEMENT STATUS ACCORDING TO FEDERAL LAW

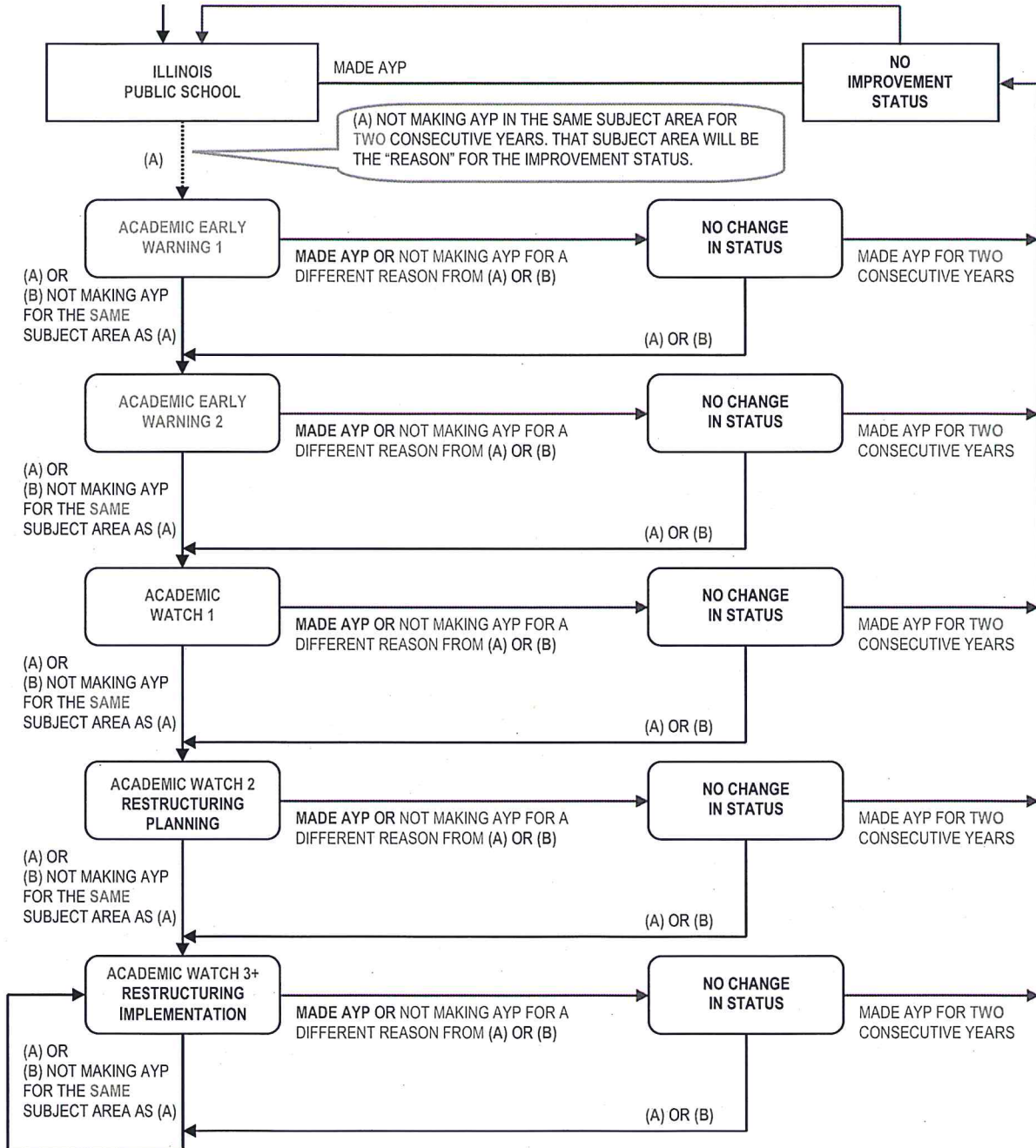
No Child Left Behind: Section 1111 (b)



\* The definition of Title I school in federal improvement status is the school received Title I funds for the previous year, current year, and next year.

# SCHOOL IMPROVEMENT STATUS ACCORDING TO ILLINOIS LAW

The School Code of Illinois – 105 ILCS 5/2-3.25d



## What to do when you've been identified as in Federal Status?

Is this School making Adequate Yearly Progress (AYP)?	No	Has this School been identified for School Improvement according to the AYP specifications of the federal No Child Left Behind Act?	Yes
Is this School making AYP in Reading?	No	2012-13 Federal Improvement Status	Choice SES
Is this School making AYP in Mathematics?	No	2012-13 State Improvement Status	Academic Early Warning Status Year 2

	Percentage Tested on State Tests		Percent Meeting/Exceeding Standards*		Other Indicators	
	Reading	Mathematics	Reading	Mathematics	Attendance Rate	Graduation Rate

Mid June/July - AYP results are sent out via IWAS. This serves as the official notification of status. On the right of the schools/districts AYP report is a box that will contain your federal status, if any.

### For SCHOOLS

Federal Status includes (1) Choice, (2) Choice/SES, (3) Corrective Action, (4) Restructuring Planning, and (5) Restructuring Implementation. Choice and SES services continue throughout all levels of federal status.

#### CHOICE

14 days before the start of school - choice letters must be sent out to ALL parents of students in schools in federal status. These letters must be approved by ISBE prior to sending so plan accordingly. (see: <http://www.isbe.net/grants/pdf/choice-guidance-2012.doc>)

#### SES

Late August - email to providers approved for the state and your local area. Make sure to do delivery receipt so you can prove you reached out. Ask folks to let you know if they are interested in serving your kids. Give them a deadline to respond. (see: [http://www.isbe.net/ses/html/service\\_providers.htm](http://www.isbe.net/ses/html/service_providers.htm))

Early September - send out letter to parents of low-income students notifying them of SES services, along with the provider descriptions and sign-up forms. These materials must be approved by ISBE so plan accordingly. (see: <http://www.isbe.net/ses/pdf/ses-guidance-2012.doc>)

Next steps for SES (see: <http://www.isbe.net/ses/word/ses-implementation-timeline.doc>)

NOTE: 20% of the district's Title I allocation must be obligated for Choice/SES purposes. This is done thru the NCLB Consolidated Application. This obligation may be met thru other funds, but must be noted in the application.

#### CORRECTIVE ACTION

In addition to Choice and SES, the district must take at least one of the following Corrective Actions:

- Institute a new curriculum grounded in scientifically-based research and provide, for all staff relevant to the school's corrective action status, appropriate, scientifically research-based professional development based on scientifically-based research that is likely to improve the academic achievement of low-performing students;
- Extend the length of the school year or school day;
- Replace the school staff who are deemed relevant to the school not making adequate progress;
- Significantly decrease management authority at the school;
- Restructure the internal organization of the school; or
- Appoint one or more outside experts to advise the school with regard to (1) how to revise and strengthen the improvement plan it created while in school improvement status; and (2) how to address the specific issues underlying the school's continued inability to make AYP. §1116(b)(7)(C); §200.42

#### RESTRUCTURING

Under federal and state law, each school restructuring plan developed by the district must indicate the district is planning to undertake one or more of the following actions in the affected school.

1. Charter School: Reopen the school as a public charter school, consistent with Article 27A of the School Code.

2. Staffing: Replace all or most of the school staff, which may include the principal, who are relevant to the school's inability to make adequate yearly progress;
3. Contracting: Enter into a contract with an entity, such as a private management company with a demonstrated record of effectiveness, to operate the school as a public school;
4. SEA: Turn the operation of the school over to the SEA if this action is permitted under State law and the State agrees; or
5. Other Major Restructuring: Implement any other restructuring of the school's governance that makes fundamental reform in:
  - i. Governance and management; and/or
  - ii. Financing and material resources; and/or
  - iii. staffing

#### For DISTRICTS

Federal Status includes (1) District Improvement 1, (2) District Improvement 2, and (3) Corrective Action. When a district is in any level of federal status they must set aside 10% of their Title I allocation for professional development. This is done thru the NCLB Consolidated Application.

#### IMPROVEMENT PLANS

1. DISTRICTS and SCHOOLS, in federal status, are required to use the Rising Star Continuous Improvement Planning Process. Exact dates for all submissions are announced annually and posted on Rising Star on IIRC on the district and school dashboards, Title 1, under Planning Tools and Resources (see: <http://iirc.niu.edu/IntegratedEPlans/MyIIRC/eplansDashboard>)
2. Rising Star District teams will actively and concurrently assess all, then plan for and monitor resulting high index score indicators labeled SmartStart and SmartPlan by the below dates.
  - SmartStart Indicators (includes 1 SmartData)–mid to late September
  - SmartPlan Indicators (includes 3 SmartData)–mid to late October
3. The ELL Title III AMAO template is due in Late October.
4. Rising Star School teams will actively and concurrently assess all, then plan for and monitor resulting high index score indicators labeled SmartStart and SmartPlan by the below dates.
  - SmartStart Indicators (includes 3 SmartData)–mid-October
  - SmartPlan Indicators (includes 1 SmartData)–mid-December
5. Districts and Schools in federal status must secure and submit local board approval for improvement plans on an annual basis which occurs in early November.
6. The Corrective Action Schools report must be completed and submitted in early November.
7. District Rising Star teams will, for schools that have now advanced to restructuring status based on the previous years data, submit a Restructuring Plan on Rising Star using the SmartRestructuring indicators by mid-January (exact date will be announced). District teams that previously filed a Restructuring Plan for a school in restructuring status using the SmartRestructuring indicators in January of the previous year, will continue to revisit, plan for and monitor the SmartRestructuring Indicators on Rising Star for that school.
8. Further, to facilitate Rising Star continuous improvement momentum, it is recommended that district and school teams set two benchmarking dates for their personalized indicator work; Date 1 between January and March, and Date 2 between March and the end of their school year.
9. The Special Education NA2 Requirement and Focused Monitoring Corrective Actions Report is due annually in mid to late May.

ISBE approved professional development to support continuous improvement planners is available to SSoS eligible districts through the regional delivery system. ISBE sponsored professional development to support continuous improvement planners is available to non-SSoS eligible districts through a newly-formed trainer cadre at state-hosted northern and south central event venues throughout the academic year as well as during the summer recess.

QUESTIONS: Contact 217-524-4832. (August, 2013)



# Illinois State Board of Education

Gery J. Chico, Chairman    Christopher A. Koch, State Superintendent

28-037-2280-26

Geneseo CUSD 228

## 2013 Adequate Yearly Progress (AYP) Information

Calculated based on 08/09/13 Approved Assessment Data and E-report Card 86-43 Data

Is this district making AYP?	No	Has this district been identified for Federal Improvement Status according to the AYP specification of the federal No Child Left Behind Act?	Yes
Is this district making AYP in reading?	No	2013-14 Federal Improvement Status	Corrective Action Year 1
Is this district making AYP in mathematics?	No	2013-14 State Improvement Status	Academic Watch Status Year 1

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	69.8	74.8	No	68.3	72.1	No	96.1	Yes	95.1	Yes
White	100.0	Yes	100.0	Yes	69.6	75.2	No	68.6	72.3	No	96.4		95.6	
Black														
Hispanic	100.0	Yes	100.0	Yes	68.3	61.8	Yes	61.9	66.4	Yes	95.6		88.9	
Asian														
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	46.5 26.7	47.9 35.1	No	58.1 28.9	63.4 35.1	No	94.8		95.2	
Economically Disadvantaged	100.0	Yes	100.0	Yes	74.9 56.6	77.8 61.3	No	79.5 52.0	82.7 59.2	No	95.4		88.7	

Four conditions required for making Adequate Yearly Progress (AYP) are:

1. At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
3. At least 92.0% attendance rate for non-high schools.
4. At least 85.0% graduation rate for high schools. The State would first examine whether the district met the target for the four-year graduation rate. If it did not, the State would then determine whether the district met the five-year graduation rate target. If either of those rates were met, this would indicate that the district met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.



# Illinois State Board of Education

Gery J. Chico, Chairman Christopher A. Koch, State Superintendent

28-037-2280-26-2004

Geneseo CUSD 228

Northside Elem School

## 2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/09/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	No		
Is this school making AYP in mathematics?	Yes		
2013-14 Federal Improvement Status			
2013-14 State Improvement Status			

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	68.3	72.9	No	73.9	70.4	Yes	96.4	Yes		
White	100.0	Yes	100.0	Yes	68.6	73.1	No	74.5	71.1	Yes	96.5			
Black														
Hispanic														
Asian														
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes										

Four conditions required for making Adequate Yearly Progress (AYP) are:

- At least 95% tested in reading and mathematics for every student group. If the current year participation rate is less than 95%, this condition may be met if the average of the current and preceding year rates is at least 95%, or if the average of the current and two preceding years is at least 95%. Only actual participation rates are printed. If the participation rate printed is less than 95% and yet this school makes AYP, it means that the 95% condition was met by averaging.
- At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
- At least 92.0% attendance rate for non-high schools.
- At least 85.0% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.





# Illinois State Board of Education

Gery J. Chico, Chairman    Christopher A. Koch, State Superintendent

28-037-2280-26-2005

Geneseo CUSD 228

Southwest Elem School

## 2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/09/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	Yes
Is this school making AYP in reading?	No	2013-14 Federal Improvement Status	Choice <input checked="" type="checkbox"/>
Is this school making AYP in mathematics?	No	2013-14 State Improvement Status	Academic Early Warning Year 1

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	72.7	75.7	Yes	73.7	81.8	No	96.3	Yes		
White	100.0	Yes	100.0	Yes	72.2	75.7	No	73.3	80.7	No	96.5			
Black														
Hispanic														
Asian														
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	56.3	64.0	No	54.2	73.0	No	95.5			

Four conditions required for making Adequate Yearly Progress (AYP) are:

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3. At least 92.0% attendance rate for non-high schools.
4. At least 85.0% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.



# Illinois State Board of Education

Gery J. Chico, Chairman    Christopher A. Koch, State Superintendent

28-037-2280-26-2003

Geneseo CUSD 228

Millikin Elem School

## 2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/09/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	Yes	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	Yes	2013-14 Federal Improvement Status	
Is this school making AYP in mathematics?	Yes	2013-14 State Improvement Status	

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	76.6	76.1	Yes	74.6	76.1	Yes	96.5	Yes		
White	100.0	Yes	100.0	Yes	77.0	75.3	Yes	76.5	76.7	Yes	96.5			
Black														
Hispanic														
Asian														
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes										

Four conditions required for making Adequate Yearly Progress (AYP) are:

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2. At least 92.5% meeting/exceeding standards in reading and mathematics for every group. For any group with less than 92.5% meeting/exceeding standards, a 95% confidence interval was applied. Subgroups may meet this condition through Safe Harbor provisions.\*\*\*
3. At least 92.0% attendance rate for non-high schools.
4. At least 85.0% graduation rate for high schools. The State would first examine whether the school met the target for the four-year graduation rate. If it did not, the State would then determine whether the school met the five-year graduation rate target. If either of those rates were met, this would indicate that the school met the other academic indicator for AYP. The largest number among the 4-year and 5-year graduation rates would be printed.



# Illinois State Board of Education

Gery J. Chico, Chairman    Christopher A. Koch, State Superintendent

28-037-2280-26-1002

Geneseo CUSD 228

Geneseo Middle School

## 2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/09/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	No	2013-14 Federal Improvement Status	
Is this school making AYP in mathematics?	No	2013-14 State Improvement Status	Academic Early Warning Year 2

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	68.9	78.0	No	63.9	70.3	No	96.3	Yes		
White	100.0	Yes	100.0	Yes	68.3	78.6	No	63.9	70.3	No	96.4			
Black														
Hispanic														
Asian														
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities	100.0	Yes	100.0	Yes	21.7	37.8	No	20.0	29.6	No	94.9			
Economically Disadvantaged	100.0	Yes	100.0	Yes	57.8	63.3	No	45.6	50.9	No	95.1			

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# Illinois State Board of Education

Gery J. Chico, Chairman    Christopher A. Koch, State Superintendent

28-037-2280-26-0001

Geneseo CUSD 228

Geneseo High School

## 2013 Adequate Yearly Progress (AYP) Status Report

Calculated based on 08/09/13 Approved Assessment Data and E-report Card 86-43 Data

Is this school making AYP?	No	Has this school been identified for School Improvement according to the AYP specification of the federal No Child Left Behind Act?	No
Is this school making AYP in reading?	No	2013-14 Federal Improvement Status	
Is this school making AYP in mathematics?	No	2013-14 State Improvement Status	Academic Watch Status Year 2

	Percent Tested on State Tests				Percent Meeting/Exceeding Standard*						Other Indicators			
	Reading		Mathematics		Reading			Mathematics			Attendance Rate		Graduation Rate	
	%	Met AYP	%	Met AYP	%	Safe Harbor Target**	Met AYP	%	Safe Harbor Target**	Met AYP	%	Met AYP	%	Met AYP
State AYP Minimum Target	95.0		95.0		92.5			92.5			92.0		85.0	
ALL	100.0	Yes	100.0	Yes	65.9	66.3	Yes	66.8	66.3	Yes			95.1	Yes
White	100.0	Yes	100.0	Yes	65.5	67.4	Yes	66.8	67.0	Yes			95.6	
Black														
Hispanic														
Asian														
Native Hawaiian Pacific Islander														
Native American														
Two or more races														
LEP														
Students with Disabilities														
Economically Disadvantaged	100.0	Yes	100.0	Yes	57.8		No	57.8		No				

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