



S-DIS Meets AYP (Annual Yearly Progress) and rated by state as “Exemplary” on P.L. 221

What is AYP?

Since 2002, the federal *No Child Left Behind Act of 2001 (NCLB)* has required public schools to make Adequate Yearly Progress (AYP) for both the overall student population and any demographic group within the school that includes 30 or more students (Indiana’s minimum group size). The goal of NCLB is for all students to achieve proficiency in English/language arts and Math by 2014. To demonstrate Adequate Yearly Progress, schools, school corporations, and the state either must meet the annual target that ensures that 100% of students will pass state tests in both English and Math by 2014 or by reducing the percentage of students not passing these tests by at least 10% annually (commonly known as “safe harbor”). Additionally, schools must assess at least 95% of students and meet annual goals in attendance (elementary and middle schools) or graduation rate (high schools).

How is AYP determined?

AYP is based on meeting participation and performance targets in English and Math portions of state tests. For elementary and middle schools (schools without graduates), AYP is based on participation and performance in English and Math portions of ISTEP+, IMAST, and ISTAR, plus attendance rate (secondary indicator). For high schools (schools with graduates) AYP is based on participation and performance in English 10 and Algebra I End of Course Assessments (ECAs) and ISTAR, plus four-year graduation rate (secondary indicator).

What is P.L. 221?

Public Law 221 (P.L.221) is Indiana’s comprehensive accountability system for K-12 education. Passed by the Indiana General Assembly in 1999-prior to the federal No Child Left Behind Act of 2001-the law aimed to establish major educational reform and accountability statewide. To measure progress, P.L.221 places Indiana schools (both public and accredited non-public) into one of five categories based upon student performance and improvement data from the state’s ISTEP+ and End-of-Course Assessments (ECAs).

- A (Exemplary Progress)
- B (Commendable Progress)
- C (Academic Progress)
- D (Academic Watch – Priority)
- F (Academic Probation – High Priority)

How are the P.L. 221 categories determined?

The Indiana State Board of Education first adopted category placements for the state’s public and accredited non-public schools beginning with the 2005-2006 school year. Thresholds for category placements changed as of 2009-2010 and category placements changed to reflect letter grades (A-F) as of 2010-2011 (511 IAC 6.2-6-5). Category placements are based on three factors:

1. **Performance:** percentage of all students who pass the state’s English and math ISTEP+ (also ISTAR or IMAST) tests (for grades 3-8) and English 10 and Algebra I ECAs (also ISTAR) (for the class of 2013).
2. **Improvement:** improvement in the passing percentage of students passing ISTEP+ and ECAs (also ISTAR or IMAST) over a three-year period
3. **Adequate Yearly Progress status:** schools that do not make Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act for two consecutive years can place no higher than the “C (Academic Progress)” category.