

FOR IMMEDIATE RELEASE
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Computer Simulation Shows What Kinds of Schools Will Not Make Adequate Yearly Progress, and Why

Commissioner releases analysis of 2001-02 data under new AYP formula

(W.I.S.E. Charter School, Minneapolis, MN...) After delivering a [speech](#) on closing the achievement gap and the new Federal No Child Left Behind Act, Education Commissioner Cheri Pierson Yecke released an [analysis](#) of how the Adequate Yearly Progress (AYP) formula might look in Minnesota. The Department will release its first real reports of schools needing improvement under the AYP system on July 31, 2003.

The AYP calculation is part of the No Child Left Behind Act's system of accountability, which will be one part of a statewide accountability system published on easy-to-understand report cards for Minnesota parents and taxpayers.

Commissioner Yecke cautioned that this is only a simulation using last year's data without giving schools the opportunity to correct data or appeal the decisions. Schools will have those opportunities this summer when their current data is used for the AYP calculation.

The highlights of the analysis include:

- Over 400 of the 1007 elementary schools were identified as needing improvement in some way.
- Almost 50% of those schools were identified in only 1 or 2 areas (cells) out of a possible 18.
- Special education was an area (cell) needing improvement for 55% of the schools identified.
- Economic status was an area needing improvement for 64% of the schools identified.
- The achievement gap between black students and white students comes through in the analysis with only 1.9% of schools identified because of the performance of their white students, compared to 25.6% of schools identified because of their black students.
- While schools needing improvement is a serious problem for urban schools (90% of the schools in Minneapolis and St. Paul are identified), it is also a problem for suburban schools (47% identified) and large rural schools (47% identified).
- Over 100 of the 396 school districts in the state were also identified. In some cases, a district could be identified as needing improvement, even

though no single school in that district was identified. This happens when cell sizes are too small at the school level but are aggregated to the district level.

A school or district can "not make adequate yearly progress" in any one of 18 different categories or "cells." Students are tested in Math and Reading and reported in nine categories:

- All students
- American Indian/Alaskan Native
- Asian/Pacific Islander
- Hispanic
- Black
- White
- Limited English Proficient
- Special Education
- Free/Reduced Price Meals

The computer simulations will be sent to school districts starting tomorrow and used during training sessions for district personnel on the implementation of No Child Left Behind.