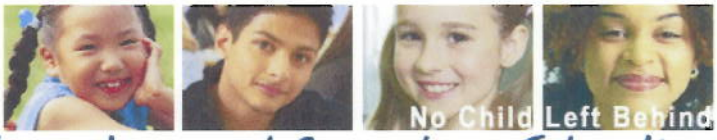

Elementary and Secondary Education Act

What is Adequate Yearly Progress (AYP)?

Adequate Yearly Progress (AYP) is one of the cornerstones of the federal Elementary and Secondary Education Act (ESEA) signed into law January 2002, as the No Child Left Behind (NCLB) Act. In Washington, it is primarily a measure of year-to-year student achievement on the Washington Assessment of Student Learning (WASL) in reading and mathematics. One of the requirements of NCLB is that states develop a baseline or starting point for students to achieve proficiency as measured by WASL math and reading scores (science will be added). Each year the state must "raise the bar" in gradual increments so that by 2013-2014, all (100%) students will achieve proficiency in each subject area.

In addition to measuring academic achievement in reading and mathematics, NCLB requires an additional indicator of student performance be measured. For high school students the on-time graduation rate must be used. The additional indicator for middle and elementary schools in Washington is the unexcused absence rate. See OSPI Bulletin 25-03 for guidance on reporting unexcused absences.

Each school and district must meet the yearly AYP goals as a whole and by disaggregated student population groups. These groups are specified by the law to be race/ethnicity, students with disabilities, limited English proficient students, and students who are economically disadvantaged. These groups must contain enough students to be statistically reliable and not permit personal identification of individual students. In Washington a group must contain at least 30 continuously enrolled students to be considered statistically reliable and at least 10 to protect personally identifiable information. To be considered "continuously enrolled" a student must be enrolled without a break in service from October 1 through the testing period.

AYP applies to each school in the state that serves students in grades 4, 7, and 10. School totals for these grades are aggregated up to the district and state totals.

How is AYP determined?

- AYP is calculated separately for reading and mathematics.
- There are two ways a school can make AYP:
  - By demonstrating all students and required groupings meet or exceed the established WASL proficiency goals in both mathematics and reading.
  - By meeting the "safe harbor" provision. This provision permits schools with one or more subgroups not making the goals to still make AYP if the percentage of students not making AYP in that school declined by at least 10 percent in each student category and the other indicator (graduation rate for high school or unexcused absences for elementary and middle schools) is met.

What happens if AYP is not met?

- The law specifies consequences for schools and districts receiving Title

I, Part A funds which do not meet the AYP targets for two or more years in a row. While the results of WASL testing are reported for all schools and districts, the consequences apply only to those schools receiving Title I, Part A funds.
- After two consecutive years of not meeting AYP targets, a school enters Step 1 and is subject to the related consequences (see below). If AYP is met the next year the school or district stays at Step 1, if AYP is not met, it moves to Step 2. If AYP is met for two consecutive years, the school exits school improvement.

What are the school consequences and when are they applied?

Step 1—Schools not making AYP for two years:

- Are identified for school improvement and must notify parents of their status;
- Will receive technical assistance to improve performance and may be eligible to receive federal funds for school improvement activities;
- Must develop or revise the school improvement plan not later than three months after being identified for improvement; must cover a two-year period;
- Must offer parents the opportunity to transfer their student(s) (Public School Choice) to another public school within the district which has not been identified for school improvement, if one exists; and
- Must pay for transportation if transfer is requested. They may use up to five percent of their Title I funds for this purpose, unless a lesser amount is needed. Under certain circumstances, districts may use an additional 10 percent of Title I funds, if necessary, to provide Public School Choice. If requests exceed the amount of Title I funds available for this purpose, priority is given to the lowest-achieving students from low-income families.

Step 2—Schools not making AYP for three years:

- Are identified for their second year of school improvement and must notify parents of their status;
- Must continue to offer Public School Choice as described above; and
- Must offer parents the opportunity to request Supplemental Educational Services, such as tutoring, to low achieving students. A list of OSPI-approved supplemental educational service providers is available from the OSPI website at http://www.k12.wa.us/title1/. As with transportation above, districts use up to five percent of their Title I funds for Supplemental Educational Services, unless a lesser amount is needed. If needed, an additional ten percent of Title I funds may be used to cover the costs of Public School Choice, Supplemental Educational Services, or both. No more than 20 percent of Title I funds may be used for Public School Choice and Supplemental Educational Services.

Step 3—Schools not making AYP for four years:

- Are identified for corrective action and must notify parents of their status;
- Must continue to offer Public School Choice and Supplemental Educational Services as described earlier; and
- Must select options from the following list:
  - Replace certain school staff;
  - Implement a new curriculum and provide additional professional development;
  - Significantly decrease management authority;

- Appoint an outside expert to advise on school improvement plan;
- Extend the school year or school day; or
- Restructure the internal organization of the school.

Step 4—Schools not making AYP for five years:

- Are identified for restructuring and must notify parents of their status;
- Must continue to offer Public School Choice and Supplemental Educational Services as described above; and
- Must begin planning for restructuring (see below).

Step 5—Schools not making AYP for six years:

- Must implement restructuring; and
- Must select options from the following list:
  - Replace all or most of relevant school staff;
  - Contract with outside entity to operate school;
  - If the state agrees, undergo a state takeover; or
  - Undertake any other major restructuring of school.

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