



# Adequate Yearly Progress

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By definition, “Adequate Yearly Progress” (AYP) is an individual state’s measure of yearly progress toward achieving state academic standards. Adequate yearly progress is the minimum level of improvement that school districts and schools must achieve each year.

*No Child Left Behind* “raises the bar of expectations for all students—especially ethnic groups and disadvantaged students who are falling farther and farther behind and who are most in danger of being left behind.” (What to Know & Where to Go: Parents’ Guide to No Child Left Behind)

## How does AYP work?

- ✓ First, states start by defining adequate yearly progress: the percentage of students who improve from scoring at the below basic or basic\* level to scoring at the proficient or advanced level, in a given year; to make sure that, by the end of 12 years of schooling, every student who graduates becomes proficient on the state assessment.
- ✓ Second, each state decides where to set the point at which all schools in the state begin measuring their students’ improvement. This beginning point is based on the lowest achieving demographic group or based on a measure of the lowest-achieving schools in the state, whichever is higher.
- ✓ Third, once the point at which to begin measuring student improvement is set, the state is required to raise the bar gradually to reach 100 percent proficiency at the end of 12 years.
- ✓ Fourth, the point at which states begin measuring student improvement must be raised after two years, and at least once every three years after that. This should guarantee that every school would be trying to improve.

To make sure that states are fulfilling their commitment to AYP, each state must submit to the secretary of the U.S. Department of Education evidence describing its accountability system and show how it has included the AYP provisions required by law.

## What happens if a school fails to show adequate yearly progress after two years?

Schools that do not make state-defined adequate yearly progress for two consecutive school years will be identified before the beginning of the next school year as a “high priority” school. (In Wyoming, this lack of progress has to be two consecutive years in the same content area or other academic indicator.)

Once a school is identified as a “high priority” school, school officials will receive immediate help and technical assistance to develop a two-year plan to improve the school. Every parent in the school will be given the option to transfer their student(s) to a better public school in the district or a public charter school if there is another school in the district serving those grades and has met AYP. Parents will get options for their children, and districts will have ways to offer children extra help. The choice school provision is required only of Title I schools.

## What happens if a school fails to show adequate yearly progress for three consecutive years?

After three consecutive years, if the school fails to show adequate yearly progress, the school remains in “high priority” status and the district must continue to offer public school choice for all students. The school must also provide supplemental education services to disadvantaged children who remain at the school. Parents will be allowed to choose the services their child needs from a list of approved providers.

(\* “basic” means the same as “partially proficient”; “below basic” means the same as “novice”)

### **What happens if a school fails to make adequate yearly progress for four consecutive years?**

If a school does not make AYP after four consecutive years, the district must put into operation certain corrective actions to improve the school. Such action may include replacing certain staff or fully implementing a new curriculum, among other options. The district must also continue to offer public school choice and pay for supplemental services.

### **What happens if a school fails to meet adequate yearly progress for five consecutive years?**

Should this happen, the school will be identified for restructuring. It would have to develop a plan and make the necessary arrangements to put into operation significant alternative authority such as the hiring of a private management contractor, converting to a charter school, or significant staff restructuring.

During this entire time of getting help for the school, parents and students will receive public school choice and supplemental services, so they will not be trapped in a failing school and risk being academically left behind. These consequences are for schools receiving Title I funding. Rewards and sanctions for Title I and non-Title I schools are specified in Chapter 6 Rules and Regulations for the Wyoming Department of Education.

([www.k12.wy.us](http://www.k12.wy.us) Education Rules and Regulations, "Current Rules and Regulations Chapter 6: School Accreditation" #5921)

### **What is Wyoming's method of determining AYP?**

1. One year's data will be used to determine a school's performance. The baseline is established on the average percent "proficient" and "advanced" across 2000-2001 and 2001-2002. Wyoming will make AYP determinations annually using the percentage of students scoring proficient and above. AYP is calculated on annual data obtained from the PAWS—Proficiency Assessments for Wyoming Students.
2. Schools must meet performance targets in both reading/language arts and mathematics. Wyoming schools will also include writing results in the language arts composite.
3. The law requires that students be enrolled on or before October 1 in a particular school or district to be included in the calculation of AYP for the school or district.

4. Starting points (initial targets) will be calculated using the 20<sup>th</sup> percentile method as outlined in Section 1111 of *NCLB*.
5. *NCLB* requires an intense focus on all subgroups of students, and a school's AYP is based upon **all** groups meeting their target performance and participation levels.
6. A school or district will be identified as **NOT** meeting AYP if **ANY** of the subgroups or the school as a whole does not meet its performance or participation target.
7. If schools or subgroups in a school do not meet their performance target, but have substantially reduced the percentage of students (by at least 10%) scoring below proficient, then the school is considered to have made "safe harbor" and will avoid being labeled as not meeting AYP.
8. In addition to reducing the percentage of students scoring below proficient, the school (or subgroup) must make progress on one other academic indicator. For high schools, this indicator must be graduation rates and for middle and elementary schools, the additional indicator will be the reduction in the percentage of students scoring at the "novice" level in *reading* from one year to the next.

Sources: What to Know & Where to Go: A Parents' Guide to *No Child Left Behind*

US Department of Education, Washington, DC April 2002.

Assessment and Accountability, Wyoming Department of Education ([www.k12.wy.us](http://www.k12.wy.us)) or call 307-777-7016.

Log on to the *No Child Left Behind* website at [www.ed.gov/nclb](http://www.ed.gov/nclb) for more information.

Contact your local principal for more information or call the Parent Education Network, toll-free: 1-877-900-9736. Log on to [www.wpen.net](http://www.wpen.net).

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