



Adequate Yearly Progress (AYP) 2008 FAQ Sheet

What is Adequate Yearly Progress (AYP)?

AYP is a part of the federal No Child Left Behind (NCLB) Act. It is a measure of year-to-year student achievement on the statewide assessments in reading and math: the general education assessment, Minnesota Comprehensive Assessment-Series II (MCA-II), the Students with Disabilities Alternate Assessment, Minnesota Test of Academic Skills (MTAS), and the Mathematics Test for English Language Learners (MTELL).

AYP measures schools', districts', and the state's progress toward the goal of 100 percent of students proficient on the Minnesota Academic Standards in reading and math. AYP is a minimum standard of proficiency that a school or district must achieve each year on the annual assessments and related academic indicators.

How do schools/districts meet AYP?

Each year schools and districts are required to test 95 percent of all students in grades 3-8 and 10 in reading and grades 3-8 and 11 in math.

Results are reported for all students and eight subgroups: White, Black, Hispanic, Asian/Pacific Islander, American Indian, English Language Learners, Students with Disabilities, and Economically Disadvantaged as determined by participation in free and reduced price lunch.

Participation:

- For each subgroup with at least 40 students, 95 percent of the students in each subgroup must participate in the assessment.
- If less than 95 percent of the students in the subgroup are assessed, the school will not make AYP.
- When any subgroup has fewer than 40 students, the participation rate will not be used in determining AYP.
- Schools have three full weeks to administer the assessments to students. Retest opportunities are available to students who are absent on the day the assessment is originally administered.

Proficiency:

- NCLB’s goal is for 100 percent of students to be proficient in reading and math by 2013-14. Schools and districts must meet their proficiency targets to make AYP. Proficiency targets for schools in reading and math are determined based on the grades the school serves, but by 2014, all schools’ target will be 100 percent. To be determined proficient, students must meet or exceed the standards. Results are reported in four achievement levels:
 - **Exceeds the Standards:** Students at this level of math/reading have skills and understanding that exceed the skills of the Minnesota Academic Standards.
 - **Meets the Standards:** Students at this level of math/reading have skills and understanding that meet the Minnesota Academic Standards.
 - **Partially Meets the Standards:** Students at this level of math/reading have skills and understanding that partially meet the Minnesota Academic Standards.
 - **Does Not Meet the Standards:** Students at this level of math/reading succeeded at few of the most fundamental skills of the Minnesota Academic Standards.

- If a school or district does not meet its proficiency targets, the school could still make AYP through safe harbor by reducing the percent of non-proficient students by at least 10 percent from the prior year, and meet the graduation requirement (for high school) or attendance requirement (for elementary and middle schools).

What if my school does not make AYP?

- Parents of students attending Title I (low-income) schools that do not make AYP over a period of years are given options to transfer their child to another school or obtain free tutoring (supplemental educational services).

Schools Receiving Federal Title I Funding

- Schools that receive federal Title I dollars and are identified as not making AYP for two consecutive years are identified as being in need of improvement. Schools in need of improvement provide school choice with transportation to students and schools that advance in stages of “in need of improvement” also provide supplemental educational services, such as tutoring, and may start to restructure the school depending on the number of years the school has not made AYP.

- Schools that are in need of improvement must notify all the parents of the children attending that school. Schools not making AYP for two years in a row:
 - Are identified for school improvement and must notify parents of their status.
 - Must offer to allow students to transfer to a school within the district that has not been in school improvement status for two or more consecutive years.

What is the process for schools identified as needing school improvement?

Title I schools that have not made AYP for two consecutive school years are identified as in need of improvement. Prior to the next school year, the school will take the following actions:

- Immediately after a school is found to be in need of improvement, school officials must receive help and technical assistance.
- These schools must develop a two-year school improvement plan to turn around the school's performance.
- Every student in the school is given the option to transfer to another higher performing public school in the district with transportation provided by the school district.

If the school does not make AYP for three consecutive years, the school remains in school improvement and the district continues to offer public school choice to all students.

- In addition, students from low-income families will be offered "supplemental educational services" - tutoring services or additional academic help for students provided outside of the regular school day at no cost to the family.
- Parents may choose the services their child needs from a list of approved providers.

Schools that remain in need of improvement for additional years are in corrective action and restructuring which could lead to a complete reorganization of the school.