

*Adequate
Yearly Progress*

What is AYP?

Adequate Yearly Progress

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 state assessment 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.

What is considered when calculating AYP?

For calculating adequate yearly progress, there are three factors taken into account: (1) **proficiency** on the reading and math state assessments, each consisting of 9 subgroups, (2) **participation** in state testing for reading and math at 95% of enrollment at the grade levels tested, and (3) school **attendance**, which must show no more than 1% unexcused absences during the testing year.

Nine subgroups are considered for proficiency and participation in each of the two subject areas - reading and math - totaling 36 “cell” calculations. The number of cells eligible for calculation varies at each school based upon its diversity – or the number of students representing each of the nine subgroups in the three grade levels tested at the school. If representation is fewer than 30 students, the subgroup is not part of that school’s AYP calculation. The nine subgroups are: (1) All, (2) American Indian, (3) Asian/Pacific Islander, (4) Black, (5) Hispanic, (6) White, (7) Limited English, (8) Special Education and (9) Low Income.

In addition to measuring academic achievement in reading and mathematics, NCLB requires additional indicators of student performance be measured. For high school the on-time graduation rate must be reach 67% and in grades 1-8 the unexcused absences must remain below 1%.

What is “Proficient?”

Proficiency in AYP is calculated for only reading and math. It shows the percentage of students in a grade band (3-5 or 6-8) who met the “uniform state bar,” which is a state-set target, increasing every third year. The last year of increase was for the Spring, 2008 testing season. The State Uniform bar will increase again for the 2011 testing season. At the present, the state bar is set at the following:

ELEMENTARY:	<u>Reading</u>	<u>Math</u>	MIDDLE:	<u>Reading</u>	<u>Math</u>
	76.1%	64.9%		65.1%	58.7%

Proficiency is based only on a school’s “continuously enrolled” students, meaning those who were enrolled from October 1 through the testing window. However, this is for AYP purposes only – a school’s results are based upon the total enrollment at the time of testing. If a student enrolls or withdraws during the testing window, his/her booklet would be marked “PE” or “partially enrolled,” and this student’s scores would not be calculated for AYP or otherwise.

What constitutes meeting AYP through” Participation?”

Participation in AYP is calculated for only reading and math. It shows the percentage of total enrollment – as opposed to continuous enrollment - within a grade band (3-5 or 6-8 or 10) who participated in the testing. The state requires that 95% of those students must participate in testing. There is no “Safe Harbor” for participation rate – it is either at 95% or it is not. (The rate is rounded to the nearest whole number.)

How does a district fall into Improvement?

A district can be in improvement for one or more the of 5 columns shown on the AYP table: either (1) **reading proficiency**, (2) **math proficiency**, or both; for (3) **reading participation**, (4) **math participation**, or both; and/or for (5) the “**Other Indicator**,” being an unexcused absence rate of more than 1% at elementary and middle schools or an on time graduation rate at the high schools which is beneath the state requirement. All three grade bands have not made standard in at least one cell in the same column for two years to fall into improvement status.

School AYP Status:

School Improvement Status	AYP Status	Improvement Step	Subgroups that did not demonstrate proficiency in Reading	Subgroups that did not demonstrate proficiency in Math
Yale Elementary	Met	0		
Woodland Primary School	Met	0		
Woodland Intermediate School	Did Not Meet	Remain at 1		Special Ed Hispanic Low Income
Woodland Middle School	Met	Remain at 2		
Woodland High School	Did Not Meet	0		All White Low Income
Team High School	Did Not Meet	2	All-Participation was not adequate	

Woodland School District's AYP Status:

AYP Reading Proficiency History											
Woodland School District Subgroup Data	All	American Ind.	Asian Pacific	Black	Hispanic	White	ELL	SpEd	Low Income	Number of Subgroups	Met AYP
2009-2010											
3-5 Grade Band										5	Yes
6-8 Grade Band										5	
HS Grade Band										3	
2008--2009											
3-5 Grade Band										5	Yes
6-8 Grade Band										5	
HS Grade Band										3	
2007-2008											
3-5 Grade Band										5	Yes
6-8 Grade Band										5	
HS Grade Band										3	
2006-2007											
3-5 Grade Band										5	Yes
6-8 Grade Band										5	
HS Grade Band										3	
2005-2006											
3-5 Grade Band										0	Yes
6-8 Grade Band										0	
HS Grade Band										0	

	AYP Math Proficiency History										
Woodland School District Subgroup Data	All	American Indian	Asian Pacific Islander	Black	Hispanic	White	ELL	SpEd	Low Income	Number of Subgroups Calculated	Met AYP
2009-2010											
3-5 Grade Band										5	Remain Step Two
6-8 Grade Band										5	
HS Grade Band										3	
2008--2009											
3-5 Grade Band										5	No Step One
6-8 Grade Band										5	
HS Grade Band										3	
2007-2008											
3-5 Grade Band										5	No
6-8 Grade Band										5	
HS Grade Band										3	
2006-2007											
3-5 Grade Band										5	Yes
6-8 Grade Band										5	
HS Grade Band										3	
2005-2006											
3-5 Grade Band										0	Yes
6-8 Grade Band										0	
HS Grade Band										0	

Sub Group not calculated as population was less than 30	Sub Group was calculated and 64.9% of the population was proficient	Sub Group was calculated and 64.9% of the population was not proficient

Woodland School District's Status:

Our district was not in improvement until two major changes took place.
Those changes were:

2006-2007 Lowered the number of students from 40 to 30 for calculating Adequate Yearly Progress for "Limited English" and "Special Education," increasing the probability of calculation by 25%.

2007-2008 Raised the state uniform bar in order to meet Adequate Yearly Progress

- From 64.2% of a sub group being proficient to 76.1% in Reading
- From 47.3% of a sub group being proficient to 64.9% in Math

Other contributing factors were:

In 2008-2009 the tests were shortened for grades 3-8 and it was encouraged that schools administer both sessions in one day per subject.

In 2009-2010 Tests were shortened again for grades 3-8, and administered in one day grades 3-10.

In 2009-2010 new State Math Standards went in to effect.

Improvement Step One

As a result the district is in its second year of step one improvement for **math proficiency**. It would take one grade band to make Adequate Yearly Progress in math proficiency to avoid Step 2 Improvement status as a district in 2011-2012. It would take maintaining that level of improvement for two consecutive years for the district to move out of improvement status altogether.

Be aware over the next two years the State Uniform Bar will be raised again.

		Grades 3-5	Grades 6-8	High School
Math	2011	58.0	58.7	62.4
	2012	79.0	79.3	81.2
Reading	2011	76.1	65.1	74.3
	2012	88.1	82.5	81.2

In 2014 it will be raised to **100% of students meeting standard**. This means that in three years WSD will qualify as failing to meet AYP requirements unless 100% of students at all grades demonstrate proficiency on the MSP/HSPE in math and reading, which will make it even more difficult to avoid sanctions in the future.