



Adequate Yearly Progress Frequently Asked Questions

1. Why does AYP exist?

No Child Left Behind. Sec. 1111 (b)(F) - Each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that not later than 12 years after the 2001-2002 school year, all students in each group described in subparagraph (C)(v) will meet or exceed the State's proficient level of academic achievement on the State's assessments.

2. What is AYP?

AYP stands for adequate yearly progress. It represents the annual academic performance targets in reading and math that the State, school districts, and schools must reach to be considered on track for 100% proficiency by school year 2013-14.

3. Who has to make AYP?

- The State
- School districts
- Schools, and
- Groups of 30 or more students within schools, school districts, and the State

The subgroups required by NCLB are:

- Racial/Ethnic: Whites, Blacks, Hispanics, Native American, Asian/Pacific Islander
- Economically Disadvantaged: Students on free or reduced lunch for participation rate only.
- Students with Disabilities: Students with IEPs
- English Language Learners: Students who are classified as Non English Proficient (NEP), Limited English Proficient (LEP), or Fluent English Proficient (FEP) who may or may not have exited a Bilingual Education or ESL program and/or have not yet been reclassified.

4. What do schools and school districts have to do in order to make AYP?

Schools and school districts need to:

- Achieve a 95% participation rate in state assessments.
- Reach targets for either proficiency or reduce non-proficiency.
- Reach targets for one other indicator - advanced level of performance for elementary and middle schools and graduation rate for high schools.

5. Do schools and school districts have to reach performance targets in both reading and math to make AYP?

Yes, all groups with 30 or more students must meet the targets. Separate AYP determinations must be made in reading and math. If a school district or school does not reach performance targets in both reading and math, it has not made AYP. However, if the school or district can meet "Safe Harbor" requirements, discussed below, they can make AYP.

6. Do all groups of 30 or more students have to reach the performance targets in reading and math in order to make AYP?

Yes. However, the law contains a "Safe Harbor" provision that allows those groups that do not reach proficiency performance targets to make AYP by reducing non-proficiency. "Safe Harbor" is discussed in more detail below. All groups must either reach proficiency targets or non-proficiency targets for school districts and schools to make AYP.

8. What happens if a Title I school or a school district doesn't make AYP?

Nothing happens during the first year. However, school districts must place Title I schools that fail to make AYP for two consecutive years on School Improvement. In year one of School Improvement, the school must develop an improvement plan and offer school choice. In year two, the school must offer supplemental services in addition to school choice. In year three, the school district must implement one or more of a list of corrective actions.

The State must place school districts that fail to make AYP for two consecutive years on Program Improvement. The State must work with the school district to develop an improvement plan that delineates the responsibilities of each. In addition, limits must be placed on how the school district may spend its NCLB funding. If the school district continues to fail to make AYP, the State must take at least one corrective action. In Colorado, the options may be limited to withholding NCLB funds.

9. How can schools and school districts be removed from Improvement status?

By reaching AYP targets for two consecutive years.

10. What is the Safe Harbor provision?

The State, school districts, schools, and each group of 30 or more students must reach the performance targets for increasing proficiency in reading and math to make AYP. However, there is an exception to that requirement. The State, school districts and schools may still make AYP if each group that fails to reach its proficiency performance targets reduces its percentage of non-proficient **students by 10% of the previous year's percentage.**

11. How were the "starting points" and performance targets established?

The NCLB Act is very prescriptive with regard to how this is to be done – very little flexibility is afforded to states. The same process was used to establish starting points for reading and math.

The following steps were taken to establish starting points:

- Schools were broken up into three grade spans: K-5, 6-8, and 9-12.
- Schools were ranked from high to low based on CSAP performance. Test scores were aggregated to calculate and average performance. The results of all students were included.
- Starting from the lowest performing school, we added enrollment to enrollment until 20% of the enrollment for that grade span had been captured. The percentage of proficient students for that school was noted and compared with the proficiency percentage of the lowest performing subgroup of students for that grade span. The higher of the two percentages was used as the starting point as required by law. In every case it was the percentage of the school at the 20th percentile of enrollment.

The following steps were taken to set performance targets:

- At minimum, the performance target for all groups in 2003 had to be equal to the starting point. The performance target had to be raised by 2005, and 2008.
- The performance targets must be raised every three years in equal increments. That means that the performance targets must be raised at least four times over the twelve-year period. We subtracted the starting point from 100% and divided by four to establish the incremental gains and increased the performance targets every three years (2008, 2011, 2014) by that amount. Performance targets for interim years (e.g., 2009 and 2010) are held steady.

12. Must the State, and all school districts, schools, and groups of 30 or more students for two consecutive years reach the performance targets set for the other indicator in order to make AYP?

Yes. NCLB does not provide for exceptions with regard to other indicators.

This information was obtained from the CDE Web site. For more questions and responses, visit the CDE Web site at <http://www.cde.state.co.us> and click on Adequate Yearly Progress, then FAQs.