

About AYP

When No Child Left Behind (NCLB) reauthorized Title I in 2001, it strengthened accountability and introduced consequences for schools and school districts that were failing their students. NCLB introduced Adequate Yearly Progress (AYP) as the goal and defined State Assessments as the tool to measure progress toward that goal.

The Measures of Student Progress (MSP) and the High School Proficiency Exams (HSPE) measure students' ability to meet statewide academic standards. These standards are defined by the state and apply to all public school students in Washington.

Specific goals for growth required annually by students at every school are set by the state. When a school's student population (Grades 3-8 & 10) does not show that amount of growth, the school did not make Adequate Yearly Progress (AYP).

In addition to the standards schools are expected to meet, every school's student body is also divided into subgroups and each subgroup must also make AYP. School progress is monitored in reading and math across the following subgroups:

- *All Students*
- *American Indian*
- *Asian/Pacific Islander*
- *Black, Hispanic*
- *White*
- *Limited English*
- *Special Education*
- *Low Income*

Each of these groups must also make AYP. If only one group fails to make AYP in a subject, then the entire school fails to make AYP.

A school may focus its efforts on helping one failing subgroup (Special Education Reading, for example) to meet the standards, yet the school would still fail to make AYP when a different subgroup (Low Income students, for instance) fails in Reading the following year.

In addition to the state assessments, students in all grades are also assessed using district and school assessments. The state assessment is administered toward the end of the school year and the results are not received until the beginning of the following school year. District and school assessments help classroom teachers know how individual students are doing at any point in time and whether and what type of additional instruction is needed. These district and school assessments do not count toward AYP.

AYP and School Improvement

So much is said about ‘failing schools’ that it becomes helpful to look at just what that means. The term “School Improvement” means that school has failed to make Adequate Yearly Progress (AYP) for two years in a row. **All** schools in the district are expected to make AYP. However, **only Title I schools face sanctions for failing to meet AYP targets.**

In the Battle Ground School District, the only schools receiving Title I money, and therefore facing sanctions for not making AYP are Maple Grove, Yacolt, Captain Strong and Daybreak Primaries.

Sanctions for Not Making AYP:

- Step 1: [School Choice](#)
- Step 2: [Supplemental Educational Services](#)
- Step 3: Corrective Action