

**ADEQUATE YEARLY PROGRESS (AYP):
WHAT HAPPENS TO SCHOOLS WHEN THEY DON'T MAKE AYP?
From the Office of Superintendent of Public Instruction (OSPI)
(MEMORANDUM NO. 030-05M LT, Attachment B)**

No Child Left Behind requires increased accountability for all public elementary and secondary schools, especially those that receive Title I funds. Under this act, schools and districts that do not make adequate yearly progress (AYP) face a series of specific consequences as defined in the reauthorization of the Elementary and Secondary Education Act.

States are required to report the names of **all** public schools that “need improvement” based on the state’s adequate yearly progress (AYP) policies, regardless of whether or not they receive Title I funds. These schools are considered to be in “school improvement.” Districts and schools which have been identified for improvement are listed on OSPI’s Web site. (Complete AYP results and data are available on OSPI’s Report Card link at <http://reportcard.ospi.k12.wa.us/>.) However, only districts and schools that receive Title I funds face a series of escalating consequences until they meet AYP criteria for two consecutive years.

The following describes the actions that are required of districts and schools when they “need improvement” and receive Title I funds. Information about these sanctions and why they occurred must be made available to parents and community members in an understandable, accessible format by the beginning of the school year. This may be accomplished in part by referring them to OSPI’s Web site under the Report Card section. Teachers, principals, parents, and community members also need to be informed about AYP results, even if no sanctions occur.

District Improvement

Step One

Districts in Step One are required to develop or revise a district improvement plan. The plan must be developed or revised no less than three months after being identified for improvement and implemented no later than the beginning of the next school year. The development of the plan must involve parents, school staff, and others. Districts can use the *School System Improvement Resource Guide*, a collaborative project between OSPI and the Washington Association of School Administrators, to help align district and school(s) improvement plans. This document can be found at <http://www.k12.wa.us/SchoolImprovement/SSIRG.aspx>. The research report *Characteristics of Improved School Districts: Themes from Research* may be a useful tool in this process—it can be found at <http://www.k12.wa.us/research/default.aspx>.

The district improvement plan must:

- Address the fundamental teaching and learning needs of the district's school(s), especially the needs of low-achieving students;
- Define specific measurable achievement goals and targets for each student subgroup;
- Incorporate strategies grounded in scientifically based research that will strengthen instruction in core academic subjects;
- Include appropriate student learning activities before school, after school, during the summer, and during any extension of the school year;
- Provide for high-quality professional development for instructional staff that focuses on improved instruction;
- Include strategies to promote effective parental involvement in the district's schools; and
- Include a determination of why the district's previous plan did not bring about the required increase in student academic achievement.

A district identified for improvement must allocate 10% of its Title I budget to address the professional development needs of teachers who work with the student groups that have not met AYP. The 10% set aside is not limited to those teachers, however. If a district requests technical assistance of the state, the state is required to provide this assistance. The technical assistance provided by OSPI must be supported by effective methods and instructional practices that are based on scientifically-based research.

Step Two

This is the first year in which districts may fall into Step Two of district improvement. In this step, districts are required to implement the district improvement plan that was developed in Step 1 by the beginning of the school year.

The state must continue to ensure the district is provided with technical assistance and **must** take at least one of the following corrective actions, as consistent with state law:

- Defer program funds or reduce administrative funds; or
- Institute and fully implement a new curriculum based on state and local content and academic achievement standards that includes scientifically research-based professional development for all relevant staff.

In conjunction with at least one of these actions, the state may also authorize parents to transfer their student from a school operated by the district to a higher-performing school that is not identified for improvement.

School Improvement

Step One

Schools in this category have not made AYP for two consecutive years in the same subject and are considered to be in Step One of school improvement. At the start of the school year, the schools that receive Title I funds must notify the families of enrolled students about the opportunity to transfer their student to another school in the same district that is **not** identified for school improvement. Districts must use up to an amount equivalent to 20% of their Title I, Part A budget (unless a lesser amount is needed) to fund public school choice. Transportation costs (within federal parameters) must be covered by the district for families exercising this option. The school must also develop or revise its school improvement plan. The plan must be completed not later than three months after the school is identified for school improvement.

Step Two

Schools in Step Two of school improvement must continue school improvement planning. The district must continue to offer public school choice and must also provide supplemental educational services (SES) to low-achieving students who are considered low-income (e.g., qualify for free/reduced lunch). SES providers must be selected from OSPI's state approved list of SES providers. (The approved providers list is available on OSPI's Web site at <http://www.k12.wa.us/ESEA/pubdocs/SESApprovedProviders.doc>.) Districts must use an amount equivalent to 20% of their Title I budget (unless a lesser amount is needed) to fund public school choice and supplemental educational services.

Step Three

For schools in Step Three (“corrective action”), districts must select at least one of the following options (and identify their own actions):

1. Make curriculum and instruction changes to improve student learning;
2. Appoint outside experts to work to advise the school on revising and implementing the school plan; or
3. Extend the school year or school day.

In addition to taking a corrective action, the district must continue to offer public school choice and supplemental educational services, and the school must review the school improvement plan.

Step Four

In this step, school districts are required to undertake “school restructuring.” The district has one year to prepare a restructuring plan with an implementation timeline for schools in this step. The plan must be implemented the following year if the school does not make AYP again and enters Step Five.

The restructuring plan needs to include at least one of the following three actions:

- Replace school staff, which may include the school principal, who are relevant to the school's inability to meet standards;
- Enter into a contract with an entity with a demonstrated record of effectiveness, to operate the school; or
- Implement other restructuring activities that are consistent with the principles of restructuring.

The district must provide technical assistance that emphasizes (a) the importance of improving instruction by using strategies grounded in scientifically-based research so that all students achieve proficiency in the core academic subjects of reading and mathematics, and (b) the importance of analyzing and applying data in decision-making. The district must also continue to offer public school choice and supplemental educational services to all eligible students.

Step Five

Implement the restructuring plan that was created in Step Four.