

## **No Child Left Behind / Adequate Yearly Progress (AYP) FREQUENTLY ASKED QUESTIONS**

### **What is AYP?**

For a school to meet AYP (Adequate Yearly Progress), each school system, each student group in the school must:

1. Have 95% participation or above on state assessments in Reading/English language arts.
2. Meet or exceed the state's annual measurable objective [AMO] for academic proficiency in Reading/English-Language Arts.
3. Show progress on an additional indicator.
4. Schools that do not meet AYP in the same subject for two or more consecutive years are placed in "Needs Improvement" status with escalating consequences for each successive year not meeting standards. Same subject is defined as two years of not making standards in Reading/English Language Arts (participation or academic performance) or two years of not making standards in Mathematics (participation or academic performance) or two years of not making a Second Indicator.

### **What are the 2010 AYP criteria?**

Primary & Elementary Schools –

- 95% participation on the CRCT in Reading/English Language Arts of the total number of students and for each subgroup of White, Black, Hispanic, Asian/Pacific Islander, Native American/Native Alaskan, Multiracial, Students with Disabilities, Limited English Proficient and Economically Disadvantaged. (There must be at least 75 students in that subgroup for the group to count.)
- At least 73.3% of students in all groups must meet or exceed the state's grade level expectations in English/Language Arts;
- At least 66.7% of students in all groups must meet or exceed the state's grade level expectations in Mathematics, **and**
- No more than 15% of the student enrollment are absent for 15 or more days (Second Indicator).

Middle School -

- 95% participation on the CRCT in Reading/English Language Arts of the total number of students and for each subgroup of White, Black, Hispanic, Asian/Pacific Islander, Native American/Native Alaskan, Multiracial, Students with Disabilities, Limited English Proficient and Economically Disadvantaged. (There must be at least 75 students in that subgroup for the group to count.)
- At least 73.3% of students in all groups must meet or exceed the state's grade level expectations in English/Language Arts;
- At least 66.7% of students in all groups must meet or exceed the state's grade level expectations in Mathematics, **and**
- No more than 15% of the student enrollment are absent for 15 or more days (Second Indicator).

High School -

- 95% participation on the Enhanced Georgia High School Graduation Test [GHSGT] of the total number of students and for each subgroup of White, Black, Hispanic, Asian/Pacific Islander, Native American/Native Alaskan, Multiracial, Students with Disability, Limited English Proficiency and Economically Disadvantaged. (There must be at least 40 students in that subgroup for the group to count.)
- At least 87.7% of students must pass the English/Language Arts section of GHSGT;
- At least 74.9% of students must pass the Mathematics section of GHSGT; **and**
- At least 80% of students in all groups and as a whole must graduate on time (Second Indicator).

### **Did Cartersville City Schools make AYP in 2010 as a school system?**

Cartersville Primary School – Yes. CPS is currently subject to 15 indicators for AYP measurement for 2010. CPS met all required indicators for 2010.

Cartersville Elementary School – No. CES is currently subject to 16 indicators for AYP measurement and met 15 of the 16. The one indicator where CES did not meet AYP for 2010 was Students with Disabilities in Math. The school missed meeting this standard by only one (1) student. This is the first consecutive year CES has not met AYP.

Cartersville Middle School – Yes. CMS is currently subject to 14 indicators for AYP measurement. CMS met all required indicators for 2010.

Cartersville High School – No. CHS is currently subject to 10 indicators for AYP measurement and met 9 of the 10. The one indicator where CHS did not meet AYP for 2010 was Economically Disadvantaged in English/Language Arts. This is the second consecutive year CHS did not meet AYP and consequently is listed as being in “Needs Improvement” status.

At the system level, the system did not make AYP for 2010 because of three indicators. The system is subject to 18 indicators and met 15. The system did not meet AYP in: Students with Disabilities in Math & Reading/English Language Arts, Economically Disadvantaged in Reading/English Language Arts and Second Indicator (graduation rate) for Black students. The Cartersville City School System has developed a system-wide improvement plan that will be implemented during the 2010-2011 school year to address these issues.

### **Are there consequences for schools/school systems that don't make AYP?**

Yes. There are consequences mandated by the Georgia Department of Education for school systems that do not make AYP. A school or school system that does not make AYP for two consecutive years in the same criteria area is designated as in “Needs Improvement.” The school or school system will be removed from the “Needs Improvement” list by making AYP two consecutive years.

### **What are the consequences for schools/school systems on the “Needs Improvement” list?**

1<sup>st</sup> Year – The school/school system must:

- Develop an improvement plan within 3 months of being identified as in Needs Improvement;
- Implement the improvement plan at the beginning of the next school year.
- Schools/school systems will offer free tutoring to students at first-year "Needs Improvement" (NI) schools.
- If available, schools can offer public school choice to students at "Needs Improvement" schools. Since Cartersville does not have additional schools in the same grade, this is not an option.
- Schools in “Needs Improvement” must notify parents of this fact.

2<sup>nd</sup> Year – The school/school system must:

- Revise and continue implementation of improvement plan including free tutoring and school choice if available.
- Title I schools must provide Supplemental Education Services (SES) for all students who are not meeting state standards in reading, English/ language arts, and/or mathematics if funding is made available by the state to offer these services.

3<sup>rd</sup> Year – The school/school system must:

- Continue implementation of the improvement plan;
- Develop a state-approved Corrective Action Process within 3 months;
- Implement the Corrective Action Process no later than the beginning of the next school year.

4<sup>th</sup> Year – The school/school system must:

- Include at least one of the corrective actions as defined in federal law, which may include major restructuring of the school/system's governance arrangement that makes fundamental reforms, consistent with corrective action options, and has potential of helping the school system to meet AYP.

## **TITLE I**

### **What Is Title I?**

The federally funded Title I program is designed to provide additional instructional support in reading and mathematics to qualified students at eligible schools. Schools are eligible based on the percent of the students who participate in the Free and Reduced Price Lunch program. Students qualify for services based upon their own academic achievement. In Cartersville City, CPS, CES and CMS are Title I schools providing school-wide services.

The program aims to accelerate the learning of students in bringing them to the expected achievement level for their grade. Additional instruction in reading and mathematics may supplement the students' regular classroom instruction. Collaborative planning between the regular classroom teacher and the

Title I teacher helps to ensure that emphasis is placed on the skills each child needs. A lower teacher-student ratio, alternative instructional strategies, and a variety of materials and equipment enhance the instructional process for qualified students.

### **How does a school get off the “Needs Improvement” list?**

If a school makes AYP for two consecutive years, it will be removed from the “Needs Improvement” list.

### **GLOSSARY**

**Adequate Yearly Progress (AYP)** – The measure used to hold schools, school systems, and the State responsible for student achievement. Georgia’s AYP plan requires schools, school systems, and the State to demonstrate 95% participation on annual tests, certain specified levels of proficiency in academics (reading/English language arts and mathematics) and a specified level of proficiency on a second indicator (attendance for grades K-8 and graduation rate for 9-12).

**Annual Measurable Objective (AMO)** – Specified annual targets based on the percent of students identified as proficient in reading/English language arts and mathematics.

**Attendance Indicator**– Used as the second indicator for elementary and middle schools in measuring AYP. Georgia reviews the number of days absent for any student for any reason enrolled for any time during the school year. The criteria for the second indicator are (1) *No more than 15% of students absent for more than 15 days in one school year* or (2) *progress from the preceding year*.

**Criterion Referenced Competency Test (CRCT)** – CRCTs are student achievement tests designed to measure how well students have mastered the content and skills that are unique to Georgia’s state curriculum at each grade level (grades 1-8).

**Early Intervention Program (EIP)** – a program designed to serve students in grades kindergarten through five who are at risk of not reaching or maintaining academic grade level, as defined in the Georgia Department of Education’s Early Intervention Program Guidelines. The program provides assistance to enable students to obtain the necessary academic skills to reach grade-level performance in the shortest possible time. A student who is assigned to the EIP is by definition “Below-grade level.”

**Enhanced High School Graduation Tests** – The rigorous graduation tests developed by the Georgia Department of Education for measuring how well students have mastered content and skills unique to Georgia’s state high school curriculum.

**Group / Reporting Group / Subgroup** – Adequate Yearly Progress at the school, school system, and state levels is not only determined for All Students (all tested students) but also for sub-groups based on race/ethnicity, disability, English language proficiency, and economic status. There are 10 groups for which AYP is calculated: ALL students, Asian/Pacific Islander, Black, Hispanic, Native American/Native Alaskan, Multiracial, White, Students with Disability, Limited English Proficiency, and Economically Disadvantaged. For a subgroup to be used in the AYP calculation for a school or school system, the group must have 40 or more students in that category.

**No Child Left Behind Act of 2001 (NCLB)** – The federal law that authorizes funding and contains the current requirements for Title I and other federal educational programs. The *No Child Left Behind Act of 2001* expands the federal role in K-12 education and was written to help close the achievement gap between disadvantaged and minority students and their peers. It is based on four basic principles: stronger accountability for results, increased flexibility and local control, expanded options for parents, and an emphasis on teaching methods that have been proven to work.

**Safe Harbor** - the last step in determining AYP status if the confidence interval approach and multi-year averaging do not enable a group of students to make AYP. To make Safe Harbor, a subgroup must decrease the percent of students not meeting proficient/advanced levels by 10% from the previous year. The subgroup must also meet the additional academic indicator requirement.

**Supplemental Education Services** - Supplemental education services refers to extra help given to eligible students in reading, language arts, or math. This extra help can be given before or after school, summer school or on weekends. The goal is to help students improve their academic performance.

**School Choice** - School choice is the option available to parents of students at a school that is in “Needs Improvement” status. Transfers from are subject to available classroom space at a school that made AYP.

**Title I** – The federal education program that provides funds to help schools and school systems improve the achievement of educationally disadvantaged students through additional instruction for students, professional development for school staff and activities to help parents support their children's education.