



San Diego Unified School District

Fact Sheet

2007 Adequate Yearly Progress (AYP)

Federal requirements for accountability in the No Child Left Behind (NCLB) Act are that 100 percent of the students in public school in the United States will meet state standards in English language arts and mathematics by the year 2014. Districts and schools in each state must demonstrate "adequate yearly progress" (AYP) toward meeting that goal.

AYP is calculated for all students and for numerically significant student subgroups at the school and district level. A student subgroup is considered numerically significant if it has 100 or more students, or if the group has 50-99 students and equals 15% or more of the total students tested.

The definition of AYP for California has four key parts:

1. A minimum percentage of students at each school, in each district, and for each student subgroup must meet or exceed state standards in English language arts and mathematics each year on state assessments.

Elementary and Middle Schools and School Districts

- English Language Arts Percent Proficient (schoolwide and subgroup) must meet or exceed: 24.4%
- Mathematics Percent Proficient (schoolwide and subgroup) must meet or exceed 26.5%

High Schools and High School Districts

- English Language Arts Percent Proficient (schoolwide and subgroup) must meet or exceed: 22.3%
- Mathematics Percent Proficient (schoolwide and subgroup) must meet or exceed 20.9%

Unified School Districts

- English Language Arts Percent Proficient (schoolwide and subgroup) must meet or exceed: 23%
 - Mathematics Percent Proficient (schoolwide and subgroup) must meet or exceed 23.7%
2. All schools, districts, and student subgroups must have at least 95 percent of their students take the designated state tests.
 - For the 2007 AYP, a two-year average participation rate was considered for districts, schools, and subgroups that did not meet the one-year participation rate
 3. Schools and districts must meet targets or show growth in their API scores.
 - 2007 Growth API must be 590 or higher OR, if below 590, must show at least one point growth.

SUMMARY

- ❖ AYP is reported as part of No Child Left Behind, a federal education law
- ❖ California's AYP calculations are based on four factors:
 - ❖ Percentage of students meeting or exceeding state standards in English language arts and mathematics
 - ❖ Testing participation rate
 - ❖ Growth in API score
 - ❖ Growth in high school graduation rate
- ❖ Proficiency in English language arts and mathematics is determined by performance on:
 - ❖ California Standards Tests (grades 2-8)
 - ❖ California Alternate Performance Assessment (students with disabilities, Grades 2-8, 10)
 - ❖ California High School Exit Exam (Grade 10)
- ❖ AYP is determined for:
 - ❖ School districts (all students)
 - ❖ Schools (all students)
 - ❖ Student Subgroups at schools and districts, if numerically significant:
 - African American
 - American Indian or Alaska Native
 - Asian
 - Filipino
 - Hispanic or Latino
 - Pacific Islander
 - White
 - Socioeconomically Disadvantaged
 - English Learner
 - Students with Disabilities
- ❖ Schools receiving Title I funds that do not make AYP two years in a row enter Program Improvement (PI)
- ❖ Once in PI, a school must offer students the choice to transfer to another school with paid transportation
- ❖ Extra services are offered to students if a school continues in PI
- ❖ A school exits PI when it makes AYP two years in a row



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4. High schools and districts must show growth in the high school graduation rate.
- Achievement of a graduation rate of 82.9 or above; **or**
 - A one-year improvement of at least 0.1 in the graduation rate; **or**
 - A two-year average improvement of at least 0.2 in the graduation rate.

The tests used to show student proficiency in English language arts and mathematics are the California Standards Tests (CSTs) for Grades 2 through 8, the California High School Exit Examination (CAHSEE) for Grade 10, and the California Alternate Performance Assessment (CAPA) for students with significant cognitive disabilities in Grades 2 through 8 and Grade 10. The CSTs and the CAPA are parts of the Standardized Testing and Reporting (STAR) Program. Student performance on the CAHSEE is used for two purposes: (1) as a measure of school, district, and state accountability and (2) as a condition of graduation for individual students.

AYP applies to all schools, including charter schools and alternative schools; however, the consequences for not meeting AYP requirements apply only to schools that receive Title I funds. Title I is a federally funded program that addresses the academic needs of underperforming students at schools with large numbers of students who qualify for free or reduced-price meals.

Title I-funded schools that do not make AYP in the same content area (e.g., English language arts) for two consecutive years enter Program Improvement (PI). Once in PI, a school must offer students the choice to transfer to a non-PI school with paid transportation. Additional consequences, as listed below, are required if the school continues in PI. A school exits PI when it makes AYP for two consecutive years.

Categories of Federal Title I Schools	NCLB Options and Services for Students and Parents
Receives Title I Funds	<ul style="list-style-type: none"> • School provides support programs to students who are not meeting state academic standards • Schools not making AYP for two consecutive years are identified as Program Improvement (PI) Schools
Year 1 in Program Improvement (PI)	<ul style="list-style-type: none"> • Effective support programs to all students • Parents eligible to send their children to a non-PI school and to receive transportation at district expense
Year 2 in PI	<ul style="list-style-type: none"> • Same services as Year 1 PI school • Supplemental educational services (free tutoring) provided to all eligible students
Year 3 in PI	<ul style="list-style-type: none"> • Same services as Year 2 PI school • District corrective action to improve the school
Year 4 in PI	<ul style="list-style-type: none"> • Same services as Year 3 PI school • Develop a restructuring plan for school
Year 5 in PI	<ul style="list-style-type: none"> • Same services as Year 4 PI school • Implement restructuring plan

Reports are posted to the California Department of Education's website at www.cde.ca.gov/ayp. The 2007 AYP Report shows how well students performed in the 2006-2007 academic year. The information was used to identify Title I schools for Program Improvement under NCLB.

Additional information about No Child Left Behind (NCLB) and Adequate Yearly Progress (AYP) is available on the federal website at www.nclb.gov and on the district's website at www.sandi.net/nclb/index.htm.

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