

AYP – Adequate Yearly Progress

What does it mean when you learn that our school has not met AYP in the area of math for the subgroup of low-income students? The following provides you with some explanations regarding this status.

Under the Federal No Child Left Behind (NCLB) Law, each school is judged to have met or not met “Adequate Yearly Progress” (AYP). Schools are expected to make gains in the percentage of students meeting the standard on the state reading and math tests. In our state, this is based on the results of the Washington Assessment of Student Learning (WASL). The determination is made not only on the test scores of all students in the school. Each of eight subgroups of students must also meet the standard. Those subgroups include five major racial/ethnic groups, students with disabilities, English Language Learners, and low-income students. If the percentage of students in any one subgroup does not meet the NCLB requirement, then the school does not make AYP. A school must have a large enough population of the subgroup take the test in order for the results to be valid. High schools are also judged on graduation/dropout rates while junior highs and elementary schools are judged on unexcused absence rates.

The first year that a school does not make AYP is a warning year, and there are no consequences. If the school does not make AYP two years in a row, they are deemed to be “In Improvement.” This status has specific consequences for schools such as Redmond Elementary that has a high level of low-income students and receives federal Title I funding. For other schools, there are no specific consequences.

For our school, students in this category did not meet benchmark in the area of math.

More schools in the state of Washington did not make AYP this year than in past years, and our school is one. What may be cause for the increase in schools not making AYP? Last year, the percentage of students required to meet the standard increased, so it was more difficult to make AYP. Also, the minimum number of students required for a subgroup to be counted for AYP was reduced to 30 from 40 for all subgroups. That meant that more subgroups were included in this review.

For our school, we met the standard in all subgroups with the exception of math in the Low Income category. We showed improvement and met standard in the area of reading and math for Students with Disabilities which was a category we did not meet last year. It’s important to remember that all students, no matter what subgroup, are part of the Redmond Elementary family. Please keep in mind that these results are based on a one-time snapshot of how students perform on a given assessment.

What does this mean for our school? AYP designation is a label that divides all schools in the country into two groups. It cannot begin to provide a whole picture of our school or any other school. A school might not make AYP based on the results of a few students in a subgroup. AYP status should not be equated with other simple labels, like “good” or “bad.”

Our goal is for every student to make and exceed standard. Therefore, we are taking this status very seriously. Our staff has been reviewing student data, establishing goals, defining programs and student learning strategies. We are reviewing our Continuous Improvement Process to determine the additional changes that will be made in the future year.

Redmond Elementary staff is a skilled, hard-working, caring group of educators that want the students to accomplish great things. They are continually seeking new ways for students to learn and striving to meet the needs of their students. We will continue to keep you updated on the hard work that we are doing to ensure that all students reach or exceed standard. If you have any concerns about the school's status or about your student's learning, please contact Joyce Teshima, Principal.