

Hot Topic Movies

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AYP and NCLB in North Carolina

Presented by the NC Department of Public Instruction

KEY POINTS

The major goal of the federal No Child Left Behind law is for all public school children to perform at grade level in reading and math by the end of the 2013-14 school year. The law's accountability requirements are based around Adequate Yearly Progress, or AYP, which measures the yearly progress of different groups of students at the school, district, and state levels against yearly targets in reading and math.

Student groups are: the School as a Whole; White; Black; Hispanic; Native American; Asian; Multiracial; Economically Disadvantaged Students; Limited English Proficient Students; and Students With Disabilities.

If just one student group in math or reading at a school does not meet the targeted proficiency goal, then the school might not make AYP for that year. Another way the school could still make AYP is new this year. It's the AYP growth standard.

The AYP growth standard will be applied to student groups that don't initially meet proficiency target goals. The AYP growth standard requires that students who enter a tested grade in North Carolina must demonstrate proficiency within four years in order to be counted as proficient. The four-year pathway toward proficiency must demonstrate designated, incremental progress.

If the student group meets its target goal after including students meeting proficiency through the AYP growth standard, the school still makes adequate yearly progress. The new AYP growth standard differs from the new ABCs growth formulas.

Proficiency, or grade level achievement, on reading and math end-of-grade tests for grades 3-8 is key in determining if elementary and middle schools make AYP. Proficiency in Algebra I and a combination of the English I end-of-course and Grade 10 writing assessments are the main AYP considerations at the high school level.

A Title I school that doesn't make AYP in the same subject for two years in a row enters Title I School Improvement. Parents must be given the option to transfer their children to another school designated by the district that is not in Title I School Improvement. In the second year of Title I School Improvement, extra tutoring services must be made available to low-income students while continuing to offer public school choice to all students.

Non-Title I schools that do not make AYP consistently in a subject area, such as reading, are required to amend their School Improvement Plan to address the situation.

For more information on AYP and the ABCs, access the Web at: <http://ayp.ncpublicschools.org/>, <http://abcs.ncpublicschools.org/abcs/>, or www.ncpublicschools.org/nclb. To get your questions answered, call the hotline at 800-431-7373 or email abcs@dpi.state.nc.us.

