

# Assessment Data & Program Evaluation

## AYP & School Accreditation Overview

Data released by the Virginia Department of Education shows that five schools in the Charlottesville City School Division exceeded the 2009 - 2010 Adequate Yearly Progress (AYP) indicators, but four schools and the school division did not. Five schools made AYP: Burnley-Moran, Greenbrier, Jackson-Via, Johnson, and Venable Elementary schools. Clark Elementary, Walker Upper Elementary, Buford Middle School, and Charlottesville High School did not meet the benchmarks of more than 81 percent for reading and 79 percent for mathematics.

Standards of Learning (SOL) scores show gains for most student subgroups over the past three years, however, overall scores this year show fluctuations in progress. In addition to monitoring individual academic performance for students, school staff will use testing data to closely examine instructional programs and evaluate their effectiveness.

Clark Elementary School will be in its first year of school improvement as a result of this year's AYP status. The school has been approved by the State to participate in a pilot program that provides supplemental educational services (SES) beyond regular school hours. Under the program, students in need of additional academic support will have access to a variety of free services, such as tutoring, from approved vendors.

## Background

AYP is one of the cornerstones of the federal No Child Left Behind (NCLB) *Act of 2001*. AYP status is determined by considering Standards of Learning pass rates in reading and mathematics, as well as participation, attendance, and graduation rates. *The No Child Left Behind Act* requires certain pass rates for the overall population and various subgroups. Pass rate benchmarks have been raised annually since the program was put in place, although this year's benchmarks were not increased from the prior year's of

81 percent for reading and 79 percent for mathematics.

Virginia received permission from the U.S. Department of Education to maintain Annual Measurable Objectives of 81 percent for reading and 79 percent for mathematics for AYP calculations for 2010-2011 (based on assessments administered in 2009-2010). However, in order to make AYP, the pass rates for the state, divisions, and schools must exceed the targets. For example, a school with a pass rate of 81.1 percent for reading during 2009-2010 would meet the target for reading while a school with a pass rate of 81 percent would not. Annual targets for assessments administered in 2010-2011 through 2013-2014 will be 82 percent for reading and 80 percent for math.

In February, the U.S. Department of Education withdrew the interim flexibility for students with disabilities that allowed states to supplement the pass rates of disabled students. This flexibility had been allowed since 2005 in recognition of limited testing options for some students with disabilities. Accordingly, AYP calculations for 2010 -2011 were calculated without the “two-percent proxy.” (*Ref. [Superintendent's Memo #048-10.](#)*)

NCLB requires that 100 percent of public school students in the U.S. meet the NCLB standards by the year 2014. In order for a school, a school division, or the state to make AYP, they must exceed benchmark requirements in each of 29 separate indicators.