
Communicating AYP Results



Office of Educational Accountability

When a school or district misses Adequate Yearly Progress (AYP) goals or is identified for improvement, it can generate attention in the media and among concerned stakeholders. It is important to help all parties understand what this designation means, and to develop a plan to respond to those concerns.

AYP represents one approach to evaluating school progress in the areas of reading, mathematics, attendance, and graduation. A more detailed summative view of long-term trends in student performance is available at the public [WINSS](#) site. Additional local data should also be analyzed to provide information about student progress throughout the school year, as well as to gauge effectiveness of district programs and interventions.

District and school AYP reports, *Annual Review of School/District Performance*, are available on the [Online Reporting System](#) (ORS). The district assessment coordinator has a password to access the site, and should download the private PDF reports each year when they become available by June 30.

Understanding the Reports

Review each school's report to identify strengths and areas of need. This should occur for all schools once all reports are available, not just schools that miss AYP. It is important to be aware of the relative performance of all student groups, and to identify areas needing improvement. Pay particular attention if a school meets AYP, yet performance of one or more groups is below the proficiency goal. When AYP is met due to one of the statistical safeguards, yet performance is below the goal, it is more likely that there will be an AYP miss in that area in the future.

If there is an AYP miss, identify the scope of the concern and dig a little deeper into the data to learn more. For instance, if the Economically Disadvantaged subgroup missed the mathematics goal, a review of data might show that students close to proficiency often make improvements, but that the lowest performing students tend to make little progress over time. A review of the *Annual Review of District/School Performance* might provide information such as weaker student performance in the areas of geometry and measurement. These additional details can help with improvement plans and interventions.

Communicating to District Staff and School Board Members

Prior to public release of the preliminary AYP results on June 7, it is important that staff and board members understand the results and are aware of the specific areas needing improvement. Be sure they understand the areas of concern as well as the areas where the school is meeting requirements. This will help them to be able to answer questions that may arise. While the results may not be shared at a public board meeting prior to June 7, Board members may receive information for review prior to that date.

If a Title I school has been identified for improvement, federal sanctions such as school choice and supplemental educational services have an impact on how a portion of district Title I funds must be used. The board and school staff should be aware of sanction levels, required set-asides, and how existing programs may be impacted by those requirements.

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Communicating with Parents, the Community, and the Media

Parents and community members are understandably concerned when a school does not meet AYP requirements. It can lead to the erroneous assumption that the school is “failing,” rather than that the school has one or more areas that need improvement.

- *Be proactive by building knowledge of the law.* Prepare written summaries about the AYP requirements, sanctions, and overall achievement of the school. Share these with local media for use in preparing their stories. It is easier to help people get it correct the first time than to try to correct misunderstandings later.
- *Be positive.* Be upfront about areas needing improvement, and use this opportunity to talk about what the school is already doing related to those needs, and what efforts are planned for the future. In addition, talk about other areas where the school has made efforts and is seeing success.
- *Remember to make connections in the future.* Schools often get media attention throughout the year for various projects. If a project is designed to improve reading, mathematics, attendance, or graduation, talk with the media about the link between those efforts and AYP improvement.
- *Ask questions to build your own understanding.* The requirements of the law are complex. Be sure to contact the DPI Office of Educational Accountability if you have questions or need assistance with how to explain your AYP results.

Additional Resources

The *Annual Review of School or District Performance* (<http://www2.dpi.state.wi.us/sifi/default.asp>) reports are available for each Wisconsin school and district, as well as technical details (http://dpi.wi.gov/oea/pdf/ayp_explanatory10.pdf) that explain the AYP report calculations.

For a two-page overview of AYP policy, review the AYP Primer (<http://dpi.wi.gov/esea/pdf/aypprimer.pdf>). For more information on accountability in Wisconsin, visit the accountability webpages (<http://dpi.wi.gov/oea/acct/index.html>).