

Adequate Yearly Progress

As part of the “No Child Left Behind Act (NCLB) of 2002” school districts are required to notify parents/guardians when schools their children attend have not made Adequate Yearly Progress (AYP) for two consecutive years. AYP is the level of proficiency that schools must achieve on an annual basis. It is determined by a matrix of “30 cells” that include the percentages of participation, as well as proficiency of students in reading and math along with unexcused absences and graduation rates for secondary students. Those percentages are calculated across categories that include student ethnicity, special education, limited English, and socioeconomic status. Districts are also required to inform parents of options that they have as a result of their child’s Title I school not making AYP for two or more consecutive years.

Title I schools identified as not making Adequate Yearly Progress for two consecutive years must provide parents with the option of:

- 1) Public School Choice

Schools identified as not making Adequate Yearly Progress for three consecutive years must provide parents with the options of:

- 1) Public School Choice or,
- 2) Supplemental Education Services (SES).

Please read below for more information about Public School Choice and SES.

Public School Choice

(Step 1 or Step 2 of AYP)

As a result of not making AYP, NCLB states that parents of students attending Title I schools have the option to transfer their child to another identified school, within our district, that is not in AYP. If a parent chooses Public School Choice, transportation to the choice school will be provided by the Peninsula School District at no cost to the parent. The student will stay at the choice school unless they choose to return to their boundary school before then. Students are always welcome to return to their boundary school.

Supplemental Educational Services (SES)

(Step 2 of AYP)

If your Title I school is in Step 2 of AYP, a parent may choose to remain part of their boundary school community. Their child may then be eligible to receive supplemental educational services. Supplemental educational services (SES) refer to extra help provided to students in reading, language arts, and/or math. This extra help can be provided before or after school, on weekends, and/or during vacation times and is at

no cost to the parent. Supplemental service providers are approved by the Title I Department at the Office of Superintendent of Public Instruction. These providers may be public or private school entities, public or private institutions or higher education, for profit or nonprofit organizations, or faith based organizations. Information on the providers and the type of services they offer will be provided after school begins. A timeline will be developed determining when the services will begin and how long the services will be provided. It is the parent's decision as to which provider they select. The services will be funded by Title I monies set aside by the Peninsula School District. Transportation may be required to the SES provider **and is the parent's responsibility** as PSD is not allowed to pay for this out of the Title I SES funds.

Parent Involvement

Parent/guardian input is valued and encouraged. School communities provide many ways parents can be involved in helping address the issues around school improvement. Some of those include:

- Volunteer to work in the classrooms and library with individual students and small groups
- Actively participate in PTA events which support student programs
- Chaperone classroom field trips which expand students' content knowledge and vocabulary
- Participate on the School Improvement Plan Team
- Help the school plan and present Family Reading and Math Nights
- Share your knowledge on specific topics as a guest speaker for assemblies and/or grade levels

School Commitment to all students

All of our schools are committed to success and serving all of our students. We are taking intentional and innovative steps to address each student's academic performance. Each school is:

1. Revising their School Improvement Plan to include instructional strategies to address curriculum needs
2. Identifying interventions for students who have not met standard
3. Providing staff development training
4. Implementing balanced literacy and math programs in grades K-8 that provides extra support to the lowest performing students
5. Continuing instructional support within Title 1 program provides additional small group instruction in the area of reading and math
6. Increasing parent involvement through parent/family nights

District Commitment to all students

The district is supporting the schools by:

- Providing targeted professional development for teachers to assist struggling students in math and reading
- Providing additional targeted curriculum materials for reading and math