

A Parent's Guide to Understanding the State Accountability Workbook

A Teleconference Hosted by U.S. Department of
Education/OESE/Student Achievement and
School Accountability Programs

Thursday, April 26, 2007

1:00 pm – 2:00 pm EST



CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

Summary of Implementation Status for Required Elements of
State Accountability Systems

Status	State Accountability System Element
Principle 1: All Schools	
F	1.1 Accountability system includes <i>all schools and districts in the state</i> .
F	1.2 Accountability system holds <i>all schools to the same criteria</i> .
F	*1.3 Accountability system incorporates the <i>academic achievement standards</i> .
F	1.4 Accountability system provides <i>information in a timely manner</i> .
F	1.5 Accountability system includes <i>report cards</i> .
F	1.6 Accountability system includes <i>rewards and sanctions</i> .
Principle 2: All Students	
F	2.1 The accountability system includes <i>all students</i>
F	2.2 The accountability system has a consistent definition of <i>full academic year</i> .
F	2.3 The accountability system properly includes <i>mobile students</i> .
Principle 3: Method of AYP Determinations	
F	3.1 Accountability system expects <i>all student subgroups, public schools, and LEAs to reach proficiency by 2013–14</i> .



Components of this Blueprint, this Plan for Accountability

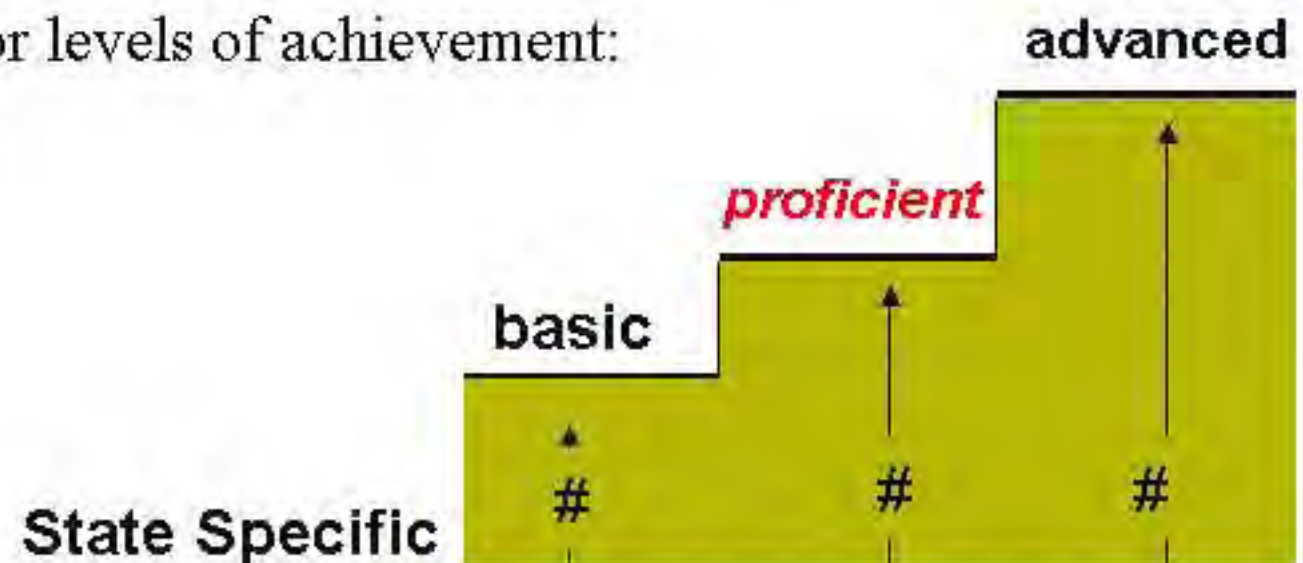
- Assessment
- AYP (Adequate Yearly Progress)
- AYP Determinations



Assessment Component



- Based *primarily on academic assessments* (Grades 3-8 and one high school grade) separately accountable for *reading/language arts* and *mathematics*.
- Separate Approval Process for State Content Standards.
- Contains the State's definition of **basic, proficient and advanced**:
 - student academic levels of achievement for reading,/language arts and mathematics.
- Describes the State's ranges or levels of achievement:





Each State Education Agency:

- expects **ALL (100%)** student subgroups, public schools, and LEAs to reach **proficiency** by the 2013-14 academic year;
- establishes an achievement starting point;
- establishes statewide annual measurable objectives;
- establishes intermediate goals;
- determines annually the progress of schools and districts; and
- defines “full academic year” (**FAY**) - the period of time students must be enrolled in a school or school district in order to be included in decisions about AYP.



After the State sets its targets and describes the **FAY** eligibility criteria, the annual progress of schools and LEAs can be determined. Each State uses a method for determining whether *student subgroups, public schools, and LEAs made adequate yearly progress* or “**AYP**”.

* *FAY: for example, from October through May*

AYP COMPONENTS

➤ Test Performance

- % Proficient – Reading
- % Proficient – Mathematics

➤ Test Participation (**at least 95%**)

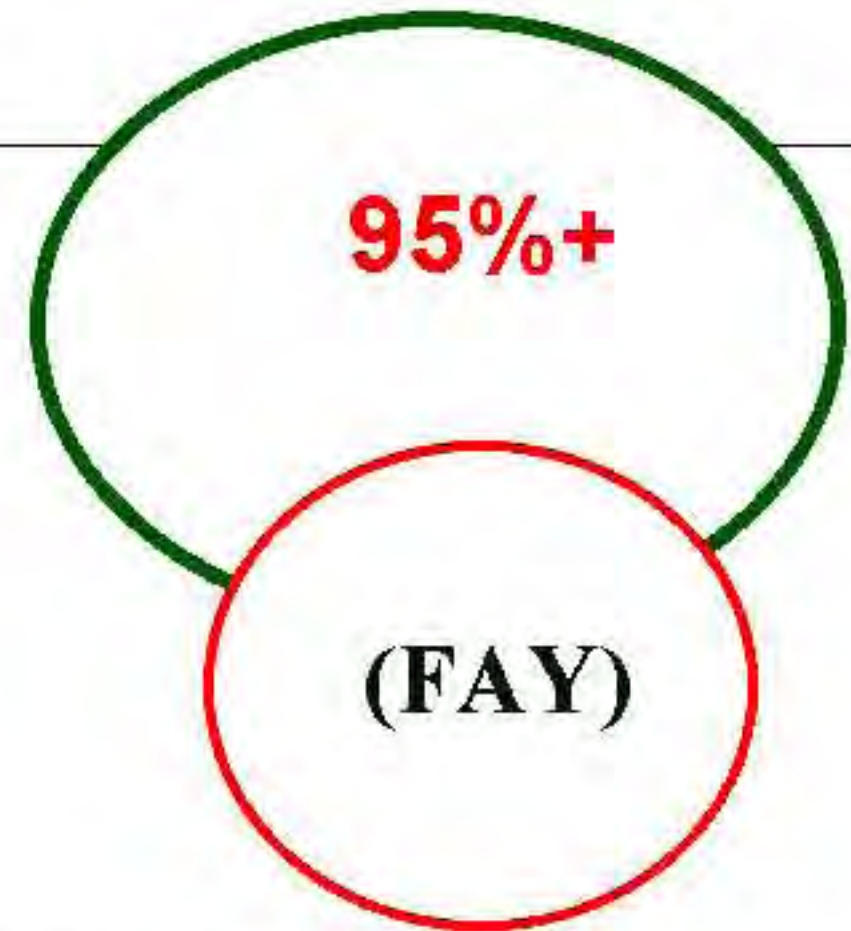
- Separately for Reading and Mathematics

➤ Other Indicator(s)

- Graduation Rate (High Schools Only)
- Other Academic Indicators (Elementary and Middle Schools) for example Attendance Rate



AYP Target – At least 95% Students
Tested During the Testing Window



Only Students Enrolled for the Full Academic Year
(FAY) are included in AYP determinations

All schools and LEAs are accountable for the progress of student subgroups.

School and District Performance

Did All Students Reach Annual Targets

Did All -

- Racial/Ethnic Groups Reach Target?
- Econ. Disadvantaged Reach Target?
- Students with Disabilities Reach Target?
- Students with Limited English Proficiency Reach Target?



AYP Determinations



- Include *all schools and districts in the State.*
- Hold *all schools to the same criteria.*
- Require decisions *to be made in a timely manner, before the next academic year.*

State must allow enough time to notify parents about public school choice or supplemental educational service options in time for parents to make informed decisions.

- Included with other district and school information on a State *report card available to the public.*



The State, LEA, and School Report Card include all the required data elements



1. information, in the aggregate, on student achievement at each proficiency level on the State academic assessments disaggregated by race, ethnicity, gender, disability status, and migrant status; English proficiency and status as economically disadvantaged (where the minimum “n” has been met);
2. comparison of the actual achievement levels of each group of students previously described in the State’s annual measurable objectives for each required assessment;
3. information on how students served by the LEA achieved on the statewide academic achievement assessment compared to students in the State as a whole;
4. the percentage of students not tested, disaggregated by the same categories noted above by subject;
5. the most recent two-year trend in student achievement in each subject at each grade level, for grades in which assessment is required;

Accountability Workbook

**A Parent's Guide To Understanding The
State Accountability Workbook**

The State, LEA, and School Report Card include all the required data elements




6. aggregate information on any other academic indicator used by the State to determine AYP; and aggregate information on any additional indicators used by the LEA to determine AYP;
7. graduation rates that are consistent with ED-approved State definitions;
8. information on the performance of local education agencies in the State regarding making adequate yearly progress, including the number and names of each school identified for school improvement , and
9. the professional qualifications of teachers in the LEA, including percentage of such teachers teaching with emergency or provisional credentials, and the percentage of classes not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty compared to low-poverty schools.

The Report Cards are available to the public at the beginning of the academic year.

What if a School fails to make AYP?



- ❑ Schools that consistently do not meet AYP will receive extra help.
- ❑ Students in schools that chronically do not meet AYP will have to be offered public school choice or SES.
- ❑ Schools that continue to not meet AYP after receiving extra help may be reformed by the State.



□ **Use The Accountability Workbook to Share Responsibility and Build Capacity for Parental Involvement**

• **Parents will be better able to:**

- Be involved in addressing the academic issues that led to school or district identification for failure to make AYP.
- Utilize information contained in the Annual Report Card.
- Work with their child's teachers and other educators to improve their child's academic achievement.
- Understand individual student assessment reports that contain student interpretive, descriptive, and diagnostic reports; and
- Interpret their child's achievement on academic assessments that are aligned with State academic achievement standards.



QUESTIONS AND ANSWERS

ACCOUNTABILITY

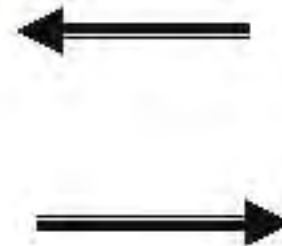
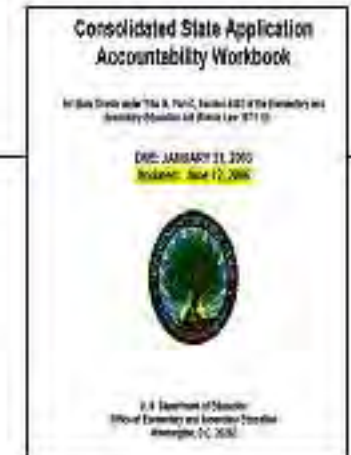
- A frequently used word with big meaning:
 - Responsibility
 - Answerability
 - Expectations
 - Identifies What's Good
 - Identifies What Needs to Be Changed



What is the “*Accountability Workbook*”?

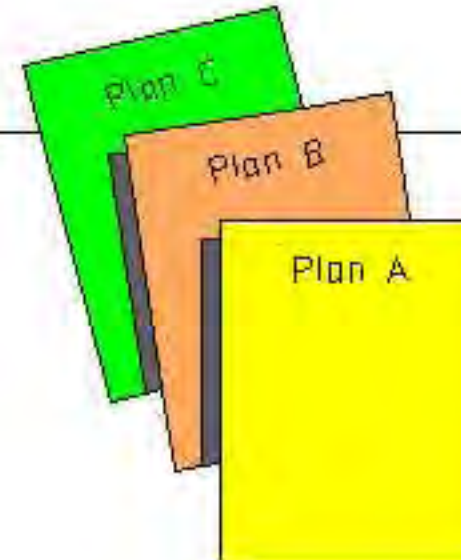
A Written *Agreement* Between State Education

Agencies and the U. S. Department of Education in
which each individual state
outlines.....



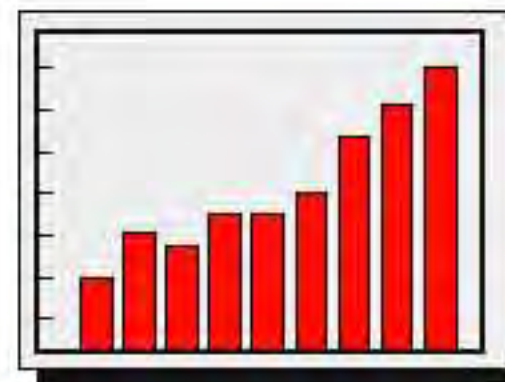
A PLAN

A BLUEPRINT



Identifying How the Progress of

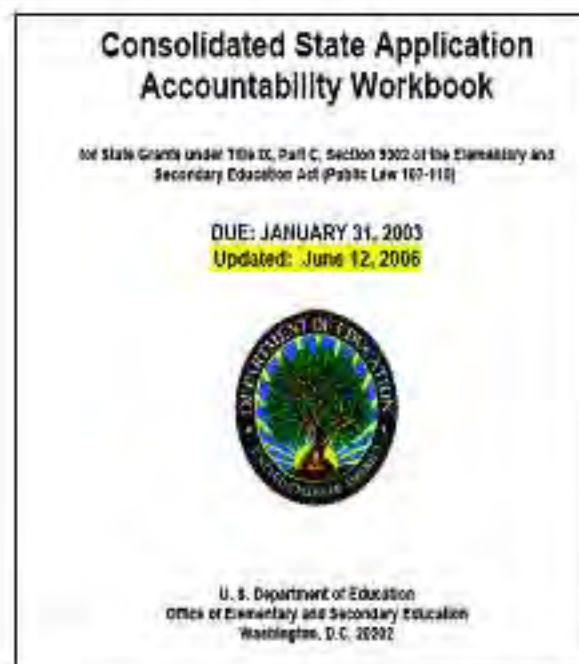
- **Students,**
- **Schools,**
- **LEAs, and the**
- **SEA is determined**



The U. S. Department of Education has approved all State Accountability Workbooks



A State Can Amend or Make Changes to its Accountability Workbook Each Year



□ **How is the Accountability Workbook Used?**

- **STATE EDUCATION AGENCIES:**
 - To Communicate with their LEAs
- **U.S. DEPARTMENT OF EDUCATION:**
 - To monitor states implementation of their plan
- **CITIZENS:**
 - To know how their State is committed to implement the NCLB standards and assessment requirements
- **PARENTS:**
 - To know important information that affects their child, the local school, the LEA

□ **Parents Use of the Accountability Workbook**

- To Know the terminology and components of NCLB that are used to determine student progress
- To Understand the use of the State assessments and other academic indicators in gauging schools' progress
- To Become familiar with how the progress of their child's school is monitored
- To Understand the importance of school achievement data in determining school accountability



Location of State Accountability Workbooks

At SEARCH www.ed.gov type in the name of State plus Accountability Workbook.



Consolidated State Application Accountability Workbook

for State Grants under Title IX, Part C, Section 9302 of the Elementary and
Secondary Education Act (Public Law 107-110)

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Office of Elementary and Secondary Education
Washington, D.C. 20202