

No Child Left Behind



Accountability and AYP



Each State shall...

Develop and implement a statewide accountability system that will be effective in ensuring that all local educational agencies, public elementary schools and public secondary schools make adequate yearly progress

Accountability System

- ★ Based on academic standards and assessments
- ★ Includes achievement of all students
- ★ Includes sanctions and rewards to hold all public schools accountable for student achievement (these may differ from Sec. 1116 sanctions).

**Within a Content Area:
School & District
AYP
Combines**

Student Performance



95% Student Participation

**School Progress
over Time**



Adequate Yearly Progress Requires

- Same high standards of academic achievement for all
- Statistically valid and reliable
- Continuous & substantial academic improvement for all students
- Separate measurable annual objectives for achievement
 - All students
 - Racial/ethnic groups
 - Economically disadvantaged students
 - Students with disabilities (IDEA, Sec. 602)
 - Students with limited English proficiency
- Graduation rates for HS & 1 other indicator for other schools



Disaggregation

- ★ Based on sound statistical methodology, a State must determine and justify the minimum number of students sufficient to yield statistically reliable information for reporting assessment results and for identifying schools in need of improvement
- ★ But may not report results that would reveal personally identifiable information about an individual student



Graduation Rate

- NCLB 1111(b)(2)(C)(vi): “defined as the percentage of students who graduate from secondary school with a regular diploma in the standard number of years”
- Regulation clarifies that alternate definitions that accurately measure the graduation rate are permissible.

How a school or district makes AYP

★ Each group of students meets or exceeds statewide annual objective

exception:

- the number below Proficient reduced 10% from prior year, and
- subgroup made progress on other indicators

AND

★ For each group, 95% of students enrolled participate in the assessments on which AYP is based



How a State makes AYP

Annual peer review will determine ...

- Whether the State made AYP for each group of students [as defined in 1111(b)(2)].
- Whether the State met its annual measurable achievement objectives for LEP attainment of English proficiency under Title III.
- *When?* Starts with the beginning of the third school year of implementing Title I Part A & Title III Part A

(Title VI, Subpart 4)





School Improvement

States must determine if
each school and district
(even those that do not receive Title I funds)
make adequate yearly progress.



Local Annual Review

Each Title I LEA must—

- **Review annually the progress of each Title I school to determine whether the school is making AYP, using—**
 - **State assessment system; and**
 - **Any local assessments or other academic indicators, except that these indicators cannot reduce the number or change the schools that would otherwise be subject to school improvement.**
- **Publish and disseminate results to parents, teachers, schools and the community.**
- **Review the effectiveness of activities to provide parent involvement, professional development, and other Title I activities.**

School Improvement Timeline

- ★ Miss AYP
- ★ Miss AYP
- ★ Miss AYP → School Improvement Yr 1 (choice)
- ★ Miss AYP → School Improvement Yr 2
(supplemental educational services)
- ★ Miss AYP → Corrective Action
- ★ Miss AYP → Restructure (planning year)
- ★ → Restructure (implement plan)



School Improvement: Year 1

- Each Title I district must identify for school improvement any Title I school that fails to make AYP for two consecutive years.
- Identification must take place before the beginning of the school year following the failure to make AYP.
- Within 3 months, an identified school must develop a school plan, in consultation with parents, school staff, district, and outside experts.





School Improvement: Year 2

If a school fails to make AYP by the end of the first full year after identification, the district must—

- **continue to provide technical assistance**
- **continue to make public school choice available**
- **make supplemental educational services available.**





Corrective Action

If a school fails to make AYP by the end of the second full school year after identification, the district must—

- continue to make public school choice available
- continue to make supplemental services available
- continue technical assistance
- identify the school for corrective action and take at least one of the following actions:





Possible corrective actions

- Replace school staff relevant to the failure
- Institute and implement a new curriculum
- Significantly decrease management authority in the school
- Appoint outside experts to advise the school
- Extend school year or school day
- Restructure internal organization of the school.

Restructuring


If a school fails to make AYP after one full year of corrective action, the district must—

- continue to make public school choice available
- continue to make supplemental services available
- prepare a plan to restructure the school.

Restructuring, continued

By the beginning of the next school year, the district must implement one of the following alternative governance arrangements, consistent with State law:

- **Reopen school as a public charter school**
- **Replace all or most of school staff, including the principal**
- **Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness to operate the school**
- **State takeover**
- **Any other major restructuring of the school's governance arrangement.**



Annual State Report Card

Will include:

- **Disaggregated student achievement results by performance level**
- **Comparison between annual objectives and actual performance for each student group**
- **Percent of students not tested, disaggregated**
- **2-year trend data by subject, by grade tested**
- **Data on other indicators used to determine AYP**





Annual State Report Card (cont.)

- **Graduation rates**
- **Performance of districts making AYP, including the number and names of schools identified for school improvement**
- **Professional qualifications of teachers, percent with provisional credentials, percent of classes not taught by highly qualified teachers including comparison between high- and low-poverty schools**
- **Optional information provided by State**

