

Past, Present, Future



- Signed January 8, 2002
- 2001 Reauthorization of ESEA
- Federal School Accountability Law

# **NCLB**

- Improving Student Achievement
- Improving Schools
- Rigorous Academic Standards
- Testing
- Highly Qualified Teachers and Assistants
- Role of Parents
- Accountability

## Assessments

- ISTEP
  - English grades 3-10
  - Math grades 3-10
  - Science grades 5 and 7
- Core 40 Biology
  - High school
- ISTAR
  - Special Education students who do not take ISTEP



- States, school districts, and schools must demonstrate adequate yearly progress (AYP).
- All students are expected to be at the statedefined "proficient" level by 2013-2014 (Fall 2014 ISTEP).

# AYP: Adequate Yearly Progress

- Schools and district held accountable to hit performance targets
  - Percent passing ISTEP English
  - Percent passing ISTEP Math
  - Percent of students participating in ISTEP
  - Attendance rate (elementary and middle)
  - Graduation rate (high school)
- Nine subgroups
  - All must hit AYP targets

# **Determining AYP**

- All students
- Students with disabilities
- Economically disadvantaged students
- Limited English proficient students
- Customary racial/ethnic subgroups
  - African American
  - Asian American
  - Hispanic
  - Native American
  - White

# NCLB Accountability

- Indiana's starting points were:
  - 58.8% passing in English.
  - 57.1% passing in mathematics.
- Intermediate goals were established as increases, from the starting point, in equal increments.
- Goals must be increased no less frequently than every three years.

# Targets get harder to hit!

Years	English/LA	Math
2014	100%	100%
2013	93.3%	93.1%
2012	86.4%	85.9%
2011	79.5%	78.7%
2008, 2009, 2010	72.6%	71.5%
2005, 2006, 2007	65.7%	64.3%
2002, 2003, 2004	58.8%	57.1%

# Determining AYP

- Additional indicator is graduation rate for high schools and attendance rate for other schools, with initial goal of 95%. Any improvement is sufficient.
- Must test 95% of all students.

# Determining AYP - Reliability

- Minimum "Ns" are used:
  - 10 for reporting
  - 30 for accountability
  - 40 for 95% participation requirement
- AYP determinations will be based on the higher of the most current performance or a three-year average.
- Only students enrolled for 162 days, Indiana's definition of "full academic year," are included in AYP determinations.

# Determining AYP - Reliability

• A test of statistical significance is applied to AYP decisions. A school is considered as not making AYP only if there is 99% confidence (75% for safe harbor) that the school did not meet AYP requirements.

# Determining AYP - Safe Harbor

• If a student group does not meet the goal but the percentage of "non-proficient" students is reduced by 10% from the previous year and the group meets the goal on the other indicator, the group has made AYP. This is known as "safe harbor."

# **TARGETS**

**English** 

Math

Other

0

0



65.7%

64.3%

95%

**English** Math **Participation Participation** 95%

# **TARGETS** — 2014

**English** 

Math

**Other** 

0

0

0

100 %

543% 100%

95%

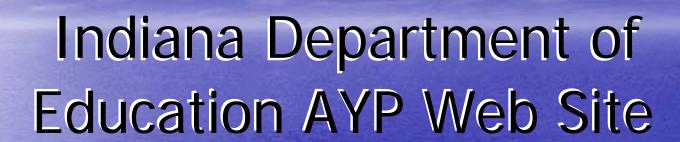
# Groups

- All students
- Free lunch
- LEP
- Special education
- African American
- American Indian
- Asian
- Hispanic
- White

	AYP	Eng	Math	Other	95% Eng	95% Math
	All Students					
	Free Lunch					
	LEP					
Section of the second	Special Ed.					
MAN WASHINGTON	African American					
	American Indian					
	Asian					
	Hispanic					
	White					

AYP	Eng	Math	Other	95% Eng	95% Math
All Students	$\overline{}$	$\overline{}$	$\overline{}$	$\overline{}$	$\overline{}$
Free Lunch	$\checkmark$	$\overline{}$		$\overline{}$	$\overline{}$
LEP	$\checkmark$	$\overline{}$		$\overline{}$	$\overline{}$
Special Ed.	<b>√</b>	$\overline{}$		<b>√</b>	<b>√</b>
African American	<b>√</b>	<b>√</b>		<b>√</b>	<b>√</b>
American Indian	<b>√</b>	<b>√</b>		<b>√</b>	$\overline{}$
Asian	$\checkmark$	<b>√</b>		<b>√</b>	$\overline{}$
Hispanic	<b>√</b>	<b>√</b>		<b>√</b>	$\checkmark$
White	<b>√</b>	$\checkmark$		V	$\overline{}$

AYP	Eng	Math	Other	95% Eng	95% Math
All Students	$\overline{}$	$\overline{}$	$\overline{}$	$\overline{}$	$\overline{}$
Free Lunch	$\overline{}$	$\overline{}$		$\overline{}$	$\overline{}$
LEP	$\overline{}$	$\overline{}$		$\overline{}$	$\overline{}$
Special Ed.	$\overline{}$	X		$\overline{}$	$\overline{}$
African American	$\checkmark$	$\overline{}$		$\overline{}$	<b>√</b>
American Indian	$\checkmark$	$\overline{}$		$\overline{}$	$\overline{}$
Asian	$\overline{}$	$\overline{}$		$\overline{}$	$\overline{}$
Hispanic	$\checkmark$	$\checkmark$		$\checkmark$	$\overline{}$
White	$\checkmark$	$\checkmark$		$\checkmark$	$\overline{}$

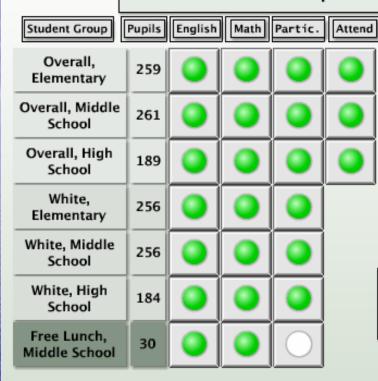


https://www.doe.in.gov/tags/ayp

### AYP Summary Report 2004 XYZ School, 0001 Pupils Math Participation Student Group English NCLB School AYP History Overall 362 2004 Native Press Button For 2003 Different Year <30 2002 Explanation Hispanic <30 Made AYP (Adequate Yearly Progress) Did Not Make AYP Number of Students Less Than Required "N" White 354 Free/Reduced 100 Lunch Limited English Proficient Special 53 Education Other Indicator Attendance View Detailed Report

### AYP Summary Report 2004

### XYZ School Corporation, 8800



### NCLB Corporation AYP History



- Made AYP (Adequate Yearly Progress)
- Did Not Make AYP
- Number of Students Less Than Required "N"

### Title One Corporation



Explanation

View Detailed Report



- Two consecutive years of not making AYP
- Moves to next "step" or "year" if it continues to not make AYP
- Consequences escalate with each "year"

# School Improvement

- · Year 1
  - Choice
  - School improvement plan
- Year 2
  - Year 1 consequences plus
  - Supplemental Educational Services (SES)
- Year 3 (Corrective Action)
- Year 4 (Restructuring)
- Year 5 (Implement Restructuring)

# LEA Improvement

- Title I school corporation identified for improvement only if does not make AYP for two consecutive years:
  - in the same subject; and
  - across all three grade spans elementary, middle, and high school.
- Moves to next "step" or "year" if it continues to not make AYP
- Consequences escalate with each "year"

# LEA Improvement

- Years 1 & 2 Notify parents
  - Provide / arrange for Technical Assistance
  - Create improvement plan
  - 10% of Title 1 budget for professional development
- Year 3 and beyond
  - Continue actions from years 1 & 2
  - Corrective action (determined by state)

# The Future Preliminary 2006 AYP results soon

# The Future Reauthorization of NCLB / ESEA

# AYP Concerns – LEP Testing

- Indiana DOE wants to test LEP students using the alternate form of assessment during their first three years in the U.S.
  - ISTAR Rubric aligned with standards.
  - Results linked to state assessment score.
- U.S. DOE has not approved such an alternate assessment.



- P.L.221 system is superior.
- AYP status is the same regardless of the number of student groups do not meet the goal and the amount by which they miss the goal. New reports designed to give accurate picture.

## AYP Concerns

- Student groups started at different points but have same targets.
- Differences within special education group are as distinct as differences among student groups.
- Calculations are based on percent passing.
  Scale score increases are irrelevant.

# AYP - New Ideas

- Look at scale score gains all students who improve contribute.
  - Secretary of Education announced pilot program for 10 states to use "growth" models.
- Count students in:
  - all student group; and
  - appropriate racial/ethnic group; but
  - only one status group.

