



NO CHILD LEFT BEHIND

Past, Present, Future

No Child Left Behind Act of 2001

- 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

NCLB Accountability

- States, school districts, and schools must demonstrate adequate yearly progress (AYP).
- All students are expected to be at the state-defined “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



65.7%

Math



64.3%

Other



95%

**English
Participation**



95 %

**Math
Participation**



95 %

TARGETS – 2014

English



~~65.7%~~

100%

Math



~~64.9%~~

100%

Other



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					
Special Ed.					
African American					
American Indian					
Asian					
Hispanic					
White					

AYP	Eng	Math	Other	95% Eng	95% Math
All Students	✓	✓	✓	✓	✓
Free Lunch	✓	✓		✓	✓
LEP	✓	✓		✓	✓
Special Ed.	✓	✓		✓	✓
African American	✓	✓		✓	✓
American Indian	✓	✓		✓	✓
Asian	✓	✓		✓	✓
Hispanic	✓	✓		✓	✓
White	✓	✓		✓	✓

AYP	Eng	Math	Other	95% Eng	95% Math
All Students	✓	✓	✓	✓	✓
Free Lunch	✓	✓	[Redacted]	✓	✓
LEP	✓	✓		✓	✓
Special Ed.	✓	✗		✓	✓
African American	✓	✓		✓	✓
American Indian	✓	✓		✓	✓
Asian	✓	✓		✓	✓
Hispanic	✓	✓		✓	✓
White	✓	✓		✓	✓

Indiana Department of Education AYP Web Site

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

AYP Summary Report 2004

XYZ School, 0001

Student Group	Pupils	English	Math	Participation
Overall	362	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
American Native	<30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian	<30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black	<30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hispanic	<30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White	354	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Free/Reduced Lunch	100	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Limited English Proficient	<30	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Education	53	<input checked="" type="radio"/>	<input checked="" type="radio"/>	<input checked="" type="radio"/>
Other Indicator				
Attendance		<input checked="" type="radio"/>		

NCLB School AYP History

2004

2003

2002

Press Button For Different Year

[Explanation](#)

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

[View Detailed Report](#)

AYP Summary Report 2004

XYZ School Corporation, 8800

Student Group	Pupils	English	Math	Partic.	Attend
Overall, Elementary	259	●	●	●	●
Overall, Middle School	261	●	●	●	●
Overall, High School	189	●	●	●	●
White, Elementary	256	●	●	●	
White, Middle School	256	●	●	●	
White, High School	184	●	●	●	
Free Lunch, Middle School	30	●	●	○	

NCLB Corporation AYP History

2004 ●

2003 ●

Press Button For Different Year

2002 ●

[Explanation](#)

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

Title One Corporation



[Explanation](#)

[View Detailed Report](#)

School Improvement

- 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.

AYP Concerns

- 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.

