Initial Modeling of NCLB* AYP

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Overview of Presentation

- **NCLB model / accountability provisions**
- **Determination of AYP target**
- **Five factors that affect NCLB modeling**
- **Issues, questions and conclusions**

NCLB Model

	Status	Change
Performance (Achievement)	**NCLB**	How much did the school improve?
Growth (Effectiveness)	How much did students learn from one year to the next year?	How much did the rate of learning change?

Status / Performance: ***How high do students in the school score on state assessments?***

What percentage of students meets the state standards or Percent Above Cut (PAC)?

Reference: Gong, Brian. *Designing School Accountability Systems.* CCSSO Publication, January 2002.

NCLB Accountability Provisions

- **Goal: *All* students *proficient* in reading and math within 12 years from 2001-2002 "NCLB will help close the achievement gap between disadvantaged and minority students and their peers"**
- **Based on four principles:**
  1) **Stronger accountability for results (AYP)**
  2) **Increased flexibility and local control**
  3) **Expanded options for parents**
  4) **Emphasis on teaching methods that work**

NCLB Provisions continued

- **AYP: Yearly targets reflect an increase in percentage of students *proficient*, from where the state starts, up to 100%**
- **Progressive assistance and sanctions for schools and districts that do not meet AYP targets**
- **Will not be addressing other provisions (Ex. Safe Harbor, 95% participation, other elementary / high school target indicators, standards, reporting)**

Consequences for Schools

NCLB requires assistance and sanctions be provided to *schools* that do not meet AYP provisions.

- **Year 1: No action except for Title 1 schools identified under old ESEA.**
- **Year 2: School identified as failing AYP.**
- **Year 3: School identified as failing AYP two years in a row. Consequences include:**
  a. **Technical assistance from district**
  b. **Identified as "needing improvement"**
  c. **Improvement plan**
  d. **Public school choice to parents with transportation provided by district**

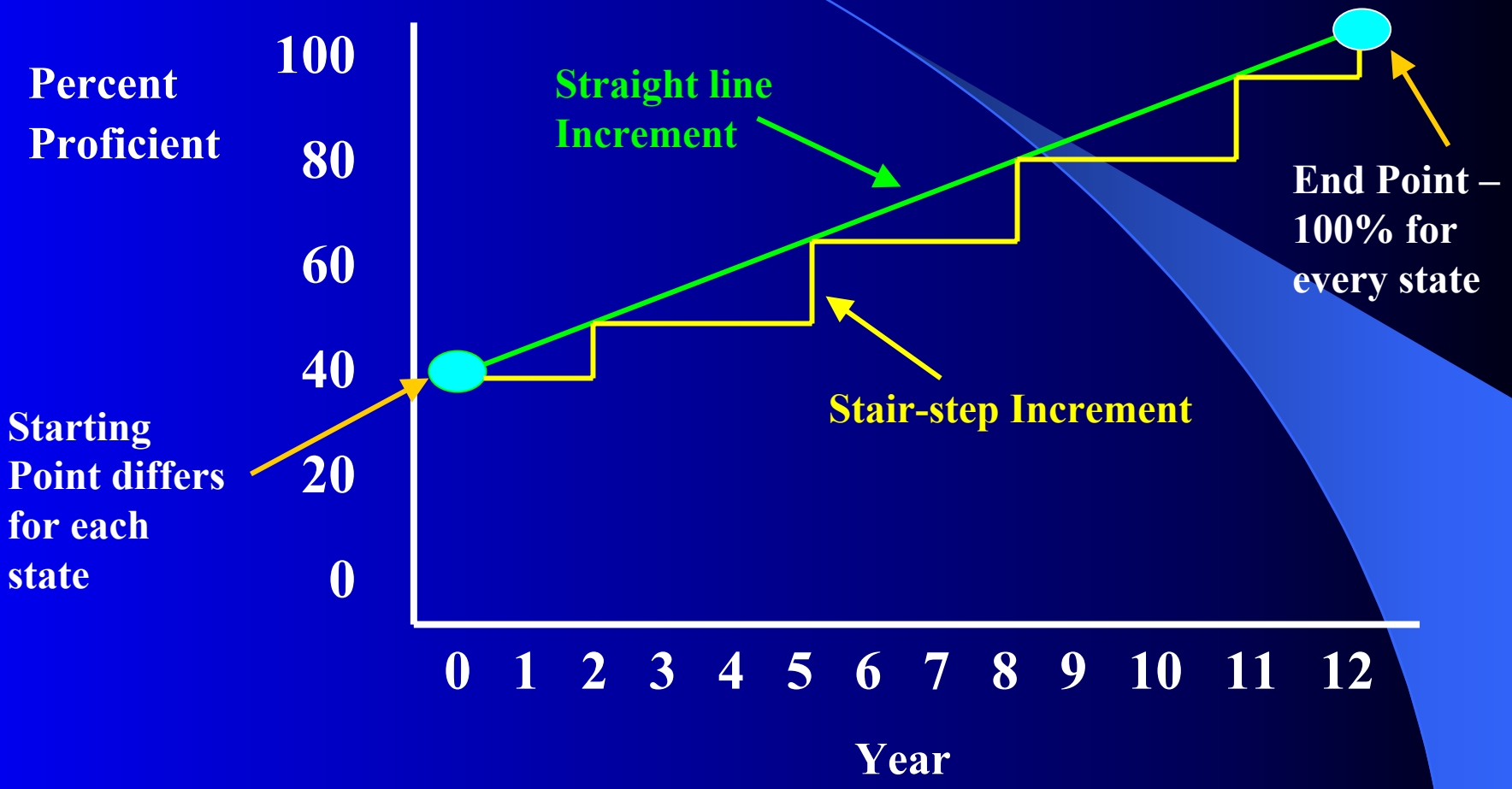
Consequences continued. . .

- **Year 4: Consequences include:**
  a. State assistance to district; monitor district actions
  b. State provides supplemental services
- **Year 5: Consequences include:**
  a. Year 4 consequences
  b. District implements at least one corrective action
     - Replace staff
     - New Curriculum
     - Outside Expert
     - Extended school year or day
- **Year 6: Consequences include:**
  a. School plans for restructuring
- **Year 7: Consequences include:**
  a. Implementation of restructuring

Determination of AYP Target

- **Specifies target minimum percentage of students *proficient* each year**
- **Increases up to 100% in regular amounts within 12 years**
- **Applies to all subgroups: race/ethnic, special education, LEP, economic disadvantaged**
- **Set up AYP target line**
  - **Calculate Starting Point**
  - **Set End Point at 100%**
  - **Straight Line or Stair-Step Intervals**

AYP Target Line Example



AYP Target Example

	AYP Target (Percent of Students at Proficient level or above) By Year											
Starting Point	1	2	3	4	5	6	7	8	9	10	11	12
40	45	50	55	60	65	70	75	80	85	90	95	100
40	40	50	50	50	65	65	65	80	80	80	95	100

- Straight line example
- Stair-step example

Meets AYP or Fails to Meet AYP? That is the question.

- ***Meets AYP*** **– School whose percentage of students at or above the *proficient* cutpoint (PAC) is equal to or higher than the AYP target for that year**

- ***Fails to Meet AYP*** **– School whose PAC is lower than AYP target for that year**

Factors Influencing a State's Status

1. **Starting Point – N Tested v Enrolled**
2. **Results of Reading, Math v Reading & Math**
3. **Results of Whole School v Subgroup**
4. **Effects of Minimum Test Size**
5. **Proficiency Level Test**

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Calculation of the Actual Starting Point

- **Use 2001-2002 state test scores or average scores from 1999-2000 and 2000-2001 with 2001-2002**
- **Set starting point by using the higher of two baseline bars:**
  a. **Percent of students at the proficient level in the lowest achieving subgroup**
  b. **Rank schools by percent of students at proficient level, then find 20th percentile point in terms of enrollment**

Example – 20th Percentile of Enrollment Rank by PAC, *Reading*, 2001

Obs*	Total Tested	Total Proficient	Percent Proficient	Cumulative Enrollment	Cumulative Percent Enrollment
5	6	0	0.00	1761	0.33
18	3	0	0.00	6465	1.21
124	60	16	26.67	55621	10.37
249	212	91	42.92	106862	19.93
250	151	65	*43.05*	107689	20.09
251	265	115	43.40	107824	20.11

Starting Point for Reading

Starting Point – N Tested v Enrolled

State 1 (S1)

	Starting Point (Pct Meet or Exceed)	
Content Area	Using N Tested	Using N Enrolled
Reading	42.92	43.05
Math	32.96	32.52

State 2 (S2)

	Starting Point (Pct Meet or Exceed)*	
Content Area	Using N Tested	Using N Enrolled
Reading	60.90	57.14
Math	39.80	36.36

Conclusion:

N Tested v Enrolled didn't affect much.

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Does School meet AYP? School Profiles

State Z: **School as a whole**

Six ethnic/race subgroups

LEP and SPED subgroups

- ✓ **Each school has three profiles: Reading, Math, Combination Reading & Math**
- ✓ **Each profile has nine digits:**

0 = met AYP PAC **1 = failed to meet AYP PAC**

Examples of School AYP Profiles

0 = met AYP PAC 1 = failed to meet AYP PAC

NOTE: A "1" for any digit means the *school fails AYP*

000000000 = school as a whole and each subgroup passed AYP

111111111 = school as a whole and each subgroup failed AYP

010010111 = school as a whole passed and some subgroups failed AYP

100000000 = school as a whole failed and all subgroup passed AYP

101100010 = school as a whole and some subgroups failed AYP

102100210 = school as a whole and some subgroups failed AYP; "2" = failed reading & math

Percent of State Z (Schools) Failing AYP

2001 data	Minimum N Tested			
Reading	1	10	20	40
Failed to meet AYP Target	100.0	67.9	50.0	36.8
Failed to meet AYP Target School as a whole	20.9	15.8	13.2	10.5
Failed to meet AYP Target Subgroup only	79.1	52.1	36.8	26.3

Percent of State Z (Schools) Failing AYP

2001 data	Minimum N Tested			
Math	1	10	20	40
Failed to meet AYP Target	99.9	47.1	27.8	13.3
Failed to meet AYP Target School as a whole	21.7	15.7	12.4	10.1
Failed to meet AYP Target Subgroup only	78.2	31.4	15.4	3.2

*students tested

Percent of State Z (Schools) Failing AYP

2001 data	Minimum N Tested			
Reading & Math	1	10	20	40
Failed to meet AYP Target	100.0	71.6	52.4	38.2
Failed to meet AYP Target School as a whole	24.4	19.1	15.6	12.7
Failed to meet AYP Target Subgroup only	75.5	52.5	36.8	25.5

Some Conclusions

- **The higher the minimum number tested:**
  - **More reliable results**
  - **More schools meet AYP in reading, math, and combined reading and math**
  - **More schools with small subgroups are excluded, therefore they are counted as "meeting AYP"**
- **Schools / subgroups less than the minimum number tested can fall through the cracks and not receive needed assistance.**

And more conclusions. . .

- **When using minimum number tested > 1 in determining the AYP status of a school / subgroup:**
  - **A school / subgroup not identified as "needing improvement" one year can be identified the following year with just an increased N**
  - **Results of schools / subgroups identified as meeting AYP or not meeting AYP can be misleading**

➢ ***For Example. . .***

Example*: Misleading Results

- **State Z** — **Starting point = 40 PAC**
  Minimum N Tested = 20
- **School 1** — **0 out of 19 passing (0%)**
- **School 2** — **7 out of 20 passing (35%)**

- ✓ **Which school is doing a better job?**
- ✓ **Which school will be identified?**

*Richard Hill (NCIEA)

Factors Influencing a State's Status

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Proficiency Level Test

- One state wondered what would happen if performance level 2 on state assessment test was counted as proficient (compared to level 3 counted as proficient)?

***Results using level 2 = proficient*:**

- AYP starting points were higher for both reading and math.
- More schools were identified as needing improvement initially.
- It should be easier for schools to meet AYP improvement increments in subsequent years.

Performance Level Test Decision

- **The state decided not to count level 2 as proficient because:**
  - ***Many schools as a whole had a large group of students hovering in the "level 2" range and the subgroups did not.***
  - ***As a result, the gap between the results for schools as a whole and the subgroups would increase.***
  - ***This decision was believed to be consistent with keeping the state's high standards.***

Issues, questions and conclusions. . .

- It is possible for schools and subgroups to show steady improvement over time, yet still score below the AYP cutpoint. Needing improvement?
- Can schools meet NCLB without compromising established accountability systems (or those in the works) ?
- Unless the rules change or states are given more flexibility, most schools and districts will be identified as "needing improvement" within the next 2-3 years.

More issues. . .

- Can schools meet NCLB and still meet the intellectual (multiple intelligences / multiple learning styles), emotional, and social needs of every child?
- How can states assure parents that all students are taught by qualified teachers who are able to use a multitude of effective teaching styles?
- At what point will we ask *the students* what they need to be successful?

“Never discourage anyone who continually makes progress, no matter how slow.” Plato

For more information:

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