

# **Staff Development: No Child Left Behind**

## **July 19, 2002**

### **Small Group Worksheet**

#### **Accountability, Report Cards, and Options for Students**

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#### **What are the major accountability components in NCLB?**

##### **I. Adequate Yearly Progress (AYP)**

- States must establish a baseline or threshold of proficiency so that all students improve their performance
  - Students need to make continuous progress toward 100 percent proficiency in 2013–2014; states need to develop a timeline to ensure this progress
  - States must increase performance objectives over time, so proficiency baseline will change
- States must conduct math and reading testing in grades 3–8 by 2005 and science testing in these grades by 2007
- Under Title I, states must establish a unitary system to define AYP (Arkansas and Oklahoma have dual systems; Louisiana, New Mexico, and Texas have unitary systems)
- State data must be disaggregated by subgroup (only Texas of the five SEDL states disaggregates by subgroup, and Texas does not report achievement data for English language learners and migrant subsections)
  - Ethnicity
  - Gender
  - Economically disadvantaged
  - English language learners
  - Disability
  - Migrant
- States must define rigorous academic tools by which to assess schools and districts
- States face sanctions for non-conformity; determined annually
  1. Schools that fail to meet AYP for two consecutive years must be identified as “needs improvement.” Technical assistance is to be provided and public school choice must be offered to their pupils by the next school year (unless prohibited by state law)

2. Schools that fail to meet the state AYP for three consecutive years must offer pupils from low-income families the opportunity to receive instruction from a supplemental service provider of their choice (plus actions in No. 1)
3. Schools that fail to meet AYP for four consecutive years must take one or more of a specified series of corrective actions, including: replacing school staff, implementing a new curriculum, decreasing management authority at the school level, appointing an outside expert to advise the school, extending the school day or year, or changing the school's internal organizational structure (plus actions in Nos. 1 and 2)
4. Schools that fail to meet AYP standards for five consecutive years must be restructured. Such restructuring must consist of one or more of the following actions: reopening a charter school, replacing all or most school staff, state takeover of school operations (if permitted under state law) or other major restructuring of school governance (plus actions in Nos. 1–3)

## II. Report Cards

- State and school report cards are required annually starting with the 2002–2003 school year; only required at state and district levels and don't specify school
- State report cards, which are required for the public and the federal government, contain the following information:
  - Student academic achievement on statewide tests disaggregated by subgroup
  - A comparison of students at basic, proficient, and advanced levels of academic achievement (levels determined by state)
  - High school graduation rates
  - The number and names of schools identified for improvement
  - The professional qualifications of teachers
  - The percentages of students not tested
- School districts must prepare annual reports for parents and the public on the academic achievement of all schools combined and of each individual school
  - The school district report cards will include the same information as the state report card
  - At the beginning of each school year, school districts must make available to parents, upon request, the following information about their child's classroom teacher:
    - Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas taught
    - Whether the teacher is teaching under emergency or provisional status
    - The baccalaureate degree of the teacher and any other graduate certification or degree held by the teacher, and the subject area of the certification or degree

- Whether the child is provided service by paraprofessionals and, if so, the paraprofessionals' qualifications
- Individual school report cards include whether the school has been identified for school improvement and how its students performed on the state test compared to the school district and state as a whole

### III. School Choice

- Voluntary school choice: Participation is voluntary in the sense that states must apply for grants (\$200 million available). The different components of choice, ranked from the least to the most controversial, are:
  - Magnet schools
  - Open enrollment
  - Charter schools
  - Tax credits and deductions
  - Vouchers
- Involuntary school choice: Sanctions for low performance include mandatory public school choice or mandatory supplemental services (starts as early as this fall)
  - Students can transfer to different schools within the district depending on space availability in other schools
  - District has to pay for child to be transported
  - If all public schools in a district are low performing, the district must establish relationships with schools outside the district
  - The money follows the student

### **What changes to state accountability systems will take place in the five-state region as a result of NCLB?**

All states will need to:

- Develop new data-reporting systems (all states will need to report by subgroups)
- Use unitary accountability systems
- Conduct testing in grades 3-8
- Clarify/redefine what adequate yearly progress means
- Have a plan in place for addressing sanctioned schools
- Involve family and community in the whole process
- Consider budgetary changes

### **What are the implications of the accountability components for SEDL's work in the region?**

- RELs and CACs may be called upon to serve on committees to provide consultation and technical assistance to low-performing schools
- As a regional center, SEDL can serve as a resource for the five states

- SEDL, as an institution, needs to decide whether it should actively pursue training and technical assistance contracts with our five states
- Research will be necessary to assist our districts in determining the effectiveness of new laws (SEDL doesn't have the capacity to do this at this point, but SEDL could seek out partners to help with this)

### **Who will be impacted by the accountability components of the NCLB legislation?**

- States
- Districts
- Schools
- Students
- Parents
- Other agencies

### **Where can our clients go for more information or assistance?**

A list of federal resources, national education groups, and state and local resources is available at <http://www.NoChildLeftBehind.gov/next/where/index.html>.

### **When will changes take place (i.e., timeline for states to comply with the accountability components of NCLB)?**

Fall 2002 unless the state demonstrates emergency.

### **Why is the NCLB Act making changes to the existing legislation? How is the 2001 law different from the 1994 legislation?**

The NCLB Act is making changes to the existing legislation because the level of proficiency has been lower for certain populations. These changes will bring conformity to the original law (ESEA), provide clear sanctions combined with enforcement, and focus on results.

<b>1994</b>	<b>2001</b>
AYP was left up to the states, so there were 50 different definitions of AYP.	Uniformity in definition of AYP; testing in grades 3-8.
No real enforcement.	If schools don't show improvement within a finite period of time, they will endure sanctions and possible enforcement of sanctions with federal money attached.
Focuses on process.	Focuses on results.

**How will states be supported in making the changes?**

There won't be a lot of support for states aside from the following:

- More money (grants)
- More flexibility in spending the money
- More technical assistance for Title I schools
- More publications related to this law

**How will the new legislation be enforced?**

This is uncertain in a political environment plagued by a bad economy and a war on terror. There are too many economic factors.