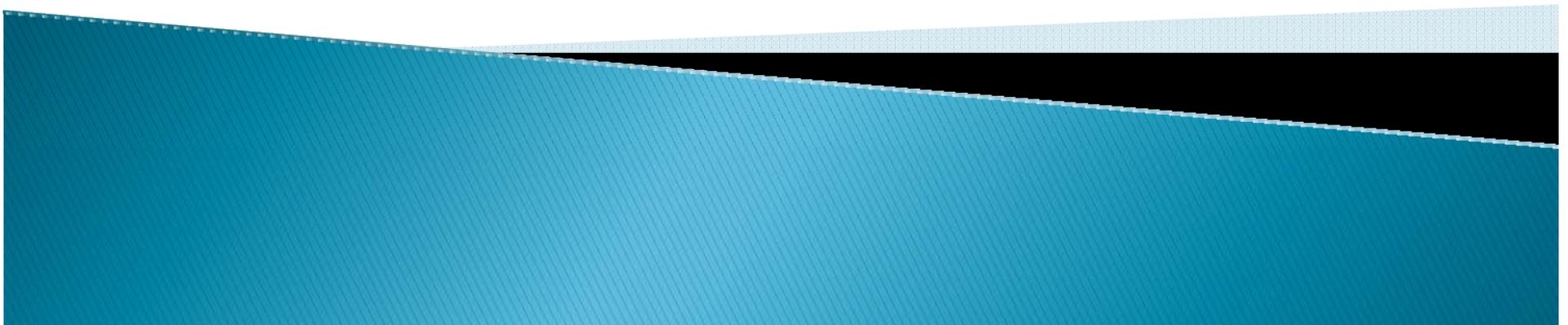


# **NCLB Accountability Overview**

**ESEA Flexibility Workgroups  
May 22, 2012**



# Determining School/District Accountability Status

- ▶ Status model
- ▶ Annual progress determinations
- ▶ Based on state level assessment of Maine's academic standards in English/ Language Arts (ELA) and Math
- ▶ Includes participation and performance of all students.
- ▶ Includes disaggregation of student groups
- ▶ Includes other academic indicators
- ▶ Annual progress informs overall status.

# Determining Adequate Yearly Progress (AYP)

Schools must meet the participation targets and performance targets in ELA and Math for 9 student groups

- Whole group
- Ethnic groups:
  - African American/Black
  - American Indian or Native American
  - Asian or Pacific Islander
  - Caucasian
  - Hispanic
- Economically Disadvantaged (eligible for free or reduced lunch)
- Students with Disabilities
- Limited English Proficient students

# Determining Adequate Yearly Progress (AYP)

Schools must meet the participation targets for  
ELA and Math

## Participation

- ▶ Participation data must be 95%
  - Minimum Group n-size 41
  - Current year test-takers

# Determining Adequate Yearly Progress (AYP)

Schools must meet the performance targets for  
ELA and math

## Performance

- Minimum Group n-size 20
- Based on students with a Full Academic Year
- Gr 3–8 Performance
  - Total students taught–gr 2–7 of previous year
  - 1 year of data
- High School Performance
  - 2 years of data

# Determining Adequate Yearly Progress (AYP)

Performance targets may be met by:

- ▶ The percent of students meeting proficiency
- ▶ The percent of proficiency with a confidence interval applied

If the proficiency targets are not met, the group is reviewed for Safe Harbor

# Determining Adequate Yearly Progress (AYP)

## Safe Harbor

- ▶ Safe Harbor compares the performance from one year to the next and may help the school make Adequate Yearly Progress.
- ▶ Safe Harbor is applied if schools decrease the percent of students not proficient by 10%.
- ▶ The eligible student group(s) must also meet the additional indicator.

# Determining Adequate Yearly Progress (AYP)

Schools must meet the targets in:

## Other Academic Indicator

- Grade 3–8: Average Daily Attendance
- High School: Graduation rate
  - Federal 4–year adjusted cohort

# Determining Adequate Yearly Progress (AYP)

37 possible cells must all meet targets

GROUP	READING					MATHEMATICS				
	Participation	Academic Achievement	Safe Harbor		Met AYP	Participation	Academic Achievement	Safe Harbor		Met AYP
			10% Rule	Attendance Rate				10% Rule	Attendance Rate	
Whole School	Yes	Yes (CI)			Yes (CI)	Yes	No	Yes	No	No
Caucasian/White	Yes	Yes (CI)			Yes (CI)	Yes	Yes (CI)			Yes (CI)
African American/Black	*	*			*	*				*
Hispanic	*	*			*	*				*
Asian or Pacific Islander	*	*			*	*				*
American Indian or Native Alaskan	*	*			*	*				*
Economically Disadvantaged	Yes	No	Pending SH		Pending SH	Yes	No	Pending SH		Pending SH
Students with Disabilities	*	No	Pending SH		Pending SH	*	No	Pending SH		Pending SH
Limited English Proficient	*	*			*	*				*
Did the school and every group make AYP in the content area?					Pending SH					
Did the school as a whole meet the requirement for attendance?			No							

**KEY**  
 Yes Group meets the requirement  
 No Group does not meet the requirement

# Determining Adequate Yearly Progress (AYP)

## Rising Annual AYP Targets

Reading	Testing Year				Additional Indicator	
	Grades 3-8	% meets	High School	% meets	Average Daily Attendance (Grades 3-8)	
	2009-2010	66%	2009-2010	71%	2009-2010	92%
	2010-2011	75%	2010-2011	78%	2010-2011	93%
	2011-2012	83%	2011-2012	86%	2011-2012	94%
	2012-2013	92%	2012-2013	93%	2012-2013	95%
	2013-2014	100%	2013-2014	100%	2013-2014	96%
Math	Grades 3-8	% meets	High School	% meets	Graduation Rate (High School) *	
	2009-2010	60%	2009-2010	54%	2010	80%
	2010-2011	70%	2010-2011	66%	2011	83%
	2011-2012	80%	2011-2012	77%	2012	86%
	2012-2013	90%	2012-2013	89%	2013	89%
	2013-2014	100%	2013-2014	100%	2014	90%

# Determining School/District Accountability Status

Based on annual progress from year to year

- ▶ All targets met: Making AYP
- ▶ Targets Not Met–1<sup>st</sup> year: Monitor
- ▶ Targets Not Met–2<sup>nd</sup> year: CIPS1
- ▶ Targets Not Met–3<sup>rd</sup> year: CIPS2
- ▶ Targets Not Met–4<sup>th</sup> year: CIPS3–Corrective Action
- ▶ Targets Not Met–5<sup>th</sup> year: CIPS4
- ▶ Targets Not Met–6<sup>th</sup> year: CIPS5–Restructuring
- ▶ Targets Not Met–7<sup>th</sup> year +: CIPS–R

# Accountability–reporting & supports

## Annual reporting

- ▶ All public schools
- ▶ Annual progress
- ▶ Overall Status

1211	RSU 17/MSAD 17	Agnes Gray 1549 School	K-4	yes	All Targets Met-SH	All Targets Met-SH	Making AYP	Making AYP	Making AYP
1284	Airline C.S.D.	Airline Community 1835 School	4YO-8	yes	All Targets Met	All Targets Met	Making AYP	Making AYP	Making AYP
1170	Waterville School Dept.	Albert S Hall 1418 School	4-5	SWP	All Targets Met-SH	Targets not met E	Making AYP	CIPS2	CIPS2
1243	RSU 49/MSAD 49	Albion Elementary 1673 School	K-6	Yes	Targets not met W,C,E	Targets not met W,C,E	Monitor	Monitor	Monitor

# Support for schools (Title I)

- ▶ Provided for Title I served schools in Continuous Improvement Priority Status-year 1 (CIPS1) or higher
- ▶ Team of independent consultants-former school/district administrators
  - Act as liaisons between schools and MDOE
  - Facilitate CIPS plan development and implementation
  - Facilitate data review and needs assessment
  - Provide guidance for Title I requirements for parental notification

# Support for schools (Title I)

- ▶ Title I school improvement funds
  - Support school level improvement activities
  - Large scale state activities
  
- ▶ Additional requirements/ sanctions
  - Funding set asides for PD
  - School Choice
  - Supplemental Educational Services (SES)

# Support for schools (Title I)

- ▶ MDOE contacts

Rachelle Tome-ESEA Federal Programs Director

[Rachelle.tome@maine.gov](mailto:Rachelle.tome@maine.gov)

Steve Vose-Title I School Improvement Coordinator

[Steve.vose@maine.gov](mailto:Steve.vose@maine.gov)

George Tucker-Title I SES/ School Improvement Consultant

[George.tucker@maine.gov](mailto:George.tucker@maine.gov)

ESEA clearinghouse: 207-624-6705