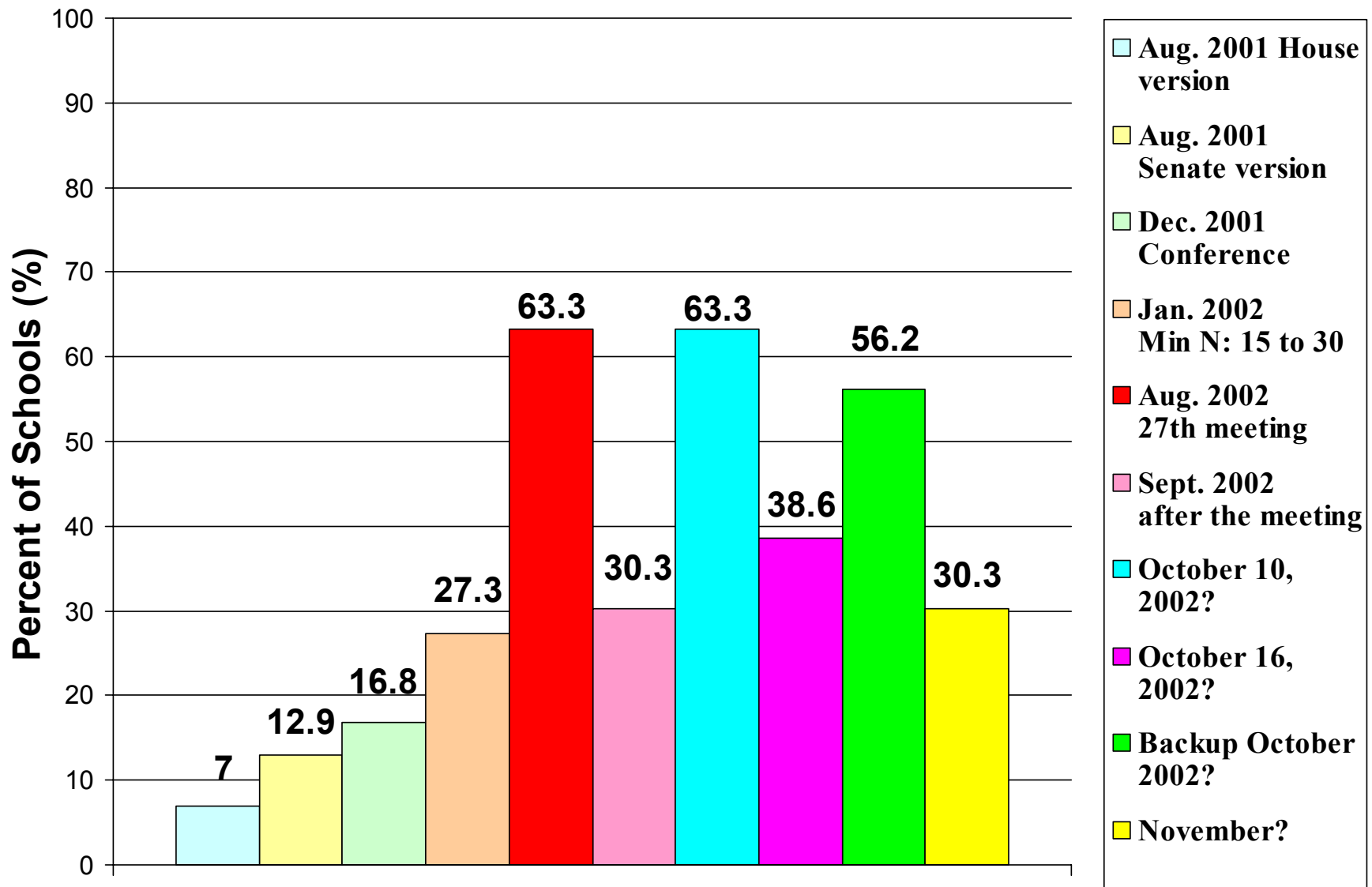


**Adequate Yearly Progress (AYP)
Under the NCLBA
and
One California District (CA)
Performance**

**CERA Conference
Gongshu Zhang
November 14, 2002**

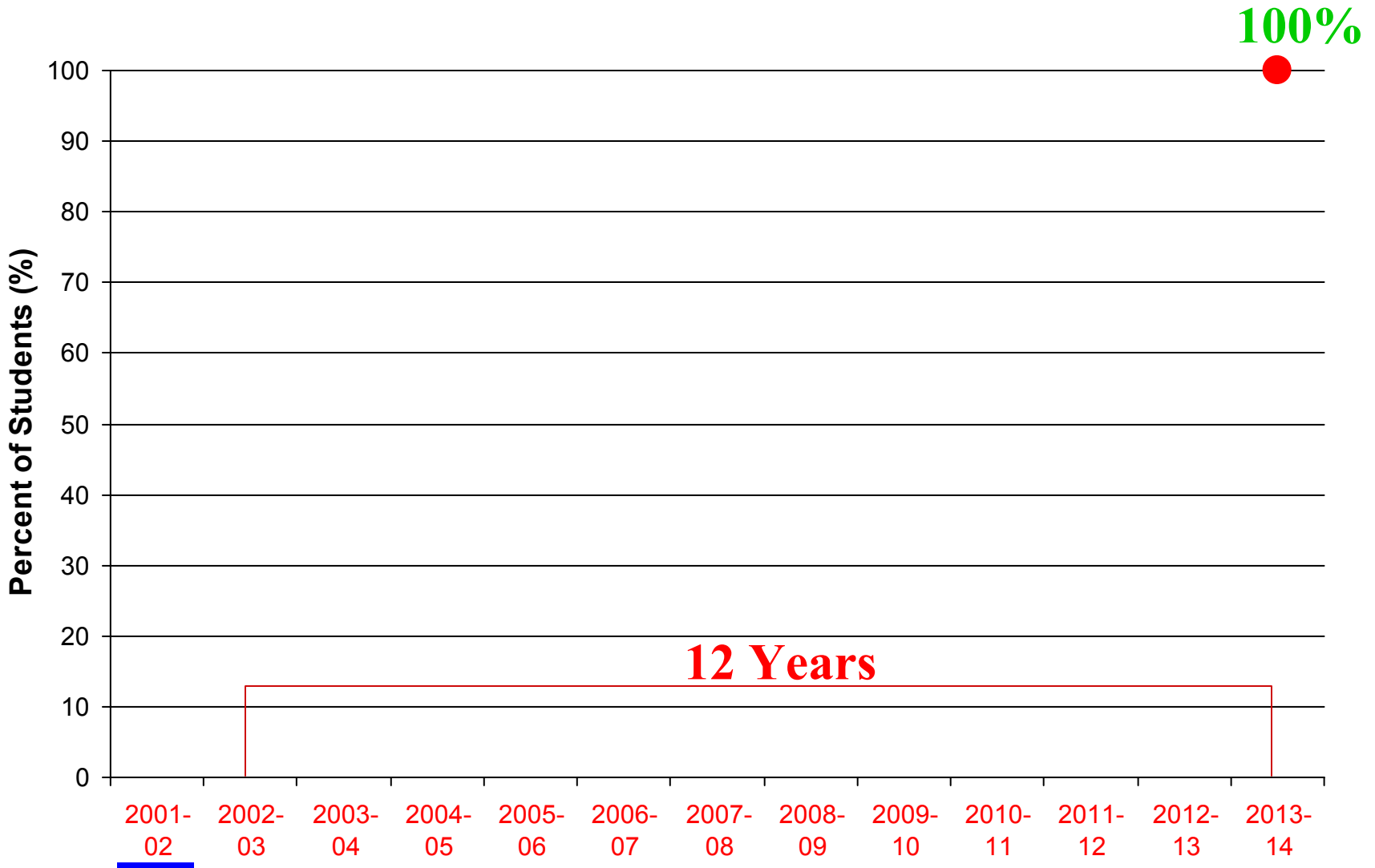
Changes in Percentage of NC Schools Made AYP



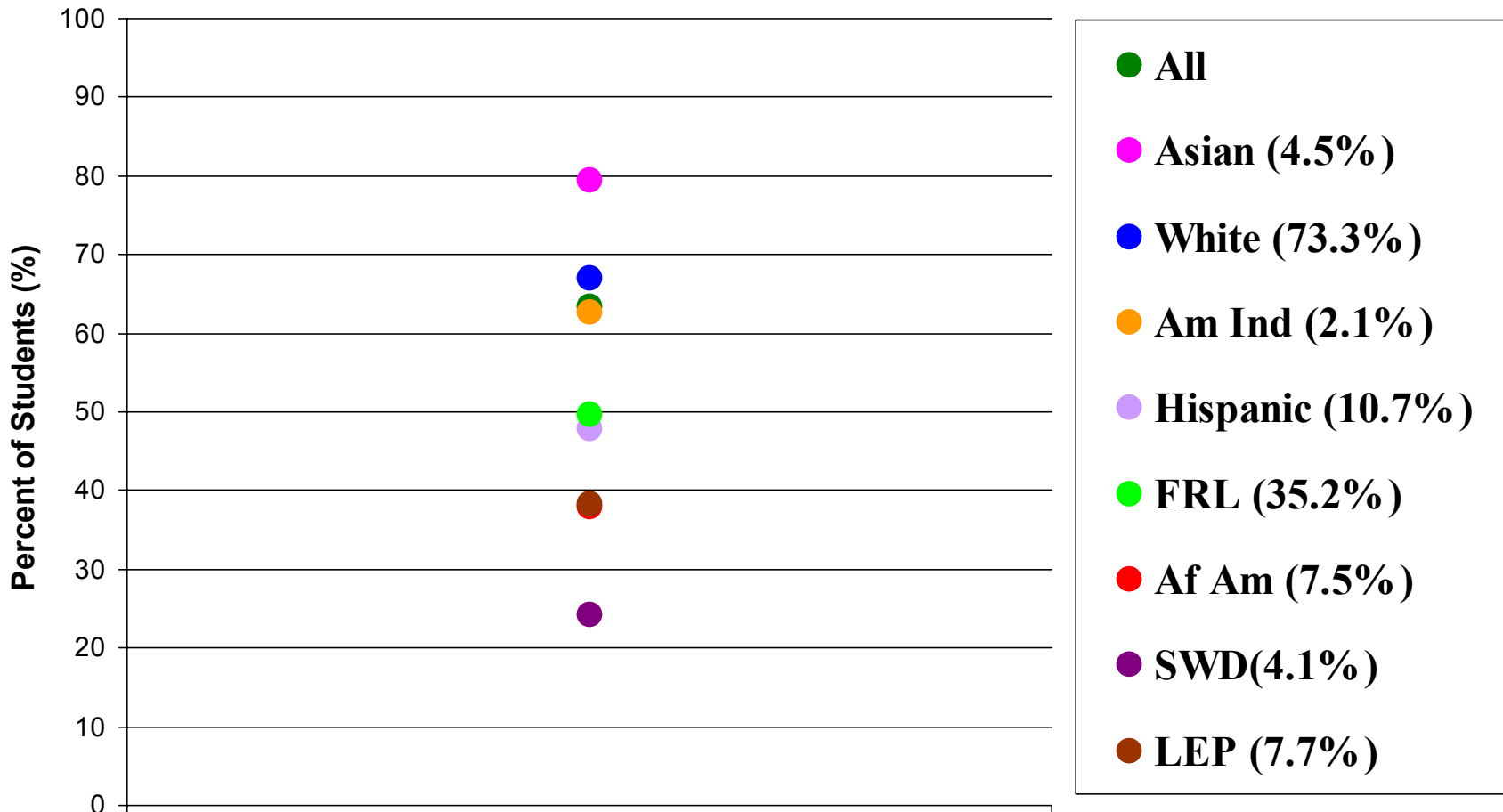
Part I

Main Provisions for AYP under the NCLBA - Sec. 1111 and One California District (CA) Performance

I. Goal, Timeline, and Year of Starting Point

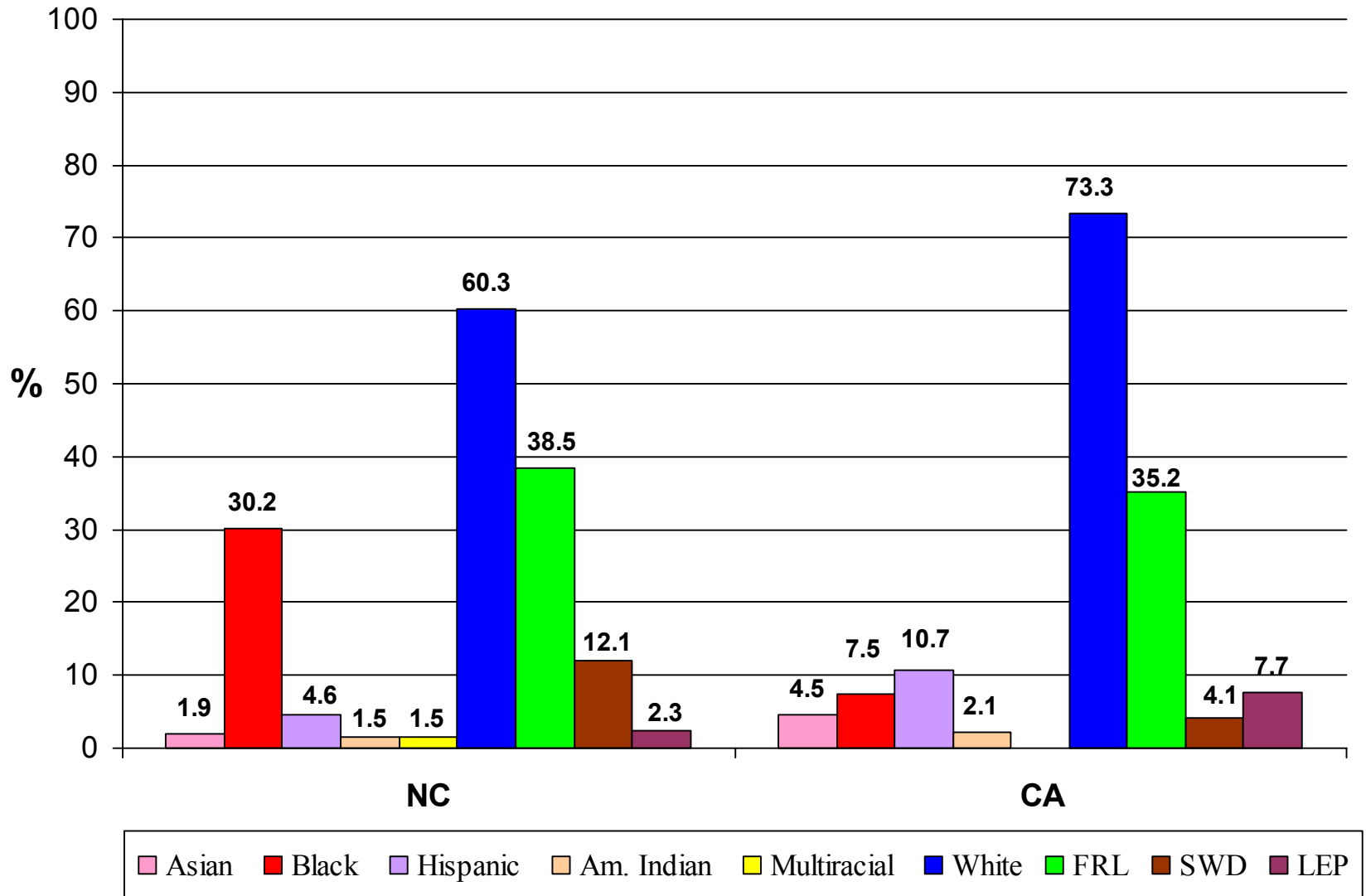


II. Type of Groups of Students to Be Separately Evaluated*- CA

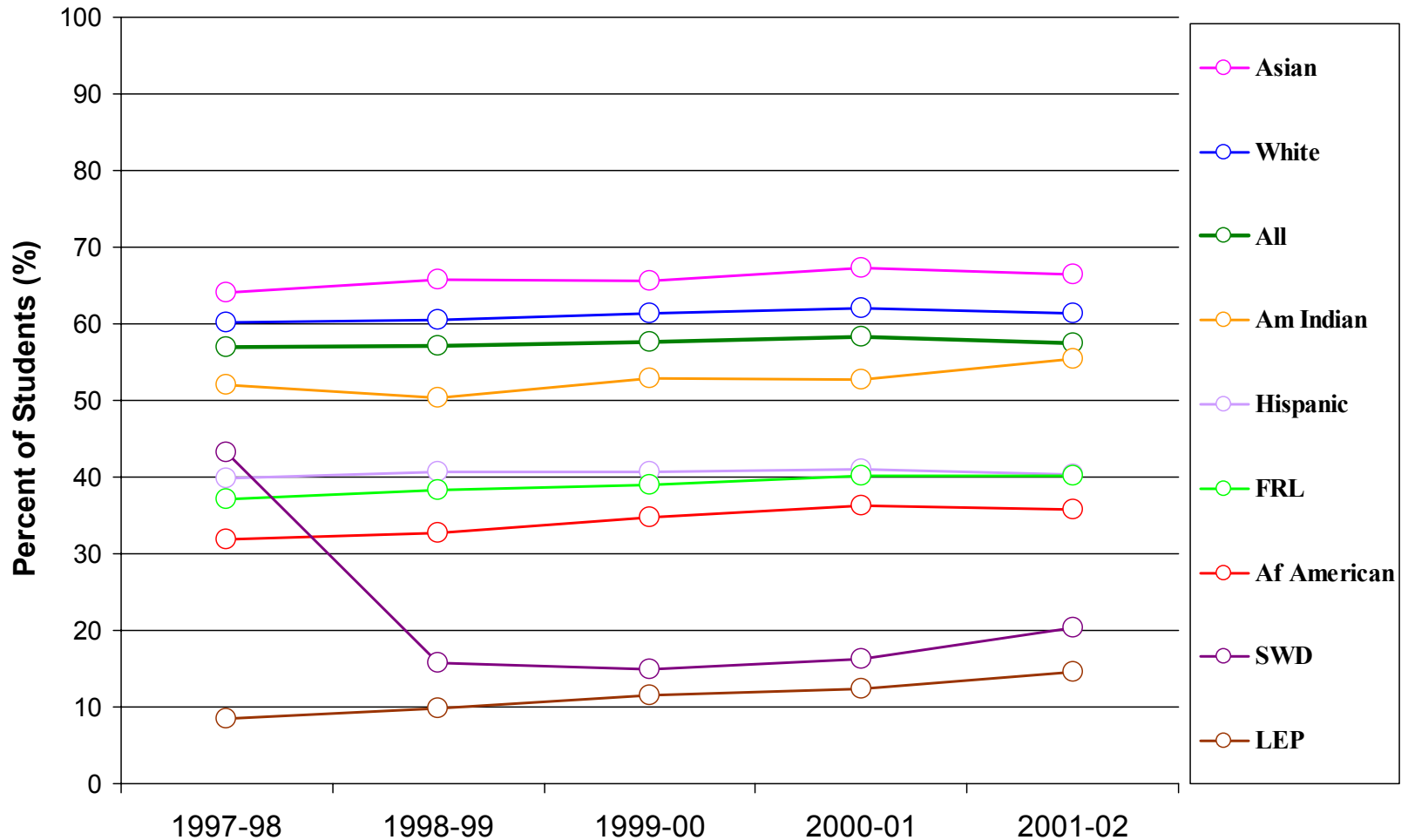


* For a group to be included in the evaluation the number of students in the group should be sufficient to yield statistically reliable information. This study uses 30 as minimum number.

Percentage of Students: NC vs. CA for Major Ethnic Groups and Disadvantaged Groups

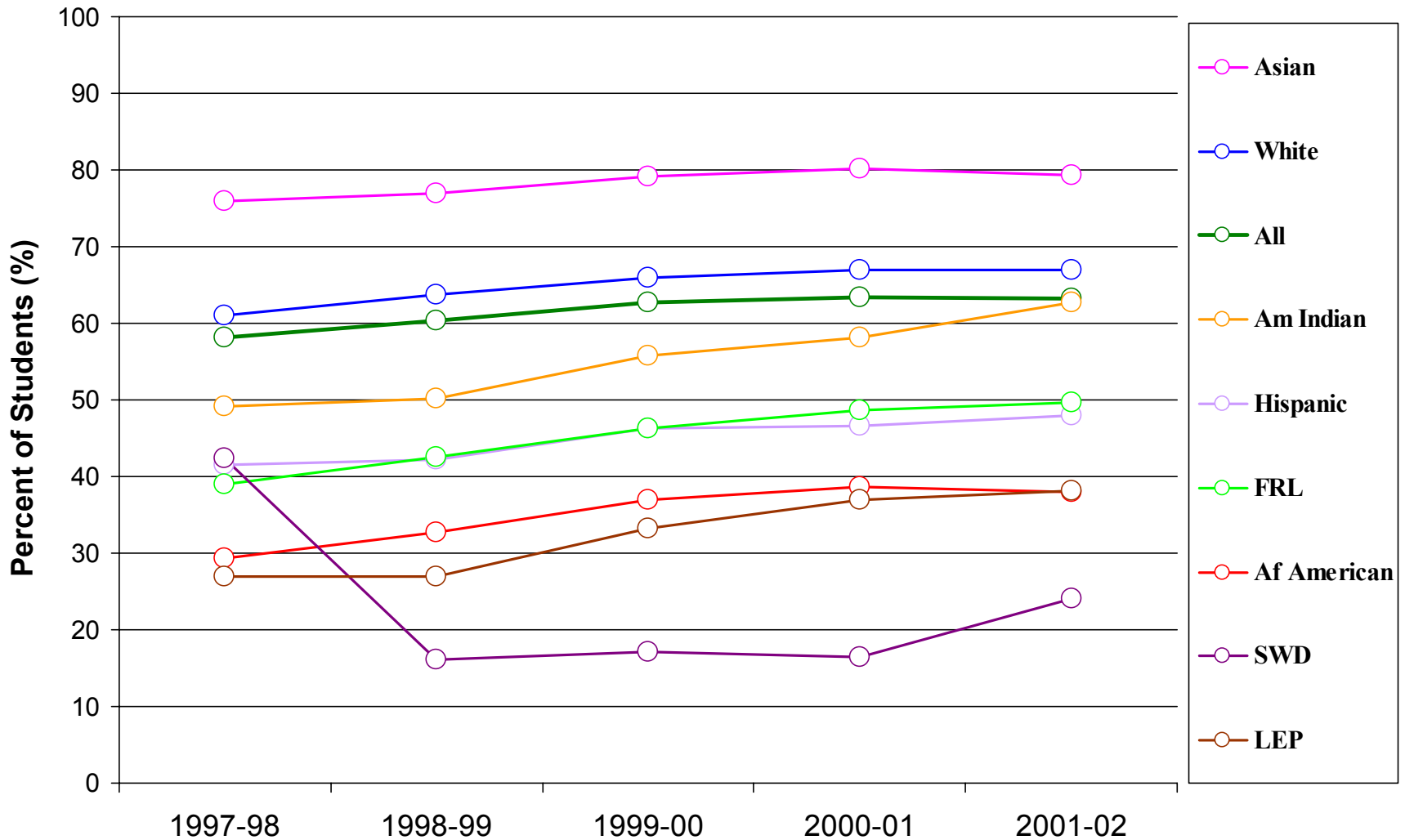


III. Separate Assessments of **Reading**, and **Math** for **Each** of All Valid Student Groups *CA Reading - 1998 to 2002*



III. Separate Assessments of **Reading**, and **Math** for **Each** of All Valid Student Groups

CA Math - 1998 to 2002



IV. Initial Bars

Achievement Bar: A single minimum percentage applies separately to each group of students

Initial Bars: Based on **the higher of the percentage** of students at the proficient level who are in (i) the State's **lowest achieving group** of students, or (ii) the school at **the 20th percentile** in the State, **based on enrollment**, among all schools ranked by the percentage of students at the proficient level

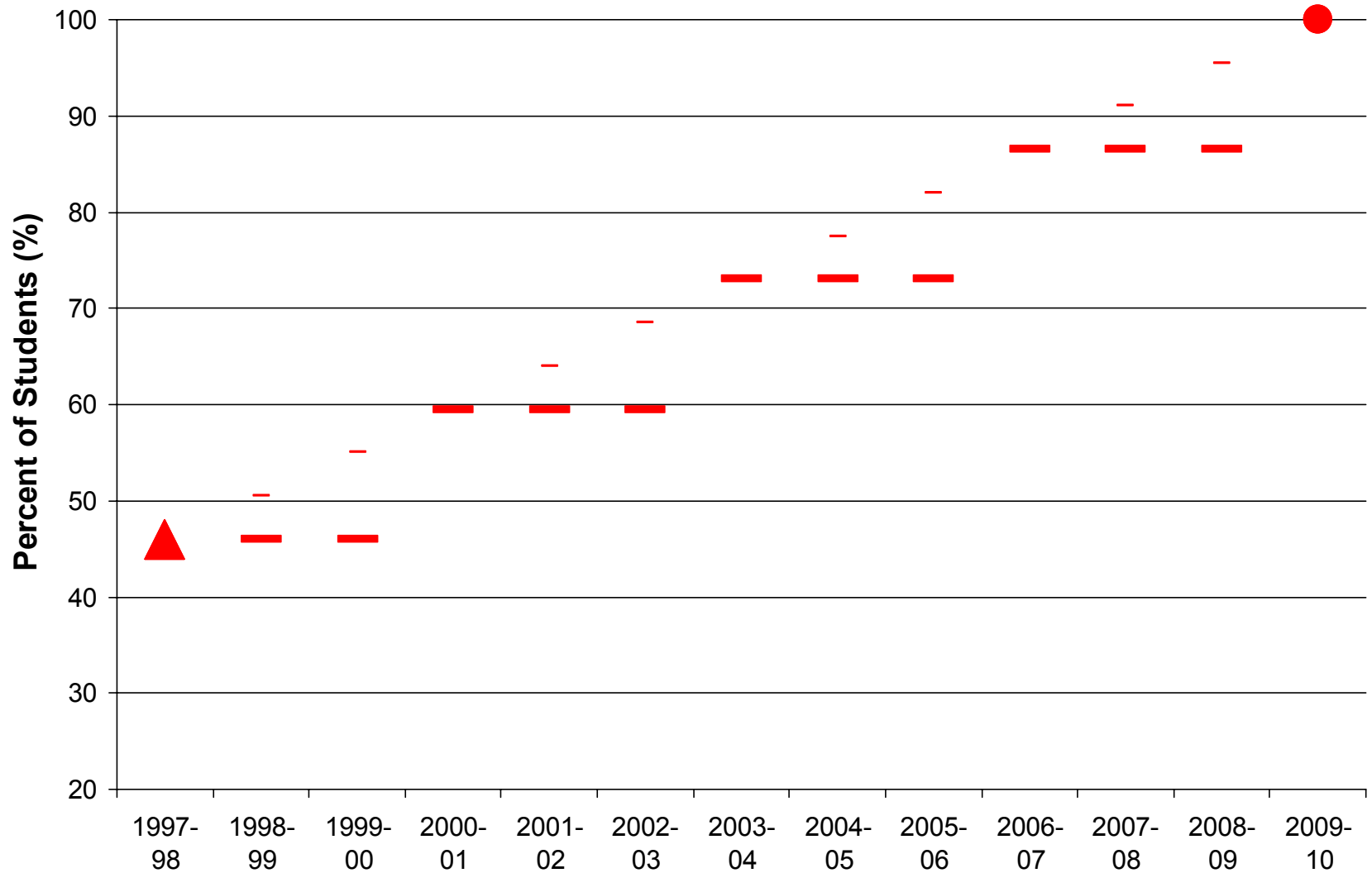
Based on CA Stanford/9 1997-98

	The Lowest Group	The 20 th Percentile School*
Reading	8.49	46.04
Math	27.00	45.65

* **Weighted by enrollment**

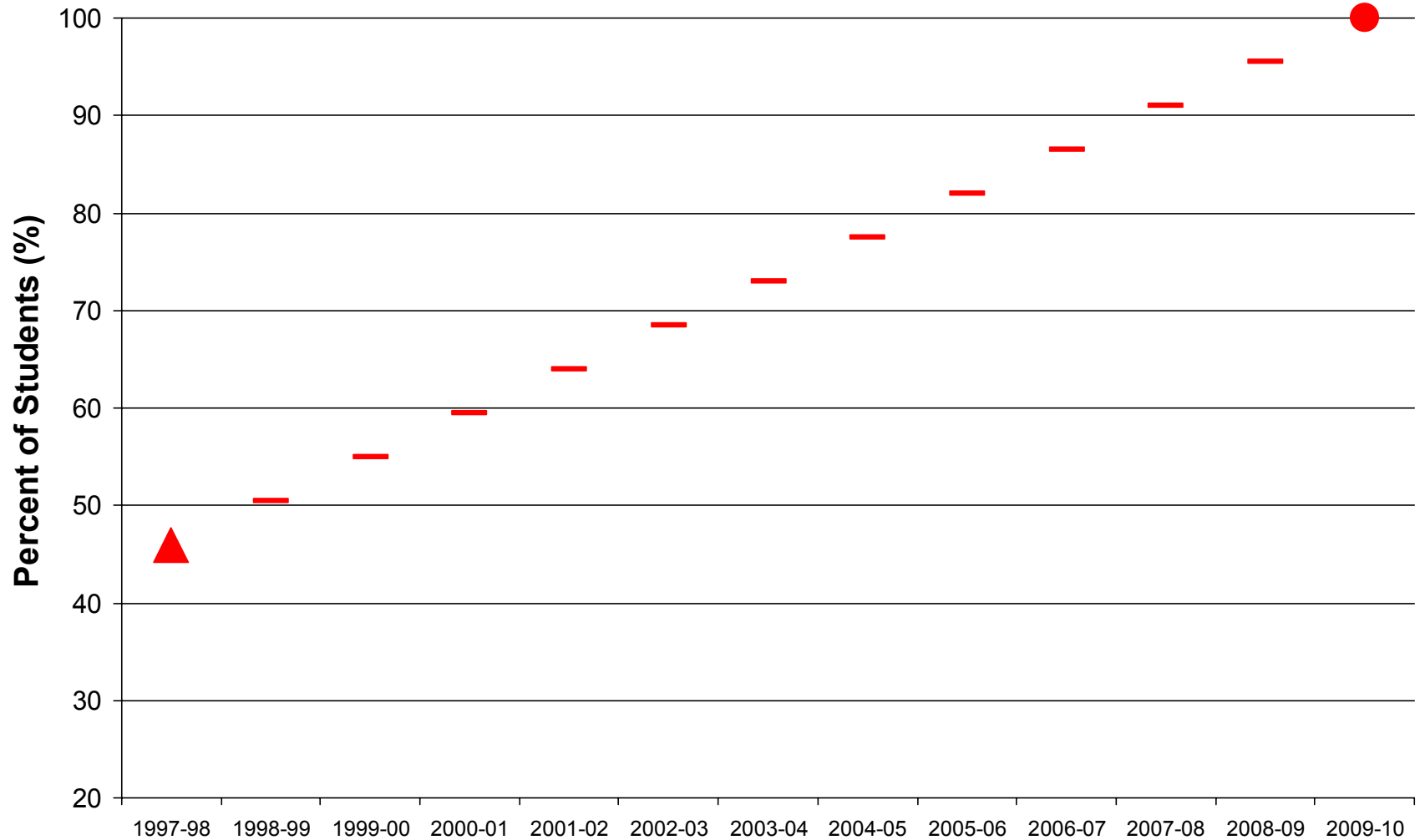
V. Choice for Raising Subsequent Bars

Raising Bars Annually vs. Every Three Years



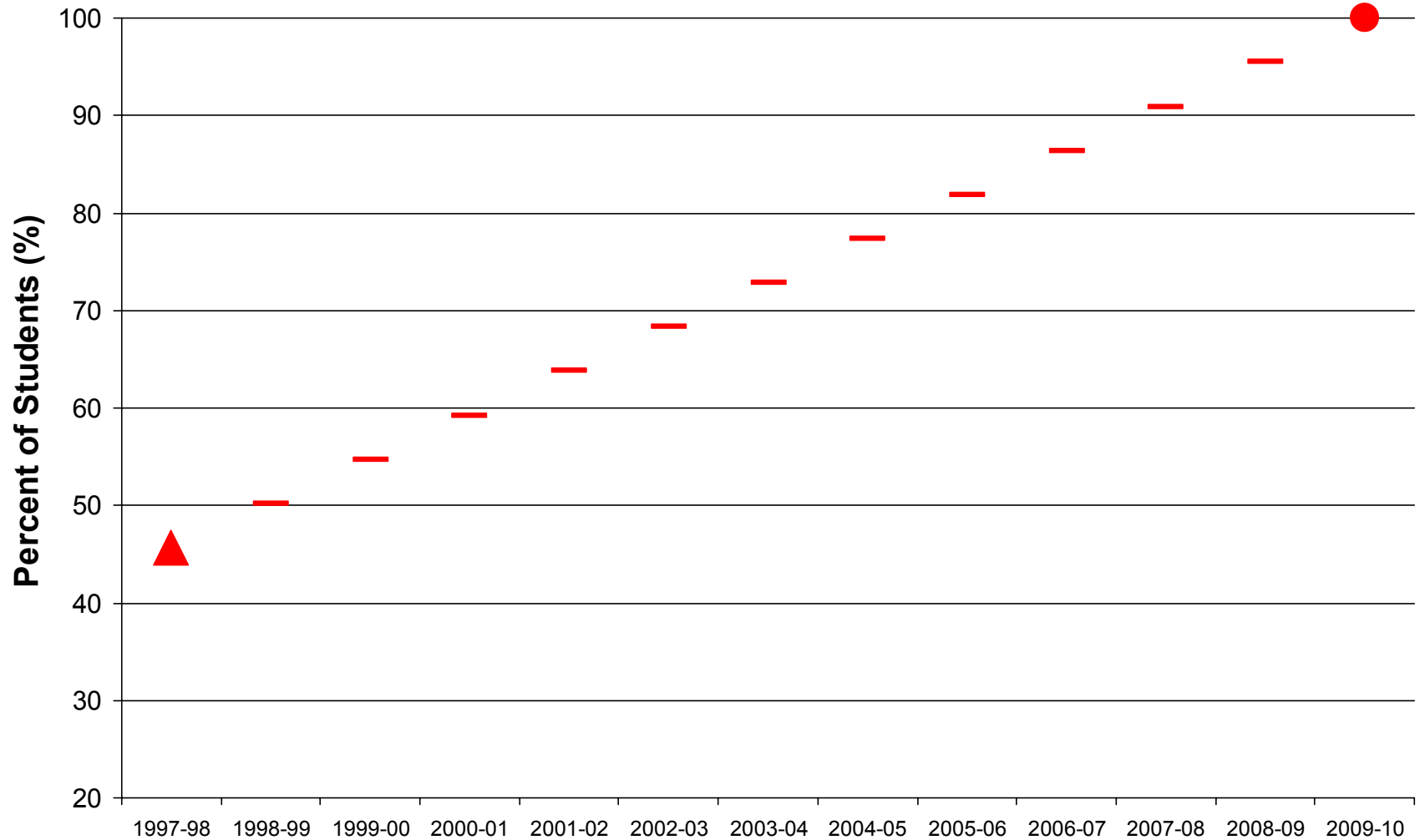
Scenario (1): Reading Achievement Bars

Base line: 20th percentile school's percentage weighted by enrollment
Subsequent achievement bars: Raised annually



Scenario (1): Math Achievement Bars

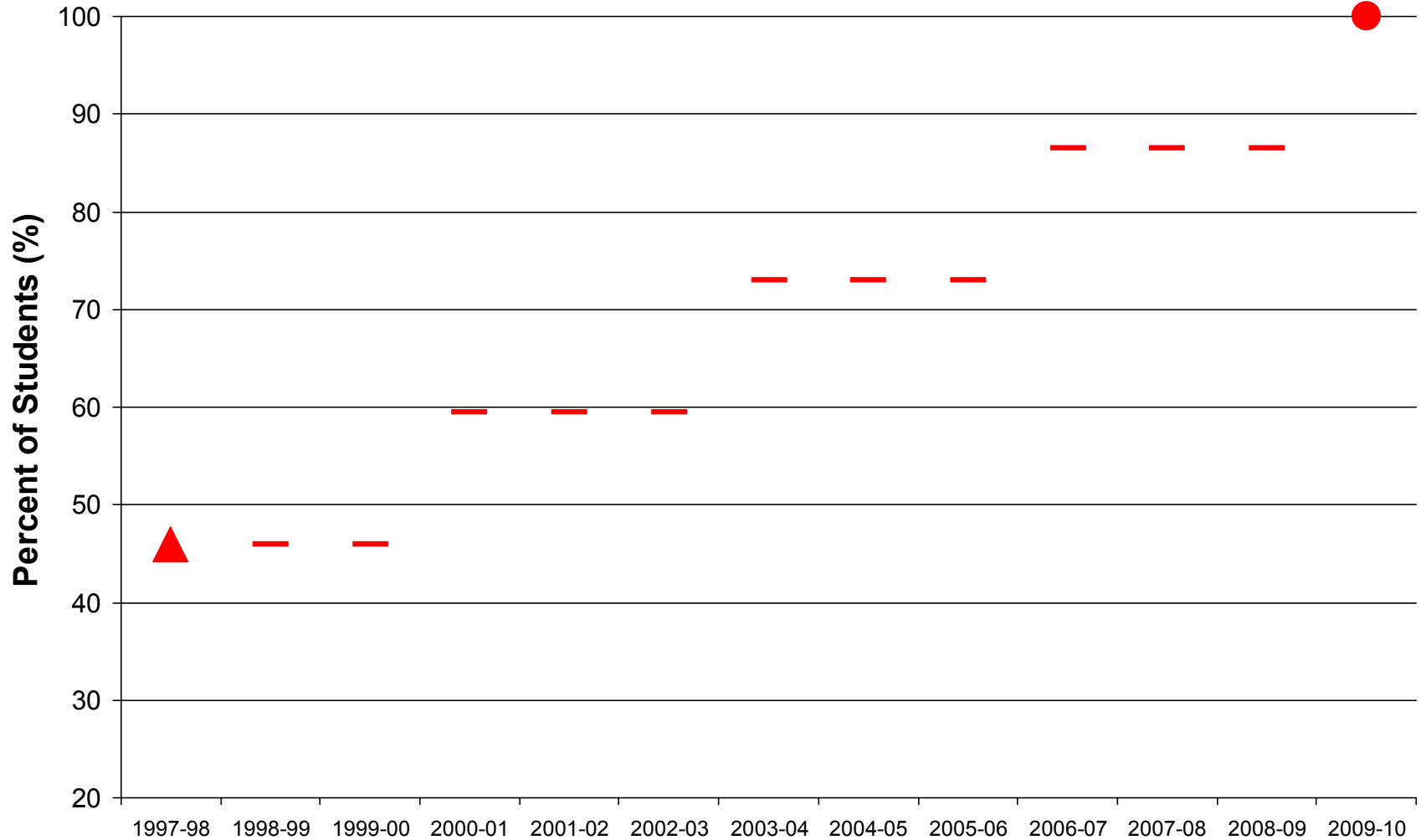
Base line: 20th percentile school's percentage weighted by enrollment
Subsequent achievement bars: Raised annually



Scenario (2): Reading Achievement Bars

Base line: 20th percentile school's percentage weighted by enrollment

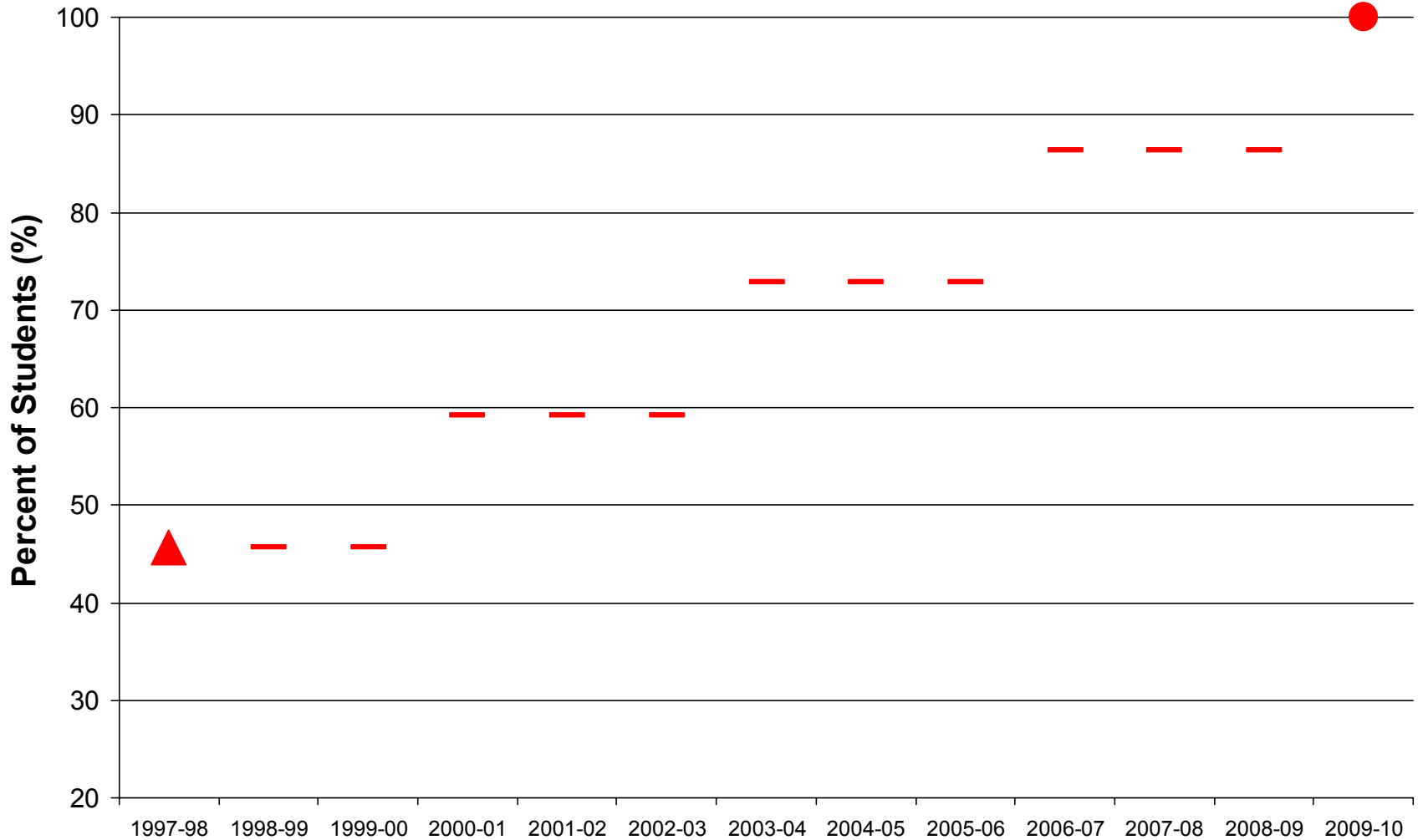
Subsequent achievement bars: Raised every 3 years (including base line year)



Scenario (2): Math Achievement Bars

Base line: 20th percentile school's percentage weighted by enrollment

Subsequent achievement bars: Raised every 3 years (including base line year)

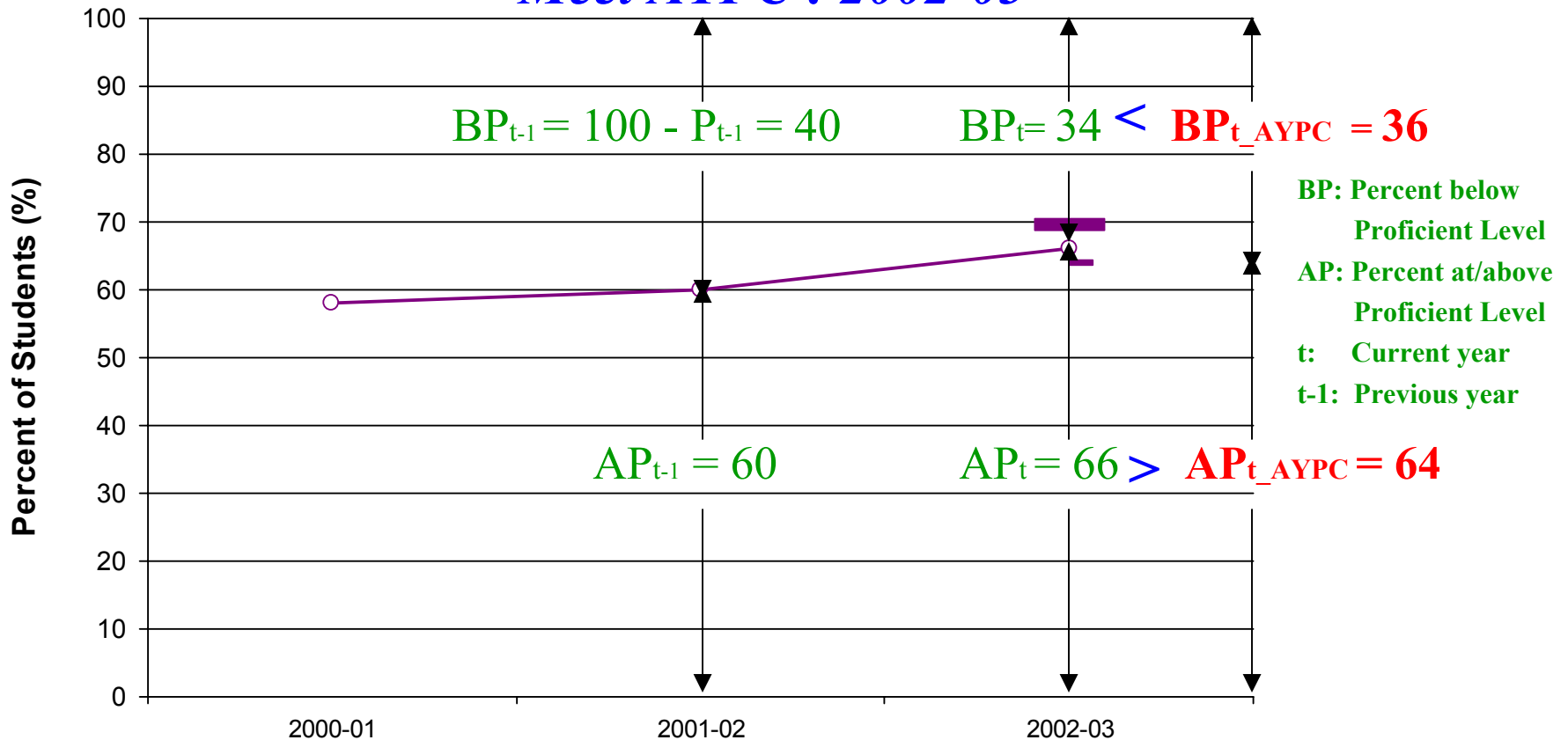


VI. AYP Consideration (AYPC/Safe Harbor)

If any group of students does not meet /exceed the achievement bar but meet the following conditions, it can be considered to make **AYPC**:

- i) The percentage of students in that group who **do not meet or exceed** the proficient level for that year **decreases by 10%** from the proceeding school year;
- ii) That group **makes progress on one or more of the academic indicators**, such as attendance rate, graduation rate, percentage in gifted/talented programs, and etc.

Meet AYPC : 2002-03

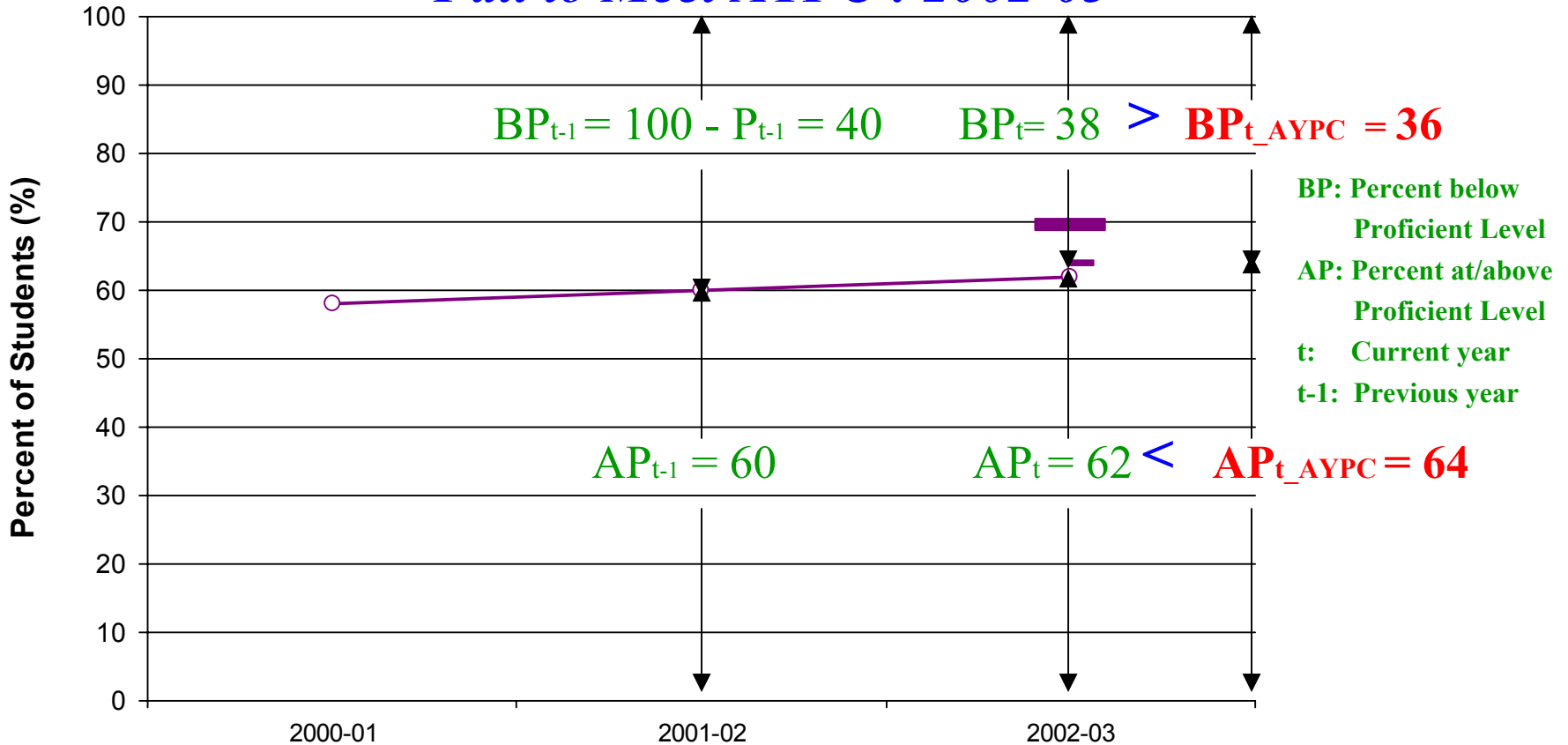


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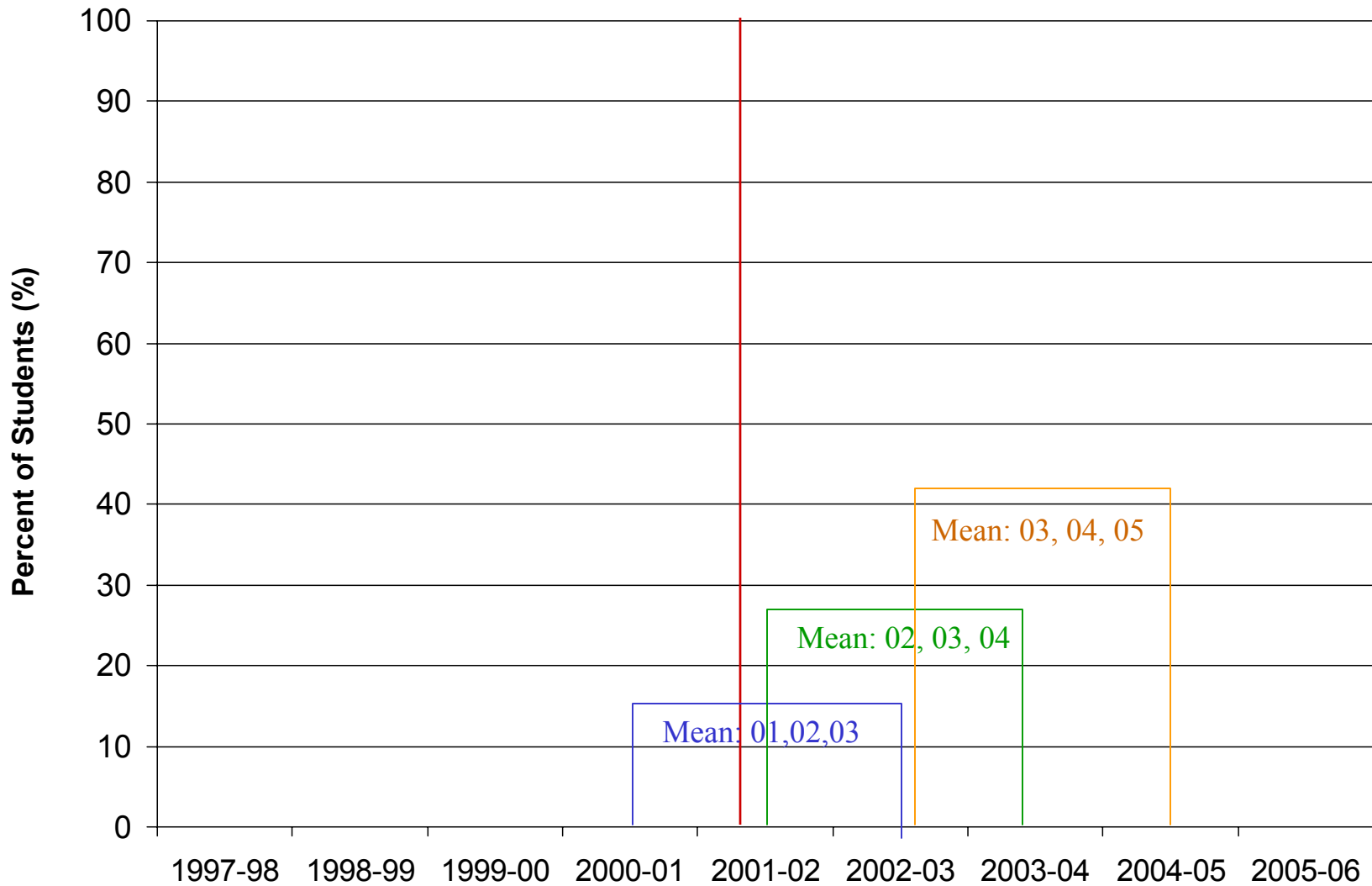
- i) The percentage of students in that group who **do not meet or exceed** the proficient level for that year **decreases by 10%** from the proceeding school year;
- ii) That group **makes progress on one or more of the academic indicators**, such as attendance rate, graduation rate, percentage in gifted/talented programs, and etc.

Fail to Meet AYPC : 2002-03



VII. Uniform Averaging Procedure

1-8-2002

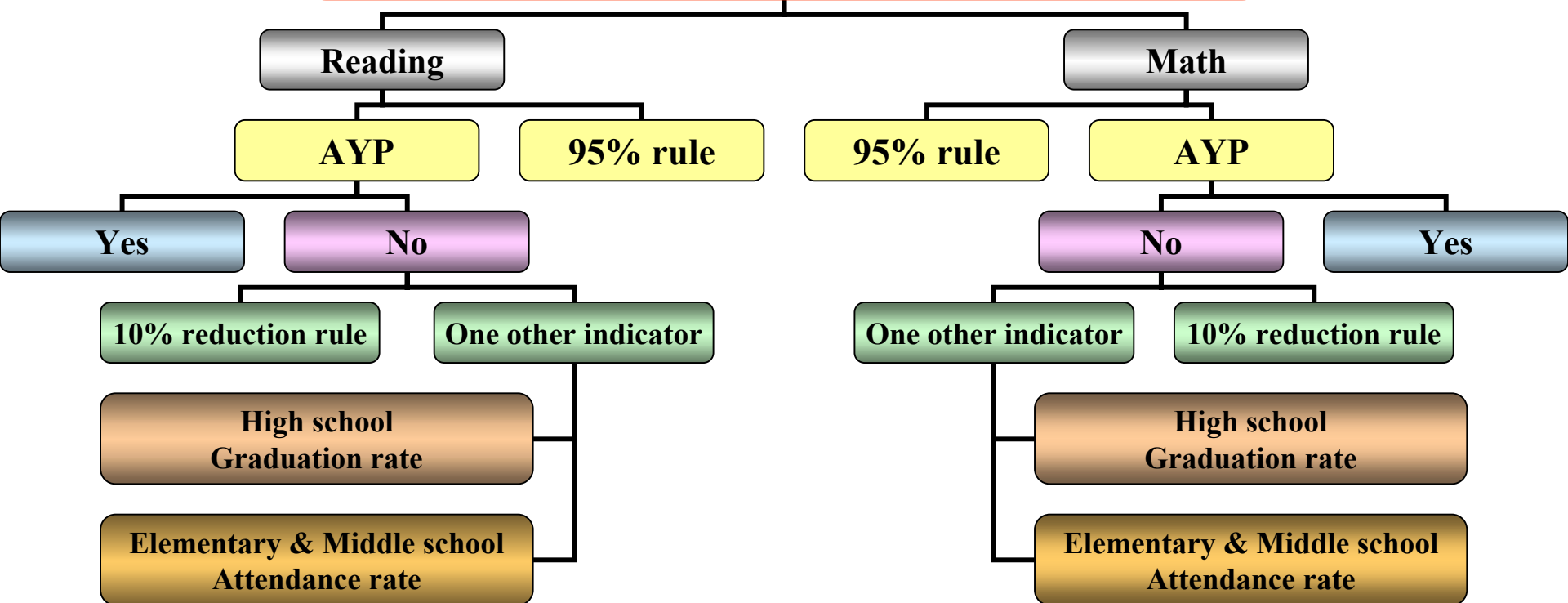


VIII. For a School/LEA Making Annual Improvement – AYP

Every school/LEA-level group must pass following four yellow cells

Any group fails in any yellow cell, whole school/LEA will be identified failing to make AYP

Separate Evaluation Available Valid Groups:
School as a group, FRL group, LEP group, Disabled group,
White, Black, Hispanic, Asian, Multiracial, Am. Indian

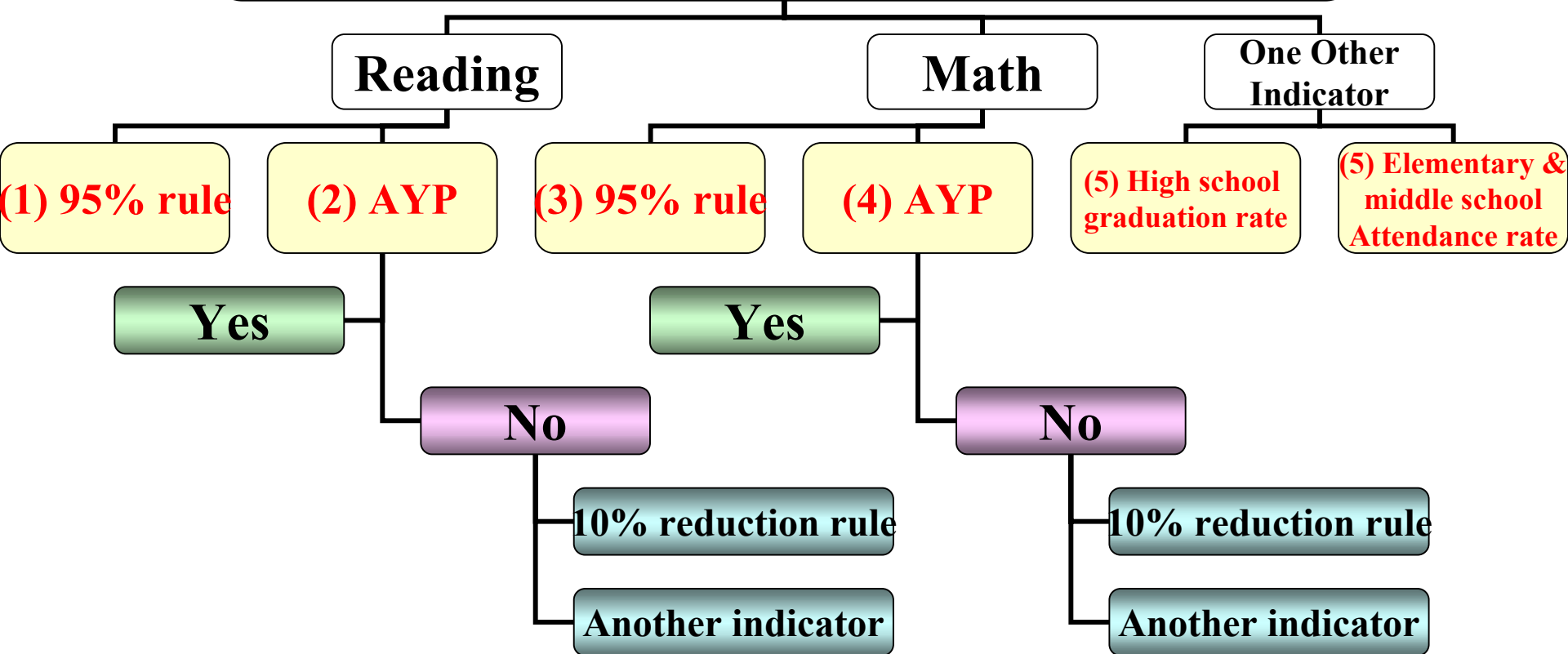


VIII. For a School/LEA Making Annual Improvement – AYP

Every school/LEA-level group must pass following five yellow cells

Any group fails in any yellow cell, whole school/LEA will be identified failing to make AYP

Separate Evaluation Available Valid Groups:
School as a group, FRL group, LEP group, Disabled group,
White, Black, Hispanic, Asian, Multiracial, Am. Indian

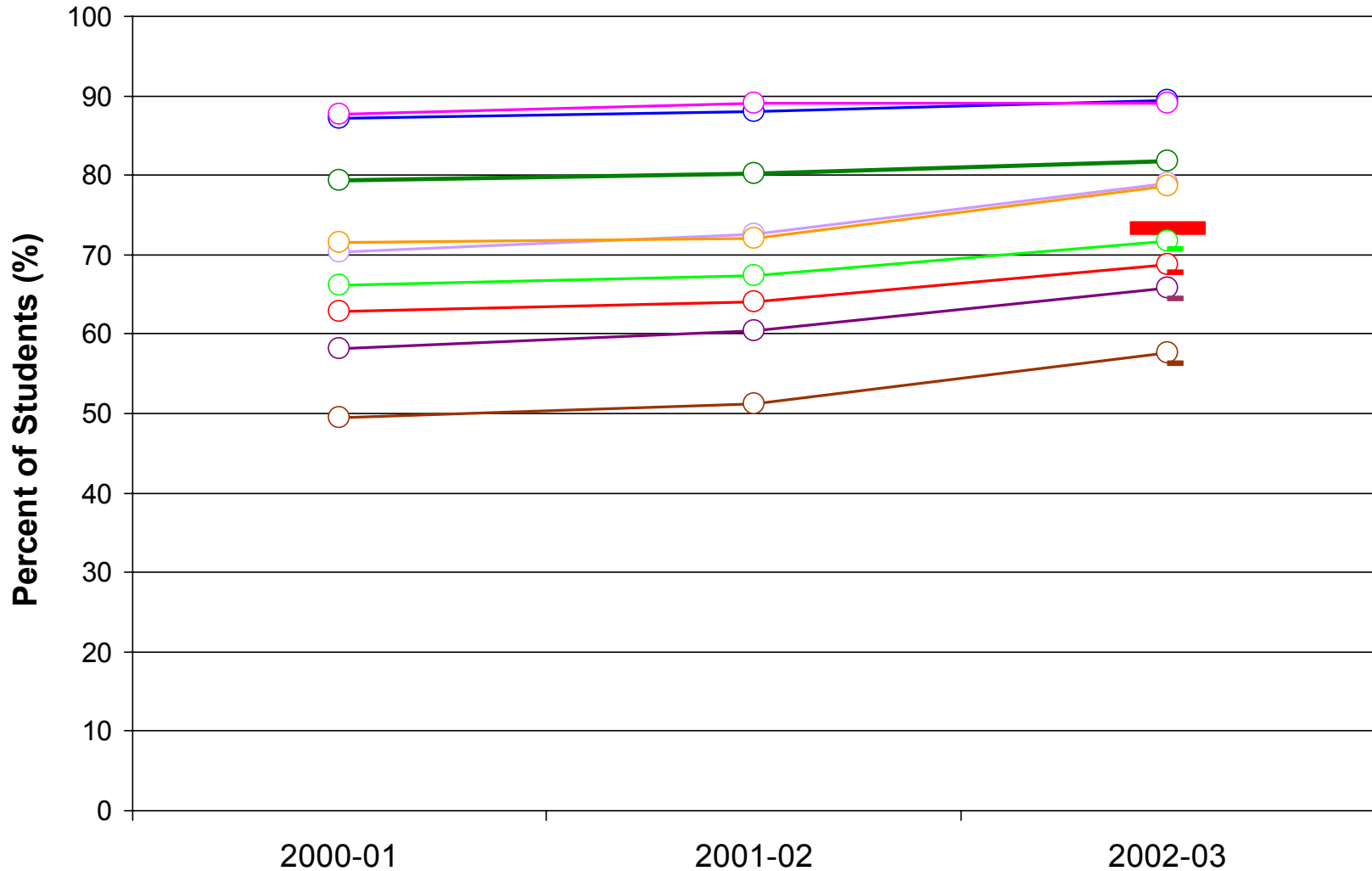


AYP Simulation for CA

- The data of 1997-98 CA NRT Stanford/9 were used for setting the starting point. The data of 1998-99 to 2001-02 were used for simulation.**
- Any student group had a population of 30 or more was included in the evaluation for the AYP.**
- This simulation for the AYP did not take “95%” rule into account, nor did the other indicators.**
- The AYP results included “Safe Harbor” rule. The “Safe Harbor” calculation only included “10% reduction” rule, and did not include “progress on one or more of the academic indicators” rule.**

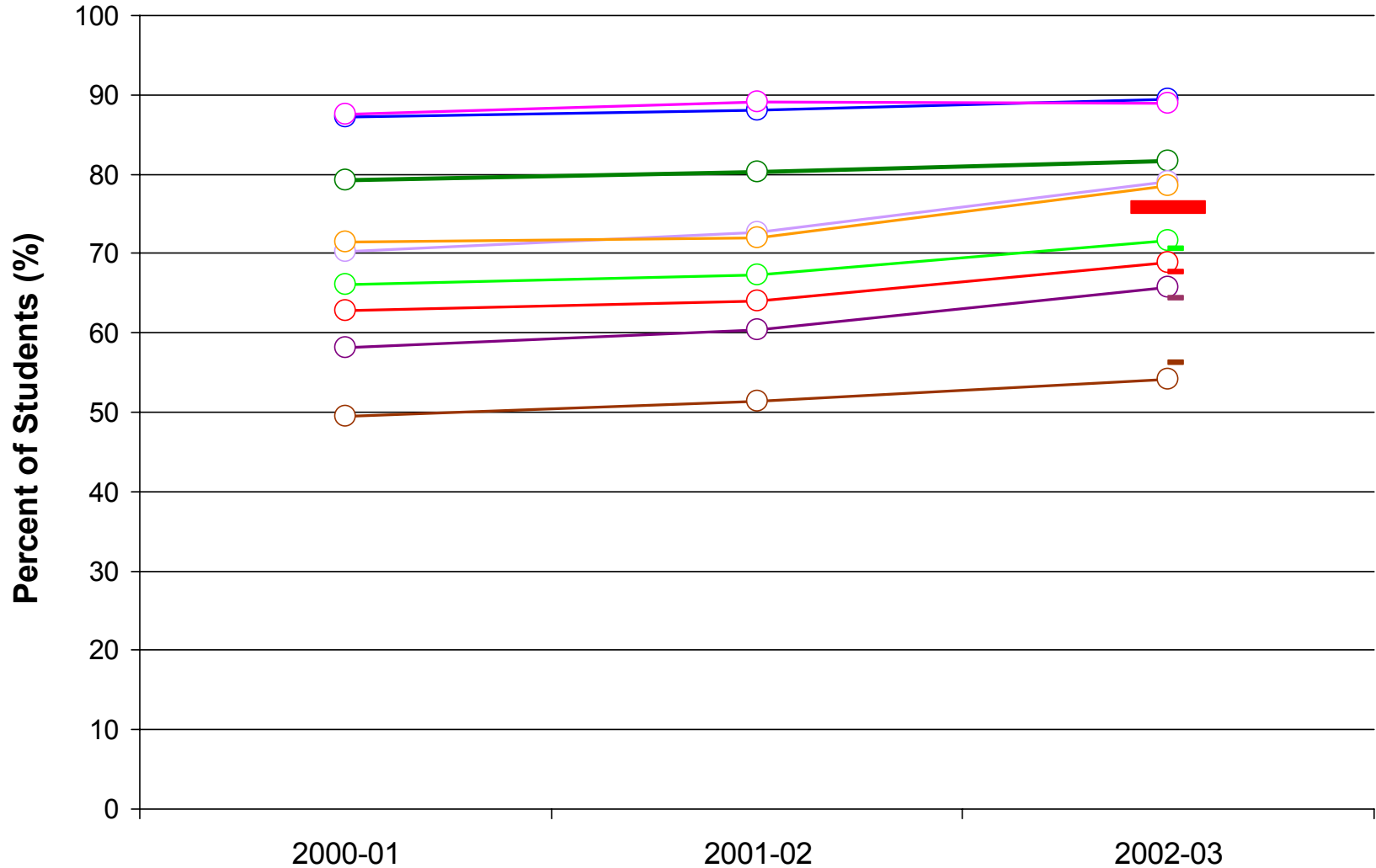
Annual Improvement -- AYP/AYPC (Including Safe Harbor)

Example: A School Made Annual Improvement - AYP - in Reading: 2002-03

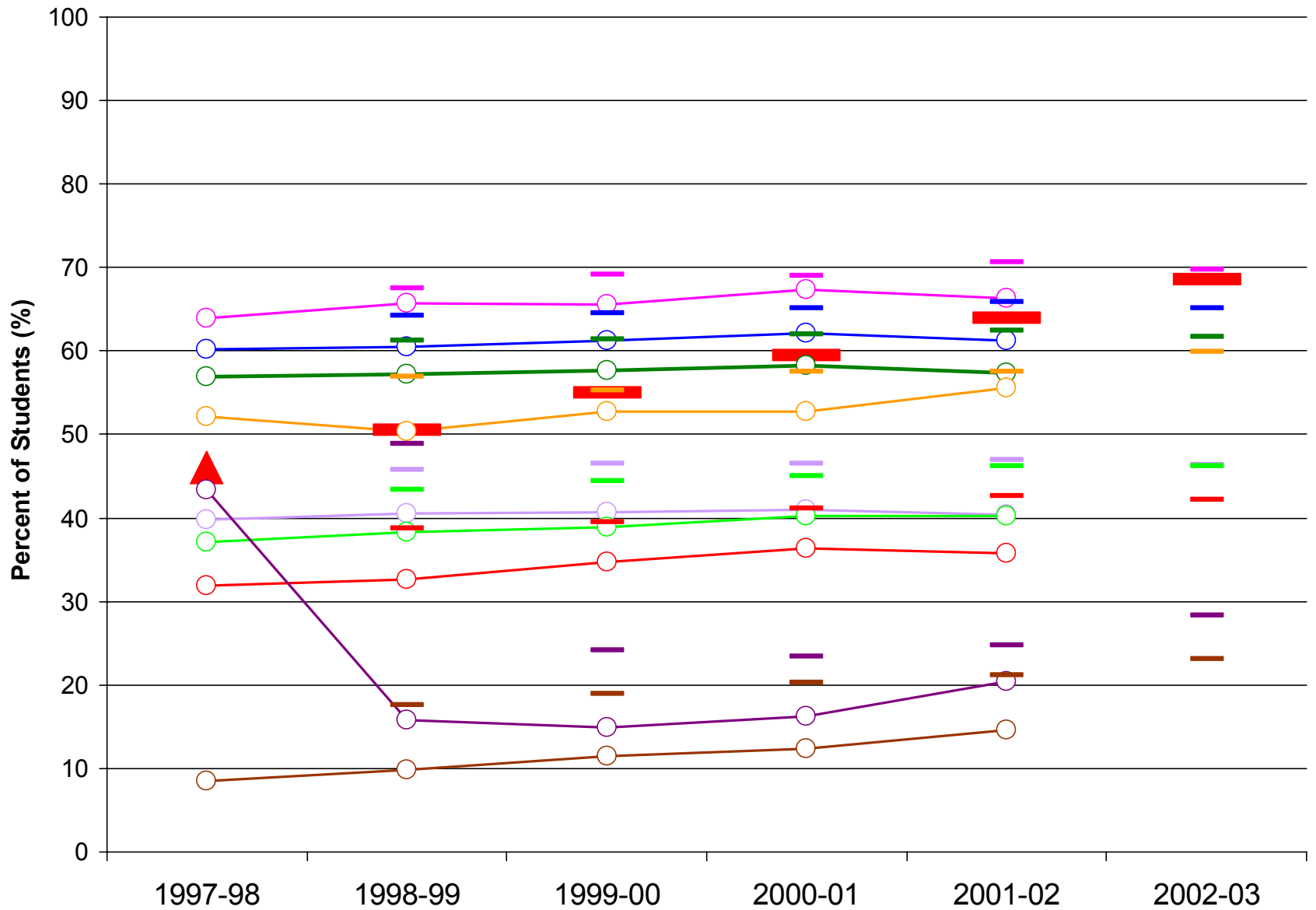


Annual Improvement -- AYP/AYPC (Including Safe Harbor)

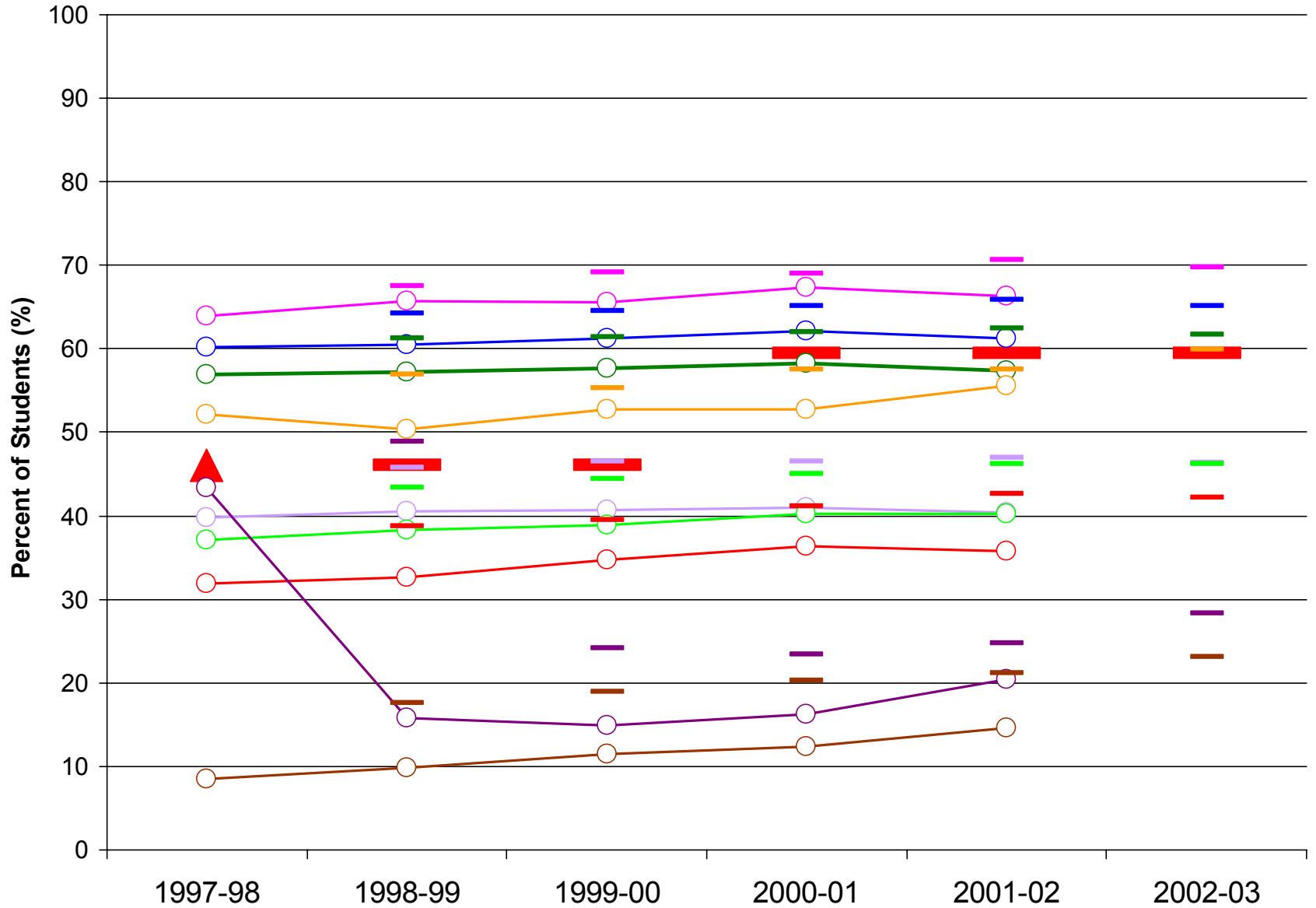
Example: A School Failed Making Annual Improvement - AYP - in Math: 2002-03



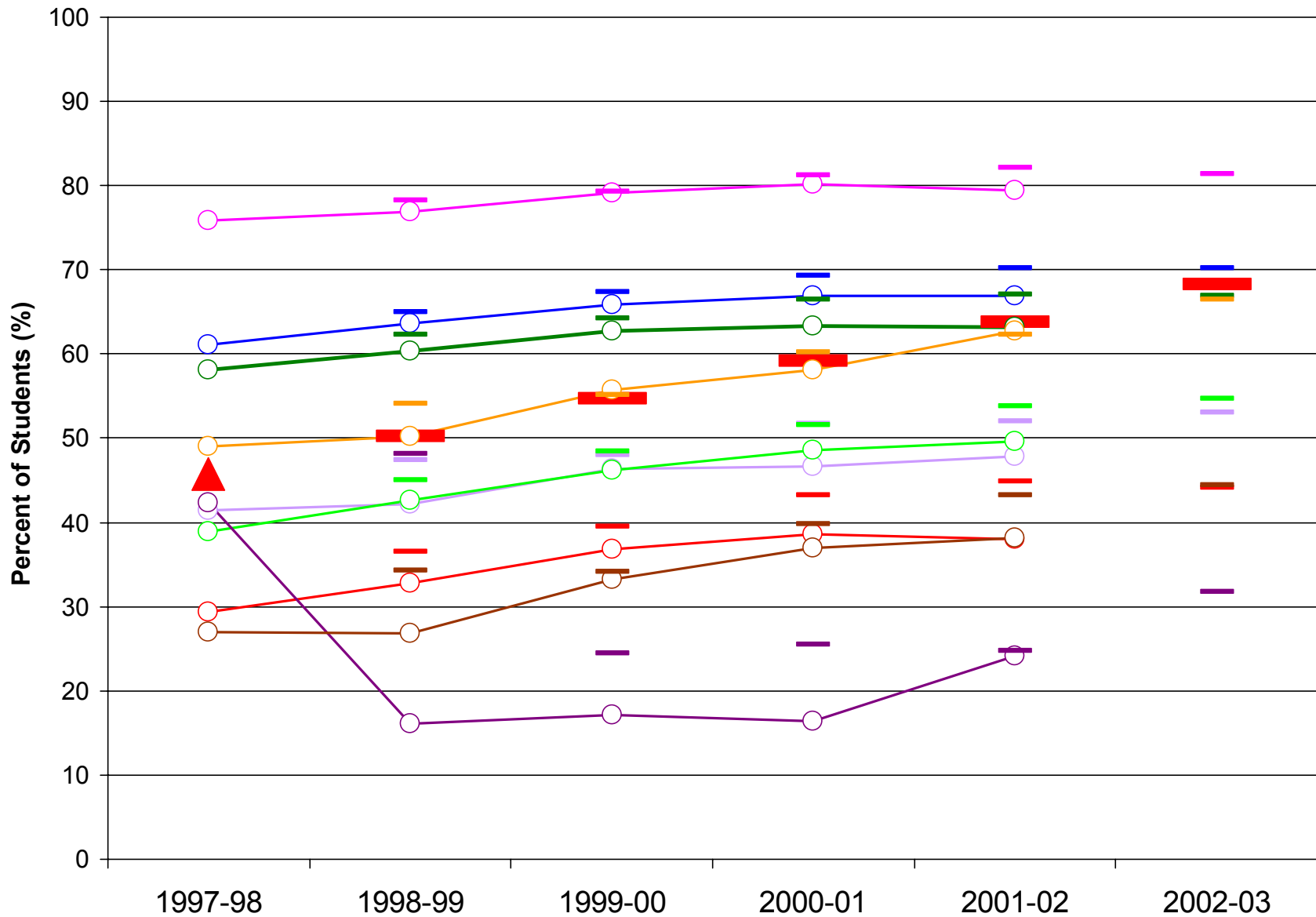
Scenario (1): CA LEA Reading - AYP



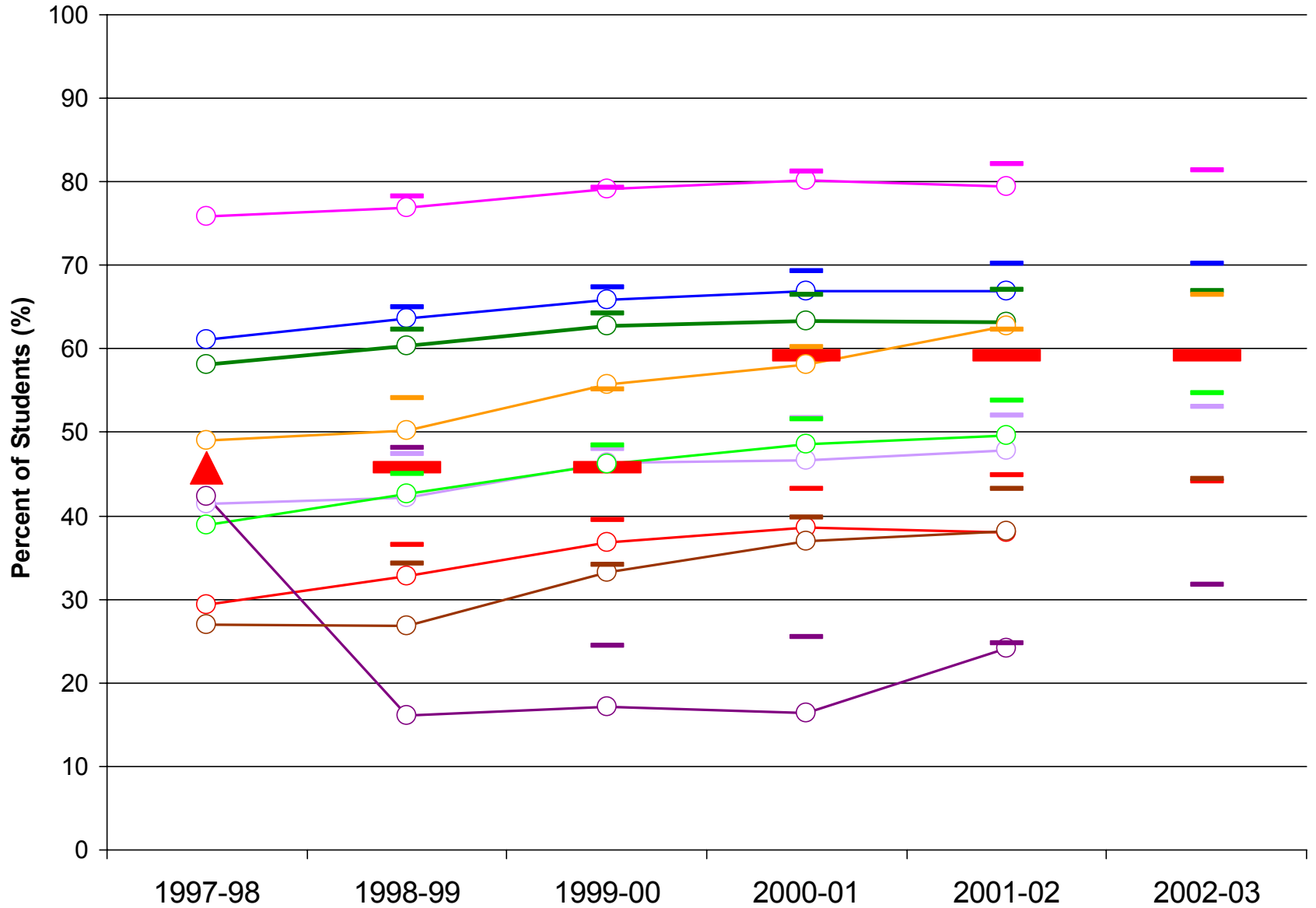
Scenario (2): CA LEA Reading - AYP



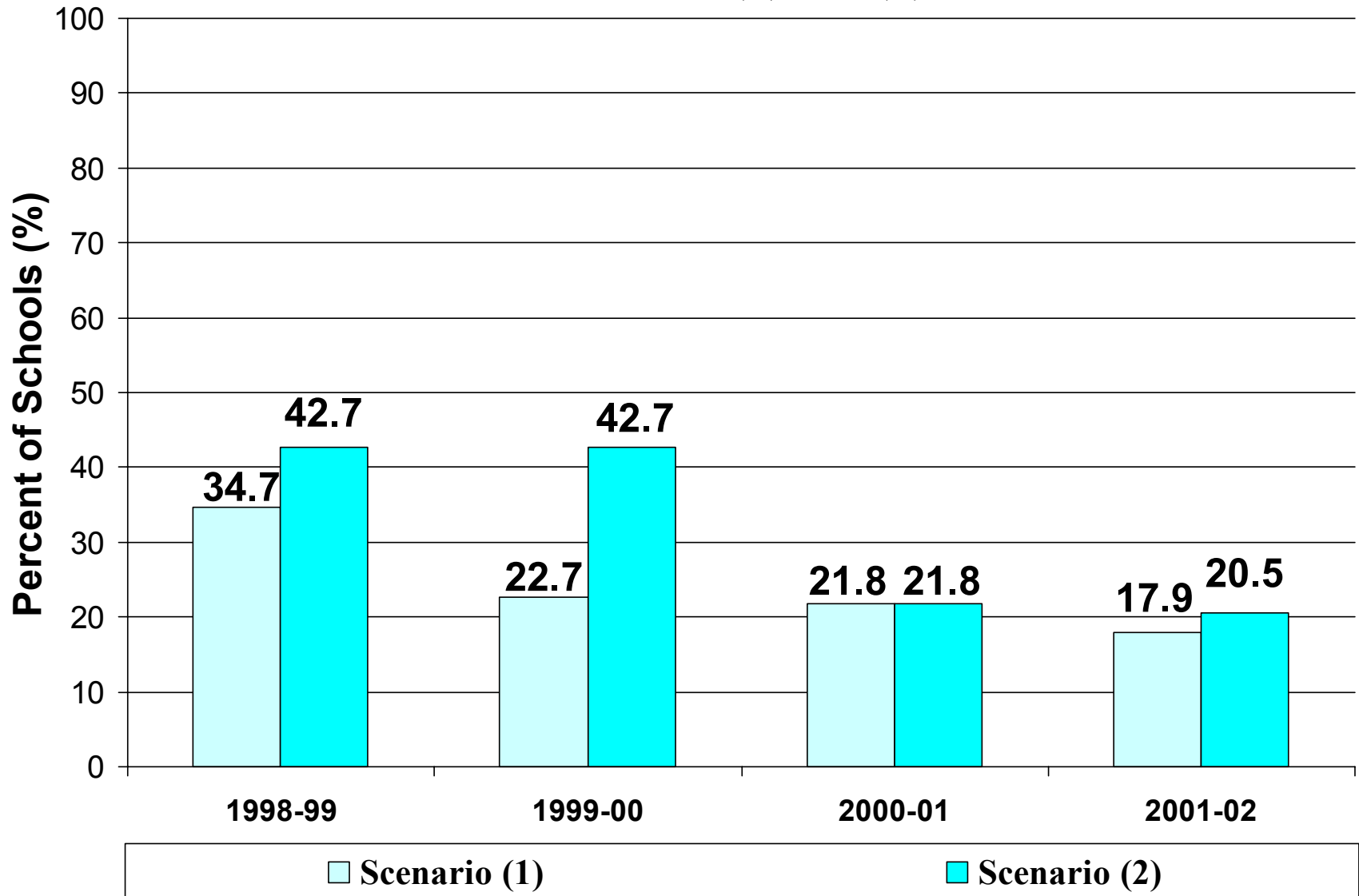
Scenario (1): CA LEA Math - AYP



Scenario (2): CA LEA Math - AYP

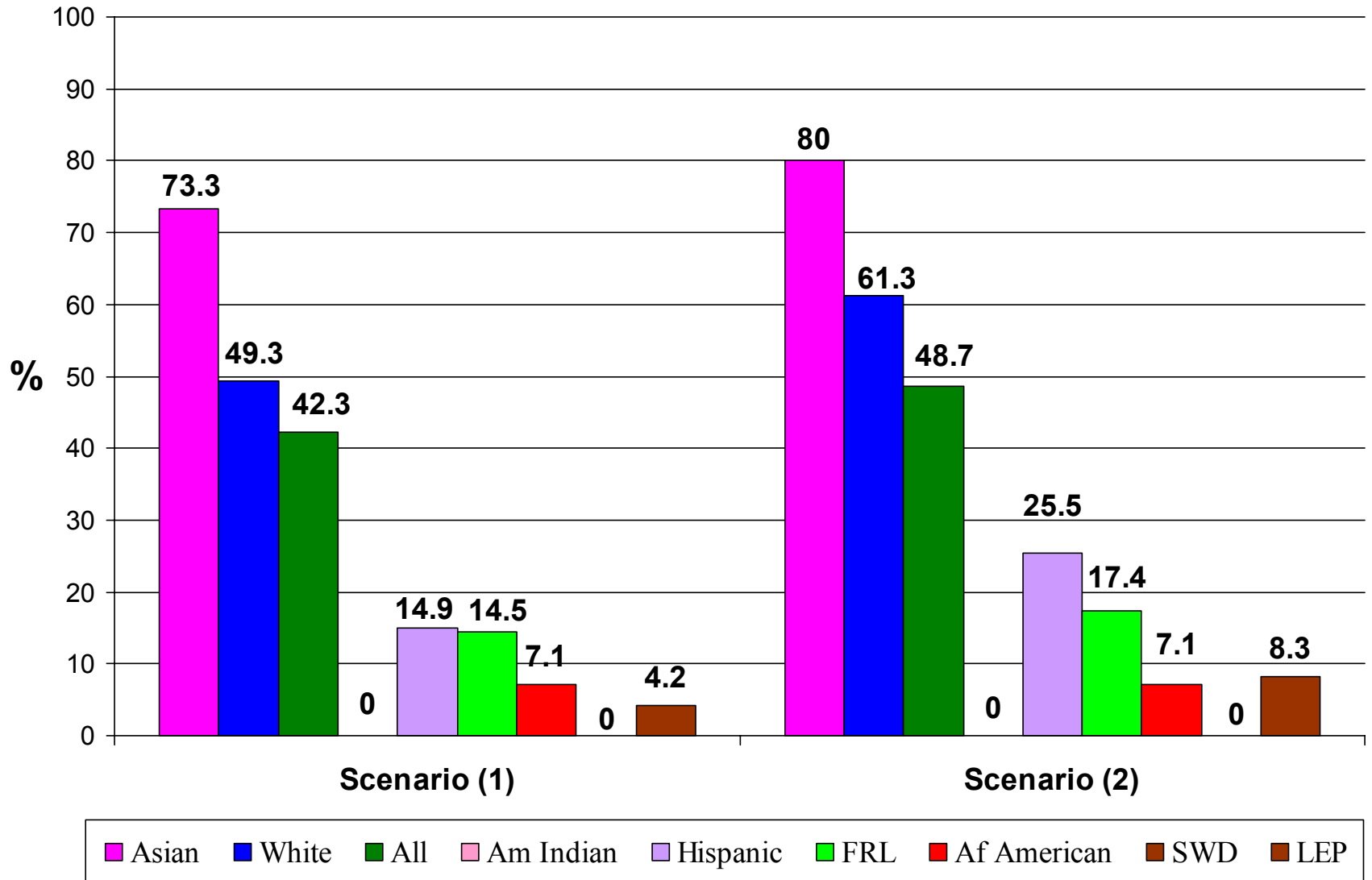


Percentage of CA Schools Made AYP Scenario (1) vs. (2)



Percentage of CA School-level Groups Made AYP: 2001-02

Scenario (1) vs. (2)



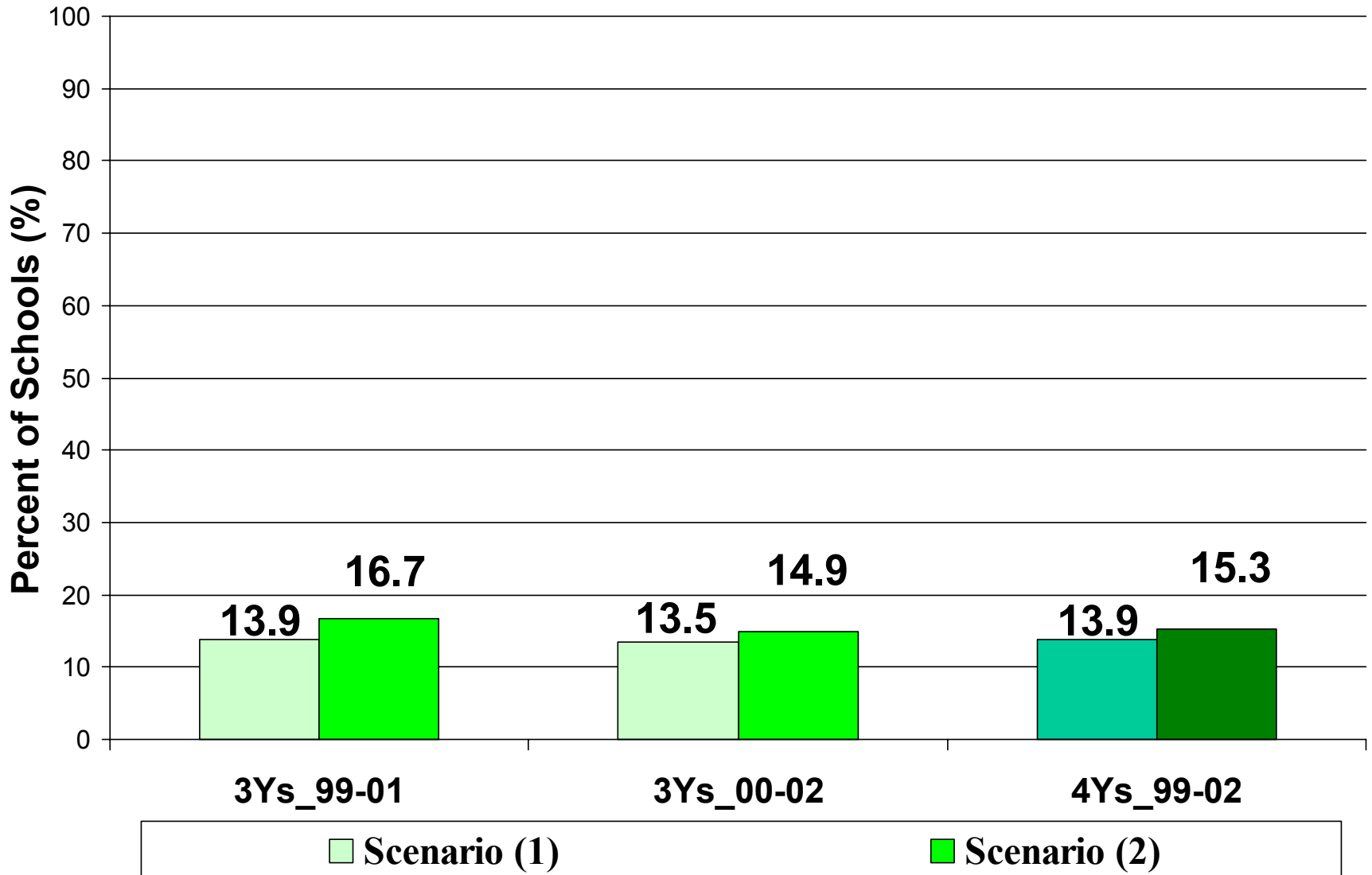
Part II

School Awards and Improvement under the NCLBA - Sec. 1117 & Sec. 1116 and One California District (CA) Performance

I. Academic Achievement Awards, Distinguished Schools, and Awards to Teachers

- State shall establish a program for making academic achievement awards to recognize schools that **significantly closed the achievement gap** between the groups, **or exceeded adequate yearly progress, for 2 or more consecutive years.**
- Schools that have made **the greatest gains** in closing the gap or exceeding adequate yearly progress shall designate as **distinguished schools.**
- Recognize and **financial awards** to teachers teaching in above schools.

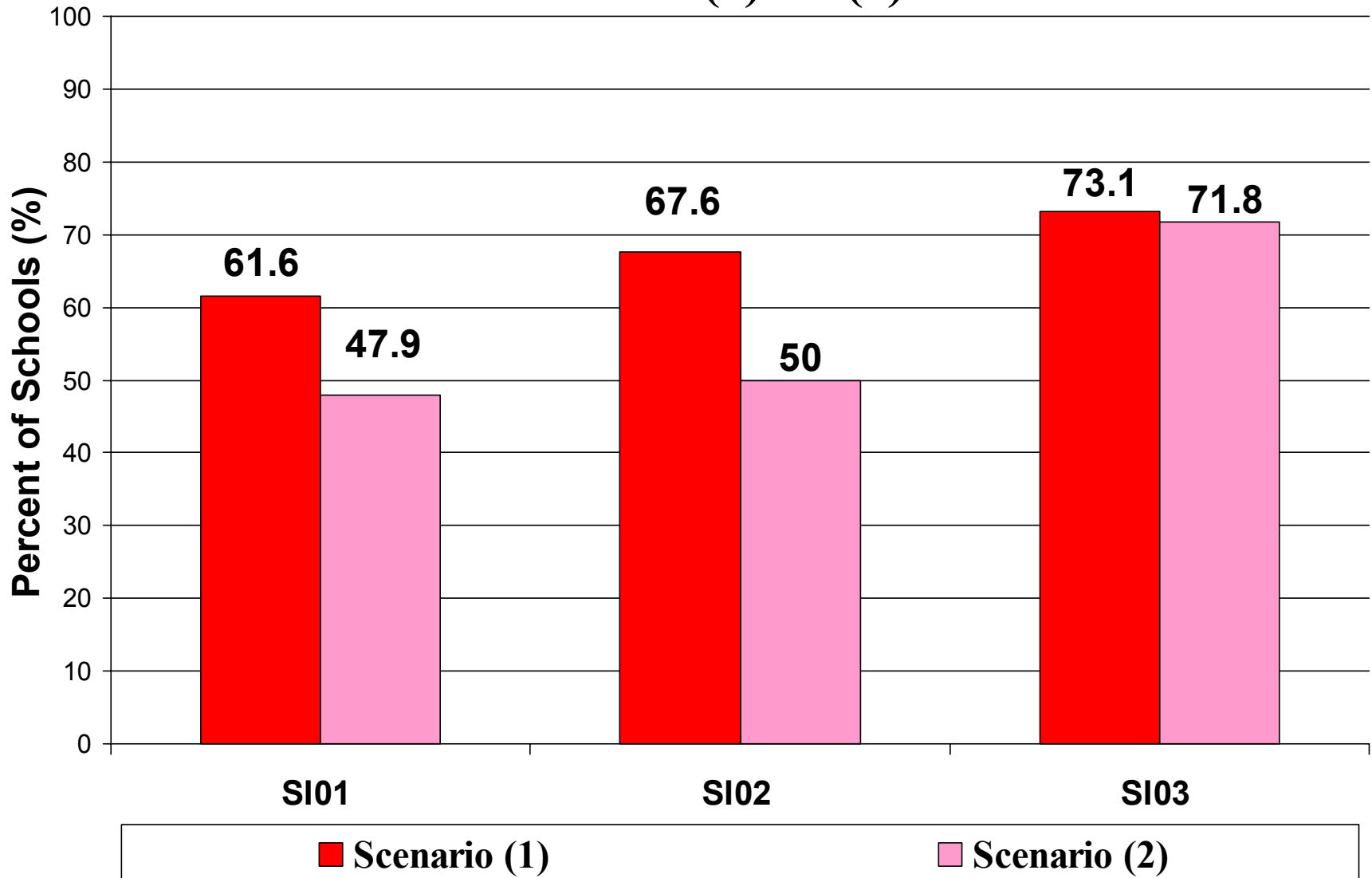
Percentage of CA Schools Made 3 or 4 Consecutive Years AYP Scenario (1) vs. (2)



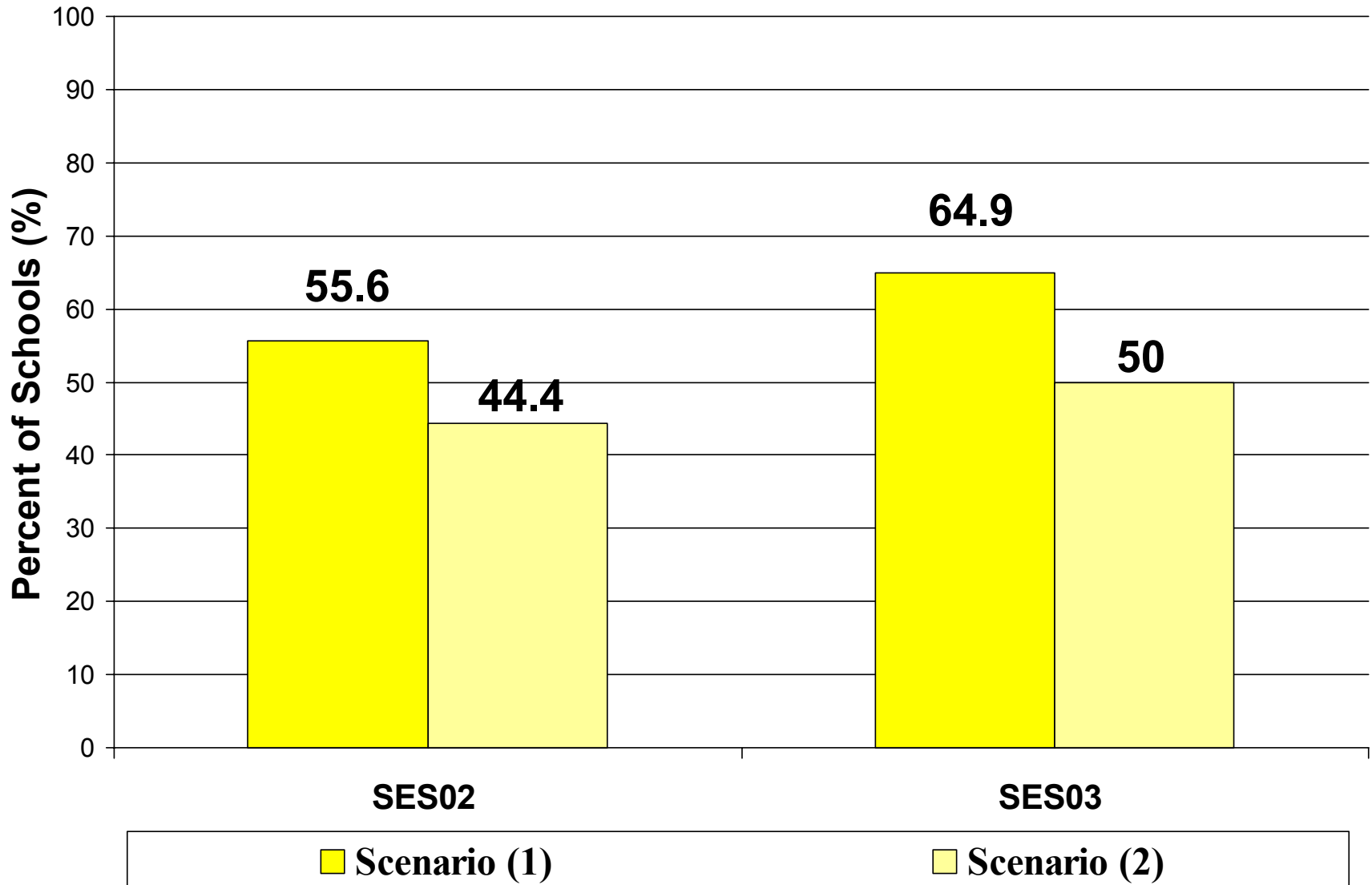
II. Title I School Improvement

- Any Title I school **fails, for 2 consecutive years, to make adequate yearly progress (AYP)** shall be identified for **school improvement (SI)**. LEA shall send assistant team to the SI school and provide students enrolled in the SI school with **public school choice** next year (**the 3rd year**).
- LEA shall further notice to parent for public school choice and to obtain **supplemental educational services** (**the 4th year**) for the child in any Title I School **fails to make AYP by the end of first full school year after enter the SI** (including total **3 consecutive years**).

Percentage of CA Schools Failed AYP Two Consecutive Years Scenario (1) vs. (2)



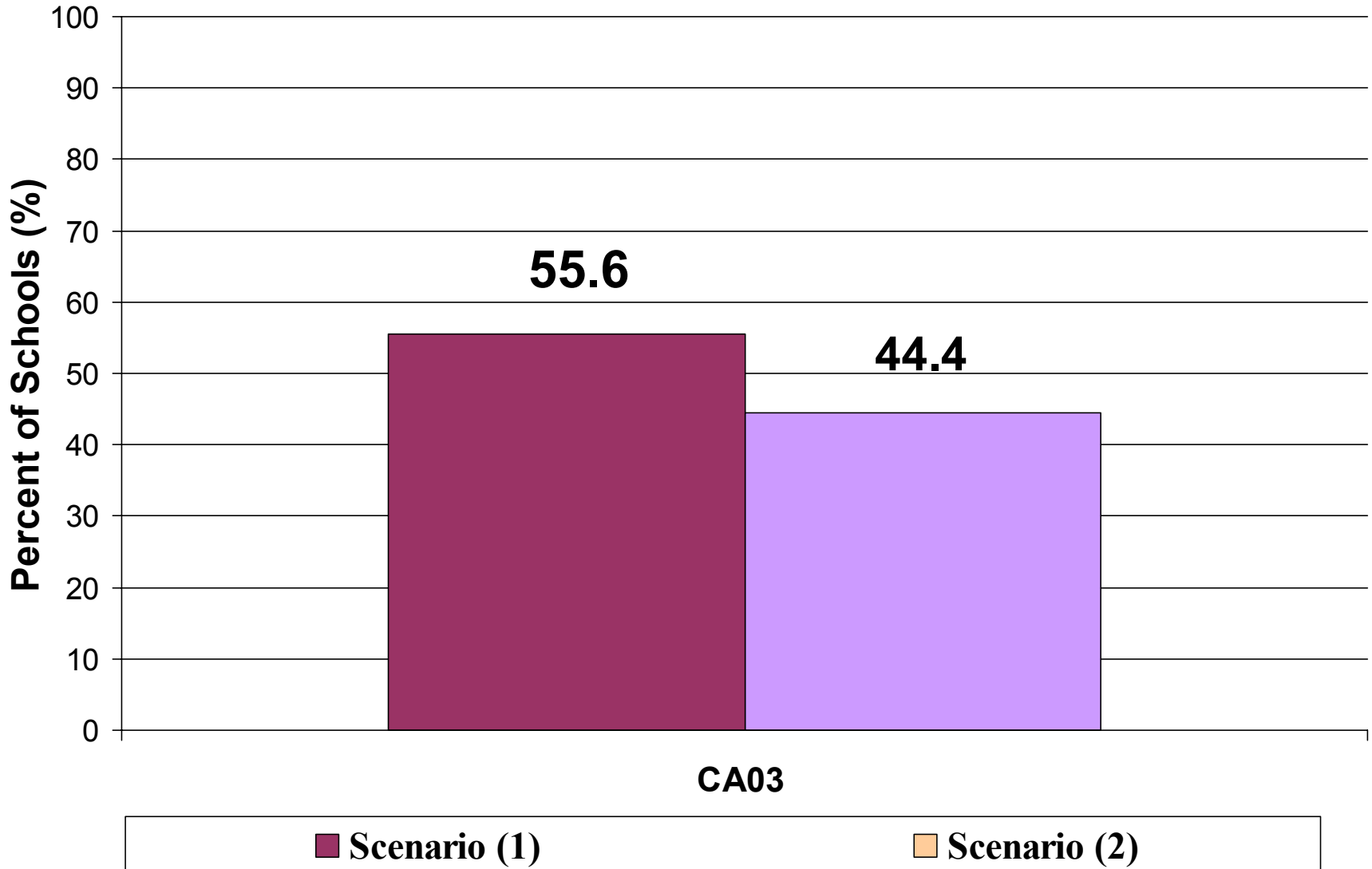
Percentage of CA Schools Failed AYP Three Consecutive Years Scenario (1) vs. (2)



III. Corrective Action

- **After a Title I school enters SI, if the school further fails to make AYP by the end of the second full school year (including total *4 consecutive years*), this school shall be in corrective action next year(*the 5th year*).**
- **LEA shall continue to provide to students and parents in the school with public school choice and supplemental educational services.**
- **LEA shall take at least one of the following action:**
 - **Replace relevant school staff;**
 - **New curriculum;**
 - **Significantly decrease management authority at school;**
 - **Appoint outside expert;**
 - **Extend school day or year;**
 - **Restructure internal organization.**

Percentage of CA Schools Failed AYP Four Consecutive Years Scenario (1) vs. (2)



IV. Restructuring

- After 1 full school year of corrective action, a school continues to **fail to make AYP**, (including total *5 consecutive years*), this school shall prepare a plan and make necessary arrangements to carry out **alternative governance (AG)** in the next year (**the 6th year**).
- Not later than the beginning **of the school year following the preparation plan year (the 7th year)**, any CA Title I school shall implement one of the following alternative governance arrangement:
 - Reopen as charter.
 - Replace all or most relevant school staff.
 - Contract with private management.
 - The State takes over.
 - Any other major restructuring.

V. Duration

Any Title I School in SI or CA, after making *AYP for two consecutive school years*, this school can be out of SI or CA.

Part III

Six Suggestions

I. Substantially Invest in Organizational Capacity:

- 1. Develop internal coherence of beliefs and expectations;**
- 2. Develop instructional capacity;**
- 3. Support teachers in acquiring the knowledge and skill required to reach the high standard set by the NCLB.**

II. Professional Development

- (A) Highly qualified teachers - by law:**
- 1. For all teachers: State certification or Licensing exam, AND**
 - 2. BA degree, AND**
 - 3. For new teachers: rigorous tests
For non new teachers: rigorous tests or State evaluation.**
- (B) Teachers with Experience in teaching with diverse student groups and minorities.**

III. Improve Teaching & Learning

Actively use the findings from scientifically based researches: research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities & programs.

**Eleven Schools
Made 4 Consecutive Years AYP**

002 109 112 120

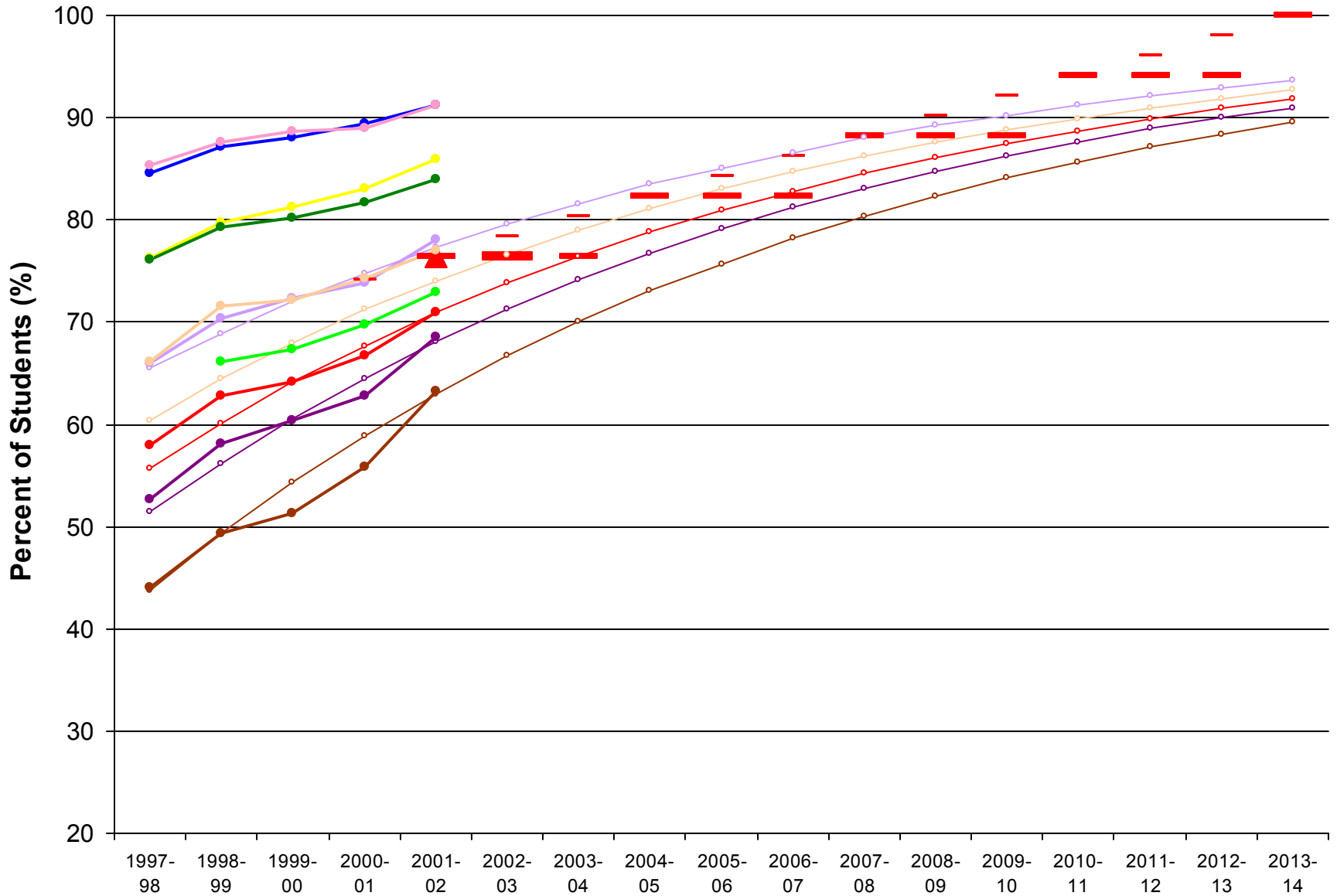
127 130 133 139

167 168 172

IV. Work Effectively and Deliberately:

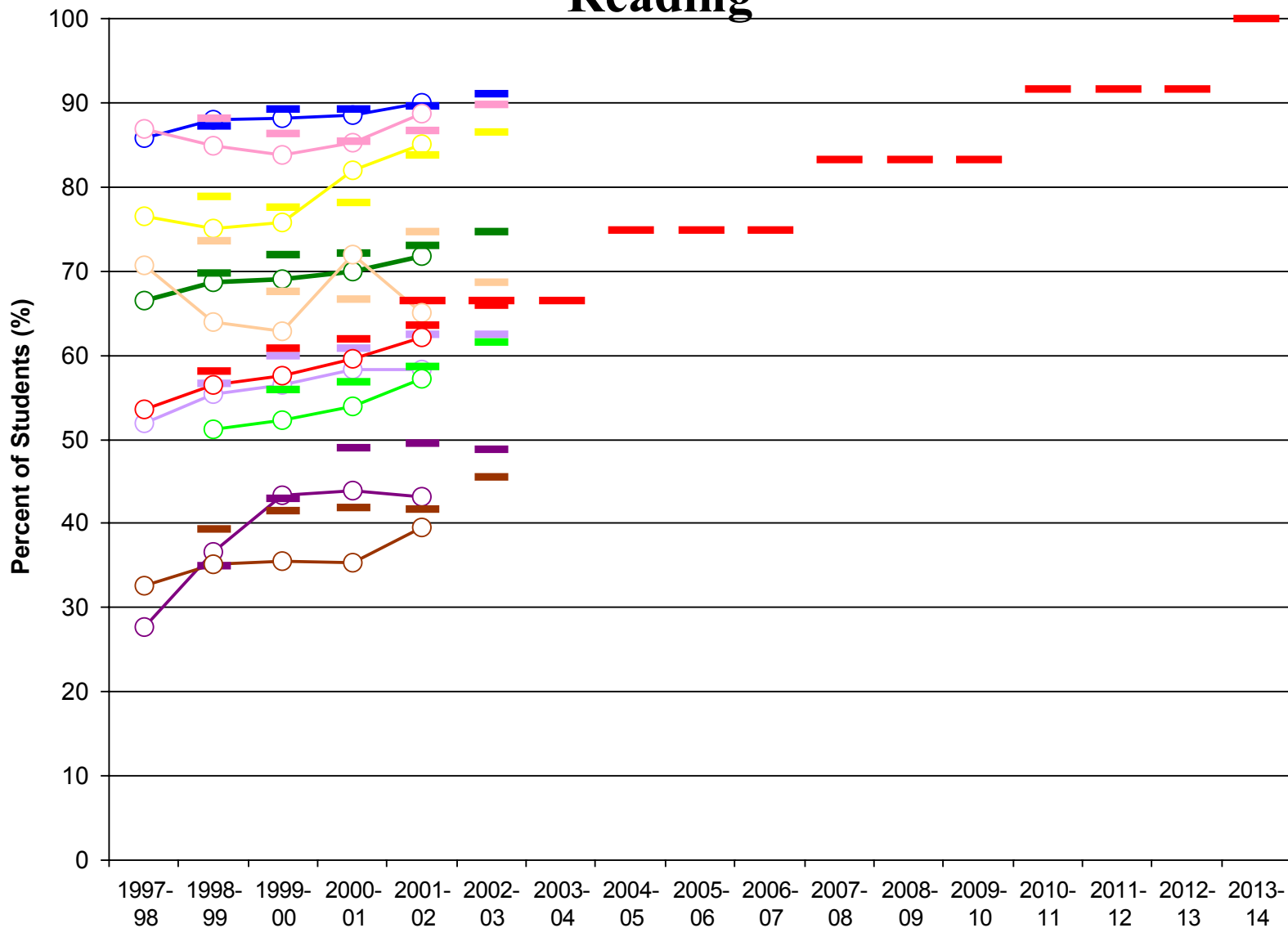
- 1. State Level**
- 2. LEA Level**
- 3. School Level**
- 4. Class Level**

Unlimited Use of “Safe Harbor”



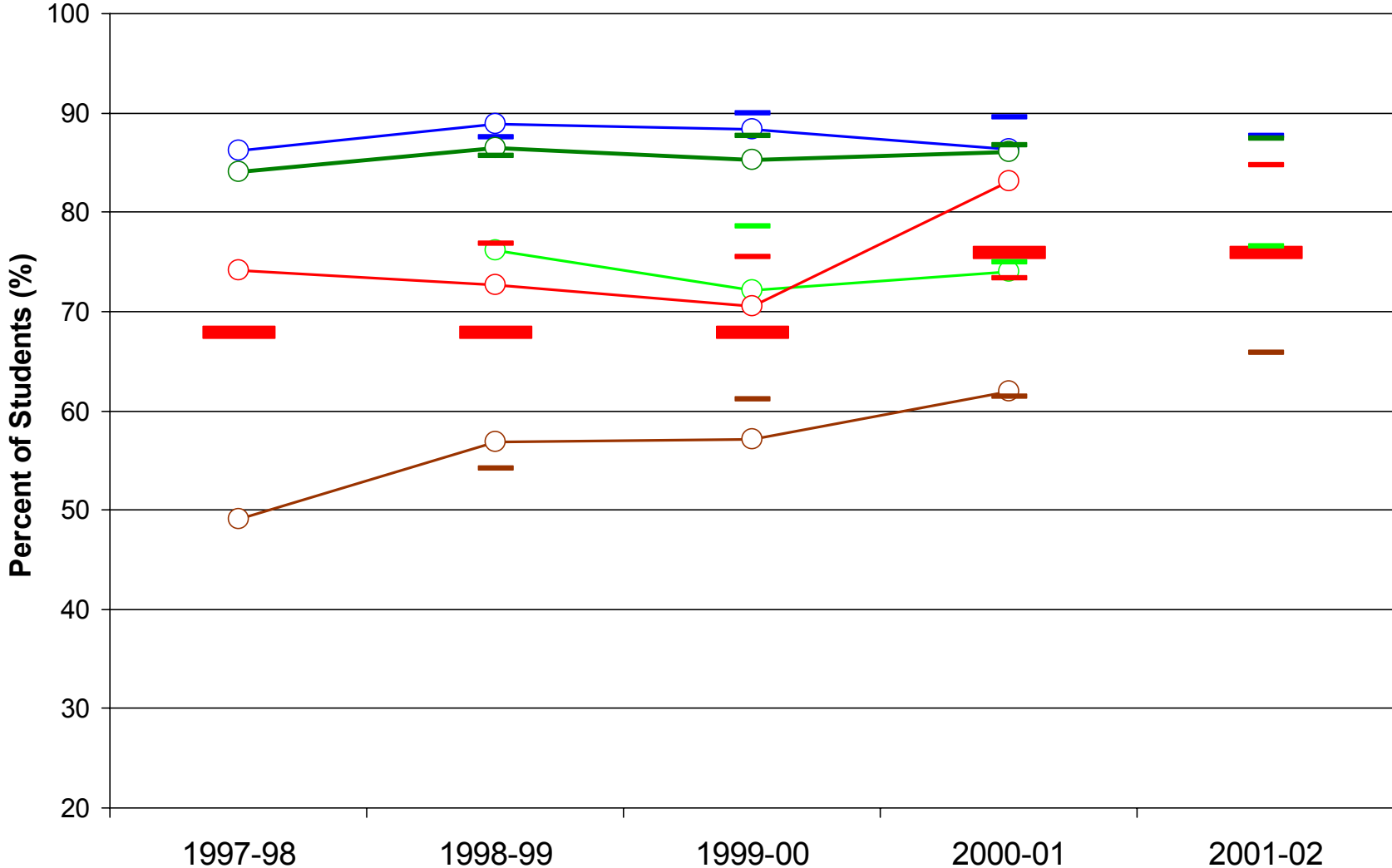
LEA/School Level Trend Analysis

Reading



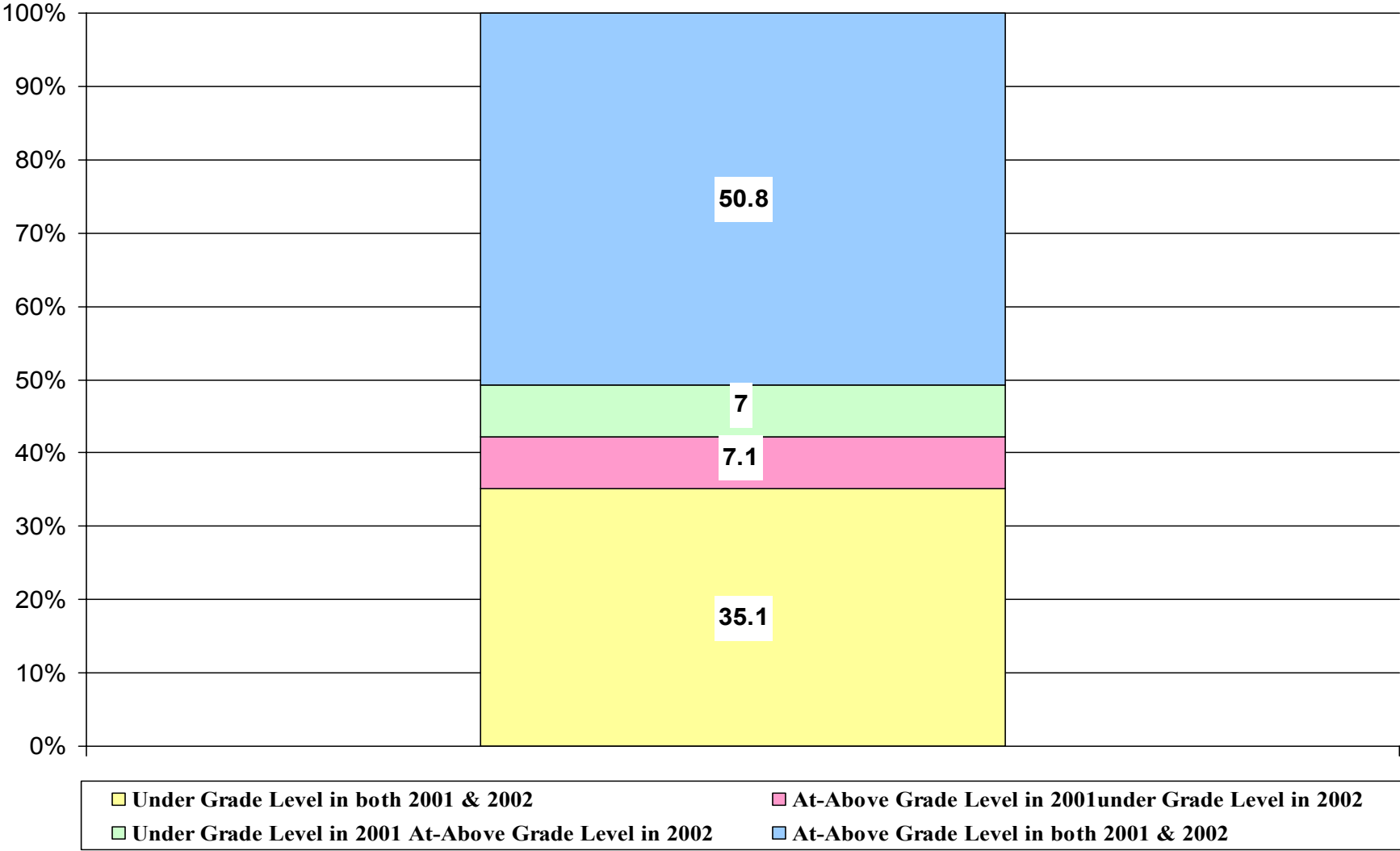
School Level Detailed Analysis

Reading



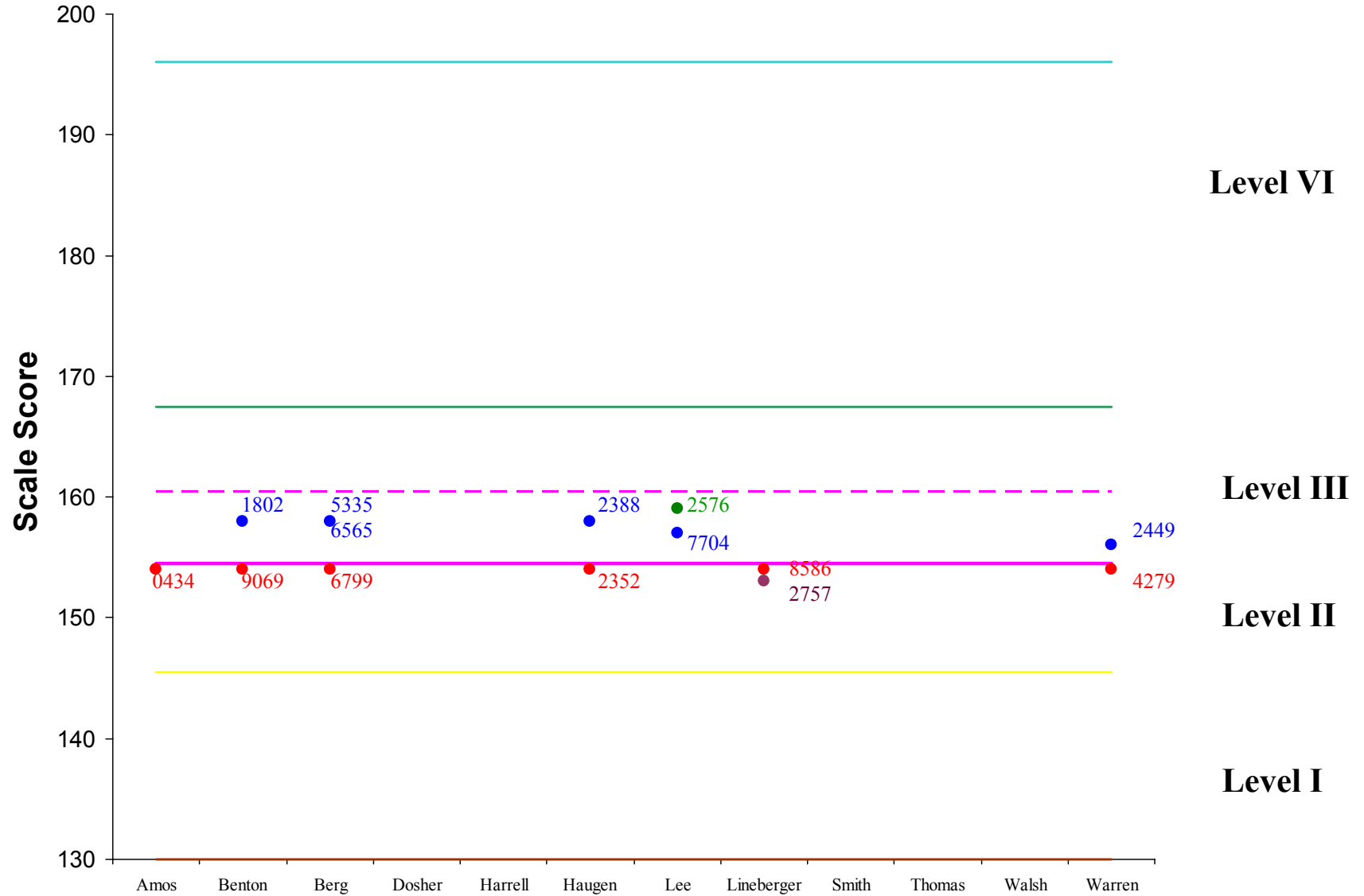
School Level FRL Group

Movement Crossing the Margin of Proficient Level: Reading



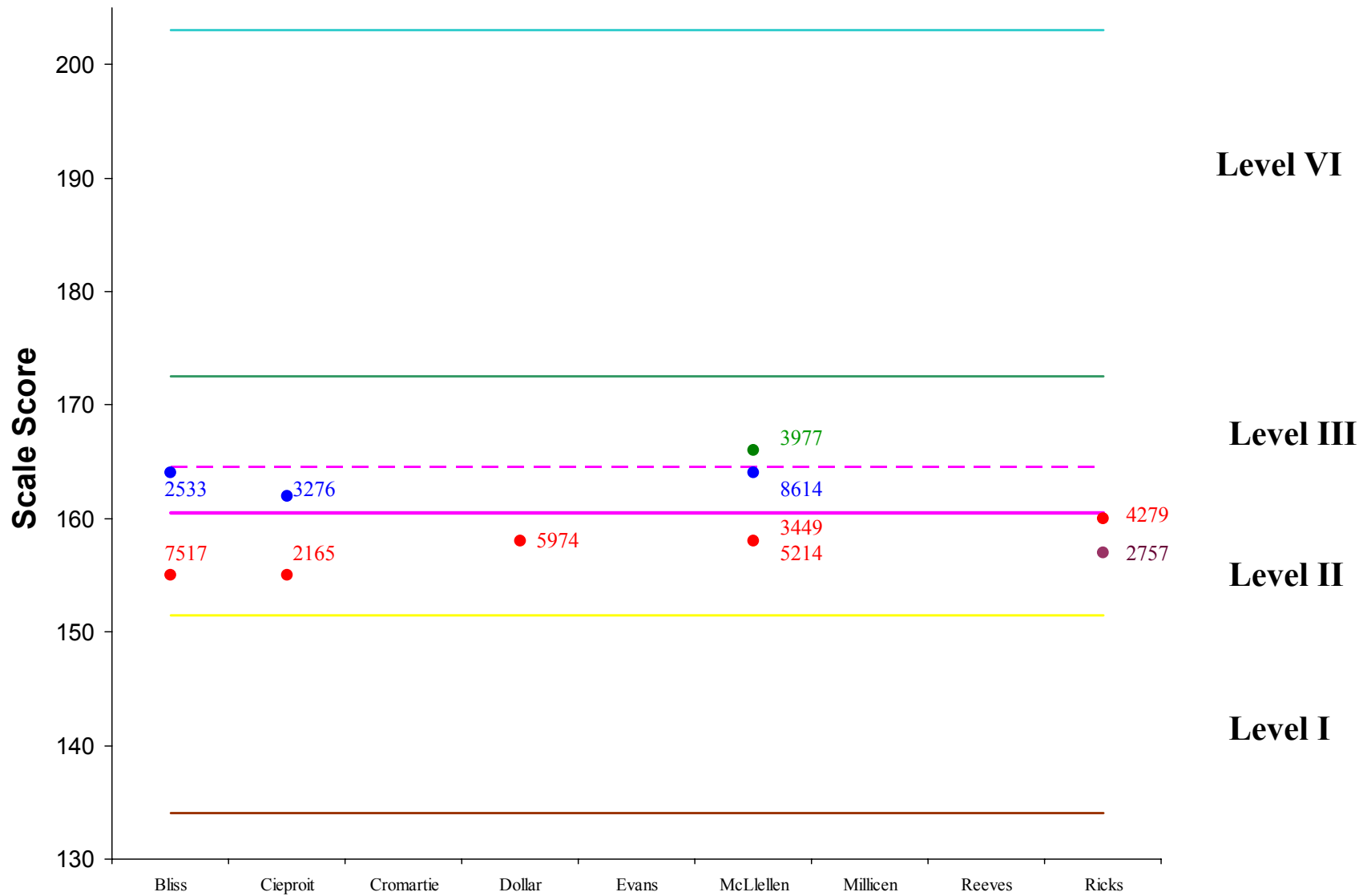
School/Classroom Level

Reading Grade 3: List of Marginal Students with FRL



School/Classroom Level

Reading Grade 4: List of Marginal Students with FRL

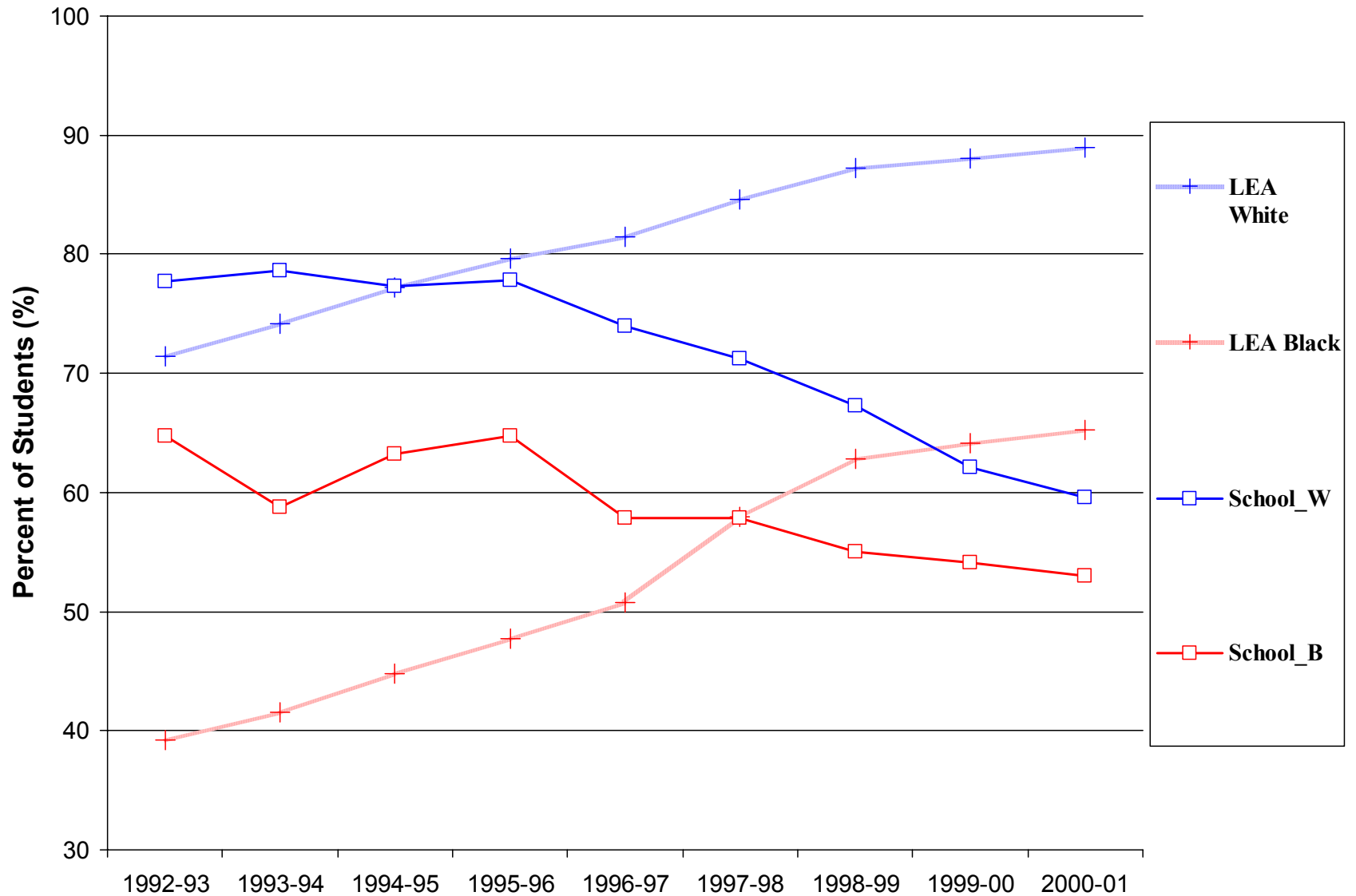


V. Closing Achievement Gaps

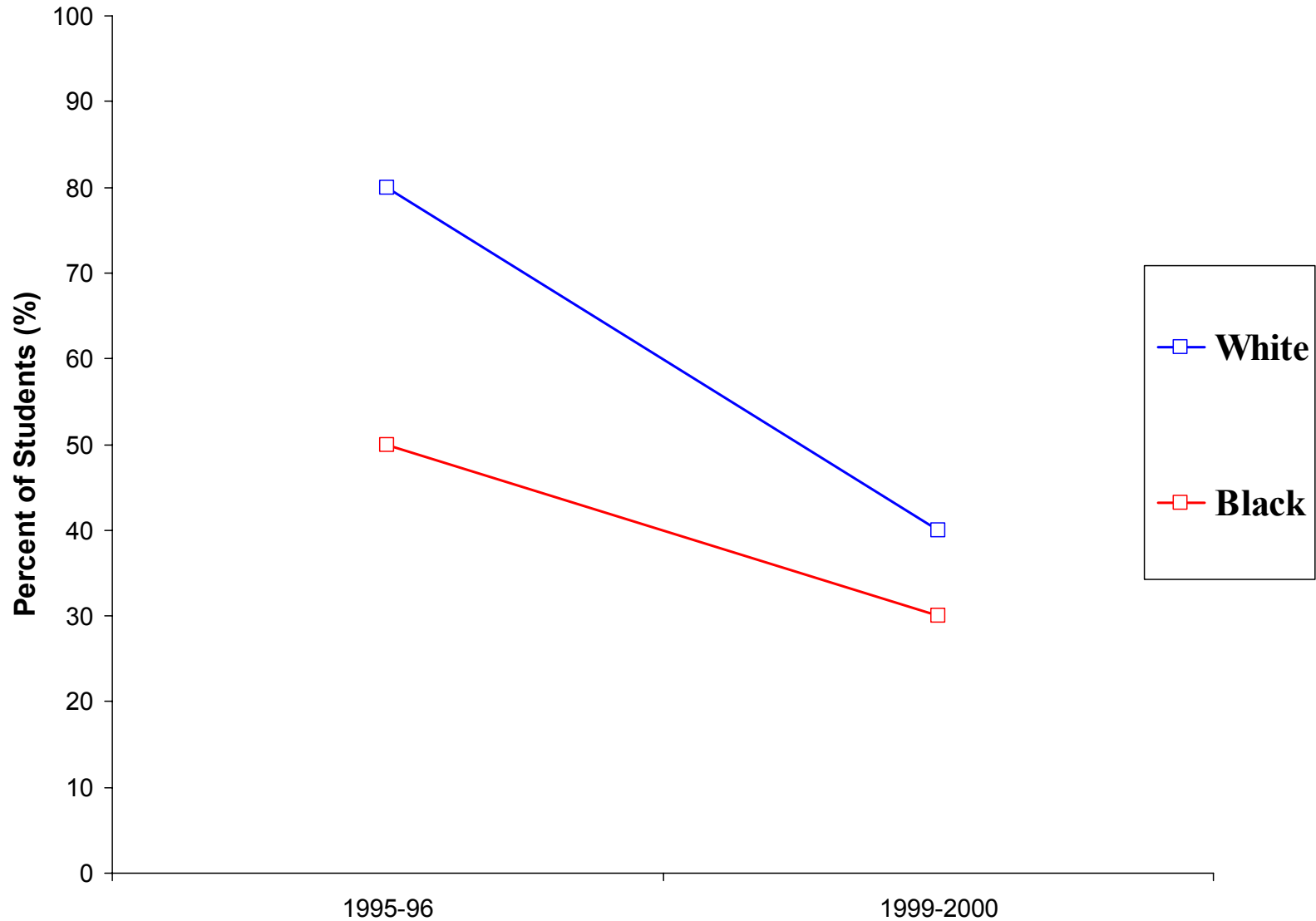
All groups should make progress

Low-performing groups should make higher progress

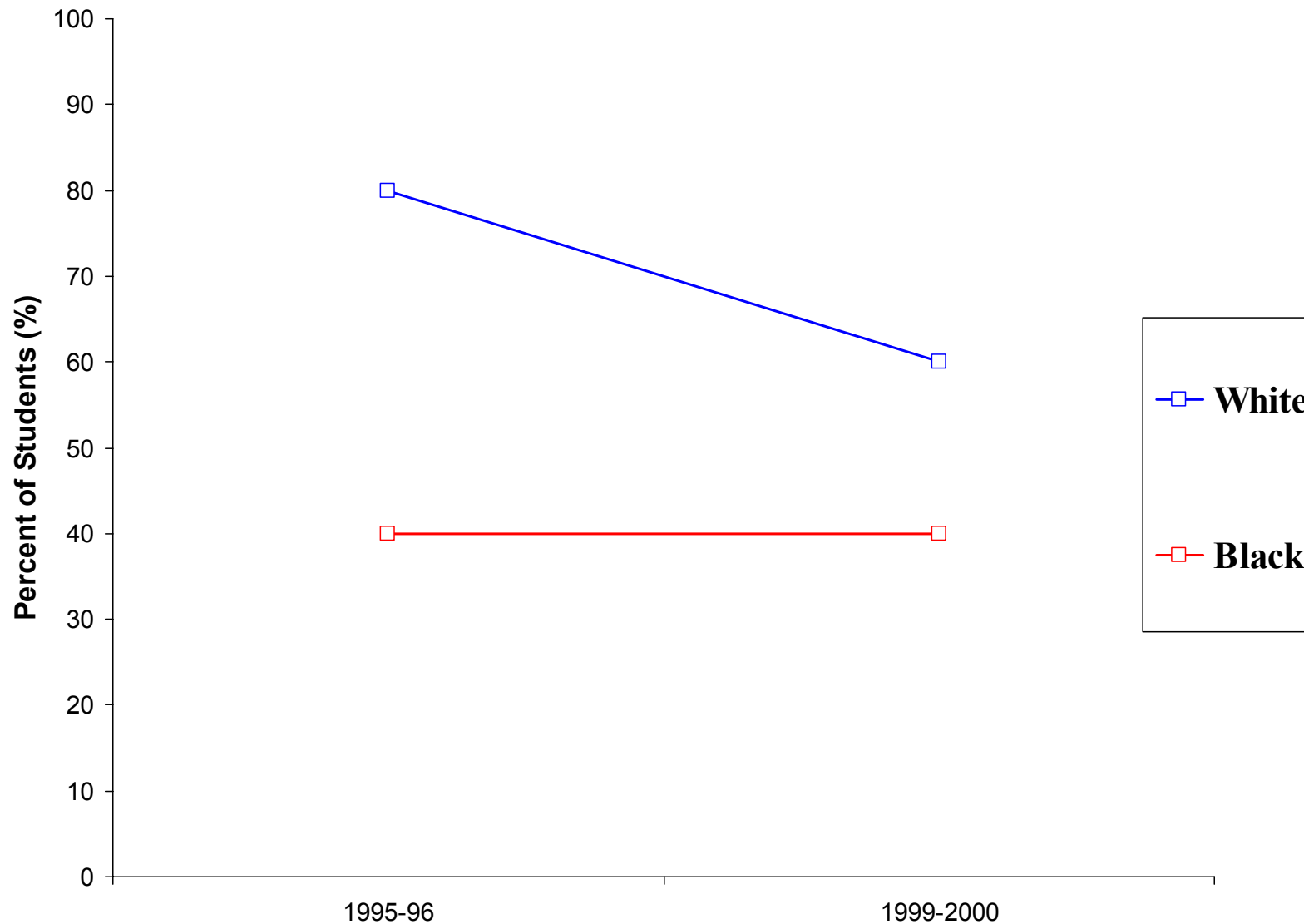
Have the achievement gaps been closed?



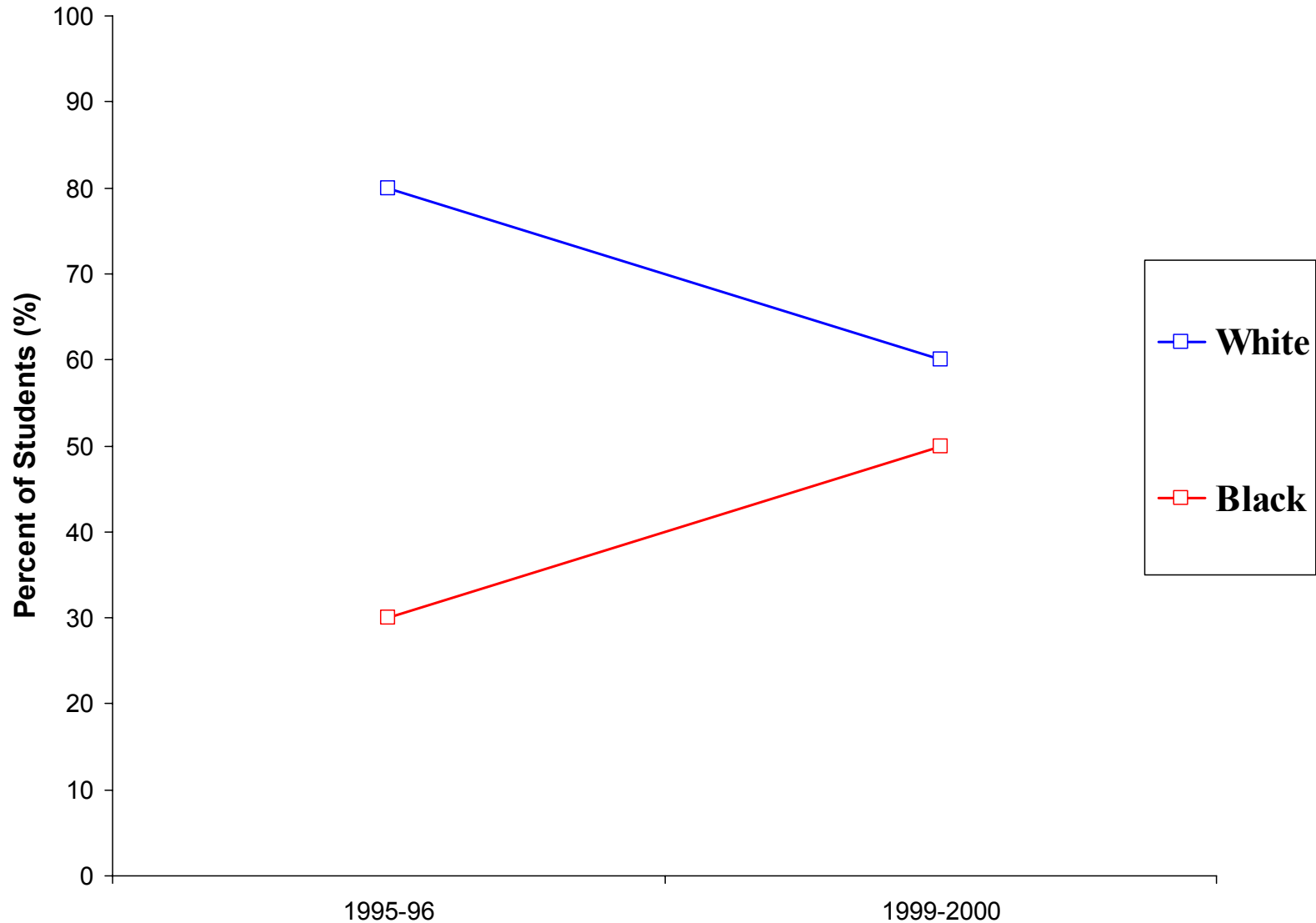
How have the achievement gaps been closed?



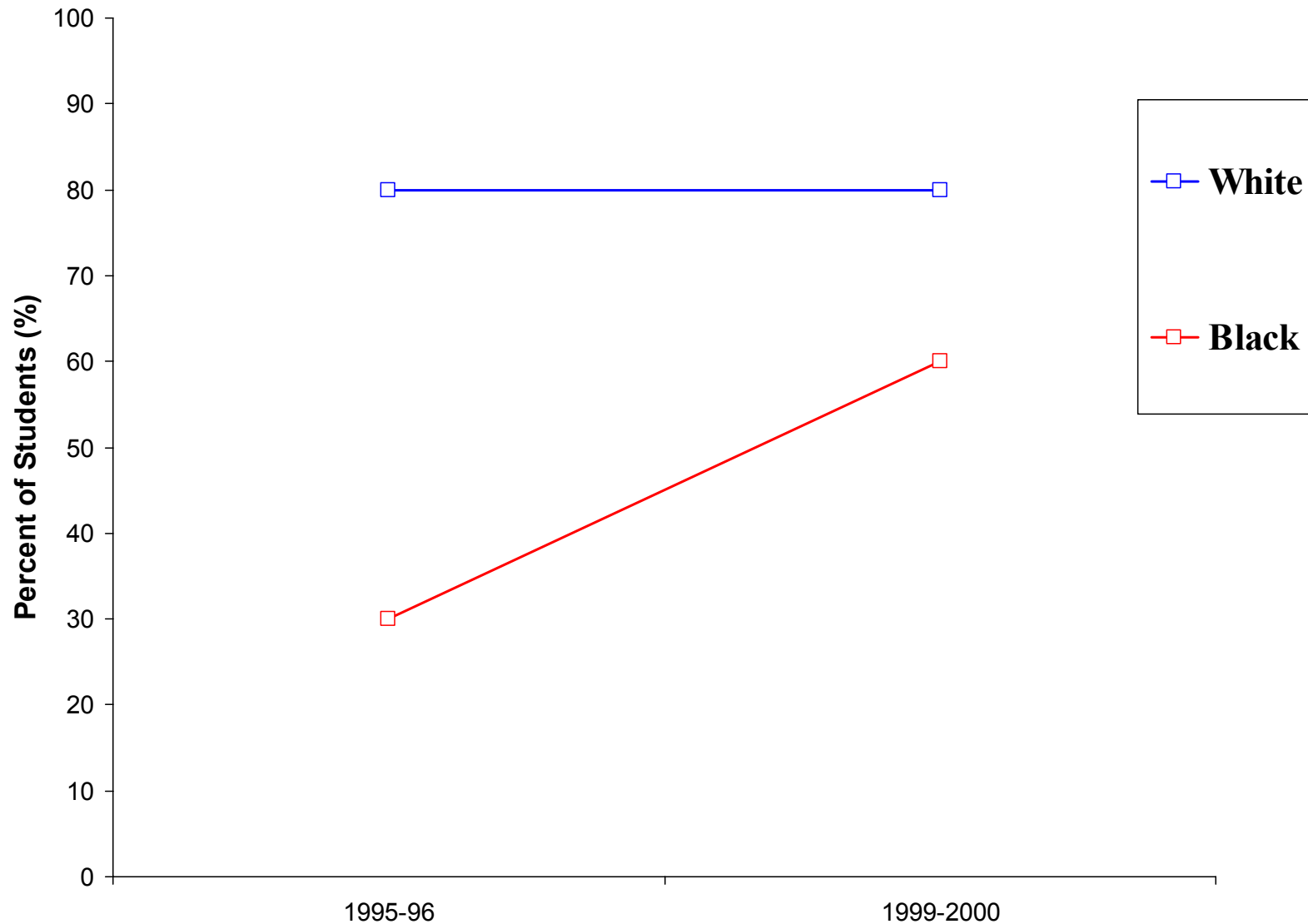
How have the achievement gaps been closed?



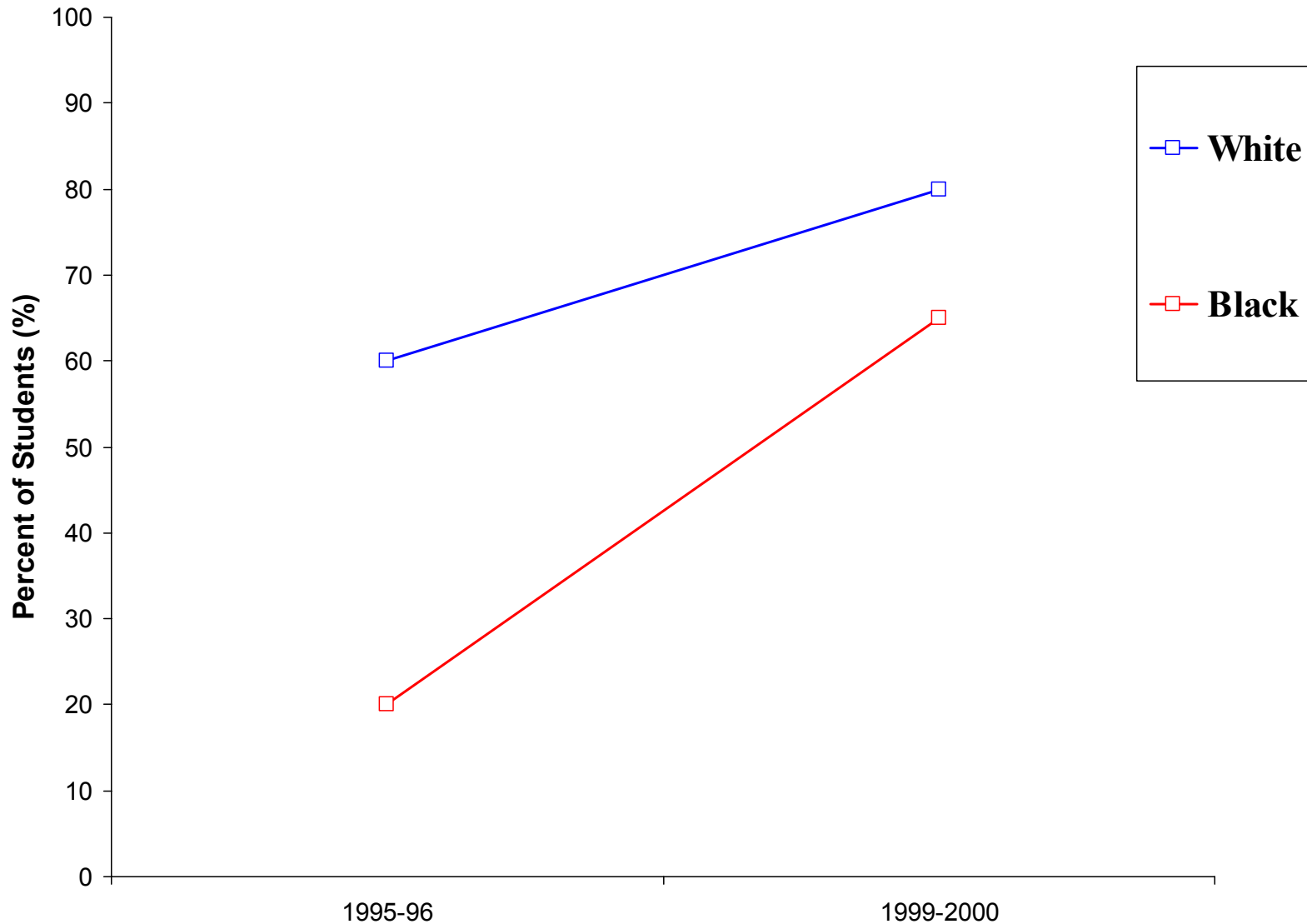
How have the achievement gaps been closed?



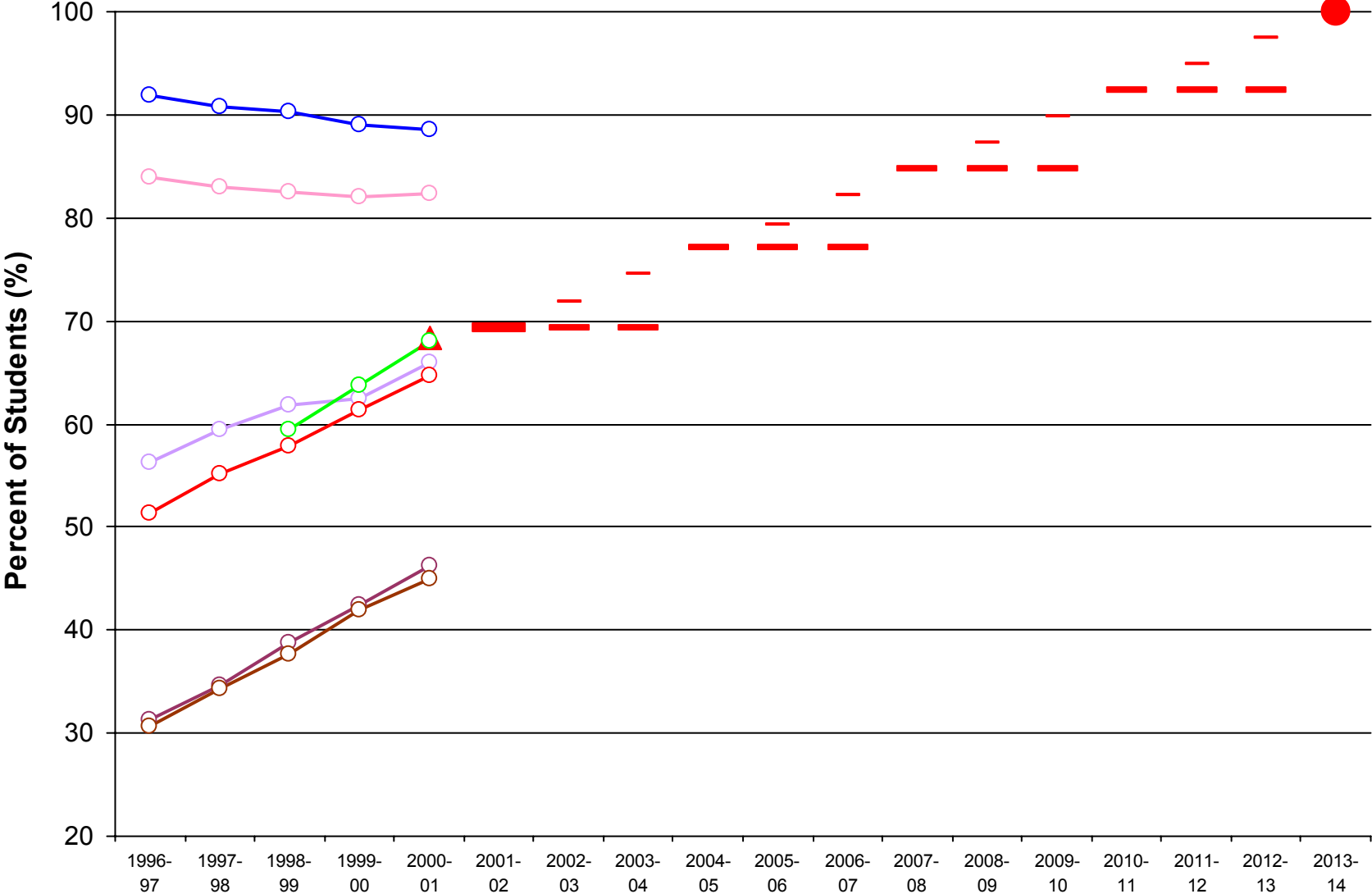
How have the achievement gaps been closed?



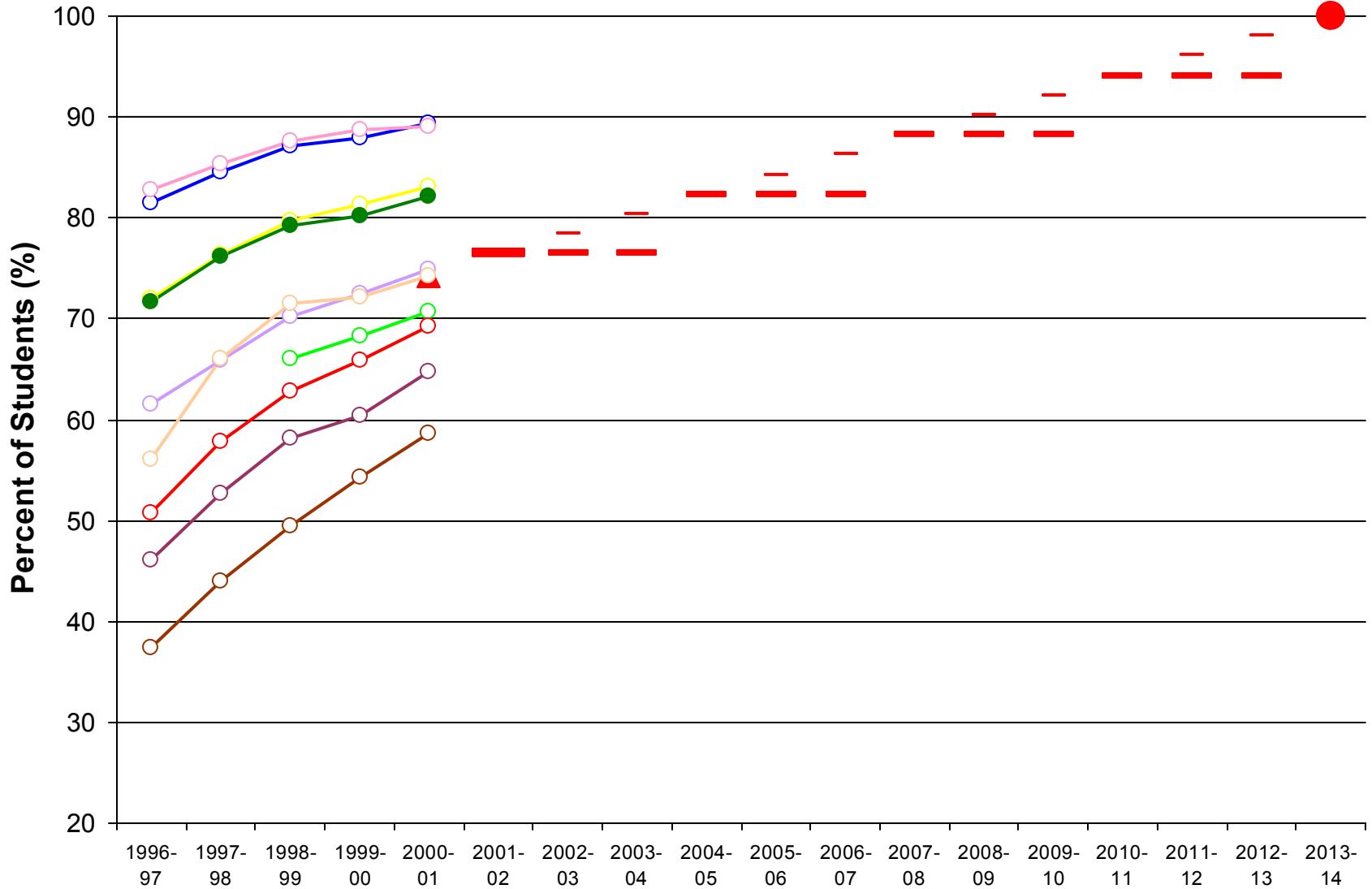
How have the achievement gaps been closed?



AYP Does Not Automatically Translate to Closing the Gaps toward the 100% Goal or at the Desired Pattern



Closing the Gaps toward the 100% Goal for Each Group Can Translate to AYP



VI. Urgent Tasks:

- 1. Act today and act right now;**
- 2. Disaggregate student data at LEA-level, school-level, grade-level, and classroom-level;**
- 3. Calculate 10% reduction bars for each of the above groups for 2002-03 school year and make efficient plan for reaching the goal;**
- 4. Locate marginal students for each valid student group around proficiency level and work with them effectively;**
- 5. Identify “VIS” students who will impact three or more student groups and work with them deliberately;**
- 6. Work with all students successfully.**