

FEDERAL ACCOUNTABILITY

NEBRASKA DEPARTMENT OF EDUCATION

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What is AYP and why do we have it?

- Federal Accountability
- Calculated at the building level and the district level
- Based on NeSA performance (Reading, Math and Other Academic Indicator)



AYP Goals

- As of the 2013-2014 school year
- Reading – all grades and all subgroups 100%
- Math – all grades and all subgroups 100%
- Writing – Grade 4 - 62%
Grade 8 – 61%
- Graduation Rate – all subgroups 90%



Subgroup Size

- An AYP decision is determined for each subgroup having 30 or more students for each grade span
- No AYP decision can be determined if less than 30 students in the subgroup
- If less than 10 students in a subgroup information will be masked



Very Small Schools

- Very Small Schools
 - Used for schools having no subgroups ≥ 30 students
 - The AYP decision from the grade span at the district level will be applied to all schools having subgroups with at least one student, but less than 30 students at the grade span
 - Applicable for Reading Performance and Mathematics Performance



Very Small Schools (continued)

- NeSA Reading and Math results from two years will be combined for any grade span or school with no groups of 30.
- If the combined data for students enrolled a FAY results in at least one subgroup of 30 or more, then the school or district will no longer be included in the Very Small District/Very Small School process



Participation Met or Not Met

- For subgroups with 30 or more students, an AYP decision for each subgroup is based on whether or not the subgroup's participation meets or exceeds 95%
 - $\geq 95\%$ participation results in a MET
 - $< 95\%$ participation results in a NOT MET
- If the participation rate for any subgroup is a NOT MET, then the current year's participation data and the previous year's participation data are averaged to determine a two-year participation rate



Continuous Years of Progress

- **MET:** Both previous year's AYP decision *AND* current year AYP decision are MET
- **NOT MET:** Previous years AYP decision is MET and the current year's AYP decision is NOT MET
- **NOT MET, IMPROVEMENT SHOWN:** Previous year's AYP decision is NOT MET **AND** the grade span is NOT in NEEDS IMPROVEMENT **AND** the current year's AYP decision is MET



Continuous Years of Progress (Cont.)

- **NEEDS IMPROVEMENT:** Having a NOT MET for two or more consecutive years in the same subject area in the same grade span
 - Performance **AND/OR** Participation
- **NOTE:** It takes two consecutive years of MET, in the subject area and grade span that caused the identification, to be removed from “Needs Improvement” status.



Needs Improvement

- What happens if a school or districts does not meet AYP goals for two consecutive years?
 - Two years of not meeting AYP in the same subject (performance OR participation) identifies a school /district for Needs Improvement
 - Consequences for Title I schools / districts



District in Needs Improvement

District not meeting AYP in the same subject (or other academic indicator) at all grade levels for two or more consecutive years

Required actions:

- Notification to parents describing:
 - Reason(s) for the identification
 - How parents can participate in the district improvement process
 - Corrective actions taken to improve student achievement
- Must develop a “District Improvement Plan” that addresses:
 - Fundamental teaching and learning needs
 - Measurable achievement goals and targets for subgroups
 - Strategies to strengthen instruction
 - Extended learning activities
 - High quality professional development (10% set aside)
 - Parent involvement activities



Title I School Improvement Consequences – Year 1

- Must provide prompt written communication to parents
- School must offer public school choice
- School Support Team must develop a two-year school improvement plan
- Additional funds (Accountability) are provided to each school in School Improvement



Title I School Improvement Consequences – Year 2

- Must provide prompt written communication to parents
- School must offer public school choice
- Must offer Supplemental Educational Services to eligible students
- School Support Team must review the improvement plan
- Must post public school choice and SES information
- Additional funds (Accountability) are provided to each school in School Improvement



Title I School Improvement Consequences – Year 3

- Continue consequences outlined in Year 2
- Develop a corrective action plan and take at least one of the following actions:
 - Replace the school staff who are relevant to the failure to make AYP
 - Institute and fully implement a new curriculum, including providing appropriate professional development for relevant staff that is based on scientifically based research and offers substantial promise of improving educational achievement for low-achieving students and enabling the school to make AYP
 - Significantly decrease management authority at the school level
 - Appoint an outside expert to advise the school on its progress toward making AYP based on its school plan
 - Extend the school year or school day for the school
 - Restructure the internal organizational structure of the school



Title I School Improvement Consequences – Year 4

- Continue consequences outlined in Year 2
- Begin to develop a restructuring plan with input from parents/guardians, teachers and other stakeholders
- Restructuring plan must include one of the following options:
 - replacing all or most of the school staff (which may include the principal) who are relevant to the failure to make AYP
 - entering into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school
 - any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make AYP as defined in the state plan



Title I School Improvement Consequences – Year 5

- Continue consequences outlined in Year 2
- Implement the Restructuring Plan developed in Year 4



Accountability Funds

- Who can apply for Title I Accountability funds?
 - Any Title I school identified for Needs Improvement and not currently a recipient of School Improvement Grant (SIG) funds is eligible to apply for Title I Accountability funds
 - Application in GMS



Persistently Lowest Achieving Schools (PLAS)

- How are PLAS determined?
 - PLAS is another way of looking at school performance
 - All schools identified as being in Need of Improvement under AYP are also considered PLAS
 - High schools with graduation rates below 75% over a period of three years are considered PLAS
 - Secondary schools that are eligible for Title I funds, but not served, that are the lowest ranked among all the schools in the state are also considered PLAS



Three Tiers of PLAS

- Tier I: The 5 or 5% (whichever is greater) of the lowest-achieving Title I schools identified to be in Needs Improvement PLUS and Title I served secondary school with a graduation rate <75% over the three latest years that was not identified in the 5 or 5% of the lowest-achieving Title I schools



Three Tiers of PLAS (cont.)

- Tier II: The 5 or 5% (whichever is greater) of the lowest ranked secondary schools where the “all students” group meets the minimum n-size (30) for AYP that are eligible for, but do not receive, Title I funds PLUS any secondary school that is eligible for, but does not receive, Title I funds that has a graduation rate $<75\%$ over the three latest years and was not identified as one of the 5 or 5% (whichever is greater) of the lowest ranked secondary schools



Three Tiers of PLAS (cont.)

- Tier III: Any Title I school identified to be in Needs Improvement that is not a Tier I School and any school that is ranked as low as the Tier I and Tier II Schools but has no groups of at least 30 students.



School Improvement Grants

- Who is eligible to apply for School Improvement Grants?
 - Any District having one or more schools identified as PLAS may apply
 - The State must fund Tier I schools before considering Tier II or Tier III schools



School Improvement Grants

- These are three year grants
- Must adopt one of four turnaround models
- Must apply for grants
- Biggest obstacle for most schools is replacing the principal in the building
- Grants are awarded once a year in April
- All PLAS schools are eligible but priority is given to Tier I and Tier II schools



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