

Hot Topic Movies

www.ncpublicschools.org/newsroom/topics

AYP and NCLB in North Carolina

Presented by the NC Department of Public Instruction

TRANSCRIPT

The major goal of the federal No Child Left Behind law is for all public school children to perform at grade level in reading and math by the end of the 2013-14 school year. The law's accountability requirements are based around Adequate Yearly Progress, or AYP, which measures the yearly progress of different groups of students at the school, district, and state levels against yearly targets in reading and math.

No Child Left Behind defines student groups as: the School as a Whole; White; Black; Hispanic; Native American; Asian; Multiracial; Economically Disadvantaged Students; Limited English Proficient Students; and Students With Disabilities. At least 95 percent of students in each group must participate in testing. Most schools don't have all 10 student groups. Some of the state's most at-risk students are represented in several student groups. That's the intent of the law ... to make sure that no child is left behind.

Belinda Black: "This means that we have a way of determining if students with disabilities are performing, if economically disadvantaged students are performing and how well each of these student subgroups is performing in a school. This is, really, I think, the unique characteristic of No Child Left Behind."

If just one student group in math or reading at a school does not meet the targeted proficiency goal, then the school might not make AYP for that year. Another way the school could still make AYP is new this year. It's the AYP growth standard.

The AYP growth standard will be applied to student groups that don't initially meet proficiency target goals. The AYP growth standard requires that students who enter a tested grade in North Carolina must demonstrate proficiency within four years in order to be counted as proficient. The four-year pathway toward proficiency must demonstrate designated, incremental progress.

If the student group meets its target goal after including students meeting proficiency through the AYP growth standard, the school still makes adequate yearly progress. This information will be included in the school's AYP report as well.

Proficiency, or grade level achievement, on reading and math end-of-grade tests for grades 3-8 is key in determining if elementary and middle schools make AYP. Proficiency in Algebra I and a combination of the English I end-of-course and Grade 10 writing assessments are the main AYP considerations at the high school level.

Proficiency target goals set a percentage of students expected to demonstrate grade-level mastery. For instance, in the 2005-06 school year, 76.7 percent of students in each group in grades 3 through 8 were expected to be proficient in reading. In math, 81 percent of those same students were expected to demonstrate proficiency on the end-of-grade math tests.

A Title I school that doesn't make AYP in the same subject for two years in a row enters Title I School Improvement. Parents must be given the option to transfer their children to another school designated by the district that is not in Title I School Improvement. In the second year of Title I School Improvement, extra tutoring services must be made available to low-income students while continuing to offer public school choice to all students.



Non-Title I schools that do not make AYP consistently in a subject area, such as reading, are required to amend their School Improvement Plan to address the situation.

Sometimes, ABCs and AYP school designations seem to contradict each other. A school's AYP and ABCs results may differ because they are based on different sets of criteria.

Belinda Black: "Under ABCs, we're looking at a school's performance by grade level for the grades 3 through 8 and for the high school, the grades that are in a high school, and it's a model that adds in all the scores together. Which means that, if we have students who aren't performing as well at grade 3 in reading, they may be performing spectacularly at grade 5 in math, so overall, under the ABCs, the school will be doing well. Under AYP, however, it's quite different. We're looking individually at student subgroups and whether or not they're reaching a proficiency benchmark."

When considering information regarding AYP across our nation, it's important to keep in mind that each state has its own tests used to determine student achievement. There is not a national test. The rigor of state tests varies widely. And there are many more components to AYP than this presentation covers. In general, however, it's important to keep in mind that both the ABCs and AYP information can be used to focus school improvement efforts and to understand how these efforts are improving learning for each student.

Belinda Black: "It's really at the classroom level that assessments should be the benchmark or the hallmark of what's happening in the school. Research shows that it's the classroom teacher that makes all the difference. And so a parent, while it's important to be attuned to how the school is doing under various accountability measures, it's far more important as a parent to know exactly what's happening in that classroom and to really know whether or not that classroom teacher has a really good idea of how your student is performing."

Each year, AYP calculations have changed to comply with changing federal regulations and to take advantage of flexibility offered by the U.S. Department of Education. This year, the AYP growth standard is new. And the new AYP growth standard differs from the new ABCs growth formulas. Perhaps the most useful information will be the new ABCs growth data available on individual students this year for the first time. This information can help teachers better understand their students' performance and guide classroom instruction.

For more information on AYP and the ABCs, access the Web at: <http://ayp.ncpublicschools.org/>, <http://abcs.ncpublicschools.org/abcs/>, or

www.ncpublicschools.org/nclb.

To get your questions answered, call the hotline at 800-431-7373 or email abcs@dpi.state.nc.us.

