

The Nevada Plan and the Implementation of the No Child Left behind Act: Assessment & Accountability

Legislative Committee on Education
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Prepared by

Paul M. La Marca, Ph.D., Director
(775) 687-9180, plamarca@nsn.k12.nv.us

EXHIBIT B Education

Document consists of 30 pages.

- ☒ Entire document provided.
- ☐ Due to size limitations, pages _____ provided. A copy of the complete document is available through the Research Library (775/684-6827) or e-mail library@lcb.state.nv.us.

Meeting Date 11/17/03

Nevada Plan

- Areas of Consideration
 - Assessment system
 - Determining AYP
 - Consequences associated with “in need of improvement” designations
 - 2003-04 Timeline

Emerging Assessment System

	2002-2003	2003-2004	2004-2005	2005-2006
Grade 3	CRT—Reading, Math	CRT—Reading, Math	CRT—Reading, Math	CRT—Reading, Math
Grade 4	NRT—ELA, Math, SCI Perf—Writing	NRT—ELA, Math, SCI Perf—Writing	NRT—ELA, Math, SCI Perf—Writing	NRT—ELA, Math, SCI CRT—Reading, Math Perf—Writing
Grade 5	CRT—Reading, Math	CRT—Reading, Math, SCI	CRT—Reading, Math, SCI	CRT—Reading, Math, SCI
Grade 6				CRT—Reading, Math
Grade 7	NRT—ELA, Math, SCI	NRT—ELA, Math, SCI	NRT—ELA, Math, SCI	NRT—ELA, Math, SCI CRT—Reading, Math
Grade 8	Perf—Writing	CRT—Reading, Math, SCI Perf—Writing	CRT—Reading, Math, SCI Perf--Writing	CRT—Reading, Math, SCI Perf--Writing
High School	NRT—ELA, Math, SCI HSPE—ELA, Math, SCI	NRT—ELA, Math, SCI HSPE—ELA, Math	NRT—ELA, Math, SCI HSPE—ELA, Math	NRT—ELA, Math, SCI HSPE—ELA, Math

NRT = Norm-referenced tests; CRT = Criterion-referenced tests; Perf = Performance assessment
 HSPE = High School Proficiency Examination; ELA = English Language Arts; SCI = Science

Assessment System cont.

- Senate Bill 1 of the 19th Special Session requires that the State Board use a Nationally Recognized Testing Company for the assessments requires as part of NRS 389.550, with the exception of the writing test.
- In compliance, the State Board of Education acted to extend the contract with Harcourt Educational Measurement in June of 2003. The extension includes the development of new criterion-referenced tests (CRTs) in grades 4, 6, and 7. The contract was approved by the Board of Examiners and took effect on July 1, 2003.
- The CRTs in grades 3 through 8 will be fully implemented in the 2005-06 school year.

Assessment System cont.

- NCLB requires that test performance be reported in terms of achievement levels (Developing; Approaches Standard; Meets Standard; Exceeds Standard)
- Achievement levels have been determined using judgmental and statistical methods for the:
 - HSPE (grades 10/11/12)
 - Writing Performance tests (grades 4, 8, and 11/12)
 - CRTs (grades 3, 5, and 8*)
 - *The State Board is expected to adopt achievement levels for the 8th grade CRTs at its December, 2003 meeting

Determining Adequate Yearly Progress (AYP)

Each year an AYP determination is made for every school, school district, and the state as a whole

- AYP is determined for two subject areas separately
 - English Language Arts (ELA)
 - Math
- Performance is considered separately for 9 subgroups
 - School (district)
 - Ethnicity/Race (American Indian, Asian/PI, Hispanic, Black, White)
 - Special Populations (IEP = Students with disabilities, LEP = students with limited English proficiency)
 - Economically Disadvantaged
- Four performance indicators are used
 - Test Participation Rate
 - Status Performance—Percent of students at/above meets standard
 - Safe Harbor—Decrease in percent of non-proficient students
 - Other Indicator—(ADA = average daily attendance, graduation rate)

Determining AYP cont.

- **Participation rate** = ratio of students participating in the state assessment to the number of enrolled students presented as a percentage
 - 48 out of 50 enrolled students participated for a rate of 96%
- The derived rate is compared against the **95% NCLB standard**
- Or
- For subgroups with less than 20 students, the derived rate is compared against $N - 1$
 - Say you have 15 LEP students, 14 of these students (93%) must participate

Determining AYP cont.

- **Status Performance** = the percentage of students performing at or above “meets standard” or the proficiency cut score (PAC)
 - PAC = the number of students demonstrating proficiency divided by the number of students enrolled (i.e. 23 students out 50 demonstrated proficiency or $23/50 = 46\%$)
 - The derived PAC is compared against the **statewide status target** (see statewide targets and annual objectives)

Determining AYP cont.

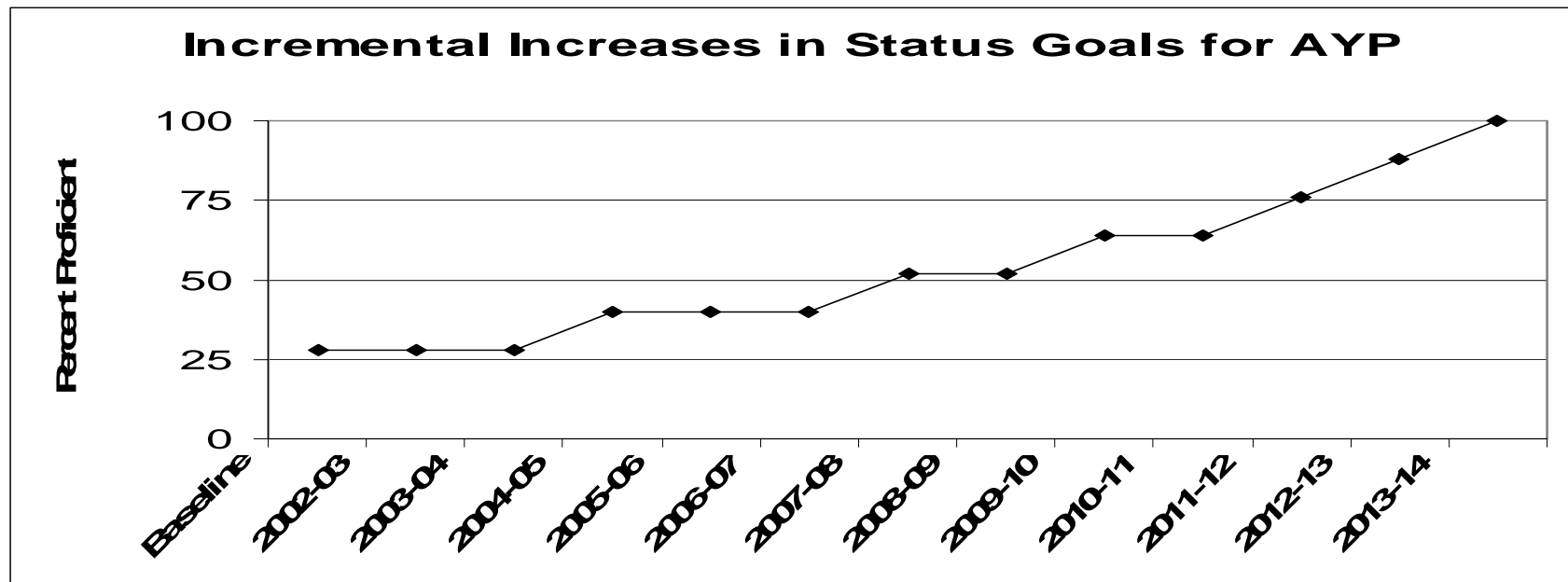
- Statewide status targets (PACs) for judging status performance for the 2002-03 school year are as follows:

	ELA	MATH
Elementary	30.0%	36.0%
Middle School	37.0%	32.0%
High School	73.5%	42.8%

- Slight adjustments to these targets may be made for the 2003-04 school year as the NRT assessment is phased out of use in the AYP determination process
- The first incremental increase in the state goal for status will occur after the 2004-05 school year.

Determining AYP cont.

- Incremental “status” increases



- The first incremental increase in the state goal for status will occur in the 2004-05 school year.

Determining AYP cont.

- **SAFE HARBOR** Performance = a comparison of the current year PAC to the PAC observed in the previous year to determine the **reduction in the percent of non-proficient students**
 - Current year PAC minus last year PAC = the difference in the percentage of students at or above proficiency
 - The derived PAC difference is compared against the **NCLB standard of 10% reduction** in the percent non-proficient (see example)

Determining AYP cont.

- Other indicator comparisons
 - ADA = average daily attendance among students
 - Graduation Rate = cumulative graduation rate for a cohort of students (i.e. the class of 2001)

The other indicator performance requirement can be met by

- 1) Maintaining performance at or above the state standard
(ADA = 90%; Graduation rate = 50%)

or

- 2) Demonstrating a positive difference in comparison to the previous year (i.e. increase in ADA from previous year)

Determining AYP cont.

- Aggregating Data→ We are required to make decisions about schools, not grades. We are also required to make decisions with respect to content area domains (i.e. English Language Arts), not tests.
- Toward this end, we aggregate (sum) data across grades and tests within content area domains.
- By doing this we:
 - Minimize the number of “high stake” comparisons
 - Increase the stability, hence reliability, of the data
 - Better represent the school as a whole

Determining AYP cont.

- N-Size, confidence intervals, and AYP Status/Safe Harbor comparisons
 - In making AYP comparisons involving test performance, comparisons are not made for subpopulations with fewer than 25 students.
 - For status and safe harbor comparisons, confidence intervals are use to statistically adjust observed performance
 - Confidence intervals allow us to better ensure the reliability (accuracy) of our decisions

Determining AYP cont.

- Which students are included in the AYP determinations?
 - **All students** are considered when looking at test participation rates and other indicator performance
 - For status and safe harbor comparisons, we only consider test performance among students enrolled for a **full academic year**
 - A student who is enrolled on “count day” and continues to be enrolled through the testing window (not formally withdrawn), is considered to have been enrolled for a full academic year

Determining AYP cont.

- AYP decisions must be made for all public schools
 - Small schools, fewer than 25 students in tested grades, are judged using the same formula applied to all schools. Findings are noted indicating that the decision was based on limited information.
 - Magnet programs→ Schools that include special programs are held accountable for all students enrolled regardless of program participation
 - All other alternative programs are held to the same AYP classification rules
 - For schools enrolling students only in grades in which no large-scale assessments are required (i.e. k-2 school), AYP will be based solely on other indicator performance (i.e. ADA)
 - Charter schools are held accountable using the same rules that apply to all public schools

Determining AYP cont.

- When making an annual AYP determination, a minimum of 37 comparisons must be made, but many more maybe required (up to 63).
- Failure on any given comparison can result in a negative AYP classification.
- School districts receive preliminary designations regarding the district as a whole and each school in the form of a profile and supporting documentation

The AYP Profile

Population		ELA Participation	ELA Status	ELA Safe Harbor		Math Participation	Math Status	Math Safe Harbor	Other Indicator
School		Yes	Yes	-		No	Yes	-	Yes
American Indian / Alaskan Native		Yes	***	***		Yes	***	***	
Asian / Pacific Islander		Yes	***	***		Yes	***	***	
Hispanic		Yes	No	No		Yes	Yes	-	
Black		No	No	No		No	No	No	
White		No	Yes	-		No	Yes	-	
IEP		Yes	No	No		Yes	No	No	
LEP		Yes	No	Yes		Yes	No	Yes	
FRL		Yes	No	No		Yes	No	No	

Appeals process

- State Department of Education (NDE) preliminarily designates schools and school districts
 - Schools appeal preliminary designations to school districts
 - School districts consult with NDE in judging school appeals
 - School districts make final school designations
 - School Districts appeal preliminary designations to NDE
 - State makes final district designations

AYP & School Improvement (SI) Classifications

Annual AYP Judgments

ELA	Math	AYP Classification	Improvement Classification
Pass	Pass	Meets AYP	Okay
Fail	Pass	Fails AYP	Watch (ELA)
Pass	Fail	Fails AYP	Watch (Math)
Fail	Fail	Fails AYP	Watch (Both)
Fail for other indicator		Fails AYP	Watch (OI)

AYP & SI Classifications cont.

Two-Year Classification Table

Year 1 AYP Classification	Year 2 AYP Classification	2-Year SI Classification
Meets AYP	Meets AYP	Okay
Fails AYP	Meets AYP	Okay
Meets AYP	Fails AYP (any combo)	Watch (“combo” elements)
Fails AYP (ELA)	Fails AYP (Math)	Watch (math)
Fails AYP (Math)	Fails AYP (ELA)	Watch (ELA)
Fails AYP (ELA)	Fails AYP (ELA)	In Need of Improvement
Fails AYP (Math)	Fails AYP (Math)	In Need of Improvement
Fails AYP (Both)	Fails AYP (either)	In Need of Improvement
Fails AYP (OI)	Meets AYP	Okay
Meets AYP	Fails AYP (OI)	Watch (OI)
Fails AYP (OI)	Fails AYP (OI)	In Need of Improvement

In Need of Improvement & Consequences

- To summarize AYP and SI Classifications:
 - To be designated as “in need of improvement” (INOI), a school must fail AYP in like areas for two consecutive years
 - To have the “in need of improvement” (INOI) designation lifted, school’s must meet AYP goals for two consecutive years

(2 years in / 2 years out)

INOI & Consequences cont.

- Consistent with the NCLB Act and SB 1, consequences for Title I schools differ from consequences for Non Title 1 schools (see attached handout)

<u>Designated as INOI</u>	<u>Title I Schools</u>	<u>Non Title I Schools</u>
Year 1	School Choice	
Year 2	Yr 1 consequence + Supplemental Services	
Year 3	Yr 1 & 2 consequences + Corrective Action	Department may take corrective actions
Year 4	Yr 1 - 3 Consequences + Plan for Restructure	Department may take corrective actions
Year 5	Yr 1 - 3 Consequences + Alternate Governance	

INOI & Consequences cont.

- In addition to “consequences”
 - Annually, every school must complete a school improvement plan
 - School districts and the NDE must provide technical assistance to schools identified as in need of improvement
 - In the 3rd year of INOI status, a support team must be established for the school

INOI & Consequences cont.

- IMPACT
 - Based on the 2002-03 AYP determination process and past performance:
 - 7 schools in their 2nd year of having an INOI designation
 - 20 schools in their first year of having an INOI designation
 - 194 schools on “watch” as a result of failing AYP for the first time

Accountability Timeline

- THE AYP Timeline for 2003-04 school year

March 15 to April 15	CRT Testing window
April 22 nd	Score materials to test vendor
May 20 th	Assessment reports to school district
June 15 th	NDE issues preliminary school designations
July 1 st to July 31 st	Designation appeal window
August 1 st	Final designations made
August 15 th	Issuance of “choice” letters
September 1 st	Dissemination of State Report Card
November 1 st	School improvement plans due date
January 1 st	Implementation of school improvement plan

School Designations/Consequences AYP & Needing Improvement(NI)

Status	Additional Requirements for Title I Schools Only	Consequences	Non-Title I Schools	Consequences
First Year Did not make Adequate Yearly Progress	Title I schools kept their designations for 2001-2002 school year per NCLB.	none stated	Data from 2002-2003 school year. Earliest identification "Watch List" beginning 2003-2004 school year.	Board of Trustees of the School District: •Must ensure that the school receives technical assistance •The principal must ensure that the improvement plan is reviewed, revised and approved
Second Year Did not make AYP Year 1 Needing Improvement (NI)	Data from 2001-2002 school year. Earliest designation as Needing Improvement (NI) at beginning 2002-2003 school year.	Improvement Plan <u>Choice</u>	Data from 2003-2004 school year. Earliest designation needing improvement (NI) at beginning 2004-2005 school year.	Board of Trustees: •Provides notice of school designation •Ensures the school receives technical assistance •Establishes Technical Assistance Partnership(TAP)
Third Year Did not make AYP Year 2 NI	Data from 2002-2003 school year. Earliest designation NI 2003-2004 school year.	Improvement Plan Choice <u>Supplemental Services</u>	Data from 2004 – 2005 school year. Earliest designation NI 2005-2006 school year.	Board of Trustees: •Provides notice •Assures the provision of technical assistance •Continues district TAP

<p>Fourth Year Did not make AYP Year 3 NI</p>	<p>Data from 2003-2004 school year.</p> <p>Earliest designation NI 2004-2005 school year.</p>	<p>Choice</p> <p>Supplemental Services</p> <p><u>Take a Corrective Action</u></p> <p>NCLB Corrective Actions:</p> <ul style="list-style-type: none"> •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 all relevant staff, that is based on scientifically based research. •Significantly decrease management authority at the school level •Appoint an outside expert to advise the school on its progress toward making AYP. •Extend the school year or school day for the school •Restructure the internal organizational structure of the school 	<p>Data from 2005-2006 school year.</p> <p>Earliest designation NI 2006-2007 school year.</p>	<p>Board of Trustees:</p> <ul style="list-style-type: none"> •Provides notice and technical assistance •Department establishes Support Team • Support Team shall consider corrective actions and make recommendations to Department • Department may take corrective action regardless of recommendation of support team <p>Corrective actions are:</p> <ul style="list-style-type: none"> -new curriculum -decrease number of managerial employees -extend school year/school day
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<p>Fifth Year Did not make AYP Year 4 NI</p>	<p>Data from 2004-2005 school year.</p> <p>Earliest designation NI 2005-2006 school year.</p>	<p>Choice</p> <p>Supplemental Services</p> <p><u>Prepare Plan to Restructure</u> using one of the alternate governance arrangements in NCLB</p>	<p>Data from 2006-2007 school year.</p> <p>Earliest designation NI 2007-2008 school year.</p>	<ul style="list-style-type: none"> • Board of Trustees: continues notice and technical assistance from district •Continue Department Support Team •Support Team should consider corrective action, if no action was taken yet, or if further action needed; may also consider consequences, sanctions or both • Department may take corrective actions, sanctions or both (Sanctions delineated by Board in Code and may not be more severe than Title I restructuring)
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<p>Sixth Year Did not make AYP Year 5 NI</p>	<p>Data from 2005-2006 school year.</p> <p>Earliest designation NI 2006-2007 school year.</p>	<p>Implement Restructuring Plan / at least one <u>Alternate Governance Arrangement</u></p> <ul style="list-style-type: none"> •Reopen the school as a public charter school •Replace all or most of the school staff (which may include the principal) who are relevant to the failure to make AYP •Enter into a contract with an entity, such as a private management company, with a demonstrated record of effectiveness, to operate the public school •Turn the operation of the school over to the State educational agency, if permitted under State law and agreed to by the State. •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. 	<p>Data from 2007-2008 school year.</p> <p>Earliest designation NI 2008-2009 school year.</p>	
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