

Adequate Yearly Progress No Child Left Behind Public School Choice

An Informational Presentation for
Stakeholders

March 2009



Georgia's AYP Determination Steps

Test Participation

- 95% in reading/English language arts and math is based on students continuously enrolled during state testing window.

Academic Performance

- Reading/English language arts and math performance is based on Full Academic Year (FAY) students
- Four Step Review Process:
 - Annual Measurable Objective
 - Confidence Interval
 - Multi-year Averaging
 - Safe Harbor

Second Indicator

- Attendance for Elementary & Middle Schools
- Graduation Rate for High Schools

Adequate Yearly Progress Grades 3 – 8 (Elementary & Middle School) Test Participation & Test Score Components

TEST PARTICIPATION Gr. 3 – 8 CRCT or the Georgia Alternate Assessment (GAA)

- Test at least **95%** of students in the “All Students” category and in each defined “Subgroup”
- The AYP calculation process may use data from the previous one or two years to average the participation rate data for a school or subgroup as needed.

ANNUAL MEASUREABLE OBJECTIVES (AMO) Grades 3 – 8 or the Georgia Alternate Assessment (GAA)

- AMO Targets **MUST** be achieved at the “All Students Level” and any applicable subgroup.
- AMO can be achieved via Absolute Bar, Confidence Interval, Multi-Year Average, or Safe Harbor.
 - Achieve Annual Measurement Objective (AMO) Target of **73.3%** for **CRCT Reading/English Language Arts combined** (through Spring 2010) This is unchanged from 2008.
 - Achieve AMO Target of **59.5** for **CRCT Math** (through Spring 2010) This is unchanged from 2008.

Adequate Yearly Progress Grade 11 (High School) Test Participation & Test Score Components

TEST PARTICIPATION Gr. 11 GHS GT or the Georgia Alternate Assessment (GAA)

- Test at least **95%** of students in the “All Students” category and in each defined “Subgroup”
- The AYP calculation process may use data from the previous one or two years to average the participation rate data for a school or subgroup as needed.

ANNUAL MEASUREABLE OBJECTIVES (AMO) Grade 11

- AMO Targets **MUST** be achieved at the “All Students Level” and any applicable subgroup.
- AMO can be achieved via Absolute Bar, Confidence Interval, Multi-Year Average, or Safe Harbor.

Achieve AMO Target of **87.7%** for **GHS GT for ELA** (Through Spring 2010)

Note: AYP Proficient = Scale Score of 200

Achieve AMO Target of **74.9%** for **E-GHS GT for Math** (Through Spring 2010)

Note: AYP Proficient = Scale Score of 516+

*74.9% must score 516 +



Important note regarding Annual Measurable Objectives (AMO)

In order for a student to be included in the AMO calculation, the student must have been continuously enrolled from the **October FTE Count through the state testing window (for **GHSGT** or **CRCT**) without having withdrawn at any time in between . . . The official name for this is “Full Academic Year” or “FAY”.**

“Subgroups” Defined by No Child Left Behind (NCLB)

- **Racial/Ethnic Categories**
 - **Disability**
 - **Limited English Proficiency**
 - **Economically Disadvantaged**
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- Minimum Number Amendment
 - On June 14, 2005, US ED approved Georgia’s request to adjust the minimum group size. The minimum number adjustment allows AYP groups to be more proportional to the overall student population in AYP grades.
 - Group N size = 40 or 10%, whichever is greater (with a 75 student cap).

Second Indicator for Grades 3 – 8

Attendance

- No more than 15% of students may be absent more than 15 days or the school may demonstrate an improvement in attendance from the previous year.
- This second indicator is applicable to the ALL student group (the school as a whole).
- However, any subgroup that makes AMO via Safe Harbor then must meet the criteria for the second indicator as a subgroup.
- Attendance is calculated for ANY and ALL days that a student is enrolled in a school . . . Through the last day of school.
- Attendance, for AYP purposes, is not calculated with consideration for “Excused” and “Unexcused” absences.

Second Indicator for High Schools

Graduation Rate for AYP 2009

Grade 9-12 schools must ensure that **75% of students graduate from high school with regular diplomas in four years (+ 12th Grade Summer if necessary)**. Special Education Diplomas and Certificates of Performance do not “count”.

OR . . .The school must show improvement of 10%+ over the previous year – from a minimum threshold of 55%

Graduation Rate is calculated at the “All Students” level . . . unless AMO is achieved via Safe Harbor.

The formula for calculating Graduation Rate may be found on the Office of Student Achievement website:

www.gaosa.org

Students who begin in a school in August 2005 will effect the 2009 AYP Graduation Rate.

Anticipated Release of the 2009 AYP Reports

**It is anticipated that the Georgia Dept.
of Education will release the 2008 –
2009 AYP Report the week of July 6,
2009.**

However, this is subject to change . . .

Addition of “Re-Tests” to AYP Determinations

- In Summer 2008, the United States Dept. of Education approved – for the first time – for Georgia to apply Summer CRCT Re-Test scores to AYP determinations (Gr. 3 Reading, Gr. 5 Reading & Math, Gr. 8 Reading & Math)
- These results – for elementary and middle schools – were applied to a second, state-wide AYP release on Sept. 30, 2008.
- State-wide – and in DeKalb County - the number of schools that “made AYP” in the second release was large.
- It is anticipated that the CRCT Re-Test will be applied again in 2009 for elementary and middle schools.
- However, because AYP School Choice must be implemented at the start of the academic year – the re-test results do not reduce the list of schools that must offer choice.

DeKalb County School System
2009-2010
NCLB School Choice Plan

NoChild
LeftBehind



The *No Child Left Behind Act of 2001*

- **On January 8, 2002, President Bush signed the No Child Left Behind Act (NCLB) of 2001 that reauthorized the Elementary and Secondary Education Act (ESEA). NCLB significantly raises expectations for states, local school districts, and schools in that all students will meet or exceed state standards in reading and mathematics within twelve years.**

The *No Child Left Behind Act* of 2001

- **NCLB requires all States, including the State of Georgia, to establish state academic standards and a state testing system that meet federal requirements.**
- **NCLB was scheduled to be reauthorized by the U. S. Congress in 2007.**
- **New Non-Regulatory Guidance released January 14, 2009**

If a school fails to “Make AYP”, the following consequences occur. . .

- **1 Year Not Meeting AYP = No Consequences**
- **2 Years Not Meeting AYP in the Same Subject = Needs Improvement Year 1**

School Improvement Plan: Schools must identify the specific areas that need improvement and work with parents, teachers, and outside experts to develop a plan to raise student achievement.

Supplemental Services: Parents have the option of taking advantage of free tutoring and other supplemental educational services either from their school or from a state-approved outside group.

If a school fails to “Make AYP”, the following consequences occur. . .

Flexibility Grant Approved: Columbia HS NI-I SES and Margaret Harris NI-I SES

- **3 Years Not Meeting AYP in the Same Subject = Needs Improvement Year 2**
All Needs Improvement Year 1
Consequences in Addition to:
Public School Choice: Parents will have the option to transfer their children to a higher performing public school in the local district. Parents must be notified of this option. Priority for transportation cost must be given to the lowest-achieving, low-income students in that school.

If a school fails to “Make AYP”, the following consequences occur. . .

- **4 Years Not Meeting AYP in the Same Subject = Needs Improvement Year 3**
All Needs Improvement Year 2 Consequences in Addition to:
Corrective Action: School must make a fundamental change to help boost student achievement (This may include replacing some staff, providing additional professional development for teachers, appointing an outside expert to advise the school, extending the school year or school day, or restructuring).

If a school fails to “Make AYP”, the following consequences occur. . .

- **5 Years Not Meeting AYP in the Same Subject = Needs Improvement Year 4**
All Needs Improvement Year 3 Consequences in Addition to:
Continued Implementation of Correction Action Plan
Identified for Restructuring: School must develop (but not yet implement) an "alternate governance" or restructuring plan that may include converting it to a charter school, replacing all/most of the staff, turning it over to a private management company, or any other major restructuring of the school's governance arrangement that makes fundamental reforms.

If a school fails to “Make AYP”, the following consequences occur. . .

- **6 Years or More Not Meeting AYP in the Same Subject = Needs Improvement Year 5+**

All Needs Improvement Year 4 Consequences in Addition to:

Implementation of Restructuring Plan: School must fully implement the "alternate governance" or restructuring plan developed in year 4 of Needs Improvement.

Schools that must offer NCLB Public School Choice (PSC)

- Oakview ES
- Bethune MS
- Freedom MS
- McNair MS
- Stone Mountain MS
- Avondale HS
- Cedar Grove HS
- Clarkston HS
- Lithonia HS
- McNair HS
- Miller Grove HS
- Open Campus
- Towers HS
- M. L. King, Jr. HS
- DeKalb/Rockdale Psycho Education Center
- Destiny Academy

Schools that may have to offer Public School Choice (AYP determination)

- Montgomery ES (made AYP 2007-08)
- Avondale MS (made AYP 2007-08)
- Cedar Grove MS (made AYP 2007-08)
- Lithonia MS (made AYP 2007-08)
- Salem MS (made AYP 2007-08)
- Stephenson MS (made AYP 2007-08)
- Cross Keys HS (made AYP 2007-08)
- Columbia HS (NI-I SES)
- Margaret Harris HS (NI-I SES)



Selection of “receiving schools”

- School must not be on the “Needs Improvement List”
- School must have available seats



Most Requested Grade Levels

- 6th grade: 72% of all middle school transfers
- 9th grade: 55% of high school transfers



Receiving Schools 2009-2010

- Clifton ES
- Evansdale ES
- Hambrick ES
- Medlock ES
- Columbia MS
- Peachtree MS (8th only)
- Redan MS
- Sequoyah MS
- Chamblee HS (9th & 10th grades-50 seats)
- Redan HS Annex @ Elizabeth Andrews HS (9th & 10th grades)
- Southwest DeKalb HS Annex @ McNair HS (9th & 10th grades)
- Redan HS (11th & 12th grades)
- Stephenson HS (11th & 12th grades)
- DeKalb High School Technology South (11th & 12th grades)

Annex Model

- Creating satellite divisions of receiving schools, that is, classrooms that are under the supervision of the receiving school principal and whose teachers are part of the school faculty but that exist in neighboring buildings;
- Creating new, distinct schools, with separate faculty, within the physical sites of schools identified for improvement;
- Redan High School Annex at Elizabeth Andrews High School (Grades 9-10)
- Southwest DeKalb Annex at McNair High School (Grades 9-10)

Open Enrollment Periods

March 30-April 20, 2009

◦ (Schools (15) regardless of test scores)

July 13-August 3, 2009 (9 schools)

An LEA must notify parents of eligible students of the availability of public school choice sufficiently in advance of, but no later than 14 calendar days before, the first day of the school year following the school year in which the LEA administered the assessments that resulted in the school being identified for school improvement, corrective action, or restructuring [34 C.F.R. §200.37(b)(4)(iv)]. An LEA should offer public school choice as early as possible so that parents may consider their choice options well in advance of the start of the school year. (January, 2009)

Mandates of NCLB

- Parent Right to Know Letters-all letters will be sent to every parent via U.S. Mail and is available on the schools' and district's website
- Public School Choice Brochure will be mailed to every student attending eligible school
- Provide or provide for transportation
- Open enrollment period at least 14 days prior to 1st day of school (January, 2009)
- Allocate 20% of Title I allocation:
 - At least 5% for Public School Choice (PSC)
 - At least 5% for Supplemental Educational Services (SES)
 - Remaining 10% allocated above at the district's discretion.

Communication Plan

- February 26, 2009: Present plan to affected principals
- February 27, 2009: Present plan to the B.O.E. at the Committee of the Whole
- March, 2009: Community Meetings: Sending and Receiving Schools
- March, 2009: Principal meetings with potential students

Communication Plan

- March, 2009: Principals communicate with parents who have exercised PSC.
- March 16, 2009: Advertise with press and mail out Parent Right to Know Letters and School Choice Brochures
- March 30-April 20, 2009: First Open Enrollment
- July 13-August 3, 2009: Second Open Enrollment

NCLB Public School Choice

New Non-Regulatory Guidance released
January 14, 2009



Must an LEA that believes it does not have the physical capacity within its schools to accept transferring students implement the public school choice provisions?

- Yes. An LEA may not use lack of capacity to deny students the option to transfer. However, an LEA may take capacity into consideration in deciding which schools to make available to eligible students [34 C.F.R. §200.44(d)].



Must an LEA that believes it does not have the physical capacity within its schools to accept transferring students implement the public school choice provisions?

- Every student enrolled in a Title I school identified for school improvement, corrective action, or restructuring who wishes to transfer to another school must have that opportunity. Moreover, giving priority to the lowest-achieving students from low-income families (as described in C-4) does not diminish the requirement for an LEA to provide choice to all students in its Title I schools that are in school improvement, corrective action, or restructuring. Thus, if an LEA does not have sufficient capacity in its schools that are not identified for school improvement, corrective action, or restructuring (or as persistently dangerous) to accommodate the demand for transfers by all eligible students, the LEA must create additional capacity.

If an LEA believes it does not have the physical capacity to offer transfers to all eligible students, how can it create additional capacity?


- When capacity is an issue, LEA officials will need to employ creativity and ingenuity in creating capacity in schools to receive additional students. The range of possible options might include:
 - Reconfiguring, as new classrooms, space in receiving schools that is currently not being used for instruction
 - Expanding space in receiving schools, such as by reallocating portable classrooms within the LEA

If an LEA believes it does not have the physical capacity to offer transfers to all eligible students, how can it create additional capacity?

- Redrawing the LEA's attendance zones, if sufficient capacity is unavailable within the existing zones within which students would ordinarily select schools
- Creating satellite divisions of receiving schools; that is, classrooms that are under the supervision of the receiving school principal and whose teachers are part of the school faculty but that are in neighboring buildings
- Creating new, distinct schools with separate faculty within the physical sites of schools identified for school improvement, corrective action, or restructuring

If an LEA believes it does not have the physical capacity to offer transfers to all eligible students, how can it create additional capacity?

- Encouraging the creation of new charter schools within the LEA
- Developing distance-learning programs or entering into cooperative agreements with virtual schools
- Reshaping long-range capital construction and renovation plans in order to ensure that schools that are likely to receive new students have additional space



If an LEA believes it does not have the physical capacity to offer transfers to all eligible students, how can it create additional capacity?


- Modifying either the school calendar or the school day, such as through “shift” or “track” scheduling, in order to expand capacity.
- Easing capacity by initiating inter-district choice programs with neighboring LEAs or by establishing programs through which local private schools can absorb some of the LEA’s students.

How many choices of schools is an LEA required to offer to students?

- If more than one school that meets the requirements outlined in 34 C.F.R. §200.44(a)(3) (see E-1) is available, an LEA must offer more than one choice to eligible students [34 C.F.R. §200.44(a)(3)]. LEAs should strive to provide a full menu of choices to students and parents, and must take into account parents' preferences among the choices offered [34 C.F.R. §200.44(a)(4)(ii)].

When an LEA offers multiple choices of schools to which students may transfer, who makes the final decision on which school a student attends, and how is that decision made?

- While the final decision on the school each student will attend is up to the LEA, and while not all parents will necessarily receive their first choice of school, LEAs must take parents' preferences into account in making these decisions [34 C.F.R. §200.44(a)(4)(ii)]. In making decisions on school assignments, **LEAs must give priority to the lowest-achieving students from low-income families [Section 1116(b)(1)(E)(ii)]**. LEAs could ask parents to rank order their preferences among the schools that are available to receive transfer students. LEAs should respect those preferences, to the extent practicable, when assigning students to schools or when making decisions about transportation.



When an LEA offers multiple choices of schools to which students may transfer, who makes the final decision on which school a student attends, and how is that decision made?

- Once an LEA has made its decision, parents must have the option to decline the opportunity to move their child to the new school assigned by the LEA. If the student's current school is subject to both the public school choice and SES requirements, some parents, once they understand the transfer options, might elect to have their child remain in his or her original school and receive SES.

Questions?

