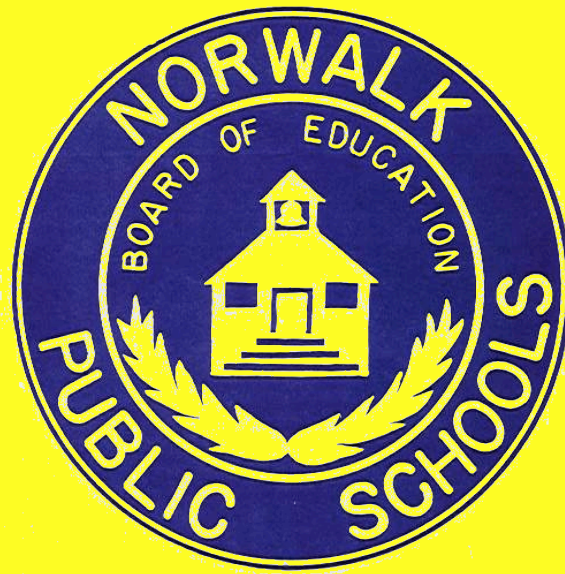


No Child Left Behind Report **2007/2008**



No Child Left Behind

Goal of the law:

- 100% proficiency for all students by 2014
- Adequate Yearly Progress of all subgroups
- Accountability through Consequences

No Child Left Behind

- Requires annual assessments
- Increasingly ambitious goals
- Requires testing of all students
- Test results broken down by subgroups
- Imposes sanctions if AYP is not met
- State plan for implementation is approved by the federal government

NCLB in Connecticut

- CMTs and CAPTs are the accountability measures
- Additional Academic Indicator
 - Elementary And Middle Schools: 70 Percent At or Above Basic in Writing
- High School: 70 Percent Graduation Rate
- 95 Percent Participation Rate in State exams
- AYP status decisions for district and schools must be statistically reliable and valid, and protect the identity of individual students
- Size of the subgroup in tested grades = 40 in order to be considered for AYP
- State will provide assistance, if necessary, to those Districts that do not make AYP

Proficient Targets - CMT

CMT Administration	Reading	Mathematics
Fall 2002		
Fall 2003	57%	65%
Fall 2004		
Spring 2006		
Spring 2007	68%	74%
Spring 2008		
Spring 2009	79%	82%
Spring 2010		
Spring 2011		
Spring 2012	89%	91%
Spring 2013		
Spring 2014	100%	100%

Proficient Targets - CAPT

CAPT Administration	Reading	Mathematics
Spring 2003 Spring 2004	62%	59%
Spring 2005 Spring 2006 Spring 2007	72%	69%
Spring 2008 Spring 2009 Spring 2010	81%	80%
Spring 2011 Spring 2012 Spring 2013	91%	90%
Spring 2014	100%	100%

Confidence Interval

Applied to Proficiency
(whole group and subgroup)

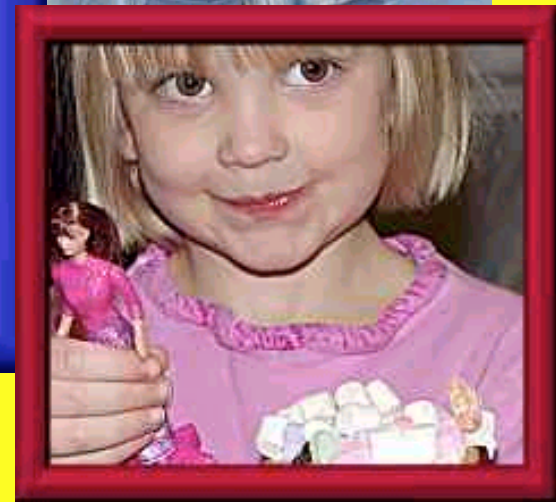
This adjusted proficiency is compared to NCLB target and *Adequate Yearly Progress (AYP)* is determined.

RESULTS: 99% Confidence Level

This federally approved calculation adjusts for sampling errors and variations in test reliability. This assures that with 99% confidence, the AYP status is statistically valid.

Subgroups – 40 or more in a school

- African-American
- Hispanic
- Students with disabilities
- English language learners
- Economically disadvantaged (free and reduced-lunch)



Summary

- *Percent At Or Above Proficient In Math & Reading*
 - 2008 - CMT: 79% Reading, 82% Math
 - 2008 - CAPT: 81% Reading, 80% Math
 - Safe Harbor

- Reporting by Subgroups of 40 or more

- *95 Percent Participation Rate*

- *Additional Academic Indicator*
 - Elementary And Middle Schools: 70 Percent At or Above Basic Writing

- High School: 70 Percent Graduation Rate

Safe Harbor

Definition - 10% decrease in number of students below proficiency in specific subgroups

All or nothing-- i.e. all subgroups must make the target or reach safe harbor in order for the school or district to be considered in safe harbor

Example to reach Safe Harbor

2007

- Any subgroup performed at
60% proficient
40% not proficient

2008

- Need to reduce 40% by 10%, a 4%
reduction resulting in
64% proficient
36% not proficient

**Hit the target or make
Safe Harbor**

or

**Deal with the
Consequences**

Year 1 - District identified as *In Need of Improvement* (INI) if two consecutive years not making AYP in the same subject and/or in participation, irrespective of subgroup. District must develop or revise a two-year District Improvement Plan.

Districts receiving Title 1 Funds have additional sanctions:

- Year 1 – Reserve at least 10% of Title 1 funds for PD and notify parents
- Year 2 - Still has not reached AYP. Continue with sanctions listed above.
- Year 3 - Still has not reached AYP. Implement a Corrective Action Measure selected by the State, e.g., fully implementing a new curriculum
- Year 4 - Still has not reached AYP. Assigned direct technical assistance from the State
- Year 5 - Still has not reached AYP. Assigned direct technical assistance from the State

- Year 1 - School Identification as *In Need of Improvement* (INI) if two consecutive years not making AYP in the same subject and/or in participation, irrespective of subgroup. - School must develop or revise a two-year plan.

Schools receiving Title 1 Funds have additional sanctions:

- Year 1 - School must offer choice and LEA provides technical assistance
- Year 2 - Still has not reached AYP. School must also offer supplemental education services.
- Year 3 - Still has not reached AYP. School begins corrective action, e.g, appointment of outside expert to advise the school
- Year 4 - Still has not reached AYP. Restructuring plan begins.
- Year 5 - Still has not reached AYP. Implementation of Restructuring Plan.

Choice

- Available for students only in Title I INI schools
- Guidelines developed by district
 - Transportation
 - Availability
- Governed by student economic need and achievement
- May **NOT** choose INI schools

Exit School Improvement (INI)

All subgroups must make AYP
for two consecutive years

(Including Safe Harbor)

LIMITATIONS OF NCLB

- Proficiency is a moving target
- Tests do not show progress
 - Generations
 - Time of year
 - Number of students and grades tested
- Does not consider cohort progress
- Lack of national consistency in testing
- Complexities of test make reporting difficult
- Impact on English Language Learners and Special Education
- Ignores research on school improvement and student learning

Reporting Results



Differences- NCLB and State Reporting

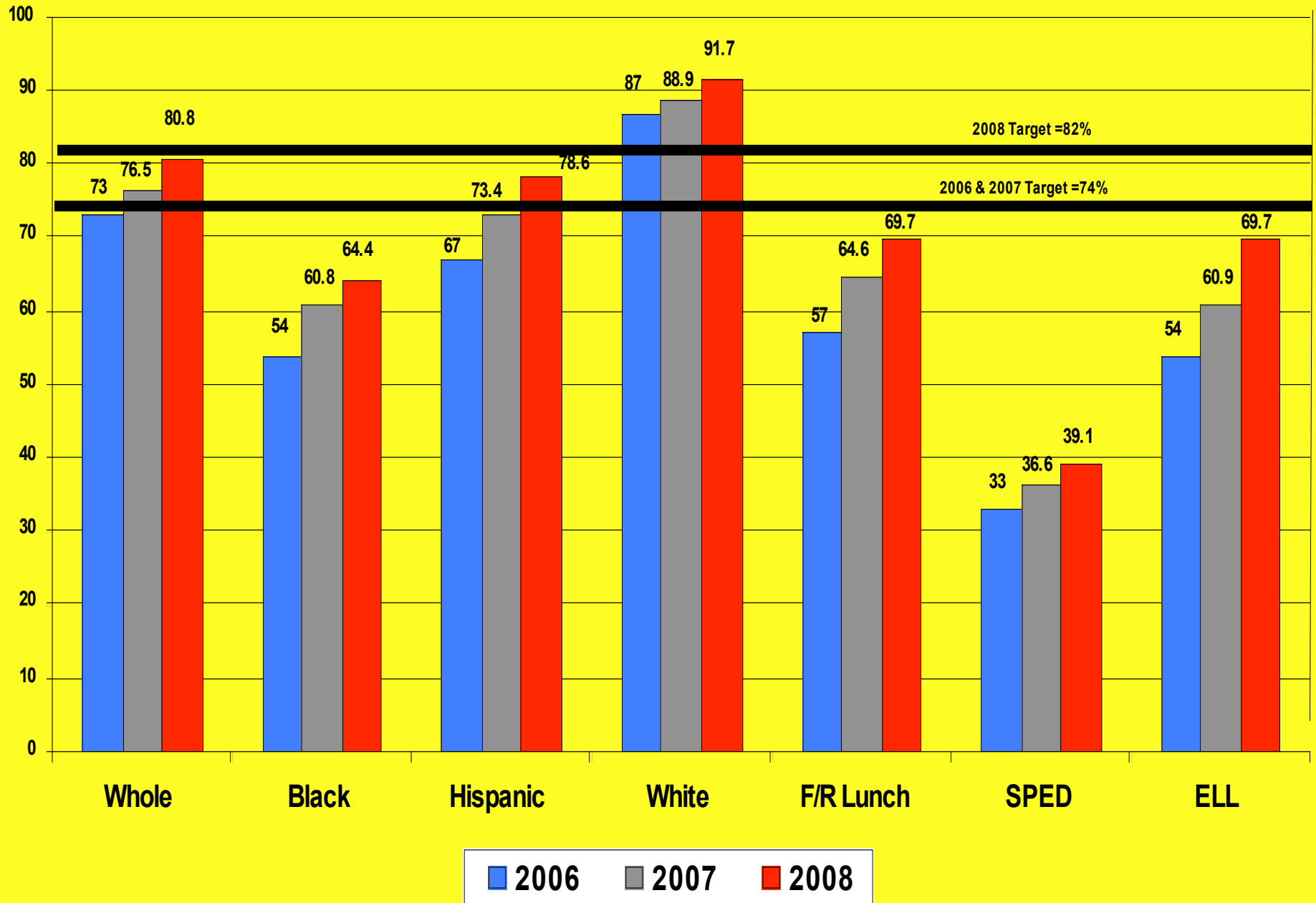
	<i>NCLB</i>	<i>State</i>
School and District Results	All tested CMT grades reported together	Results reported by Grade
Length of time in school	% above proficient for AYP includes only students enrolled as of October 1	No consideration
ELL/SPED	Counted in subgroup for 2 years after exiting program	No consideration

Differences- NCLB and State Reporting

	<i>NCLB</i>	<i>State</i>
Skills Checklist	Reported together with standard test takers	Not included in calculations
Confidence Interval	Applied to unadjusted AYP proficiency percent	No consideration
Subgroup Size Reported	Minimum of 40	Minimum of 20

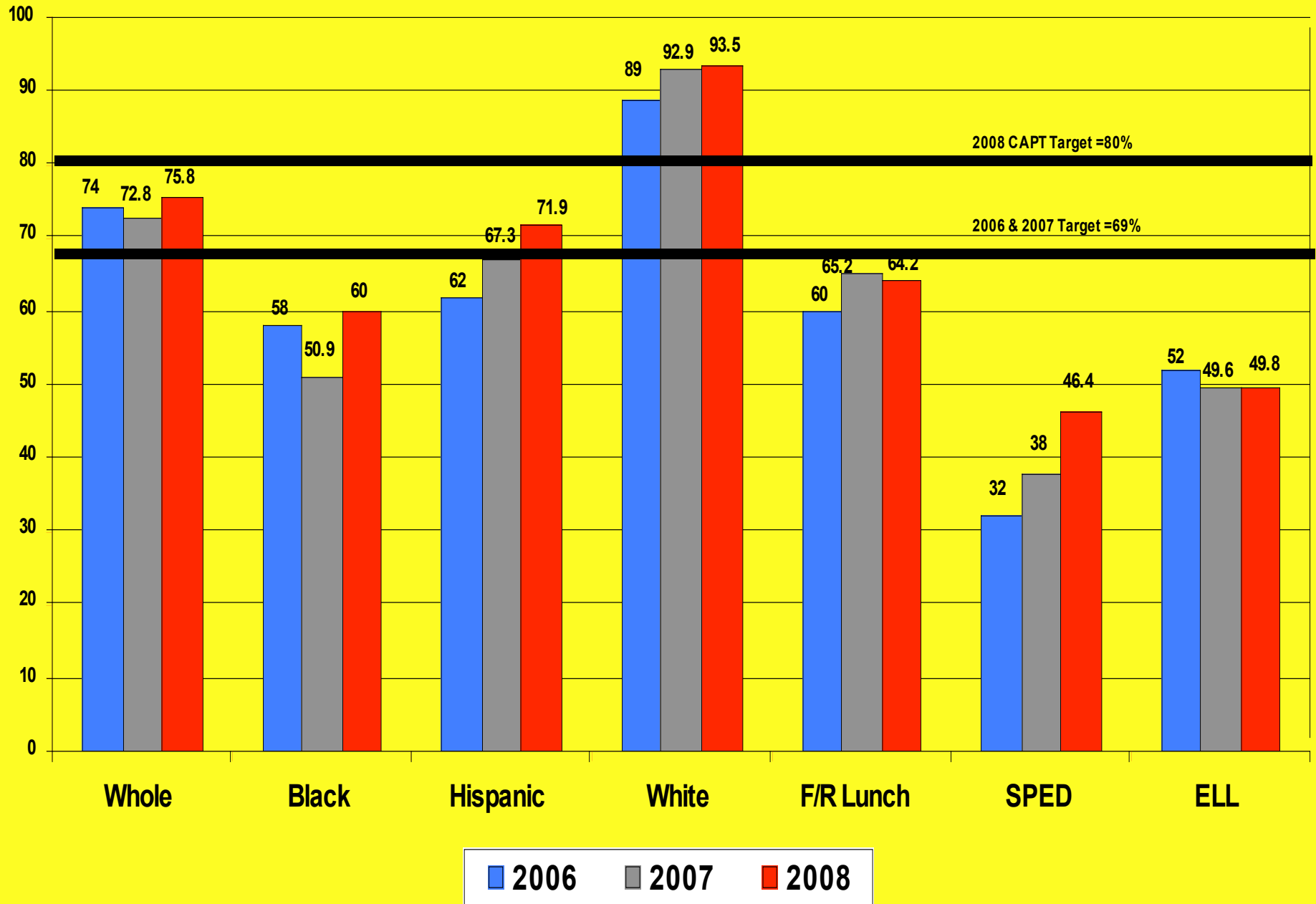
NCLB GRAPHS

Comparison of 2006-2008 NCLB AYP Math Proficiency Percents District Results based on CMT Grades 3-8



Comparison of 2006-2008 NCLB AYP Math Proficiency Percents

District Results based on CAPT Grade 10



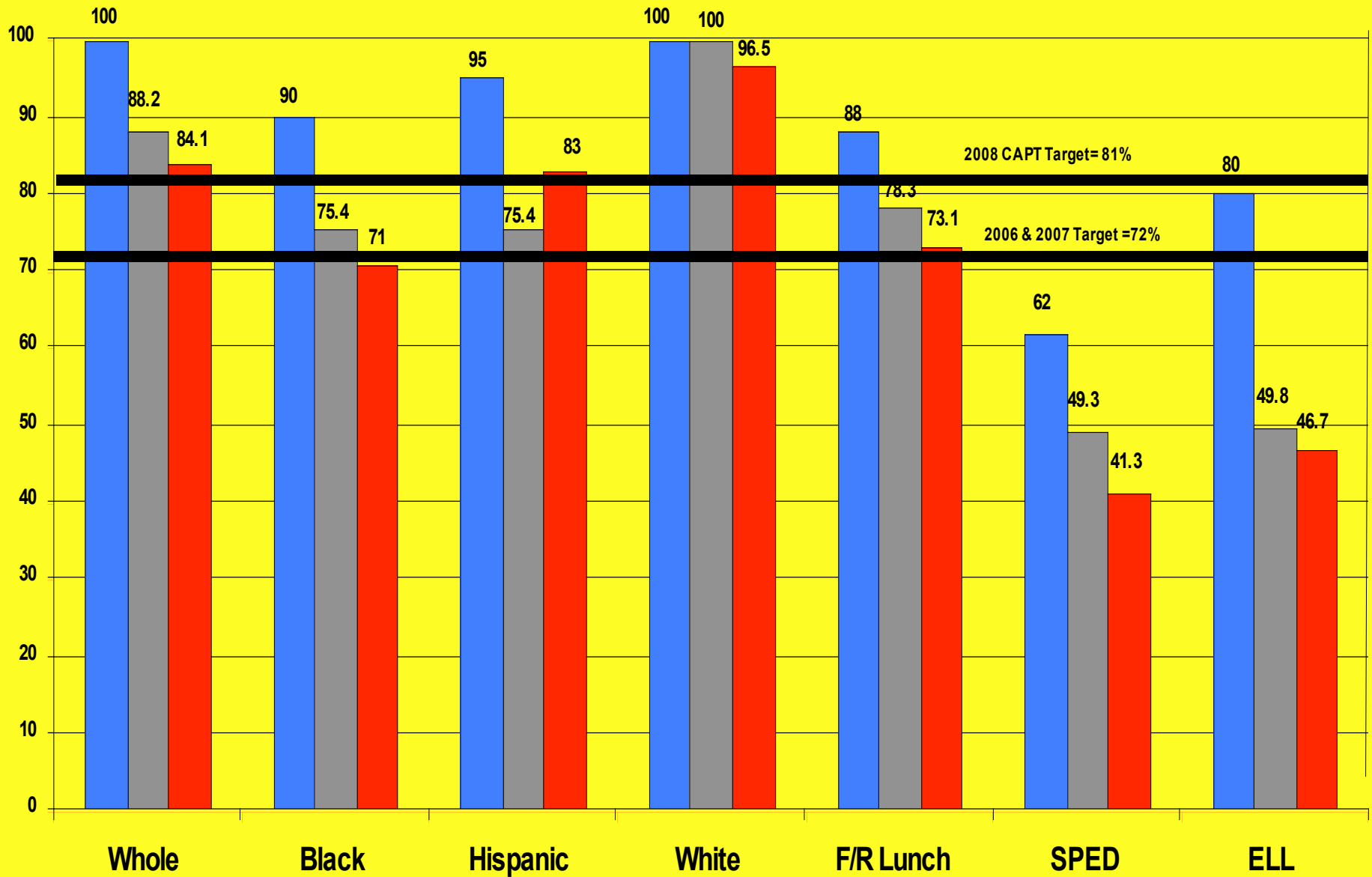
Comparison of 2006-2008 NCLB AYP Reading Proficiency Percents

District Results based on CMT Grades 3-8



Comparison of 2006-2008 NCLB AYP Reading Proficiency Percents

District Results based on CAPT Grade 10

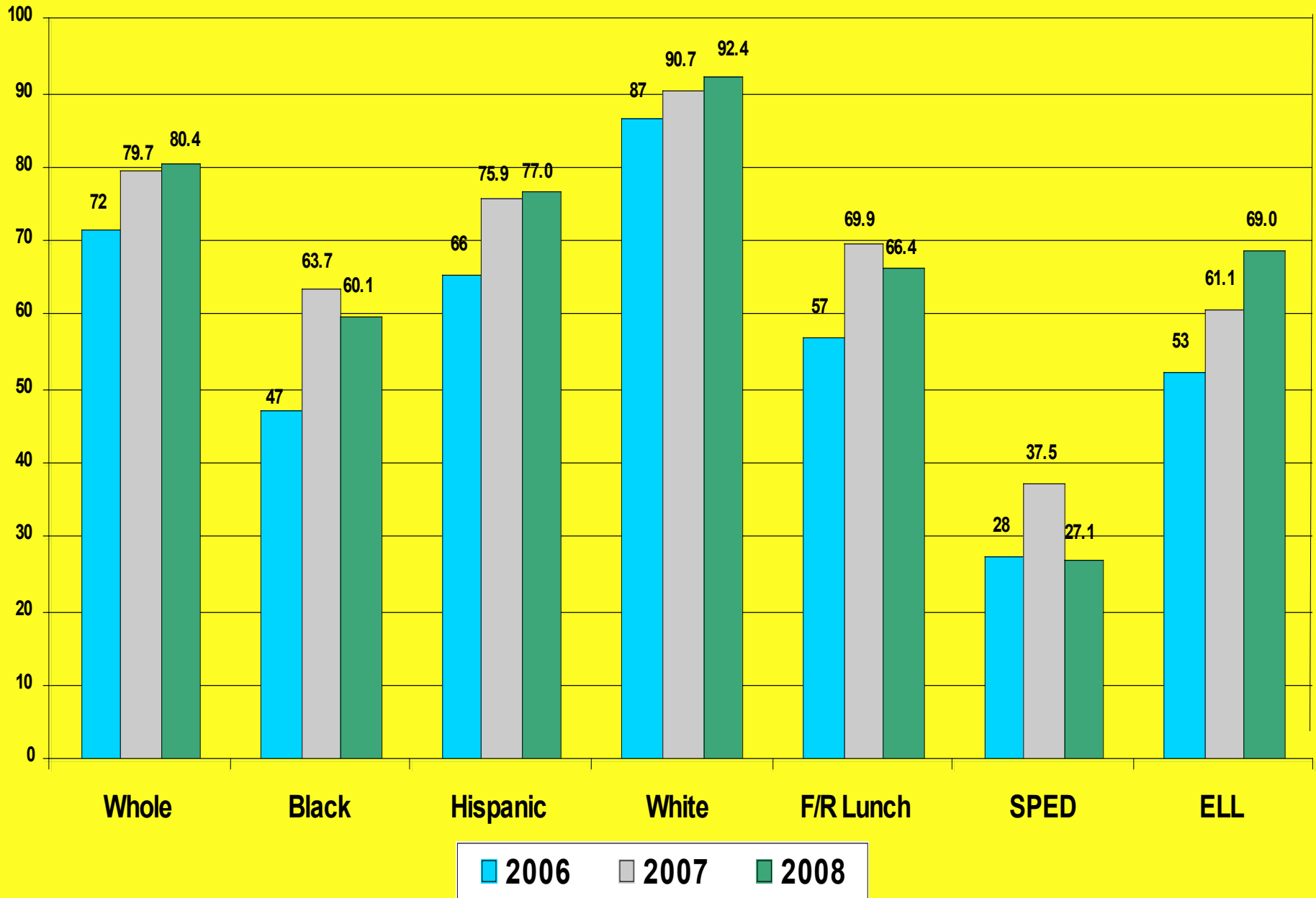


Note: Lower Confidence Interval in 2007 and 2008.



STATE GRAPHS

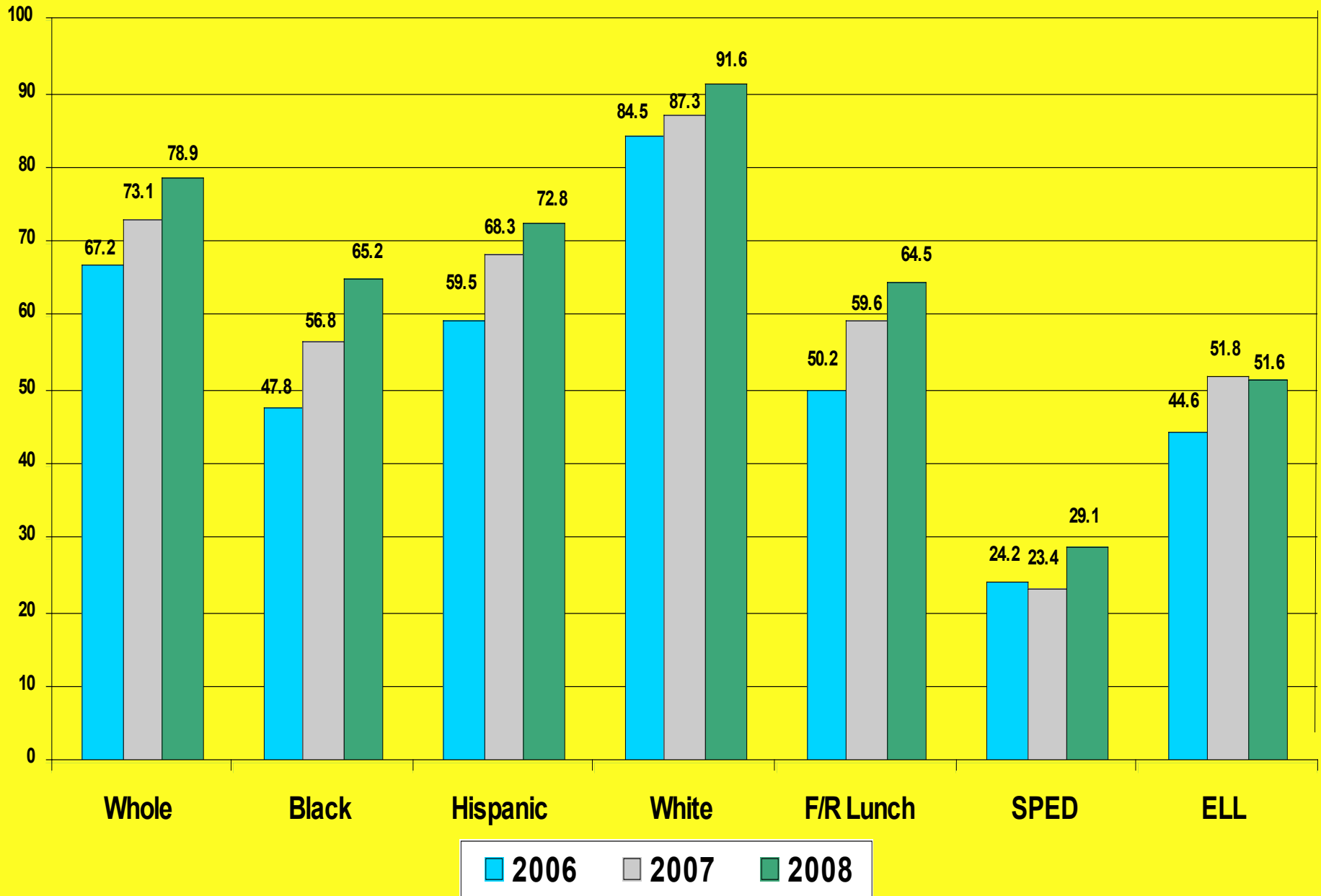
Comparison of 2006-2008 Math Proficiency Percents Grade 3



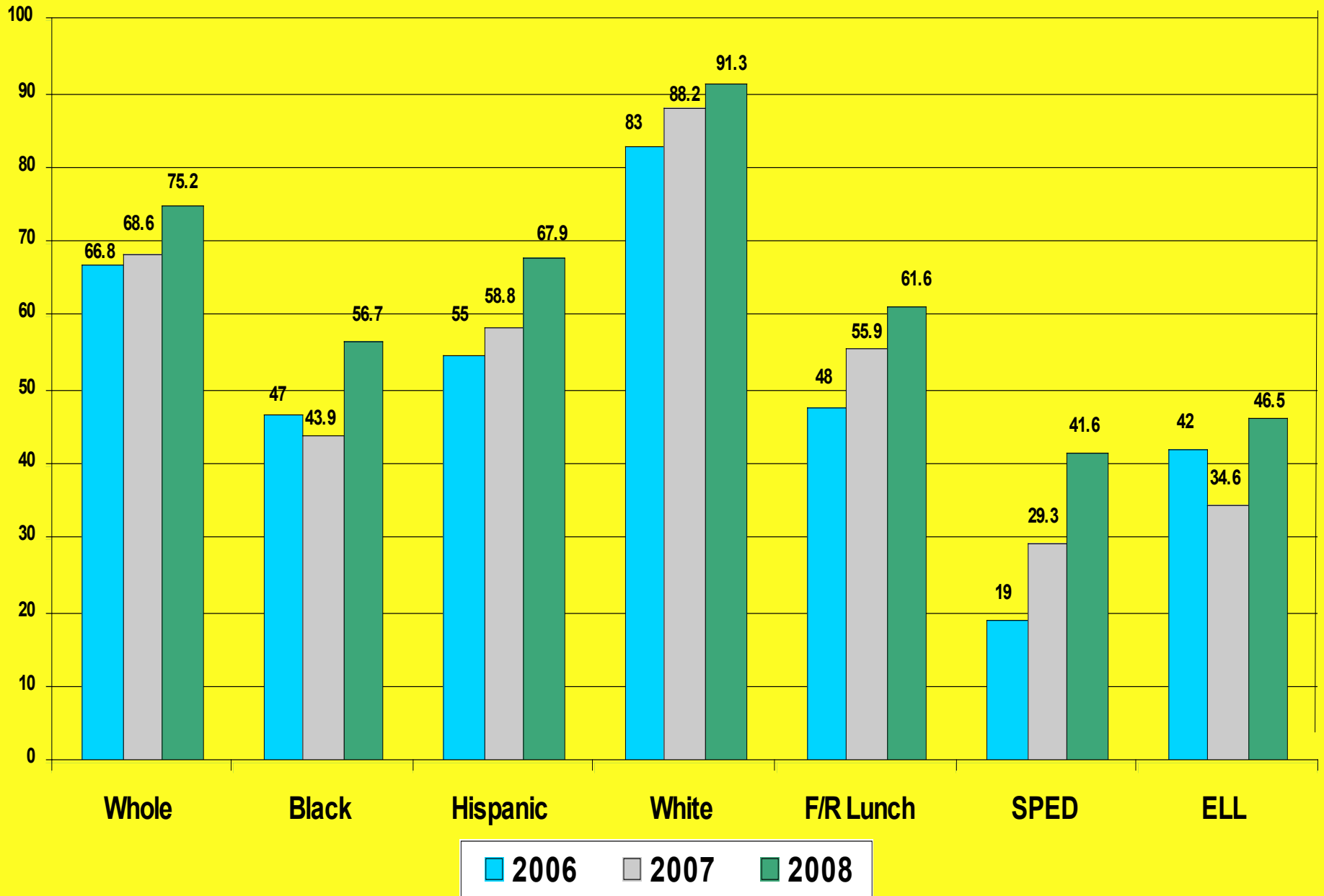
Comparison of 2006-2008 Math Proficiency Percents Grade 5



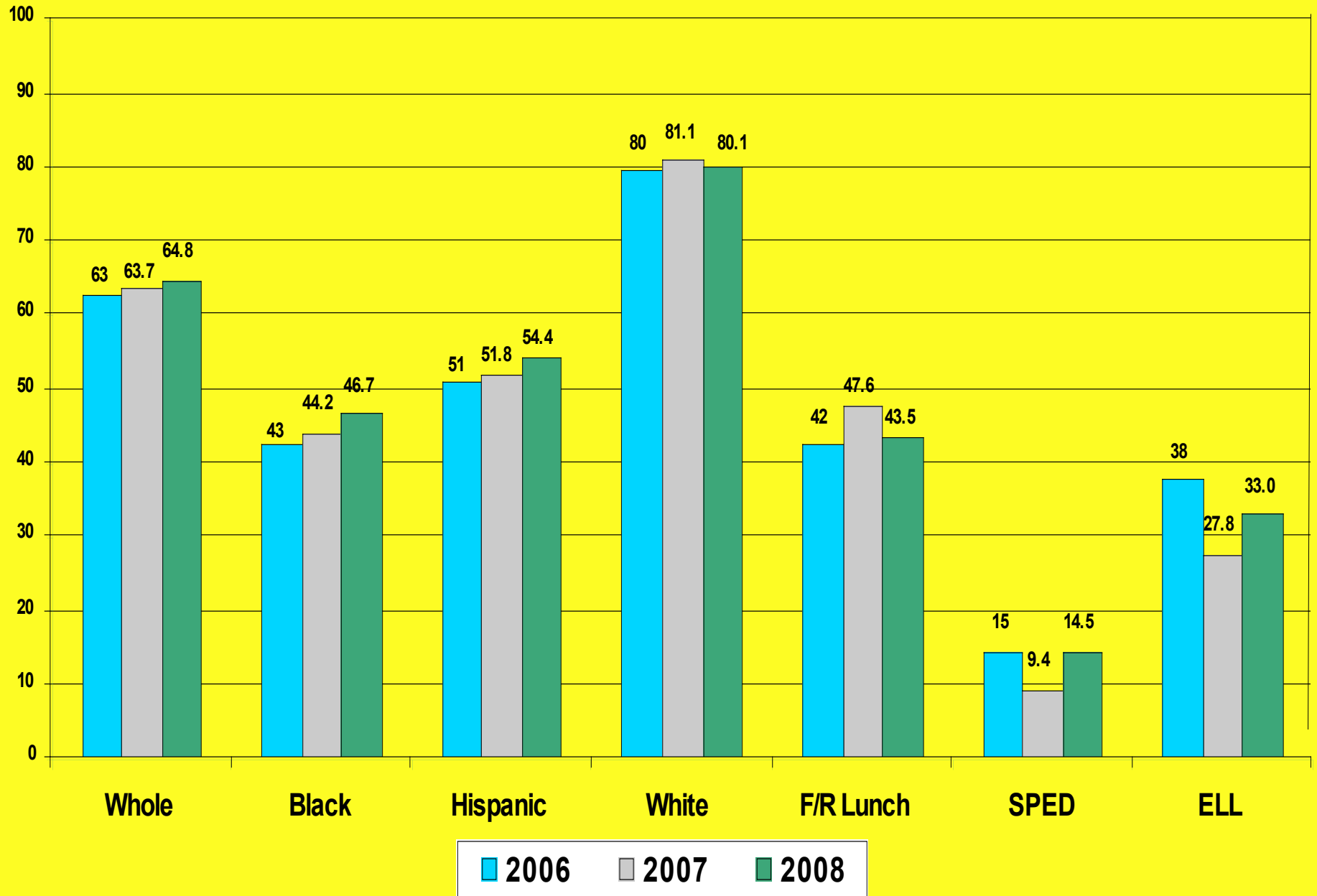
Comparison of 2006-2008 Math Proficiency Percents Grade 8



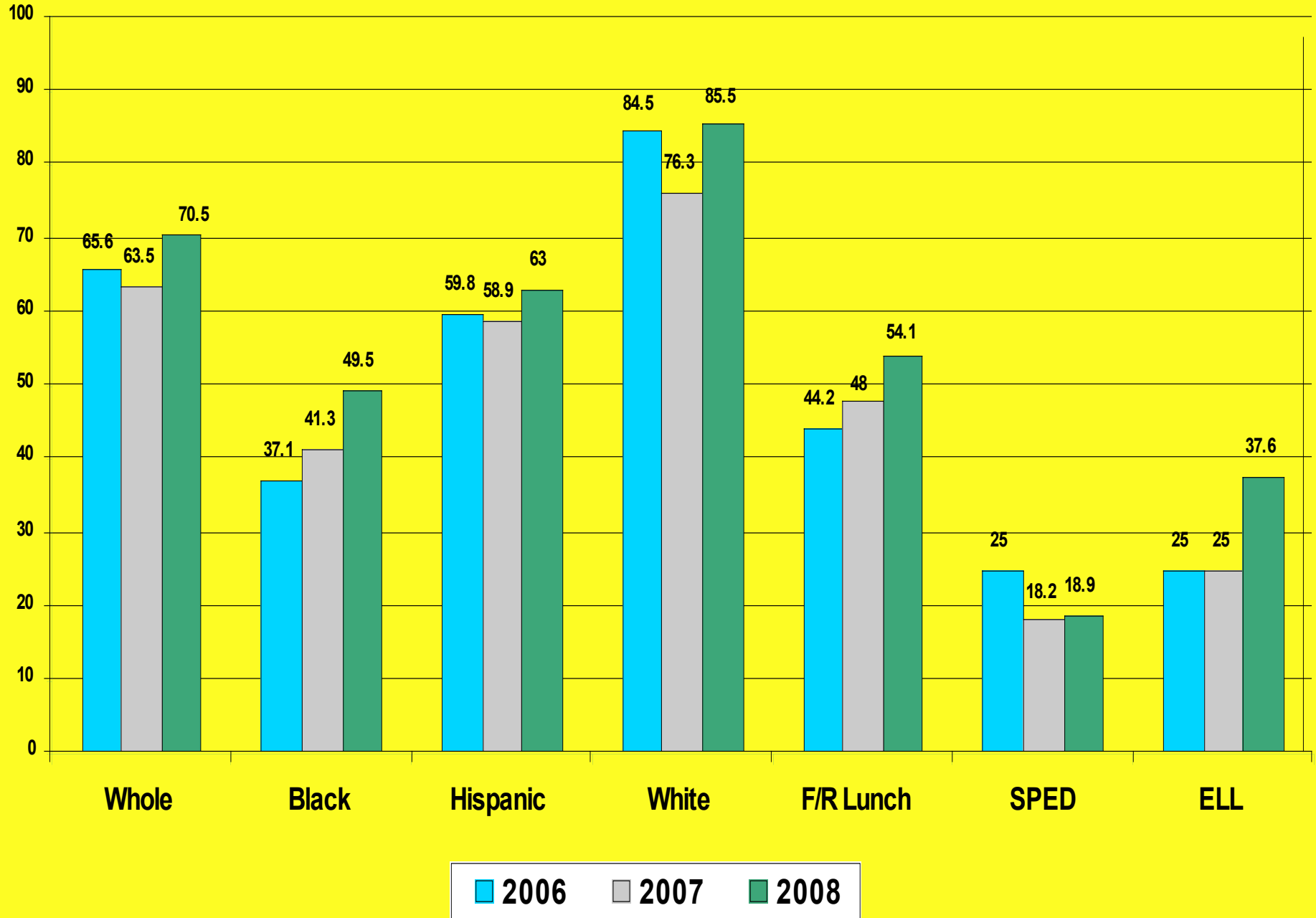
Comparison of 2006-2008 Math Proficiency Percents Grade 10



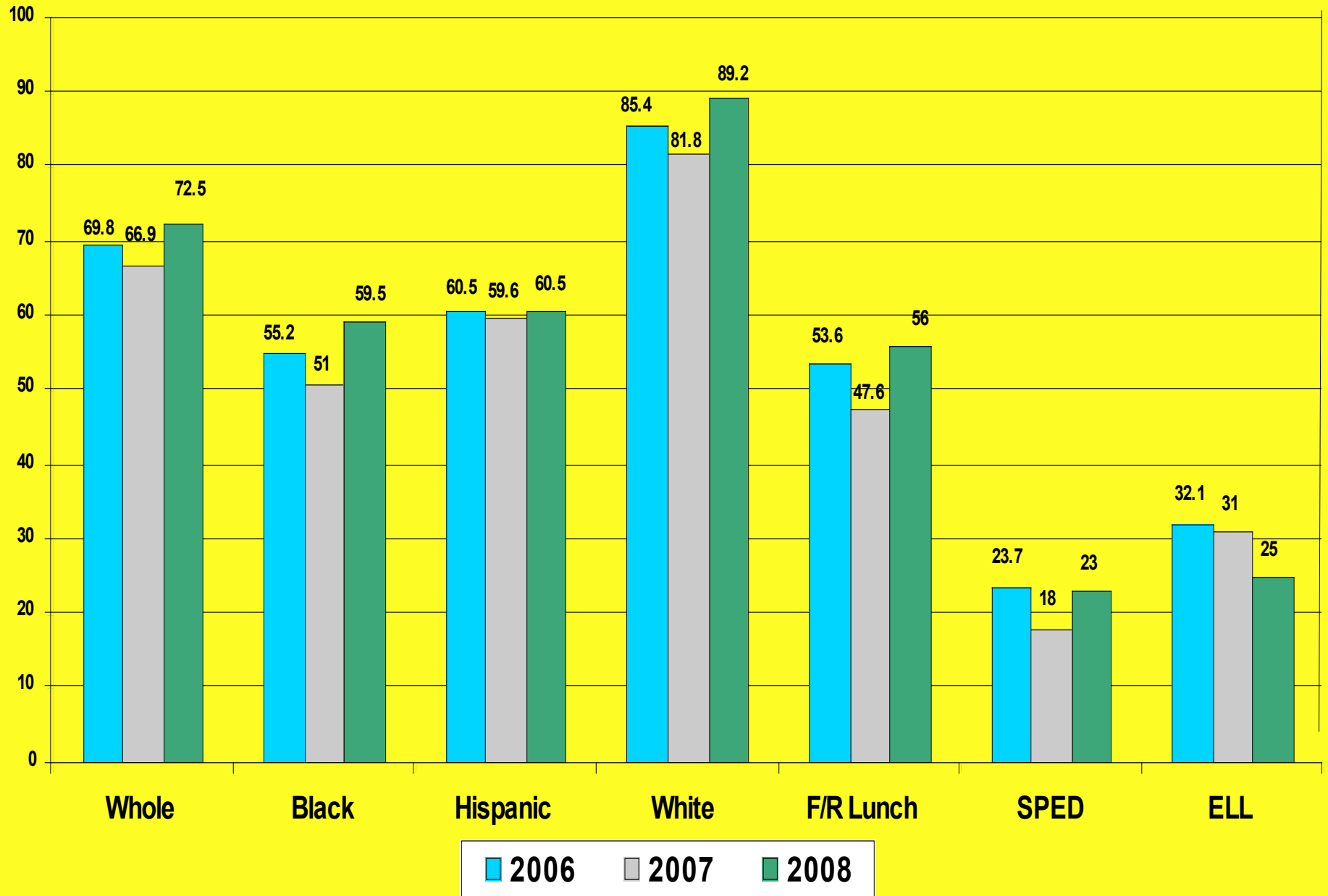
Comparison of 2006-2008 Reading Proficiency Percents Grade 3



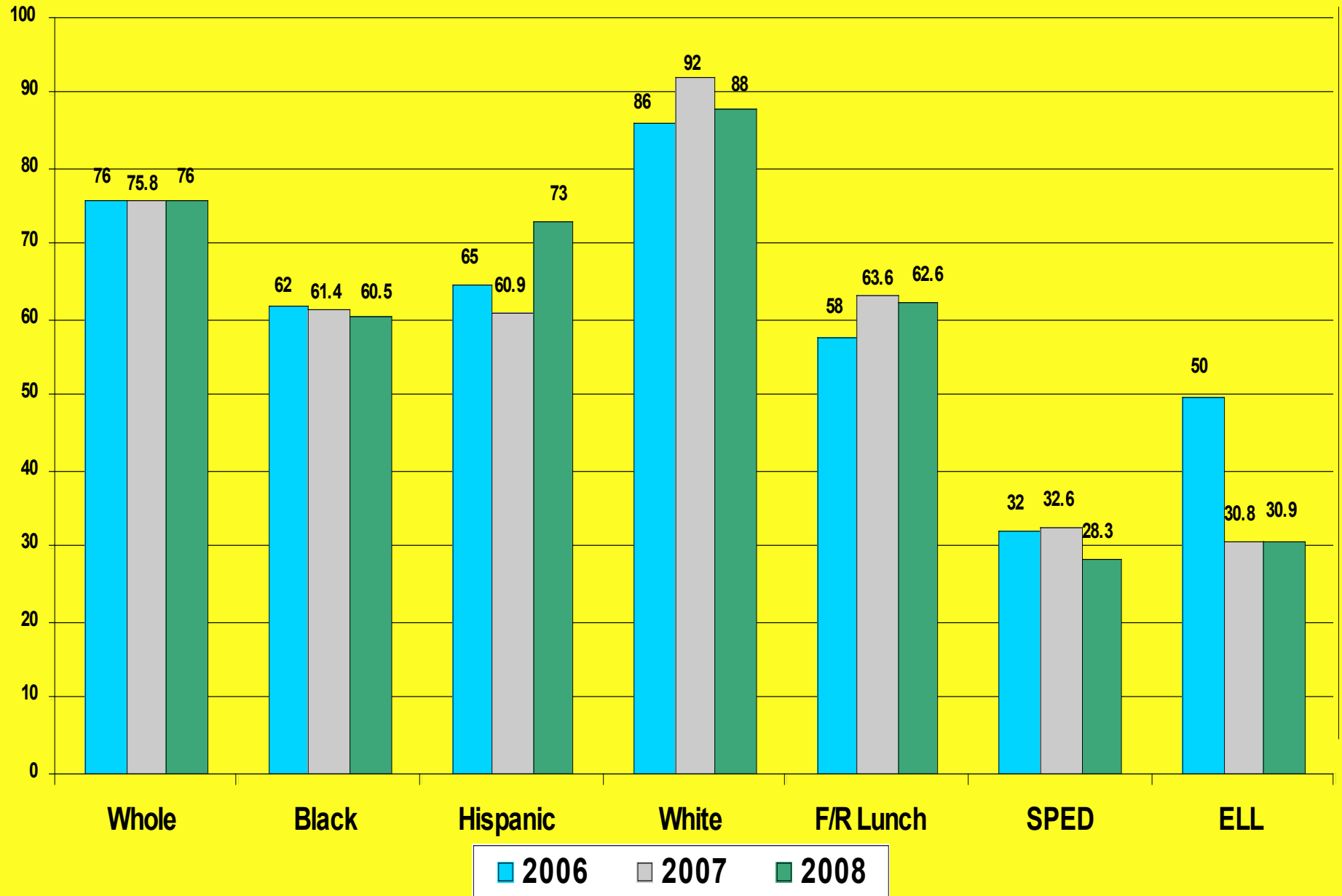
Comparison of 2006-2008 Reading Proficiency Percents Grade 5



Comparison of 2006-2008 Reading Proficiency Percents Grade 8



Comparison of 2006-2008 Reading Proficiency Percents Grade 10



Conclusions

- **We have not yet reached the necessary level of proficiency for all groups, but**
- **Progress is being made on a consistent basis**
- **School Growth Plans and the District Improvement Plan are providing the direction.**