

ADEQUATE YEARLY PROGRESS: BACKGROUND INFORMATION

Corvallis School District 509J

August 30, 2007

Background

The No Child Left behind Act of 2001 requires yearly determination of schools' and districts' adequate yearly progress (AYP) based on testing 95 percent of all students. Two primary goals of NCLB are to ensure that the education needs of all groups of students, especially those receiving federal Title One funds for disadvantaged students, and also to ensure that all students meet rigorous state standards by the 2013-14 school year. Subjects tested for AYP are English/Language Arts, Math, and, for 2006-07, Science. (Writing scores are not included this year in the AYP calculations, but were included in previous years.)

Goals

Year 2007 50 percent

Years 2008,-09, -10 60 percent

Year 2011 70 percent

Year 2012 80 percent

Year 2013 90 percent

Year 2014 100 percent

In Oregon, AYP reports are issued by the Oregon Department of Education, based on state school assessments administered each spring. The preliminary AYP status, either *met AYP* or *did not meet AYP*, is reported in August, and the final AYP report will be issued on October 5 concurrent with the state's District and School Report Cards.

Subgroups

There are 9 subgroups within the overall student population that are given AYP status:

- Students with disabilities
- Students with limited English proficiency (LEP)
- Economically disadvantaged students (Free and Reduced Lunch Program)
- American Indian or Alaskan Native
- Asian/Pacific Islander
- Black
- Hispanic
- White
- Multi-racial/multi-ethnic

"NA" is used when the school does not have enough test scores for a group of students. The minimum number of test scores needed to determine a valid AYP designation is 42 (all tests).

How schools and districts meet AYP

1. For the 2006-07 school year, fifty percent of students in the nine subgroups must meet state **reading** benchmarks, and 49 percent of students in each subgroup must meet **math** benchmarks. For this measure to count, at least 95 percent of the school's population must take the tests. Other requirements also apply: Annual attendance rates must be 92 percent for elementary and middle schools; graduation rate for high schools must be 68.1 percent; except for limited English proficient and economically disadvantaged subgroups.
2. "Safe Harbor" method: A school or district can make AYP by reducing the percentage of students not meeting AYP targets in the prior year by at least 10 percent in the current year and meeting graduation (68.1 percent) and attendance rate (92 percent) requirements.

Changes to AYP in Oregon for 2006-07

This years report includes two big changes from last year.

1. The first concerns tests scores necessary to achieve a “*meets standard*” rating, which could mean more students will not meet AYP standards. These scores, known as “cutoff” or more commonly “cut” scores, were changed this year.
 1. Elementary reading and math went up by 3 points at grades 3 and 5
 2. Grade 10 reading and math each went down by 3 points
 3. Grade 8 math went down one point, from 231 to 230, while grade 8 reading remained at 231.
 4. Grade 5 science went up from 223 to 225, while science in grades 8 and 10 each increased by one point.
2. Another big change was the removal of writing tests from AYP calculations. Both the removal of the writing tests and the changes to cut scores were part of an effort by ODE to ensure that test scoring more accurately reflected changes made to the assessments instruments over time.

New Testing Vendor: Pencil and Paper Testing and TESA

Last March, the State’s online testing system, TESA, came to an abrupt halt because of a breach of contract by our testing contractor. As a result, students throughout Oregon had to go back to paper and pencil tests in order to meet the requirements of state and federal law. Due to the concerns about the paper and pencil tests, the ODE will make a one point adjustment in test scores for a small number of students, less than 2% of the total, in order to correct an error in the test design.

ODE has contracted with a new vendor, American Institutes for Research (AIR) to host the state’s Technology Enhanced Student Assessment (TESA) online testing system. TESA uses web-based tests to measure the achievement of students, and it has many benefits over conventional paper and pencil tests. TESA allows students up to three opportunities to test and delivers scores immediately upon completion of the test for immediate feedback to the student and teacher. Oregon Assessment of Knowledge and Skills (OAKS) will be the new name for the Oregon State Assessment Test (OSAT).

Reauthorization

The No Child Left Behind Act of 2001 is set to expire this year and the debate about the merits and pitfalls of the legislation continues vigorously. In February, the bi-partisan **NCLB Commission**, sponsored chiefly by the Bill and Melinda Gates Foundation, released a 222-page report, *Beyond NCLB: Fulfilling the Promise to Our Nation's Children*, containing 75 recommendations.

Merits and pitfalls

In Corvallis, we believe that the No Child Left Behind has been a strong force to help schools focus on how to close the Achievement Gap that has existed in education for specific subgroups of students, including economically disadvantaged, special education, English Language Learners, and certain ethnic groups. By disaggregating standardized test scores and holding schools accountable to ensure that ALL students are making adequate yearly progress, NCLB has prompted schools to examine their expectations and plans to address the specific needs of all learners.

The concerns with NCLB and AYP really have to do with putting so much emphasis on one *standardized* test score. To address this concern, in Corvallis we try to look at multiple measures of our students’ progress, including other district tests such as DIBELS (Dynamic Indicators of Basic Early Literacy Skills) to measure reading progress in grades K-5, and Measures of Academic Progress (MAP) in reading and math in grades 3-7 to measure student growth towards the standards. We also look at SAT and ACT scores for our high school students. Perhaps even more importantly are the use of classroom *formative* assessments, because teachers can use the results of these ongoing assessments to provide students with regular feedback on their progress so the results can be used to help students improve.

District and School Improvement Plans

The Corvallis School District and each school prepare an annual improvement plan using a variety of

multiple assessment measures to set measurable goals. This year again the main focus of our district is to improve literacy for all students. In October, the Assistant Superintendent will report to the school board and the community on how well our district has done in achieving our goals using a variety of assessment measures, including OSAT scores in reading and math, MAP, DIBELS, ACT and SAT results.