

Board of Education Agenda Item

Item: _____ M. _____

Date: _____ April 24, 2008 _____

Topic: First Review of *No Child Left Behind* Differentiated Accountability Pilot Proposal

Presenter: Ms. Shelley Loving-Ryder, Assistant Superintendent for Student Achievement and School Improvement

Telephone Number: (804) 225-2102

E-Mail Address: Shelley.Loving-Ryder@doe.virginia.gov

Origin:

_____ Topic presented for information only (no board action required)

Board review required by
 State or federal law or regulation
 _____ Board of Education regulation
 _____ Other: _____

Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

_____ No previous board review/action

_____ Previous review/action
 date _____
 action _____

Background Information:

On March 18, 2008, the United States Department of Education (USED) announced a pilot project that allows states to propose their own methods for: 1) categorizing schools identified for Title I school improvement sanctions; and 2) determining the interventions required for each category. The purpose of the pilot is to allow states the flexibility to distinguish different consequences for Title I schools in improvement that are close to meeting the Adequate Yearly Progress (AYP) targets and those that are farther away from meeting the targets.

Virginia meets the following four eligibility criteria required by USED to submit a proposal.

- The state's standards and assessment system must be fully approved as administered in the 2007-2008 school year;
- The state must have no significant monitoring findings related to provisions of *No Child Left Behind* (NCLB) or Individuals with Disabilities Education Act (IDEA);
- The state must have an approved highly qualified teacher plan; and
- The state must provide timely and transparent AYP information to the public.

USED will give priority to proposals from states that have relatively high percentages of Title I schools (at least 20 percent) identified for improvement, combine innovation with a rigorous approach to reform, and propose the most significant and comprehensive interventions to the lowest performing schools earlier in the timeline.

Summary of Major Elements:

The NCLB statute treats all schools that fail to make Adequate Yearly Progress (AYP) equally, regardless of whether such failure is based on one subgroup failing to make AYP in one subject, or all subgroups failing to make AYP in both reading and mathematics. Since NCLB focuses on ensuring that one hundred (100) percent of Virginia's students are proficient in reading/language arts and mathematics by 2013-2014, the proposed differentiated accountability model targets available resources to those students who are not proficient. The proposed model is consistent with previous waiver requests by the Virginia Board of Education to target public school choice (PSC) and supplemental education services (SES) to the subgroup and individual students not meeting AYP targets.

The model will prioritize PSC and SES to low-academic and low-income students who 1) belong to the subgroup(s) for which the school did not make AYP and 2) fail the test in the subject(s) in which the school did not make AYP. The prioritization plan will apply only to those Title I schools in Years 1 and 2 of school improvement and will be implemented as described in the attachment.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and accept the proposal for the NCLB differentiated accountability pilot.

Impact on Resources:

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibility related to this activity, other services may be impacted.

Timetable for Further Review/Action:

Following Board approval of the proposed plan for differentiated accountability, the Department of Education will complete the required application package for the President of the Board to submit to the United States Department of Education for consideration.

No Child Left Behind Differentiated Accountability Pilot Proposal

April 2008

AYP: Targeting Choice and Supplemental Services
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Request: The proposed differentiated accountability model will prioritize public school choice (PSC) and supplemental educational services (SES) to low-academic and low-income students who 1) belong to the subgroup(s) for which the school did not make Adequate Yearly Progress (AYP) and 2) fail the test(s) in the subject(s) in which the school did not make AYP. The prioritization plan that will apply only to those Title I schools in years 1 and 2 of improvement will be implemented as follows:

Year 1:

Public School Choice

Priority 1: PCS will be offered to parents of low-academic and low-income students in the same subject and subgroup for which the school did not make AYP.

Priority 2: PCS will be offered to parents of all other low-academic and low-income students regardless of subject or subgroup.

Priority 3: PCS will be offered to parents of all students.

Year 2:

Public School Choice

Same priorities as described above.

Supplemental Educational Services

Priority 1: SES will be offered to parents of low-income and low-academic students in the same subject and subgroup for which the school did not make AYP.

Priority 2: SES will be offered to parents of all other low-income and low-academic students regardless of subject or subgroup.

Priority 3: SES will be offered to parents of all students.

Year 3 and Beyond:

Sanctions as indicated under current NCLB statute will remain without change.

Rationale: The NCLB statute treats all schools that fail to make Adequate Yearly Progress (AYP) equally, regardless of whether such failure is based on one subgroup failing to make AYP in one subject, or all subgroups failing to make AYP in both reading and mathematics. Currently, all students in a Title I school in school improvement status are eligible for school choice with priority given to academic need. In addition, all low-income students in a school that is in Year 2 school improvement status or beyond are eligible to receive supplemental services, regardless of their performance on the Standards of Learning (SOL) assessments in reading/language arts and mathematics.

Using federal funds to provide school choice to all students impacts the level of assistance available to serve students in the school that are not meeting the proficiency targets on the SOL assessments. Additionally, school divisions have reported that the majority of students who choose the choice option are not from low-income families nor are they students who are struggling academically. Similarly, using federal funds to provide tutoring services to all low-income students in a school reduces funds available to serve subgroups and individual students that are not meeting the proficiency targets on the SOL assessments in reading/language arts and mathematics. Since NCLB focuses on ensuring that one hundred (100) percent of Virginia's students are proficient in reading/language arts and mathematics by 2013-2014, the proposed differentiated accountability model targets available resources to those students who are not proficient.