

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

North Dakota AYP / Program Improvement Overview

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What is the Elementary and Secondary Education Act (ESEA)?

- ▶ A federal education law enacted on April 11, 1965 and signed by President Lyndon B. Johnson.
- ▶ ESEA is the first federal law mandating federal funds to primary and secondary education.
- ▶ The goal was and continues to be to improve educational opportunities for disadvantaged children.



Changes in Federal Law

- ▶ Every five to seven years, all of the federal programs included in the ESEA are reauthorized. This provides congress and others an opportunity to make changes to federal programs.



CONGRESS



Changes in Federal Education Law

No Child Left Behind Act of 2001

Improving America's Schools Act of 1994

Goals 2000: Educate America Act of 1990

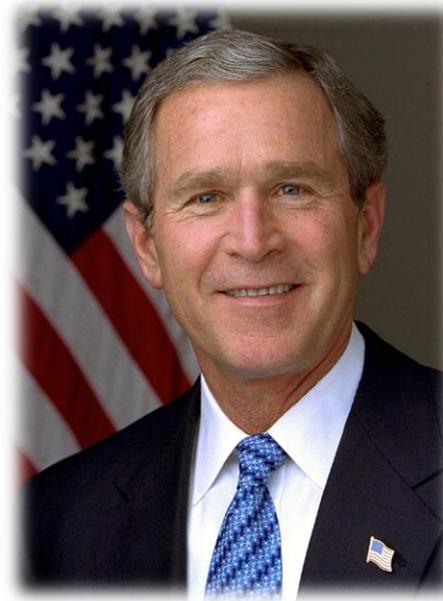
Nation at Risk of 1986

ESEA Act of 1965



No Child Left Behind Act (NCLB)

- ▶ On January 8, 2002, the NCLB Act was officially enacted by President George W. Bush.



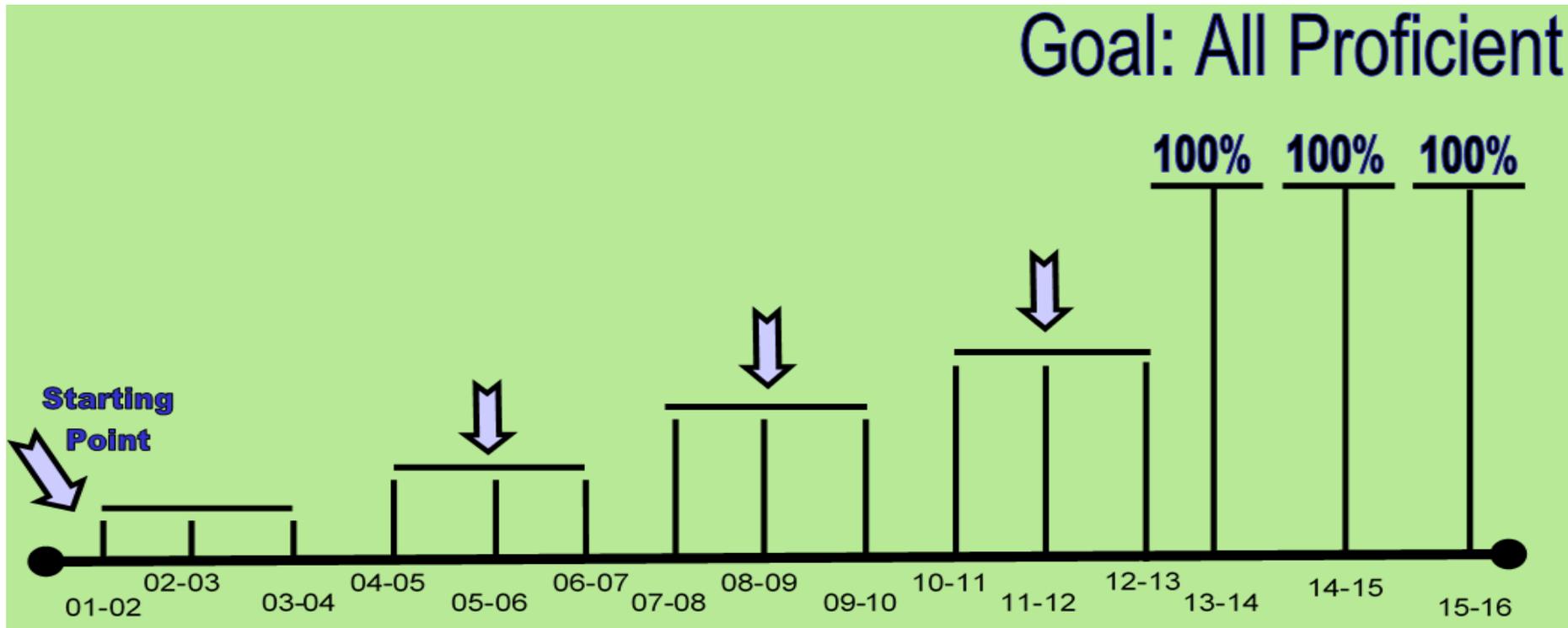
Focus on Accountability

- ▶ A federal law requiring a single, statewide accountability system for all districts and public schools.



Proficiency Timeline

- ▶ States must define Adequate Yearly Progress (AYP) so that in 12 years all students will achieve at the state-defined “proficient” level.



* The NCLB law is past due in being reauthorized; therefore, the 100% proficiency requirement remains until a reauthorization occurs.



Reporting

- ▶ NCLB requires states to measure the progress of all students and subgroups of students every year.
- ▶ The state produces a summarized report referred to as the AYP report.
- ▶ Districts and schools must communicate the results of these measures to parents and share the AYP report.



AYP Reports

- ▶ AYP is based on reading/language arts and mathematics achievement objectives.
- ▶ All public schools and districts are held accountable for the achievement of individual subgroups, as well as overall student achievement. The four subgroups listed in the law are:
 1. Economically disadvantaged students
 2. Limited English Proficiency (LEP) students
 3. Students with disabilities
 4. Major ethnic/racial groups
- ▶ Improvement of graduation rates for high school and attendance at the elementary and junior high/middle school levels.
- ▶ 95% Rule - In order for a school to make AYP, a state ensures that it assessed at least 95% of the students at the state, district, school, and subgroup level.



AYP Freeze Waiver

- ▶ In the spring of 2015, the U.S. Department of Education announced an AYP Freeze Waiver for any state administering new college and career-ready aligned assessments during the 2014-2015 school year. This waiver allowed states to not assign schools new accountability ratings based on those assessments and to waive program improvement determinations based on achievement results of the 2014-2015 assessments. Bottom line, the AYP consequences and the program improvement timeline were frozen for the 2015-2016 school year.

AYP Freeze Waiver

- ▶ Under the AYP Freeze Waiver, the North Dakota Department of Public Instruction (NDDPI) generated an AYP report for each school and district; however, the NDDPI did not report achievement data on the AYP report. Rather, the AYP report indicated if the school or district met AYP based on the following three indicators: 1) participation rates, 2) graduation rates, and 3) attendance rates.

AYP Freeze Waiver

- ▶ On September 28, 2015, the NDDPI released the official 2014-2015 statewide AYP results for all public schools and districts in North Dakota. Based on the results of this data, most schools and districts made AYP. However, schools and districts must make AYP for two consecutive years before they are removed from program improvement status and, therefore, most are in a holding pattern on the program improvement timeline and remain in program improvement for the 2015-2016 school year.

Program Improvement

- ▶ Each state must identify for improvement any Title I school or district that fails to make AYP for two consecutive years (a.k.a. program improvement).
- ▶ Identification must take place before the beginning of the school year, following the failure to make AYP.



Program Improvement Requirements

- ▶ There were program improvement requirements in the prior Improving America's Schools Act (IASA) law; however, NCLB made many changes to the process.



Consequences Timeline

TIMELINE	TIMELINE	TIMELINE	TIMELINE	TIMELINE
YEAR 1 OF PROGRAM IMPROVEMENT	YEAR 2 OF PROGRAM IMPROVEMENT	YEAR 3 OF PROGRAM IMPROVEMENT	YEAR 4 OF PROGRAM IMPROVEMENT	YEAR 5 OF PROGRAM IMPROVEMENT
10% of funds set-aside for Professional Development (PD) for all staff	Continue School Choice, TA, and 10% set-aside for PD	Continue School Choice, TA, 10% set-aside for PD (optional), and Supplemental Services	Continue School Choice, TA, 10% set-aside for PD (optional), Supplemental Services, and Corrective Action	Continue School Choice, TA, 10% set-aside for PD (optional), Supplemental Services, and Corrective Action
LEA must give school Technical Assistance (TA)				
Submit and Implement Program Improvement Plan	Update and Implement Program Improvement Plan	Update and Implement Program Improvement Plan	Update and Implement Program Improvement Plan	Update and Implement Program Improvement Plan
School must provide option of School Choice	School must offer Supplemental Services	Corrective Action: Replace key staff OR New curriculum OR New management OR Extend Year/Day OR Restructure AND Increased State Oversight	Plan for Alternative Governance	In North Dakota, Alternative Governance Possible Options: Defer administrative funds to program improvement schools OR Offer signing bonus OR Offer school choice across district boundaries OR Contract with an outside expert OR Other forms of major restructuring as identified by the school
Did not make AYP	Did not make AYP	Did not make AYP	Did not make AYP	

* Districts and schools identified for program improvement proceed through a timeline of sanctions if they continue to not make AYP.



Exiting School Improvement

- ▶ If a school identified for improvement, corrective action, or restructuring makes AYP for two consecutive years, the school is no longer subject to improvement.



Program Improvement Awareness

- ▶ As a school board member, what should I be aware of regarding program improvement?
 - ✓ Have you seen the AYP report for your school(s) and district?
 - ✓ Are your schools or district identified for Program Improvement?
 - ✓ What resources or supports can the board provide?



Questions to ask the Superintendent and/or Principals

- ▶ If the school or district is in improvement, what timeline year are we in?
- ▶ Do we have any students participating in Supplemental Education Services (SES)?
- ▶ If eligible, did our school apply for additional program improvement funds?
- ▶ If applicable, what corrective action or alternative governance are we implementing?



What's Next?

- ▶ Potential Reauthorization - Winter 2016
- ▶ North Dakota State Assessment - Spring 2016
- ▶ Superintendent Baesler's State Assessment Task Force



Questions?

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