



# NO CHILD LEFT BEHIND - 2001 ESEA

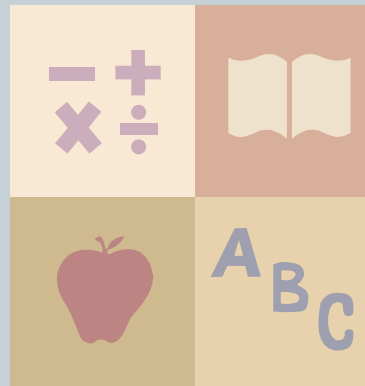


**MINNESOTA DEPARTMENT OF EDUCATION**

# GOAL OF NCLB



- **“TO HAVE EVERY STUDENT ACHIEVE PROFICIENCY IN READING, MATH AND SCIENCE BY THE YEAR 2014.”**



# CORNERSTONE OF NCLB

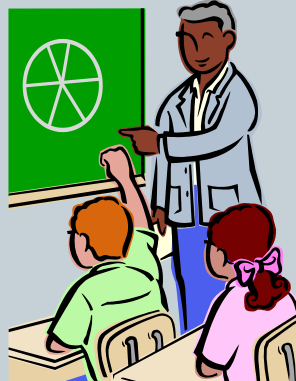


- “The state will hold schools and districts accountable for teaching all students
- Disaggregating the data by
- Ethnic group
- Economic status
- English language learners and
- Special education”

# A NEW ACCOUNTABILITY SYSTEM



- **TO HELP MINNESOTA CLOSE THE “ACHIEVEMENT GAPS BETWEEN STUDENTS OF COLOR AND WHITE STUDENTS.”**



# TESTING AS PART OF ACCOUNTABILITY



- In reading and math every year in grades three through eight and again in high school.
- In science at the elementary, middle school, and high school level

# MINNESOTA'S PERFORMANCE GOALS



- “By 2013-14, all students will reach **high standards**, at a minimum attaining proficiency or better in reading, language arts and mathematics
- “All **limited English proficient (LEP)** students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading, language arts and mathematics.”

# MINNESOTA'S PERFORMANCE GOALS



- “By 2005-2006, all students will be taught by **highly qualified teachers**.
- “All students will be educated in learning environments that are **safe, drug-free** and conducive to learning
- “All students will **graduate from high school.**”

# MN DEPT OF EDUCATION DEFINITION OF “HIGHLY QUALIFIED”



- **“MN teachers who are fully licensed in all core academic subjects they teach have met the federal ‘highly qualified’ requirements.”**



# NCLB PROCESS



- **“The process by which schools, districts and the state’s performance improves from its current level to the levels ultimately required by NCLB is called Adequate Yearly Progress (AYP).”**

# AYP PUBLISHED FOR ALL SCHOOLS IN THE STATE INCLUDING



- **Elementary Schools**
- **Middle Schools**
- **High Schools**
- **Charter Schools**
- **State Approved Alternative Programs**

# AREAS USED TO DETERMINE AYP



- Participation
- Proficiency
- Attendance
- Graduation



# PARTICIPATION



- Schools must test at least 95% of all students across tested grades with state assessments in reading and math
- That means schools must add up the total number of students in each grade being tested for each subject

# PARTICIPATION



- In 2004 it was Grades 3,5,7, 10 reading and math
- Grade 10 reading only; Grade 11 Math in development
- In 2005 it became Grades 3,4,5,6,7,8
- Grade 10 reading; Grade 11 Math

# PARTICIPATION RESULTS REPORTED FOR:



- All students
- White
- Black
- Hispanic
- Asian
- American Indian
- Special Education
- Limited English Proficient
- Free and Reduced Price Lunch

# PROFICIENCY



- “The goal is for all students in tested grades to show AYP so that 100 percent of students are proficient in reading and mathematics by 2013-14. A score of 1420 on the Minnesota Comprehensive Assessments (MCA) indicates proficiency.
- 1420 represents a Level 3 score—the student is successful on grade-level material

# ATTENDANCE



- **“To make AYP for attendance, elementary schools, middle schools and districts must have an average daily attendance rate of 90%, or show acceptable growth (at least 1/10 of one percent above the previous year) towards 90%.”**



# AYP FOR HIGH SCHOOLS



- **“To make AYP for graduation, high schools and districts must have an average graduation rate of 80% or show acceptable growth (1/10 of one percent above the previous year) towards 80%.”**

# CONSEQUENCES FOR NOT MAKING ADEQUATE YEARLY PROGRESS



- **“A district or school is not making AYP when any group within the district or school misses AYP for two consecutive years in:**
  - Reading—proficiency index or participation
  - Math—proficiency index or participation
  - Attendance and/or graduation”

# AYP CONSEQUENCES CONTINUUM



- **Year 1: Identification**
- **Year 2: Identification**
- **Year 3: Public School Choice—school improvement plan**
- **Year 4: Supplemental Services**
- **Year 5: Corrective Action**
- **Year 6: Plan for Restructuring**

# CONSEQUENCES



- “If a school fails for three or more years to make AYP, children from low-income families who attend identified Title I schools may be eligible to receive additional academic services or tutoring.”
- The MDE is continually determining what restructuring will look like under Minnesota law. Restructuring plans that apply to schools across the board need legislative approval.

TO VIEW THE ACADEMIC STANDARDS, CHECK



- [http://education.state.mn.us/mde/Academic\\_Excellence/](http://education.state.mn.us/mde/Academic_Excellence/)

# FOR MORE INFORMATION



- CHECK OUT THE MINNESOTA DEPARTMENT OF EDUCATION WEBSITE:

<http://education.state.mn.us>

