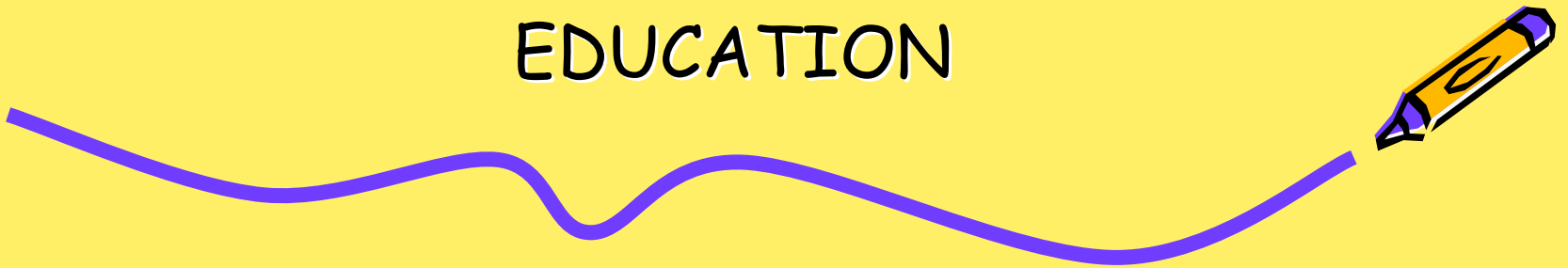


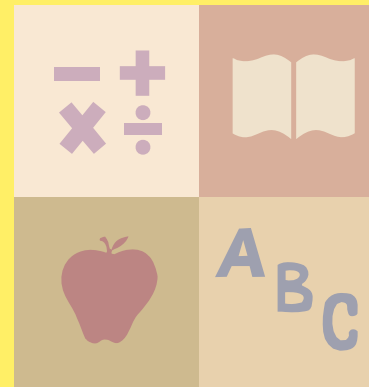
# NO CHILD LEFT BEHIND -2001 ESEA

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

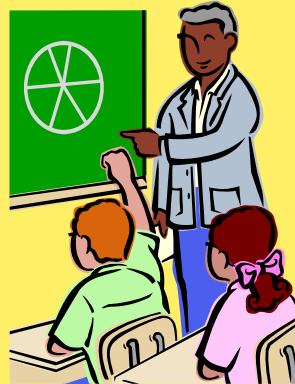


- "The state will hold schools and districts accountable for teaching all students
- Disaggregating the data by
- Ethnic group
- Economic status
- English language learners and
- Special education"



# 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 TARGET 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 TARGET 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; Grade 11 Math
- In 2005 it will be Grades 3,4,5,6,7,8
- Grade 10 reading; Grade 11 Math



# PARTICIPATION RESULTS REPORTED FOR

- All students
- White
- Black
- Hispanic
- Asian
- Special Education
- American Indian
- 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 schools 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 determining what restructuring will look like under Minnesota law. It will need legislative approval



# TO VIEW THE ACADEMIC STANDARDS, CHECK

- [http://education.state.mn.us/html/intro\\_acad\\_standards.htm](http://education.state.mn.us/html/intro_acad_standards.htm)



# FOR MORE INFORMATION

- CHECK OUT THE MINNESOTA  
DEPARTMENT OF EDUCATION  
WEBSITE:

- [education.state.mn.us](http://education.state.mn.us)

