

NCLB DRAFT RECOMMENDATIONS

Assessment and Accountability – Emphasis on Academic Growth

Currently, NCLB calculations are based solely on the percent of students in various subgroups demonstrating academic proficiency. In a few cases, calculations of growth may be used if the proficiency standard is not met. For many schools and teachers, the academic growth of sub-groups of students is a necessary, but not sufficient, condition of achievement to grade level.

- **Recommendation: An additional standard –academic growth–should be added to the performance standard. Schools should receive recognition for the percent of students in subgroups attaining predicted growth.**

Assessment and Accountability – Timeline for Goal

The time to meet targets needs to be reviewed and modified. Currently, NCLB calls for all students to be at/above grade level in reading and mathematics by 2014. Such a time target ignores the reality that some students will need more time to learn and, indeed, some students, through their Individual Learning Plans, are given more time to learn. Moreover, this requirement penalizes students who fail to achieve learning targets as a result of state board efforts to increase learning expectations, either through test re-norming or the adoption of new curricula.

- **Recommendation: The time frame for goal attainment should be modified to take into account both individual students needs and to recognize that some students will need more time to achieve grade level performance.**

Limiting Subgroup’s Applicability to AYP

In North Carolina, because of constant changes in school populations, an individual school’s subgroups may vary from year to year. The result can be that a school misses its Adequate Yearly Progress targets simply because a new subgroup was added at the school that year.

- **Recommendation: A subgroup’s test results should be reported every year, but in order to be included in determining Adequate Yearly Progress (AYP) the subgroup should exist at a school for two consecutive years.**

Flexibility and Multiple Measures of Success

Under Title III of NCLB, there are three Annual Measurable Achievement Objectives (AMAOs) calculated each summer after the annual proficiency testing window of February and March: Progress, Proficiency, and AYP for the LEP subgroup at the district level.

- **Recommendation: Annual Measurable Achievement Objective (AMAO) 3 under Title III should be removed since it is a duplication of the AYP calculation for Title I.**

Flexibility and Multiple Measures of Success

Since the 2001-2002 school year, NC has had an alternate assessment for LEP students with low Reading proficiency scores who have been in U.S. schools less than two years: the NCAAAI, then the NCCLAS. On September 2, 2009, we received official notification from DPI that the U.S. Dept. of Ed. would no longer allow our state to use the NCCLAS, so our second recommendation is that the NCCLAS be reinstated or that the NC EXTEND be considered for qualifying LEP students.”

- **Recommendation: The North Carolina Checklist of Academic Standards (NCCLAS) should be re-instated or the NC EXTEND be considered for qualifying LEP students.**

Flexibility and Multiple Measures of Success

Reconcile the inherent differences/conflicts between NCLB and the provisions for students with disabilities under IDEA

- **Recommendation: The development of alternate assessments should be allowed for students with disabilities that are measured against alternate or modified standards based on student growth expectations as determined through the Individualized Education Plan (IEP).**
- **Recommendation: Adjustments in calculating the AYP standard for high schools should be made to account for the upper age provision (of 21 years) for students with disabilities mandated under IDEA.**

State Waivers

Some states have received waivers from the rules and regulations of “No Child Left Behind” that have not been extended to all states.

- **Recommendation: Once a state is granted a waiver, that waiver should be made available to other states.**

Funding for Transportation

The Wake County Public System had limited participation in the Supplemental Educational Services opportunities in the 2008-09 school year. Of the 712 eligible students, only 238 or 33% of the students participated. This was in contrast to the participation rate at Hodge Road in 2005-06 when of the 372 eligible students, 280 or 75% participated. The school district provided transportation for SES services at Hodge Rd in 2005-06. In a NC Department of Public Instruction sponsored evaluation, all respondent groups (district coordinators, principals, teachers, parents, providers), “noted that child transportation to and from tutoring sites was one of the greatest obstacles they incurred” (*Supplemental Educational Services in the State of North Carolina* report by the Center for Research in Education Policy at the University of Memphis, 2007-08). Although, we do not have exact information from WCPSS parents, we speculate that the low participation is the result of the lack of available transportation home from the tutoring sessions. Schools are allowed to use their school allocation either from their regular or School Improvement funds to provide transportation, but schools have not elected to do this. If funds from the set-aside could be used to provide transportation, the participation rate should increase.

- **Recommendation: Districts should be allowed to use set-aside Title I funds to provide transportation for students participating in Supplemental Educational Services (SES).**