

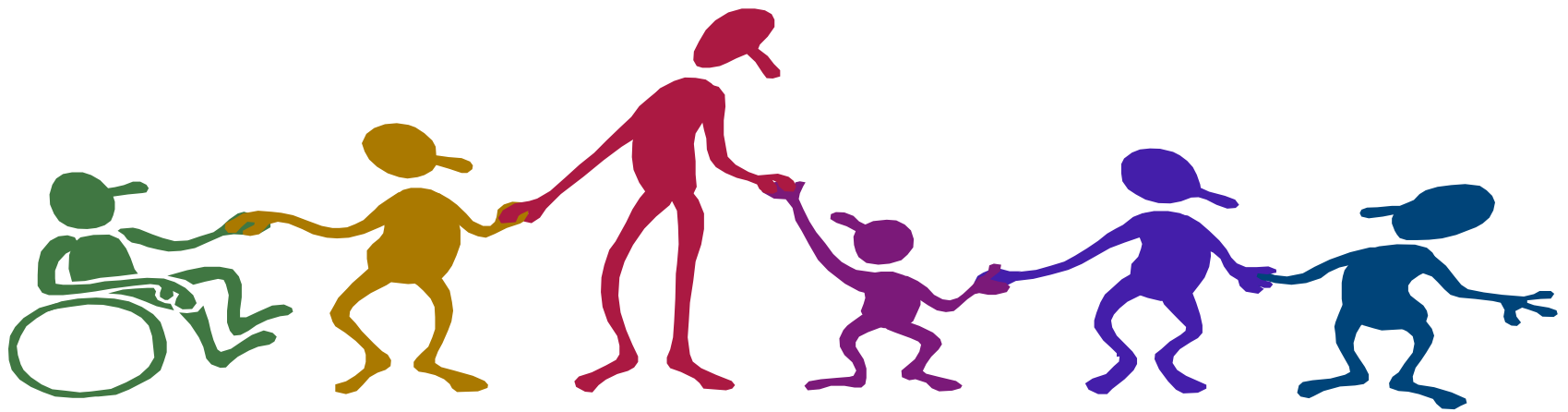
# Standards and Assessments

## *Implications of NCLB*

Martha L. Thurlow

National Center on Educational Outcomes

[www.nceo.info](http://www.nceo.info)



NCEO

National Center on Educational Outcomes



# Historical Perspective

There has been a lot of “alignment” going on – back and forth between ESEA and IDEA since the 1994 reauthorization of ESEA – and this is evident again in the 2004 reauthorization of IDEA.

*State performance goals and indicators for the performance of children with disabilities must be established so that they are the same as the State’s definition of **adequate yearly progress** under NCLB*



NCLB does **NOT** require student accountability (e.g., graduation exams to get diploma)

- NCLB does require **SYSTEM level accountability** to ensure all students learn to high levels.





# Requirements

- **State standards for what a child should know in math and reading now, and in science by 2005-06.**
- **Test every student's progress toward the standards. Beginning in the 2005-06, test in grades 3 through 8 and once in high school in math and reading. Beginning in 2007-08, science achievement must also be tested.**

# Requirements



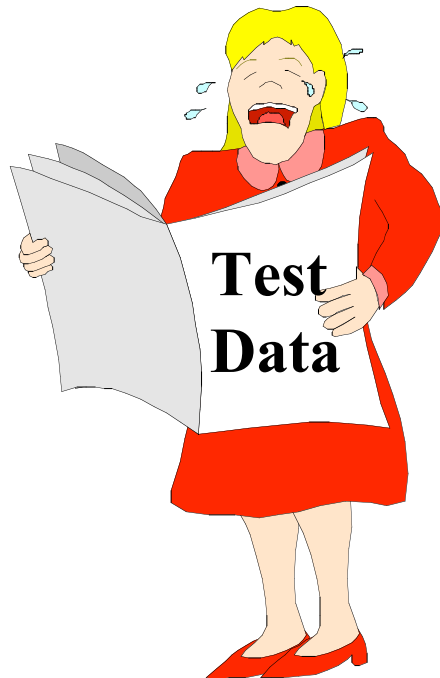
- **Each state, school district, and school is expected to make adequate yearly progress for all students, including students with disabilities.**
- **School and district performance publicly reported in district and state report cards.**
- **A district or school that continually fails to make adequate progress will be held accountable.**

# Key Elements of *NCLB*

- ❖ Formulas for adequate yearly progress (AYP) to apply to state, district, and school – for all students and for subgroups.
- ❖ School and district performance publicly reported in district and state report cards
- ❖ Consequences for districts or schools that continually fail to make AYP



# Within a Content Area



**AYP  
combines**

**Safe Harbor  
Confidence  
Intervals**



**% Proficient + Advanced  
AND  
95% tested**

**12 Years to 100% Proficient  
Intermediate goals  
Annual measurable objectives**

# States determine how large a subgroup must be in order to be considered separately for accountability calculations

- Often referred to as “Cell size” or “N count”
- Most states have the same number for all subgroups and overall, but some have **higher** cell sizes required for students with disabilities for accountability





# Participation is a part of accountability


**95% participation required to meet AYP, in  
each subgroup and overall\*\*\***

**\*\*\*Average participation rate is  
acceptable, based on two or three  
year average using data from  
previous one or two years.**



**Assessments should be  
designed appropriately –  
for the widest range of  
students (universal design)**

**And should allow for  
appropriate accommodations  
and good decision making**



**Students with significant cognitive disabilities who participate in an alternate assessment based on alternate achievement standards can be counted as proficient for accountability purposes, but only up to 1% of the total student population may count as proficient in this way.**

**Alternate assessments also may be based on grade level achievement standards. See December 9 Regulations for all details.**



## **2% NPRM to be released . . . .**

**Flexibility was proposed Spring 05 for states – addresses students with academic disabilities who participate in an alternate assessment based on modified achievement standards.**

**See handouts from [www.ed.gov](http://www.ed.gov)**