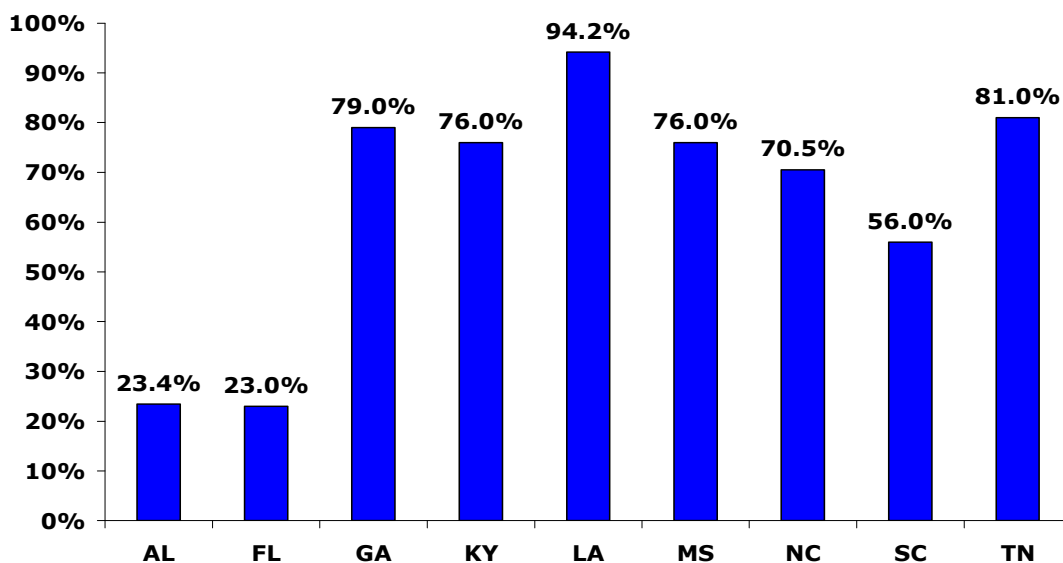


## Columbia Group States Show Improvement on NCLB

"The No Child Left Behind Act had begun sinking roots in states across the country...the number of states meeting the law's requirements in the 2004-05 school year has inched up from last year," according to a new report, *Taking Root*, by Education Week. Across the Columbia Group region, the percentage of schools making Adequate Yearly Progress (AYP) ranges from a low of 23% in Florida to a high of 94% in Louisiana (see chart below). Seven of eight states (Alabama did not have 2003 data) increased the percentage of schools meeting their AYP targets, with Louisiana experiencing a two percentage-point decline.

Twenty-three states, including all Columbia Group states except Kentucky and Tennessee, have met the requirement to have testing in reading and mathematics in grades 3-8 and once in high school ahead of the 2005-06 deadline.

**Percent of Schools Making AYP  
2003-04**



Source: based upon data from state Departments of Education

## SUBGROUP PERFORMANCE

In addition to meeting AYP targets by schools, states are responsible for achieving AYP targets math and reading (see charts below). An examination of statewide subgroup performance in the seven states reporting data (Georgia and Louisiana did not present this data) shows that students with disabilities were the most problematic group. In six states, students with disabilities failed to meet their AYP targets in math and in four states students with disabilities failed to their AYP targets in reading. Limited English proficient students in five of the seven states failed to meet AYP in reading, and African-American students struggled to meeting AYP in math in three states and in reading in two states.

### 2003-04 AYP by Subgroup (MATH)

	All	African American	Hispanic	White	Asian/Pacific Is.	Am. Indian/Alaskan	ED	LEP	SWD
<b>AL</b>	✓	No	✓	✓	✓	✓	✓	✓	No
<b>FL</b>	✓	No	✓	✓	✓	✓	✓	✓	No
<b>KY</b>	✓	✓	✓	✓	✓	N/A	✓	✓	No
<b>MS</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>NC</b>	✓	✓	✓	✓	✓	✓	✓	✓	No
<b>SC</b>	✓	✓	✓	✓	✓	✓	✓	✓	No
<b>TN</b>	✓	No	✓	✓	✓	✓	✓	No	No

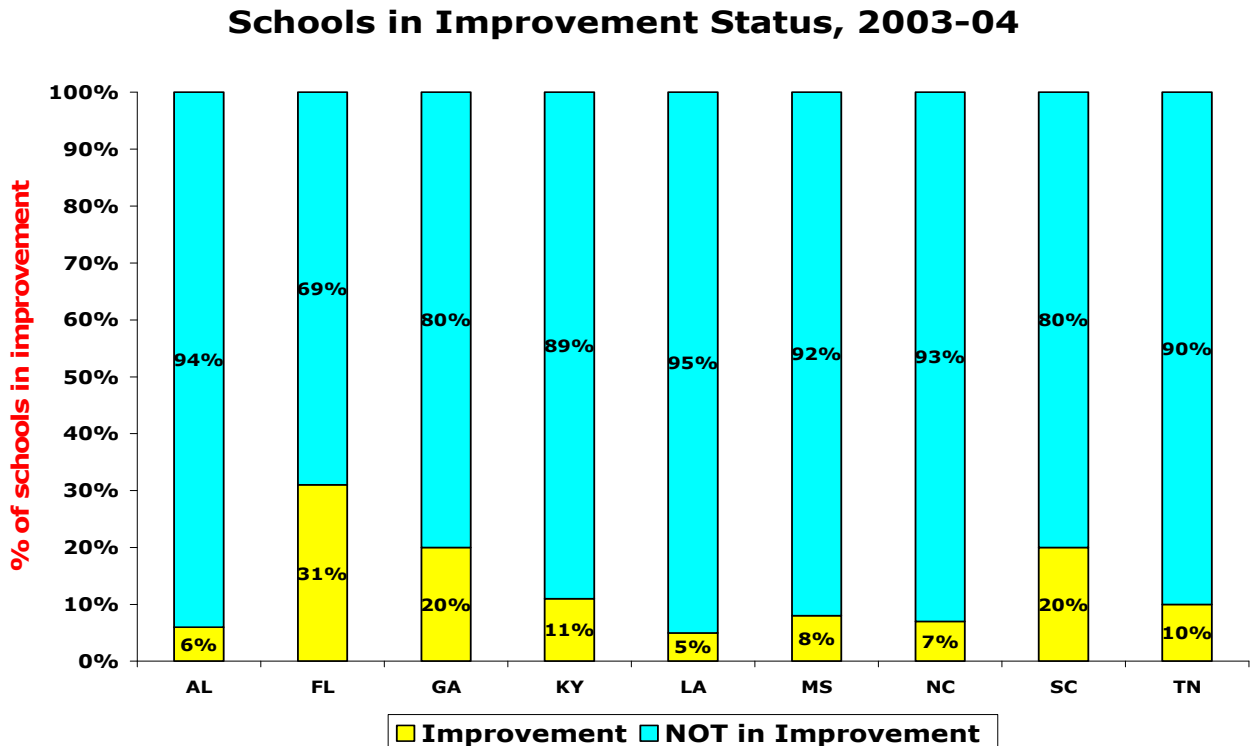
### 2003-04 AYP by Subgroup (READING)

	All	African American	Hispanic	White	Asian/Pacific Is.	Am. Indian/Alaskan	ED	LEP	SWD
<b>AL</b>	✓	No	✓	✓	✓	✓	No	No	No
<b>FL</b>	✓	✓	✓	✓	✓	✓	✓	No	No
<b>KY</b>	✓	✓	✓	✓	✓	N/A	✓	No	No
<b>MS</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>NC</b>	✓	✓	✓	✓	✓	✓	✓	No	No
<b>SC</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>TN</b>	✓	No	✓	✓	✓	✓	✓	No	✓

Note: ED=economically disadvantaged; LEP=limited English proficient, and SWD=students with disabilities.

## SCHOOL IMPROVEMENT

The AYP status of schools is based on achievement on assessments of the state's academic content standard, participation rates on these assessments, attendance rates in elementary and middle schools, and drop out rates in high schools. Under NCLB and US Department of Education regulations, if a school does not make AYP in any on its goals, the entire school is considered not to have made AYP. AYP consequences under NCLB only effect schools that receive Title I funds. As of the start of this school year, there were over 11,000 schools in school improvement, which means they were facing sanctions ranging from school choice to supplemental services or more. One-fifth of those schools (2,270) were in the Columbia Group region (see chart below).



## STATE RESULTS

### Alabama

This is the first year that Alabama released status reports that include AYP. Alabama's new criterion-referenced testing in Grades 4, 6, and 8 (*Alabama Reading and Mathematics Test*) focuses on reading and mathematics. Reading and mathematics will be added in 2005 in

Grades 3, 5, and 7, and the high school assessment (*Alabama High School Graduation Exam*) includes reading and mathematics.

Alabama only had 319 of its 1,361 schools met 100 percent of their AYP goals. The state had 595 schools meet at least 80 percent. However, when participation, attendance, and dropout rates were removed and only reading and mathematics goals were considered, 949 or nearly 70% of schools met 100 percent of their AYP goals.

## **Florida**

The Florida Comprehensive Assessment Test (FCAT) uses five achievement Levels, numbered 1-5 with 1 as the lowest level and 5 as the highest level. For purposes of NCLB implementation, Level 1 is "Below Basic," Level 2 is "Basic," Levels 3 and 4 are "Proficient," and Level 5 is "Advanced." For purposes of AYP determination, students scoring 3 and above are considered to be proficient. Florida schools are also given a grade ranging from A-F, based on these state assessments.

Seven hundred and sixteen out of 3,068 schools, or roughly 23 percent, met all their goals for AYP. A total of 64 percent met at least 9 out of 10. Sixty-eight percent of Florida schools received an A or B rating for 2003-04 by comparison, under state regulations, no school receiving a grade of D or F will pass AYP.

## **Georgia**

Georgia uses the Criterion-Referenced Competency Tests (CRCT) as the AYP assessment tool for the elementary and middle school grades, the Enhanced Georgia High School Graduation Test (EGHSGT) for high school, and the Georgia Alternate Assessment (GAA) for the most severely cognitively impaired students.

Seventy-eight percent, or 1,583 out of 2,028 schools, met the state's AYP standards in 2003-04. This year's total shows that over 14 percent more Georgia schools made AYP this year than did last year. Of those schools that did not make AYP, 279 came very close, making AYP in all but one area. Eighty-four percent of schools met the academic performance requirements set forth in Georgia's AYP plan.

## **Kentucky**

AYP results are based on the Kentucky Core Content Tests' (KCCT) multiple-choice and open-response items in reading and mathematics. Kentucky used data from the 2003 and 2004 administration of the Commonwealth Accountability Testing System (CATS) to provide 2004 AYP information for its schools and districts. The state also adopted a graduation rate formula for its high schools, as required by NCLB.

The data indicates that 76 percent of Kentucky's public schools made AYP. According to the data, 888 Kentucky public schools met 100 percent of their NCLB goals for AYP, while 288 schools did not. Of the 288 schools that did not make AYP, 241 met 80 percent or more of their goals.

## **Louisiana**

Louisiana's School Accountability System calls for continuous improvement in student achievement, attendance and dropout rates. Schools receive numerical scores – known as School Performance Scores – based on their students' test scores on the Louisiana Educational Assessment Program (LEAP 21) and the Graduation Exit Examination (GEE 21) and The Iowa Tests, as well as their dropout and attendance records. The state used its original growth component as well as the new federal subgroup component to determine AYP. If a school misses in one or both categories, they are considered to have failed AYP.

According to preliminary data, 94.2 percent of schools met AYP for 2003-04. Louisiana is still processing appeals and will not release final AYP information until March 2005. Louisiana does not make readily accessible statewide subgroup AYP information. The state wants the focus to be on state growth and accountability results, not NCLB and federal AYP results.

## **Mississippi**

Under the new accountability standards, schools are graded individually on improvement and on achievement using scores from the Mississippi Curriculum Tests in elementary and middle school and tests in Algebra I, English II and Biology in high school. Using these scores, the Commission on School Accreditation assigns each school

with grades 3-12 a level between 1 (Low-Performing) and 5 (Superior-Performing).

Seventy-six percent of Mississippi's schools (659 of 838 schools) met Adequate Yearly Progress requirements in all three areas, including reading/language arts, math, and other academic indicators. In reading/language arts, 81 percent of Mississippi schools (709 schools) met requirements, while 83 percent of Mississippi schools (721 schools) met requirements in math.

### **North Carolina**

Reading and mathematics End-of-Grade tests for Grades 3-8 and the High School Comprehensive Tests of Reading and Mathematics for Grade 10 are used to assess student progress for AYP purposes. Science assessments will be added for Grades 5 and 8 in spring 2008, but current U.S. Department of Education guidelines indicate those scores will not be a part of AYP calculations. A total of 70.5 percent (1,608 of 2,270) of schools met Adequate Yearly Progress (AYP), up from 46.9 percent in 2002-03.

### **South Carolina**

South Carolina uses the Palmetto Achievement Challenge Test (PACT) scores to determine performance ratings for elementary and middle schools. High school performance data come from student performance on the new exit examination, the High School Assessment Program.

Fifty-six percent of South Carolina's public schools (584 schools) met all of their AYP targets in 2004, up from 20 percent (205 schools) last year. Of the 455 schools not meeting AYP, 378 (83 percent) fell just short by missing 1-5 goals. Thirty-one percent (141 schools) missed by just one goal.

### **Tennessee**

Performance data are derived from the Tennessee Comprehensive Assessment Program (TCAP) assessments and high school Gateway exams in English, algebra, and biology. Starting with school year 2005-2006, AYP determinations for elementary and middle schools will be based on the results of the math and reading/language arts

assessments for grades 3 through 8. Until that year, AYP determinations are only based on results of the math and reading/language arts assessments for grades 3, 5, and 8.

In the 2003-04 school year, 81 percent (1,358 of 1,677) of schools met all federal standards and an additional eleven percent (184) of schools missed in just one category.

For more information, go to <http://www.edweek.org/rc/nclbpress.pdf>

### **The Columbia Group Update to be Issued Regularly**

Thanks to SERVE, the southeastern regional educational lab, the Public School Forum will be issuing regular Columbia Group updates to members of the network. Network members should pass news items along to John Poteat at [jpoteat@ncforum.org](mailto:jpoteat@ncforum.org).