

ACCOUNTABILITY OF SMALL SCHOOLS
APPROVED STATE ACCOUNTABILITY PLANS

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STATE	SMALL SCHOOLS PROVISIONS
AR	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 10 • Accountability: 25 (looking at 3 years of data) • 95% calculation: Once tests are administered, a comparison will be made as to the number of completed tests, including the number who took the regular test with accommodations and the number completing the alternate portfolio assessment, in relation to the number enrollment at the school on the day the tests are administered. The SEA will determine the percent of students completing the tests to determine if that percentage is equal to or greater than 95%. It is the State's policy that schools in which the percentage tested falls below the 95% level may not invoke the safe harbor provision as applied to subgroups. • The SEA is assured that no school, even those with very small enrollments, will be eliminated for accountability purposes by the requirement to have 25 data elements when calculations are made for the total population (ALL). There will be subgroups across the grade spans that will not be reported due to 25 requirement.
CO	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 16 • Accountability: 30 + 95% confidence interval • 95% calculation: 30 • No specific mention of small school accountability.
DE	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 15 • Accountability: 40 • 95% calculation: 40 • Currently, for accountability purposes, students are tracked back to the school that provided the instructional services on a pro-rated basis. When students take the grade 3 assessment, provided that the student was in the school for full academic year, then: the school that provided Kindergarten services gets 10% of the score; the school that provided first grade services gets 30% of the score; the school that provided second grade services gets 30% of the score; and the school that provided third grade service gets 30% of the score. For the Grade 4-5 content standards, 50% of the score goes to the school that provided fourth grade service and 50% to the fifth grade school. For the grade 6-8 content standards, one-third of the score goes to each of grade 6, 7, and 8. For the grade 9-10 content standards, half of the score goes to each of grade 9 and 10. In 2003, the same process will be used except that for high schools, the accountability will be based solely on the grade 10 assessments in reading/language arts and math. Not later than the 2005-06 school year, when reading/language arts and math assessments in grades 4, 6, and 7 become part of the accountability system (AYP) the grade 3 scores will still be apportioned back to K-3 at the ratio described in the paragraph above. For grades 4, 5, 6, 7, and 8, 100% of the score will be apportioned to the single grade. For high schools, accountability will be based solely on the grade 10 assessments in reading/language arts and math.
FL	<ul style="list-style-type: none"> • Minimum Number:

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	<ul style="list-style-type: none"> • Reporting: 10 • Accountability: 30 (or 10 for small schools) • 95% calculation: 30 (or 10 for small schools) • Of Florida’s 3,309 schools, 210 or 6.3% have less than 30 students. Schools with highly mobile populations such as juvenile justice facilities, teen parent programs, and hospital/homebound programs will not receive an AYP status designation. Students’ performance and participation rates will be rolled up to the district and/or state level. This accounts for approximately 98 of the 210 schools with a population of less than 30 students. The remaining 112 schools including all elementary, middle, high schools, charter schools, exceptional student education, and vocational schools will receive an AYP designation so long as their student population is larger than 10. While there are a few “schools” with student populations of less than 10 in the testing age range, these consist primarily of special situations in which one or more students have unique placements based on individual circumstances, e.g., an adult education center or a county jail. Again, these students’ performance and participation rates will roll up to the district and/or state levels. The SEA will also begin monitoring more closely the existence of separate schools with exceptionally small numbers of students to ensure that it is necessary for such small schools to exist as separate entities.
GA	<i>Note: Final plan not yet available.</i>
HI	<i>Note: Final plan not yet available.</i>
IN	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 10 • Accountability: 30 with test for statistical significance • 95% calculation: 40 • No specific mention of small school accountability.
KS	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 10 • Accountability: 30 + 95% confidence interval; • 95% calculation: 30, but participation is reported for groups of 10 or more • Until the revisions are implemented in the 2005-2006 school year, those schools not having grades assessed will be held accountable through a “feeder pattern.” That is, the performance of the schools not having grades tested will be determined by the performance of the schools that students attend following their completion of the highest grade in the non-tested school. • Results from small schools in which the aggregate of students is less than 30 will be reviewed on an individual basis to ensure that annual movement toward 100% proficiency is occurring. Kansas will use a mix of averages and current year data to make AYP determinations. When the aggregate across grades is fewer than 30, KSDE will review the current year results and the results from an averaging of 2-3 years’ data including the current school year of data. Whichever is higher will be used for that year. The number of students determines whether 2 or 3 years of data is averaged. Two years of data will be used if the aggregate reaches 30; otherwise, three years of data will be considered. Some schools may still not have 30 students even with three years of data. If data is not available for averaging or if three years does not yield a number close to 30, confidence intervals using the standard error of the proportion will be applied to determine if the current year’s results are within an acceptable statistical range. In addition, all schools, including small ones, will be included in the district level AYP. In 2005-06 when assessments are in grades 3-8, there be significantly fewer schools having fewer than 30 students.
LA	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 10

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	<ul style="list-style-type: none"> • Accountability: 10 with confidence interval of 99% • 95% calculation: 40 • No specific mention of small school accountability.
MD	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 5 + statistical significance tests • Accountability: 5 + statistical significance tests • 95% calculation: Maryland will achieve 100% of student participation by continuing our current policy in which all students are required to participate in our assessments and those who do not are assigned a score of zero and included in the participant pool. Assigning non-participants zeros on the assessments removes participation as a factor in AYP determinations since all students contribute. While all students must participate in the assessments, we will use the full academic year criteria to define the pool of students at the subgroup, school, LEA, and state level required to participate in the assessments for AYP. • No specific mention of small school accountability.
MA	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 10 • Accountability: average of 20 students/2 years and at least 15 students in any one year <ul style="list-style-type: none"> • If average of 50 students/2 years and at least 40 students in any one year (with standard error band of 2.5 points) • If average of 20 students/2 years but fewer than 50 students/year (with custom determined error band of up to 4.5 points if 95% confidence level can be achieved) • 95% calculation: all AYP decisions • No specific mention of small school accountability.
MS	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 10 • Accountability: 40 + confidence interval • 95% calculation: 40 • For a very small number (<6) of unique schools enrolling fewer than 40 students, the AYP determination will be based on an application of the regular AYP model even though the n-count falls below the minimum of 40. In these cases, the reported AYP results will include a statement indicating that the results may be unreliable due to the small number of students.
MO	<p><i>Note: Final plan not yet available from USED. Information is from May 16, 2003 submission available on state website.</i></p> <ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 30 • Accountability: 30 • 95% calculation: 30 • Data for schools that do not meet the minimum cell size will be aggregated over the most recent three years.
NJ	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 11 • Accountability: 20 combined with a misclassification rate of 5% (error rate) • 95% calculation: none • New Jersey has a small percentage of schools with an enrollment of less than 20 students. These

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	schools are included in and are subject to the same State Accountability provisions as any other schools within a district and the state.
NM	<i>Note: Final plan not yet available from USED.</i>
NY	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 5 • Accountability: 40, but considering using a confidence interval with groups of 20 or more • 95% calculation: 40 (enrolled on day of testing) • No specific mention of small school accountability.
NC	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 5 • Accountability: 40 • 95% calculation: 40 • For schools in the state with less than 40 students assessed in the tested grades (other than K-2 schools, special education schools, hospital schools and vocational and career centers where a feeder pattern is used to determine AYP), the North Carolina Department of Public Instruction (NCDPI) will use whatever state test data are available to make an AYP determination for the school, regardless of the numbers of students below 40, although the results for the school will be flagged as “results based on less than 40 students.”
OH	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 10 • Accountability: 30 (45 for students with disabilities) • 95% calculation: 40 • No specific mention of small school accountability.
OK	<i>Note: Final plan not yet available.</i>
OR	<i>Note: Final plan not yet available.</i>
PA	<i>Note: Final plan not yet available.</i>
PR	<i>Note: Final plan not yet available.</i>
RI	<p><i>Note: Final plan not yet available from USED. Information is from April 24, 2003 submission available on state website.</i></p> <ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 10 • Accountability: 45 • 95% calculation: none • Rhode Island has a few schools with population less than 45. For these schools, the process described above will lead to large standard errors since the standard error is inversely proportional to the square root of N. These schools with small populations are not in sufficient numbers to constitute a group by themselves. To obtain comparable error bands for these schools, student level records within each school will be used to calculate the associated standard error for that school. The standard error, then, is the square root of the variance of the individual student scores within the school divided by the number of students in the school. This does not take into consideration the scores of other schools with similar populations and the results need to be interpreted very

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	<p>carefully. Even though the corresponding standard errors are relatively larger, they are still less than the annual growth expected from the school in order for the school to meet its Annual Measurable Objective (AMO). Thus, actual growth can be distinguished from measurement and sampling errors. Thus, all schools, even those with a population of less than 45, will be included in our Accountability system; the manner in which we measure the reliability of our decisions depends on the size of the school.</p>
SC	<p><i>Note: Final plan not yet available from USED.</i></p>
SD	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 10 • Accountability: 10 + confidence interval • 95% calculation: 40 • Rural attendance centers & colony schools (Country Schools) – Each rural attendance center shall be treated as a school for accountability purposes.
TN	<p><i>Note: Final plan not yet available from USED. Information is from May 29, 2003 submission available on state website.</i></p> <ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 10 • Accountability: 45 • 95% calculation: 45 • Schools with fewer than an N of 45 for all students for the most current year, which account for only about 3% of the schools in the state, will be defined as a small school and a 95% confidence band will be utilized to determine AYP for that year based on the “N” count that the school has. In addition, the State will study over the next year whether the confidence interval, some form of averaging the “Ns” over several years, or some other approach might result in a more reliable and valid determination of the performance of our small schools.
VT	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: • Accountability: • 95% calculation: • All schools are included in accountability and those with fewer than 30 students in two years of assessment results participate in the small school review. • No determinations of subgroup AYP will be made for subgroups with fewer than 40 students, subgroup accountability will be reviewed as part of the Small School Review A or B; over time the focus on small subgroup review will replace small school review, as more schools increase the numbers of students assessed. • Small School Review <p>Vermont will conduct specific reviews at the all student level for schools that are below the minimum “n.” and would not otherwise be reviewed to increase the reliability and validity of the decisions made in our Accountability System. Small School Review A will ensure that at the very small school level, we can identify false positives.</p> <p>All schools with an “n” of less than 30 students (over two years) in the all student AYP group will receive a small school review, regardless of whether they meet AYP or not on the achievement index(es). There are approximately 30 schools that will need a small school review for</p>

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	<p>mathematics and an additional 20 that will need the review for both ELA and mathematics. Please note: Any of these 50 schools could be added to the list of schools not making AYP at the conclusion of the review.</p> <p>In addition, all schools with an average of between 15 and 39 students per year in a consecutive two-year span, whose index and complete confidence band is below the AMO, will also be reviewed to address false negatives. This is Small School Review B. Modeling shows 4-5 schools will be included in Small School Review B and they are likely to be added to the list not making AYP.</p> <p>A final determination of AYP will only be made after this qualitative review of all available student achievement results for schools in either of these two categories. We anticipate that 50-55 schools will participate in the small school review.</p> <p>These reviews are necessary to ensure that all schools, regardless of their size, are included in a valid and reliable manner, in the accountability system at the level of “All Students.” Subgroups, of course, are even smaller in these schools; however, the small school review will permit a closer review of students with disabilities, etc.</p> <p>The protocol for these reviews will ensure that the process is consistently applied to maintain the validity and reliability of the system and to ensure that decisions about schools are based primarily on student performance. By applying this review to all small schools under 30, those that made AYP on the state assessments and those that did not, we may identify schools for technical assistance that might have been overlooked by considering ONLY the student performance data from the state assessments.</p> <p>Because the small school review is part of the determination of AYP, a decision about the school must still be based primarily on information from academic assessments. The review allows the opportunity for a small school to present more information about whether students in all grades in the school are meeting the standards in mathematics and/or reading/language arts that will either confirm or not confirm the state assessment results. Each school will have separate determinations made about whether they are making AYP in mathematics and in reading/language arts; because of the inclusion of the VT-DRA at Grade 2, some schools will have different numbers of students in math versus reading/language arts. This means that some schools may only qualify for a small school review in mathematics.</p> <p>The Small School Review is not about scoring or rescoring student work. It will look at summative data about student achievement in relation to the standards. The types of additional student achievement data that a school could present in a small school review include:</p> <ul style="list-style-type: none"> • Any norm-referenced test that is reasonably (60 percent) aligned to Vermont Standards • Vermont mathematics portfolios and Vermont writing portfolios that have already been scored by teachers who have met calibration requirements • VISMT Math Assessment at Grades 2 and 6 • Primary Observation Survey • Degrees of Reading Power • Kindergarten Observation Survey • Other assessments approved through the Statewide Improvement Grant • Other standards based assessment tools used by the district or school • Lifeskills assessments • Review of student IEP progress aligned to standards <p>Results will be considered for students as a whole in the school and the performance of subgroups</p>

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	<p>will also be carefully considered. Although in very small schools, the subgroups will be even smaller, by looking across all grades and all results in the school, more information about subgroup performance will also be available to inform the final determination of AYP for the school.</p> <p>Schools eligible for the small school review can be "estimated" based on the numbers of students tested in the most recent two years, which will allow schools to collect and prepare the additional materials during the school year. These materials will be collected in April-May. For 2003, this collection will occur later due to the recent negotiations with the U.S. Department of Education.</p> <p>A school improvement coordinator will contact both the superintendent and the principal to remind them of what student achievement results can be used, of the documentation that must be available to submit for review and to make an appointment for a school visit to collect the information. The school improvement coordinator will visit the school to examine the evidence and ensure that the necessary information is available for submission. This process will be consistently applied to all small schools to ensure comparability of treatment.</p> <p>A Collection/Assurance Form for each assessment will be required. On this form, the following information will be documented:</p> <ul style="list-style-type: none"> • Standards addressed by the assessment • Evidence of validity and reliability exists for the assessment • Did all students participate? • Reasons why students did not take assessment • Were there alternate assessments given? • Conditions under which students participated in the assessment • On demand or over time • What accommodations were allowed? • Was there teacher assistance? • Who scored the assessment? • Percentage of students meeting the standard on the assessment • Signed assurance by both Superintendent and Principal attesting to the accuracy of the information <p>At the time of the visit, Department staff will review the collection form for completeness and document any additional information that the principal thinks is helpful. The team will collect the cover sheets and an example of any assessment that is not on the list of known assessments.</p> <p>The small school review will be conducted when the results of the most recent year's assessments and AYP calculations are available. The review process will be scheduled in August within a 2-3 week period. After a final review of all evidence by a Department panel, which will include School Improvement, Accountability and Content Area experts, a recommendation will be made to the Commissioner within the prescribed time period. This recommendation will be based on whether the additional evidence indicates that students are meeting or are not meeting the standard at the level required by the current Annual Measurable Objective (AMO) in the relevant content area.</p>
WA	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 10 • Accountability: 30 • 95% calculation: 30 • A very small number of schools do not have a grade that is assessed (e.g., K-2). In addition, some

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	<p>schools and LEAs are so small that normal AYP decisions would not be statistically reliable (see section 5.5). Any school and district that would not be held accountable using the AYP definition will be held accountable through the approval of their School Improvement Plan by the local school board pursuant to WAC 180-16-220 and an annual review by OSPI to determine goal attainment.</p>
WV	<ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 10 • Accountability: 50 • 95% calculation: 50 (once more data is available, will use confidence intervals to determine the minimum number for subgroups) • There are approximately 41 small schools in West Virginia that do not have a total of 50 in the tested class levels. For those small schools, Office of Education Performance Audits will determine AYP using the total subgroup only and averaging the scores for the current year tested plus the previous two years in order to make the AYP decision more reliable. • The accountability of public schools without grades assessed (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school.
WI	<p><i>Note: Final plan not yet available from USED. Information is from May 14, 2003 submission available on state website.</i></p> <ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 6 • Accountability: 40 (50 for students with disabilities) • 95% calculation: 40 (50 for students with disabilities) • Schools too small for any subgroup evaluation will be evaluated using criteria consistent with any supplementary nonregulatory guidance to be issued by the USED. The very small schools (about 75 after 2005) with fewer than 10 students enrolled in grades 3-8, and grade 10 will be evaluated annually for their progress over three or more years. Since the very small schools' progress cannot be reliably calculated, the WDPI in consultation with the LEA will take a closer look at their achievement data and evaluate progress on a case-by-case basis.
WY	<p><i>Note: Final plan not yet available from USED. Information is from May 1, 2003 submission available on state website.</i></p> <ul style="list-style-type: none"> • Minimum Number: <ul style="list-style-type: none"> • Reporting: 6 • Accountability: 30 (6 for small schools) • 95% calculation: 40 • Schools with fewer than thirty (30) students assessed among all students would fall below the minimum number, therefore precluding a reliable AYP determination. As described in Principle 1.2, Wyoming has been working for several years on a Body of Evidence system for accountability, and expects to create a more comprehensive state accountability system that would include both AYP criteria and a state Body of Evidence review for all schools. Under this system, Wyoming expects that both AYP and Body of Evidence data would be used together to make valid, reliable AYP decisions for small schools in which the total number of students assessed is fewer than 30. Wyoming believes that such a system would provide a more rigorous, reliable review of school performance for all schools, including schools below the minimum number. In addition, the number of schools with fewer than 30 students assessed will decrease substantially once state assessments are in place for grades 3-8 in 2005-06. However, recognizing that Wyoming has a sizable number of schools below the minimum number at the

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	<p>present time, Wyoming will adopt an interim rule for small schools, whereby schools with fewer than 30 assessments will be evaluated to determine AYP for the school overall based on a minimum number of 6. During this interim period only, schools with fewer than 6 test scores will be reviewed based on averaged data over the previous 2-3 years, which is designed to reach at least 6 test scores. If any schools remain, they will be reviewed on a case-by-case basis so that all schools are included in AYP. (Per Element 1.1, schools with no grades tested will be paired with other schools for AYP accountability.) Wyoming expects to present its revised statewide accountability system incorporating AYP and Body of Evidence to USED next year for likely use in 2004-05, depending on state legislative action.</p>