

**Council of Chief State School Officers
The No Child Left Behind Act of 2001**

SUMMARY OF STATE ACCOUNTABILITY SYSTEMS *

The following chart is a summary of statements from the final state AYP workbooks that were approved by the U.S. Department of Education this spring. This chart is not exhaustive and is based on text from limited sections of the approved plans, without the benefit of discussions or additional materials from the states. Additional information may be available in other sections or attachments of the state's approved plan.

STATE	STATE ACCOUNTABILITY SYSTEMS [RELEVANT PORTIONS OF CRITICAL ELEMENTS 1.1 AND 1.2]
AL	<p>The state accountability system is currently under development and will include the adequate yearly progress determinations consistent with those required for No Child Left Behind. The Accountability Advisory Committee will make its recommendation for a state accountability system to the State Board of Education in May 2003. It is expected that in June or July 2003, the State Board of Education will adopt a resolution regarding accountability for schools and LEAs (to be Attachment C) establishing a state accountability system to become effective with the 2003-2004 school year. This accountability program will be consistent with the Compliance Agreement entered into by the Alabama State Department of Education and the United States Department of Education (Attachment D; effective dates April 8, 2002, through April 8, 2005) that incorporates the requirements of No Child Left Behind.</p>
AK	<p>Alaska is proposing a single statewide accountability system that will be applied to all public schools and districts in the same manner. Alaska will establish rules, definitions, and criteria that will apply to all public schools and districts in the accountability system. As described in more detail later in this plan, there will be a single model for all schools.</p>
AZ	<p>The ADE will include all public schools and districts in the statewide accountability system by completing an Achievement Profile analysis for each entity. A core component of the Achievement Profile analysis is the determination of Adequate Yearly Progress (AYP). An AYP determination will be made for each public school and district as required by the No Child Left Behind Act of 2001 (NCLB).</p> <p>As stated above, the Arizona Department of Education must compile an annual Achievement Profile, as detailed in A.R.S. § 15-241, which will be used to determine a school classification that designates each public school as one of the following 1.) Excelling; 2.) Improving; 3.) Maintaining [Adequate Performance]; 4.) Underperforming; and 5.) Failing. It should be noted that proposed legislation effectively modifies these designations. The proposed definitions are modified as follows: 1.) Excelling; 2.) Highly Performing; 3.) Performing; 4.) Underperforming; and 5.) Failing.</p> <p>The determination of <u>all</u> school site designations/classifications (through the Achievement Profile) will be made on the analysis of the following measures (please refer to Table A below):</p>

* Unless otherwise noted, text has been copied from the relevant portions of Critical Elements 1.1 and 1.2 of the final approved AYP plans available on the U.S. Department of Education website at <http://www.ed.gov/offices/OESE/CFP/csas/index.html>.

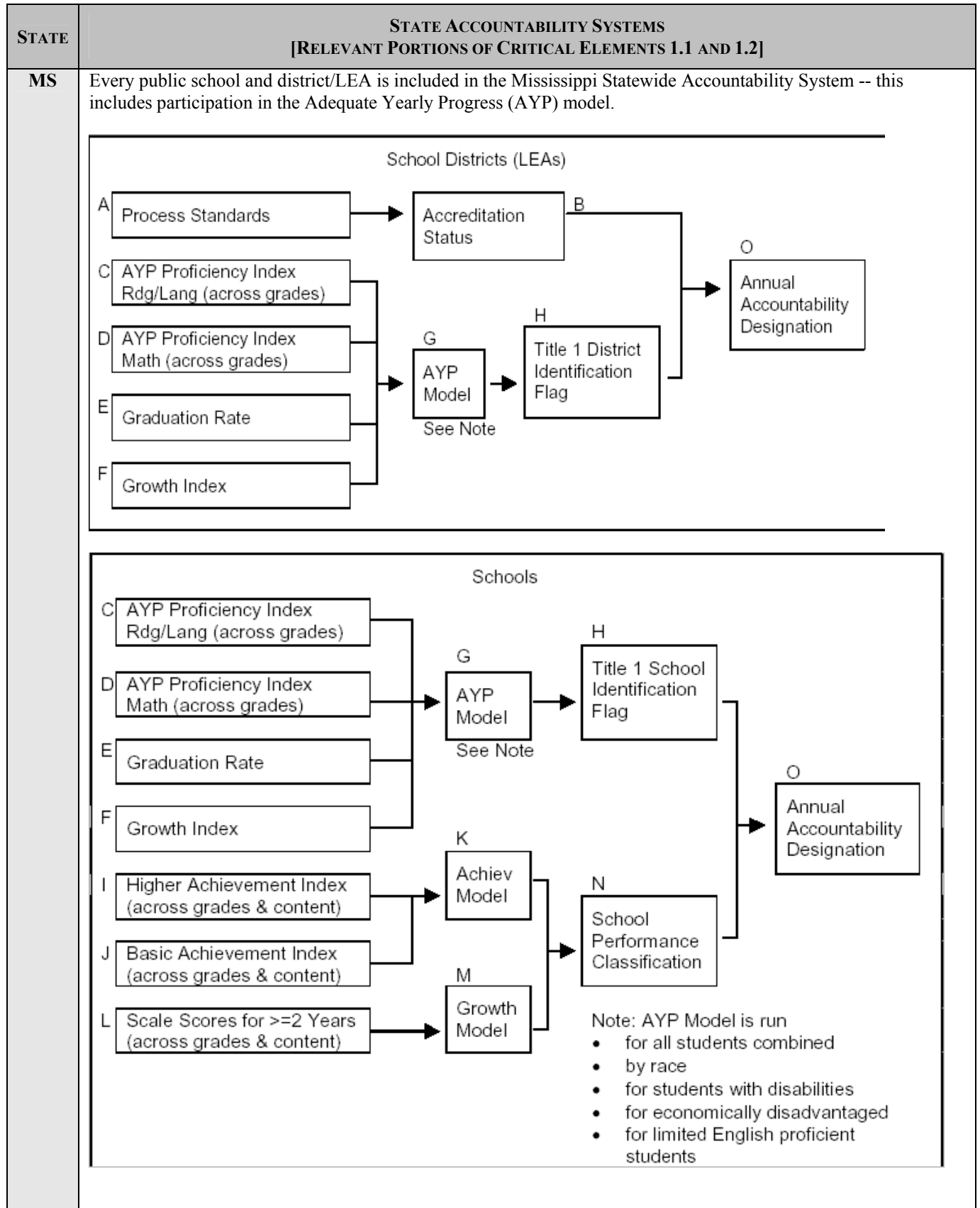
STATE	STATE ACCOUNTABILITY SYSTEMS [RELEVANT PORTIONS OF CRITICAL ELEMENTS 1.1 AND 1.2]
	<p>Table A: <u>Arizona's Single Statewide Accountability System</u></p> <pre> graph TD AP[Achievement Profile] --> SC[School Classification] subgraph AP_Box [Achievement Profile] AYP[Adequate Yearly Progress (AYP)] AZ[AZ LEARNS calculation] end AYP --- Plus[+] Plus --- AZ AP_Box --- Yes[Yes] AP_Box --- No[No] Yes --> Rewards[Rewards] No --> Services[Services] No --> Sanctions[Sanctions] subgraph Services_Box [Services] Fed1[Federal] State1[State] end subgraph Sanctions_Box [Sanctions] Fed2[Federal] State2[State] end Services_Box --- Services Sanctions_Box --- Sanctions SC --> Rewards SC --> Services_Box SC --> Sanctions_Box </pre> <p>The model detailed above fully integrates NCLB stipulations for AYP and state accountability requirements. Depending on classification, a school will be included in the rewards system or will face sanctions, which may require them to deliver services to eligible students (depending on federal and/or state statute). Regardless of a school classification, a Title I school determined not to have made AYP will be required to implement federal services and undergo the necessary sanctions prescribed by NCLB. In no way does the integration of AYP into the Achievement Profile compensate or diminish the effect of NCLB legislation. The Arizona Department of Education strongly believes that the integration of AYP into the Achievement Profile (illustrated on page 8) ensures that schools, districts and the state will maintain focus on the federal requirements outlined in NCLB.</p>
AR	<p>In previous years Arkansas has operated under a dual system of rewards and sanctions – one driven by federal programs (Title I specifically) and another based on statutes referred to as Academic Distress. Under ACTAAP and NCLB, the SEA and State Board of Education have adopted policy that assures only one system will be used to determine the performance of LEAs and determine AYP for each school and its sub-populations.</p>
CA	<p>To determine AYP, all public schools and LEAs will be evaluated on the basis of the percentage of students at or above proficient in English language arts and mathematics, so long as a school or LEA meets or exceeds the minimum subgroup size for accountability. Schools and LEAs will also be evaluated on the progress they make on the API. In addition, high schools will be evaluated on the progress they make on the graduation rate. The CDE anticipates that 2002 baseline data on each indicator included in the AYP determination will be reported to schools and LEAs by July 2003.</p>
CO	<p>AYP for all instructional levels and all schools has been integrated into Colorado's single accountability system, state accreditation.</p>
CT	<p>All schools are rated using the same criteria: percent proficient in mathematics and reading; participation rate in state assessments; writing test results will be used for the additional academic indicator for elementary and middle schools and, graduation rate in the high schools.</p>
DE	<p>Delaware currently has a single statewide accountability system that is applied to all public schools and districts biennially and has included Adequate Yearly Progress (AYP) as part of the system.</p>

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	<p>State law indicates that the Delaware Department of Education will utilize the collective performance of all students tested in each grade on the assessments administered pursuant to § 151(b) and (c) of Delaware Code, Title 14 to determine school accountability. In schools that serve students from other schools within or across districts, the students are tracked back to the school and district of residence.</p> <p>In addition, state law requires that the Delaware Department of Education to establish criteria for the determination of school district performance.</p> <p>References: Delaware Code Title 14, §§ 154, 155 Department of Education Regulation § 103</p>
DC	<p>The District of Columbia Board of Education, in its role as the State Education Agency (SEA), establishes a single Accountability System for all Local Education Agencies (LEAs) and public schools (including public charter schools and special education centers) within the District of Columbia. The Accountability System will assess student proficiency in the state academic content standards in mathematics and reading/language arts. [From Principle 1].</p>
FL	<p>Florida will adopt a single statewide accountability system for all public schools that includes multiple measures. These are: adequate yearly progress as defined by federal law, school grades as defined by state law, individual student progress towards annual learning targets to reach proficiency, and a return on investment measure that links dollars spent to student achievement. All schools will be rated on each of these measures. Schools meeting all standards will be designated as highly effective and efficient.</p> <p>Each of these elements informs parents, educators, and the community about different facets of a school's performance. No one element, on its own, can provide a complete picture. If all four elements measured the same performance indicators in the same way, there would be no need for these unique elements. Florida's accountability system has been carefully constructed to ensure that we consider all aspects of a school's performance and therefore, there may be situations in which a school performs poorly in one or more of the elements but demonstrates higher performance in the others. We are designing a comprehensive public information campaign to ensure that all constituents, including parents, understand the four elements of Florida's accountability system and what the data derived from each element represent.</p>
GA	<p>Georgia's State Accountability System will hold all public schools and LEAs, both Title I and non-Title I, accountable for AYP based on the same criteria.</p> <ul style="list-style-type: none"> • Under Georgia law, and consistent with the No Child Left Behind AYP requirements, schools and LEAs will be held accountable based primarily on State assessments, including Georgia's Criterion-Referenced Competency Tests (CRCT) in Reading, English Language Arts, and Math, the Georgia Alternate Assessment (GAA), and for 2002-2003 Georgia's High School Graduation Tests (GHSGT) in English/Language Arts and Math. • For 2002-2003, assessment results for the CRCT in grades 4, 6, and 8 and the GHSGT in grade 11 will be used for AYP purposes in the subject areas listed above. Thereafter, assessment results for the CRCT in grades 3, 4, 5, 6, 7, and 8 and a revised State accountability assessment system for high school that is in full compliance with Federal requirements for NCLB and State law will be used for AYP purposes. See page 32 for a description of Georgia's high school assessment plan. <p>Georgia is working to finalize its State Education Accountability System. As required by State law, Georgia's accountability system will include both Absolute and Progress grades (A, B, C, D, or F). Georgia's grading system, currently under development, will be based in part on AYP determinations. Preliminary plans are being reviewed which will incorporate AYP as the State Absolute grade.</p> <p>Timeline: AYP determinations will be made for every public school and LEA based on the same criteria in 2002-03. The statewide Standards and Grading Committee made recommendations for integrating an A, B, C, D, F -</p>

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	State grading system with AYP determinations as part of Georgia’s single statewide accountability system. See workbook element 1.6. Based on these recommendations, the State will take further action to finalize the State Accountability System.
HI	The AYP definition is integrated into Hawaii’s school accountability system.
ID	The Plan is under development and will be finalized in Idaho Administrative Code in the 2004 legislative session. It will include the state assessment, participation, graduation rate for high schools, and an additional performance measure, yet to be determined, that meets accountability standards required to meet the NCLB federal language. Under direction of the Board, ISDE will use the Plan to identify schools in need of improvement.
IL	
IN	<p>Indiana Code 20-10.2 does not differentiate among public schools or school corporations. Beginning with data for the 2004-2005 school year, all public schools, including charter schools, and school corporations are placed into five categories based on a combination of performance of all students (no adjustment for students who have not attended for a minimum length of time) and improvement of non-mobile students. The middle category, Academic Progress, constitutes demonstrated improvement. Improvement is expected of all schools. Schools are compared to themselves rather than to other schools.</p> <p>Until 2004-2005 data are available, the AYP definition will be used exclusively. Beginning with data for the 2004-2005 school year, the ESEA AYP definition will be integrated into the state system by providing that schools that fail to make AYP for two consecutive years will be placed no higher than the Academic Progress category, but may be placed lower if the state system dictates lower placement.</p>
IA	
KS	The Kansas AYP definition has been integrated into the state’s single accountability system, known as Quality Performance Accreditation. At the December 2002, Kansas State Board of Education meeting, the State Board passed, by roll call vote, new school accreditation regulations. New regulation 91-31-31 specifies the following: “(a) Each school shall be assigned its accreditation status based upon the extent to which the school has met the performance and quality criteria established by the State Board in this regulation. (b) The performance criteria shall be as follows: (1) Except as provided in subsection (d) of this regulation, having met the percentage prescribed by the State Board of students performing at or above the proficient level on state assessments or having increased overall student achievement by a percentage prescribed by the state board. . .” The statement regarding each school refers to all public schools and any private school seeking accreditation.
KY	<p>The Federal dimension will be met by applying a strict interpretation of the language of “No Child Left Behind Act of 2001.” Federally defined 20th percentile starting points in reading and mathematics will be calculated separately at the elementary, middle, and high school levels, and applied in a conjunctive manner to each school and district as required by Federal statute. (<u>Reference Figure 1</u>)</p> <p>The state dimension meets this requirement. The General Assembly and the Kentucky Board of Education have created an assessment and accountability system that systematically judges all public schools and districts on the basis of the same criteria when making AYP determinations. Kentucky has set the same high goals for all students, schools and districts. Kentucky expects realistic and specific gains by all schools and student subpopulations.</p>
LA	
ME	

STATE	STATE ACCOUNTABILITY SYSTEMS [RELEVANT PORTIONS OF CRITICAL ELEMENTS 1.1 AND 1.2]
MD	All schools and local school systems have been rated in the past according to the same criteria under the 1994 reauthorization of the Elementary and Secondary Education Act. Draft Accountability Regulations (Attachment B) detail proposed regulatory revisions that will provide for the tracking of Adequate Yearly Progress (AYP) for all schools and school systems. The revised accountability system will include new tests, the Maryland School Assessments (MSA) to be administered in March 2003 for the first time, geometry high school assessment, attendance, and graduation rates.
MA	The definition and determination of AYP is integrated into our state accountability system.
MI	<p>Michigan has taken the lead in development of a comprehensive state accountability system. Michigan recognizes that a complete picture of information about a school’s performance is important in creating a fair system that holds all schools accountable. Michigan went back to the drawing board in 2001 to create a state of the art system that is more than a single test on a single day, one that creates ladders rather than hammers, lifting up Michigan schools, and helping them to improve, rather than simply bashing them down. Michigan’s school accreditation system, named <i>Education YES! – A Yardstick for Excellent Schools</i>, is described in Attachment 3.</p> <p><i>Education YES!</i> requires that Michigan calculate and report AYP, using the definition of AYP contained in the No Child Left Behind Act (NCLB), for all Michigan schools.</p> <p>Michigan has been applying AYP systematically to all public schools and public school academies in the state since 1996-97 and will continue to do so.</p> <p>Michigan’s Revised School Code provides for a state accreditation system that is applied to all schools, both Title I schools and non-Title I schools. Standards for state accreditation have recently been revised. Michigan’s accreditation system is a multidimensional model that is based on student achievement and indicators of school performance. In March, 2002 the State Board of Education approved the framework for a new statewide school accountability/accreditation system that will give schools and school districts a “report card” with A, B, C, D/Alert, and Unaccredited letter grades in the following six areas:</p> <p style="padding-left: 40px;">MEAP STATUS – A school’s beginning point based upon an average of three previous year’s MEAP data.</p> <p style="padding-left: 40px;">MEAP CHANGE – The degree to which a school’s MEAP averages have changed (improvement implied).</p> <p style="padding-left: 40px;">MEAP GROWTH – The degree to which a 4th grade cohort, followed to 7th grade, has improved, and the degree to which a 7th grade cohort, followed to 11th grade, has improved.</p> <p style="padding-left: 40px;">INDICATORS OF ENGAGEMENT – Three descriptors of the extent to which a school engages its parents and community.</p> <p style="padding-left: 40px;">INDICATORS OF INSTRUCTIONAL QUALITY – Four descriptors of items related to curriculum alignment with the state’s standards.</p> <p style="padding-left: 40px;">INDICATORS OF LEARNING OPPORTUNITIES – Four descriptors of items providing additional, extended learning opportunities for students.</p> <p style="padding-left: 40px;">COMPOSITE GRADE – A single, overall grade computed from the six previous grades.</p> <p>The following table will be used to combine the individual school score and AYP status resulting in a composite school grade.</p>

STATE	STATE ACCOUNTABILITY SYSTEMS [RELEVANT PORTIONS OF CRITICAL ELEMENTS 1.1 AND 1.2]																			
	<p style="text-align: center;">Unified Accountability for Michigan Schools</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td rowspan="6" style="writing-mode: vertical-rl; transform: rotate(180deg);"><i>Education YES! Composite Grades</i></td> <td style="text-align: center;">A</td> <td style="text-align: center;">B (iv)</td> <td style="text-align: center;">A</td> </tr> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">B (iv)</td> <td style="text-align: center;">B</td> </tr> <tr> <td style="text-align: center;">C</td> <td style="text-align: center;">C (iii)</td> <td style="text-align: center;">C</td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">D/Alert (ii)</td> <td style="text-align: center;">C</td> </tr> <tr> <td style="text-align: center;">F</td> <td style="text-align: center;">Unaccredited (i)</td> <td style="text-align: center;">D/Alert</td> </tr> <tr> <td></td> <td style="text-align: center;"><i>Did Not Make AYP</i></td> <td style="text-align: center;"><i>Made AYP</i></td> </tr> </table> <p style="text-align: center;">i – iv Priorities for Assistance and Intervention AYP calculated using No Child Left Behind definition</p> <p>After the computation of a school’s COMPOSITE GRADE for the six areas described above, a final “filter” will be applied, consisting of the question of whether or not a school or district met or did not meet AYP standards. The answer to this question will serve to decrease or increase a school’s final composite grade on the report card. A school that does not make AYP shall not be given a grade of “A.” A school that makes AYP shall not be listed as unaccredited. A school’s composite school grade will be used to prioritize assistance to underperforming schools and to prioritize interventions to improve student achievement. AYP is thus fully and totally integrated into Michigan’s accountability/accreditation system. AYP will be calculated in accordance with federal law for all schools in Michigan.</p> <p>Documentation of the approval of <i>Education YES!</i> by the Michigan State Board of Education is contained in Attachment 4.</p>	<i>Education YES! Composite Grades</i>	A	B (iv)	A	B	B (iv)	B	C	C (iii)	C	D	D/Alert (ii)	C	F	Unaccredited (i)	D/Alert		<i>Did Not Make AYP</i>	<i>Made AYP</i>
<i>Education YES! Composite Grades</i>	A		B (iv)	A																
	B		B (iv)	B																
	C		C (iii)	C																
	D		D/Alert (ii)	C																
	F		Unaccredited (i)	D/Alert																
		<i>Did Not Make AYP</i>	<i>Made AYP</i>																	
<p>MN</p>	<p>Minnesota will adopt a single statewide accountability system for all public schools and districts based on results from the Minnesota Comprehensive Assessments MCAs). The MCAs are state developed criterion referenced assessments aligned to state content standards. Results on the MCAs are reported in five different achievement levels:</p> <ul style="list-style-type: none"> Level 1- significant gaps in knowledge and skills necessary for grade level work Level 2- partial skills and knowledge required for successful grade level work Level 3- solid grade level knowledge and skills Level 4- advanced knowledge and skills compared to grade level peers Level 5- superior knowledge and skills compared to grade level peers <p>The goal of the AYP system is to have all students scoring at or above Level 3 by 2013-14. Level 3 represents solid grade level work on all assessments.</p> <p>Minnesota will incorporate an additional growth calculation, subject to approval by the USDOE, once grades three through eight reading and mathematics assessments have been implemented for at least two years.</p>																			



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	<p>Explanation of Terms used in the Conceptual Framework (Keyed to Lettered Boxes in the Figure on Page 8)</p> <p>A. Process Standards The standards in Mississippi Public School Accountability Standards, Mississippi Department of Education, 2001, pages 15-20.</p> <p>B. Accreditation Status The status assigned to a school district based on its compliance with the process standards. Same reference, pages 5-7.</p> <p>C. AYP Proficiency Index Rdg/Lang An index (achievement measure) based on the percentage of students scoring proficient or above on the state reading/language assessments. An adjustment is required in order to combine the test data across grade levels.</p> <p>D. AYP Proficiency Index Math Same as above, except the index is for mathematics achievement.</p> <p>E. Graduation Rate NCLB mandates the use of graduation rate as an additional indicator for determining adequate yearly progress at the secondary school level. The legislation does not mandate a particular formula for calculating graduation rate, but it must be accurate.</p> <p>F. Growth Index NCLB mandates that one additional indicator be selected and used for determining adequate yearly progress at the elementary school level. The growth index would be a value based on the degree to which a school (or school district, as required under NCLB) met its growth expectation. Growth expectations and the growth model are described below.</p> <p>G. AYP Model The model or formula specified in NCLB for determining whether schools and school districts have met adequate yearly progress criteria. Under the specified procedure, the model does not actually consider growth at the school or school district. It holds all schools and districts (and certain subgroups of students within the schools and districts) to a fixed set of annual objectives based primarily on the results of statewide assessments. The criteria are established using a "starting point" that is determined using the procedure specified in NCLB. The starting point is set at either the performance in the lowest performing subgroup or the performance at the 20th percentile school in the state weighted by enrollment. A line is projected from the starting point to 100% proficiency over a maximum period of 12 years. There is an alternate method for determining whether a school or district has met AYP based on improvement in student achievement.</p> <p>H. Title I District (or School) Identification Flag Title I districts and schools not meeting the annual AYP objectives for two years or more must be identified for improvement, corrective action, or restructuring. These actions, described in detail in the law, are applied as follows (a school or district's failure to meet AYP in any year will be reported in the Report Card):</p> <table data-bbox="289 1444 941 1596"> <tr> <td>1st year failure to meet AYP</td> <td>= Reported</td> </tr> <tr> <td>2nd year failure to meet AYP</td> <td>= Improvement (Year 1)</td> </tr> <tr> <td>3rd year failure to meet AYP</td> <td>= Improvement (Year 2)</td> </tr> <tr> <td>4th year failure to meet AYP</td> <td>= Corrective Action</td> </tr> <tr> <td>5th year failure to meet AYP</td> <td>= Restructuring</td> </tr> </table> <p>I. Higher Achievement Index An achievement index similar to that described for C and D except that the data are adjusted then combined across both grade levels and content areas to yield an overall value for the school. The "higher achievement index" would be calculated using the percentage of students scoring Proficient or Above. This index comprises a measure of higher achievement than does the index below.</p> <p>J. Basic Achievement Index An achievement index similar to I, except that it is calculated using the percentage of students scoring at Basic and Above on the state tests. This index comprises a measure of "basic performance"--not high, but not unacceptable.</p>	1st year failure to meet AYP	= Reported	2nd year failure to meet AYP	= Improvement (Year 1)	3rd year failure to meet AYP	= Improvement (Year 2)	4th year failure to meet AYP	= Corrective Action	5th year failure to meet AYP	= Restructuring
1st year failure to meet AYP	= Reported										
2nd year failure to meet AYP	= Improvement (Year 1)										
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4th year failure to meet AYP	= Corrective Action										
5th year failure to meet AYP	= Restructuring										

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	<p>K. Achiev[ement] Model A model that establishes the minimal achievement index values (based on the percentage of students achieving at certain levels) that a school must meet to be assigned to (1) one of the higher school performance classifications--using the "higher achievement index" since it is the better measure of high achievement -or- (2) one of the lower school performance classifications--using the "basic achievement index" since it is the better measure of adequate achievement.</p> <p>L. Scale Scores for ≥ 2 Years Appropriate measures of student achievement for use within an accurate prediction-based growth model. The Mississippi Curriculum Test, for example, yields a developmental scale score that can be used to measure growth for individual students over time.</p> <p>M. Growth Model A model that uses student assessment data and, possibly, other variables to set a reasonable achievement expectation for a school. The actual achievement at the school is compared to the expected achievement to determine the degree to which the school has met or exceeded its expectation. Technically, the value resulting from the comparison of actual and predicted values is called a residual. A residual value of zero (0) indicates that the achievement at the school was exactly as expected. A positive residual value represents achievement above expectation and a negative residual signifies that the school failed to meet its achievement expectation.</p> <p>N. School Performance Classification A value or label assigned to a school based on "achievement and growth." That is, based on the school's performance on both the achievement model and the growth model. Note: There are five school performance Classifications.</p> <ul style="list-style-type: none"> • 5 Superior-Performing • 4 Exemplary • 3 Successful • 2 Under Performing • 1 Low Performing <p>O. Annual Accountability Designation A label used for reporting the overall performance of a school or district on the statewide accountability system. The label will indicate a school's performance classification or a district's accreditation status and will clearly show the improvement status for Title I schools and districts.</p>
MO	<p>All public schools and districts are rated on performance or improvement (safe harbor) using the same criteria when making AYP determinations. Criteria are based on Missouri Assessment Program (MAP) results and attendance at the elementary and middle school levels and graduation at the high school level. The definition and determination of AYP are integrated into our State accountability system on an annual basis through the Annual Performance Report (APR).</p>
MT	<p><u>2002-03 Process – Use of Previous Method</u> The Montana Office of Public Instruction will use its current assessment system and the former “Title I only” process to identify all public schools and districts in need of improvement. In terms of accountability, during the transition school year of 2002-03, each school and district must achieve an average score for all students in the school or district as a whole and for each disaggregated subgroup in the grade or grades tested in that school or district of 45 NCE or higher on the basis of combined data for up to three years (2000-01, 2001-02, and 2002-03) or the 2002-03 school year alone, dependent upon obtaining the minimum “n” of 10 students. The minimum “n” of 10 used for reporting will also be used for AYP determinations at both the school and district levels for this transition year except with regard to participation rate as noted below. All schools and districts with an average score of less than 45 NCE in any subgroup including all students will be deemed as not making adequate progress.</p> <p><u>2003-04 Process</u> The compliance agreement specifies that Montana will set cut scores and academic achievement standards by July 31, 2004. The agreement further specifies that the state will review the standards setting work and formally adopt the cut scores and academic achievement standards by August 31, 2004. It is not possible to set cut scores earlier using pilot test data from April 2003 because only the new custom-developed items were included, not the full test.</p>

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	<p>Scores from the first full administration of the new assessment will be produced in September 2004 and used to set baseline data.</p> <p>In October 2004, the percent proficient and above for all subgroups in each school and district on the April 2004 assessment will be compared to the starting points in order to determine adequate yearly progress separately for reading and mathematics for each school and district. Those with percentages below the starting point as well as those not making the 95% participation rate or progress on the other indicator will be notified during late October/early November 2004 that adequate yearly progress was not made.</p>
NE	<p>All schools and districts in the State are held to the same criteria when making AYP determinations. The STARS assessment results are used for determining AYP status. All schools and districts submit data specifically for AYP determinations. The AYP definition is integrated into the State accountability system but the nature of Nebraska's schools present a unique challenge.</p> <p>However, all schools and districts in Nebraska are included in the State's policies on Accountability and Reporting and School Performance. In April, the State Board approved a policy holding all schools accountable for student performance and the quality of the STARS assessments. Starting with the results of the 2002-03 school year, a rating of Unacceptable or Acceptable, Needs Improvement triggers consequences and penalties related to accreditation for all schools regardless of the number of students included in the assessments. Appendix A provides details on the State's accountability policy for STARS including how it applies to small schools.</p>
NV	
NH	<p>All public schools and LEAs will be judged on a single AYP definition. AYP will be based on student performance on the statewide assessment, 95% participation rate, retention rate at the elementary/middle school level and graduation rate at the high school level. This definition has been included in new legislation presented to the 2003 New Hampshire Legislature: Public Education Accountability System, an act establishing a comprehensive statewide accountability system concerning an adequate education.</p>
NJ	<p>New Jersey has a long established system of accountability which includes rewards and sanctions. This system of accountability is applied to all public schools and districts in the state.</p> <p>State regulations clearly articulate the requirement for "the annual evaluation of all public schools to determine if they are meeting standards" (N.J.A.C. 6A:30-1.1.). The standards, by which these schools will now be evaluated, as outlined in this Accountability Workbook, are based upon Adequate Yearly Progress (AYP) indicators.</p> <p>The long established measurement tool for determining schools progress are the state assessments. These assessments are designed to measure student mastery of the State's Core Curriculum Content Standards that detail the skills and knowledge expected to be attained by all students across the state of New Jersey, including students enrolled in the Katzenbach School for the Deaf, as well as those students in state facilities operated by other state agencies.</p>
NM	<p>All public schools and school districts are being held to the same criteria. New Mexico is committed to maintaining a single accountability system that includes all requirements of NCLB. The current policies, regulations and state laws are designed for an accountability system that is based on a norm-referenced test model.</p> <p>The current accountability system is based on data points awarded for whole group performance in the areas of reading, language arts, math, science, and social studies in English, and reading, language arts and math in Spanish. The data points are awarded based on a status and growth model with attendance rates for all schools and dropout rates for secondary schools included in the system. School ratings and subsequent intervention by the SDE are based on total percentages of data points earned, with 50% of data points in probation as the point at which schools are rated and placed in school improvement and considered for corrective action. Schools may be rated as:</p>

STATE	STATE ACCOUNTABILITY SYSTEMS [RELEVANT PORTIONS OF CRITICAL ELEMENTS 1.1 AND 1.2]
	<ul style="list-style-type: none"> • “Exemplary” means a district/school rating on the five statewide indicators demonstrating that the school/district has at least 50% of its data points in exemplary and 0% of its data points in probationary. • “Exceeds Standards” means a district/school rating on the five statewide indicators demonstrating that the school/district has at least 50% of its data points in exceeds standards or higher, allowing the greater of up to 5% or one (1) probationary data point; • “Meets Standards” means a district/school rating on the five statewide indicators demonstrating that the district/school has more than 50% of all data points in meets standards or higher; • “Probationary” means a district/school rating on the five statewide indicators demonstrating that the district/school has 50% or more of all data points in probationary. <p>After a school is rated probationary, it receives one of four designations:</p> <ul style="list-style-type: none"> • Year 1, performance-warned • Year 2, school improvement year 1, • Year 3, school improvement year 2, or • Year 4, corrective action.
NY	<p>Attachment C of the November 20, 2002 report to the Board of Regents on “Implementation of the Accountability Provisions of the No Child Left Behind Act” (see Attachment 1.1a) states that as a guiding Principle for New York State’s Conceptual Framework for No Child Left Behind Accountability:</p> <ol style="list-style-type: none"> 1. The academic performance of all students — including students who do not participate in the regular State testing program and students who are educated out of district — shall be part of the State accountability system that will have the capability to collect individual student results and track the progress of students through their school careers. 2. The assessments used to measure student performance shall be valid and reliable and shall be the same for all schools and districts in the State. <p>Attachment A, Items 3–4 of the November 20, 2002 document states that the School Accountability Performance Index shall be used as the accountability measure for all public elementary and middle schools, and the High School Performance Index for high schools. Attachment A also specifies that LEAs (districts) shall be held to the same accountability standards as schools (Item 14) and backmapping shall be used to hold elementary schools that do not participate in the State testing program accountable for student performance (Item 13). (See Attachment 1.2a.)</p> <p>The Board of Regents approved the Conceptual Framework on December 12, 2002. By the end of this school year, the Board of Regents will amend 8 NYCRR Part 100 to incorporate these provisions into regulation.</p>
NC	<p>Based on State Board of Education action in June, 2002 AYP will be incorporated into the state’s accountability system, the ABCs, as a “closing the achievement gap” component pursuant to North Carolina General Statute §115C-105.35.</p>
ND	<p>The State of North Dakota stipulates that every public school and LEA is held accountable to the provisions of adequate yearly progress and is included in the State Accountability System. The North Dakota Assessment System assesses all students within a single, unified, statewide assessment that measures students’ performance in terms of the State’s challenging content and achievement standards and that all schools and all LEAs are measured for adequate yearly progress within a single, unified accountability system.</p>
OH	<p>Ohio will adopt a single statewide accountability system that will be applied to all public school buildings and districts. Determinations of school district and school building designations will be made on the basis of multiple measures – the proportion of Ohio report card indicators met, a performance index score, adequate yearly progress</p>

STATE	STATE ACCOUNTABILITY SYSTEMS [RELEVANT PORTIONS OF CRITICAL ELEMENTS 1.1 AND 1.2]																																																
	<p>(AYP) as defined by federal statute, and a measure based on individual student achievement gains over time. Ohio will incorporate the growth calculation once grades three through eight reading and mathematics assessments have been implemented for at least two years. Figure 1 provides an overview of the way in which the calculations will be combined to determine each school building's and each school district's designation.</p> <p style="text-align: center;">Figure 1 Combining Ohio Report Card Indicators, Performance Index Score, Growth Calculation, and Federal AYP Requirements to Determine School Building and District Designation</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="293 646 456 716"></th> <th data-bbox="456 646 678 716">Ohio Report Card Indicators</th> <th data-bbox="678 646 789 716"></th> <th data-bbox="789 646 980 716">Performance Index Score</th> <th data-bbox="980 646 1211 716">Growth Calculation</th> <th data-bbox="1211 646 1321 716"></th> <th data-bbox="1321 646 1511 716">AYP Requirements</th> </tr> </thead> <tbody> <tr> <td data-bbox="293 716 456 768">Excellent</td> <td data-bbox="456 716 678 768">94% to 100% (21 or 22 for districts)</td> <td data-bbox="678 716 789 768" style="text-align: center;"><i>or</i></td> <td data-bbox="789 716 980 768">100 to 120</td> <td data-bbox="980 716 1211 1108" rowspan="6" style="text-align: center; vertical-align: middle;">Once grades 3 to 8 reading and math assessments are implemented and multiple years of data available, Ohio will incorporate a measure of individual student achievement gains to help determine school building and district designations -- either in place of, or in addition to, the Performance Index Score.</td> <td data-bbox="1211 716 1321 768" style="text-align: center;"><i>and</i></td> <td data-bbox="1321 716 1511 768" style="text-align: center;">Met AYP</td> </tr> <tr> <td data-bbox="293 768 456 919" rowspan="2">Effective</td> <td data-bbox="456 768 678 810">75% to 93% (17 to 20 for districts)</td> <td data-bbox="678 768 789 810" style="text-align: center;"><i>or</i></td> <td data-bbox="789 768 980 810">90 to 100</td> <td data-bbox="1211 768 1321 810" style="text-align: center;"><i>and</i></td> <td data-bbox="1321 768 1511 810" style="text-align: center;">Met AYP</td> </tr> <tr> <td data-bbox="456 810 678 919">75% to 100% (17 to 22 for districts)</td> <td data-bbox="678 810 789 919" style="text-align: center;"><i>or</i></td> <td data-bbox="789 810 980 919">90 to 120</td> <td data-bbox="1211 810 1321 919" style="text-align: center;"><i>and</i></td> <td data-bbox="1321 810 1511 919" style="text-align: center;">Missed AYP <small>(can miss AYP and earn "effective" designation for up to two years -- with third year missing AYP, designation drops to "continuous improvement")</small></td> </tr> <tr> <td data-bbox="293 919 456 1014" rowspan="2">Continuous Improvement</td> <td data-bbox="456 919 678 961">0% to 74% (0 to 16 for districts)</td> <td data-bbox="678 919 789 961" style="text-align: center;"><i>and</i></td> <td data-bbox="789 919 980 961">0 to 90</td> <td data-bbox="1211 919 1321 961" style="text-align: center;"><i>and</i></td> <td data-bbox="1321 919 1511 961" style="text-align: center;">Met AYP</td> </tr> <tr> <td data-bbox="456 961 678 1014">50% to 74% (11 to 16 for districts)</td> <td data-bbox="678 961 789 1014" style="text-align: center;"><i>or</i></td> <td data-bbox="789 961 980 1014">80 to 90</td> <td data-bbox="1211 961 1321 1014" style="text-align: center;"><i>and</i></td> <td data-bbox="1321 961 1511 1014" style="text-align: center;">Missed AYP</td> </tr> <tr> <td data-bbox="293 1014 456 1066">Academic Watch</td> <td data-bbox="456 1014 678 1066">31% to 49% (7 to 10 for districts)</td> <td data-bbox="678 1014 789 1066" style="text-align: center;"><i>or</i></td> <td data-bbox="789 1014 980 1066">70 to 80</td> <td data-bbox="1211 1014 1321 1066" style="text-align: center;"><i>and</i></td> <td data-bbox="1321 1014 1511 1066" style="text-align: center;">Missed AYP</td> </tr> <tr> <td data-bbox="293 1066 456 1108">Academic Emergency</td> <td data-bbox="456 1066 678 1108">0% to 31% (0 to 6 for districts)</td> <td data-bbox="678 1066 789 1108" style="text-align: center;"><i>and</i></td> <td data-bbox="789 1066 980 1108">0 to 70</td> <td data-bbox="1211 1066 1321 1108" style="text-align: center;"><i>and</i></td> <td data-bbox="1321 1066 1511 1108" style="text-align: center;">Missed AYP</td> </tr> </tbody> </table> <p style="font-size: small; margin-top: 5px;">Shaded rows identify school buildings and districts that missed the AYP standard. Non-shaded rows identify those that met the AYP standard.</p> <p>All public school buildings and districts will be accountable for the performance of student subgroups – including major racial/ethnic subgroups, students with disabilities, limited English proficient students, and economically disadvantaged students – through the AYP determination, provided the subgroup meets the minimum group size requirement. Both Title I and non-Title I school buildings and districts will be part of the single statewide accountability system.</p>		Ohio Report Card Indicators		Performance Index Score	Growth Calculation		AYP Requirements	Excellent	94% to 100% (21 or 22 for districts)	<i>or</i>	100 to 120	Once grades 3 to 8 reading and math assessments are implemented and multiple years of data available, Ohio will incorporate a measure of individual student achievement gains to help determine school building and district designations -- either in place of, or in addition to, the Performance Index Score.	<i>and</i>	Met AYP	Effective	75% to 93% (17 to 20 for districts)	<i>or</i>	90 to 100	<i>and</i>	Met AYP	75% to 100% (17 to 22 for districts)	<i>or</i>	90 to 120	<i>and</i>	Missed AYP <small>(can miss AYP and earn "effective" designation for up to two years -- with third year missing AYP, designation drops to "continuous improvement")</small>	Continuous Improvement	0% to 74% (0 to 16 for districts)	<i>and</i>	0 to 90	<i>and</i>	Met AYP	50% to 74% (11 to 16 for districts)	<i>or</i>	80 to 90	<i>and</i>	Missed AYP	Academic Watch	31% to 49% (7 to 10 for districts)	<i>or</i>	70 to 80	<i>and</i>	Missed AYP	Academic Emergency	0% to 31% (0 to 6 for districts)	<i>and</i>	0 to 70	<i>and</i>	Missed AYP
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OK	The AYP definition is integrated into the State Accountability System. The Oklahoma State Department of Education is proposing to use components of the API to determine whether or not schools are making AYP by meeting targets in order to achieve 100% proficiency by 2013-2014. All public schools and LEAs will be systematically judged on the basis of the same criteria when making an AYP determination.																																																
OR																																																	
PA	Pennsylvania's accountability system produces Adequate Yearly Progress (AYP) decisions for all public schools and LEAs as well as reports of progress toward Performance Index targets.																																																
PR	All public schools will be held accountable for the performance of all students, and of student subgroups, including economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with Limited Spanish Proficiency (LSP). Accountability decisions will be based primarily on Puerto Rico's new assessment system, the Pruebas Puertorriqueñas de Aprovechamiento Académico (PPAA), in addition to the graduation rate (at the high school level) or proficiency in English as a second language (for elementary and intermediate school level) criteria.																																																

STATE	STATE ACCOUNTABILITY SYSTEMS [RELEVANT PORTIONS OF CRITICAL ELEMENTS 1.1 AND 1.2]
RI	<p>Rhode Island has preserved the core values of its accountability system while designing modifications to meet the requirements of the No Child Left Behind Act (NCLB). By doing this Rhode Island is able to maintain a unified accountability system for all schools. Schools in Rhode Island will continue to be held to identical criteria for achieving high, moderate, low status. Improvement is also defined for all schools in a consistent manner. However, the provisions of the NCLB accountability guidelines on AYP will be incorporated into the Rhode Island Accountability system to achieve compliance. Learning Support Indicators (LSI) are another feature of the current accountability system. (See attachments: School Performance Categories and Learning Support Indicators Technical Assistance Bulletins). These indicators do not, however, affect a school's performance category except for graduation rate and attendance rate. To capture accurately all levels of student achievement, an indexing of proficiency is used. The indexing system increases reliability and validity of the school accountability system because it includes the performance levels of all students within the educational system. An "Index Proficiency" approach will be used to make AYP determinations on categorizing schools. Baselines will be established for every school and LEA this Spring, based on assessment data combined for 2000, 2001 and 2002.</p> <p>All schools K-12, receive "Learning Support Indicator" (LSI) results, which includes attendance. This system will continue. The Learning Support Indicators provide a valuable context for the above enumerated accountability categorizations. The attendance rates are part of the information that is used to categorize schools in the accountability system.</p>
SC	<p>The AYP definition will be integrated into the State Accountability System through a joint agreement between the SDE and the Education Oversight Committee.</p>
SD	
TN	<p>Results from Tennessee's Value-Added Assessment System (TVAAS) will be used for four purposes:</p> <ol style="list-style-type: none"> 1) to help schools and districts improve their educational programs for all students; 2) to reward schools and districts that meet adequate yearly progress and demonstrate high value-added effects; 3) to determine the level and kind of technical assistance provided to schools and districts that are identified in school improvement status; and 4) to determine the number, the kind, and the level of interventions selected by the State to improve schools or districts identified in school improvement status as required under No Child Left Behind (NCLB) and the Education Improvement Act.
TX	
UT	<p>Utah requires all schools and LEAs, including those serving special populations and charter schools, to participate in the Utah Performance Assessment System for Students (U-PASS).</p> <p>U-PASS includes course/grade specific criterion-referenced tests (Core CRTs) as well as norm-referenced tests, performance tasks and diagnostic testing. For compliance with federal No Child Left Behind (NCLB) legislation, the Core CRTs from U-PASS will be used to report academic achievement. Using a subset of tests from U-PASS allows Utah to utilize all rules, auditing procedures, and practices already in place to meet NCLB requirements.</p> <p>U-PASS holds all schools accountable to the same criteria as mandated by the Utah Legislature. Central components of state and federal accountability are the state's high quality standards-based criterion-referenced assessments (Core CRTs). Compared to many states, Utah has a long history of standards-based assessments aligned to the Utah Core Curriculum, which is a comprehensive curriculum for each subject at each grade-level/course as mandated by state law. The first use of Utah's Core CRTs was in the 1989-1990 school year.</p>
VT	<p>In addition [to AYP], Vermont will hold all public schools accountable for meeting the Vermont School Quality Standards, a broad framework that includes:</p>

STATE	STATE ACCOUNTABILITY SYSTEMS [RELEVANT PORTIONS OF CRITICAL ELEMENTS 1.1 AND 1.2]
	<ul style="list-style-type: none"> • Development and implementation of standards and learning opportunities • Use of action plans by schools and districts to focus their improvement efforts • Assessment of students in comprehensive state examinations • Development of local comprehensive assessment systems • Reporting of results • Professional development • Staff evaluation • Access to technical education • Conditions, practices and resources which include school leadership, staff qualifications and requirements, student support and health services, graduation requirements, instructional practices, curriculum, facilities and a safe, civil and orderly learning environment.
VA	<p>Virginia’s current accountability system addresses schoolwide student performance in the aggregate. To maintain one statewide accountability system Virginia will:</p> <ul style="list-style-type: none"> • continue to determine and report accreditation ratings of all schools, as prescribed in the Standards of Accreditation; • continue to apply appropriate sanctions and rewards to all identified schools, as prescribed in the Standards of Accreditation; • determine and report AYP status of all schools and school divisions consistent with 1111(b)(2)(B) and as described in Virginia’s approved consolidated application; • apply sanctions to schools and school divisions receiving Title I, Part A, funding in a manner consistent with sections 1116(b) and 1116(c), respectively; and • apply rewards to schools receiving Title I, Part A, funding in a manner consistent with section 1117(b).
WA	<p>All public schools and LEAs in Washington State are annually judged on the basis of the same criteria when making an AYP determination. The existing state accountability compared schools to themselves, identifying the number of students meeting the standards at each grade level assessed and setting a goal of reducing the number of students not meeting the standards by 25% in three years.</p> <p>The Academic Achievement and Accountability Commission (A+ Commission) has the statutory authority (RCW 28A.655.030) for various components of Washington’s accountability system. Working with the A+ Commission, alignment of state and federal accountability requirements was obtained. Beginning with the data for the 2002-03 school year, the ESEA AYP definition will be integrated into the state system by requiring subgroups in schools, districts and the state to meet or exceed the State uniform bar, or meet an annual reduction of 10% in the number of students not meeting the standard.</p> <p>The AYP definition is integrated into the single State Accountability System.</p>
WV	<p>The Accreditation System Policy 2320, Section 5 includes the state assessment, participation, graduation or attendance accountability standards revised to meet the NCLB federal language. The West Virginia Department of Education uses its current assessment system to identify schools in need of improvement. In terms of accountability, Policy 2320 will propose, during the transition year of 2002-2003 that AYP determination will be based on</p> <ul style="list-style-type: none"> • A minimum of 50% of students, in the aggregate and each subgroup, at or above the 3rd quartile in total basic skills on the SAT-9 assessment, or an increasing trend; and no more than 25% of students, in the aggregate and in each subgroup, performing within the 1st quartile in total basic skills on the SAT-9 assessment, or a decreasing trend. • A minimum of ninety-five percent (95%) of all students at the time of test-taking participating in the statewide assessment (SAT-9 or the Alternate Assessment.) • A student attendance rate for elementary and middle schools at or above ninety-three percent (93%) or improvement over the rate from the preceding year.

STATE	STATE ACCOUNTABILITY SYSTEMS [RELEVANT PORTIONS OF CRITICAL ELEMENTS 1.1 AND 1.2]
	<ul style="list-style-type: none"> • A student graduation rate for high schools at or above eighty percent (80%) or improvement over the rate from the preceding year. <p>During the transition from the old assessment system to the new assessment system, the percent of students proficient from the 2002-2003 assessment and the percent of students proficient from the 2003-2004 assessment will be used to continuously identify schools in need of improvement. In the 2003-2004 school year, West Virginia will become fully compliant with NCLB by using all the required indicators and required subgroups for AYP determinations.</p>
WI	<p>Currently, Wisconsin holds all public schools accountable. Title I schools are held accountable consistent with NCLB and non-Title I public schools are held accountable by state plan as articulated in Wisconsin Public Schools – Levels of Accountability (Chart 1.6). The Wisconsin AYP definition has been integrated into the state’s single accountability system known as Wisconsin Student Assessment System.</p>
WY	<p>At present, Wyoming’s AYP system constitutes the state’s accountability system, and will be used to hold every public school and LEA accountable in 2003-04. Wyoming has recently enacted legislation specifying the procedure for creating a statewide accountability system based on Wyoming’s Body of Evidence system. The text of the legislation is attached as Appendix B. When completed, it is expected that this accountability system will incorporate AYP decisions into a single statewide accountability system that will hold schools accountable based on both AYP (consistent with federal legal requirements) and additional data from the Body of Evidence system (which has been in development in Wyoming for several years). For example, it may be that every school will receive an AYP determination, as required by NCLB, and be evaluated based on Body of Evidence data, which taken together will determine each school’s designation for state accountability. All required AYP determinations and consequences would be maintained.</p> <p>This revised statewide accountability system is expected to be ready by 2004-05, with state legislative action expected next year. Wyoming expects to present this revised statewide accountability system to USED for its consideration at that time.</p>