

# NO CHILD LEFT BEHIND (NCLB) AND KENTUCKY

## NO CHILD LEFT BEHIND ANNUAL MEASURABLE OBJECTIVES (AMOS) % OF STUDENTS PROFICIENT OR HIGHER

Year	Elementary		Middle		High	
	Reading	Math	Reading	Math	Reading	Math
2001-02	47.27	22.45	45.60	16.49	19.26	19.76
2002-03	47.27	22.45	45.60	16.49	19.26	19.76
2003-04	47.27	22.45	45.60	16.49	19.26	19.76
2004-05	53.86	32.14	52.40	26.93	29.35	29.79
2005-06	53.86	32.14	52.40	26.93	29.35	29.79
2006-07	53.86	32.14	52.40	26.93	29.35	29.79
2007-08	60.45	41.84	59.20	37.37	39.45	39.82
2008-09	67.04	51.53	66.00	47.81	49.54	49.85
2009-10	73.64	61.23	72.80	58.25	59.63	59.88
2010-11	80.23	70.92	79.60	68.68	69.72	69.91
2011-12	86.82	80.61	86.40	79.12	79.82	79.94
2012-13	93.41	90.31	93.20	89.56	89.91	89.97
2013-14	100.00	100.00	100.00	100.00	100.00	100.00

### Adequate Yearly Progress

Under the federal No Child Left Behind Act a school/district must make 100 percent of its target goals in order to qualify as having made Adequate Yearly Progress (AYP).

The student groups include all students, White (Non-Hispanic), African American, Hispanic, Asian, Limited English Proficiency, Free/Reduced Lunch, and With Disability.

If a subpopulation doesn't meet its AMO, it can still be in "Safe Harbor" and considered to have made AYP if:

- The school reduced by at least 10% the number of students in the subpopulation who are not proficient, and
- That subpopulation meets the criteria for demonstrating improvement on the Academic Index."

**Data from 2008 will be used to determine Safe Harbor for 2009.**

### WHAT RESOURCES CAN SCHOOLS USE TO REACH THE GOALS?

Each school council makes and implements plans to raise student performance, including work supported by:

Federal funding for:

- Improving Basic Programs (Title I-A)
- Neglected, Delinquent, At-Risk (Title I-D)
- High Quality Teachers & Principals (Title II-A)
- Education Technology (Title II-D)
- Limited English and Immigrant Students (Title III-A)
- Safe & Drug Free Schools (Title IV-A)
- Innovative Programs (Title V-A)
- Rural & Low Income (Title VI-B)
- Individuals with Disabilities Education Act

State and district funding for:

- SEEK Funds/General Fund
- Professional Development
- Preschool
- Extended School Services
- Family Resource and Youth Service Centers
- Kentucky Educational Technology System
- Gifted and Talented
- Early Reading Incentive Grants
- Safe Schools Grants

### WHAT HAPPENS IF A SCHOOL FALLS SHORT OF ITS GOALS?

NCLB intervention grows with each year a Title One school or any group at the school falls short of Adequate Yearly Progress (AYP):

- Year 1: Revise school improvement plan.
- Year 2: Add parental option to choose another school, and revise plan again, spending at least 10% of Title 1 on professional development. Year 2 is also spoken of as Tier 1 Consequences for No Child Left Behind Improvement Schools.
- Year 3: Add supplemental services, while continuing school choice, 10% Title 1 on PD, and plan revisions. (Tier 2)
- Year 4: Add corrective action by school district, while continuing services, school choice, 10% on PD, and plan revisions. (Tier 3)
- Year 5: Design alternative governance, while continuing corrective action, services, choice, 10% on PD, and plan revisions. (Tier 4)
- Year 6: Implement alternative governance, while continuing corrective action, services, choice, 10% on PD, and plan revisions. (Tier 5)

District NCLB accountability can also affect schools. For example, if a district or any group in the district misses AYP two years in a row, 10% of the total district Title 1 budget must be spent on professional development. The district may have to alter some school Title 1 allocations to meet that requirement.

Kentucky intervention for schools, including non-Title One schools, is now based on the Tiered system as determined by whether or not a school meets Adequate Yearly Progress. The Kentucky Department of Education is presently working on the state assistance model based on these tiers.

KRS158.649 (SB 168) requires that if any subgroup falls short of the targets set locally, council plans for professional development and extended school services need approval from the superintendent. After falling short a second cycle, the school's entire plan needs approval from the Commissioner of Education.