

# ESEA Alert

September 4, 2003

*California Teachers Association*

## California Department of Education Releases 2003 Baseline Adequate Yearly Progress Reports

After several false starts, the California Department of Education (CDE) has finally released Phase I of the 2003 Baseline Report of Adequate Yearly Progress (AYP). Teachers may view their school and district AYP reports by going to the CDE website ([www.cde.ca.gov/ayp](http://www.cde.ca.gov/ayp)). Posted there are both the 2002 and 2003 Baseline Reports. For the first time since the reauthorization of the ESEA in 2001, all California schools can now be measured on the federally-approved definition of AYP. Two years of not making AYP will place schools and/or school districts into Program Improvement (PI) status.

These Phase I reports will inform local educators whether or not they have met their annual measurable objectives (AMOs) in English/Language Arts (ELA) and Mathematics, as well as their required assessment participation criteria.

All states must establish AMOs, against which states will measure the progress of their local educational agencies (LEAs), schools and student subgroups. These AMOs must be common to LEAs, schools and student subgroups, although they can vary by a school's grade span. In California, for example, the AMOs for high schools are slightly lower than those for elementary and middle schools

For California elementary/middle schools the 2003 AMOs are: **13.6%** of pupils proficient or above in ELA and **16.0%** of pupils proficient or above in mathematics.

For California high schools the 2003 AMOs are: **11.2%** of pupils proficient or above in ELA and **9.6%** of pupils proficient or above in mathematics.



*The so-called No Child Left Behind Act (NCLB) requires all districts and schools to demonstrate Adequate Yearly Progress, with an eventual goal that 100% of all students are proficient or above in reading/language arts and mathematics by 2013-2014*

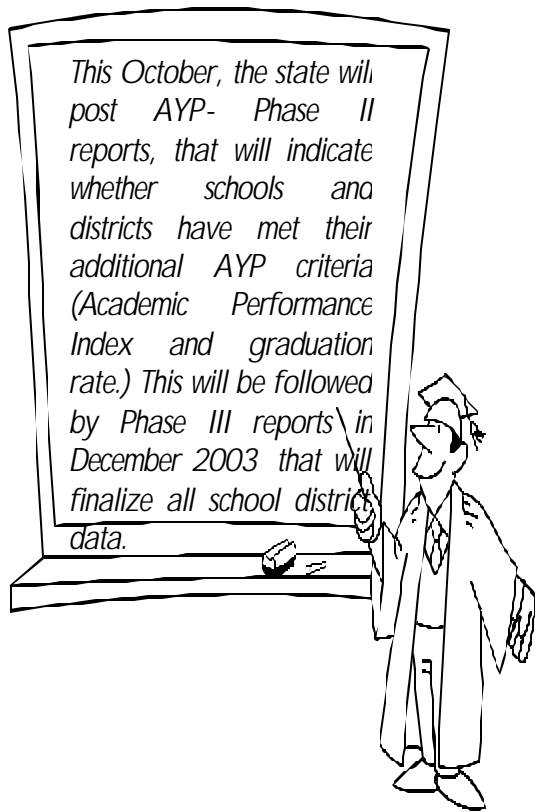
### ***So, what exactly is Adequate Yearly Progress?***

Under AYP criteria, all CA districts, schools and numerically significant student subgroups within districts must:

- *Meet Annual Measurable Objectives (AMOs) in English/Language Arts and Mathematics* (Phase I Report)
- *Demonstrate a 95% participation rate on assessments in ELA and Mathematics* (Phase I Report)
- *Demonstrate progress on the Academic Performance Index (API) with a 2003 Growth API score of 560 or more or at least one point of growth* (Phase II Report)
- *Demonstrate progress on the graduation rate of its students- H.S. only- must show an increase of one-tenth of one percent each year until the school reaches 100%* (Phase II Report)

## California Teachers Association

www.cta.org



## Assessment Requirements for Student Subgroups

Under ESEA regulations, not only districts and schools as a whole must demonstrate AYP, but also numerically significant subgroups within those districts and schools. These subgroups include:

- **Ethnic/Racial Subgroups** (including African American, American Indian or Alaska Native, Asian, Filipino, Hispanic or Latino, White (not of Hispanic origin) and Pacific Islander)
- **Students With Disabilities**
- **Socioeconomically Disadvantaged Students** (consists of pupils whose parents have not received a high school diploma or who participate in the free or reduced-price lunch program)
- **English Learners**

A numerically significant subgroup must constitute at least 15% of a school's total pupil population and consist of at least 50 pupils. Also, if a pupil subgroup constitutes at least 100 pupils, that subgroup is numerically significant even if it does not constitute 15% of the school population.

To make AYP a district or school with at least 100 valid scores must not only meet district and school-level criteria but also demonstrate that:

- At least 95% of the eligible students in each numerically significant subgroup in the district or school took the appropriate assessment;
- Each numerically significant student subgroup in the district or school met or exceeded the Annual Measurable Objective (AMO) for the content area.

## The Road Ahead...

ESEA implementation issues must be on the radar screen of our local associations. CTA suggests that local leaders appoint a small cadre of willing local teachers to monitor the district's assessment and accountability programs on behalf of the local association.

To assist local leaders and staff, CTA has developed a detailed **ESEA Bargaining Guide** that presents an overview of the law's potential impact regarding negotiations and provides model contract language for use when discussing ESEA-related issues. Go to [www.cta-contracts.org](http://www.cta-contracts.org) to download your copy.

Please keep your CTA primary contact staff informed of any ESEA discussions you have with District administration or any local activities related to ESEA implementation.

## Did You Know?

While the law requires the state to determine AYP for all districts and schools, **only those that receive federal Title I aid are subject to the ESEA provisions related to program improvement, school choice, supplemental services and corrective action.** However, some corrective actions are also possible for PI schools under state laws. California Title I districts and schools should consult the CDE's 2003 Title I Adequate Yearly Progress Report ([www.cde.ca.gov/ayp](http://www.cde.ca.gov/ayp)) to determine your school's status.