

Practicality in Education Act

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- To determine adequate yearly progress (AYP), states may utilize growth models which will measure individual student progress and the same subgroup progress from year to year. (This will give a more accurate picture of an individual student's progress and give state's flexibility.)

- 4 percent of students with disabilities who take modified assessments can be counted as 'proficient'. (This is an increase of 2 percent which means that fewer students have to be reclassified.)

- Students with limited English language capabilities are not required to be included in measuring achievement and adequate yearly progress (AYP), unless they are tested in their native language. Students may also be exempted if they have not attended a U.S. school for two years.

- Schools that are identified as 'failing' have one year to improve and provide remediation to students before students have the option to transfer. (Currently, a student has the immediate option to transfer as soon as the school is deemed failing. This makes it tough on the schools as education dollars are shifted around and planning is difficult.)

- Students who fall into more than one 'subgroup' may only have their score counted one time. (Currently, students may fall into numerous subgroups. Scores are then counted in different groups, making it difficult for schools to show success in each subgroup.)

- Highly qualified teacher requirements are modified to allow more alternatives for schools that are faced with shortages in core content areas, like special education. (At the discretion of the state, teachers may satisfy these requirements by passing a rigorous state academic subject test and working closely with a teacher who is highly qualified in that area. This is important to rural schools as they need this flexibility when hiring school professionals due to recruitment difficulties.)