

NCLB Highlights

AYP Growth Model, Increasing AMO & Requested Amendments to Accountability

Winter Conference
January 17, 2008



Topics & Purpose

- Science Assessment
- AYP or AYG
 - How is adequate yearly progress (AYP) different from adequate yearly growth (AYG)?
 - What information can we learn about our students using AYG targets?
- The Rising AMO
 - In 2008 the annual measureable objective will increase!
- Requested Accountability Amendments

Science Assessment

- Grades 4, 8, 10
- Test blueprints and draft proficiency level descriptors on web site:
 - <http://www.eed.state.ak.us/tls/assessment/sba.html>
- Item Sampler/Practice Tests available this week
 - http://www.eed.state.ak.us/tls/assessment/SBA_ItemSamplers.html
- Results must be included in school and district report card
- Not currently part of AYP

AYP v. AYG

- Status (AYP) is still calculated
- Growth (AYG) is calculated for all schools and districts
 - No confidence interval
 - No safe harbor
- If school meets in either AYP or AYG then the school meets

AYP - Status

Group	Participation Rate			"Full Academic Year"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Mathematics Score			Other Indicator
	(A) Number Enrolled (On 1st day of week of testing in grades 3-10)	(B) Number Tested (grades 3-10) (with one or more valid scores in R, W, or M)	(C) Participation Rate (95% if # enrolled is > 40 or all but 2 if # enrolled is 40 or fewer)	(D) Number Tested (B) enrolled for "Full Academic Year" (FAY) (Gr. 3-10)	(E) Number of FAY Students Proficient on Language Arts Composite Score (R+W=LA)	(F) Percent Proficient in Language Arts (E / D) X 100 = F	(G) Meet AMO for Language Arts Comp. Score? (+ 99% Conf. int.) (Yes/No)	(H) Number of FAY Students Proficient on the Math Score	(I) Percent Proficient in Math (H / D) X 100 = I	(J) Meet AMO for Maths Comp. Score? (+ 99% Conf. int.) (Yes/No)	(K) Meet the Required % for Other Indicator (Yes/No)
School as a Whole	593	585	Yes	561	457	81%	Yes	427	76%	Yes	Yes
African American	7	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Alaska Native and American Indian	171	167	Yes	157	99	63%	Yes - SH	99	63%	Yes	
Asian	55	55	Yes	55	48	87%	Yes	46	84%	Yes	
Caucasian	337	333	Yes	320	288	90%	Yes	263	82%	Yes	
Hispanic	23	23	Yes	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Multi-Ethnic	0	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
Economically Disadvantaged	123	121	Yes	112	66	59%	Yes - SH	66	59%	Yes	
Students with Disabilities	92	91	Yes	87	26	30%	No	24	28%	Yes - SH	
LEP Students*	95	93	Yes	87	41	47%	No	42	48%	Yes	

OTHER INDICATOR STATUS

Other Indicator - Graduation Rate: N/A
 Other Indicator - Attendance Rate: 90%

TITLE 1 STATUS

Title 1 School

Confidence Interval Formula: $AMO - 2.33 \times \sqrt{\frac{pq}{N}}$

Printed 08/09/2007

"School as a Whole" and Safe Harbor Thresholds: Attendance Rate 85%, Graduation Rate 55.58%

* LEP Subgroup includes former LEP students that are being monitored for up to two years.

^ Results are suppressed to protect individual confidentiality.

How do we look at AYP Growth

Group	"Full Academic Year"	Performance on the Language Arts (LA=R+W) Composite (STATUS + GROWTH Score)				Performance on the Mathematics Score (STATUS + GROWTH Score)				4 AAC 06.845(c)...(13)	
		Number of FAY Students Proficient in Language Arts Score (STATUS ONLY) (R+W=LA)	Number of FAY Students On Track to Proficiency in Language Arts (R+W=LA) Score (GROWTH ONLY)	Percent Proficient in Language Arts (STATUS + GROWTH)	Meet AMO for Language Arts Comp. Score? (STATUS + GROWTH)	Number of FAY Students Proficient on the Math Score (STATUS ONLY)	Number of FAY Students On Track to Proficiency in Math (GROWTH ONLY)	Percent Proficient in Math (STATUS + GROWTH)	Meet AMO for Math Score? (STATUS + GROWTH)	Number of Proficient Students in 2006 and 2007 whose scores declined where regression to the mean was not the cause	Language Arts
School as a Whole	561	457	21	85.20%	Yes	427	33	82.00%	Yes	162	145
African American	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Alaska Native American I		99	11	70.06%	No	99	8	68.15%	Yes	28	36
Asian		48	^		es	46	4	90.91%	Yes	19	17
Caucasi					es	263	16	87.19%	Yes	107	86
Hispanic	N/A				N/A	N/A	N/A	N/A	N/A	N/A	N/A
Multi-Ethnic	N/A				N/A	N/A	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	112			64.29%	No	66					21
Students with Disabilities	87			42.53%	No	24					8
LEP Students*	87	41	6	54.02%	No	42					6

Proficient students

PLUS on track to become proficient

Equals Status is 81%

Students proficient in both years who declined where regression was not the cause

Meets Participation Rate Meets Other Indicator

How do we look at AYP Growth

Individual student scale scores

Reading Score	(Estimated True Score) ETS	Expected First year Growth	Expected Second year Growth	Expected Third year Growth	Expected Fourth year Growth
205	220	240	260	280	300
208	221	241	260	280	300
207	222	241	261	280	300
208	222	242	261	281	300
209	223	243	262	281	300
210	224	243	262	281	300
211	225	244	263	281	300
212	226	245	263	282	300
213	227	245	264	282	300
214	228	246	264	282	300
215	229	247	264	282	300
216	230	247	265	282	300
217	231	248	265	283	300
218	232	249	266	283	300
219	233	249	266	283	300
220	233	250	267	283	300
221	234	251	267	284	300
222	235	251	268	284	300
223	236	252	268	284	300

4th 5th 6th 7th 8th

AYG tables

<http://www.eed.state.ak.us/tls/Assessment/akgrowthyeartrajectory.html>

EED - Assessment, Accountability and Student Information - Microsoft Internet Explorer provided by Info Tech

Address <http://www.eed.state.ak.us/tls/Assessment/akgrowthyeartrajectory.html>

Employee Search FAQs Districts & Public Schools Contact Us Search EED find

Assessment, Accountability and Student Information

State of Alaska > Department of Education & Early Development > Assessments > Accountability > AYP Growth Model

ADEQUATE YEARLY PROGRESS (AYP) GROWTH MODEL

► Growth Year Trajectory Tables

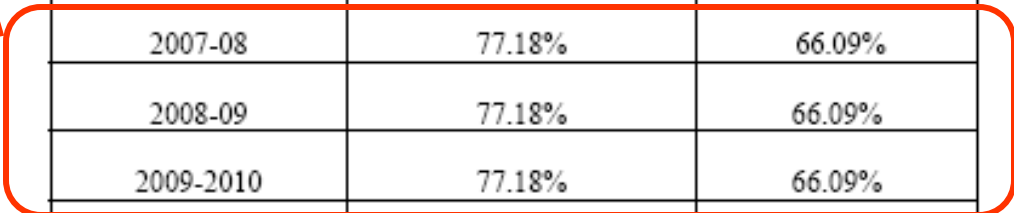
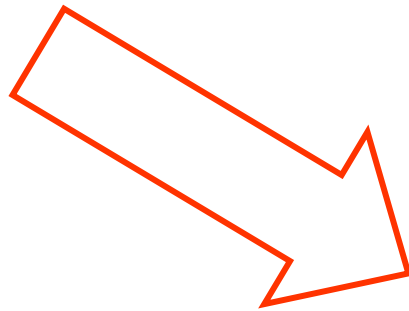
The files below contain the growth year trajectory for language arts and mathematics by grade level. If you would like to receive the complete growth year trajectory workbook, please contact Jade Bickmore at jade.bickmore@alaska.gov.

► Reading	► Writing	► Language Arts	► Mathematics
<ul style="list-style-type: none">• Grade 3• Grade 4• Grade 5• Grade 6• Grade 7• Grade 8• Grade 9	<ul style="list-style-type: none">• Grade 3• Grade 4• Grade 5• Grade 6• Grade 7• Grade 8• Grade 9	<ul style="list-style-type: none">• Grade 3• Grade 4• Grade 5• Grade 6• Grade 7• Grade 8• Grade 9	<ul style="list-style-type: none">• Grade 3• Grade 4• Grade 5• Grade 6• Grade 7• Grade 8• Grade 9

NOTE: You need to have Adobe Acrobat Reader installed on your computer to view the files. Click the Adobe Acrobat Reader icon below to go to their website to download it. There is no charge for this software.

Annual Measureable Objective

School Year	Annual Measurable Objective in "Language Arts"	Annual Measurable Objective in Mathematics
2002-03	64.03 %	54.86 %
2003-04	64.03 %	54.86 %
2004-05	71.48%	57.61%
2005-06	71.48%	57.61%
2006-07	71.48%	57.61%
2007-08	77.18%	66.09%
2008-09	77.18%	66.09%
2009-2010	77.18%	66.09%
2010-11	82.88%	74.57%
2011-12	88.58%	83.05%
2012-13	94.28%	91.53%
2013-14	100.00 %	100.00 %



Confidence interval chart will change

Requested Amendment

- *Requests are pending U.S. Department of Education and State Board approval*
1. Inclusion of students formerly categorized within prior two years, as students with disabilities
 - ⇒ If SWD in participation rate in 2007, but not in '08 or 09 the district would code as former students in participation rate
 2. Graduation rate calculation to include
 - ⇒ Averaging for 1 or 2 consecutive years
 - ⇒ Aggregation of cohort to meet >25
 - ⇒ If above does not provide sufficient data review to determine if there is a positive trend toward the target & ensure 2 or fewer students does not cause school to miss AYP



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