

Reading District Data

The Desk & Instructional Audit Revealed

NCLB Winter Conference
January 17, 2008



Topics & Purpose

- Desk audit process
 - data analysis and use of results
- Instructional audit
 - categories and tools used
- District improvement
 - data driven plans

The logo features a stylized hand holding a star, set against a circular background with a sunburst. Below the graphic, the text "EDUCATION & EARLY DEVELOPMENT" is written in a serif font.

EDUCATION
& EARLY DEVELOPMENT

Materials

- 2007 District AYP worksheet
- 2006 District AYP worksheet
- 2007 Grade Span worksheets (if applicable)
- 2007 School AYP worksheets (one folder per district)
- 2007 School Growth worksheets (one folder per district)
- 2007 District Growth worksheet
- District SBA Scale Score Results
- 07-08 District Improvement Plans*
- Instructional Audit Instrument
- Consequences of Not Meeting AYP

Desk Audit

- 4 AAC 06.840 (j)
 - May be conducted when district is at level 2 or higher
 - 4 AAC 06.8040 (j) (1) “desk audit” means a review of data to determine the reasons a district has not demonstrated adequate yearly progress

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Desk Audit Priority

Priority

- Level 4 districts in year two or higher
- Level 4 districts with Title I level 5 schools
- Level 4 districts first year
- Level 2 and 3 districts may be reviewed

Assessment Desk Audit

The Assessment desk audit includes a review of accountability and assessment data to determine if the district is improving student achievement even though not meeting adequate yearly progress.

District AYP Comparison

Current to Prior Years

Consider population size!

Did the state show a 2-3% improvement?

2006-2007 Adequate Yearly Progress											
Does Not Meet AYP				STATE OF ALASKA				AMOs: Reading/Writing/Language: 71.48%			
AYP Level 4 (Second Year)								Mathematics: 57.61%			
Group	Participation Rate			"Full Academic Year"	Performance on the Language Arts Composite Score (LA=R+W)			Performance on the Mathematics Score		Other Indicator	Meet AYP?
If a subgroup (not "the Whole District") has 20 or fewer students enrolled (A), then fill in "NA" for the row, 25 or fewer in (D) then fill in "N/A" for cells D-J.	(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 on Language Arts Composite Score? (+99% Conf. Int.) (Yes/No)	(G) Meet AMO for Language Arts Composite 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		
State as a Whole	78,251	77,155	Yes	73,071	57,382	79%	Yes	52,552	72%		
African American	3,191	3,149	Yes	2,897	2,121	73%	Yes	1,737	60%		
Asian	5,208	5,149	Yes	4,839	3,876	80%	Yes	3,700	76%		
Caucasian	43,712	43,189	Yes	41,247	36,016	87%	Yes	33,097	80%		
Hispanic	3,150	3,108	Yes	2,910	2,197	75%	Yes	1,962	67%		
Multi-Ethnic	3,394	3,353	Yes	3,120	2,482	80%	Yes	2,261	72%		
Native American	19,596	19,207	Yes	18,058	10,690	59%	No	9,795	54%		
Economically Disadvantaged	31,581	31,101	Yes	28,930	19,277	67%	Yes - SH	17,463	60%		
Students with Disabilities	10,436	10,242	Yes	9,681	3,962	41%	No	3,601	37%		
LEP Students*	12,841	12,641	Yes	12,034	6,507	54%	No	6,160	51%		

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State as a Whole	80,419	78,987	Yes	74,559	57,293	77%	Yes	49,483	66%	Yes	Yes	Yes
African American	3,503	3,449	Yes	3,186	2,215	70%	No	1,661	52%	No	N/A	No
Asian	5,376	5,307	Yes	4,943	3,825	77%	Yes	3,456	70%	Yes	N/A	Yes
Caucasian	45,651	44,921	Yes	42,809	36,961	86%	Yes	32,252	75%	Yes	N/A	Yes
Hispanic	3,247	3,181	Yes	2,908	2,153	74%	Yes	1,783	61%	Yes	N/A	Yes
Multi-Ethnic	2,223	2,189	Yes	2,019	1,569	78%	Yes	1,333	66%	Yes	N/A	Yes
Native American	20,419	19,940	Yes	18,694	10,570	57%	No	8,998	48%	No	N/A	No
Economically Disadvantaged	31,210	30,679	Yes	28,362	17,903	63%	No	15,040	53%	No	N/A	No
Students with Disabilities	10,654	10,387	Yes	9,641	3,928	40%	No	3,150	32%	No	N/A	No
LEP Students	12,518	12,311	Yes	11,620	5,894	51%	Yes	5,071	44%	No	N/A	No

Desk Audit - Participation

- o Participation

Groups:	Yes (✓)	No (✓)	N/A*
District as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AK Native / American Indian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Caucasian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Multi-Ethnic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economically Disadvantaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students with Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
LEP Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Insufficient numbers to evaluate

Desk Audit – Performance

Language Arts

- Language Arts Performance AMO = 71.48% (2008 = 77.18%)

Groups:	Yes (✓)	No (✓)	N/A*	% difference from AMO
District as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AK Native / American Indian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Caucasian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Multi-Ethnic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economically Disadvantaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Students with Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
LEP Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*Insufficient numbers to evaluate

Difference calculated

– may want to calculate regardless to understand impact of confidence interval and safe harbor

Desk Audit – Performance

Mathematics

- Mathematics Performance AMO = 57.61% (2008 = 66.09%)

Groups:	Yes (✓)	No (✓)	N/A*	% difference from AMO
District as a whole	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
AK Native / American Indian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Caucasian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Hispanic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Multi-Ethnic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economically Disadvantaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Students with Disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
LEP Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*Insufficient numbers to evaluate



Desk Audit

- Did the district meet the graduation rate?
 - Or demonstrate improvement from previous year if the district missed the target of 55.58%
- Did the district meet the grade span analysis?
 - If district meets participation rate and other indicator, and meets the AMO in at least one grade span (3-5, 6-8, 9-10) for both reading and writing, then the district does not move to the next level of consequences.

Desk Audit – School Performance

- Number of schools within district missing AYP for:

	(# of schools missing AYP) of schools)
Participation	of
LA Performance	of
Math Performance	of
Other Indicator	of
Total Schools	of

Regardless of reason (school as a whole or subgroup)

- School as a whole performance:

School Name	Grades	AYP Level	Participation	Language Arts Yes/No and %	Mathematics Yes/No and %	Other Indicator	Met in Growth

*If below the AMO and they meet it occurs because of Safe Harbor (SH) or Confidence Interval.

Desk Audit Guiding Questions

- Does the district miss in participation only?
- Does the district miss in graduation rate only?
- How does the district perform regarding growth within schools, and are students demonstrating they are on track to become proficient?

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	
School as a Whole	561	457	21						Language	Math	
African American	N/A	N/A	N/A								
Alaska Native and American Indian	157	99	11								
Asian	55	48	1								
Caucasian	320	288	4								
Hispanic	N/A	N/A	N/A								
Multi-Ethnic	N/A	N/A	N/A								
Economically Disadvantaged	112	66	6								
Students with Disabilities	87	26	11								
LEP Students*	87	41	6								

Full academic year (FAY) data from status AYP worksheet.

FAY - students who attended from October 1 to the first day of spring testing

Meets Participation Rate Meets Other Indicator

Participation & Other Indicator from status worksheet

How do we look at AYP Growth

Individual student scale scores

Grade	Reading Score	(Estimated True Score) ETS	Expected First year Growth	Expected Second year Growth	Expected Third year Growth	Expected Fourth year Growth
4	205	220	240	260	280	300
4	206	221	241	260	280	300
4	207	222	241	261	280	300
4	208	222	242	261	281	300
4	209	223	243	262	281	300
4	210	224	243	262	281	300
4	211	225	244	263	281	300
4	212	226	245	263	282	300
4	213	227	245	264	282	300
4	214	228	246	264	282	300
4	215	229	247	265	283	300
4	216	230	248	266	283	300
4	217	231	249	267	283	300
4	218	232	249	268	283	300
4	219	233	249	268	283	300
4	220	233	250	267	283	300
4	221	234	251	267	284	300
4	222	235	251	268	284	300
4	223	236	252	268	284	300

NOTE: You need to have Adobe Acrobat below to go to their website to download

5th 6th 7th 8th

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 Ind		99	11	70.00%	No	99	8	68.15%	Yes	28	36
Asian		48	^			46	4	90.91%	Yes	19	17
Caucasian				91.25%	Yes	263	16	87.19%	Yes	107	86
Hispanic	N/A			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	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

Equals

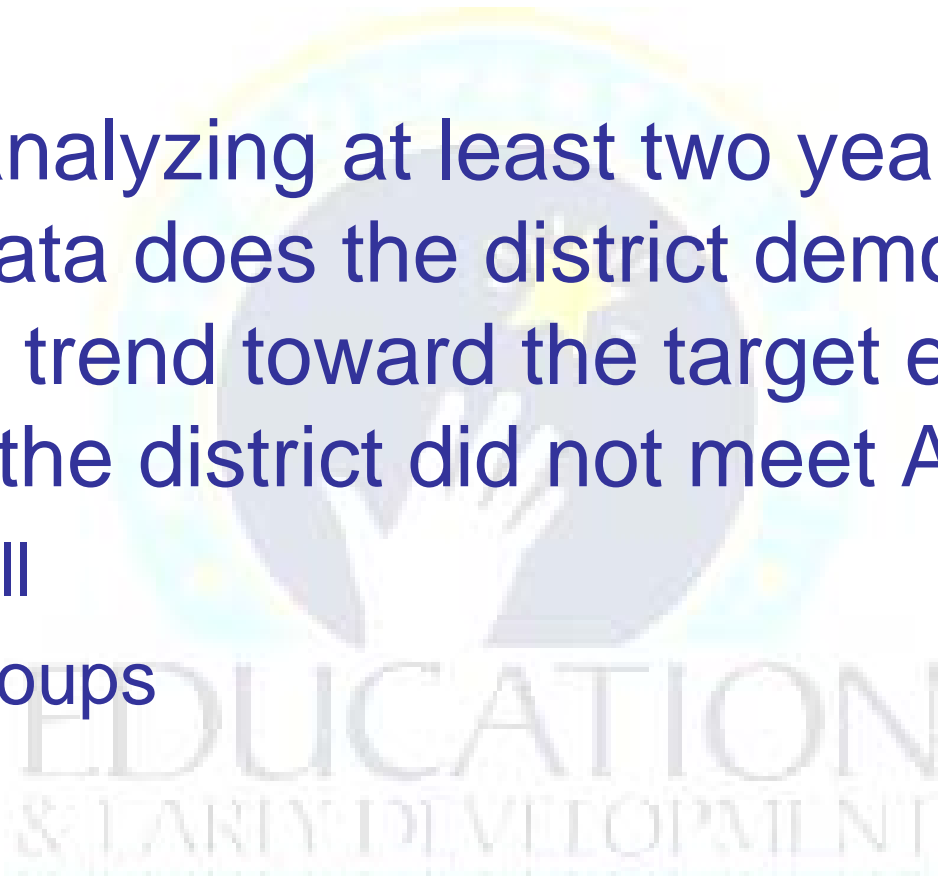
PLUS on track to become proficient

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

Meets Participation Rate Meets Other Indicator

Desk Audit – Scale Score Analysis

- When analyzing at least two years of scale score data does the district demonstrate a positive trend toward the target even though the district did not meet AYP?
 - Overall
 - Subgroups



Desk Audit – Scale Score Analysis

	Grade Year	Reading Subject		Writing Subject		Mathematics Subject	
		Count of Students	Average Strand Scale Score	Count of Students	Average Strand Scale Score	Count of Students	Average Strand Scale Score
All Students	3	2004-2005	9,101	359	9,121	357	
		2005-2006	9,384	363	9,403	360	
		2006-2007	9,157	374	9,161	368	
	4	2004-2005	9,342	367	9,359	359	
		2005-2006	9,233	374	9,230	370	
		2006-2007	9,261	381	9,247	378	
	5	2004-2005	9,703	364	9,707	356	
		2005-2006	9,418	369	9,414	362	
		2006-2007	9,196	381	9,187	357	
	6	2004-2005	9,847	357	9,852	348	
		2005-2006	9,702	360	9,709	353	
		2006-2007	9,395	371	9,394	361	
	7	2004-2005	10,392	358	10,409	345	
		2005-2006	9,886	361	9,907	348	
		2006-2007	9,701	369	9,706	343	
	8	2004-2005	10,272	369	10,307	350	
		2005-2006	10,198	372	10,199	356	
		2006-2007	9,664	380	9,661	350	
	9	2004-2005	10,460	361	10,439	349	
		2005-2006	10,379	358	10,341	349	
		2006-2007	10,167	373	10,166	352	
	10	2004-2005	1	352	0	0	
		2005-2006	9,593	366	9,578	353	
		2006-2007	9,407	380	9,411	364	

How much is good enough?

Instructional Audit

- 4 AAC 06.840 (j) (2)
 - “instructional audit” means an on-site review of the instructional policies, practices, and methodologies of the district or one or more schools within the district; ...

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Instructional Audit

- An instructional audit may include a review of the district's or school's
 - Curriculum, including whether it is aligned with the state's standards & GLEs
 - Assessment policy and practice
 - Instruction
 - School learning environment
 - Professional development policy and practices
 - Leadership

Instructional Audit Instrument

Alaska Department of Education & Early Development Instructional Audit Instrument

DOMAIN 2 ASSESSMENT	KEY ELEMENTS	MEETS (Evidence used)	DOES NOT MEET (Evidence used)
<p>There is evidence that assessment of student learning is frequent, rigorous and aligned with Alaska's Performance Standards (GLEs).</p> <hr/> <p>Examples of Supporting Evidence:</p> <ul style="list-style-type: none"> A. Lesson plans, units of study B. Samples of classroom assessments C. Samples of student work products D. Student and staff member interviews E. Walkthrough observations F. Samples of final examinations G. Samples of assessments used for diagnosis, progress monitoring, outcome measures H. Other evidence 	<p>2.1 Assessments are aligned with Alaska's Performance Standards (GLEs) and district curriculum.</p> <p>2.2 The school has in place a system for collecting, managing, analyzing and reporting data.</p> <p>2.3 Data from classroom assessments are used by all, or most, staff in the school to provide information about student learning and to guide instructional decisions.</p> <p>2.4 Assessments are administered in an ongoing fashion, multiple times a year, in order to determine student progress.</p> <p>2.5 Formative assessment is used on a regular basis to change instruction and address instructional needs of students.</p> <p>2.6 Summative assessment is used to evaluate school programs and student performance.</p>		
Reviewer's Comments by Element			

Desk Audit Your District

You need:

- District AYP worksheets for 2006 & 2007
- Count of schools meeting or not meeting in your district
 - Are they Title I?
- 2007 District AYP Growth worksheet
- District Improvement Plan

Desk Audit Your District

Activity:

1. Determine if district is on a positive trend toward the AMO with gains of 2 to 3% or greater
 1. overall; and
 2. in all subgroups
2. Complete the desk audit sections related to the district (NOT school level)

District Improvement Planning

Do the data match the plan?

**Assessment &
Accountability
Data**

**District
Improvement
Plan**

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District Improvement Planning

DISTRICT IMPROVEMENT PLAN 2007-2008 School Year
Complete one sheet for each goal – expand sections as appropriate

DISTRICT MEASURABLE GOAL (to include specific target):					
CURRENT PERFORMANCE LEVEL ON SBAs:					
Scientifically based research to support each strategy listed below (reference or brief description):					
ACTION TO IMPLEMENT <u>Action, strategies and interventions</u> (include professional development, mentoring, parent involvement-not programs)	TIMELINE Milestones for current school year	RESOURCES (MATERIALS), ESTIMATED COSTS, FUNDING SOURCES	PERSONS RESPONSIBLE	PROGRESS MONITORING AND EVALUATION	
				EVALUATION (INSTRUMENT(S) USED TO ASSESS)	EVIDENCE OF IMPACT ON STUDENT LEARNING (OUTCOMES – REVIEW AT DISTRICT ONLY PER MILESTONE)

District Improvement Planning

- Identify your district improvement plan from your packet.
- Compare the goals to the district data you have examined.
- Do you have a match?

DISTRICT IMPROVEMENT PLAN 2007-2008 School Year
Complete one sheet for each goal – expand sections as appropriate

DESIRABLE GOAL (to include specific target):

CURRENT PERFORMANCE LEVEL ON SBAC:

Scientifically based research to support: _____ (reference or brief description):

ACTION TO IMPLEMENT (Action, strategy, and approach to address professional development, mentoring, parent involvement, etc.)	TIMELINE (When will the action be implemented?)	RESOURCES (MATERIALS, ESTIMATED COSTS, FUNDING SOURCES)	PERSONS RESPONSIBLE	PROGRESS MONITORING AND EVALUATION	
				EVALUATION (INSTRUMENTS USED TO ASSESS)	EVIDENCE OF IMPACT ON STUDENT LEARNING (OBJECTIVES - REVIEW AT DISTRICT ONLY PER SESSION)

District Corrective Action Plan

- Does the plan address areas that have caused district to not meet AYP?
- Does the plan have a method of determining student progress throughout the year?
- EED requires plans to include:
 - interim or formative assessments to regularly monitor ALL student achievement
 - staff collaboration for regular discussions related to ALL student achievement
 - Leadership at site level to lead collaboration meetings and ensure GLEs are incorporated into daily instruction

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