

No Child Left Behind, Adequate Yearly Progress Update



Maine Department of Education
Wednesday, October 15, 2003
ATM Session—3:00-4:30 p.m.



AYP Update

■ Agenda:

- 3:00-3:20 Introductions and Overview
- 3:20-3:40 AYP Calculations and School Reports
- 3:40-4:00 CIPS and Monitor Status Schools
- 4:00-4:15 MEA Implications
- 4:15-4:30 Wrap-Up



AYP Update

■ Presenters:

- Patrick Phillips, Deputy Commissioner
- Tad Johnston, Mathematics Specialist
- Jackie Soychak, Federal Program Services Team Leader
- Brud Maxcy, MEA Coordinator
- Rachelle Tome, Distinguished Educator
- George Tucker, Distinguished Educator



AYP Update

- Key Aspects of Commissioner's Approach:
 - Shared Accountability
 - Principle of Reciprocity: Balancing Accountability with Support
 - Continuous Improvement for All Maine Schools
 - Recognize Schools That Make Steady Progress and with Perennial Strong Performance
 - Lowering Standards Doesn't Help



AYP Update

- AYP Clarification Process:
 - DOE Team Consultation with USDOE Staff
 - Complexity of NCLB Rules and Guidance
 - Public Information Tools
 - Timeline of Public Events
 - Press Conference on October 27th at 1:00
 - Editorial Board Meetings



AYP DETERMINATION

- Reading Achievement – Grades 4, 8, 11
Participation and Performance
- Math Achievement – Grades 4, 8, 11
Participation and Performance
- Average Daily Attendance – Grades pk-8
- Graduation Rate – Grades 9-12

“Proficient” means scores at the meets or exceeds level on the MEA



CODES

D – Did not Make AYP

M – Made AYP

U – Undetermined, due to
small size of the group



STATISTICALLY SPEAKING

- The test is
- Can we be 95% sure that a group DID NOT make AYP?
- If NOT, the group is NOT identified as NOT making AYP



As we go forward,
remember that all kids
count!



AYP “IDENTIFYING” GROUPS

- Whole School (grade)
- Black students
- Native American students
- Multi-ethnic students
- Students with an identified disability
- Limited English Proficient (LEP) students
- Economically disadvantaged students (w/o internet at home proxy)



ADD THE REPORTING GROUPS

- White students
- Hispanic students
- Asian or Pacific Islander students
- Students without an identified disability
- Students not economically disadvantaged
- Migrant students
- Female students
- Male students



PARTICIPATION DETERMINATION FOR MATH AND READING

- Does the group this year have 41 or more members?
- Yes No – Group is undetermined
- Did the group participate at the 95% level?
- Yes No – Group does not make AYP
- Go to performance test
- Participation means having a score, not just starting the test



PERFORMANCE DETERMINATION – NUMBER OF STUDENTS

- Two years of data are used for schools with 20 students or more in the grade tested over the two years
- Three years of data are used for schools with less than 20 students over 2 years
- All groups in a school are tested using the same number of years as the whole school
- Any group with fewer than 20 students is undetermined



PERFORMANCE DETERMINATIONS - CALCULATIONS

- Compute percent proficient using only data for groups meeting the 95% participation rate

- Percent proficient is:

total number proficient over the two (or three) years

total number of scores over the two (or three) years

- Compute a 95% confidence interval to this percentage
- Compare the upper bound of the confidence interval to the target
- If the upper bound is greater than or equal to the target percentage

AND

- The group met the participation target (95%)
- The group makes AYP for that content area



SAFE HARBOR

If the group:

- ✓ Made the participation target
- ✓ Did NOT make the performance target
- ✓ Made the “third indicator” (average daily attendance or graduation rate)

It is tested for Safe Harbor



SAFE HARBOR

- Did the group progress even though it did not make target? Was there a reduction of 10% or more in the percentage of students not proficient from the previous year?
- Percentage NOT proficient in 2002-2003 = A
- Percentage NOT proficient in 2001-2002 = B
- Compute $B - A$
- Compute a confidence interval of a difference about $B - A$
- If the upper bound of this confidence interval is greater than 10% of B, Safe Harbor is made and the group makes AYP



AVERAGE DAILY ATTENDANCE

- This is a whole school measure
- ADA does not need to be disaggregated except for Safe Harbor eligibility
- ADA was run for all grade 4 and 8 schools
- ADA target is 80%



GRADUATION RATE

- Graduation rate is a whole school measure
- Graduation rate does not need to be disaggregated unless needed for Safe Harbor
- This year's target is 60%
- “N” is 10 and confidence intervals are used since graduation is a performance measure
- Graduation rate is computed for the prior year's class to allow a fifth year option for students who have this in their Individual Education Plan (IEP) or Personal learning Plan (PLP)



GRADUATION RATE (cont.)

- Graduation rate is the number of students who received a valid diploma. (Certificates of Attendance, Adult Education Diploma and GED are not counted in the graduation rate) divided by the total number of students in the cohort
- The cohort includes the students who started in ninth grade plus the transfers in, minus the students who left and did not enroll in another school



- How does a district get identified when no schools are identified?

- 
- When undetermined subgroups are combined they get large enough to be determined

Participation Example:

- School A – 18 out of 20 – 90% undetermined
- School B – 22 out of 25 – 88% undetermined
- District – 40 out of 45 – 89% did not make AYP on participation

- 
- Confidence interval size goes down as the number of students goes up
 - Performance Example for high school reading (target 44%)
 - School A – 5 out of 20 proficient (25%)
upper bound = 47% made AYP
 - School B – 6 out of 24 proficient (25%)
upper bound = 44% made AYP
 - District 11 – out of 44 proficient (25%)
upper bound = 38% Did Not make AYP



THINGS TO LOOK FOR:

Participation:

- PAAP students are not included in the present data set for performance or participation. They will be included for both once their results are available and included
- To be counted as participating, students need a score on the MEA or PAAP



PERFORMANCE

- Two years of data are used
- Full academic year (FAY)
- For READING, a school is responsible for a student for performance only if that student has been enrolled since October 1 of the current academic year
- For MATH, a school is responsible for a student for performance only if that student has been enrolled since October 1 of the current academic year (since April 1, 2003 for 2002-2003)
- PAAP students are not included yet. Alternate standards are allowed for 1% of all students



Questions about AYP, Monitor and Priority Schools?

Call or E-mail: Jackie Soychak at 624-6734
or jacqueline.soychak@maine.gov

or

E-mail: George Tucker at
george.tucker@maine.gov

or

E-mail: Rachelle Tome at
rachelle.tome@maine.gov



No Child Left Behind

MEA Status Reports and Maintaining Confidentiality



The MEA Status Reports includes reporting categories as well as identification categories. These reports contain information specific to your district and schools. The CONFIDENTIAL status report contains information regarding sub-groups. Please be aware that the confidential report contains the actual number of students in each sub group and may identify individual students.



No Child Left Behind

Requirements for MADE AYP

There are no additional requirements for schools who make AYP. Schools and districts should note that the Target Scores for Reading and Math will increase in 2004-05.



No Child Left Behind

Requirements for AYP Monitor Status



Under the law, there are no consequences for schools that do not make AYP for one year. Schools designated as AYP Monitor (AYPM) status are encouraged to review their Comprehensive Education Plan and use AYP information to identify areas that need attention and make necessary adjustments. Steps have been suggested to assist in the review process.



No Child Left Behind

Requirements for Continuous Improvement
Priority Status: Year 2 of Not Making AYP

Schools that fail to make AYP for two consecutive years are designated as Continuous Improvement Priority (CIP) schools. Requirements for CIP schools:
Parent notification of the school's identification for school improvement.

Parents must be given the option to transfer their children to a higher performing school in the district, with transportation provided by the district.

Schools must designate a school improvement team and develop or revise their Comprehensive Education Plan which includes required staff development.





No Child Left Behind

Requirements for Continuous Improvement Priority Status: Year 3 of Not Making AYP

Schools that fail to make AYP for three consecutive years have the same requirements as listed earlier, but must also provide supplemental educational services to low income students in that school.





No Child Left Behind

Steps for Program Review

These steps will be used to assist Continuous Improvement Priority schools and may be helpful others in their own school improvement process.

1. Review MEA data for three years
2. Review any local assessment system data
3. Review NCLB Consolidated Application
4. Review district/school ELA/Math curriculum alignment with MLR





No Child Left Behind

Steps for Program Review (cont.)

5. Review Comprehensive Education Plan sections 3, 8, 9, 10, 11, 14, 16(LAS), 21, 23

6. Collect data for Essential Program and Services Review

7. Review professional development agenda for previous two years

8. Gather any additional information regarding programs under consideration and parent notifications.

9. Develop AYP Goals:

a. short range

b. long range





No Child Left Behind

Requirements for Continuous Improvement Priority Status: School Improvement Team

The School Improvement Team for CIP schools should include:

Parents

Teachers

Administrators

Outside experts

MDOE Distinguished Educator





No Child Left Behind

AYP Action Plan and Taking Action

Continuous Improvement Priority school teams will meet at least six times over the next three months to formulate long and short term plans for addressing AYP needs.

Following the steps for Program Review, the team will create a two year action plan that includes:

- Use of resources and funds
- Action plan timeline
- Regular contact with MDOE support personnel
- Steps for monitoring and evaluating their plans



No Child Left Behind

School Improvement Team Case Studies



1. Analysis of student performance data
2. Create or confirm strategies for each performance level
3. Research programs
4. Implement short term and long term strategies.



No Child Left Behind

School Improvement Case Study (A)

Grade 4 Reading - 18 students



Performance Data:

2001-02

28% DNM

44% PM

39% Meets

2002-03

11% DNM

6% PM

83% Meets

No Child Left Behind



School Improvement Case Study (A)

Short Term Strategy:

Analysis of MEA results indicated gap in Informational Text subtest

Accelerated existing plan for materials and professional development

Extra time for four lower performing students

Long Term Strategy:

Implement consistent reading program K-5 with professional development



No Child Left Behind

School Improvement Case Study (B)

Grade 8 Math- 22 students



Performance Data:

2001-02

54% DNM

46% PM

0% Meets

2002-03

21% DNM

58% PM

21% Meets



No Child Left Behind

School Improvement Case Study (B)

Short Term Strategy:

Focused on test preparation based on review of previous MEA results for students in DMN and PM

Long Term Strategy:

Implement a standards based math program in grades 5-8 with district commitment for significant professional development





No Child Left Behind

Title I Additional financial support for Priority Schools

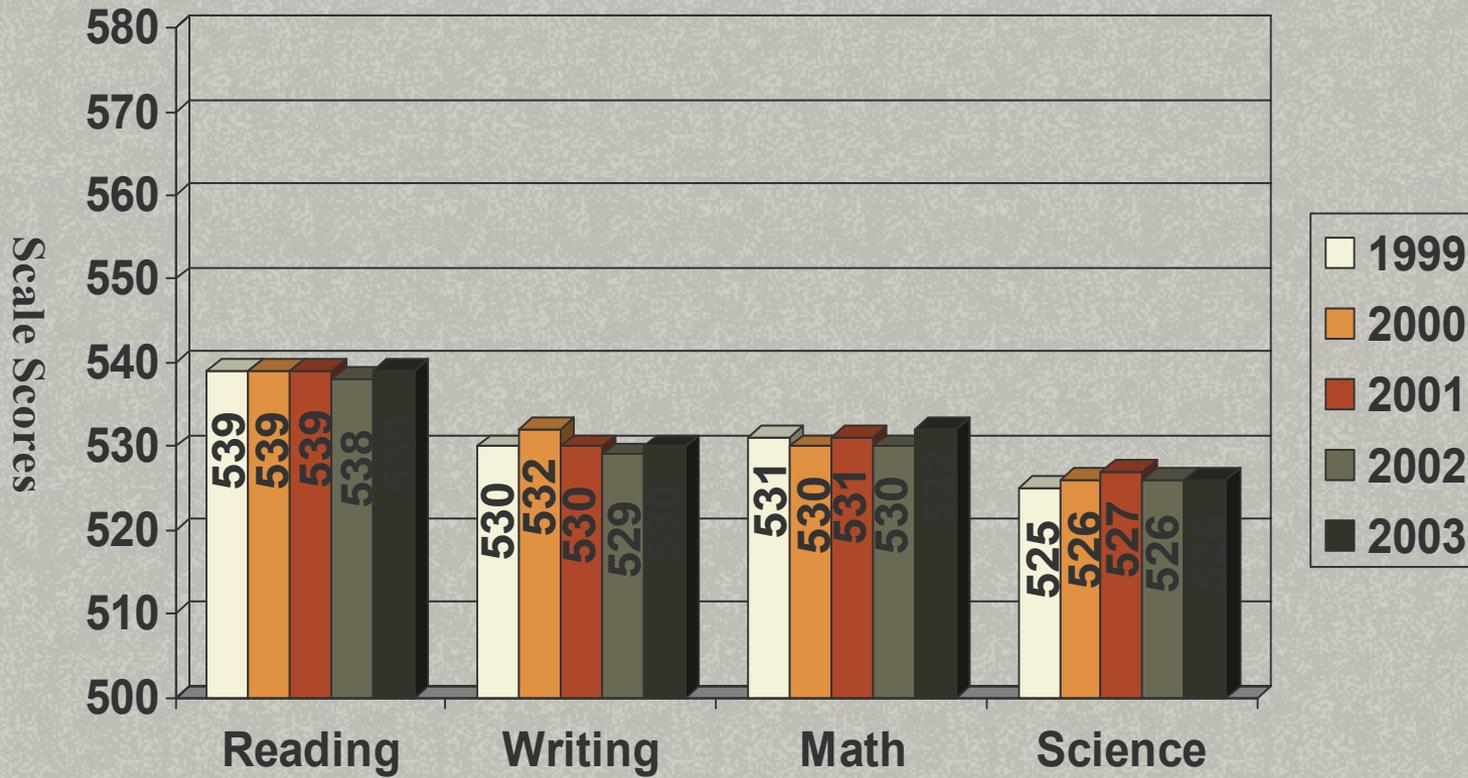
2% of Maine's federal Title I allocation of funds is reserved to assist priority schools.





MEA Scale Score Trends 1999 – 2003

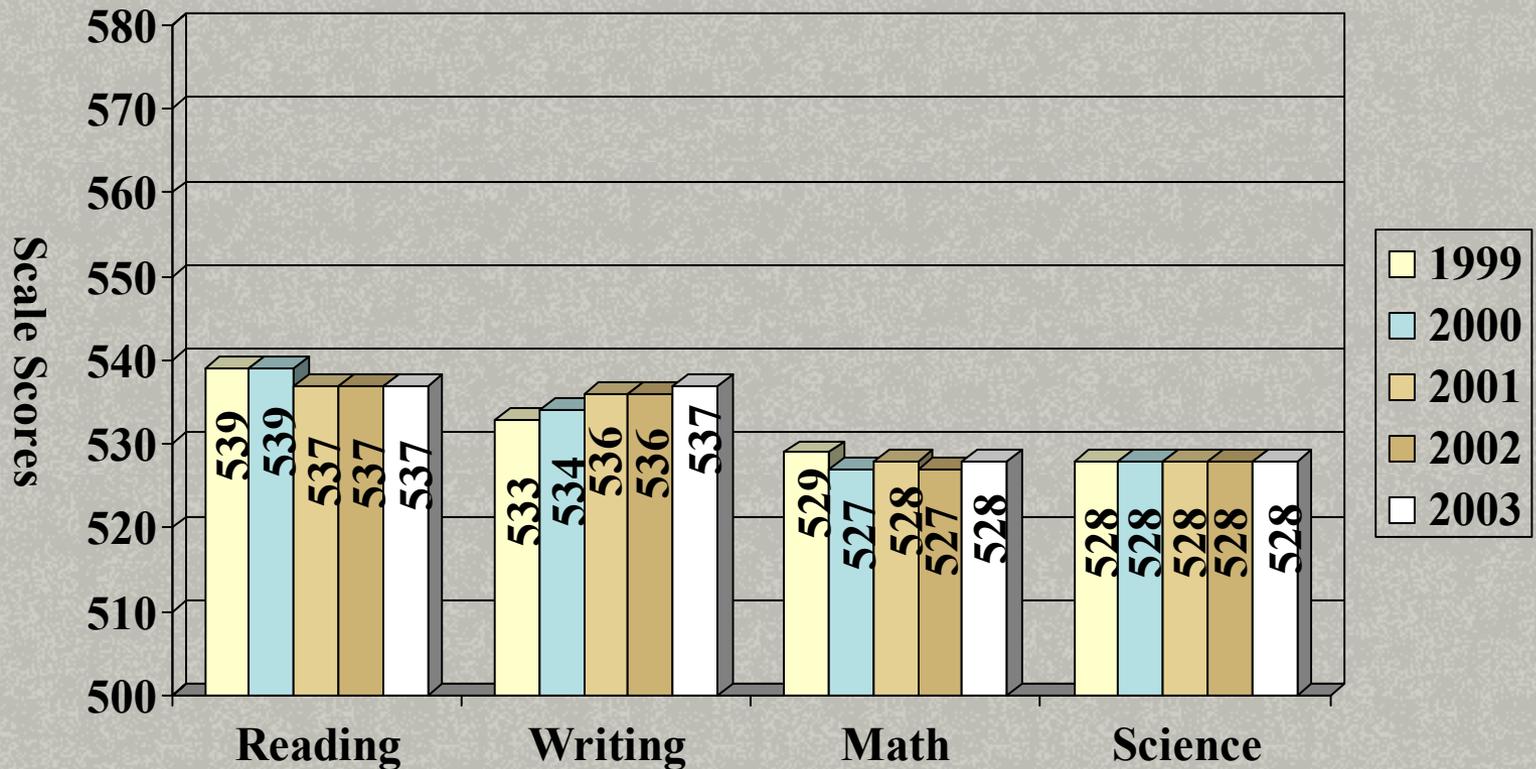
Elementary School – Grade Four





MEA Scale Score Trends 1999 – 2003

Elementary School – Grade Eight

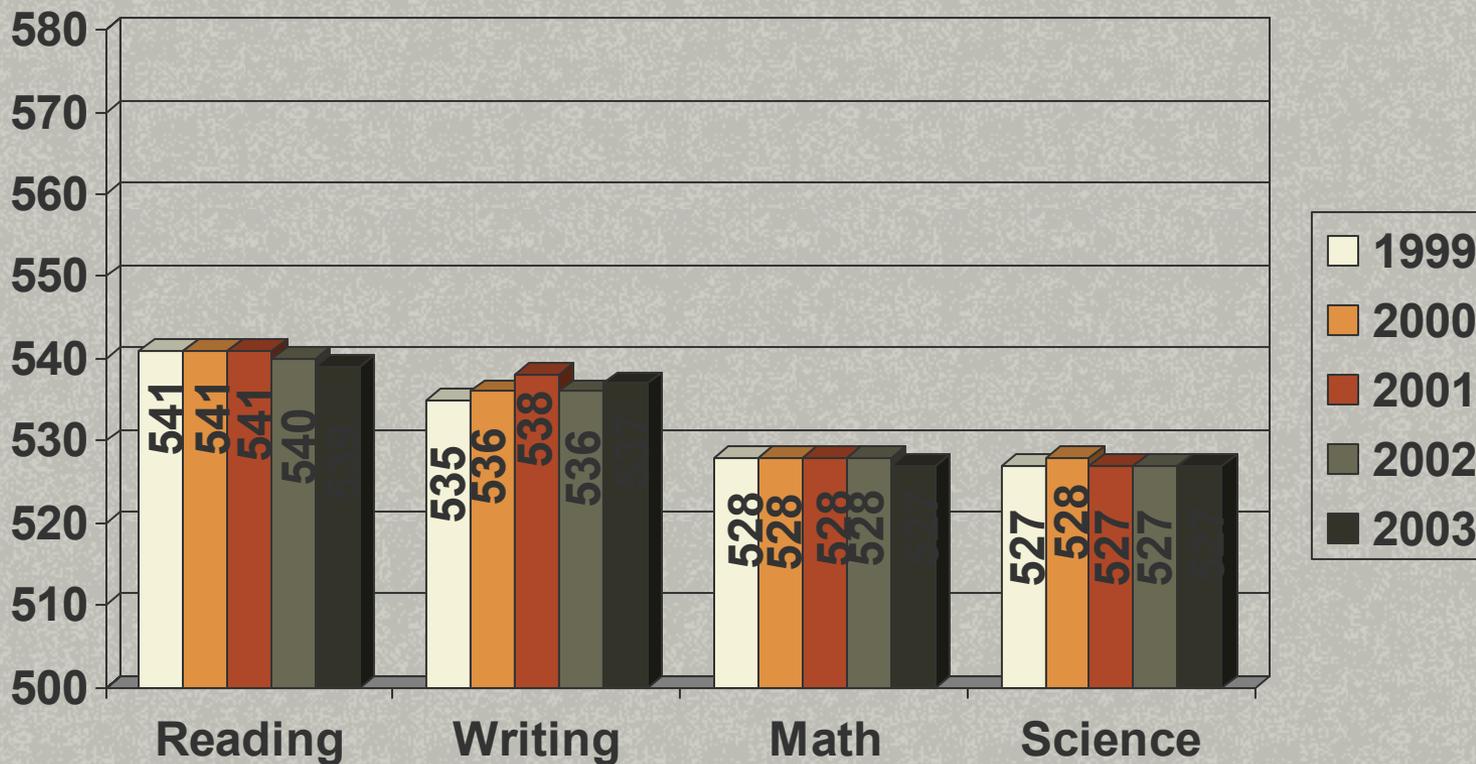




MEA Scale Score Trends 1999 – 2003

Elementary School – Grade Eleven

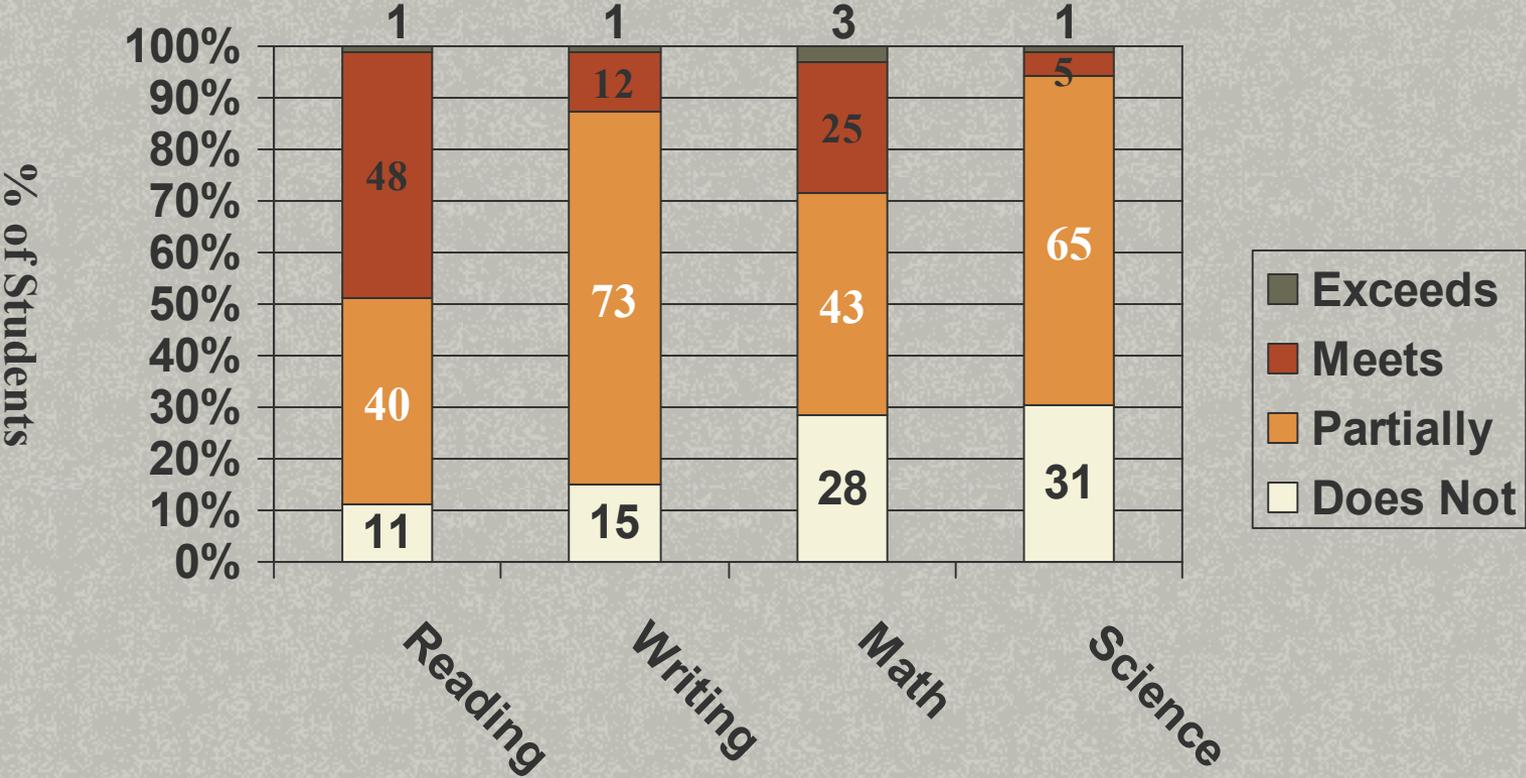
Scale Scores





MEA Performance Analysis

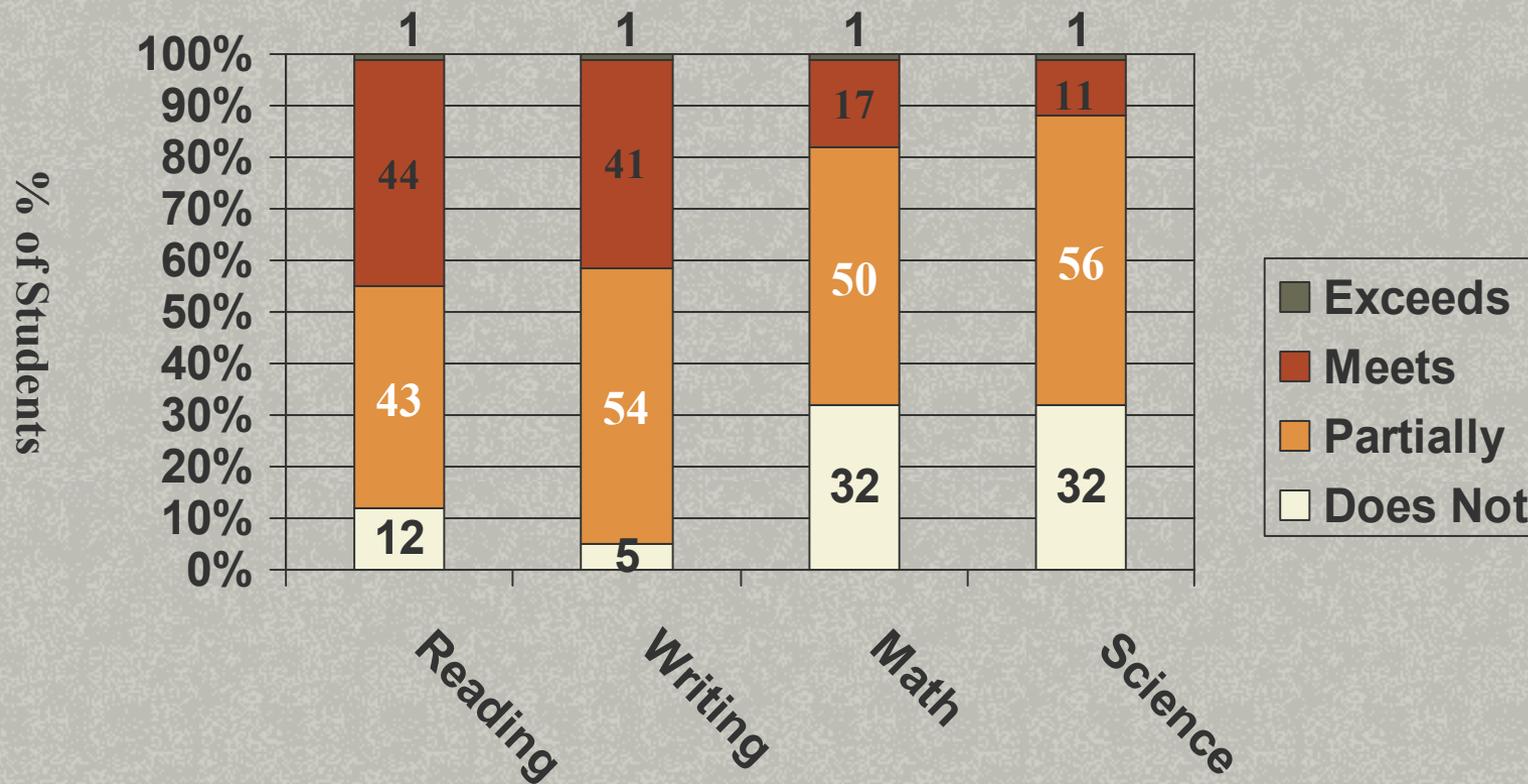
Grade Four Performance Level Distribution





MEA Performance Analysis

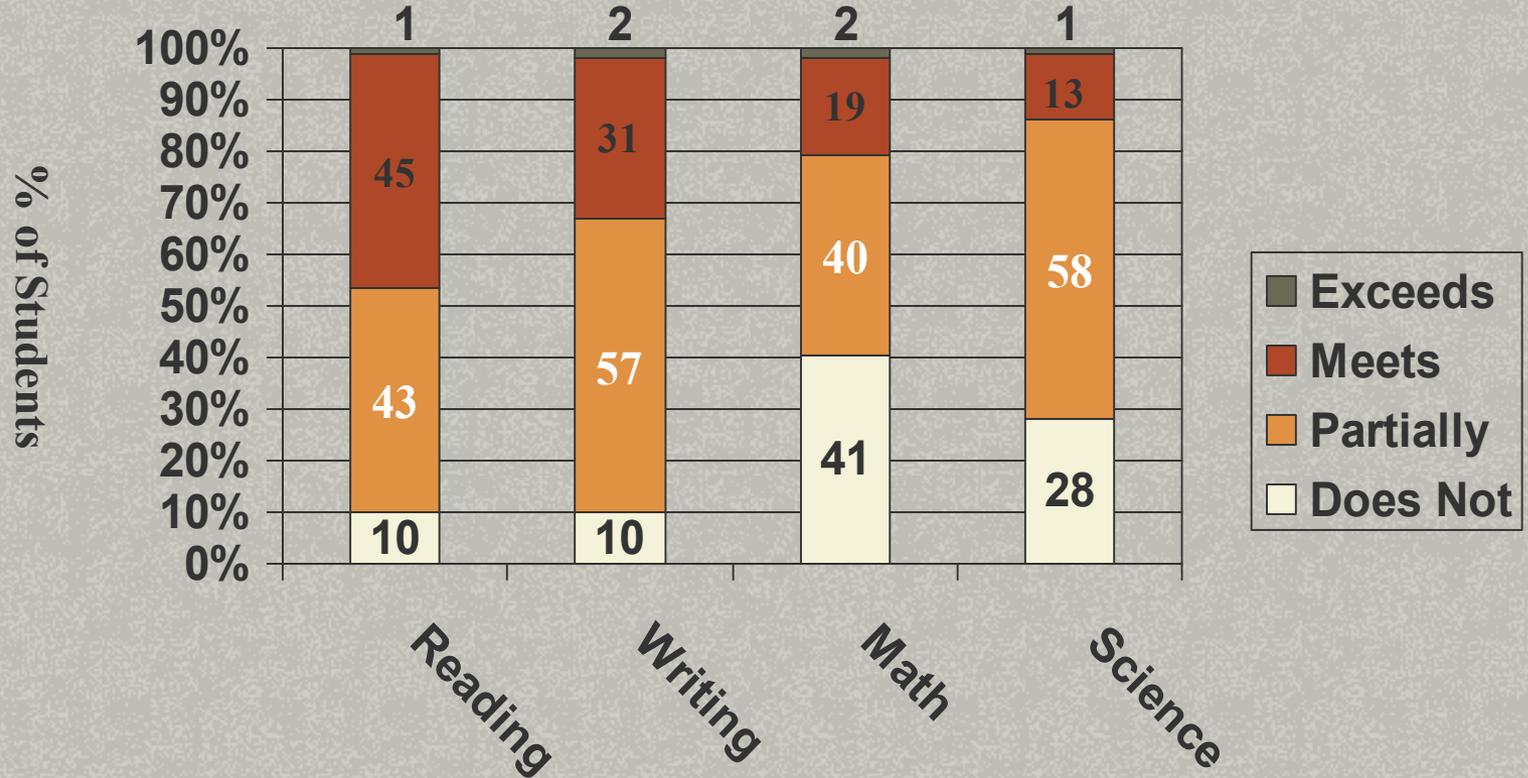
Grade Eight Performance Level Distribution





MEA Performance Analysis

Grade Eleven Performance Level Distribution





MEA Data Collection Changes

- **If possible in 2003-04 assessment the MEA will enter student data needed for NCLB purposes from the MEDMS file. This will reduce the amount of data entry by school staff and students.**
- **Low Income Sub-Group: The MEA for 2002-03 will use Free and Reduced Lunch eligibility for identifying the percent of low-income students.**



MEA Data Collection Changes

(cont.)

- **Enrollment – For NCLB purposes the MEA data used for determining the school’s responsibility for student performance will be the October 1st enrollment.**
- **Ethnicity – The data collection will be adjusted to meet NCLB categories.**



Maine Will Recognize Two Types of Schools:

- Schools That Have Consistently Strong Performance on the MEA
- Schools That Show Steady Improvement (four out of the last five years)



Questions about AYP, Monitor and Priority Schools?

Call or E-mail: Jackie Soychak at 624-6734
or jacqueline.soychak@maine.gov

or

E-mail: George Tucker at
george.tucker@maine.gov

or

E-mail: Rachelle Tome at
rachelle.tome@maine.gov