

## Adequate Yearly Progress (AYP) and Education YES!

Michigan Department of Education  
Office of Educational Assessment and Accountability

Paul Bielawski  
MSTC 2009



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## Accountability Components

- Adequate Yearly Progress (AYP)
  - No Child Left Behind Act
- State Accreditation –  
*Education YES!*
  - Michigan Revised School Code



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## Adequate Yearly Progress

- **Participation - 95% tested**
  - MEAP, MME, or MI-Access
- **Achievement - Proficiency**
  - Meet state objective or "safe harbor" target for improvement
  - Participation and Proficiency
    - Must meet in both Math and English Language Arts
    - Must meet for whole school and subgroups
- **Additional Academic Indicator**
  - Graduation Rate – 80% - high schools
  - Attendance – 85% - elementary and middle schools



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## Michigan AYP Targets

	2002-04	2004-07	2007-10	2010-11	2011-12	2012-13	2013-14
<b>Elementary</b>							
Mathematics	47%	56%	65%	74%	82%	91%	100%
ELA	38%	48%	59%	69%	79%	90%	100%
<b>Middle School</b>							
Mathematics	31%	43%	54%	66%	77%	89%	100%
ELA	31%	43%	54%	66%	77%	89%	100%
<b>High School</b>							
Mathematics	33%	44%	55%	67%	78%	89%	100%
ELA	42%	52%	61%	71%	81%	90%	100%



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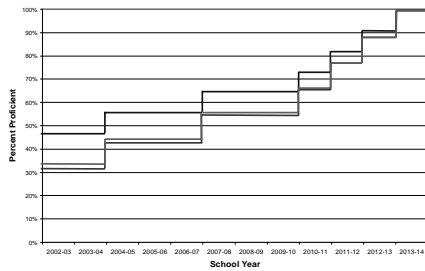
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## Math AYP Goals Over 12 Years



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## 50 "cells" for AYP

	Achievement		Participation		Additional Indicator - Attendance or Graduation
	ELA	Math	ELA	Math	
Whole School					
Racial/Ethnic Groups					
Black or African American					
American Indian or Alaska Native					
Asian American Native					
Hawaiian or Other					
Pacific Islander					
Hispanic or Latino					
Caucasian or White					
Multiracial					
Limited English Proficient					
Students With Disabilities					
Economically Disadvantaged					



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### AYP Participation

- Aggregate percent tested across all grades tested at the school

$$\frac{\text{Total Number Tested (grades 3+4+5)}}{\text{Total Number Enrolled (grades 3+4+5)}}$$



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### AYP Participation

- Allowable Adjustments to Enrollment:
  - Students that move or leave school between the count date and the assessment window
  - Students that have a medical condition or diagnosis that precludes assessment



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### Full Academic Year

- Students enrolled in the school for the **three** most recent semi-annual official count days
- Prior Enrollment lookup is used
- Less than full academic year excluded for achievement (proficiency), not for participation



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## Feeder Codes

- Because the Elementary and Middle School assessment window is in the fall, feeder codes are used to attribute scores to the school where the student was enrolled in 2007-08
- SRSD was used to look-up enrollment in 2007-08 for the student



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## AYP Targets

- MDE has set separate statewide AYP targets for each grade
- A Proficiency Index is used to combine the grade level proficiency data and grade level targets to make an AYP decision across the grades



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## Grade Level AYP Targets

Grade	AYP Targets	
	ELA	Math
3	60%	67%
4	59%	65%
5	57%	62%
6	56%	60%
7	54%	57%
8	53%	54%
11	61%	55%



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## Proficiency Index

- The difference between the percent proficient and the grade level target is computed for each grade level
- The difference is weighted by the number tested at each grade
- The weighted differences are summed across grades
- The school meets the state objective if the Proficiency Index is 0 or more

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## Index ELA

Grade	Target	Number Tested	Number Proficient	Percent Proficient	Difference From Target	Grade Level Weight	Proficiency Index
3	60%	30	25	83.3%	23.3	0.09	2.10
4	59%	40	30	75.0%	16.0	0.11	1.76
5	57%	100	60	60.0%	3.0	0.29	0.87
6	56%	10	3	30.0%	-26.0	0.03	-0.78
7	54%	30	25	83.3%	29.3	0.09	2.64
8	53%	40	30	75.0%	22.0	0.11	2.42
11	61%	100	60	60.0%	-1.0	0.29	-0.29
<b>Total</b>		350	233	66.6%			8.72

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## Group Size

- Minimum Group Size – Across Grades Tested is 30
- If total enrollment is more than 3,000
  - 1% Percent of Total Enrollment
  - District AYP
  - Maximum subgroup size is 200

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## AYP Reliability - Margin of Error

- Measurement Error – Used in Michigan
  - Would the student score the same if tested again?
  - Standard Error of Measurement
- Sampling Error – Used in Other States
  - Does the sample of students tested reflect the whole school?
  - Standard Error of Proportion with Finite Sampling Error Correction



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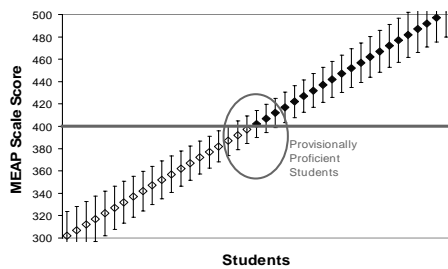
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## Provisional 2006-07



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## Progress/Growth

- Frustration with the assessment data used for AYP
  - classifies a student at a single point in time (status)
- Teachers often work students and make improvements in achievement
- Status models alone do not allow student improvement, which may be attributable to teacher intervention, to be tracked
- Growth Model gives credit in the AYP decision for growth from year-to-year by demonstrating that improvement in the student's achievement is on a trajectory such that the student is expected to attain proficiency within the next three years.



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## “On Trajectory” Toward Proficiency

Fall 2006 Achievement ELA		Fall 2007 Achievement ELA					
		Not Proficient			Partially Proficient		
		Low	Mid	High	Low	Mid	High
Not Proficient	Low			412	232	180	113
	Mid			521	272	150	
	High				2,738	1,817	
Partially Proficient	Low				4,636	3,996	
	Mid					6,635	
	High						
Proficient	Low						
	Mid						
	High						
Advanced	Low						
	Mid						
	High						

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## “On Trajectory” Toward Proficiency

Fall 2006 ELA Achievement		Fall 2007 ELA Achievement		
		Emerging		
		Low	Mid	High
Emerging	Low		53	43
	Mid			176
	High			
Attained	Low			
	High			
Surpassed	Low			
	Mid			
	High			

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## Growth Model Message

- Focus on “improvement”
  - Don’t work only with “bubble” students
  - Getting from 4-L to 3-L is enough improvement to be “on trajectory”
- The growth models provides modest adjustments

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## Safe Harbor

- An additional way to meet the AYP achievement target
- Achievement must improve from year to year
- Provisionally proficient students counted in both the prior year and the current year



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## Safe Harbor

	2006-07	2007-08	
Percent Proficient	41.3%	44.6%	
Percent <b>NOT</b> Proficient	58.7%	55.4%	
10% of Prior Year	5.9%		
Safe Harbor Target	52.8%		
Safe Harbor Met		FALSE	



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## English Language Learners

- USED Flexibility for ELL who are “in their first year in U.S. public schools”
- States may administer an English language proficiency assessment in place of ELA for these recently arrived students
- For this fall’s MEAP, this applies to ELL entering a U.S. public school for the first time during the 2006-07 school year



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## English Language Learners

- ELL take the English Language Proficiency Assessment (ELPA) in Spring
- Administer ELPA Initial Screening if new this school year
- Enter date of entry to U.S. as enrollment date on demographics page



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## Student Attendance

- Student attendance is taken from the End-of-Year SRSD submission of the prior school year
- Attendance is computed by summing the scheduled and actual days of attendance and then dividing the sum of the actual by the sum of scheduled



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## NCLB Graduation Rate

- NCLB requires that AYP include a graduation rate based on the percentage of students that
  - Receive a REGULAR high school diploma
  - In the STANDARD number of years
- AYP (including a graduation rate) is required for ALL schools



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### Cohort Graduation Rates

- Class of 2007 four year on-time
  - Fall 2003 first-time ninth graders
  - Reported four-year rate in summer 2008
  - Will report five-year rate in spring 2009
- Class of 2008 four year on-time
  - Fall 2003 first-time ninth graders
  - Will report four-year rate in spring 2009

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### New Federal Regulations

- Published October, 2008
- Requires that four-year on-time grad rate be published
- Allow 5 and 6 year grad rates for AYP
  - Must be approved for AYP in Workbook
- Require that transfers be tracked during 5<sup>th</sup> and 6<sup>th</sup> year if used for AYP

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### Three Ways to Make AYP

- 2008 cohort (2004 9<sup>th</sup> graders) four-year grad rate  $\geq$  79.5%
- 2008 cohort four-year grad rate is greater (safe harbor) than the 2007 cohort four-year grad rate
- 2007 cohort (2003 9<sup>th</sup> graders) five-year grad rate  $\geq$  79.5%



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### AYP and Students with Disabilities

- Federal Rules – 2003
  - 1% cap
- Federal Flexibility – 2005
  - 2% proposed
- Additional Federal Rules - 2007
  - 2% - Modified Achievement Standards



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### MI-Access

- All students taking MI-Access assessments are counted as tested
- Cap of 1% on MI-Access proficient scores
- Cap is district-wide
  - Some schools might exceed the cap



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## New Federal Rules

- 2% cap applies to “Modified Achievement Standards”
  - reflect reduced breadth or depth of grade-level content
  - Starts in 2009-10
- States are NOT allowed to approve exceptions to the 2% cap



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## Flexibility Option 1

- The target is reduced by 15% points in cases where the ONLY reason that a school does not make AYP is the proficiency of students with disabilities
- Cannot count provisionally proficient students when using Option 1
- Used in 2008-09; not in 2009-10



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## Education YES!

- Developed in 2002
- Used since 2002-03
- Time to start looking at changes, revisions, and improvements
  - Student Achievement
  - Indicators



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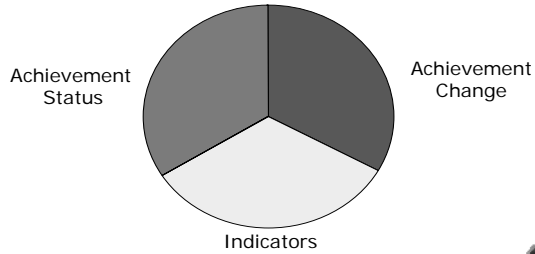
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## Current Education YES!



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## Sample Report Card

THUNDER BAY JUNIOR HIGH SCHOOL  
 English AYP 3500 3rd Avenue  
 Ms. Joyce M. Coy Alpena MI 49707-4105  
 Principal 989/358-6400  
 mcco@alpenaschools.com  
 http://www.alpenaschools.com



### School Report Card - Grades Tested 7 - 8

This report card provides an assessment of several measures of the school's performance. Click links within the table for more detail on how individual scores were obtained.

	2006-2007	Adjusted Score 2006-2007	2006-2007	2006-2007	Year Grade
<b>Student Achievement</b>	70%				
English Language Arts	89.7	89.7			C
Mathematics	90.6	90.6			A
Science	81.6	81.6			B
Social Studies	69.3	69.3			D
<b>Achievement Subtotal</b>	<b>77.8</b>	<b>77.8</b>			<b>C</b>
<b>Indicators of School Performance</b>	<b>90</b>				<b>A</b> <a href="#">View Details</a>
Preliminary Grade	82				<b>B</b>
AYP Status (Adequate Yearly Progress)	Met AYP				<a href="#">View Details</a>
<b>Composite Grade</b>					<b>B</b>



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## Achievement Status

- A score and grade for each subject counted at the school
- Uses data for all subjects counted at the school
  - Includes assessments assigned by feeder code for grades 3-9
- Based on the best of most recent year, most recent two years, or most recent three years



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## Predicted Achievement

- A prediction is made for each content area and grade level that were tested in previous years
- Schools get a “bonus” for beating the prediction
- Schools are penalized for falling below the prediction



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## Indicators Being Phased In

- SIF Report
  - Rubrics or SAR for NCA schools
- School Improvement Plan



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## Issues to Address

- Transparency and Simplicity
- Letter Grades require scaling of achievement data
  - Avoid Using Scale Scores Across Grades
- Use Performance Level Change (Progress or Growth) in place of Cross-Sectional Change



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## MDE/NCA Partnership

- Streamline Reporting
- North Central Association (AdvancEd)
- NCA Schools
  - Standards and Assessment Report to MDE in place of Rubrics Report
- Other Schools
  - Update rubrics report on AdvancEd site




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## Unified AYP and Grade

Education YES! Composite Score	A	B	A
	B	B (iv)	B
	C	C (iii)	C
	D	D/Alert (ii)	C
	F	Unaccredited (i)	D/Alert (ii)
		No AYP	Makes AYP

(i) – (iv) – Priorities for Assistance




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## Contact Information

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