

Measuring Adequate Yearly Progress in Arkansas, Vol.2



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Arkansas Department of Education
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Agenda

Section 1 Annual Measurable Objectives

Section 2 Understanding Your Preliminary Report

Section 3 Targeted and Whole School Support

Section 4 Assessment

Section 5 Questions



Transition of the AYP Office



- **Welcome** to the CIV Training for Adequate Yearly Progress (AYP). The purpose of this CIV Training is to provide technical assistance to all schools and districts in accountability, assessments, and school Improvement. Please note that the AYP Office has transitioned to the Office of Academic Accountability, and we are happy to assist you.
- For efficiency, all questions will be addressed at the end of the session. Frequently asked questions will be continuously updated and posted to the ADE and NORMES website.



Section 1

Annual Measurable Objectives

Dr. Charity Smith



What Does AYP Mean?

- Under the accountability provisions in the No Child Left Behind (NCLB) Act, all public school campuses, school districts, and the state are evaluated for Adequate Yearly Progress.
- However, not making adequate yearly progress does not mean that a school is failing. It means that the school has not met a certain standard for at least one group of students.
- These measures include reading/language arts, math, graduation rate, attendance, and whether or not the school tested enough students in each group.



Calculating AYP Annual Measurable Objectives (AMO)

Starting Point	K-5	K-5	6-8	6-8	9-12	9-12
	Math	Literacy	Math	Literacy	Math	Literacy
2009-2010	70.00	71.20	64.55	67.60	64.60	67.75
2010-2011	77.50	78.40	73.41	75.70	73.45	75.81
2011-2012	85.00	85.60	82.28	83.80	82.30	83.88
2012-2013	92.50	92.80	91.14	91.90	91.15	91.94
2013-2014	100.00	100.00	100.00	100.00	100.00	100.00



AYP Indicators

- In order to meet AYP schools must satisfy the following requirements:
 - Primary Indicators
 - » Achievement
 - » 95% Tested
 - Secondary Indicators
 - » Graduation Rate for high schools
 - » Attendance Rate for schools other than high schools

AYP Determination

Steps to Status



What are the Steps in AYP Determination for Primary Indicators?

- 1. Status – the percent of students scoring at proficient or advanced meets the Annual Measurable Objective (AMO) target.
- 2. If the school's combined population and all subgroups meet their AMO, the school has met its AMO for achievement.
- 3. Tests were administered to at least 95% of students eligible for testing.



How is Safe Harbor Determined?

- 1. Safe Harbor – the number of students scoring below proficient in each subgroup is decreased by 10% from the previous year's test scores.



What is Determination for Growth?

- Growth Model – the percent of students scoring at proficient or advanced PLUS the percent of students below proficient that met growth met the Annual Measurable Objective.



What are the Steps in AYP Determination for Secondary Indicators?

- 1. Graduation rate is the secondary indicator for high schools.
 - Goal is 85% (USD OE Approved 7/5/10)
 - Annual Target is 70%
- 2. Attendance rate is the secondary indicator for schools other than high schools.

Required Action

- If a school, district, or state fails to meet AYP for two or more consecutive years, that school, district, or state is subject to certain requirements such as offering supplemental education services, offering choice, and/or taking corrective actions.



Tiered System of Support and Interventions

- In order to assist schools, the state originally developed the Intensive System of Support.
- The System recognizes the differences among schools placed in school improvement by utilizing a labeling system to describe both the number of years and the extent to which schools fail to make yearly progress and matches the labels to a tiered system of appropriate research-based interventions.



Preliminary Reports

- To ensure accuracy, AYP Preliminary Reports are revised based on information received from districts or corrections made by the ADE and the NORMES staff.
- When revisions are made, school staffs will be contacted by the ADE Office of Accountability.



Issues with Preliminary Reports

- Report does not match the Data on the NORMES Site
- Report has been updated by the ADE



Sample Letter for School Improvement

- Commissioner' Memo LS-10-012 10-8-2009
 - Year 1
 - Year 2
 - Year 3
 - Year 4
 - Year 5
 - Year 6 and beyond
-
- School Improvement Year and Status



Review-Document-Check-Act Cycle

Figure 1



Figure 1 is a four-step model for carrying out data discrepancy reviews in order to verify and prioritize problems and make appropriate corrections.



Review-Document-Check-Act Cycle

Review

- Review your AYP report for data accuracy.

Document

- Submit appropriate documentation to validate the requested change.

Check

- The ADE staff will check and validate your documentation.

Act

- The ADE will act by revising your AYP reports when appropriate, or provide an explanation for actions taken.



Appeals for AYP Preliminary Status



1. Limited English Proficient (LEP) students in the US less than one year
2. Monitored former Limited English Proficient (LEP) students
3. Students With Disabilities (SWD) students that have exited special services
4. Scores or enrollment that are not coded to the school of instruction
5. Demographics appealed to change subpopulations



1. Limited English Proficient (LEP) Students

- For the Benchmark Exams, students designated as Limited English Proficient (LEP) in US less than one year do not receive a scale score or performance class.
- Thus these students cannot be included in the calculations, even on appeal. Grade 11 Literacy Exam students LEP in US less than one year can be included in AYP on appeal if approved by ADE during the appeals review process.



2. Monitored Former Limited English Proficient (LEP) Students

- A school may request that students who exited LEP services be included in the LEP group for up to two calendar years from exiting the program.
- Schools indicate which students they would like to include, and provide the exit date for services in the Note column in the corrections data tables. Submit documentation for evidence of the exit date to the ADE.



3. Students With Disabilities (SWD) That Have Exited Special Services

- A school may request that students who exited special services be included in the SWD group for up to two calendar years from exiting the program.
- Schools indicate which students they would like to include, and provide the exit date for services in the Note column in the corrections data tables. Submit documentation for evidence of the exit date to the ADE.



4. Move Scores To The Appropriate Campus

- In the event that scores or enrollment are not coded to the school of instruction, an appeal may need to be filed to move the students' scores to the appropriate campus.
- If the students' algebra enrollment is listed at the middle school, but the students are tested at the high school then the school's percent tested will be lower because of the lack of matching test scores.



5. Demographics Can Be Appealed To Change Subpopulations

- Free and Reduced Lunch Participation of students can be appealed to change the Economically Disadvantaged subpopulation.
- Racial codes can be appealed to change the racial subpopulations.



Dates to Remember

July 27-28	AYP Notification Letters Mailed Certified to Superintendents
July 27-28	Appeals Submission Begins
August 5	Deadline for School Choice/SES Letters to be Mailed
August 5	CIV Training
August 6	Appeals Review Begins
Sept 10	Appeals Review Closes



Communicating Your Results

- Please release your School Choice/Supplemental Educational Services parental notification letters no later than August 5, 2010 in order to comply with the requirement that notification be mailed at least 14 days prior to the beginning of school as mandated by §1116(b)(1)(A) and (B) of the ESEA.
- The state will release the final reports to the news media after the appeal process has been completed. Please do not release preliminary reports to the local media in your area until the end of the appeals process.



Section 2

Understanding Your Preliminary Report

Denise Airola



NORMES

Technical Support

- NORMES Toll Free Help Line
 - 866-287-0508
 - 7:30 a.m. – 4:00 p.m.
 - Email support: normests@uark.edu



Section 3 Assessments

Office of Standards and
Assessments



Questions

- Reminder: Frequently Asked Questions and Answers presented during this presentation will be posted to the ADE and NORMES website after this presentation.



Section 4

Targeted and Whole School Support

Office of School Improvement

Thank You for Your Participation!

For more information, please contact the following:

- Dr. Charity Smith, Assistant Commissioner, **501-682-5891**
- Louis Ferren, Data Manager, 501-682-4208
- Polly Davis, School Program Advisor, 501-683-5427
- Melody Morgan, School Program Advisor, 501-580-6269
- Denise Airola, NORMES, 479-575-5593
- **Toll Free Help Line - 866-287-0508 (Available 7:30 a.m. to 4:00 p.m.)**

