

DELAWARE'S ORIGINAL MODEL FOR AYP DETERMINATIONS

August 1, 2008

Why did we start over in 2003?

- ◆ New federal legislation signed January 2002
 - No Child Left Behind (NCLB)
- ◆ Reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965
- ◆ States required to be in compliance
- ◆ Delaware merged the existing state accountability processes with federal requirements for 2003-04

How did we get to where we are today?

◆ Committee of Stakeholders

- Community Members
- Parents
- Teachers
- District Administrators
- School Administrators

Our System Now

- ◆ Ensures more valid and reliable accountability determinations
- ◆ Monitors progress of various subgroups at the school, district and state level
- ◆ Supports our value of continuous improvement

Delaware's Accountability System: Adequate Yearly Progress (AYP)

2006

- ◆ Participation (ELA, Math)
- ◆ Other Academic Indicators
- ◆ Performance (ELA, Math)
 - Total School
 - ◆ Original Model
 - ◆ Safe Harbor
 - Subgroup
 - ◆ Original Model
 - ◆ Safe Harbor

2007 and 2008

- ◆ Participation (ELA, Math)
- ◆ Other Academic Indicators
- ◆ Performance (ELA, Math)
 - Total School
 - ◆ Growth Model
 - ◆ Original Model
 - ◆ Safe Harbor
 - Subgroup
 - ◆ Growth Model
 - ◆ Original Model
 - ◆ Safe Harbor

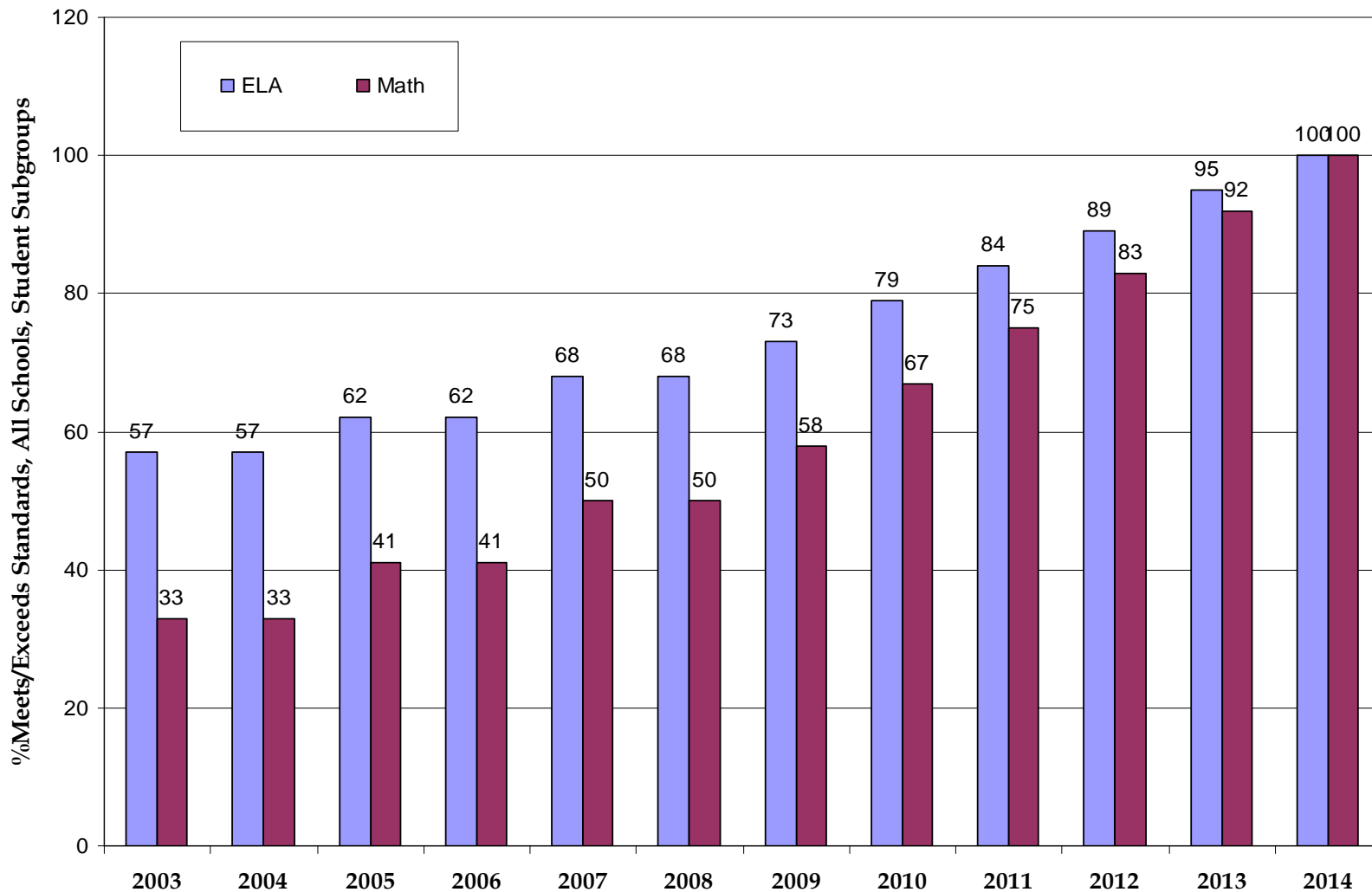
AYP Process

- ◆ AYP is initially calculated using Growth Model
- ◆ If it met the target, then the school received an “Above” rating for AYP
- ◆ If it did not meet AYP using the Growth Model, then the Original Model was employed to see if the school made AYP

AYP Process (continued)

- ◆ If school made AYP using the Original Model, the school was assigned “Above” or “Meets” depending on whether or not confidence intervals or safe harbor were used
- ◆ If the school did not make AYP in Growth or Original, the “Below” designation from Growth is assigned and is used for school improvement status

Original Model Performance Targets to 2014



Original Model AYP Matrix

Group	ELA Perf %	ELA % Participation	Math Perf %	Math % Participation	Other Indicator
All Students					
American Indian					
Asian American					
African American					
Hispanic					
White					
Economically Disadvantaged					
Special Education					
Limited English Proficient					

Original Model 2008 – How to meet AYP

- ◆ Meet Performance Target in ELA (68%) and Math (50%)

AND

- ◆ Meet Participation Targets in ELA (95%) and Math (95%)

AND

- ◆ Meet the Other Academic Indicator
 - Elementary/Middle: show progress
 - High School: 81% or progress
 - ◆ Graduation rate

Original Model Targets - ELA

- ◆ English Language Arts
 - Performance targets for all students and each subgroup of students
 - Same target for each group/subgroup
 - Weighted 90% reading and 10% writing

Group	Target: ELA Perf %
All Students	68
American Indian	68
Asian American	68
African American	68
Hispanic	68
White	68
Economically Disadvantaged	68
Special Education	68
Limited English Proficient	68

Original Model Targets - Math

◆ Mathematics

- Performance targets for all students and each subgroup of students
- Same target for each group/subgroup

Group	Target: Math Perf %
All Students	50
American Indian	50
Asian American	50
African American	50
Hispanic	50
White	50
Economically Disadvantaged	50
Special Education	50
Limited English Proficient	50

How to Determine Performance

Use the higher value of:

- ◆ Current year's test data **OR**
- ◆ The average of the current year and prior year's performance

Original Model Performance Calculation

- ◆ If a subgroup does not meet the target for performance, check to see if group could meet target within the margin of error (confidence interval – 98%)

IF NOT

- ◆ If not, check to see if group could meet Safe Harbor within the margin of error (confidence interval – 75%)

Safe Harbor

- ◆ To see if there is some improvement in lowest achieving students
 - Cell shows a 10% decrease in the percent of students not meeting the standards as compared to the previous year

AND

- Cell shows progress on the Other Academic Indicator

Original Model AYP Result

- ◆ Original Model AYP Result is expressed in the following terms:
 - Above Target
Met target with no help from Confidence Interval
 - Meets Target
Met target with help from Confidence Intervals or Safe Harbor
 - Below Target
Did not meet target

School Rating

School Rating is determined by the combination of:

- ◆ Adequate Yearly Progress (AYP)
- ◆ State Progress Determination (SPD)
- ◆ Combination of AYP and SPD plus school accountability history determines current rating

School Rating Table

AYP	STATE PROGRESS	STATE ACCOUNTABILITY DETERMINATION	AFTER 2 CONSECUTIVE YEARS
A	A	Superior	
A	M	Superior	
A	B	Commendable	
M	A	Superior	
M	M	Commendable	
M	B	Commendable	Academic Review
B	A	Academic Review	Academic Progress
B	M	Academic Review	Academic Progress
B	B	Academic Review	Academic Watch

Schools facing appropriate consequences per NCLB

Definitions of Ratings

- ◆ Superior
 - AYP is met while the school or district is not under improvement and additional rigorous state criteria are met

- ◆ Commendable
 - AYP is met while the school or district is not under improvement

- ◆ Academic Review
 - AYP is not met for one year and SPD is met OR
 - AYP is not met for one year and SPD is not met OR
 - AYP is met and SPD is not met (second year)

Definitions of Ratings (continued)

- ◆ Academic Progress
 - AYP is not met (different subject) two or more years and SPD is met

- ◆ Academic Progress – Under Improvement
 - AYP is not met (same subject) two or more years and SPD is met

Definitions of Ratings (continued)

- ◆ Academic Watch
 - AYP is not met two or more years (different subject) and SPD is not met

- ◆ Academic Watch – Under Improvement
 - AYP is not met two or more years (same subject) and SPD is not met

How to be Classified as “Under School Improvement”

- ◆ Two consecutive years not meeting AYP targets in same area
 - Participation
 - Other Academic Indicator
 - ELA/Reading
 - Math

How to Move Out of “Under School Improvement”

- ◆ Two consecutive years of meeting AYP targets in all areas
 - Participation
 - Other Academic Indicator
 - ELA/Reading
 - Math

Rewards and Sanctions

- ◆ Sanctions and rewards for Title I and non-Title I schools closely aligned
- ◆ Sanctions only apply when classified as Under Improvement

Consequences of being Under Improvement for Title I Schools

- **1 year** = school implements school choice
- **2 years** = school offers school choice and provides supplemental services
- **3 years** = same as year 2 plus school must identify and implement a corrective action
- **4 years** = same as year 3 plus school develops a plan for restructuring
- **5 years** = same as year 3 plus school implements the restructuring plan
- **›5 years** = same as year 3 plus continues to implement the restructuring plan with greater oversight/support from the district and state

Consequences of being Under Improvement for Non-Title I Schools

- **1 year** = review and modify School Improvement Plan (SIP)
- **2 years** = same as year 1; provide additional priority to subgroups that did not meet target
- **3 years** = same as year 2 plus school must identify and implement a corrective action
- **4 years** = same as year 3 plus school develops plan for restructuring
- **5 years** = same as year 3 plus school implements the restructuring plan
- **›5 years** = same as year 3 plus continues to implement the restructuring plan with greater oversight/support from the district/state

School Accountability Ratings

- ◆ Released on DOE website 8/1/08
(www.doe.k12.de.us)
- ◆ Includes specific data by school

District Accountability Ratings

- ◆ Will be released Fall 2008
- ◆ Will include specific data by district

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