



Adequate Yearly Progress Update

From bar code files to SINA/DINA decisions

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Bar code file

- Start with a clean Student Information System (SIS)
 - Enrollment codes— affect where student is accountable
 - Resident districts— affect where student is accountable
 - Full Academic Year— normal building matriculation, students count as FAY in building



Alternate Assessment

- students with significant cognitive disabilities
- September 1-December 31: Teachers enter online profiles of students taking the alternate assessment
- February 15-March 31: Teachers enter rating scales from evidence online
- March 31: Assurance process due online



Alternate Assessment

- Get copies of rating scales and online assurance process for your records
- Student demographic data comes from Fall EASIER (also enrollment codes & resident district)



Student Accountability

- Test scores of tuition out students come back at the district level (building = 0000)
- Your district's business manager knows who your district is paying tuition for
- For AYP accountability purposes, the district's involvement in the placement of a student is key



Student Accountability

Situation	Accountable District
Resident student in resident public district	Attending District
Open Enrollment/Whole-Grade Sharing (between 2 public school district)	Attending District
Tuition In/Out (between 2 public school district)	Resident District
Tuition In/Out, district involved in placement (district pays costs to alternative, AEA school, etc)	Resident District
District NOT involved in placement (adjudicated to mental health facilities, juvenile home, resource center, home school assistance, etc)	Not included in Iowa's accountability plan



Note about Enrollment

- Keep an enrollment count of students as of testing day(s) to enter into the AYP application in May/June/July. You can pull this from your SIS. You will need to enter enrollment counts by building/district and subgroup.



AYP Calculations



9 Subgroups

- All students
- Low SES (free or reduced lunch)
- Special education (IEP)
- English Language Learner (ELL)
- African American
- Asian
- Hispanic
- Native American
- White



Changes for 2009-2010

- Addition of Multi-racial, Hawaiian Pacific Islander racial groups
- What will happen with these subgroups for AYP accountability purposes is still undetermined



Other academic indicator (OAI):

- Average daily attendance
- Graduation rate



Average daily attendance (ADA)

- Calculated for K-8 buildings
- n=30 or more students, otherwise automatically met
- Taken from Spring EASIER files for the year before
- Aggregate days of student attendance divided by aggregate days of student enrollment for building/district



Average daily attendance (ADA)

- \geq state average of the year (all students)
- The target for 2009 was 95.9%
- If target not met, 98% one-tailed confidence interval

$$CI = ADA + 2.054 * \sqrt{\frac{ADA * (1 - ADA)}{n}}$$

- If target not met through CI, ADA rate can be met if this year's rate is better than last year's rate



Graduation rate

- Calculated for high school buildings
- $n=30$ or more students, otherwise automatically met
- Uses EASIER files (also the graduate/dropout application)
- 4 year cohort (tracks students from first time in 9 grade through 12 grade)



Graduation rates

- Iowa Modified NGA Rate (used in 2008-2009 for class of 2008):

$$\text{Grad Rate} = \frac{\text{On time diplomas 2008} + \text{Late IEP diplomas received in 2008} + \text{(other expected classes)} + \text{Early diplomas received in 2008 (other expected classes)}}{\text{First time 9th graders} + \text{transfer ins} - \text{transfer outs} - \text{IEP late grads in expected class of 2008} + \text{(did not graduate)} + \text{Late IEP diplomas received in 2008} + \text{Early diplomas received in 2008}}$$



Graduation rates

- Title I Rate: Looks like we will be using this by 2010-2011

$$\text{Grad Rate} = \frac{\text{On time diplomas 2009} + \text{Early diplomas received in previous years, expected class of 2009}}{\text{First time 9th graders} + \text{transfer ins} - \text{transfer outs}}$$



New Title I grad rate

- Includes only those students who graduate with regular diploma
- Does not allow cohort reassignment
 - Students who graduate in less than 4 years are counted in the cohort in which he or she started 9th grade
 - Does not allow extended graduation time for IEP students
- Students who graduate in the summer following 4th year can be included as graduating on-time



New Title I grad rate

- We can use “Extended Year Rate”
 - State can request to use an “extended-year adjusted cohort graduation rate” for AYP determinations
 - Can then include IEP students who graduate with regular high school diplomas in 5 years
- Subject to peer review and Federal approval



Graduation rates

- Target: 91.3% (For 2008-2009 and 2009-2010) or better than last year to meet graduation rate
 - We also calculate the graduation rates with the same method as the previous year so we have an accurate comparison, but we don't post these rates anywhere



Participation rates

- $n=40$ or more students, otherwise automatically met
- Number of students assessed divided by number of students enrolled on test day (both ITP and alternate assessment students) at each site (building/district)



Participation rates

- Calculated separately for reading and math
- At least 95% of students must be assessed
- If the 95% rate is not met, we average up to 3 years of (weighted) data to try to meet the target



Proficiency rates

- $n=30$ or more students, otherwise automatically met
- Full academic year students only
- Annual measurable objective (AMO): Target percent proficient for each grade level and subject by year (Appendix B of the Iowa Accountability Workbook)



Proficiency index

- AMOs are calculated using a proficient index (PI)
 - The percent of FAY students proficient at each grade level is calculated
 - The AMO target for the grade level is subtracted from the actual percent proficient
 - Each grade level is weighted relative to the total number of FAY students in the building/district
 - Each grade level's distance from its AMO target is multiplied by its weight
 - These numbers are summed for all grade levels in a building/district
 - If the sum (PI) is greater than or equal to zero, the building/district met the AMO



Confidence interval

- If the AMO is not met, a 98% one-tailed CI is applied
 - Since the proficiency index is not a percentage, we have to make it a percentage in order to get a CI. We use the follow equation for the CI.

$$CI = 2.054 * \sqrt{\frac{Abs(PI) / 100 * (1 - (Abs(PI)) / 100)}{n}} * 100 + PI$$

PI = proficiency index Abs = absolute value n=total FAY student

- If CI is greater or equal to zero, the AMO is met



Safe harbor

- IF the AMO is not met through CI, safe harbor is applied
 - reduce non-proficient by at least 10% from last year
 - cannot use if missed OAI
 - Subgroups can only use safe harbor if they made OAI AND all students made OAI



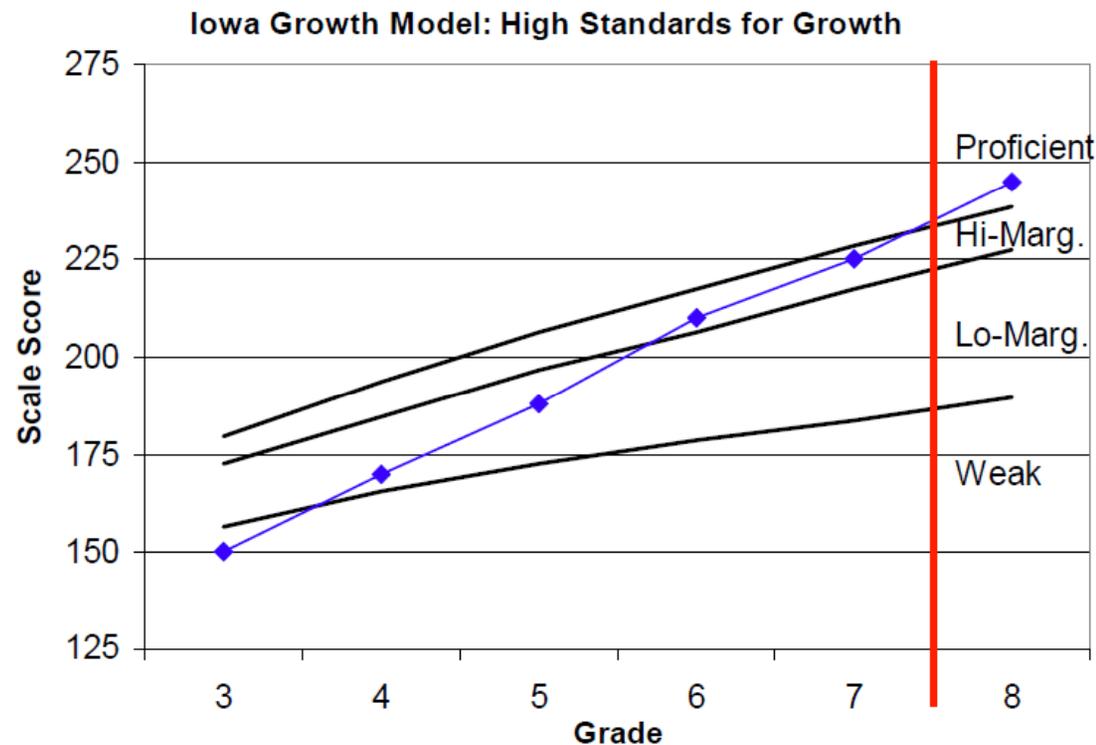
Biennium & triennium

- If the AMO is not met through safe harbor, we average 2 years of (weighted) data w/ CI (biennium)
- If the AMO is not met through biennium, we average 3 years of (weighted) data w/ CI (triennium)



Growth model

- Non-proficient students making progress towards proficiency
- 3 categories: weak, low-marginal, high-marginal





Growth model

- Used for students in grades 4-8 only
- No alternate assessment students
- No backsliding
 - If move from high-marginal to low-marginal to high-marginal, student does not count for growth
- 4 years to reach proficiency



Growth model

- Go through same steps for AMO with the addition of growth students:
- PI targets
- Safe harbor (cannot use if OAI is not met)
- Biennium
- Triennium



Subgroup flexibility

- Schools/districts who miss only IEP subgroup:
IEP proxy = 16% (no CI)
- For ELL students in their first year of enrollment in US schools, the English language proficiency assessment counts as their participation in reading for AYP purposes
 - They still need to take the math test
 - A list of these students must be sent to the Department of Education



Back mapping

- Every K-12 building must be held accountable. If a building does not house students in grades 3-8 or 11, student results from school(s) into which its student feed are back mapped to the building for AYP determinations



Watch/SINA/DINA lists

- Reading (participation & proficiency together), Math (participation & proficiency together), & OAI treated separately
- 2 years to get on SINA/DINA, 2 years to get off list



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