2009-10 School Accountability Reports Review

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APS Data

- 130 Schools were rated
  - 86 ES, 26 MS, 12 Comp. HS, 6 Alternative
- 26 schools met AYP this year compared to 20 in 2008-09
- 1 High School – Volcano Vista made AYP
- 1 Alternative – Early College Academy
Elementary

- 24 Elementary Schools made AYP
- 10 Maintained ‘met AYP’ status from last year
- 14 Met AYP after not meeting last year
- 51 maintained ‘not met’ status
- 10 moved from ‘met AYP’ to ‘not met’
Elementary making AYP after not meeting last year

- Alvarado
- Bel-Air
- Bellehaven
- Corrales
- MacArthur
- La Mesa
- Lew Wallace

- Mountain View
- SY Jackson
- Sombra del Monte
- Tierra Antigua
- Valle Vista
- Zia
- Zuni
Elementary making AYP after not meeting last year

- Of the 14 schools making AYP this year after not making it last year...

Half made AYP by virtue of Safe Harbor in one or more subgroups
Middle Schools

- Ratings for all 26 middle schools remained the same as last year
High Schools

- Volcano Vista met AYP this year – first year being rated
- Early College Academy met AYP – only alternative to make AYP
- Number of HS making AYP remained the same but not the same schools
- Average APS High School graduation rate is 46.2% using new cohort model
PED School Improvement Framework for 09-10

- WestEd external review, NMPED focus groups, best practices review
- Self Assessment begins w/ SI – 1
- CA will have PED Instructional Audit
- R2 (more than a year) Instructional Audit
- R1 and R2 get external assessment
- More info at: www.ped.state.nm.us/psb
Superintendent’s Targets-Reading

SBA Reading Targets with 2009 Actual
Superintendent’s Targets—Math

SBA Math Targets with 2009 Actual

% Proficient

Grade 3: 43, 46, 55, 49
Grade 4: 39, 42, 44, 45
Grade 5: 41, 44, 45, 47
Grade 6: 27, 30, 33, 33
Grade 7: 30, 33, 33, 36
Grade 8: 40, 43, 46, 46
Grade 11: 44, 47, 43, 50

Legend:
- 2008 Actual
- 2009 Target
- 2009 Actual
- 2010 Target
School Ratings and Designation

Ratings: Ratings and designations apply to 2009-2010; Statistics are based on data from 2008-2009

School [Redacted]
Grade Range: PK-05
District: ALBUQUERQUE PUBLIC SCHOOLS

<table>
<thead>
<tr>
<th>School Ratings</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>Met</td>
</tr>
<tr>
<td>2008-09</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

Key to Designations:
- Progressing (none)
- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
- CA = Corrective Action
- R-1 = Restructuring 1
- R-2 = Restructuring 2
- Delay = made AYP, the first of two years required to return to Progressing
### Summary

<table>
<thead>
<tr>
<th>Summary</th>
<th>Met Proficiency Goal</th>
<th>Met Participation Rate</th>
<th>Met Additional Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Math</td>
<td>Reading</td>
<td>Math</td>
</tr>
<tr>
<td>All Students</td>
<td>Yes*</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Caucasian</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>African-American</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Yes*</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Learners</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>Yes*</td>
<td>Yes*</td>
<td>Yes</td>
</tr>
</tbody>
</table>

1. Met Proficiency Goal
2. Met Participation Rate
3. English Language Learners
What is ‘Safe Harbor?’

- Safe Harbor is the growth model embedded in NCLB.
- If a school or a subgroup demonstrates a 10% reduction in the percentage of non proficient students, and all other indicators are met then AYP criteria are considered as being met for that group.
How one school made AYP Safe Harbor for Hispanic Subgroup in Reading

<table>
<thead>
<tr>
<th></th>
<th>% Not Proficient Last Year</th>
<th>Safe Harbor Goal (71.1% minus 10% or 7.11)</th>
<th>% Not Proficient This Year</th>
<th>Exceeded Safe Harbor Goal By...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>71.1%</td>
<td>63.99%</td>
<td>55.3%</td>
<td>8.69%</td>
</tr>
</tbody>
</table>

- [ ] Met participation goal
- [ ] Met attendance goal
## Summary Detail - Math

### Key to Designations:
- Progressing (none)
- SI-1 = School Improvement 1
- SI-2 = School Improvement 2
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- R-1 = Restructuring 1
- R-2 = Restructuring 2
- Delay = made AYP, the first of two years required to return to Progressing

### MATH

<table>
<thead>
<tr>
<th></th>
<th>2009-10 Met</th>
<th>2008-09 Not Met</th>
<th>Progressing</th>
<th>Not Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number Enrolled</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades</td>
<td>183</td>
<td>183</td>
<td>152</td>
<td>289</td>
</tr>
<tr>
<td><strong>Number Participated</strong></td>
<td>152</td>
<td>152</td>
<td>121</td>
<td>121</td>
</tr>
<tr>
<td><strong>Number Tested FAY</strong></td>
<td>94</td>
<td>94</td>
<td>94</td>
<td>94</td>
</tr>
<tr>
<td><strong>Percent Proficient</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Students</td>
<td>36.2</td>
<td>53.1</td>
<td>50</td>
<td>46.9</td>
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<td>50</td>
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<td>85.7</td>
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<td>English Language Learners</td>
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<td>78.3</td>
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<tr>
<td>Students with Disabilities</td>
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<td>14.3</td>
<td>50</td>
<td>85.7</td>
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<td>32.7</td>
<td>50</td>
<td>67.3</td>
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</table>
### Summary Detail-Reading

#### Reading 2009-10 vs. 2008-09

<table>
<thead>
<tr>
<th></th>
<th>Met 2009-10</th>
<th>Not Met 2008-09</th>
<th>Progressing</th>
<th>Not Progressing</th>
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</thead>
<tbody>
<tr>
<td>Number Enrolled</td>
<td>AYP Grades</td>
<td>FAY</td>
<td>Percent Proficient</td>
<td>AYP Goal</td>
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<td>All Students</td>
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<td>184</td>
<td>152</td>
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<tr>
<td>Caucasian</td>
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<td>42</td>
<td>32</td>
<td>71.9</td>
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<tr>
<td>African-American</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>63</td>
</tr>
<tr>
<td>Hispanic</td>
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<td>94</td>
<td>54.3</td>
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<tr>
<td>Asian</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>63</td>
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<tr>
<td>American Indian</td>
<td>21</td>
<td>21</td>
<td>16</td>
<td>50.0</td>
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<td>28</td>
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<td>39.1</td>
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<td>32</td>
<td>32</td>
<td>21</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>136</td>
<td>136</td>
<td>110</td>
<td>50.0</td>
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</table>
Confidence Interval

- As the number of test scores and students diminishes so does our confidence in interpreting results.
- The U.S Department of Education has allowed us to apply a 99% confidence interval.
- If the AYP target is 35% proficient in Mathematics, for example, and 101 students are tested, then the target lowers to 24.97 - which is the lower bound of the confidence interval.
- This is similar to the margin of error mentioned in surveys and election results (“give or take 3%”) The smaller the number of scores used in an analysis the wider the confidence interval (margin of error).
Confidence Interval

\[ \pi_L = \frac{n}{n + z^2} \left[ p + \frac{z^2}{2n} - z \sqrt{\frac{pq}{n} + \frac{z^2}{4n^2}} \right] \]

- \( n = \) the number of students
- \( z = \) the critical value (PED is using a 99% confidence level, so \( z = 2.33 \))
- \( p = \) AYP target (Annual AYP Goal), expressed as a proportion (e.g., .3370)
- \( q = 1 - p \)
AYP Review

Questions?