

Beverly Public Schools Cycle IV “AYP” Determinations

December 2006

2006 Cycle IV AYP Determinations

- AYP improvement determinations are made every year (mid cycle) and two years (end of cycle) Cycle I (1999-2000) Cycle II (2001-2002) Cycle III (2003-2004) Cycle IV (2005-2006).
- End of Cycle III baselines (average of 2003 and 2004 MCAS results) were used to establish performance targets for the 2006 Cycle IV AYP determinations.

How are Students' MCAS Results Factored into AYP Determinations?

Composite Performance Index (CPI)

Proficiency Index

Proficient/Adv	100
High Needs Imp	75
Low Needs Imp	50
High Warning/Fail	25
Warning/Fail	0

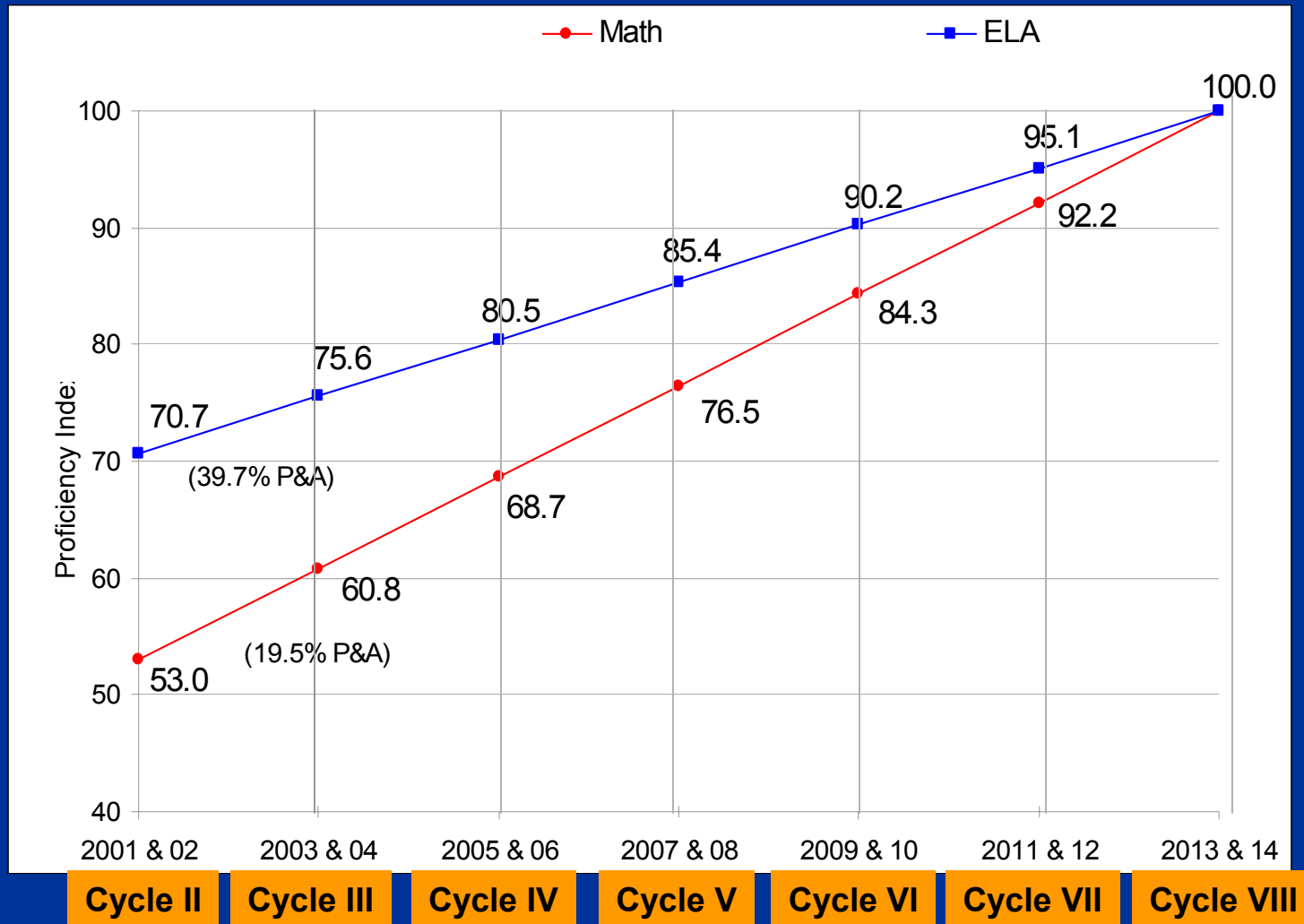
MCAS-Alt-Index

(up to 1% of students)

Progressing	100
Emerging	75
Awareness	50
Incomplete	25
Not submitted	0

Calculate the total points for school or subgroups, then divide by the number of students.

Massachusetts Performance Targets for ELA and Mathematics 2002 - 2014



Cycle IV “AYP” Groups

Aggregate population ELA and math.

Subgroups in ELA and math.

- Special Education
- Low Income
- English Language Learners
- Ethnic groups

Cycle IV “AYP” Criteria

<p>A. Participation Rate</p>	<p>95% or greater participation in state assessments (combined MCAS tests and MCAS-Alt)</p>
<p>B. Performance Relative to State Targets</p>	<p>Composite Performance Index (CPI) of: English Language Arts 80.5 Mathematics 68.7</p>
<p>C. Improvement Relative to the School’s Baseline Composite Performance Index</p>	<p>2006 AYP target = “100” - Cycle III target divided by 5 (# of cycles remaining until 2014)</p>
<p>D. Performance or Improvement on Additional Indicator</p> <ul style="list-style-type: none"> • Attendance – Elementary and Middle Schools • Graduation (Grade 12 Competency Determination) – High Schools 	<p><u>Attendance Criteria</u></p> <ul style="list-style-type: none"> •Rate of 92% or above, or •Improvement of 1 percentage point or greater compared to prior year <p><u>Grade 12 CD Attainment criteria</u></p> <ul style="list-style-type: none"> •Class of 2006 CD attainment rate, as of September 1, 2004, of 70% or higher

How does a school make “AYP?”

Route #1	Route #2
A. Participation Rate – 95%	A. Participation Rate – 95%
B. Performance – CIP (State Target) ELA: 80.5 Math: 68.7	C. Improvement 100 – Baseline CPI/ # of cycles
D. Attendance – 92% or +1% or Graduation Rate – 70% CD attainment	D. Attendance – 92% or +1% or Graduation Rate – 70% CD attainment

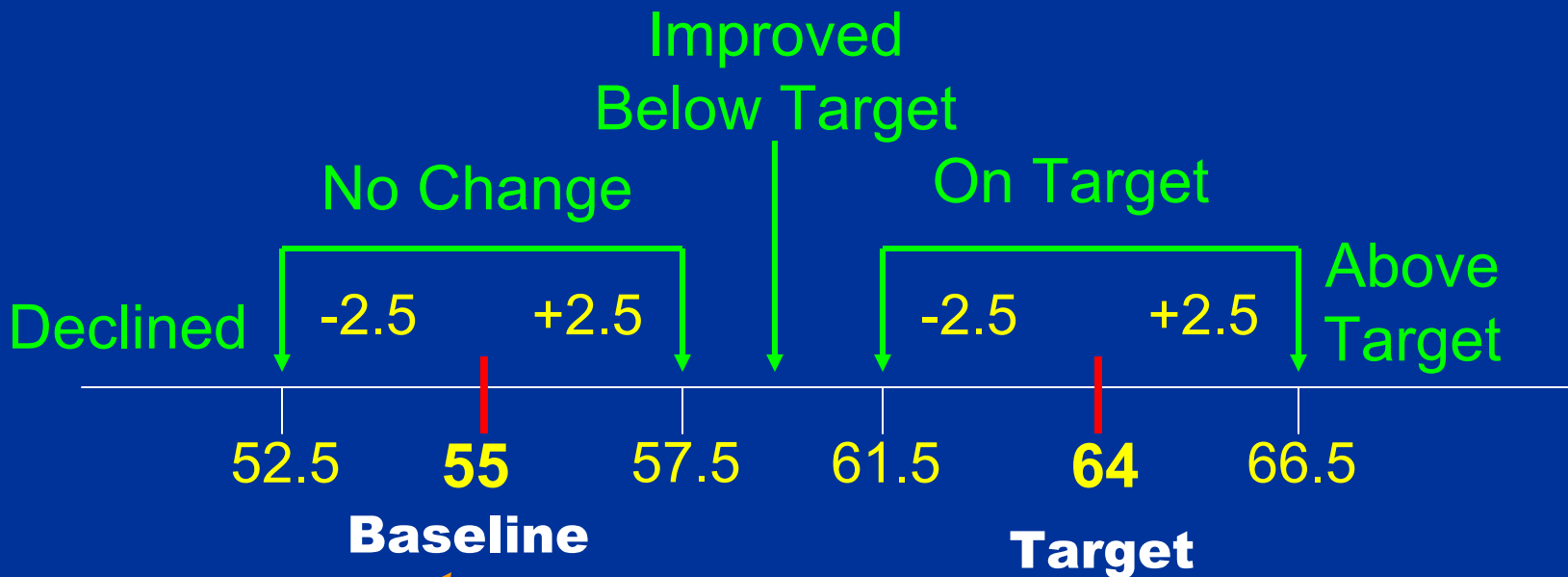
Determining Your Improvement Target for Cycle IV

$$\frac{100 \text{ (Goal)} - 88 \text{ (Baseline PI)}}{5 \text{ (\# of cycles, 2006-2014)}} = 2.5 \text{ Points (Improvement Target for Cycle IV)}$$

Target to be achieved is a two-year average. If you improved by 2.5 points in 2005 you need to sustain that improvement in 2006. If you improved by less than 2.5 points in 2005, you need to increase by more than 2.5 points in 2006 to have an *average* gain of 2.5 points over the two-year cycle.

Determining Improvement Ratings

Minimum Sample Size 40 for schools
District is 200 or 5% of number tested



Cycle III PI

$$(100-55)/5 = 9$$



$$55 + 9 = 64$$

2006 AYP Determinations Changes Since 2005

Changes that could result in <i>more</i> schools/districts being identified	Changes that could result in <i>fewer</i> schools/districts being identified
<ul style="list-style-type: none">• 4th year of determinations for subgroups• Improvement targets higher than cycle III	<ul style="list-style-type: none">• Additional 2% of special education populations identified as “proxy” group by the state to receive 100 points.• Beginning in 2006, district-level AYP determinations are issued separately for grade spans (3-5, 6-8, 9-12) for students in the aggregate and in subgroups. A district is identified for improvement if it fails to make AYP in the same subject and ALL grade-spans for students in the aggregate or any subgroup for two consecutive years.• Subgroups are 40 students AND 5% of the total number of students assessed at the school level OR the number of students in the subgroup is 200 or more.

Status of District/Schools

Beverly Public Schools - Met AYP for both Special Education and Low Income students for ELA and math for both 2005 and 2006. We currently have “no status.”

Ayers Ryal-Side – Did not make AYP for the aggregate and subgroups for ELA and math for two consecutive years. It is currently identified as “in need of improvement.”

Briscoe Middle School – Did not make AYP in math in **ALL** subgroups for 4 consecutive years. It is currently identified for “corrective action.”

Accountability Status and Required Actions

Schools “In Need of Improvement”	Schools in “Corrective Action”
<ul style="list-style-type: none">• Schools identified for improvement – year 1:<ul style="list-style-type: none">-Need to inform parents of their status.–Must revise their school improvement plans to include professional development.–Title One schools must offer school choice.	<ul style="list-style-type: none">•Schools identified for corrective action:<ul style="list-style-type: none">–Must notify their parents of their status.–Must revise their school improvement plans.–Must take at least ONE corrective action as outlined by the DOE.

Next Steps

Ayers- Ryal Side Elementary School

- Parent Notification in September.
- Revise School Improvement Plan in November.
- School Choice offer through district Open Enrollment Policy.
- School Schedule changed to accommodate targeted instruction in ELA and math that is data-driven.
- Professional Development for staff through Bay State Reading Initiative.
- In-School and After School tutoring program.

Briscoe Middle School

- Parent Notification in December.
- Revise School Improvement Plan in November.
- DOE required corrective action-
 - Extended time (Before and after school tutoring)
 - Added staff (math tutor)
 - Restructured schedule to allow for more math time in grade 6.

State Performance Targets

ELA 80.5

Math 68.7

**Beverly:
AYP History and 2006-07 Accountability Status**

ENGLISH LANGUAGE ARTS

Adequate Yearly Progress (AYP) History						2006 Subgroups Not Making AYP	Accountability Status
		2003	2004	2005	2006		
Grades 3-5	Aggregate	-	-	-	Yes	SpecEd -LowInc	No Status
	All Subgroups	-	-	-	No		
Grades 6-8	Aggregate	-	-	-	Yes	SpecEd -LowInc	
	All Subgroups	-	-	-	No		
Grades 9-12	Aggregate	-	-	-	Yes		
	All Subgroups	-	-	-	Yes		
All Grades	Aggregate	Yes	Yes	Yes	Yes		
	All Subgroups	No	No	Yes	No		

MATHEMATICS

Adequate Yearly Progress (AYP) History						2006 Subgroups Not Making AYP	Accountability Status
		2003	2004	2005	2006		
Grades 3-5	Aggregate	-	-	-	Yes	SpecEd -LowInc	No Status
	All Subgroups	-	-	-	No		
Grades 6-8	Aggregate	-	-	-	No	SpecEd -LowInc	
	All Subgroups	-	-	-	No		
Grades 9-12	Aggregate	-	-	-	Yes		
	All Subgroups	-	-	-	Yes		
All Grades	Aggregate	Yes	Yes	Yes	Yes		
	All Subgroups	No	No	Yes	No		

State Performance Targets

ELA 80.5

Math 68.7

**Ayers/Ryal Side Sch:
2006 AYP Data**

ENGLISH LANGUAGE ARTS

Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	205	205	100.0	Yes	259	76.2	No	-6.7	No	96.1	0.1	Yes	No
Lim. English	19	19	-	-	21	63.1	-	-	-	95.1	0.9	-	-
Spec. Ed.	35	35	-	-	48	64.6	-	-	-	96.0	0.9	-	-
Low Income	66	66	-	-	73	69.5	-	-	-	94.8	0.3	-	-
Afr.	7	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif.	6	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	11	11	-	-	13	-	-	-	-	-	-	-	-
Native	2	-	-	-	-	-	-	-	-	-	-	-	-
White	179	179	100.0	Yes	230	76.8	No	-6.8	No	96.2	0.3	Yes	No

MATHEMATICS

Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	203	203	100.0	Yes	129	66.9	No	-5.5	No	96.1	0.1	Yes	No
Lim. English	19	19	-	-	10	-	-	-	-	-	-	-	-
Spec. Ed.	33	33	-	-	22	50.0	-	-	-	96.0	0.9	-	-
Low Income	66	66	-	-	36	66.0	-	-	-	94.8	0.3	-	-
Afr.	7	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif.	6	-	-	-	-	-	-	-	-	-	-	-	-
Hispanic	11	-	-	-	-	-	-	-	-	-	-	-	-
Native	2	-	-	-	-	-	-	-	-	-	-	-	-
White	177	177	100.0	Yes	115	65.7	No	-7.3	No	96.2	0.3	Yes	No

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Identified for Improvement
	All	-	-	-	-	No	Yes	No	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Identified for Improvement
	All	-	-	-	-	Yes	Yes	No	No	

State Performance Targets

ELA 80.5

Math 68.7

**Briscoe Middle:
2006 AYP Data**

ENGLISH LANGUAGE ARTS

Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	1004	1000	100.0	Yes	649	89.2	Yes	-2.5	No	95.8	-0.9	Yes	Yes
Lim. English Prof.	28	28	-	-	14	-	-	-	-	-	-	-	-
Spec. Ed.	181	180	99.0	Yes	130	73.3	No	-2.4	No	94.7	-0.8	Yes	No
Low Income	215	214	100.0	Yes	128	78.3	No	-3.5	No	93.2	-1.3	Yes	No
Afr. Amer./Black	39	39	-	-	22	81.8	-	-	-	96.6	0.7	-	-
Asian or Pacif. Isl.	12	12	-	-	10	-	-	-	-	-	-	-	-
Hispanic	52	51	-	-	23	79.3	-	-	-	93.9	0.6	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	901	898	100.0	Yes	594	89.8	Yes	-2.3	No	95.9	-1.0	Yes	Yes

MATHEMATICS

Student Group	2006				Cycle IV (2005 & 2006) Data					2006			AYP 2006
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	1000	997	100.0	Yes	1320	69.2	Yes	-1.1	No	95.8	-0.9	Yes	Yes
Lim. English Prof.	28	28	-	-	25	53.0	-	-	-	93.7	93.7	-	-
Spec. Ed.	180	180	100.0	Yes	248	44.9	No	2.7	No	94.7	-0.8	Yes	No
Low Income	214	213	100.0	Yes	267	52.2	No	-0.1	No	93.2	-1.3	Yes	No
Afr. Amer./Black	39	39	-	-	44	44.3	-	-	-	96.6	0.7	-	-
Asian or Pacif. Isl.	12	12	-	-	16	-	-	-	-	-	-	-	-
Hispanic	51	51	-	-	54	53.2	-	-	-	93.9	0.6	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	898	895	100.0	Yes	1205	70.6	Yes	-1.2	No	95.9	-1.0	Yes	Yes

Adequate Yearly Progress History

Adequate Yearly Progress History										Accountability Status
		1999	2000	2001	2002	2003	2004	2005	2006	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All Subgroups	-	-	-	-	Yes	Yes	Yes	No	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Corrective Action - Subgroups
	All Subgroups	-	-	-	-	No	No	No	No	