Summary of the Waiver's New AMOs

Kansas Assessment Conference
7 November 2012

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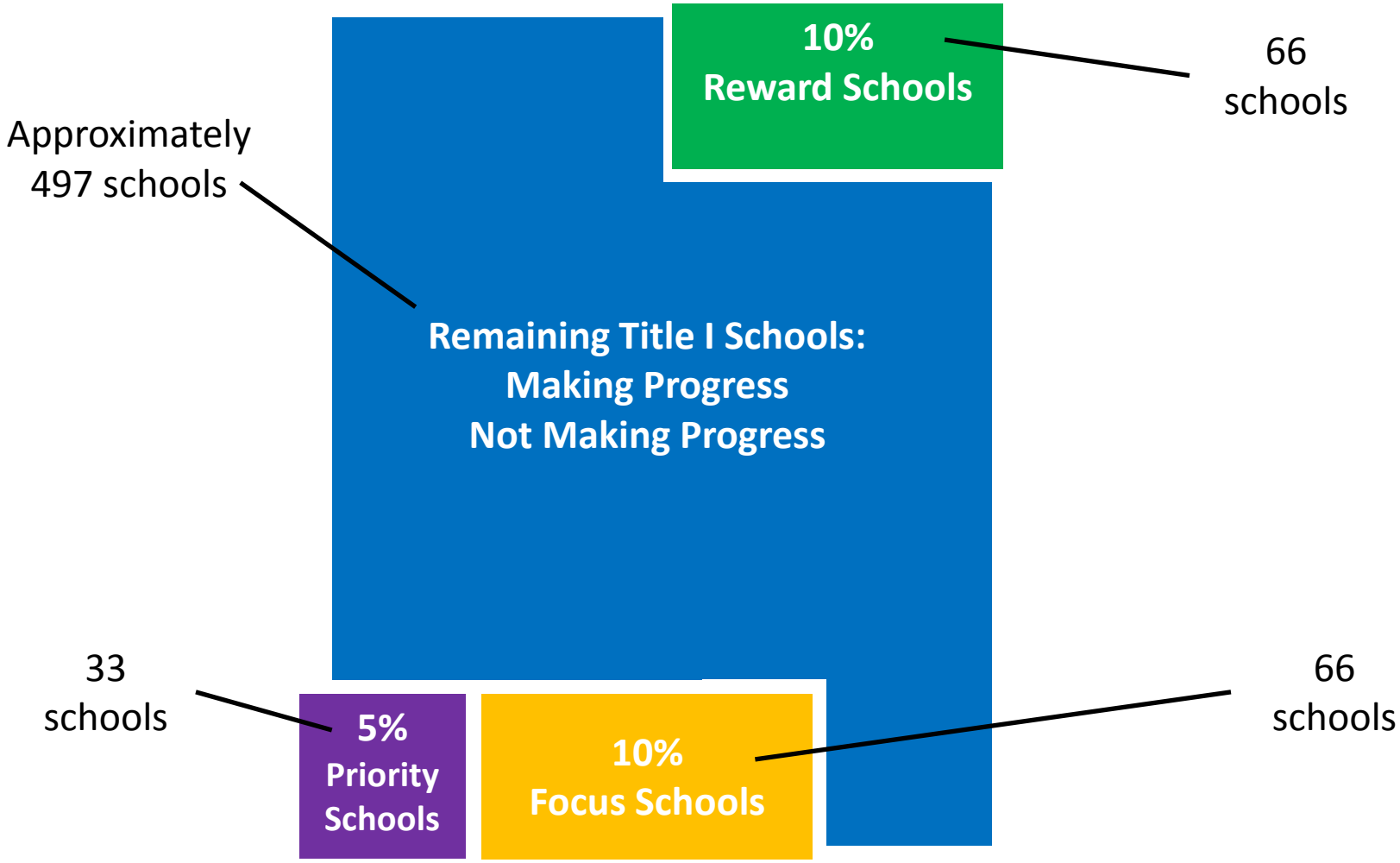
Kelly: Intro & Updates

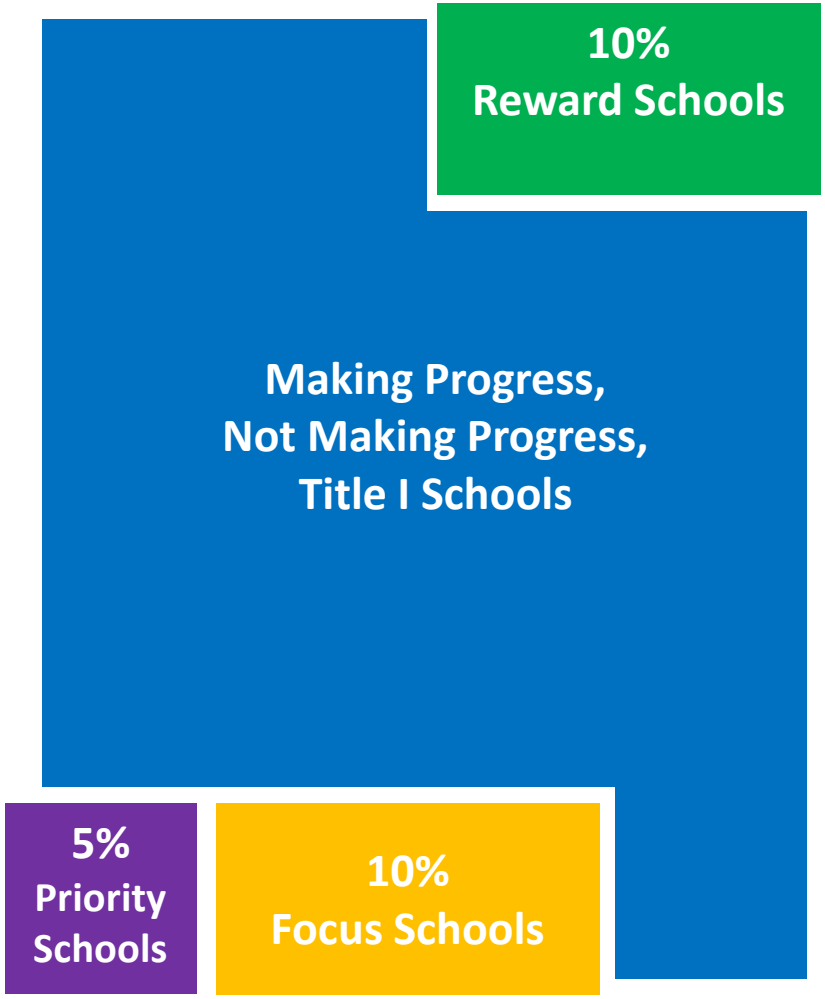
- New School Classifications, Title I & non
- 4 new AMOs:
  - achievement
  - growth
  - gap
  - reducing the non-proficient
- update on KSDE's work: Phases I, II, III

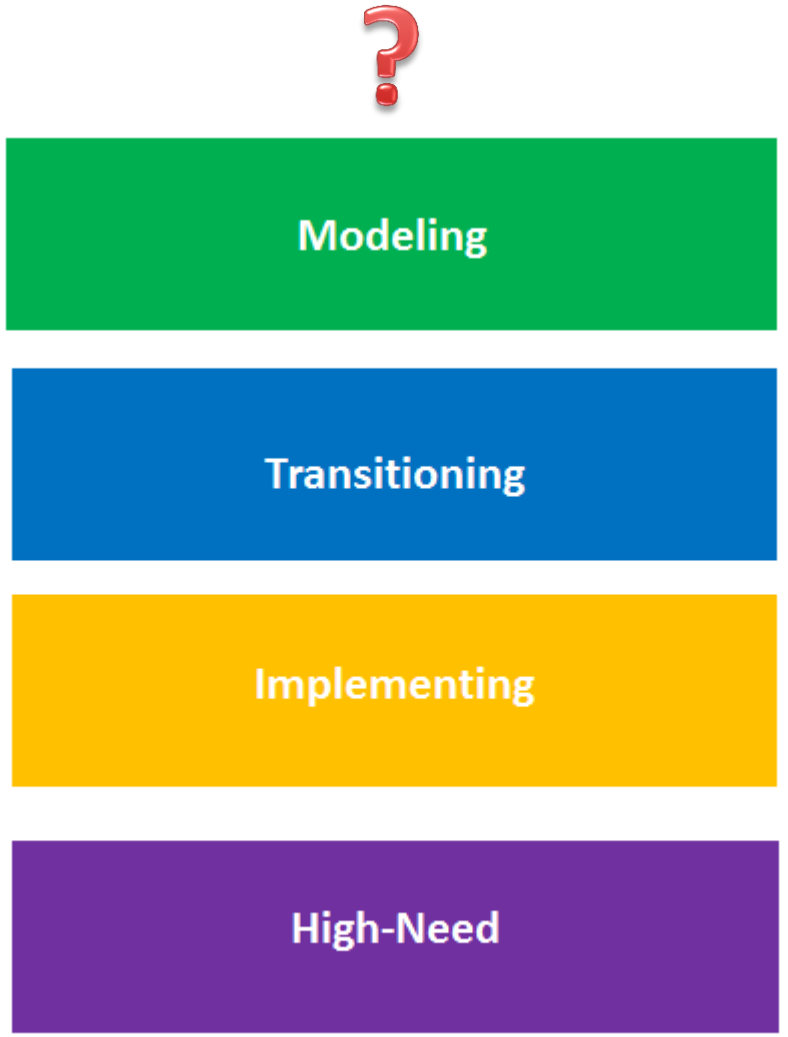
Title I School Classifications Under the ESEA Waiver

(Approximately 662 schools)



Title and Non-Title Worlds





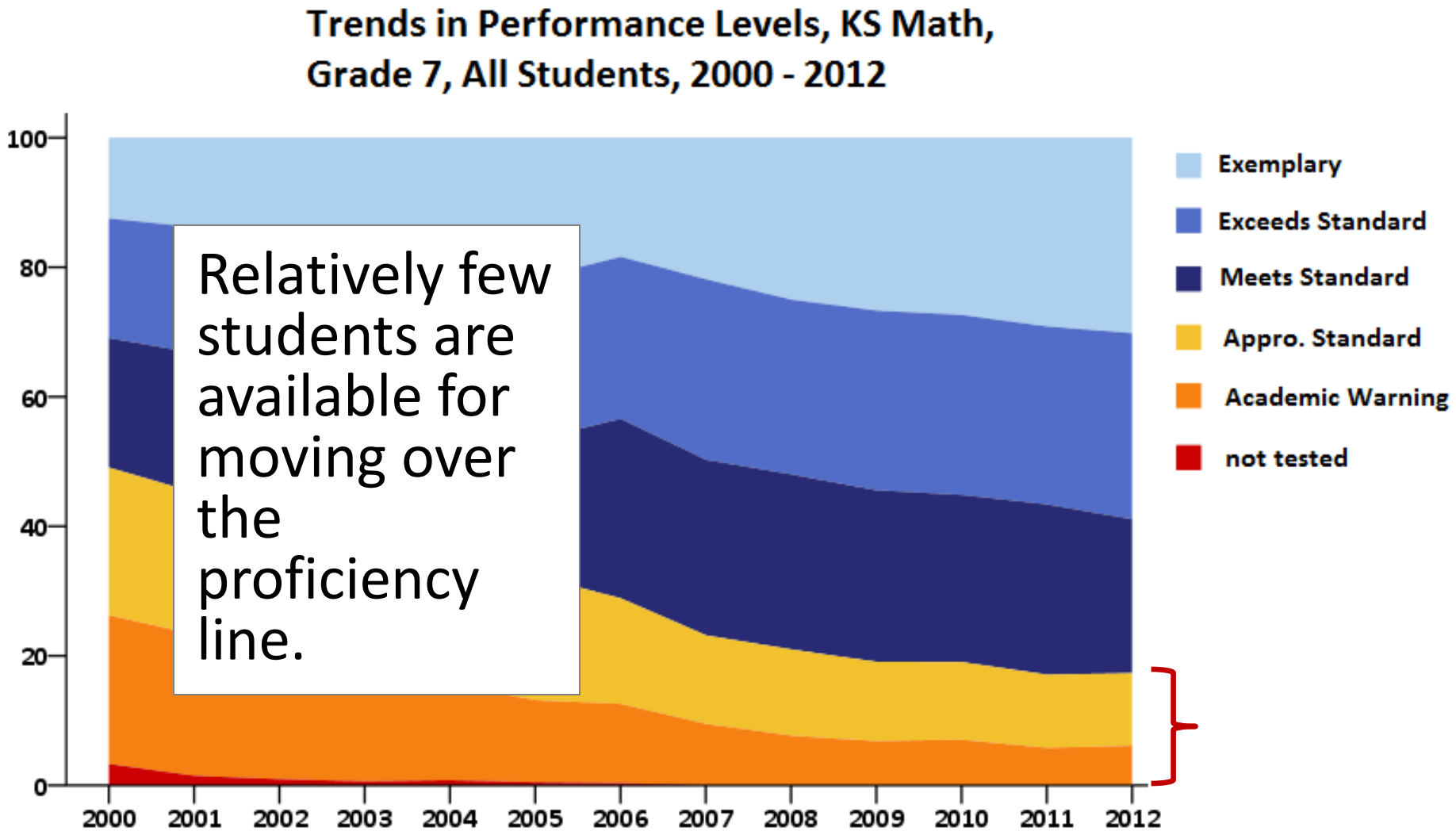
Update on the work:

- Phase I:
  - addition to authenticated app's
  - biz rules for AMO calculations
  - Custom AMOs for each building
- Phase II: Board of Ed. Reports
  - "How did our school do?" by late May 2013
- Phase III: Public Reports

Tony:
Achievement and Growth AMOs

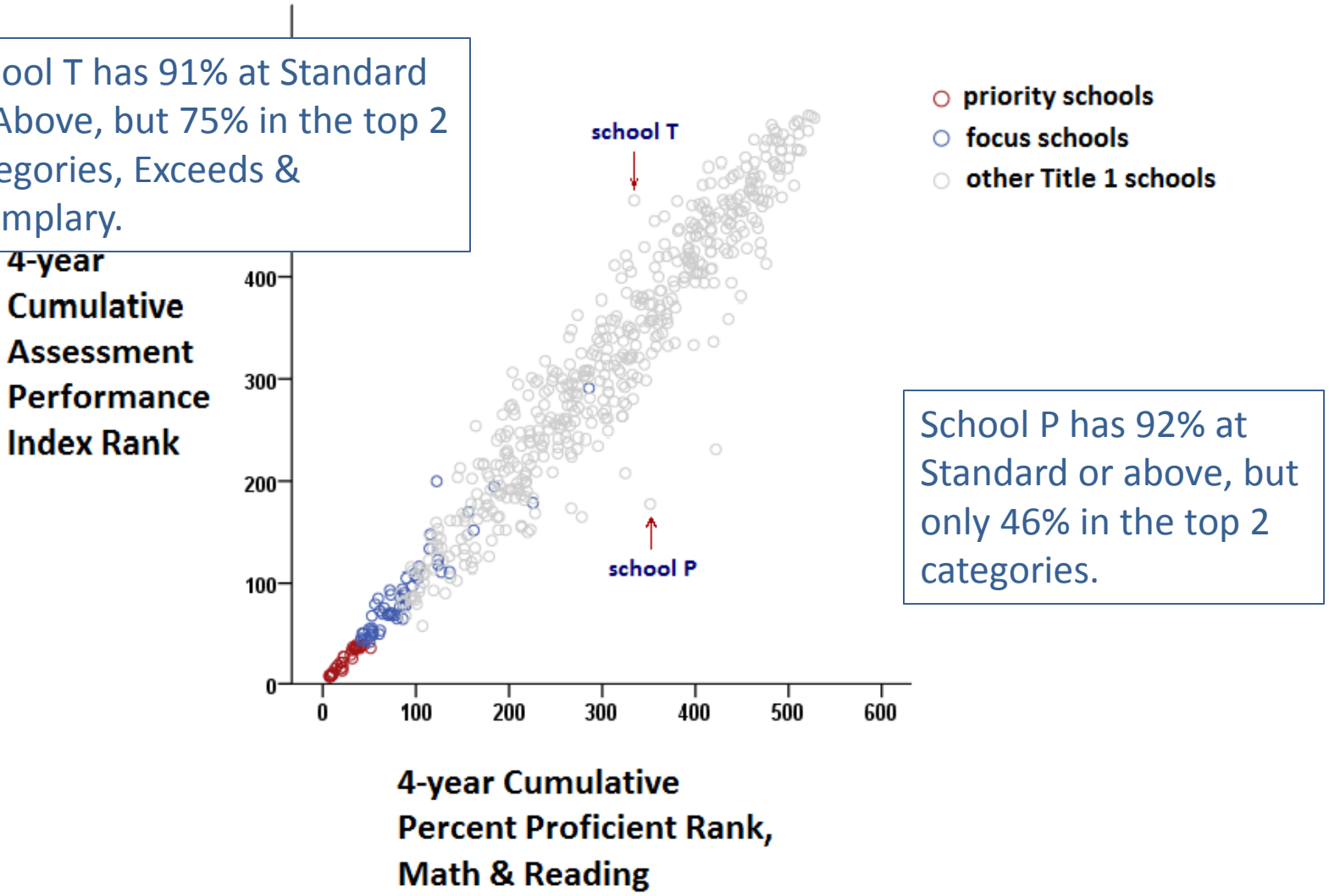
- the Assessment Performance Index;
- selecting Priority and Reward Schools;
- Achievement AMOs;
- How do we used interpret the API?
- the growth AMO;
- What does growth tell us?

Why did we need a new academic performance measure?



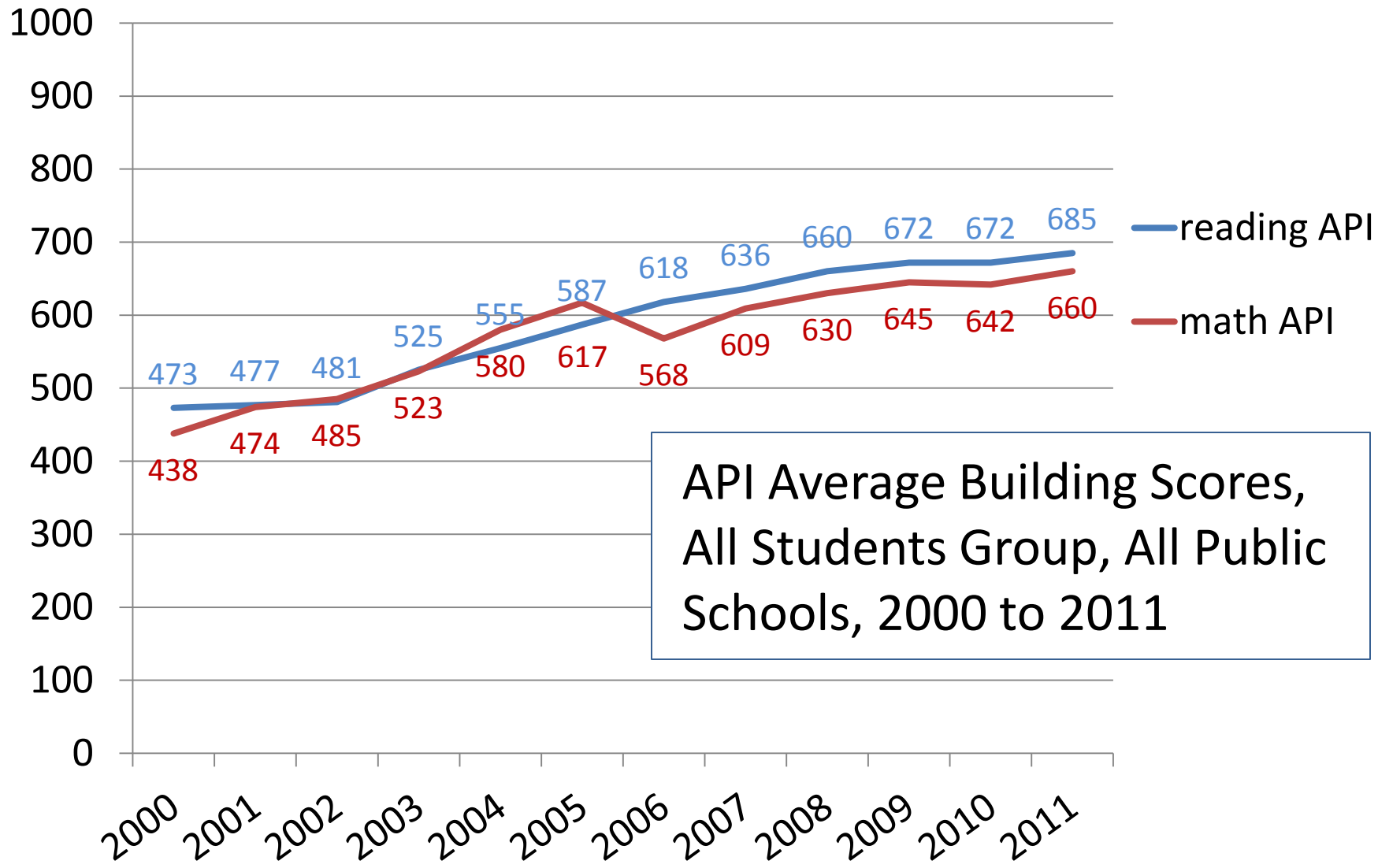
Is the *API* more accurate than the *Percent Proficient?*

School T has 91% at Standard or Above, but 75% in the top 2 categories, Exceeds & Exemplary.



School P has 92% at Standard or above, but only 46% in the top 2 categories.

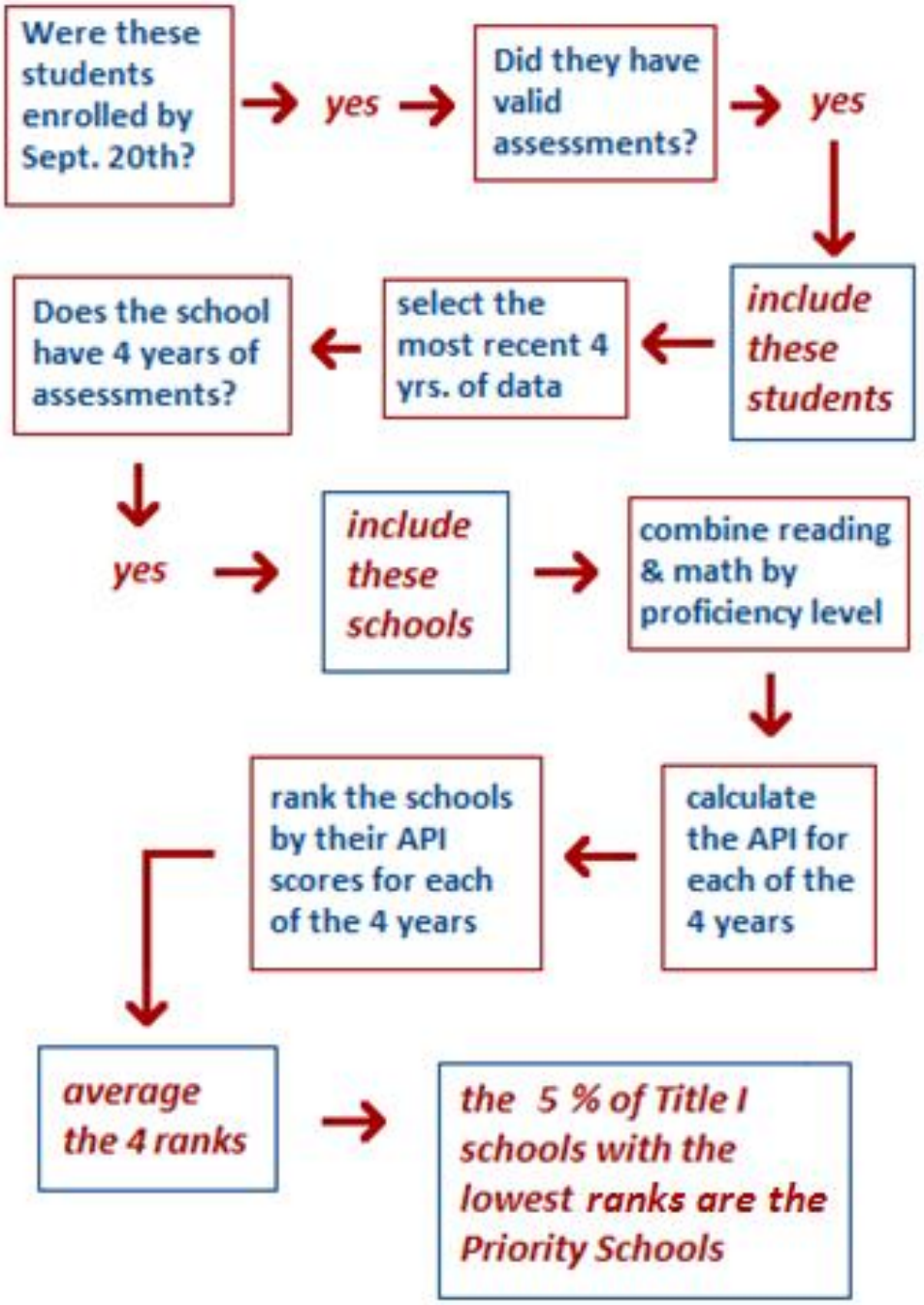
We step away from AYP's 100% above standard and introduce the concept of a ceiling.



How is the API calculated?

performance level	*points per level*	*# of students*	*total points*
exemplary	1,000	55	55,000
exceeds standard	750	90	67,500
meets standard	500	82	41,000
approaching standard	250	30	7,500
academic warning	0	4	0
totals		261	171,000
Assessment Performance Index (API) = 171,000 ÷ 261 = **655**			

How were Priority Schools selected?



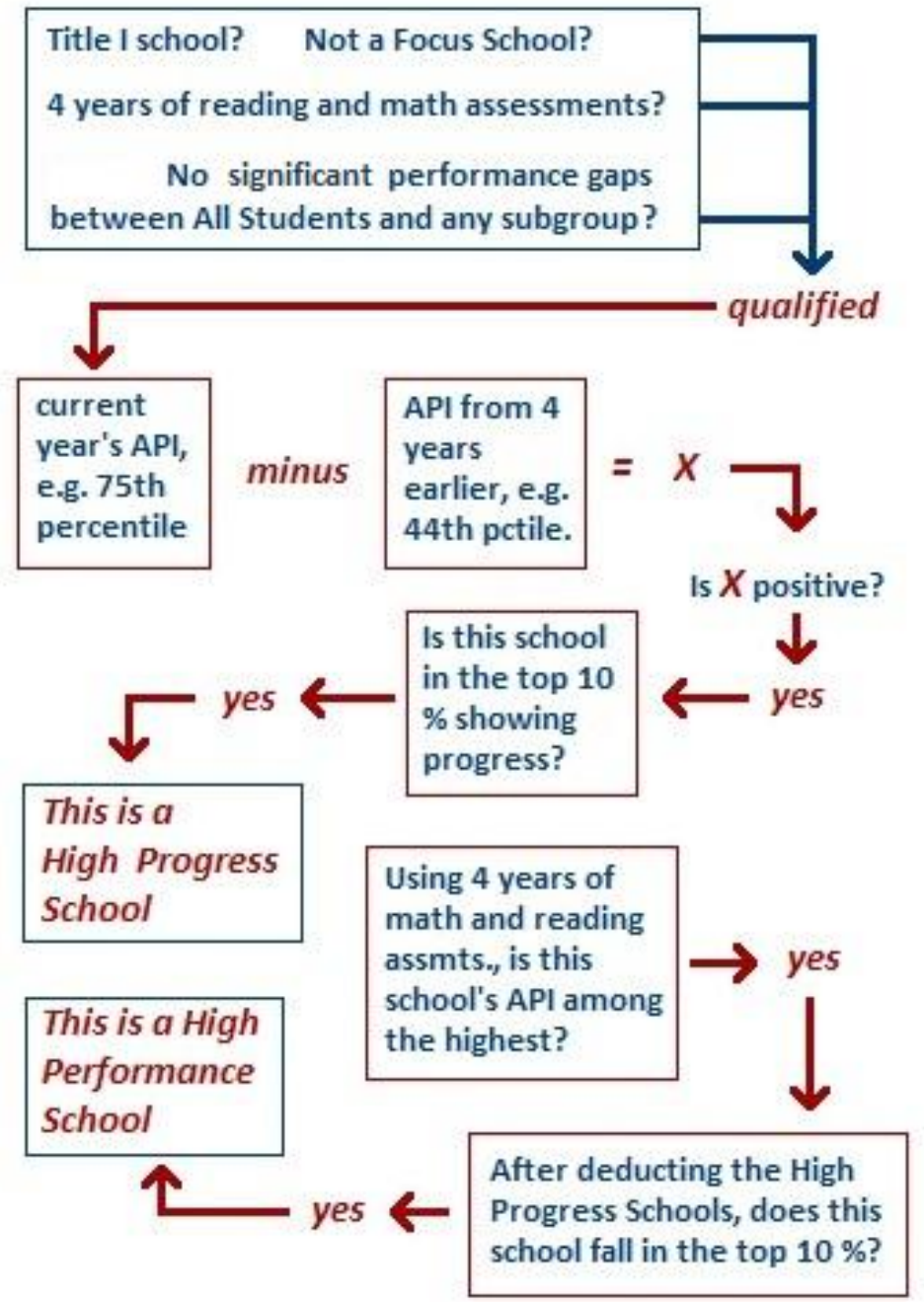
An Example: School B

	Academic Warning	Appro. Standard	Met Standard	Exceeds Standard	Exemplary	API	API Rank
2009	97	114	232	162	83	507	54
2010	139	127	262	145	46	442	18
2011	123	97	255	165	102	508	26
2012	133	104	231	148	95	488	46
							144

4-year average API rank: 144 / 4 years = 36

Title I order, from lowest to highest: 26

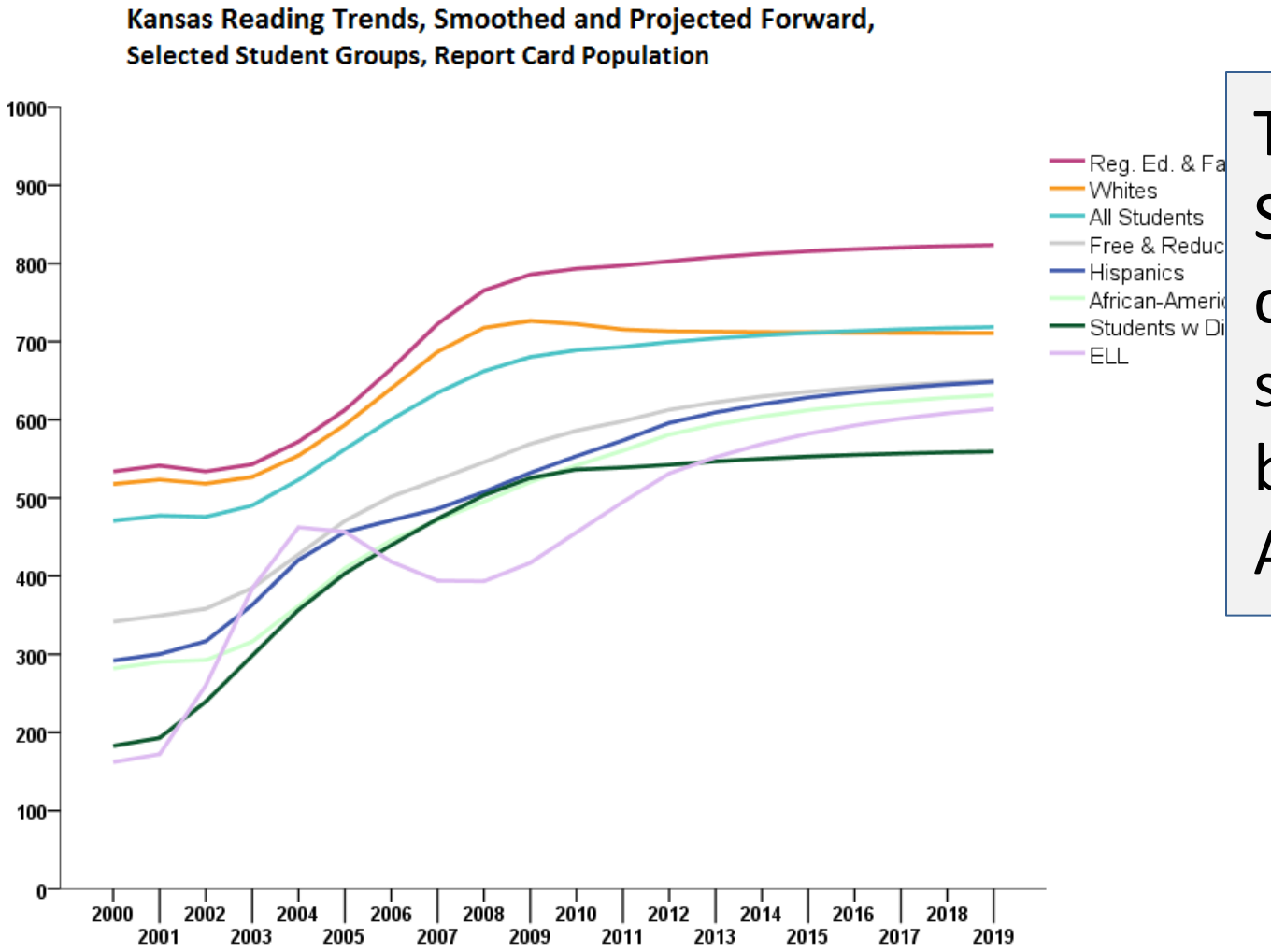
How were Reward Schools selected?



To design the achievement AMOs, we had to answer 3 questions:

1. What is an ambitious but achievable goal? In other words, what is our ceiling?
2. What is a *rate* of improvement that is demonstrably achievable?
3. How can we best prevent high performing students from masking the low performance of a subgroup?

Estimating the ceiling:

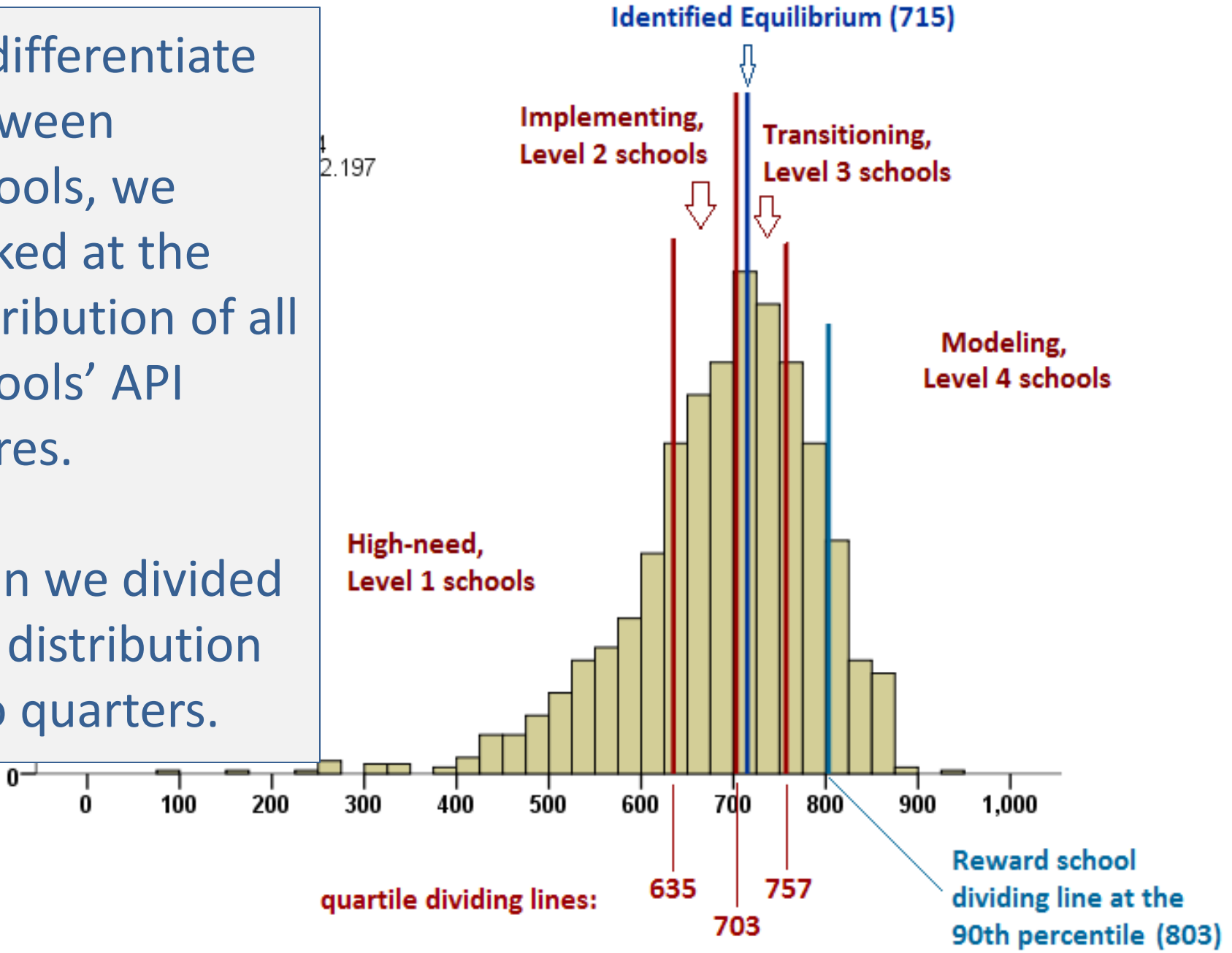


The All Students' ceiling seemed to be at an API of 715.

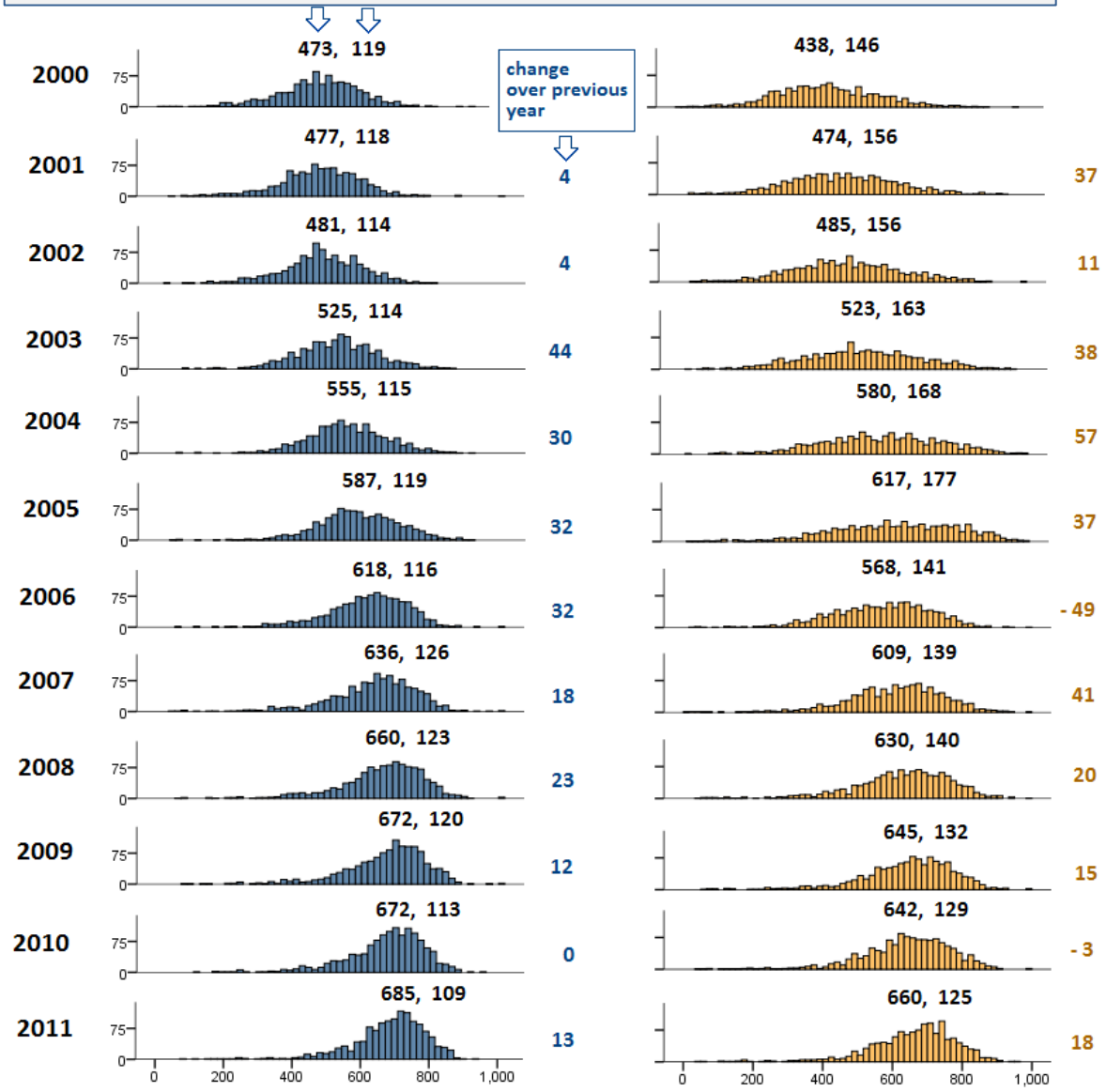
Setting Reading Performance Bands for Schools, 2011 Data

To differentiate between schools, we looked at the distribution of all schools' API scores.

Then we divided the distribution into quarters.



What is a realistic *rate* of improvement?



Rates of improvement are larger at the beginning of a new testing cycle. They start to plateau when all of the variables in the system—alignment with standards, student and teacher skills, engagement—begin to reach their limits.

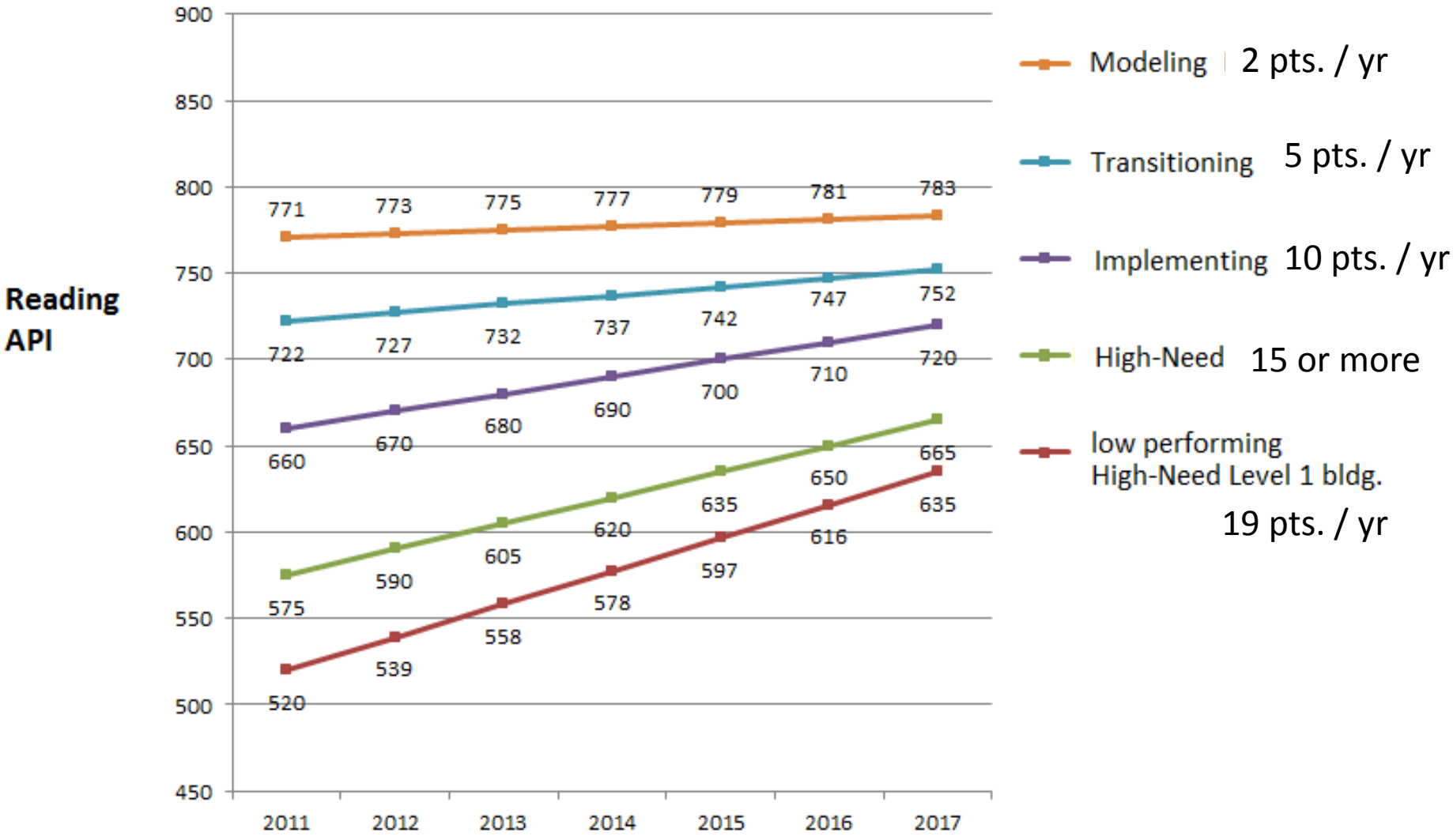
Reading AMOs are like the Standard of Excellence:

School Category	API Range	Expected Rate of Improvement / AMO	Cap on % Below Standard
Modeling (Level 4)	top 25 percent API > or = 757	For schools below the 90th percentile, a mean advance of 2 points per year. Above the 90th percentile, whatever improvement is possible.	< or = 5 percent; if not, next lower level
Transitioning (Level 3)	3rd quarter API > or = 703 but < 757	An average yearly advance of 5 points per year	> 5 but < or = 10 percent; if not, next lower level
Implementing (Level 2)	2nd quarter API > OR = 635 but < 703	An average yearly advance of 10 points per year	> 10 but < or = 15 percent; if not, next lower level
High-Need (Level 1)	lowest 25 percent API < 635	Increments sufficient to enter level 2 or a yearly mean API advance of 15 pts., whichever is greater.	Any school with > 15 percent of its students below proficient is a level 1 school.

Mathematics AMOs

School Category	API Range	Expected Rate of Improvement / AMO	Cap on % Below Standard
Modeling (Level 4)	top 25 percent API > or = 744	For level 4 schools below the 90th percentile, a mean advance of 2 pts. per year. Above the 90th percentile, whatever improvement is possible.	< or = 6 percent; if not, next lower level
Transitioning (Level 3)	3rd quarter API > or = 679 but < 744	An average yearly advance of 7 points per year	> 6 but < or = 13 percent; if not, next lower level
Implementing (Level 2)	2nd quarter API > or = 596 but < 679	An average yearly advance of 13 points per year	> 13 but < or = 19 percent; if not, next lower level
High-Need (Level 1)	lowest 25 percent API < 596	Increments sufficient to enter level 2 or a yearly mean API advance of 15 pts., whichever is greater.	Any school with > 19 percent of its students below proficient is a level 1 school.

Examples of Reading AMO Trajectories for Schools Starting at Different Levels

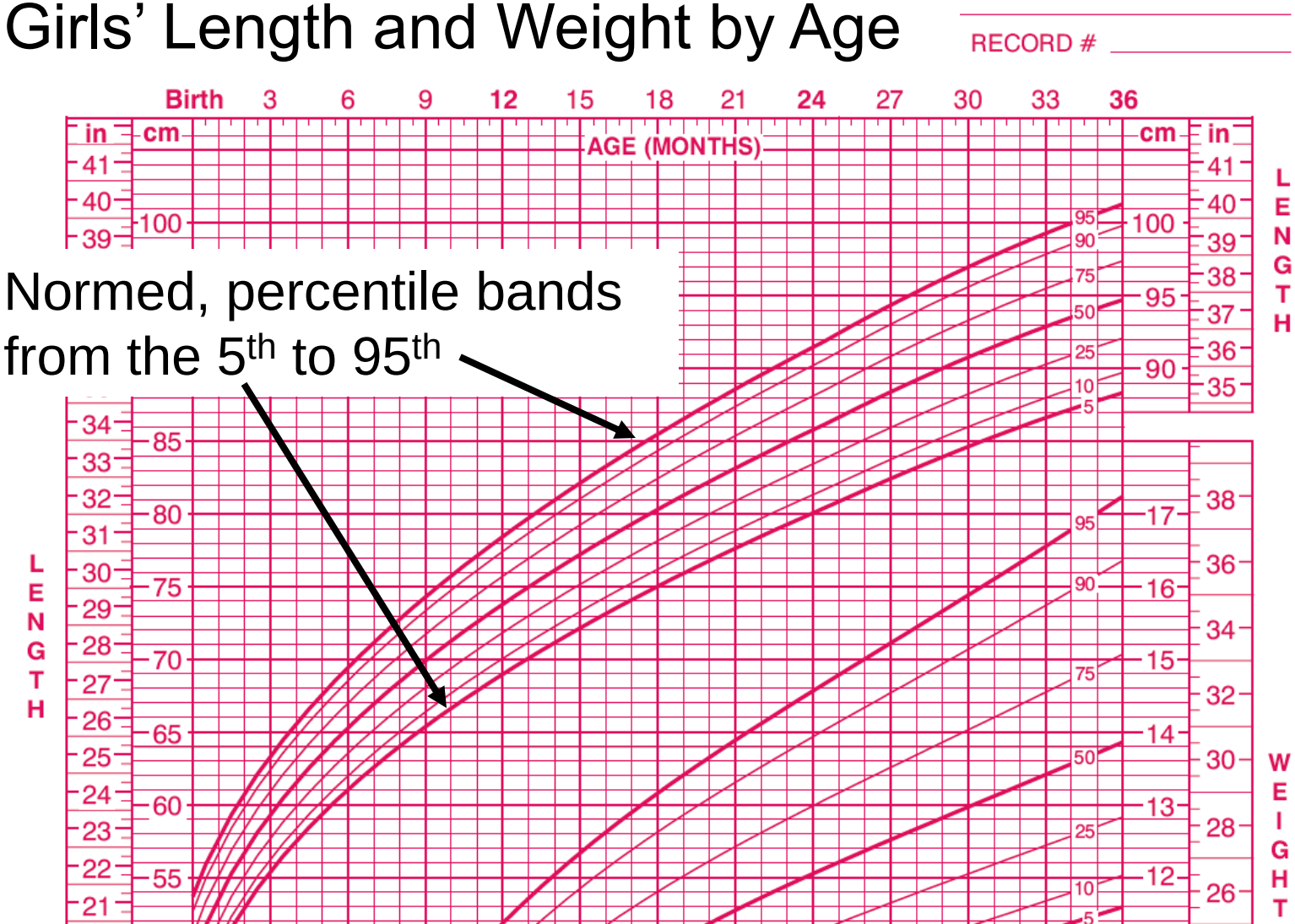


Student Growth Percentiles: Why were growth models so attractive in the early years of AYP?

- Less bias against schools with many subgroups;
- Less bias against schools with higher percentages of students from lower-income families.

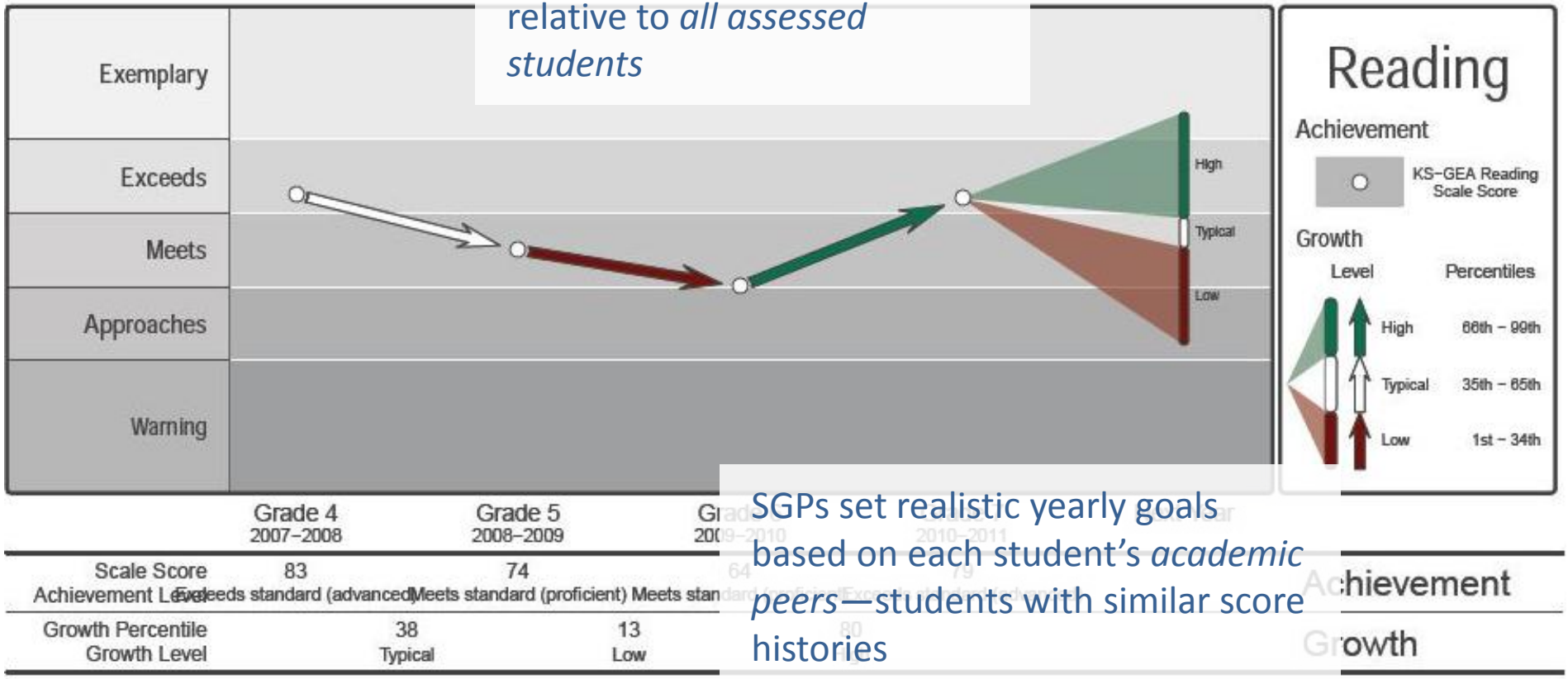
Student Growth Percentiles imitate pediatricians' growth charts.

Girls' Length and Weight by Age



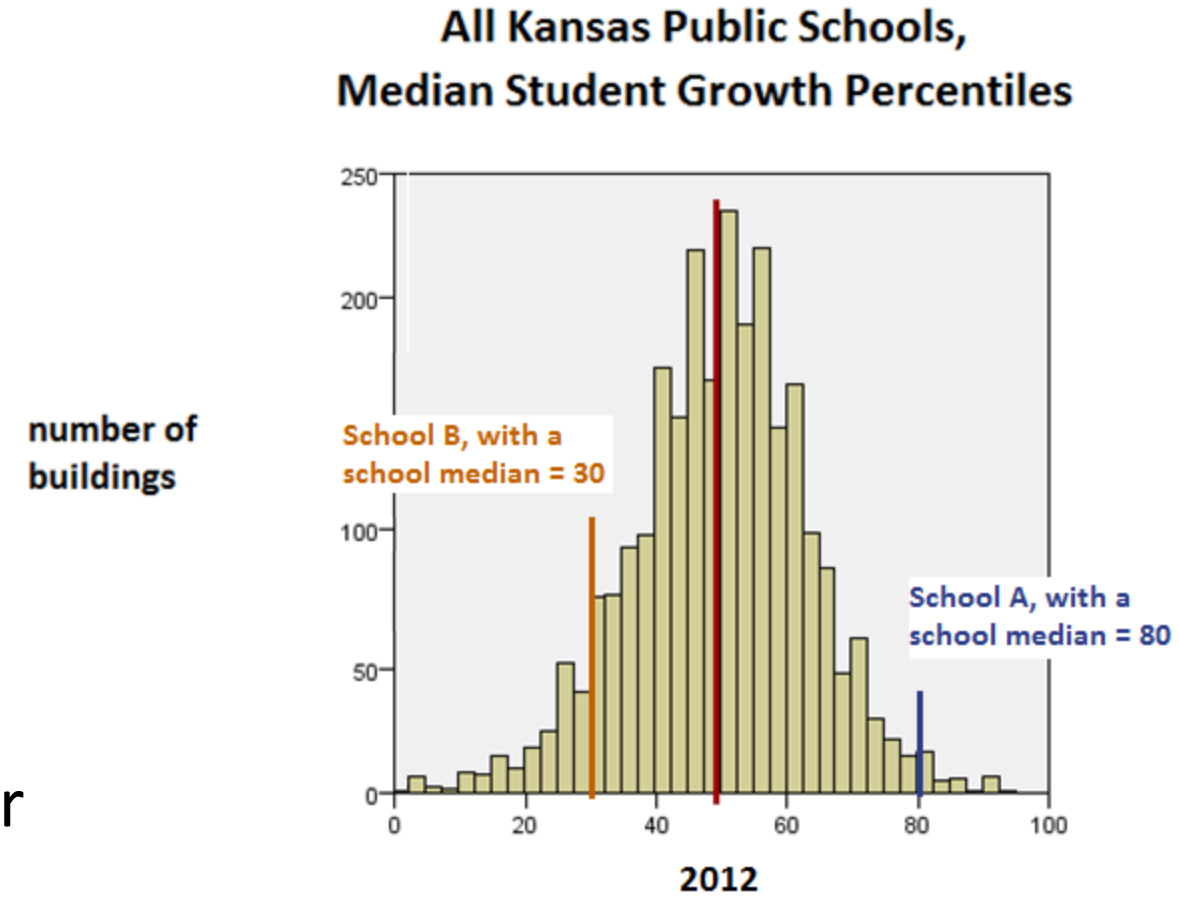
Advantages of the Student Growth Percentile Model

SGPs map a student's progress relative to *all assessed students*



SGPs set realistic yearly goals based on each student's *academic peers*—students with similar score histories

Kansas Growth AMO: a relative measure



There are no consequences for not making a building's growth measure.

Qualifications about growth measures:

- Growth, like all the measures we're talking about today, is only one way of looking at the same assessments.
- Growth measures are at an early stage of development and use; experimental.
- Key building blocks of student growth—social skills, persistence, conscientiousness, motivation, positive social environments—are *not* measured.

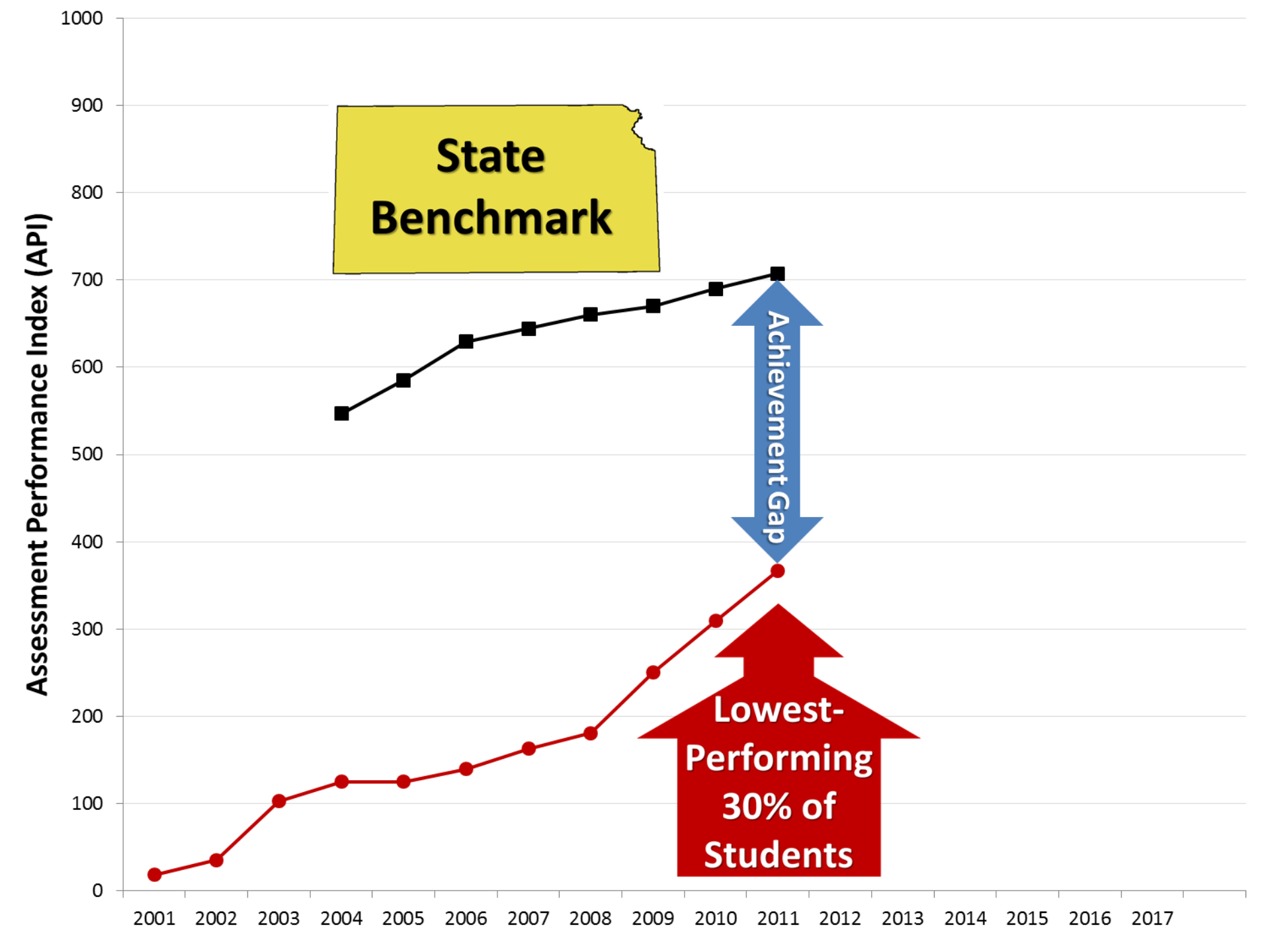
James:
the Gap & Reducing the Non-Proficient

- the Gap calculations;
- Focus school identification;
- Gap AMOs;
- how to interpret Gap results;
- the Reducing the Non-Proficient AMOs;
- how to interpret the results.

Reducing the Achievement Gap AMO

Gap AMO Goals

- Eliminate double counting
- Remove potential to “blame” subgroups
- Reward all performance category advancements
- Make school specific goals


Assessment Performance Index (API)
1000
900
800
700
600
500
400
300
200
100
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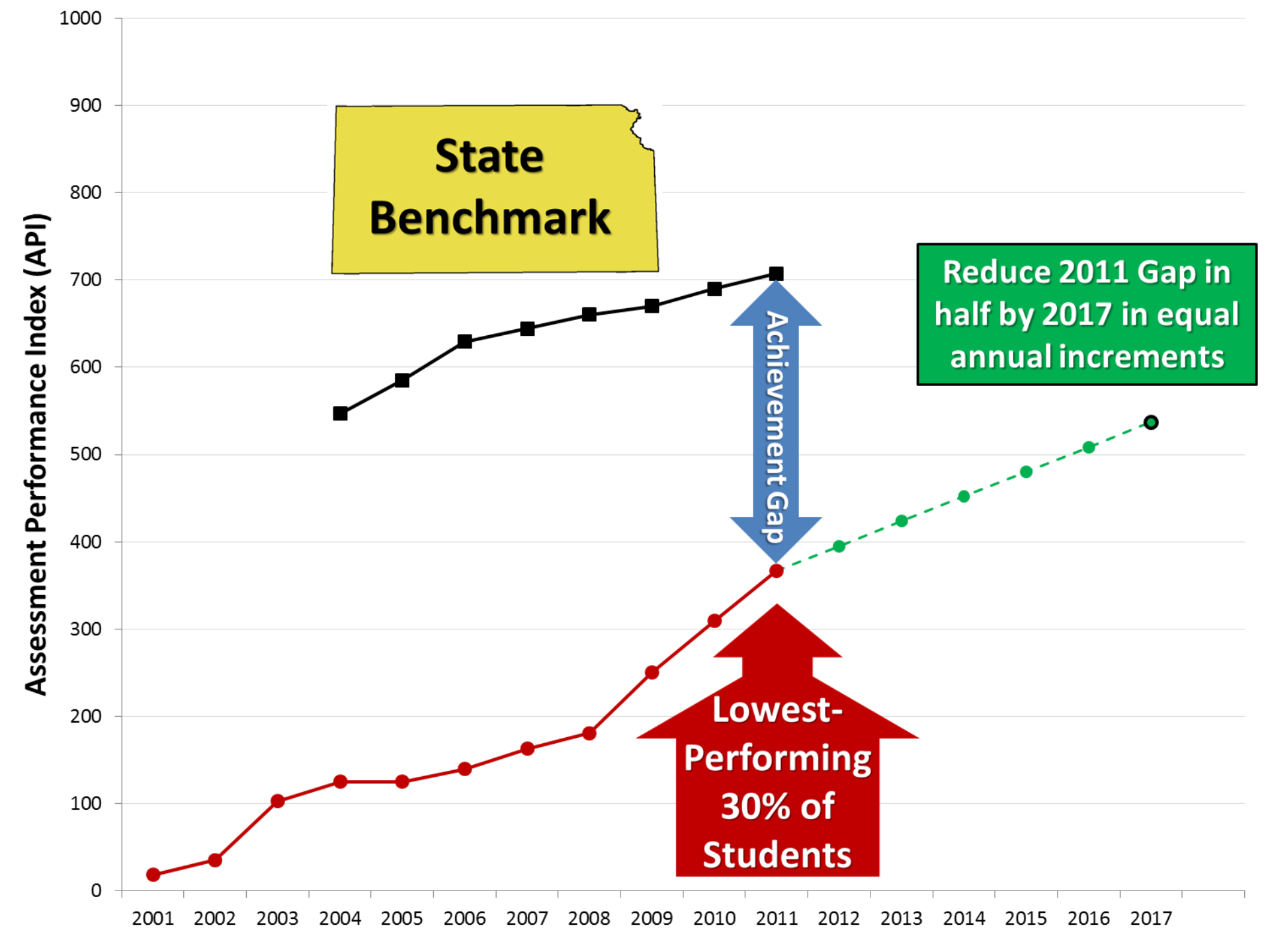
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
State Benchmark
Achievement Gap
Lowest-Performing 30% of Students

Achievement Gap

- **State Benchmark**
  - Represents highest performing buildings in Kansas
  - Based on 2007-2010 data
  - API score of building at the 70th percentile
  - Math State Benchmark = ***707***
  - Reading State Benchmark = ***726***
- **Lowest-Performing 30% of Students**
  - API score representing lowest performing students in each building
- **Achievement Gap**
  - Difference between State Benchmark and Building's Lowest-Performing 30% of Students


Assessment Performance Index (API)
1000
900
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700
600
500
400
300
200
100
0
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
State Benchmark
Achievement Gap
Reduce 2011 Gap in half by 2017 in equal annual increments
Lowest-Performing 30% of Students

API for Whole Building

	Math			Reading		
Performance Category	2010	2011	Total	2010	2011	Total
Exemplary	21	20	41	25	26	51
Exceeds Standard	26	29	55	38	35	73
Meets Standard	58	61	119	47	54	101
Approaching Standard	12	13	25	11	7	18
Academic Warning	8	2	10	4	3	7
Totals	125	125	250	125	125	250

Whole Building Math API

Performance Category	Points per Assessment	# of Assessments	Total Points
Exemplary	1,000	41	41,000
Exceeds Standard	750	55	41,250
Meets Standard	500	119	59,500
Approaching Standard	250	25	6,250
Academic Warning	0	10	0
Totals		250	148,000
Assessment Performance Index (API) = 148,000 ÷ 250 = 592			

Whole Building Reading API

Performance Category	Points per Assessment	# of Assessments	Total Points
Exemplary	1,000	51	51,000
Exceeds Standard	750	73	54,750
Meets Standard	500	101	50,500
Approaching Standard	250	18	4,500
Academic Warning	0	7	0
Totals		250	160,750
Assessment Performance Index (API) = 160,750 ÷ 250 = 643			

API for Lowest-Performing 30%

	Math			Reading		
Performance Category	2010	2011	Total	2010	2011	Total
Exemplary	21	20	41	25	26	51
Exceeds Standard	26	29	55	38	35	73
Meets Standard	58	61	119	47	54	101
Approaching Standard	12	13	25	11	7	18
Academic Warning	8	2	10	4	3	7
Totals	125	125	250	125	125	250

Building's Math API for Lowest Performing 30% of Students

Performance Category	Points per Assessment	# of Assessments	Total Points
Exemplary	1,000	-	-
Exceeds Standard	750	-	-
Meets Standard	500	40	20,000
Approaching Standard	250	25	6,250
Academic Warning	0	10	0
Totals		75	26,250
Assessment Performance Index (API) = 26,250 ÷ 75 = 350			

Building's Reading API for Lowest Performing 30% of Students

Performance Category	Points per Assessment	# of Assessments	Total Points
Exemplary	1,000	-	-
Exceeds Standard	750	-	-
Meets Standard	500	50	25,000
Approaching Standard	250	18	4,500
Academic Warning	0	7	0
Totals		75	29,500
Assessment Performance Index (API) = 29,500 ÷ 75 = 393			

707-350 = 357
357 ÷ 2 = 178.5
178.5 ÷ 6 = 29.75 API Points

726-393 = 333
333 ÷ 2 = 166.5
166.5 ÷ 6 = 27.75 API Points

~9 students up one performance category

“Making” Gap AMO

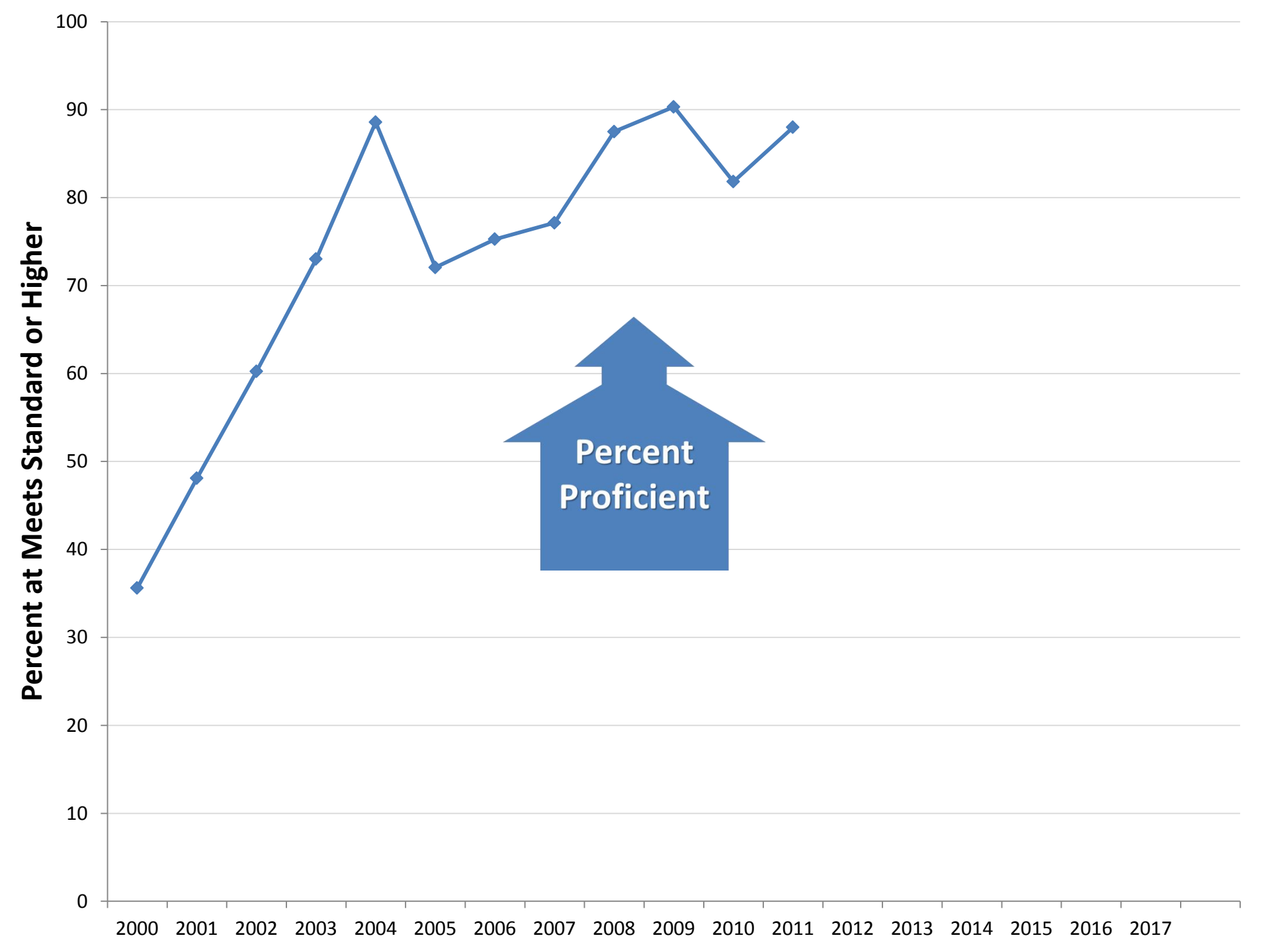
Building's Math API for Lowest Performing 30% of Students			
Performance Category	Points per Assessment	# of Assessments	Total Points
Exemplary	1,000	-	-
Exceeds Standard	750	-	-
Meets Standard	500	40	20,000
Approaching Standard	250	25	6,250
Academic Warning	0	10	0
Totals		75	26,250
Assessment Performance Index (API) = 26,250 ÷ 75 = 350			

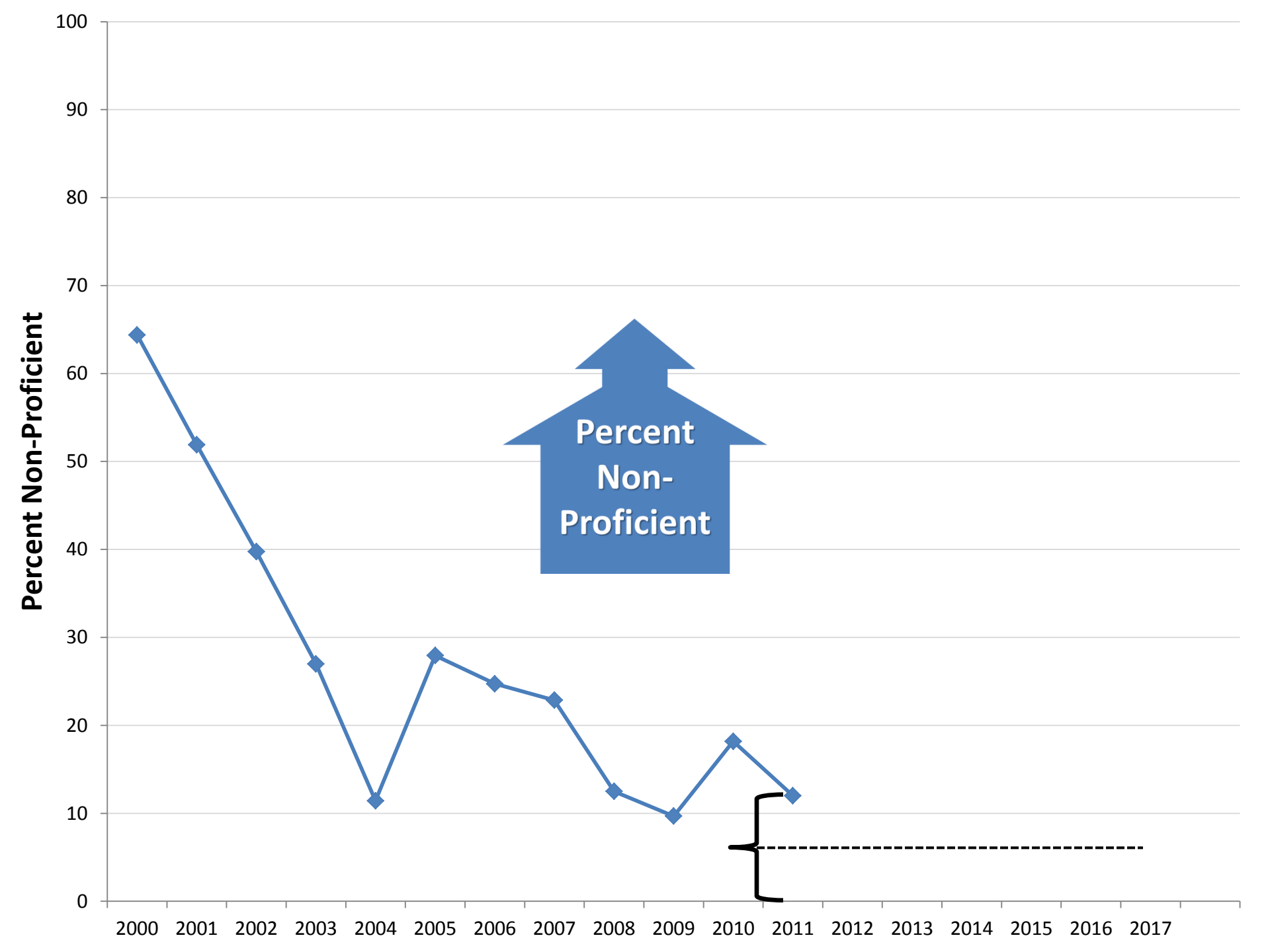
- 2012 First Determination Year
- Make gap reduction AMO outright
- Or, the combined two-year gap reduction must meet or exceed twice the amount of annual gap reduction
- Or, reach an API score of 500 or greater for the lowest performing 30% of students

Reducing Non-Proficient AMO

Reducing Non-Proficient AMO

- Focuses attention strictly on non-proficient students
- The goal is for buildings to reduce their non-proficient student population in half over 6 years
- Separate AMOs for Math and Reading
- Applies to buildings, districts, and state
- Applies to identifiable subgroups:
  - All Students Group
  - Free & Reduced Lunch
  - English Language Learners
  - Students with Disabilities
  - Race, Ethnicity


Percent at Meets Standard or Higher
100
90
80
70
60
50
40
30
20
10
0
2000
2001
2002
2003
2004
2005
2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
Percent Proficient


Percent Non-Proficient
100
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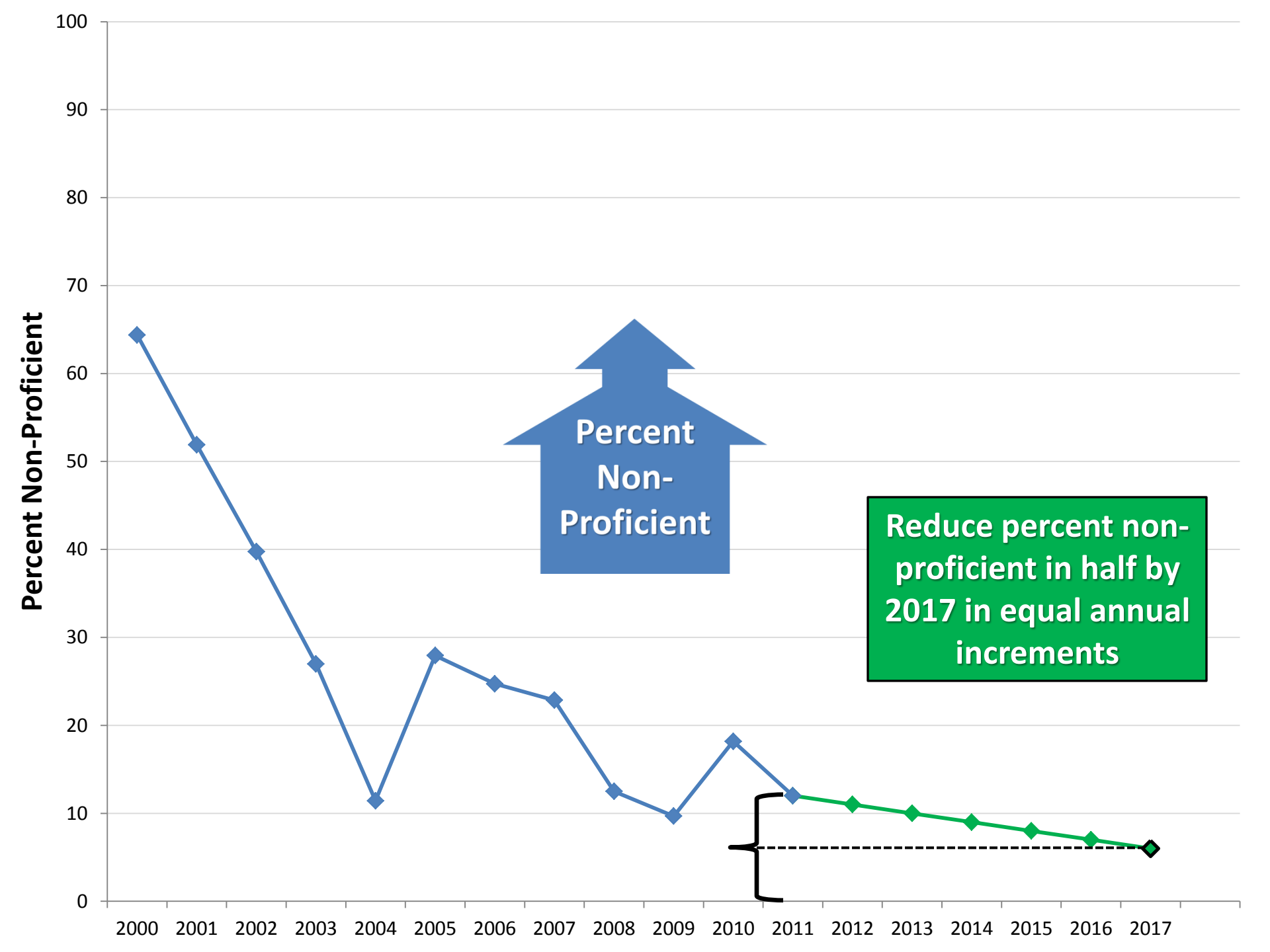
2014
2015
2016
2017
Percent Non-Proficient


Percent Non-Proficient
100
90
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60
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2006
2007
2008
2009
2010
2011
2012
2013
2014
2015
2016
2017
Percent Non-Proficient
Reduce percent non-proficient in half by 2017 in equal annual increments

Setting AMO for Non-Proficient

	Math			Reading		
Performance Category	2010	2011	Total	2010	2011	Total
Exemplary	21	20	41	25	26	51
Exceeds Standard	26	29	55	38	35	73
Meets Standard	58	61	119	47	54	101
Approaching Standard	12	13	25	11	7	18
Academic Warning	8	2	10	4	3	7
Totals	125	125	250	125	125	250

Whole Building Math API

Performance Category	Points per Assessment	# of Assessments	% of Assessments	Total Points
Exemplary	1,000	20	16.0%	20,000
Exceeds Standard	750	29	23.2%	21,750
Meets Standard	500	61	48.8%	30,500
Approaching Standard	250	13	10.4%	3,250
Academic Warning	0	2	1.6%	0
Totals		125	100%	75,500
Assessment Performance Index (API) = 75,500 ÷ 125 = 604				

10.4% + 1.6% = 12%
12% ÷ 2 = 6%
6% ÷ 6 = 1%

Whole Building Math API

Performance Category	Points per Assessment	# of Assessments	% of Assessments	Total Points
Exemplary	1,000	26	20.8%	26,000
Exceeds Standard	750	35	28.0%	26,250
Meets Standard	500	54	43.2%	27,000
Approaching Standard	250	7	5.6%	1,750
Academic Warning	0	3	2.4%	0
Totals		125	100%	81,000
Assessment Performance Index (API) = 81,000 ÷ 125 = 648				

5.6% + 2.4% = 8%
8% ÷ 2 = 4%
4% ÷ 6 = .66%

“Making” Reducing Non-Proficient AMO

Whole Building Math API				
Performance Category	Points per Assessment	# of Assessments	% of Assessments	Total Points
Exemplary	1,000	20	16.0%	20,000
Exceeds Standard	750	29	23.2%	21,750
Meets Standard	500	61	48.8%	30,500
Approaching Standard	250	13	10.4%	3,250
Academic Warning	0	2	1.6%	0
Totals		125	100%	75,500
Assessment Performance Index (API) = 75,500 ÷ 125 = 604				

- 2012 First Determination Year
- Make AMO outright
- Exploring “on target” options
- Exploring whether other mechanisms will be in place (safe harbor, confidence intervals)

More Information

Web: www.ksde.org

E-mail: waiver@ksde.org

KANSAS

ESEA Flexibility Waiver