

West Hartford Public School District

Agenda Item: Adequate Yearly Progress (AYP) results

Meeting Date: October 4, 2011

From: Eileen Howley, Assistant Superintendent for Instruction and Curriculum
Chip Ward, Director of Finance and Planning

Through: Karen List, Superintendent

Background:

As part of the “No Child Left Behind” legislation, the state is required to report whether each school and each school district made Adequate Yearly Progress (AYP) on an annual basis. This report will discuss the AYP results for the 2010-11 school year which are based on the Spring 2011 CMT and CAPT results. Attached to the end of this report is the AYP report for the district as a whole as well as a chart that summarizes the AYP status of all our schools.

In order to make AYP, both the whole school and all subgroups where there are 40 or more students have to meet both participation and achievement targets. The calculations are done on a school-wide basis. For elementary schools, the figures are calculated based on test results for students in grades 3 through 5. For middle schools, the figures are calculated based on test results for all students. For high schools, the figures are calculated based on test results for grade 10 students.

In order to meet the participation target, 95% of students had to be present for the administration of the CMT/CAPT – either the regular test or the skills checklist. If 95% were not present for the 2011 administration, the state calculated both the 2-year and 3-year averages including the participation in the 2010 and 2009 CMT/CAPT and used the highest of the three figures in the AYP analysis.

The proficiency targets were raised approximately 10% this year in accordance with the State of Connecticut’s NCLB plan. The proficiency targets will stay at these new levels until they rise to 100% for the 2013-14 school year. With respect to achievement, 91% of students have to reach proficiency in mathematics and 89% have to reach proficiency in reading on the CMT. For the high schools, the CAPT targets were slightly different (90% in math and 91% in reading). These standards apply both to the whole school and to any subgroup with 40 or more completed tests. Absent students are not included in the achievement part of the AYP calculations.

After the raw percentage of the students who reached proficiency is calculated, a confidence interval is added in accordance with the state’s AYP plan. Adding the confidence interval is designed to ensure that, 99% of the time, schools will not be falsely identified as not making AYP. The size of

the confidence interval depends on the test and the number of students in the subgroup. This revised figure is compared against the AYP standards.

The final requirement for making AYP in CMT schools is that 70% or more of the whole school, no subgroups are calculated for this requirement, must score at or above the Basic level (Band 2) in writing. In high schools, the school must have a four-year graduation rate of 85% or higher – a new higher standard was implemented this year.

For a school to make AYP it has to pass **ALL** of the above mentioned tests which could be as high as 45 distinct tests including all 10 possible subgroups. If the school misses the AYP standards in just one subgroup, in just one subject, then the whole school will be identified as not making AYP.

At the district level, a district is identified as not making AYP by considering separately the district's CMT and CAPT scores. If the district does not make AYP based on the CMT scores **AND** does not make AYP based on the CAPT scores, then the district will be considered to have not made AYP.

Results for 2011:

- 7 schools made AYP out right this year and had made AYP last year – Aiken, Braeburn, Bristow, Bugbee, Duffy, Morley, and Norfeldt.
- 3 schools made AYP through the safe harbor provision – Charter Oak, Webster Hill, and Wolcott.
- 4 secondary schools did not make AYP due to subgroup performance in reading and/or math. King Philip is now in year 7 and Hall is now in year 3 of “in need of improvement” status. For the other two secondary schools, this is year 1 of not making AYP.
- Smith did not make AYP based on whole school performance in reading. Smith is now in year 2 as a school identified as “in need of improvement.”
- Whiting Lane did not make AYP based on subgroup performance in Math and Reading. This is year 1 of not making AYP for Whiting Lane.
- The district did not make AYP due to subgroup performance in Math and Reading. We are in Year 6 of being a district identified as “in need of improvement”
- At the state level, approximately 47% of schools did not make AYP (up from 28% last year) - including 20 other schools (up from 4 last year) in DRG A and B towns such as Fairfield, Glastonbury, Greenwich, Simsbury and Westport. Also a total of 5 other DRG A and B districts did not make AYP this year including Fairfield, Greenwich, Orange, Westport, and Region 15.

NCLB Consequences of 2011 Results:

- Smith is in year 2 of “in need of improvement” status. As a Title I school they face additional requirements. All parents of Smith students were sent a letter informing them

of Smith's status and were offered the option to transfer to another school. No student exercised this option. In addition Smith will have to update their school improvement plan and submit it for Board approval. Any finally low-income Smith students will be eligible for after school supplemental education services.

- The other Title I school that did not make AYP has no requirements as this was only their first year of not making AYP.
- King Philip and Hall as non-Title I schools in need of improvement will have to update their school improvement plans and present them to the Board for approval.
- As a Title I District identified as in need of improvement – year 6, we have a modest set of new requirements ahead of us – most of the major work was done several years ago in developing the District Improvement Plan. We will need to update the plan reflecting on the new test score results. We will also need to distribute a NCLB letter to all parents in the district.

Safe Harbor:

The Safe Harbor provision built into NCLB significantly helped the district again this year. Charter Oak, Webster Hill, and Wolcott made AYP through Safe Harbor. All three schools avoided being a labeled a school “in need of improvement” as a consequence.

If a school does not make AYP outright, they can qualify under the Safe Harbor provision. To qualify under Safe Harbor, first the school has to meet the additional academic indicator (70% above basic in writing at the elementary and middle schools – 85% graduation rate at the high schools). The school and subgroups also have to meet the 95% participation rate. Neither of these two hurdles is hard.

The final hurdle is that the number of NOT proficient students (in the areas where the school missed the AYP standard) has to decline by 10% from the levels in the previous year. In order for the Safe Harbor provision to apply, it has to be met in all the subgroups where AYP was not met outright.

At Charter Oak, they made the Safe Harbor provision for whole school reading and 2 subgroups in reading. Webster Hill made Safe Harbor in the 1 subgroup that did not meet the AYP target outright. Wolcott made Safe Harbor in the 2 subgroups that did not meet the AYP target outright.

Dr. Howley and Mr. Ward will be available to answer questions.

AYP Status History - Results for 2003 through 2011

School	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
Approximate Proficiency Standard	60%	60%	60%	70%	70%	80%	80%	80%	90%
Aiken	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved
Braeburn	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved
Bugbee	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved
Charter Oak	Achieved	Achieved	Achieved	Subgroups - Reading	Achieved	Whole School Math and Reading	Safe Harbor	Whole School Reading and Subgroup Math	Safe Harbor
Duffy	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Safe Harbor	Achieved
Morley	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved
Norfeltd	Achieved	Achieved	Achieved	Achieved	Achieved	Subgroup - Math and Reading	Achieved	Achieved	Achieved
Smith	Achieved	Achieved	Achieved	Subgroup - Reading and Math	Safe Harbor	Safe Harbor	Subgroup - Reading	Subgroups - Reading Year 1 - in need of improvement	Whole School Reading Year 2 - in need of improvement
Webster Hill	Achieved	Achieved	Achieved	Achieved	Achieved	Subgroups - Reading	Safe Harbor	Achieved	Safe Harbor
Whiting Lane	Achieved	Achieved	Achieved	Achieved	Achieved	Subgroup - Reading	Achieved	Achieved	Subgroups - Math and Reading
Wolcott	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Subgroups - Reading	Safe Harbor
Bristow	N/A	N/A	N/A	Achieved	Achieved	Achieved	Safe Harbor	Achieved	Achieved
King Philip	Subgroup - Math	Subgroup - Reading and Math Year 1 - need of improvement	Subgroups - Reading and Math Year 2 - need of improvement	Subgroups - Reading and Math Year 3 - need of improvement	Subgroup - Reading and Math Year 4 - need of improvement	Subgroups - Reading and Math Year 5 - need of improvement	Subgroups - Reading and Math Year 6 - need of improvement	Safe Harbor Year 6 - need of improvement	Subgroups - Reading and Math Year 7 - need of improvement
Sedgwick	Achieved	Achieved	Achieved	Subgroups - Reading and Math	Safe Harbor	Safe Harbor	Subgroups - Math and Reading	Safe Harbor	Subgroups - Math and Reading
Conard	Achieved	Achieved	Achieved	Achieved	Achieved	Achieved	Subgroups - Math and Reading	Safe Harbor	Subgroups - Math and Reading
Hall	Achieved	Achieved	Achieved	Achieved	Subgroup - Math and Reading	Subgroups - Math and Reading Year 1 - In Need of Improvement	Subgroups - Math and Reading Year 2 - In Need of Improvement	Achieved Year 2 - In Need of Improvement	Subgroups - Math and Reading Year 3 - In Need of Improvement
West Hartford District	Subgroups - Math and Reading	Subgroups - Math and Reading Year 1 - In Need of Improvement	Achieved	Subgroups - Math and Reading Year 2 - In Need of Improvement	Subgroups - Math and Reading Year 3 - In Need of Improvement	Subgroups - Math and Reading Year 4 - In Need of Improvement	Subgroups - Math and Reading Year 5 - In Need of Improvement	Safe Harbor Year 5 - In Need of Improvement	Subgroups - Math and Reading Year 6 - In Need of Improvement

West Hartford School District Final Adequate Yearly Progress Status, 2010-11 School Year: Not Achieved

This district is identified as In Need of Improvement; Year Improvement = 6

Based on 2011 Connecticut Mastery Test (CMT) results and the 2011 Connecticut Academic Performance Test (CAPT)

The tables below shows this district's performance on the AYP indicators. A district fails AYP if there is a "No" under the AYP Target Met column for BOTH the CMT and the CAPT. Only students who were enrolled in this district the full academic year were included in these calculations.

Connecticut Mastery Test (CMT) Results (Grades 3 through 8)

Subgroup	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (91% proficient needed)				Reading (89% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole District	4,636	99.9	100.0	100.0	Yes	4,614	99.8	99.9	99.9	Yes	92.5	2.4	94.9	Yes	87.0	3.3	90.3	Yes
American Indian or Alaska Native	13		-	-		13		-	-									
Asian	505	99.8	99.9	99.9	Yes	492	99.4	99.6	99.7	Yes	95.3	3.1	98.4	Yes	88.6	4.5	93.2	Yes
Black or African American	414	100.0	99.9	99.9	Yes	410	100.0	100.0	99.9	Yes	78.6	5.3	83.9	No	70.1	6.2	76.3	No
Hispanic/Latino	706	99.9	100.0	100.0	Yes	703	99.7	99.9	100.0	Yes	82.2	4.0	86.3	No	69.7	5.1	74.8	No
White	2,861	100.0	100.0	100.0	Yes	2,859	99.8	99.9	99.9	Yes	96.3	2.3	98.6	Yes	93.0	3.3	96.3	Yes
Native Hawaiian or Other Pacific Islander	3		-	-		3		-	-									
More than one race	134	100.0	-	-	Yes	134	100.0	-	-	Yes	96.3	4.4	100.0	Yes	91.8	6.3	98.1	Yes
English Language Learners	269	99.6	99.9	99.9	Yes	247	99.2	99.8	99.8	Yes	83.7	4.9	88.6	No	62.3	6.6	68.8	No
Students with Disabilities	542	99.6	99.8	99.9	Yes	542	99.3	99.8	99.8	Yes	70.9	4.9	75.8	No	61.9	5.6	67.5	No
Economically Disadvantaged	867	99.9	99.9	100.0	Yes	854	99.9	99.9	99.9	Yes	80.0	3.9	83.9	No	68.2	4.8	73.0	No

Additional Academic Indicator: Writing	AYP Target Met?	Yes
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Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

Connecticut Academic Performance Test (CAPT) Results (Grade 10)

Subgroup	Participation Rate** (95% participation needed)										% At or Above Proficient							
	Mathematics					Reading					Mathematics (90% proficient needed)				Reading (91% proficient needed)			
	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	n	Current	2 Year Avg.	3 Year Avg.	Ayp Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole District	823	99.5	99.4	99.5	Yes	819	99.4	99.4	99.4	Yes	89.7	4.5	94.2	Yes	91.5	8.7	100.0	Yes
American Indian or Alaska Native	2		-	-		2		-	-									
Asian	85	100.0	99.4	99.6	Yes	86	98.8	99.4	99.6	Yes	92.9	7.5	100.0	Yes	91.8	10.9	100.0	Yes
Black or African American	97	100.0	99.3	99.1	Yes	94	100.0	98.0	98.3	Yes	77.5	10.9	88.5	No	78.4	13.2	91.6	Yes
Hispanic/Latino	124	98.4	98.5	99.0	Yes	123	98.4	98.8	98.7	Yes	79.3	9.5	88.8	No	78.3	12.3	90.5	Yes
White	500	99.6	99.7	99.7	Yes	499	99.6	99.8	99.7	Yes	93.6	4.5	98.1	Yes	97.0	8.6	100.0	Yes
Native Hawaiian or Other Pacific Islander	1		-	-		1		-	-									
More than one race	14		-	-		14		-	-									
English Language Learners	24		-	-		20		-	-									
Students with Disabilities	89	100.0	98.8	99.2	Yes	89	100.0	98.8	98.5	Yes	59.8	12.8	72.6	No	70.1	14.2	84.3	No
Economically Disadvantaged	163	100.0	99.6	99.8	Yes	160	99.4	98.6	98.3	Yes	73.9	9.1	82.9	No	76.2	11.6	87.8	No

Additional Academic Indicator: Graduation Rate	AYP Target Met?	Yes
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Legend:

- : Fewer than 11 students tested for Students Overall; Fewer than 40 students tested for subgroups

While AYP results may be used to facilitate planning and implementation of necessary school improvement activities, these results should not be shared with the press, as they are embargoed until the State Department of Education's press release.