

Medway Public Schools AYP 2009

Report to the School Committee
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What is AYP?



- AYP stands for Adequate Yearly Progress
- Means progress towards 100% of students achieving proficiency by 2014
- Measures progress against specific expectations each year

Adequate Yearly Progress – Facts

- District AYP determinations are based on grade-span results (3-5; 6-8; 9-12). Positive results for all groups in any grade-span yields a positive AYP determination.
- Schools and districts that do not make AYP for two or more consecutive years in the same subject are *identified for improvement, corrective action, or restructuring* to focus efforts on improving student performance.
- Schools and districts with an accountability status that make AYP for a single year remain at the previous year's status.

Adequate Yearly Progress – Facts

- School and district AYP determinations are issued separately for English language arts/reading (ELA) and for mathematics each year.
- For each subject there are multiple AYP determinations - for all students (the aggregate) and for student groups. Students are counted in each group to which they belong.

Calculating the Composite Performance Index (“CPI”)

- Points awarded based on number of students performing at each level
- Different performance measures for students with significant cognitive disabilities participating in MCAS- Alt
- Just arithmetic! Multiply, add, then divide.



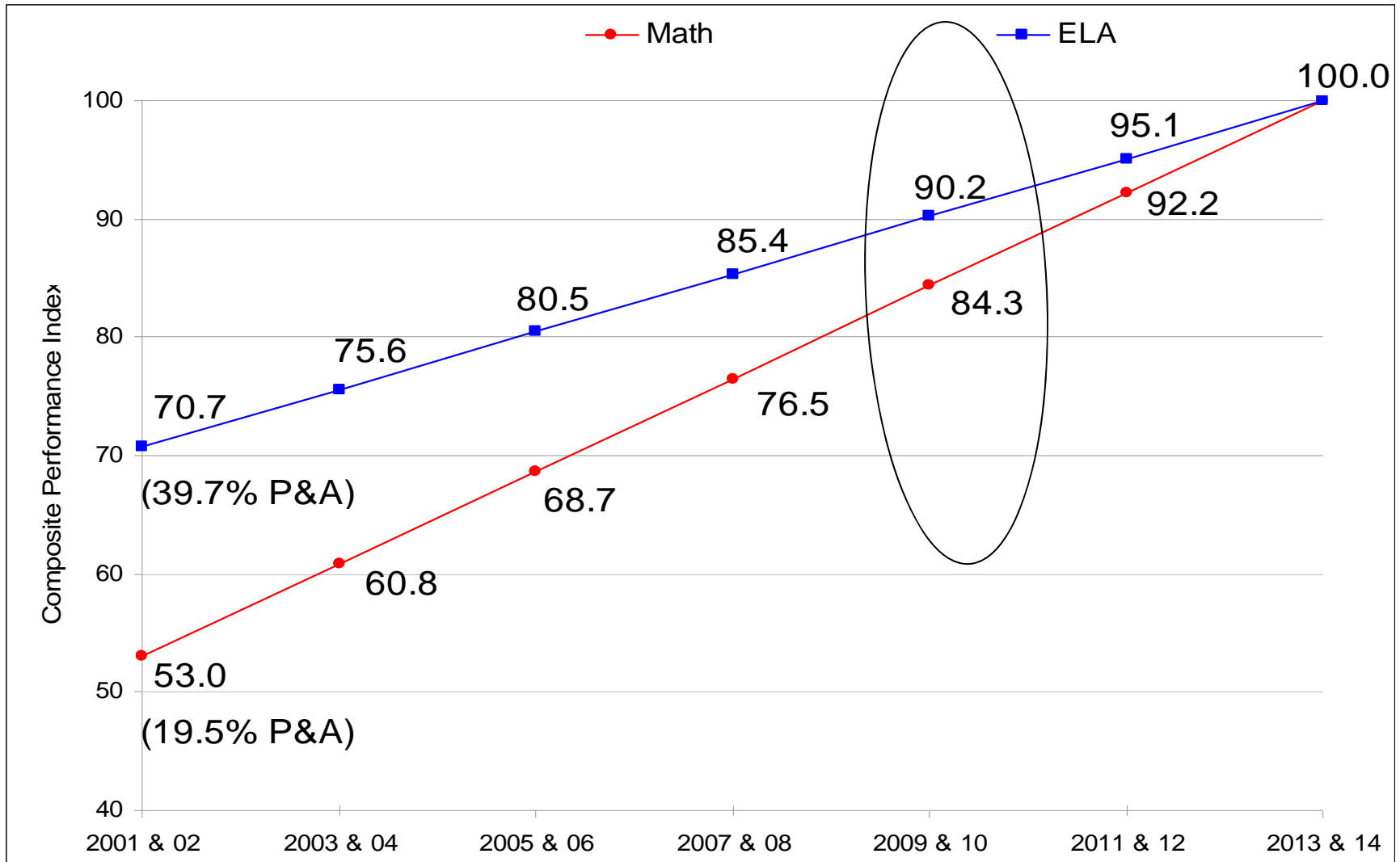
Table 1: MCAS Proficiency Index

For students taking standard MCAS tests (and MCAS-Alt for students who do <u>not</u> have significant cognitive disabilities)	
MCAS SCALED SCORE (or MCAS-Alt equivalent)	POINTS AWARDED
200 – 208 <i>Failing/Warning – Low</i> (<i>Awareness</i>)	0
210 – 218 <i>Failing/Warning – High</i> (<i>Emerging/Progressing</i>)	25
220 – 228 (<i>Needs Improvement – Low</i>)	50
230 – 238 (<i>Needs Improvement – High</i>)	75
240 – 280 (<i>Proficient/Advanced</i>)	100

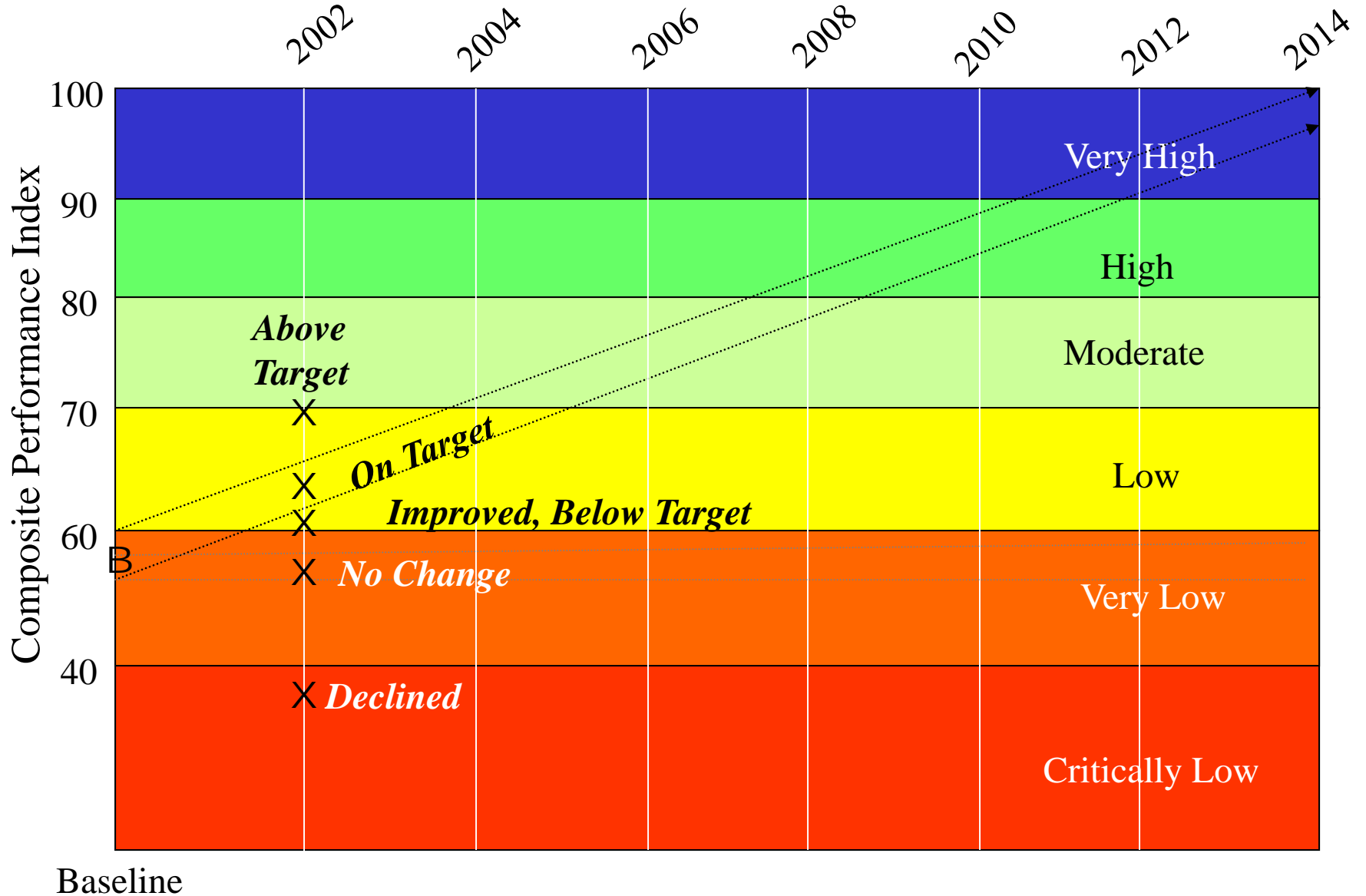
Table 2: MCAS-Alt Index

For students with significant cognitive disabilities taking MCAS-Alt (up to 1% of all assessed students in a district)	
MCAS-ALT SCORE	POINTS AWARDED
Portfolio not submitted	0
<i>Incomplete</i>	25
<i>Awareness</i>	50
<i>Emerging</i>	75
<i>Progressing</i>	100

Massachusetts NCLB Performance Targets for ELA and Mathematics 2002 - 2014



MA Performance and Improvement Ratings



Four Factors Determine AYP

A	Participation	Did at least 95% of students participate in MCAS in 2009?
B	Performance	Did the student group perform at or above the 2009 state performance target?
C	Improvement	Did the student group meet its own 2009 improvement target?
D	Additional Indicator	Did the student group meet the target for the Additional Indicator (Attendance, Graduation)?

A + (B or C) + D = Affirmative AYP Determination

2009 AYP Data - Summary

ENGLISH/LANGUAGE ARTS

Performance: Very High

MATHEMATICS

Performance: High

Medway District: English/LA AYP

Grade		2007	2008	2009
3-5	Aggregate	Yes	Yes	Yes
	All subgroups	Yes	No	Yes
6-8	Aggregate	Yes	Yes	Yes
	All subgroups	No	No	Yes
9-12	Aggregate	Yes	Yes	Yes
	All subgroups	Yes	Yes	Yes

District: Mathematics AYP

Grade		2007	2008	2009
3-5	Aggregate	Yes	Yes	Yes
	All subgroups	Yes	No	Yes
6-8	Aggregate	Yes	Yes	Yes
	All subgroups	No	No	Yes
9-12	Aggregate	Yes	Yes	Yes
	All subgroups	Yes	Yes	Yes

Medway Middle School: AYP

	NCLB Status	Performance Rating	Improvement Rating
ELA	Improvement Year 1- Subgroups	Very High	On Target
Math	Restructuring Year 1- Subgroups	High	On Target

Memorial School: AYP

	NCLB Status	Performance Rating	Improvement Rating
ELA	Corrective Action-Subgroups	High	On Target
Math	No Status	High	On Target

Medway High School: AYP

	NCLB Status	Performance Rating	Improvement Rating
ELA	No Status	Very High	Met NCLB Goal
Math	No Status	Very High	No Change

Corrective Action Requirements

- **Parent/Guardian Notification:** Parents/guardians of each child enrolled in school must be notified of school's NCLB Accountability Status
- **Improvement Planning:** School must revise school improvement plan based on new data and analysis of current findings
- **Technical Assistance:** District must continue to provide technical assistance
- **Corrective Actions:** District must take at least one corrective action and disseminate information to public on corrective actions taken to improve student performance in the school
- **NCLB School Choice & Supplemental Educational Services:** District must continue to provide supplemental educational services

Restructuring Requirements

- **Parent/Guardian Notification:** Parents/guardians of each child enrolled in school must be notified of school's Accountability Status
- **Assistance:** District must continue to provide technical assistance
- **Plan for Fundamental Reforms:** The district, in concert with teachers and parents, must analyze the school's needs and develop a plan for fundamental reforms, including change in the school's governance and/or staffing, to improve student performance in the school
- **NCLB School Choice & Supplemental Educational Services:** District must continue to provide supplemental educational services