

State Programs Designed to Improve School's Achievement



NCLB School Improvement Status and Descriptive Details Concerning
Performance Over Time
January 5, 2010

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Adequate Yearly Progress (AYP) and Status Determination in Smart Accountability



Status determination involves several elements related to school performance specific to the requirements of NCLB

Ultimate Goal of NCLB



100% of students proficient in math and literacy for *all students and for all subgroups* by 2014

AYP is all about meeting annual targets of performance or improvement

Meeting AYP versus Failing to Meet AYP

Schools and districts must meet the annual target, or show improvement as defined by Safe Harbor, for all groups in math and literacy to meet AYP

Schools and districts that do not meet the annual targets, or make Safe Harbor improvements, for all groups in both subjects, progress from Alert to School Improvement Status based on the number of years missing AYP



Revised June 2006

Starting Point	K-5 Math	K-5 Literacy	6-8 Math	6-8 Literacy	9-12 Math	9-12 Literacy
2005-2006	40.00	42.40	29.10	35.20	29.20	35.50
2006-2007	47.50	49.60	37.96	43.30	38.05	43.56
2007-2008	55.00	56.80	46.83	51.40	46.90	51.63
2008-2009	62.50	64.00	55.69	59.50	55.75	59.69
2009-2010	70.00	71.20	64.55	67.60	64.60	67.75
2010-2011	77.50	78.40	73.41	75.70	73.45	75.81
2011-2012	85.00	85.60	82.28	83.80	82.30	83.88
2012-2013	92.50	92.80	91.14	91.90	91.15	91.94
2013-2014	100.00	100.00	100.00	100.00	100.00	100.00

It is about performance targets or improvement:

Performance Targets are
Annual Measurable Objectives (AMOs)

Safe Harbor is

Reduction in the number of students below proficient
by 10% compared⁵ to prior year.

Steps in AYP Calculations

1. **Status**—Did % proficient/advanced meet the 2008-09 target (AMO) with confidence interval applied to AMO?
2. **Safe Harbor**—Did # students below proficient decrease by 10% from 2008 to 2009 with confidence interval applied to the 10%?
3. **Growth model**—Did % proficient/advanced, plus students below proficient that met growth, meet the 2008-09 target (AMO)?
4. **Secondary Indicators**
5. **Percent Tested**
6. **Calculate and Apply Smart Accountability Ratio**

Note: Schools' final status is subject to 30 day appeals process. Appeals are reviewed by the ADE pursuant to the Arkansas Adequate Yearly Progress Workbook.

Percentage of Students Proficient/Advanced Calculations

Status percent proficient =

non-mobile proficient/advanced

All non-mobile students tested

*Check details on page 2 of school reports & pages 2, 4 and 6 of district report

Growth percent proficient =

(# non-mobile prof/adv + # non-mobile below proficient who met growth)

All non-mobile students tested

*Check details on page 4 of school reports & page 8 of district report

For Status and Growth Its About Meeting the Target—the Annual Measurable Objectives (AMOs)



Calculating AYP Starting Points and Annual Expected Performance Levels
Revised June 2006

Starting Point	K-5 Math	K-5 Literacy	6-8 Math	6-8 Literacy	9-12 Math	9-12 Literacy
2005-2006	40.00	42.40	29.10	35.20	29.20	35.50
2006-2007	47.50	49.60	37.96	43.30	38.05	43.56
2007-2008	55.00	56.80	46.83	51.40	46.90	51.63
2008-2009	62.50	64.00	55.69	59.50	55.75	59.69
2009-2010	70.00	71.20	64.55	67.60	64.60	67.75
2010-2011	77.50	78.40	73.41	75.70	73.45	75.81
2011-2012	85.00	85.60	82.28	83.80	82.30	83.88
2012-2013	92.50	92.80	91.14	91.90	91.15	91.94
2013-2014	100.00	100.00	100.00	100.00	100.00	100.00

The following slides will present descriptive statistics from the big picture to school by school detail



Post hoc descriptive statistics are provided because specific evaluation data collection or research design to answer questions about program impact are not available.

In some cases, multiple programs and interventions were employed within a single school.

Thus, any inferences of relationship between program and outcomes, or cause and effect, are subject to numerous threats to their validity!

Big Picture-Beginning and Current

Schools participating in state programs were lower achieving in the beginning and looked more alike (less variable in summary performance). These schools improved by 2009 and were also more variable.

All other schools were higher achieving with more students proficient in 2004 (20.7% and 22.6% for literacy and math, respectively). All other schools also improved by 2009 and were slightly less variable in 2009 compared to 2004.



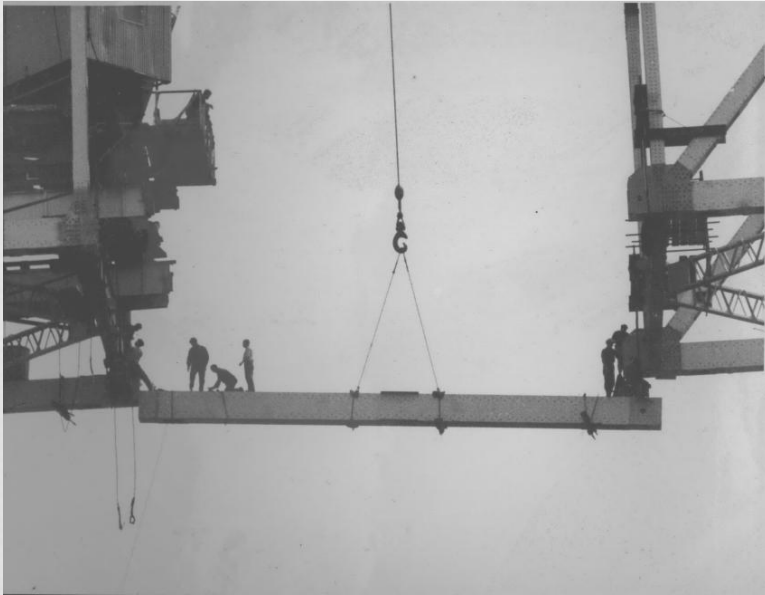
America's Choice, Scholastic Audit, & AR Leadership Academy Schools	Mean	Standard Deviation	All Other Schools	Mean	Standard Deviation
Literacy Percent Proficient All Students 2009	45.9	14.2	Literacy Percent Proficient All Students 2009	66.6	15.1
Math Percent Proficient All Students 2009	51.4	16.9	Math Percent Proficient All Students 2009	74.0	14.8
Literacy Percent Proficient All Students 2004	34.6	12.5	Literacy Percent Proficient All Students 2004	57.4	16.4
Math Percent Proficient All Students 2004	28.0	13.6	Math Percent Proficient All Students 2004	53.8	17.7

State program participant schools improved by a greater percentage than all other schools

	State Program Participant Schools	All Other Schools
Literacy Change in percentage of students proficient 2004 to 2009	11.3	9.2
Math Change in percentage of students proficient 2004 to 2009	23.4	20.2
Literacy-Percentage point distance to 2009 AYP performance target	24.9 – 29.4	2.1 – 6.6
Math-Percentage point distance to 2009 AYP performance target	27.7 – 34.5	1.9 – 8.7

Schools participating in state programs made slightly more gains, on average, than other schools, but had 3 to 6 times larger distances to close in performance from 2004 to 2009.

The distance can make a difference in how long it takes to bridge the gap, and the substance, quality and tenacity of the effort it takes to bridge the gap.



Meanwhile, the AYP targets are moving, increasing every year...



Annual increase in AYP targets	Math	Literacy
K-5 AYP Group	7.50%	7.20%
6-8 AYP Group	8.96%	8.10%
9-12 AYP Group	8.85%	8.06%

Comparing frequencies of 2004 status to 2006 status

Schools Participating in State Programs	Schools Meeting AYP 2004		
Schools Meeting AYP 2006 ↓	Did Not Meet AYP	Met AYP	Total
Did Not Meet AYP	63.6%	19.2%	82.8%
Met AYP	10.1%	7.1%	17.2%
	73.7%	26.3%	
All Other Schools	Schools Meeting AYP 2004		
Schools Meeting AYP 2006 ↓	Did Not Meet AYP	Met AYP	Total
Did Not Meet AYP	7.6%	22.0%	29.5%
Met AYP	7.8%	62.6%	70.5%
	15.4%	84.6%	

9.1% of program schools overall moved from meeting AYP to Not Meeting AYP.
 14.1% of all other schools overall moved from meeting AYP to Not Meeting AYP.

Comparing frequencies of 2006 status to 2009 status

Schools Participating in State Programs	Schools Meeting AYP 2006		
Schools Meeting AYP 2009 ↓	Did Not Meet AYP	Met AYP	Total
Did Not Meet AYP	71.7%	11.1%	82.8%
Met AYP	11.1%	6.1%	17.2%
No Change in Overall Stats	82.8%	17.2%	
All Other Schools	Schools Meeting AYP 2006		
Schools Meeting AYP 2009 ↓	Did Not Meet AYP	Met AYP	Total
Did Not Meet AYP	18.5%	21.9%	40.4%
Met AYP	12.1%	47.5%	59.6%
	30.6%	69.4%	

0 % of program schools overall moved from meeting AYP to Not Meeting AYP.
 9.8% of all other schools overall moved from meeting AYP to Not Meeting AYP

School Details



Absolute Performance and Change in Performance Over
Time

America's Choice and Arkansas Leadership Academy
Support Schools

Number of Years participation in America's Choice or ALA from 1 to 3 years in ascending order.

For Literacy and Math Percent Proficient

Blue = more than 1 SD above state average

Green=at or within 1 SD above state average

Yellow=less than 1 SD below state average

Red=more than 1 SD below state average

For Literacy and Math Percent Met Growth

Green=at or above state average

Red=below state average

—not surprising these schools are mostly below the state average considering their starting point.

However...

Years Participation in ALA or AC	Literacy Percent Met Proficient	Literacy Percent Met Growth	Math Percent Met Proficient	Math Percent Met Growth
1-AC	37.8	46.8	50	46.8
1-AC	66.9	67.7	55.2	49
1-AC	67.7	69.5	79.7	80.8
1-AC	62.2	71.6	65.8	55.8
1-AC	34.5	39.5	43.7	25.9
1-AC	34.5		43.7	
1-AC	35.8	34	45	44.5
1-AC	27.7		40.5	
1-AC	47.8	52.9	38.6	38.2
1-AC	39.5		64.8	
1-AC	43.7	41.8	43.3	41.1
1-AC	40.9	46.7	49.1	41.3
2-AC	58.9	64.4	70.5	57.6
2-AC	35.1		60.7	
2-AC	42.2	69.6	48.2	59.8
2-AC	66.2	60.1	70.2	59.4
2-AC	37.6	39.6	65	53
2-AC	41.3	41.5	43.5	40.7
2-AC	46	45.3	52	51.4
2-AC	31.5		25	
2-AC	19.1		23	
2-AC	37.7		38.8	
2-AC	40.9	57.1	58.7	69.7
2-AC	41.2	61.9	48.5	39.7
3-AC	21.7		51	
3-AC	25.3	32.7	17.6	21.2
3-AC	64.9	72.4	81.1	77.9
3-AC	35	37.3	43.2	32.4
3-AC	41.4	40.4	39.6	38.5
3-AC	56.3		87.5	
3-AC	34.9	36.4	39	21.2
3-AC	55.1	61.9	77.8	74.1
3-AC	67.4	67.8	83.7	80.9
3-AC	53.3	60.5	55.1	46.1
3-AC	32.6	37	39.9	39.4
3-AC	30	45	49.1	52
3-AC	30.1	55.6	31.9	41.7
3-AC	36.1	31	40.3	30.5
3-AC	57.9	57.6	55.2	51.3
3-AC	55.6		45.8	
3-AC	29.2	36.6	16.6	21.1
3-AC	39.9	40.2	49	56.9
3-ALA	81.8	85.1	76.8	77.6
3-ALA	60.1	60.5	55.8	50.9
3-ALA	62.2	74.3	75	62.2
3-ALA	46.1		73.5	
3-ALA	63.5	64.2	64.9	59.7

When you consider change in percent of students meeting proficiency over 1 year, 3 years or 5 years, progress is evident for some, although not for all.

Blue = more than 1 SD above state average

Green=at or within 1 SD above state average

Yellow=less than 1 SD below state average

Red=more than 1 SD below state average

Years Participatio n in ALA or AC	Literacy Percent Met Proficient	LiteracyPer cent Growth	Math Percent Met Proficient	MathPerce nt Met Growth	Literacy Change in Percent Proficient 1 year	Literacy Change in Percent Proficient 3 year	Literacy Change in Percent Proficient 5 year	Math Change in Percent Proficient 1 year	Math Change in Percent Proficient 3 year	Math Change in Percent Proficient 5 year
1-AC	37.8	46.8	50	46.8	12.3	19	2.7	2.8	22.1	10.7
1-AC	66.9	67.7	55.2	49	10	34.9	39.5	4.4	25.1	29.9
1-AC	67.7	69.5	79.7	80.8	0.7	12.3	25.3	3.3	17.9	45.4
1-AC	62.2	71.6	65.8	55.8	9.9	26.3	13.6	4.1	29.9	6.3
1-AC	34.5	39.5	43.7	25.9	-4.6	-7.3	-1.9	-8	-7.3	3
1-AC	34.5		43.7		-4.6	-7.3		-8	-7.3	
1-AC	35.8	34	45	44.5	6.6	8	18.7	6.2	23.1	34
1-AC	27.7		40.5		13.9	6.1	15	14.8	-8.4	29.5
1-AC	47.8	52.9	38.6	38.2	9.5	14.7	15	7.8	16.4	25.4
1-AC	39.5		64.8		-10.5	1.5	-4.6	20.4	0.7	11.5
1-AC	43.7	41.8	43.3	41.1	8.3	-2.7	2.1	8.2	10	14.3
1-AC	40.9	46.7	49.1	41.3	1.2	5.1	8.9	9.4	13.3	25.8
2-AC	58.9	64.4	70.5	57.6	10.9	16	20.4	3.8	17.8	25.4
2-AC	35.1		60.7		7.1	5	9.7	13.9	24.9	37
2-AC	42.2	69.6	48.2	59.8	10.8	18.8	14.1	7.7	24.3	28.8
2-AC	66.2	60.1	70.2	59.4	5.5	4.7	18.9	4.5	8.6	42.8
2-AC	37.6	39.6	65	53	-7.6	8	2	9.3	41.3	42
2-AC	41.3	41.5	43.5	40.7	2.9	0.9	14.4	8.4	11	31.1
2-AC	46	45.3	52	51.4	3.9	-1.7	21.1	8.1	10.7	36.2
2-AC	31.5		25		16.6	8.1	14.4	4.9	-1.9	15.23
2-AC	19.1		23		0	-4.6	0.8	5	9.6	16.43
2-AC	37.7		38.8		4.4	5.3	7.7	11.8	16.1	21.7
2-AC	40.9	57.1	58.7	69.7	8.5	-2.2	11.8	13.2	11.5	25.6
2-AC	41.2	61.9	48.5	39.7	-22.8	1.4	13.9	-16.8	3.8	3
3-AC	21.7		51		-17.8	-20	-22.1	10.3	5.8	29.4
3-AC	25.3	32.7	17.6	21.2	8.2	-7.5	7.9	-7.1	-22.8	8.37
3-AC	64.9	72.4	81.1	77.9	3.2	7	17.6	10.5	21	46.1
3-AC	35	37.3	43.2	32.4	-14.2	1.7	10.8	7.5	-7.8	25.4
3-AC	41.4	40.4	39.6	38.5	7	8.9	20.4	6.5	19.8	28.1
3-AC	56.3		87.5		30.6	26.6		50.4	49.7	
3-AC	34.9	36.4	39	21.2	12.9	1.1	14.6	12.6	9.2	21.2
3-AC	55.1	61.9	77.8	74.1	4.6	7.7	14.4	10.5	18.9	25.5
3-AC	67.4	67.8	83.7	80.9	7.4	14.7	24.3	12.1	22.9	32.7
3-AC	53.3	60.5	55.1	46.1	11.4	10.9	11.1	4.7	4	39.5
3-AC	32.6	37	39.9	39.4	4.6	1.6	11.8	12.8	17.8	34.54
3-AC	30	45	49.1	52	3.9	4.7		5.2	32.4	
3-AC	30.1	55.6	31.9	41.7	6.1	9.8	-18.2	7.9	4.6	6
3-AC	36.1	31	40.3	30.5	9.9	14.5	15.6	7	18.9	30
3-AC	57.9	57.6	55.2	51.3	1.5	-2.5	16.1	5.6	6.5	32.2
3-AC	55.6		45.8		9.4	4.3	31.9	3.4	3.3	26.6
3-AC	29.2	36.6	16.6	21.1	-2.7	3.2	-2	-5.8	-12.5	-5.2
3-AC	39.9	40.2	49	56.9	3.8	4.3	7.5	7.4	22.3	27.9
3-ALA	81.8	85.1	76.8	77.6	8.3	5.1	29.5	2.9	7.8	34.1
3-ALA	60.1	60.5	55.8	50.9	4.7	9.2	25.6	6.1	11.9	38.2
3-ALA	62.2	74.3	75	62.2	3.4	0.1	1.1	3.2	15.1	38.9
3-ALA	46.1		73.5		-11.6	-13.7	-1.1	8.5	11.9	31.1
3-ALA	63.5	64.2	64.9	59.7						

Other indicators tell a similar story of variation in performance of schools in state programs

Smart Accountability Index
Met AYP for 75% or more of groups

Met AYP for 50% to 75% of groups

Met AYP for less than 50% of groups

Performance Gain Rating
Meeting, exceeding or excelling category of gain index

Alert category of gain index

In need of immediate improvement category of gain index

Years Participation in ALA or AC	diffacc_ay p09	Percentage of Groups Met AYP Using Stator Safe Harbor	Percentage of Groups Met AYP Using Status + Growth	2009 School Gain Index Value	2009 Gain Index Rating
1-AC	WSII-4	50	0	0.22	4-Schools Exceeding Improvement Standards
1-AC	A	66.7	100	-0.08	2-Schools Approaching Standards (Alert)
1-AC	TII-5-R	80	70	0.09	3-Schools Meeting Improvement Standards
1-AC	Ach	83.3	100	0.16	4-Schools Exceeding Improvement Standards
1-AC	WSII-5-R	0	0	-0.27	1-Schools in Need of Immediate Improvement
1-AC	WSII-5-R	0	0		
1-AC	SD-6	25	0	0.11	3-Schools Meeting Improvement Standards
1-AC	SD-6	0	0		
1-AC	TII-5-R	87.5	25	-0.06	2-Schools Approaching Standards (Alert)
1-AC	A	57.1	42.9		
1-AC	SD-6	80	20	0.08	3-Schools Meeting Improvement Standards
1-AC	SD-7	50	0	-0.07	2-Schools Approaching Standards (Alert)
2-AC	TII-A-4	100	83.3	0.04	3-Schools Meeting Improvement Standards
2-AC	SD-6	66.7	44.4		
2-AC	Ach	100	0	0.17	4-Schools Exceeding Improvement Standards
2-AC	Ach	87.5	100	0.01	3-Schools Meeting Improvement Standards
2-AC	WSII-5-R	50	50	0.06	3-Schools Meeting Improvement Standards
2-AC	SD-6	58.3	8.3	0.05	3-Schools Meeting Improvement Standards
2-AC	SD-6	58.3	33.3	0.13	4-Schools Exceeding Improvement Standards
2-AC	SD-6	0	0		
2-AC	SD-6	0	0		
2-AC	SD-6	12.5	12.5		
2-AC	SD-7	83.3	41.7	0.43	5-Schools of Excellence for Improvement
2-AC	A	0	0	-0.12	2-Schools Approaching Standards (Alert)
3-AC	WSII-A-5	50	25		
3-AC	SD-7	0	0	-0.2	1-Schools in Need of Immediate Improvement
3-AC	TII-A-5	87.5	100	0.16	4-Schools Exceeding Improvement Standards
3-AC	WSII-5-R	50	25	-0.13	1-Schools in Need of Immediate Improvement
3-AC	SD-7	37.5	0	-0.19	1-Schools in Need of Immediate Improvement
3-AC	SD-A-8	100			
3-AC	SD-7	0	0	0.01	3-Schools Meeting Improvement Standards
3-AC	SD-6	75	62.5	0.22	4-Schools Exceeding Improvement Standards
3-AC	Ach	100	100	0.22	4-Schools Exceeding Improvement Standards
3-AC	WSI-1	33.3	0	-0.03	2-Schools Approaching Standards (Alert)
3-AC	SD-7	75	0	0.13	4-Schools Exceeding Improvement Standards
3-AC	SD-6	10	20	0.13	4-Schools Exceeding Improvement Standards
3-AC	SD-8	33.3	0	0.19	4-Schools Exceeding Improvement Standards
3-AC	SD-8	0	0	-0.07	2-Schools Approaching Standards (Alert)
3-AC	SD-7	50	40	-0.01	2-Schools Approaching Standards (Alert)
3-AC	SD-7	28.6	28.6		
3-AC	SD-7	0	0	-0.08	2-Schools Approaching Standards (Alert)
3-AC	SD-7	50	37.5	0.05	3-Schools Meeting Improvement Standards
3-ALA	Ach	100	100	0.21	4-Schools Exceeding Improvement Standards
3-ALA	SD-6	87.5	50	-0.07	2-Schools Approaching Standards (Alert)
3-ALA	TII-4	66.7	83.3	0.2	4-Schools Exceeding Improvement Standards
3-ALA	WSI-2	60	60		
3-ALA	A	62.5	62.5	-0.06	2-Schools Approaching Standards (Alert)

For schools that participated in a Scholastic Audit, once again, absolute performance indicators are mostly below average, but 1, 3, and 5 year positive changes are evident for some schools and not for others.

For Literacy and Math Percent Proficient and Percent Change columns

Blue = more than 1 SD above state average

Green=at or within 1 SD above state average

Yellow=less than 1 SD below state average

Red=more than 1 SD below state average

For Literacy and Math Percent Met Growth

Green=at or above state average

Red=below state average

Years Participated in Scholastic Audit	Literacy Percent Met Proficient	Literacy Percent Met Growth	Math Percent Met Proficient	Math Percent Met Growth	Literacy Change in Percent Proficient 1 year	Literacy Change in Percent Proficient 3 year	Literacy Change in Percent Proficient 5 year	Math Change in Percent Proficient 1 year	Math Change in Percent Proficient 3 year	Math Change in Percent Proficient 5 year
1-SA	38.3		26.8		-3.2	1.4	5.3	3.2	4	-2.4
1-SA	47.3	58.9	49.5	57	12.5	22.1	14.4	11	15.3	0.1
1-SA	38.8	35.7	50.6	45.2	-3.7	6.1	-23.4	1.2	8.5	1.7
1-SA	32	40.1	37.6	50.7	7.7	13	-9.9	11.6	15.4	2.1
1-SA	35.1	52.2	33.9	39.1	11.2	6.8	7.4	8.7	-2.9	4.4
1-SA	14.2		11.4		-5.5	7.11	-1.6	-10.7	-0.1	5.52
1-SA	62.2	71.6	65.8	55.8	9.9	26.3	13.6	4.1	29.9	6.3
1-SA	28.5	32.1	27.3	36.4	-1.2	-5.4	11.6	2.6	4.5	7.2
1-SA	36	43	40.4	32.3	-1.8	0.7	-9.7	-7.3	4.2	7.8
1-SA	37.8	46.8	50	46.8	12.3	19	2.7	2.8	22.1	10.7
1-SA	38.1	35.1	42.1	36.7	6.6	2	5.7	10.2	7.9	13.7
1-SA	56.3		48.2		18.3	13.6	15.8	7.6	8.9	14
1-SA	43.7	41.8	43.3	41.1	8.3	-2.7	2.1	8.2	10	14.3
1-SA	36.8		26.3		14.9	5.1	11.4	-12.1	8.8	14.7
1-SA	54.6		62.3		-2.2	4.6	6	3.7	10.8	14.8
1-SA	32.1		32.2		24.8	1	17.8	19.3	5.7	15.2
1-SA	28.6	36.8	36.4	43.9	7.7	10.1	15.3	8.8	21.3	15.6
1-SA	68.7	66	67.1	62.7	7.9	8.5	7.9	2.7	9.6	16.4
1-SA	31	40.6	42.9	56.5	-4.4	1.3	11.4	1.5	2.2	23.3
1-SA	27.2		29.3		13.7	7.4	9.1	10.2	8.3	25.13
1-SA	63.9		67.4		21.4	15.7	21.2	2.1	7.8	28.3
1-SA	66.9	67.7	55.2	49	10	34.9	39.5	4.4	25.1	29.9
1-SA	57.5	64.9	68.1	69.1	-0.1	3.8	12.6	10.1	17.7	30
1-SA	54.7		55.6		8.8	12.3	14.8	10	17.8	30.2
1-SA	52.5		60.5		17.3	0.4	25.3	7.6	25.9	30.6
1-SA	43.4		46.7		22.1	13.4	12.3	12.1	21.9	30.8
1-SA	41.3	41.5	43.5	40.7	2.9	0.9	14.4	8.4	11	31.1
1-SA	48.6	44.2	61.4	44.8	5.6	0.5	7.8	7	19.5	32.1
1-SA	56.3	68.8	64.8	59.4	12.6	6.9	20.4	11.6	21	32.4
1-SA	35.8	34	45	44.5	6.6	8	18.7	6.2	23.1	34
1-SA	33.4		52.9		0.4	-4.1	5.9	3.7	16.6	34.5
1-SA	51		74.9		10.1	14.4	13.7	9	7.3	53.6
2-SA	27.9		24.4		6.7	10.8	5.3	6.1	-2.9	-2
2-SA	49.3	56	57.4	54	3.1	7	5.7	5.5	6.5	2.9
2-SA	34.5	39.5	43.7	25.9	-4.6	-7.3	-1.9	-8	-7.3	3
2-SA	33.3	43.7	39	56.3	5.9	-3.1	0	10	-5.1	3.7
2-SA	44.4	54.1	46	41.4	1.3	3.3	-7.5	-3.1	3.9	7.5
2-SA	30.7		30.6		6.2	0.3	4.2	0.7	0.2	8.8
2-SA	35.7	46.9	35.7	16	0.7	-0.5	-1.1	-18.8	-6.1	9
2-SA	68.2	68.2	72.9	38.6	5.2	21.5	-1.3	1.3	10.7	10.2
2-SA	34.7	39.7	39.4	43.9	5.4	12.1	10.6	-0.1	8	13.7
2-SA	37.9		40.5		-3.5	4.8	9	5.5	4.3	14.8
2-SA	31.5		25		16.6	8.1	14.4	4.9	-1.9	15.23
2-SA	19.1		23		0	-4.6	0.8	5	9.6	16.43
2-SA	58.7		37.7		6.6	11.2	12.9	0.4	4.7	17.3
2-SA	58.7		37.7		6.6	11.2	12.9	0.4	4.7	17.3
2-SA	51.1	51	51.7	48.9	1	3	14.7	-0.4	6	19.8
2-SA	37.7		38.8		4.4	5.3	7.7	11.8	16.1	21.7
2-SA	40.9		50.3		1.6	2.5	10	12.9	0.1	23.7
2-SA	32.7		36.8		1.8	4.3	9	5.7	0.9	24.3
2-SA	71.5	69.9	76.8	69.8	14	13.3	23.5	5.1	9.8	25
2-SA	47.8	52.9	38.6	38.2	9.5	14.7	15	7.8	16.4	25.4
2-SA	42.2	69.6	48.2	59.8	10.8	18.8	14.1	7.7	24.3	28.8
2-SA	41		34.2		15.8	20.1	21.9	6.2	-0.6	28.86
2-SA	27.7		40.5		13.9	6.1	15	14.8	-8.4	29.5
2-SA	66.4	74.7	75	58.6	2.8	15.1	16.4	6.5	19	30.3
2-SA	46.4		53.4		2.5	3.5	11.8	13.7	-9.5	30.9
2-SA	51.2	69.2	67.4	84.6	14.6	15.3	21.4	13.9	17.4	34.1
2-SA	46	45.3	52	51.4	3.9	-1.7	21.1	8.1	10.7	36.2
2-SA	35.1		60.7		7.1	5	9.7	13.9	24.9	37
2-SA	58.8		67.9		3	-4.4	4.7	15.2	24.1	38.7
2-SA	47.3	40.8	61.2	37.7	1.8	20.6	21.4	12.7	32.8	39.4
3-SA	29.2	36.6	16.6	21.1	-2.7	3.2	-2	-5.8	-12.5	-5.2
3-SA	41.2	61.9	48.5	39.7	-22.8	1.4	13.9	-16.8	3.8	3
3-SA	30.1	55.6	31.9	41.7	6.1	9.8	-18.2	7.9	4.6	6
3-SA	25.3	32.7	17.6	21.2	8.2	-7.5	7.9	-7.1	-22.8	8.37
3-SA	34.9	36.4	39	21.2	12.9	1.1	14.6	12.6	9.2	21.2
3-SA	56.5	59.5	52.8	47.2	7.5	7.9	22.1	-1.9	7.1	21.5
3-SA	46.4	46.5	54	51.7	9.2	3.7	9.3	2.2	12.2	22.7
3-SA	47.8	48.1	54.3	46.5	2.8	4.9	6.8	6.4	13	22.9
3-SA	46.1	47.7	37	31.8	16.7	13.4	25	15.2	14.4	23.5
3-SA	35	37.3	43.2	32.4	-14.2	1.7	10.8	7.5	-7.8	25.4
3-SA	55.1	61.9	77.8	74.1	4.6	7.7	14.4	10.5	18.9	25.5
3-SA	40.9	57.1	58.7	69.7	8.5	-2.2	11.8	13.2	11.5	25.6
3-SA	40.9	46.7	49.1	41.3	1.2	5.1	8.9	9.4	13.3	25.8
3-SA	82.5	80.2	83.2	82.9	-2.3	6.3	22.4	-1.9	7.5	26.5
3-SA	55.6		45.8		9.4	4.3	31.9	3.4	3.3	26.6
3-SA	39.9	40.2	49	56.9	3.8	4.3	7.5	7.4	22.3	27.9
3-SA	41.7	40.4	39.6	38.5	7	8.9	20.4	6.5	19.8	28.1

Once again, other indicators tell a similar story of variation in performance of schools in Scholastic Audit

Smart Accountability Index
 Met AYP for 75% or more of groups
 Met AYP for 50% to 75% of groups
 Met AYP for less than 50% of groups
 Performance Gain Rating
 Meeting, exceeding or excelling category of gain index
 Alert category of gain index
 In need of immediate improvement category of gain index

Years Participating in Scholastic Audit	Years Participating in ALA or AC	Smart Accountability Status 2009	Percentage of Groups Met AYP Using Status or Safe Harbor	Percentage of Groups Met AYP Using Growth	2009 School Gain Index Value	2009 Gain Index Rating
1-SA		WSI-2	66.7	0	0.11	3-Schools Meeting Improvement Standards
1-SA		WSII-5-R	0			
1-SA	0	SD-6	37.5	37.5		
1-SA		TII-A-4	100	50	0.02	3-Schools Meeting Improvement Standards
1-SA		WSII-5-R	0	0		
1-SA		SD-6	22.2	22.2		
1-SA	1	WSII-4	50	0	0.22	4-Schools Exceeding Improvement Standards
1-SA	1	A	66.7	100	-0.08	2-Schools Approaching Standards (Alert)
1-SA		WSII-5-R	62.5	37.5	-0.21	1-Schools in Need of Immediate Improvement
1-SA		WSII-4	62.5	50	0.23	4-Schools Exceeding Improvement Standards
1-SA		SD-6	62.5	50		
1-SA	1	Ach	83.3	100	0.16	4-Schools Exceeding Improvement Standards
1-SA		TII-5-R	75	62.5		
1-SA		WSII-4	0	0		
1-SA	1	SD-6	25	0	0.11	3-Schools Meeting Improvement Standards
1-SA		WSII-4	0	0	-0.15	1-Schools in Need of Immediate Improvement
1-SA		WSII-5-R	14.3	14.3		
1-SA		WSII-A-4	55.6	44.4	-0.16	1-Schools in Need of Immediate Improvement
1-SA		WSII-5-R	0	0	0.05	3-Schools Meeting Improvement Standards
1-SA		WSII-5-R	0	0		
1-SA		TII-A-4	83.3	0	-0.17	1-Schools in Need of Immediate Improvement
1-SA	1	SD-6	80	20	0.08	3-Schools Meeting Improvement Standards
1-SA	2	SD-6	58.3	8.3	0.05	3-Schools Meeting Improvement Standards
1-SA		WSII-4	0	0	-0.11	2-Schools Approaching Standards (Alert)
1-SA		SD-6	0	0		
1-SA		SD-6	71.4	42.9		
1-SA	0	TII-5-R	87.5	25		
1-SA		SD-6	55.6	22.2		
1-SA	0	WSII-5-R	50	20	-0.14	1-Schools in Need of Immediate Improvement
1-SA		TII-5-R	90	20	0.25	5-Schools of Excellence for Improvement
1-SA		SD-6	87.5	0	0.28	5-Schools of Excellence for Improvement
1-SA		WSII-5-R	0	0	0.08	3-Schools Meeting Improvement Standards
2-SA		WSII-5-R	62.5	37.5		
2-SA		TII-A-4	100	75	0.24	4-Schools Exceeding Improvement Standards
2-SA	2	SD-6	66.7	44.4		
2-SA		WSII-5-R	12.5	0	0.14	4-Schools Exceeding Improvement Standards
2-SA		WSII-5-R	50	0	0.14	4-Schools Exceeding Improvement Standards
2-SA		WSII-4	50	16.7	-0.1	2-Schools Approaching Standards (Alert)
2-SA		SD-6	0	0	0	2-Schools Approaching Standards (Alert)
2-SA	1	WSII-5-R	0	0	-0.27	1-Schools in Need of Immediate Improvement
2-SA		SD-6	0	0		
2-SA	0	SD-6	20	20	-0.15	1-Schools in Need of Immediate Improvement
2-SA		SD-6	11.1	11.1		
2-SA		TII-A-5	100	100	0.35	5-Schools of Excellence for Improvement
2-SA		SD-6	66.7	33.3		
2-SA	2	Ach	100	0	0.17	4-Schools Exceeding Improvement Standards
2-SA	1	TII-5-R	87.5	25	-0.06	2-Schools Approaching Standards (Alert)
2-SA		Ach	100	100	-0.24	1-Schools in Need of Immediate Improvement
2-SA	0	SD-6	0	0		
2-SA		SD-6	0	0		
2-SA		WSI-3-CA	0	0	-0.26	1-Schools in Need of Immediate Improvement
2-SA		WSII-5-R	0	0	0	2-Schools Approaching Standards (Alert)
2-SA	2	SD-6	58.3	33.3	0.13	4-Schools Exceeding Improvement Standards
2-SA		SD-6	0	0		
2-SA	2	SD-6	0	0		
2-SA		SD-6	80	60	0.08	3-Schools Meeting Improvement Standards
2-SA		SD-6	33.3	22.2		
2-SA		SD-6	33.3	22.2		
2-SA	2	SD-6	12.5	12.5		
2-SA		WSII-4	75	50	-0.01	2-Schools Approaching Standards (Alert)
2-SA	0	SD-6	12.5	12.5		
2-SA		SD-6	50	8.3		
3-SA	3	WSII-A-5	50	25		
3-SA		TII-A-5	100	50	0.11	3-Schools Meeting Improvement Standards
3-SA		SD-A-6	100	100	0.42	5-Schools of Excellence for Improvement
3-SA	3	SD-7	0	0	-0.2	1-Schools in Need of Immediate Improvement
3-SA	1	TII-5-R	80	70	0.09	3-Schools Meeting Improvement Standards
3-SA		Ach	91.7	83.3	-0.02	2-Schools Approaching Standards (Alert)
3-SA		WSII-5-R	70	70	0	2-Schools Approaching Standards (Alert)
3-SA	3	TII-A-5	87.5	100	0.16	4-Schools Exceeding Improvement Standards
3-SA		SD-7	75	0	-0.04	2-Schools Approaching Standards (Alert)
3-SA		WSII-5-R	50	50	0.08	3-Schools Meeting Improvement Standards
3-SA		SD-6	55.6	22.2	-0.11	2-Schools Approaching Standards (Alert)
3-SA	3	WSII-5-R	50	25	-0.13	1-Schools in Need of Immediate Improvement
3-SA	2	Ach	87.5	100	0.01	3-Schools Meeting Improvement Standards
3-SA	3	SD-7	37.5	0	-0.19	1-Schools in Need of Immediate Improvement
3-SA		SD-A-8	100			
3-SA	2	WSII-5-R	50	50	0.06	3-Schools Meeting Improvement Standards
3-SA	3	SD-7	0	0	0.01	3-Schools Meeting Improvement Standards

What inferences can be drawn from the descriptive data?

- Schools in state programs are predominantly failing to meet adequate yearly progress as defined by NCLB
- More schools are now failing to meet adequate yearly progress as defined by NCLB than in prior years

However...

- On average, all schools in Arkansas are improving in literacy and mathematics.
- On average, schools in state programs are improving in literacy and mathematics to a greater degree than other schools.
- For schools in state programs performance and improvement vary: some schools are improving, some schools are failing to improve and some schools are declining.

How could questions about
program impact be answered?



Intentional Program Evaluation:
Evaluate fidelity of implementation
Evaluate outcomes

Intentional Evaluation Design



- ❧ Specific implementation plans
- ❧ Collection of evidence of implementation
 - ❧ How will you know the program plans are being implemented?
 - ❧ How will you monitor the actions of adults?
 - ❧ How will you measure degree and fidelity of implementation?
- ❧ Collection of evidence of interim and summative outcomes
 - ❧ How will you monitor progress of students?
 - ❧ How will you evaluate progress of students?

Arkansas Reading First



Federally funded state directed program for schools
with highest poverty and lowest performance

Cohort 1 began 2003-2004

Cohort 2 began 2006-2007

Cohort 3 began 2007-2008

Full scale evaluation of implementation, interim
outcomes and summative outcomes

How have Cohort 1 Arkansas Reading First schools fared in AYP?

Cohort 1	Schools Meeting AYP 2004		
Schools Meeting AYP 2009 ↓	Did Not Meet AYP	Met AYP	Total
Did Not Meet AYP	15.0%	32.5%	47.5%
Met AYP	25.0%	27.5%	52.5%
	40.0%	60.0%	
Non-RF Schools	Schools Meeting AYP 2004		
Schools Meeting AYP 2009 ↓	Did Not Meet AYP	Met AYP	Total
Did Not Meet AYP	14.3%	31.6%	45.8%
Met AYP	7.3%	46.9%	54.2%
	21.6%	78.5%	

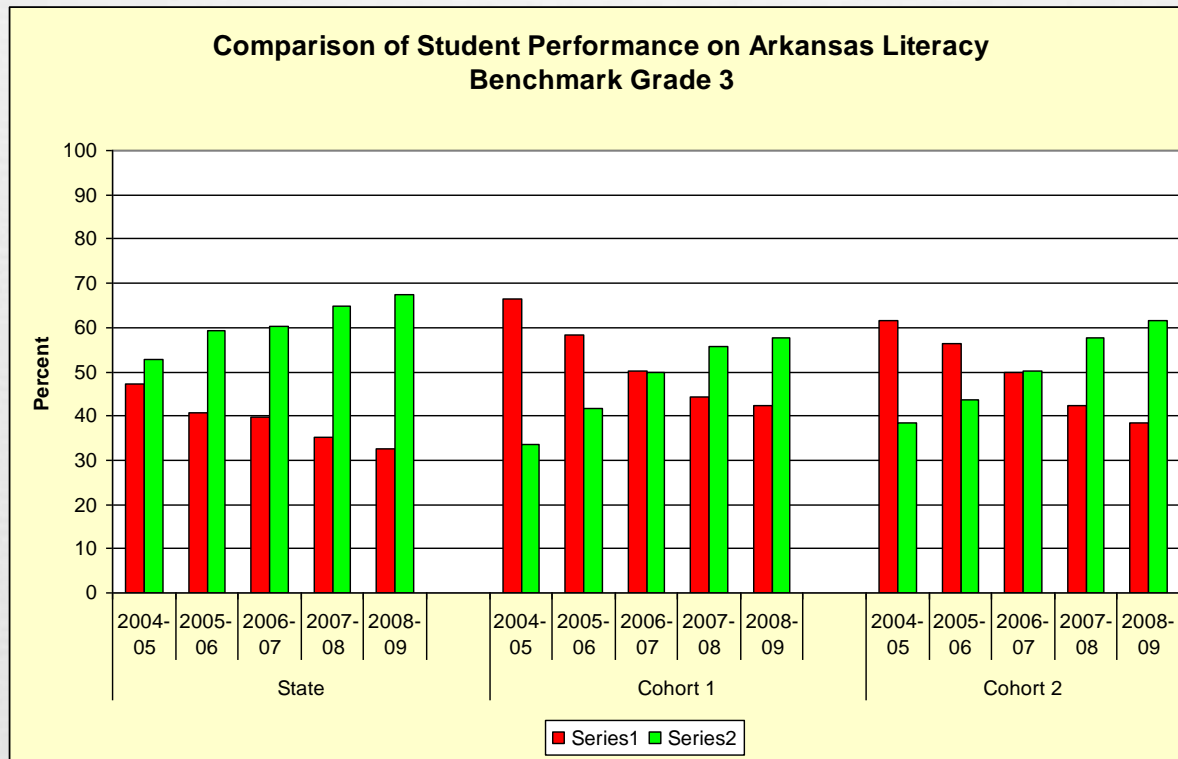
A greater percentage of ARF schools moved from failing to meet AYP to meeting AYP!

How have Cohort 2 Arkansas Reading First schools fared in AYP?

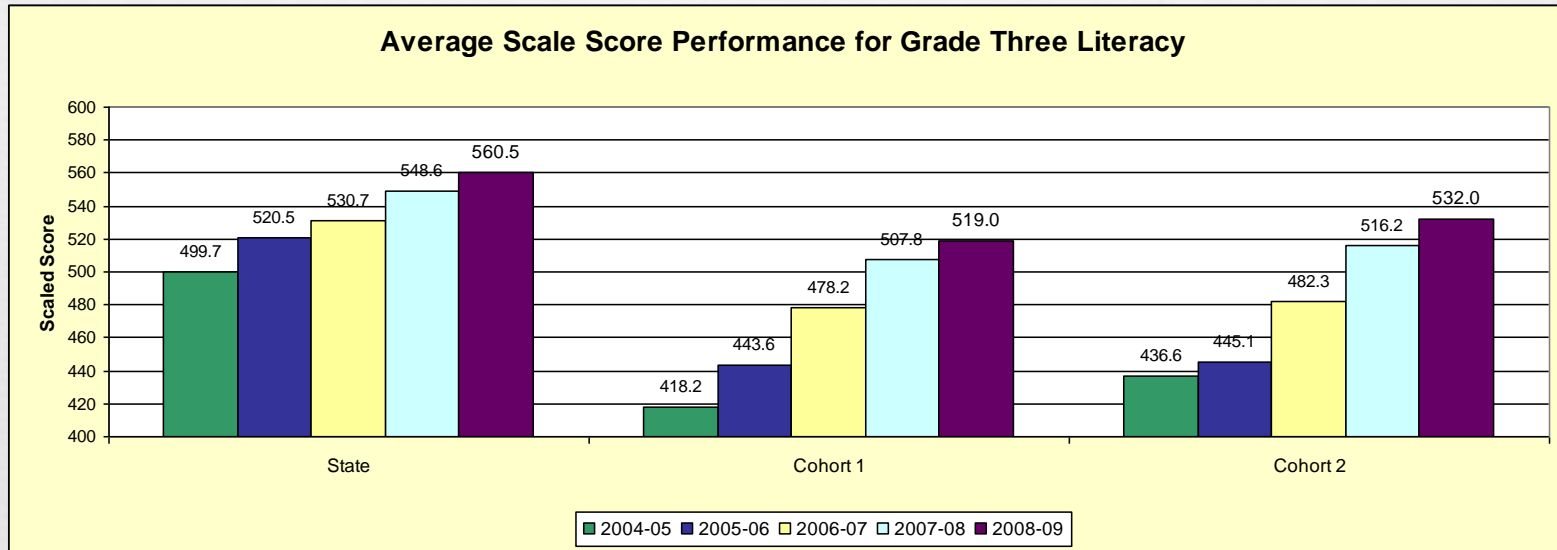
Cohort 2	Schools Meeting AYP 2006		
Schools Meeting AYP 2009 ↓	Did Not Meet AYP	Met AYP	Total
Did Not Meet AYP	25.5%	10.9%	36.4%
Met AYP	14.6%	49.1%	63.6%
	40.1%	60.1%	
Non-RF Schools	Schools Meeting AYP 2006		
Schools Meeting AYP 2009 ↓	Did Not Meet AYP	Met AYP	Total
Did Not Meet AYP	23.5%	22.5%	46.0%
Met AYP	11.2%	42.8%	54.0%
	34.7%	65.3%	

A greater percentage of ARF schools maintained AYP status, *or* moved from failing to meet AYP to meeting AYP!

Reading First Cohort 1 and Cohort 2 Schools Compared to All Other Schools



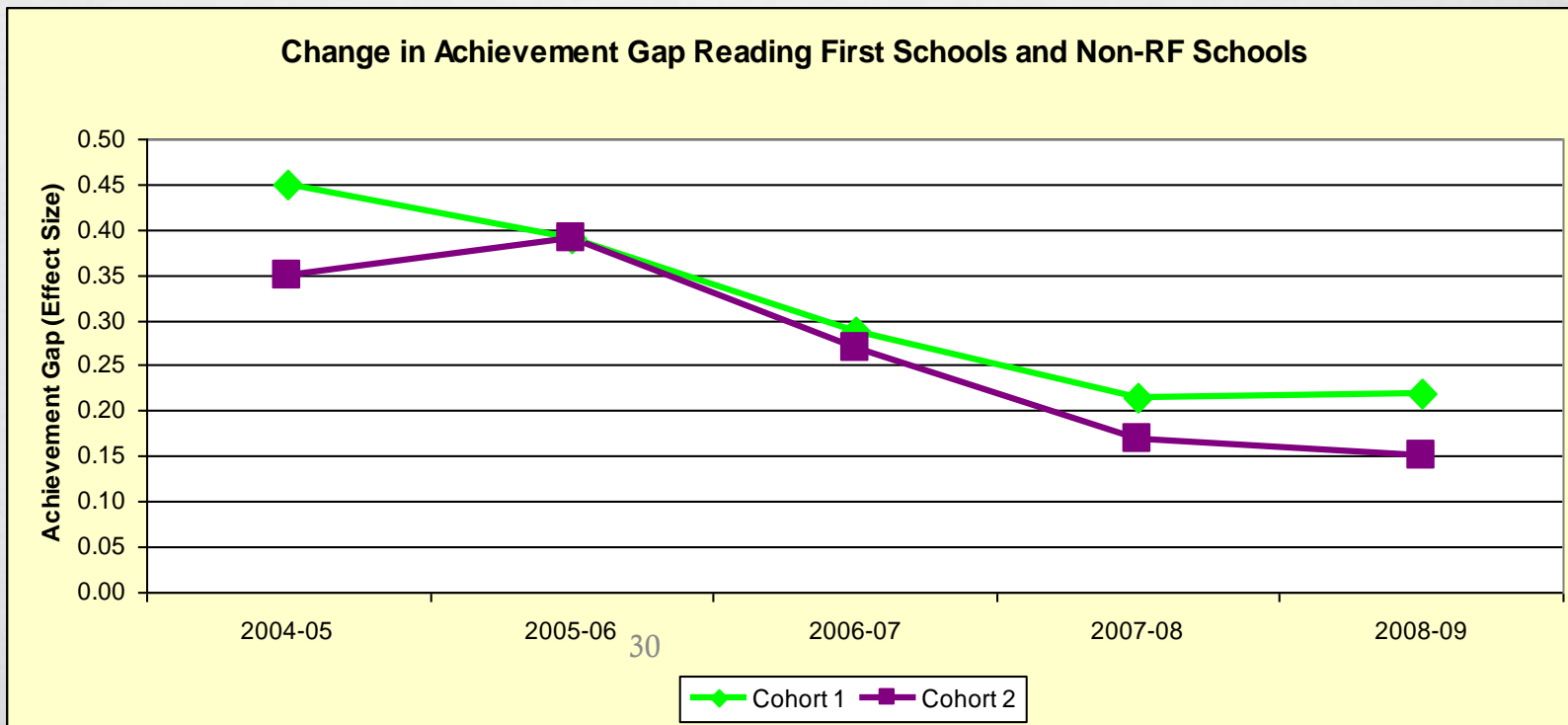
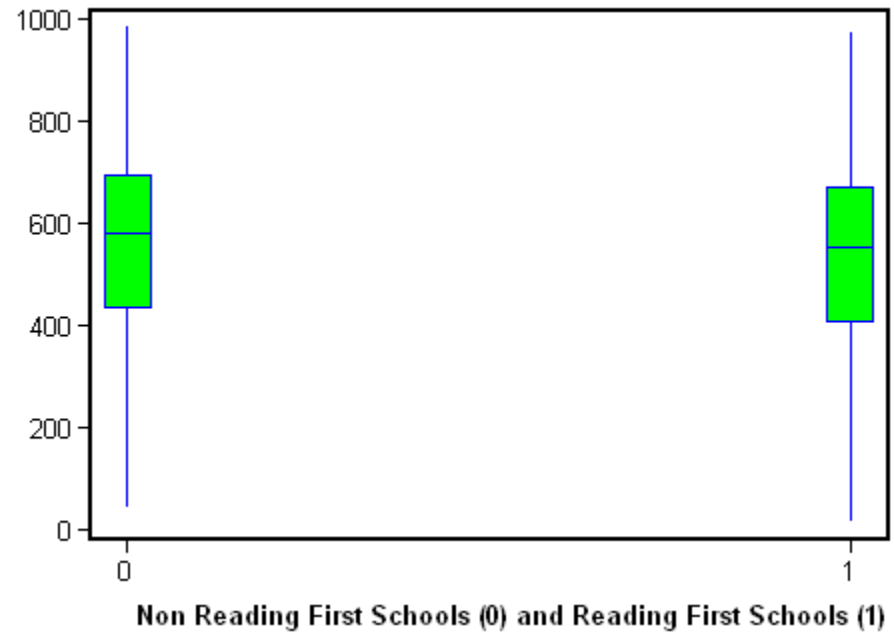
Cohort 1 and Cohort 2 Reading First Schools Have Increased in Average Performance at a Greater Rate Than Other Schools



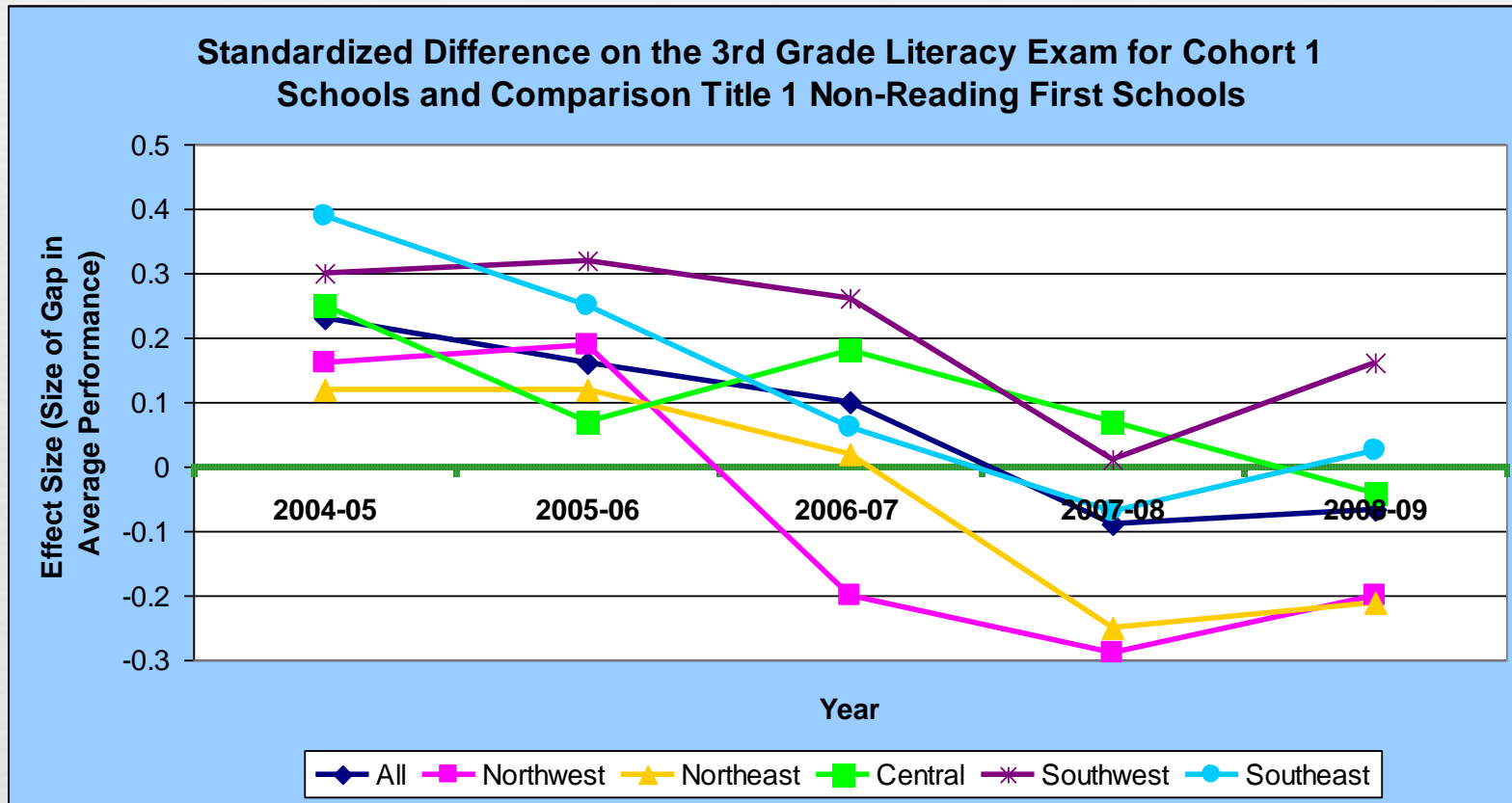
Note the size of the gap between ARF and non-ARF schools has been closing...let's quantify that and see how much it's closed.

© The distributions are very similar. →
© The effect size, *aka* the achievement gap, is down to a small to negligible level. ↓

Scaled Score Literacy Grade 3



What about differential implementation?



Reading First program implementation was addressed in several schools in the central and southwest regions when it was revealed that these schools were not closing the achievement gap to the extent that Reading First schools in other regions were closing the gap in 2006-07 as compared to non-Reading First Title 1 schools.

For a detailed example of
Implementation Evaluation and
Outcomes Evaluation
view the Arkansas Reading First
Evaluation at
<http://normes.uark.edu/?p=685>

Questions?



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