



# East Lansing Public Schools


Understanding Education Yes!  
School Report Cards &  
Annual Yearly Progress (AYP)  
September, 2007

# Education YES!

- Ed Yes is Michigan's accreditation system which measures school performance and student achievement.
- This year, schools receive a single Report Card for each school.
- This is done by aggregating assessment data across the grades, and also incorporates "School Performance Indicators."

# Ed Yes includes:

- Achievement status scores based on MEAP:
  - ELA and math at elementary.
  - ELA, math, science, and social studies at middle and high school levels.
  - Uses up to three years of comparable data.



# Understanding the achievement status score:


- The achievement status score is a weighted index of student achievement across the grade levels tested.
- Because the MEAP for grades 3-8 is given in the fall, it is based on content standards and benchmarks from the previous grade.

# Understanding the achievement status score:

- Schools receive “feeder scores” from buildings to which students transition.
- This means that the report card scores for our K-4 buildings are based on MEAP scores in grades 3-4-5 (i.e., Donley receives the feeder scores from 5<sup>th</sup> grade students at Whitehills).

# Understanding the achievement status score:

- At our 5-6 buildings, report card scores are based on MEAP scores in grades 6-7.
- At MacDonald Middle School, report card scores are based on MEAP scores in grades 8-9.
- East Lansing High School's 11<sup>th</sup> grade MME scores will be reflected on their report card (released later this fall).



# Understanding the achievement status score:

- As a weighted index, the achievement status score places priority on the achievement of students who attain the lowest scores on the MEAP assessments.
- It is intended to encourage schools to focus on improving the achievement of our lowest performing students.

# Understanding the achievement change score:

- The achievement change score uses up to five years of **comparable** MEAP data (six for high school ELA) to determine if student achievement is improving at a rate fast enough to attain the goal of 100% proficiency by 2013-14, as required by NCLB.
- Multiple linear regression methodology is used to calculate the change or slope in a school's scores over time.

# Understanding the achievement change score:

- A prediction of scores for 2006-07 was made for each content area and grade level included in the report cards for each building.
- The difference between the actual and predicted scores is used to calculate the achievement change adjustment.

# Understanding the adjusted score:

- The adjusted score is then calculated based on the actual aggregated achievement score for the building (the status score), and the change in scores over time (achievement change).
  - Achievement status and achievement change results in the adjusted score.
- The adjusted score is higher than the status score when the building MEAP scores have improved, and lower than the status score when the MEAP scores are declining.



## An example from a building with improving Social Studies scores:

- The Social Studies status score in the building was 90.9.
- This represented an improvement in the actual score (89.41) over what was predicted (82.96) based on past scores.
- The achievement change adjustment was +15.
- This raised their content area average adjusted score in Social Studies to 100.



An example from a building without significant changes in ELA achievement:

- The ELA status score was 92.2.
- There was no significant change in student achievement in ELA across grades the grades tested in 2006-07, so the change score=0. They are maintaining their level of student proficiency in ELA.
- Thus, the adjusted score is 92.2, the same as the status score.



## An example of a building showing declining ELA achievement:

- The status score in ELA was 79 (aggregate score for the grades tested for Reading, Writing, and Total ELA).
- The achievement change score was calculated based on three years of comparable data.

# Looking at this building's ELA scores over time:


Year of Test	MEAP ELA Data % Proficient (Aggregate)
2006-07	74.14
2005-06	73.85
2004-05	76.36
2003-04	79.50

## The outcome of a declining trend in achievement:

- In this case, the status score was 74.14%, while the predicted score was 85.53%.
- The difference between these scores was -11.39%.
- The adjusted score was -15%.
- The content area average adjusted score for ELA=64%.

# Putting Ed Yes “Grades” together:

- Composite Grade=
  - Achievement Status=33%
  - Achievement Change=34%
  - School Performance Indicators (40 key characteristics based on the School Improvement Framework)=33%



# Understanding Annual Yearly Progress, or AYP

- Applies to each school and district in the state.
- In order for the district to make AYP, two out of three levels (elementary-middle-high) must make AYP.



# Requirements of AYP

- Participation: 95% for both ELA and math, for whole school and subgroups
- Achievement: must meet state objective or “safe harbor” target in both ELA and math, for whole school and subgroups
- Elementary and middle schools must have a minimum of 85% attendance rate, and high schools must have a minimum of 80% graduation rate



# Understanding AYP

- Based on the data required for AYP, schools either make AYP or they do not make AYP.
- It is separate from the Ed Yes School Report Cards.
- NCLB sanctions apply when schools do not make AYP for two or more consecutive years.
- Sanctions vary based on whether the school/district receives Title 1 funds.



# How can schools go down on the Report Card and still make AYP?

- AYP scores are calculated differently than Ed Yes scores/grades. They include participation in assessments, achievement, and either graduation rate or attendance.
- A school's achievement proficiency is measured against "Proficiency Targets."

# How can schools go down on the Report Card and still make AYP?

2006-07 Proficiency Targets (Levels 1 & 2):

- Elementary ELA: 48%
- Elementary Math: 56%
- Middle School ELA: 43%
- Middle School Math: 52%
- High School ELA: 52%
- High School Math: 44%

All of our K-8 schools met Proficiency Targets and satisfied all criteria to achieve AYP (high school preliminary Report Cards/AYP not released yet).



# Working toward improvement:

- MEAP analysis and identifying areas for district and building improvement (i.e., writing)
- Curriculum work and professional development to bolster student learning in identified areas
- Fall MEAP preparation using a variety of tools
- Summer Academic Support program to boost student achievement in ELA and math
- Extended learning time for Title I eligible students (after school instruction in Title I buildings)
- New mathematics programs, K-6
- Strategic Plan work on building student prevention and intervention programs, increasing differentiation of instruction, etc.