Bureau of Assessment and Accountability
Division of Performance Analysis and Reporting

Understanding AYP 2007

The Right Data for the Right Results

Pennsylvania Department of Education

Inspiring productive, fulfilled, life-long learners

2006–07 PSSA Online Systems

- September 18 – October 6, 2006
  - Enrollment verification System
    - System is pre-populated with enrollments based on participation in the 2006 PSSA. Users update or add enrollments for each school and grade. ***This system asks for numbers only.***
      - **Districts**
        - **All students enrolled in the district AND all students receiving educational services in the district**
      - **Charter Schools**
      - **Special sites**
        - **APS's, Approved Public Alternative Education programs, PRRI's, Residential Treatment facilities, etc.**
      - **IUs**
        - **Only students receiving instruction at the IU.**

2006-07 PSSA Online Systems

- Three precode phases
  - Phase I:
    10/16/06 – 11/03/06
  - Phase II:
    11/13/06 – 12/15/06
  - Phase III:
    1/8/07 – 5/1/07

2006-07 PSSA Online Systems

- October 16 – November 3, 2006
  - Student Precode System – ***<u>Phase I</u>***
    - Districts, Charter Schools, Special Sites, IU's submit one file to DRC.
      - 479 out of 501 districts
      - 2829 out of 2933 schools
      - 94 out of 116 charter schools
      - 23 out of 171 other schools
    - DRC provides file layout requirements.
      - Student name, PASecureID, demographic information, etc.

2006-07 PSSA Online Systems

- November 13 – December 15, 2006
  - Student Precode System – ***<u>Phase II</u>***
    - Opportunity to update precode records already in system
    - Opportunity to add individual student records
      - If school/district did *not* submit a file during Precode System - Phase I, it can add all students by hand
        - 11 districts
        - 47 schools
        - 5 charter schools
        - 36 other schools
    - Opportunity to delete students

2006-07 PSSA Online Systems

- January 8 – May 1, 2007
  - Student Precode System – ***<u>Phase III</u>***
    - Opportunity to report student attributions
    - Opportunity to report Career-Technical Education information
    - Opportunity to update precode records already in system
      - Cannot add students
      - Cannot delete students
      - Cannot change a student's school, grade, or class designation

2006-07 PSSA Online Systems

- **Two Data Corrections Phases**
  Phase I: May 14 – 25, 2007
  Phase II: July 9 – 13, 2007

2006-07 PSSA Online Systems

- **May 14 – 25, 2007**
  - Data Corrections System – ***Phase I***
    - All students who participated in the PSSA are included
      1. Precoded students for whom a test booklet was returned
      2. Students whose tests were processed with district/school labels (not precoded) appear in data file for the first time
      3. Students who were precoded but withdrew - a booklet was returned and a do not score label was used or label was discarded are deleted
    - Opportunity to update student demographics

2006-07 PSSA Online Systems

- Data Corrections System – Phase I
  - Precode data cannot be changed by “bubbling” on the test booklet, this must be done during data corrections.
  - Your chance to verify all information
  - Incorrect coding could affect your AYP status!!!

FAY - Full Academic Year

- Student enrolled in school after October 1, 2006
  - Student is not enrolled in the school for a full academic year
    - Will not be included in school Performance calculation
    - Will be included in school Participation Rate calculation
- Student enrolled in district after October 1, 2006
  - Student is not enrolled in the district or school for a full academic year
    - Will not be included in district or school Performance
    - Will be included in district and school Participation Rate

DRC demonstration

FAY Corrections

Demographics

- Race/Ethnicity
  1. American Indian or Alaskan Native
  2. Asian or Pacific Islander
  3. Black/African American non-Hispanic
  4. Latino/Hispanic
  5. White non-Hispanic
  6. Multi-Racial/Ethnic
- IEP
- Economically Disadvantaged
- ELL/LEP

Demographics

- Minimum N = 40
  - Every year we end up with at least one school with a measurable Native American subgroup
    - White non-Hispanic code is “5”
- Subgroup Performance
  - Last year, school failed to make AYP
    - One subgroup failed to meet the threshold for math because 14 students were incorrectly identified as belonging to the subgroup.

DRC demonstration

Demographics

Attributions

- Making sure the student results are attributed where they should be attributed

Attributions

- Special education
  - Special education student placed by district of residence into a program outside of the district of residence
    - Student attributed to district of residence and state

Attributions

- Special education
  - Special education student is placed into a program that is located in one building/site within the district of residence
    - Student attributed to school of residence, district of residence, and state

Attributions

- Special education
  - Student is placed by the district of residence into an Approved Private School (APS)
    - Student is attributed to the district of residence and the state

DRC Demonstration

Special Education Attributions

Attributions

- Alternative education
  - Approved public alternative education programs are defined as “approved private alternative educational institutions providing services to/for public education students.”

Attributions

- Alternative education
  - Student is placed by the public school into an approved public alternative education program, including an approved public alternative education program at a Private Residential Rehabilitation Institution (PRRI) or any other approved provider site.
    - Student attributed to the school of residence, district of residence, and the state.

Attributions

- Alternative education
  - Student with an IEP is placed by the public school into an approved public alternative education program at a PRRI or any other approved provider site.
    - Student is attributed to the district of residence and the state.

DRC demonstration

Alternative Education Attributions

Attributions

- CTC/AVTS
  - Student attends a full-time comprehensive CTC/AVTS
    - Student is attributed to the full-time comprehensive CTC/AVTS and the state.

Attributions

- CTC/AVTS
  - Student attends a part time CTC/AVTS
    - Student is attributed to the school of residence (not the CTC/AVTS), district of residence, and the state.

DRC demonstration

CTC/AVTS Attributions

Attributions

- ELL/LEP
  - ELL/LEP student in his/her first year of enrollment in a U.S. school
  - 1st year as of March 31, 2006, or last day of previous year testing window
    - Must participate in math assessment
      - Included only in participation rate
    - Optional participation in the reading assessment
      - If voluntary participation, included only in participation rate

Attributions

- ELL/LEP
  - ELL/LEP student placed into an ESL program located in one building/site within the district of residence
    - Student is attributed to school of residence, district of residence, and the state

DRC demonstration

ELL/LEP Attributions

Attributions

- Student is enrolled in a charter or cyber-charter school.
  - Student is attributed to the charter or cyber-charter school and the state.

Attributions

- Foster children
  - Treated as residents of the district into which they have been placed
    - Foster families
    - Group homes
- Foreign Exchange students
  - Host family district
  - State

Attributions

- Student pays tuition to attend school outside district of residence
  - Receiving school, receiving district, state
- Student receives homebound instruction
  - School of residence, district of residence, state
- Home-schooled student who voluntarily participates
  - No attribution

Attributions

- Student is a minor placed in a county shelter
  - Student is attributed to the state
- Student is placed by court or other agency into a group home
  - Student is attributed to the state

Attributions

- No Child Left Behind requirements do not apply to court/agency placements of students to private institutions, unless that student has an IEP.
  - PRRI
  - Private, locally operated delinquent institution
  - Private drug and alcohol, mental health facility
  - Private, locally operated neglected institution
  - Illegal alien in INS program
  - Under 21 in county detention center
  - Juvenile delinquent in youth development center
  - Under 21, arraigned as an adult, in a county prison

Attributions

- No Child Left Behind requirements do not apply to students who have been convicted as adults.
  - Under 21, convicted as an adult, and in a county prison
  - Minor, convicted as an adult, and in a state correctional institution (SCI)

Attribution

- Attribution Map can be found on PDE Web site
- www.pde.state.pa.us
  - http://www.pde.state.pa.us/pas/lib/pas/2007_Attribution_Map.pdf

2006-07 PSSA Online Systems

- Data Corrections System – ***<u>Phase II</u>***
  - July 9 – 13, 2007
    - Opportunity to update all demographic fields
    - The first time a district will see PASA and students from other districts or programs.
  - NOTE: Data Corrections System Phase II is available at a different time than it was last year.
    - Schools/districts must ensure that all data is correct before the release of the preliminary AYP data file

Pennsylvania 2007
Booklet to Precode to Corrections Chart

Ref	Demographic Information	Booklet	Precode Phase III	Corrections Phase I 2007	Corrections Phase II 2006	Corrections Phase II 2007
A	Last Name	X	X	X		X
B	First Name	X	X	X		X
C	Middle Initial	X	X	X		X
D	Local Student ID	X	X	X		X
E	PAsecureID[1]	X	X	X		X
F	Birth date	X	X	X		X
G	Grade	X				
H	Gender	X	X	X		X
I	Ethnicity (list of 6 items)	X	X	X	X	X
J	IEP (not Gifted)	X	X	X	X	X
K	Primary IEP (list of 13 items)		X	X		X
L	Exited IEP within the past 2 years	X	X	X	X	X
M	GIEP		X	X		X
N	504 plan		X	X		X
O	Title I	X	X	X		X
P	Migrant Education Program services	X	X	X		X
Q	Foreign Exchange	X	X	X	X	X
R	Economically Disadvantaged	X	X	X	X	X
S	School Choice Provision	X	X	X		X
T	Home-schooled	X	X	X	X	X
U	Homeless		X	X		X
V	High Schools That Work (HSTW) program		X	X		X
W	Court/agency placed (not foster care)	X	X	X	X	X
X	Homebound		X	X	X	X
Y	ELL enrolled after 3/31/06	X	X	X	X	X
Z	ELL enrolled on or before 3/31/06	X	X	X	X	X
AA	Exited ESL program – 1st year of monitoring	X	X	X	X	X
BB	Exited ESL program – 2nd year of monitoring	X	X	X	X	X
CC	Former ELL – no longer monitored	X	X	X	X	X
DD	Title III served	X	X	X		X
EE	Title III not served	X	X	X		X
FF	Enrolled in school of residence after 10/1/2006	X	X	X	X	X
GG	Enrolled in district of residence after 10/1/2006	X	X	X	X	X
HH	PA resident after 10/1/2006	X	X	X	X	X
II	School of residence after 10/1/2005 and before 10/1/06	X	X	X		X
JJ	District of residence after 10/1/2005 and before 10/1/06	X	X	X		X
KK	Writing non-assessed – alternate assessment	X		X		
LL	Writing non-assessed – medical emergency	X		X		
MM	Writing non-assessed – extended absence	X		X		
NN	Writing non-assessed – parental request	X		X		
OO	Writing non-assessed – other	X		X		
PP	Rdg/Math non-assessed – alternate assessment	X		X	X	X
QQ	Rdg/Math non-assessed – medical emergency	X		X	X	X
RR	Rdg/Math non-assessed – extended absence	X		X		X
SS	Rdg/Math non-assessed – parental request	X		X		X
TT	Rdg/Math non-assessed – other	X		X		X
UU	Attribution information (reasons & grids)		X	X	X	X
VV	CTE information		X	X		X
WW	Absent w/o make up	X				
XX	Changes in test environment	X				
YY	Modified test format(s)	X				
ZZ	Special arrangements/assistive devices	X				

Note: PASA students are included in Corrections Phase II

[1]PAsecureID may be blank in Corrections Phase I and II

Timeline

- Data Corrections System Phase II
  - Mon., July 9 – Fri., July 13
- Preliminary AYP Data File
  - Tuesday, July 17
  - www.drc-web.com/reportdelivery
- AYP Appeals
  - Tues., July 17 – Tues., July 31
    - Appeals must be postmarked on or before July 31, 2007

DRC demonstration

General Attribution Changes

AYP Attribution

QUESTIONS?

AYP Appeals

- July 17 – 31, 2007
  - Window for schools/districts to file
    - **Fifteen days/Eleven business days**
- August 1 – 10, 2007
  - Window for PDE review
    - **Ten days/Eight business days**

AYP Appeals

- If the local educational agency believes that the proposed identification is in error for statistical or other substantive reasons, the agency may provide supporting evidence to the State education agency, which shall consider the evidence before making a final determination not later than 30 days after the State educational agency provides the local educational agency with the opportunity to review such data . . .

AYP Appeals

- If the local educational agency believes that the proposed identification **(Warning, School Improvement I, School Improvement II, etc.)** is in error for statistical or other substantive reasons, the agency may provide supporting evidence to the State education agency, which shall consider the evidence before making a final determination not later than 30 days after the State educational agency provides the local educational agency with the opportunity to review such data . . .

AYP Appeals

- If the local educational agency believes that the proposed identification is in error for statistical or other substantive reasons, the agency may provide supporting evidence **(evidence should be clear, complete, and relevant)** to the State education agency, which shall consider the evidence before making a final determination not later than 30 days after the State educational agency provides the local educational agency with the opportunity to review such data. . .

AYP Appeals

- If the local educational agency believes that the proposed identification is in error for statistical or other substantive reasons, the agency may provide supporting evidence **(supporting evidence must accompany the Appeal)** to the State education agency, which shall consider the evidence before making a final determination not later than 30 days after the State educational agency provides the local educational agency with the opportunity to review such data . . .

AYP Appeals

- If the local educational agency believes that the proposed identification is in error for statistical or other substantive reasons, the agency may provide supporting evidence **(supporting evidence must accompany the Appeal)** to the State education agency, which shall consider the evidence before making a **final determination not later than 30 days** after the State educational agency provides the local educational agency with the opportunity to review such data . . .

AYP Appeals

- If the local educational agency believes that the proposed identification is in error for **statistical or other substantive reasons**, the agency may provide supporting evidence to the State education agency, which shall consider the evidence before making a final determination not later than 30 days after the State educational agency provides the local educational agency with the opportunity to review such data. . .

AYP Appeals

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AYP Appeals

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AYP Appeals

- There are four, separate Appeal Forms
  - **District Appeal Form**
  - **School Appeal Form**
  - **Charter School Appeal Form**
  - **Full-time CTC/AVTS Appeal Form.**

AYP Appeals

2007 Adequate Yearly Progress Appeal

PDE USE ONLY

Date Received: _____
Control Number: _____
Assigned To: _____

COVER PAGE *(Page 1 of 1)*

County: _____

LEA Name: _____

(District, charter school, or full-time CTC/AVTS)

AUN: _____

District Superintendent, Charter School CAO, or CTC/AVTS Director Name:

_____

PLEASE PRINT

Superintendent's, CAO's, or Director's Phone Number:

(_____)_____ **Extension** _____

Superintendent's, CAO's, or Director's FAX Number:

(_____)_____

Superintendent's, CAO's, or Director's E-mail Address:

_____

Superintendent's, CAO's, or Director's Signature:

_____

My signature affirms that the information provided with this Appeals packet is true and correct.

Directions for Filing an Appeal

There are four, separate Appeal Forms: a **District Appeal Form**, a **School Appeal Form**, a **Charter School Appeal Form**, and a **Full-time CTC/AVTS Appeal Form**. If you are a district, please do not submit an appeal for the district on a School Appeal Form. Similarly, do not submit an appeal for a school on a District Appeal Form. Appeals that are submitted on the wrong form cannot be reviewed. If you file an appeal for more than one school in a district, you must use a separate school appeal form for each school. Appeals postmarked after **July 28, 2006**, cannot be accepted. **Please submit Appeals as a packet, not separately, to include the Cover Page, the Routing Page, all applicable Appeal Forms, and all supporting documentation. Mail Appeals to:**

Dana L. Klouser, Administrative Officer/Program Manager
Pennsylvania Department of Education
Bureau of Assessment & Accountability
333 Market St., 9th Floor
Harrisburg, PA 17126-0333

AYP Appeals

Directions for Filing an Appeal

There are four, separate Appeal Forms: a **District Appeal Form**, a **School Appeal Form**, a **Charter School Appeal Form**, and a **Full-time CTC/AVTS Appeal Form**. If you are a district, please do not submit an appeal for the district on a School Appeal Form. Similarly, do not submit an appeal for a school on a District Appeal Form. Appeals that are submitted on the wrong form cannot be reviewed. If you file an appeal for more than one school in a district, you must use a separate school appeal form for each school. Appeals postmarked after **July 31, 2007**, cannot be accepted. **Please submit Appeals as a packet, not separately, to include the Cover Page, the Routing Page, all applicable Appeal Forms, and all supporting documentation. Mail Appeals to:**

Dana L. Klouser, Administrative Officer/Program Manager
Pennsylvania Department of Education
Bureau of Assessment & Accountability
333 Market St., 9th Floor
Harrisburg, PA 17126-0333

AYP Appeals

2007 Adequate Yearly Progress Appeal

PDE Control Number: _____

ROUTING PAGE (Page 1 of 1)

LEA Name: _____
LEA AUN: _____

We are submitting an appeal for:
(Please check all that apply)

District

The following school (s):

(Please identify the school by name and four- digit school number)

Name	Number
_____	_____
_____	
_____	_____
_____	_____
_____	_____

Charter School

Full-Time CTC/AVTS

AYP Appeals

- If the local educational agency believes that the proposed identification is in error for statistical or other substantive reasons, the agency may provide supporting evidence to the State education agency, which shall consider the evidence before making a final determination not later than 30 days after the State educational agency provides the local educational agency with the opportunity to review such data . . .

AYP Appeals

QUESTIONS?

AYP Status

- Made AYP
- Warning
- School/District Improvement I
- School/District Improvement II
- Corrective Action I
- Corrective Action II
- Making Progress

TARGETS

1. ***Performance*** **on the state assessment**
   - **2007 Math and Reading**
2. ***Participation*** **in the state assessment**
   - **2007 Math and Reading**
3. ***Other academic indicator***
   - **2005-06 Attendance**
   - **2005-06 Graduation**

OTHER ACADEMIC INDICATOR

District

- Attendance ***and*** graduation
  - Therefore, districts have ***four*** targets
    - Attendance, graduation, performance, and participation
  - Or is it ***six*** targets?
    - 1) Attendance, 2) graduation, 3) math performance, 4) reading performance, 5) math participation, and 6) reading participation

District Targets

Or is it fourteen targets?

1. **attendance,**
2. **graduation,**
3. **math participation 3-5 grade span,**
4. **math participation 6-8 grade span,**
5. **math participation 9-12 grade span,**
6. **math performance 3-5 grade span,**
7. **math performance 6-8 grade span,**
8. **math performance 9-12 grade span,**
9. **reading participation 3-5 grade span,**
10. **reading participation 6-8 grade span,**
11. **reading participation 9-12 grade span,**
12. **reading performance 3-5 grade span,**
13. **reading performance 6-8 grade span,**
14. **reading performance 9-12 grade span.**

District Targets

Math Participation (3 Targets)	3-5	6-8	9-12
All			
White			
Black			
Hispanic			
Asian/Pacific Isl.			
Am. Ind./Alaskan			
Multi			
IEP			
Econ. Dis.			
ELL			
	Target	Target	Target

District Targets

Math Participation (up to 30 Targets)	3-5	6-8	9-12
All	Target	Target	Target
White	Target	Target	Target
Black	Target	Target	Target
Hispanic	Target	Target	Target
Asian/Pacific Isl.	Target	Target	Target
Am. Ind./Alaskan	Target	Target	Target
Multi	Target	Target	Target
IEP	Target	Target	Target
Econ. Dis.	Target	Target	Target
ELL	Target	Target	Target

District

(Math Part.)	3-5	6-8	9-12
All	Y	Y	N
White	Y	N	N
Black	Y	Y	
Hispanic			
Asian			
American Indian			
Multi			
IEP	Y	N	
Econ. Dis.			N
ELL	Y	Y	
Met AYP	*Y*	*N*	*N*

Participation Rate

- Current year
  - 95 out of 100 = 95%
- Average of current year + previous year
  - 95 out of 100
  - 97 out of 100
  - 192 out of 200 = 96%
- Average of current year + previous two years
  - 95 out of 100
  - 97 out of 100
  - 99 out of 100
  - 291 out of 300 = 97%

IEP Participation

1. Current year
2. Current year + exited
3. Current year + previous year
4. Current year + current year exited + previous year
5. Current year + current year exited + previous year + previous year exited
6. Current year + previous year + previous year exited
7. Current year + previous year + two years prior
8. Current year + current year exited + previous year + two years prior
9. Current year + current year exited + previous year + previous year exited + two years prior
10. Current year + previous year + previous year exited + two years prior

ELL Participation

1. Current year
2. Current year + exited
3. Current year + previous year
4. Current year + current year exited + previous year
5. Current year + current year exited + previous year + previous year exited
6. Current year + previous year + previous year exited
7. Current year + previous year + two years prior
8. Current year + current year exited + previous year + two years prior
9. Current year + current year exited + previous year + previous year exited + two years prior
10. Current + current year exited + previous year + two years prior + two years prior, exited
11. Current year + current year exited + previous year + previous year exited + two years prior + two years prior, exited
12. Current year + previous year + previous year exited + two years prior
13. Current year + previous year + previous year exited + two years prior + two years prior, exited
14. Current year + previous year + two years prior + two years prior, exited

Attendance Calculation

Average Daily Attendance (ADA) ÷ Average Daily Membership (ADM)

Attendance

ABC Elementary School K - 5			
Grade	ADA	ADM	%
K	49	50	
1	44	45	
2	50	52	
3	54	55	
4	51	53	
5	41	45	
Total	289	300	96%

Attendance Target

- If you didn't have 90% attendance rate in 2005-06, **AND**
- You don't show growth from 2004-05, **AND**
- Your attendance rate for 2006-07 is either 90% OR shows growth from 2005-06,
- You may enter your **2006-07** attendance data
  - May 24 to June 8

Other Academic Indicator

- District Graduation
  - Based on the graduation rate of **all the schools** in the district that have a graduating class
  - 80% or growth
  - 2006 graduation rate
- School Graduation
  - Based on the graduation rate of **just the school**
  - 80% or growth
  - 2006 graduation rate

Graduation Calculation

Number of students who graduated in 2006 ÷

Number of students who graduated in 2006 +
Number of seniors who dropped out in 2005-06 +
Number of juniors who dropped out in 2004-05 +
Number of sophs who dropped out in 2003-04 +
Number of freshmen who dropped out in 2002-03

PERFORMANCE

Math

- 45% threshold
- Composite of all students is always reported
- Subsets of the composite (subgroups) reported only when there are at least 40 students
  - Nine subgroups

Reading

- 54% threshold
- Composite of all students is always reported
- Subsets of the composite (subgroups) reported only when there are at least 40 students
  - Nine subgroups

Performance

1. Status
2. Status + Confidence Interval
3. Two year average
4. Two year average + Confidence Interval
5. Safe Harbor
6. Safe Harbor + Confidence Interval
7. Pennsylvania Performance Index (PPI)

PERFORMANCE

Calculations for:

(Only performed for FAY students who received a score)

- All students
- Racial/Ethnic groups
- IEP
- Economically disadvantaged
- ELL

ELL & IEP Performance

1. Current year
2. Current year + *current year* two year exited
3. Current year + confidence interval
4. Current year + *current year* two year exited + confidence interval
5. Average of current year + previous year
6. Average of current year + previous year + confidence interval
7. Average of current year + *current year* two year exited
8. Average of current year + *current year* two year exited + Confidence Interval
9. Average of current year + *current year* two year exited + previous year
10. Average of current year + *current year* two year exited + previous year + confidence interval
11. Average of current year + *current year* two year exited + previous year + *previous year* two year exited
12. Average of current year + *current year* two year exited + previous year + *previous year* two year exited + confidence interval
13. Safe Harbor
    1. Previous year to current year
    2. Previous year + *previous year* two year exited to current year
    3. Previous year to current year + *current year* two year exited
    4. Previous year + *previous year* two year exited to current year + *current year* two year exited
14. Safe Harbor + confidence interval
    1. Previous year to current year + Confidence Interval
    2. Previous year + *previous year* two year exited to current year + Confidence Interval
    3. Previous year to current year + *current year* two year exited + Confidence Interval
    4. Previous year + *previous year* two year exited to current year + *current year* two year exited + Confidence Interval
15. Pennsylvania Performance Index (PPI)
    1. Current year
    2. Current year + current year exited

District Targets

Math Performance (up to 30 Targets)	3-5	6-8	9-12
All	Target	Target	Target
White	Target	Target	Target
Black	Target	Target	Target
Hispanic	Target	Target	Target
Asian/Pacific Isl.	Target	Target	Target
Am. Ind./Alaskan	Target	Target	Target
Multi	Target	Target	Target
IEP	Target	Target	Target
Econ. Dis.	Target	Target	Target
ELL	Target	Target	Target

District Targets

Math Performance (up to 30 Targets)	3-5	6-8	9-12
All	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold
White	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold
Black	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold
Hispanic	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold
Asian/Pacific Isl.	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold
Am. Ind./Alaskan	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold
Multi	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold
IEP	Target	Target	Target
Econ. Dis.	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold	Up to 7 ways to meet your threshold
ELL	Target	Target	Target

District

(Math Perf.)	3-5	6-8	9-12
All	Y	Y	N
White	N	Y	N
Black	Y	Y	
Hispanic			
Asian			
American Indian			
Multi			
IEP	Y	Y	
Econ. Dis.			N
ELL	Y	Y	
Met AYP	*N*	*Y*	*N*

School vs. District

Participation and Performance

Participation and Performance

District

- Grade spans
  - 3-5
  - 6-8
  - 9-12

School

- Based on tested grades in the school
  - K – 8
    - 3, 4, 5, 6, 7, 8
  - K – 5
    - 3, 4 & 5
  - 9 – 12
    - 11

SAFE HARBOR

Reduce the *percentage* of students below Proficient in 2005-06 by at least 10% in 2006-07.

- 2006
  - 20% Proficient
  - 80% below Proficient
  - Reduce 80% by 10%
    - 8%
- 2007
  - 29% Proficient
  - 71% below Proficient
    - Reduced percentage by 9 points (8 needed)

PENNSYLVANIA PERFORMANCE INDEX

- Advanced
- Proficient
- Basic
  - a) High Basic
  - b) Low Basic
- Below Basic
  - a) High Below Basic
  - b) Low Below Basic

PPI

% Advanced	X	1
% Proficient	X	1
% High Basic	X	.8
% Low Basic	X	.6
% High Below Basic	X	.4
% Low Below Basic	X	.2
% Untested	X	0

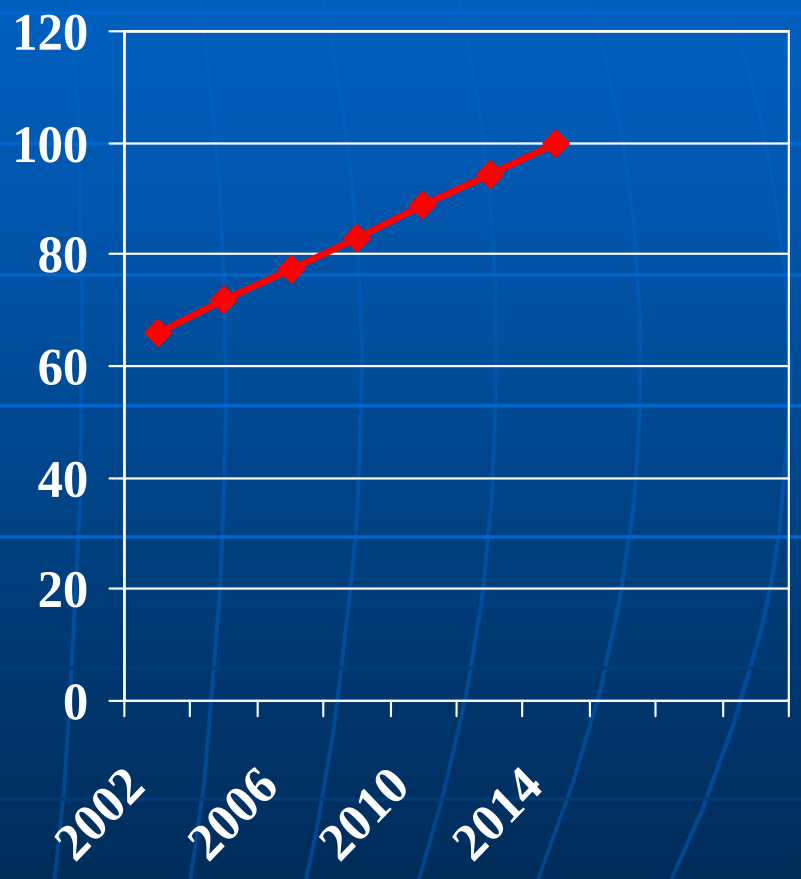
PPI

10% Advanced	10 X 1	=	10
20% Proficient	20 X 1	=	20
20% High Basic	20 X .8	=	16
20% Low Basic	20 X .6	=	12
15% High Below Basic	15 X .4	=	6
10% Low Below Basic	10 X .2	=	2
5% Untested	5 X 0	=	0
			66

PPI

Goal is to reach 100 by 2014

- 100 – 66 = 34
- 12 years
- 34 ÷ 12 = 2.83
- 2003 target is 66 + 2.83 = 68.83



PPI

Year	Baseline	Target	Actual PPI Score
2002	66		
2003	(66)	68.83	69
2004	(68.83)	71.66	71.79
2005	(71.66)	74.49	72.7

PPI

Year	Baseline	Target	Actual PPI Score
2005	72.7		
2006	(72.7)	75.73	76
2007	(75.73)	78.76	79
2008	(78.76)	81.79	

PASecureID

- Students without a PASecureID
  - System will allow you to leave blank, you will see a pop-up reminding you that one is needed.
- Student listed twice with 2 PASecureID numbers
  - Could occur if student is placed outside district
- 2 students with same PASecureID number
  - Does occur in some instances.

* *Contact your district PASecureID administrator*

Duplicate student record

- Example:
  - Thomas Gillin: With scores; will be included in performance and participation.
  - Tom Gillin: Without scores; will negatively affect participation.
- Use sort feature to determine if there are duplicate students in the data file. Sort by last name.
- You can’t delete a student record, must submit an appeal.

DRC demonstration

Sort feature/Change attribution form

PASA Duplicate student form

Reminders

- Print and review the User Manual
- Print, sign and fax to DRC the Confirmation Letter
  - Phases I and II
  - Verify all student data
  - Changes will not be applied during processing if letter is not received

DRC demonstration

Confirmation Letter

DRC will be available for more specific questions concerning the corrections system following this presentation.

Bureau of Assessment and Accountability

717-705-2343

Division of Performance Analysis and Reporting

717-265-7655

Appeals Contact Information

Dana Klouser: 717-705-3771
John Weiss: 717-214-4394
Tom Gillin: 717-772-0020

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Understanding AYP 2007

The Right Data for the Right Results Questions?

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