

Presentation

The purpose of this presentation is to address questions from the Board of Education regarding the process the Illinois State Board of Education uses to determine if districts and schools make AYP. There were also specific questions regarding Lisle High School making AYP and how it compares to other area high schools in academic performance. These items will be addressed during this presentation.

Conditions Required to Make AYP include the following:

- Participation Rate on the State Assessment
- Graduation Rate
- Performance Levels
 - * Minimum Targets
 - * 95% Confidence Interval
 - * Safe Harbor



PARTICIPATION RATE FOR THE STATE ASSESSMENT

95% OF THE “ALL” GROUP AND EACH
SUBGROUP MUST PARTICIPATE IN TAKING THE
TEST



PARTICIPATION/GRADUATION RATE STATE TARGETS

Year	Participation	Graduation
2010	95%	80%
2009	95%	78%
2008	95%	75%
2007	95%	72%

Lisle High School Rates

Year	Participation	Graduation
2009	100%	94.8%
2008	100%	93.7%
2007	100%	95.5%

AYP LEVELS OF CALCULATIONS FOR MEETING/EXCEEDING TARGETS

75% Confidence Interval for Safe Harbor and 2% Flexibility Rule for IEP Subgroups applied →

Safe Harbor

95% Confidence Interval

Minimum Target

2009= 70%

2010= 77.5%



PERFORMANCE LEVELS

Students in the ALL group and each subgroup must have performance levels of at least 77.5% for 2010 meeting/exceeding standards for reading and math. (70% = 2009)

For any group with less than 77.5% for 2010 meeting/exceeding, a **95% Confidence Interval** will be applied, which may enable the group to meet AYP. Subgroups, which must be 45 students or higher, may also meet this condition through Safe Harbor provisions.



LISLE HIGH SCHOOL AYP SCORES

Year	Reading	Math
2009	66%	64%
2008	62%	65%
2007	66%	59%

Minimum Targets Set by the State

Year	State Target
2010	77.5%
2009	70%
2008	62.5%
2007	55%

What is the 95% Confidence Interval ?

“The 95% Confidence Interval is a calculated variance level that is used statistically and approved by the U.S. Department of Education. The confidence interval is a moving target and that is why we shoot for the AYP target. The only consistent number is the AYP target.

Testing is a one day snap shot that is not a true measure of children’s performance; therefore this confidence interval is applied. There was a similar range of scores used on the IGAP test so this is not a novel idea and is supported statistically.”

The above quote is from Jim Rosborg, a professor from McKendree University hired by the State Board of Education to address the 95% Confidence Interval.



The Formula for Calculating the 95% Confidence Interval

95% Confidence Interval

If the Percent Proficient \geq

$$\text{AYP Target (77.5 in 2010)} - Z_{0.05} \times \sqrt{\frac{(\text{Target}) \times (100 - \text{Target})}{\text{Group Size for Group } g (N_g)}}$$

Where $Z_{0.05} = 1.645$

Then, the group g makes AYP



The 95% Confidence Interval Targets for Performance

State Target: 70% (2009)

State Target: 77.5% (2010)

Group Size	95% Confidence Interval	Subgroup Minimum Performance (70 minus 95% Confidence Interval)	95% Confidence Interval	Subgroup Minimum Performance (77.5 minus 95% Confidence Interval)
10	23.8	46.2	21.7	55.8
45	11.2	58.8	10.2	67.3
115	7.0	63.0	6.4	71.1
120	6.9	63.1	6.3	71.2
125	6.7	63.3	6.1	71.4
130	6.6	63.4	6.0	71.5
135	6.5	63.5	5.9	71.6

SAFE HARBOR CALCULATIONS

Decreasing by 10% the percentage of students who do not meet/exceed standards from the previous year. For subgroups that do not meet their Safe Harbor targets, a 75% confidence interval will be applied, which may enable the subgroup to meet AYP .



IEP 2% FLEXIBILITY CALCULATIONS

IEP Subgroups: For schools not making AYP solely because the IEP subgroup does not have the minimum percentage Meeting/Exceeding standards, 14% will be added to the percent Meeting/Exceeding in accordance with the federal 2% flexibility provision.



White Subgroup for Reading on PSAE

Year	Total Number	Academic Warning	Below Standards	Meet Standards	Exceeds Standards
2009	102	0	29 28%	61 59%	12 11%
2008	116 (2 No Score)	5 4%	34 29%	63 55%	12 10%
2007	104	5 4%	25 24%	57 55%	17 16%

White Subgroup for Math on PSAE

Year	Total Number	Academic Warning	Below Standards	Meet Standards	Exceeds Standards
2009	102	3 3%	26 25%	56 55%	17 16%
2008	116 (2 No Score)	7 6%	32 28%	58 50%	17 15%
2007	104	1 .09%	38 36%	52 49%	13 12%

IEP Subgroup for Reading on PSAE

Year	Total Number	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2009	10	2 20%	5 50%	3 30%	0
2008	17 (2 No Score)	6 40%	4 26%	5 33%	0
2007	13	3 23%	4 30%	5 38%	1 1%

IEP Subgroup for Math on PSAE

Year	Total Number	Academic Warning	Below Standards	Meets Standards	Exceeds Standards
2009	10	5 50%	2 20%	3 30%	0
2008	17 (2 No Score)	6 40%	7 46%	2 13%	0
2007	13	4 30%	8 62%	1 1%	0

Economically Disadvantaged Subgroup for Reading on PSAE

Year	Total Number	Academic Warning	Below Standards	Meet Standards	Exceeds Standards
2009	14	1 07%	6 43%	7 50%	0
2008	16	7 44%	4 25%	3 19%	2 12%
2007	10	3 30%	5 50%	2 20%	0

Economically Disadvantaged Subgroup for Math on PSAE

Year	Total Number	Academic Warning	Below Standards	Meet Standards	Exceeds Standards
2009	14	1 07%	8 57%	4 28%	1 07%
2008	16	6 37%	5 31%	3 19%	2 12%
2007	10	4 40%	3 30%	3 30%	0

LEP Subgroup for Reading on PSAE

Year	Total Number	Academic Warning	Below Standards	Meet Standards	Exceeds Standards
2009	0	0	0	0	0
2008	1	1 100%	0	0	0
2007	1	0	1 100%	0	0

LEP Subgroup for Math on PSAE

Year	Total Number	Academic Warning	Below Standards	Meet Standards	Exceeds Standards
2009	0	0	0	0	0
2008	1	0	1 100%	0	0
2007	1	0	1 100%	0	0

Black Subgroup for Reading on PSAE

Year	Total Number	Academic Warning	Below Standards	Meet Standards	Exceeds Standards
2009	9	4 44%	3 33%	2 22%	0
2008	9	5 55%	2 22%	2 22%	0
2007	7	1 14%	4 57%	2 28%	0

Black Subgroup for Math on PSAE

Year	Total Number	Academic Warning	Below Standards	Meet Standards	Exceeds Standards
2009	9	3 33%	5 55%	1 11%	0
2008	9	3 33%	3 33%	3 33%	0
2007	7	4 57%	1 14%	2 28%	0

Asian Subgroup for Reading on PSAE

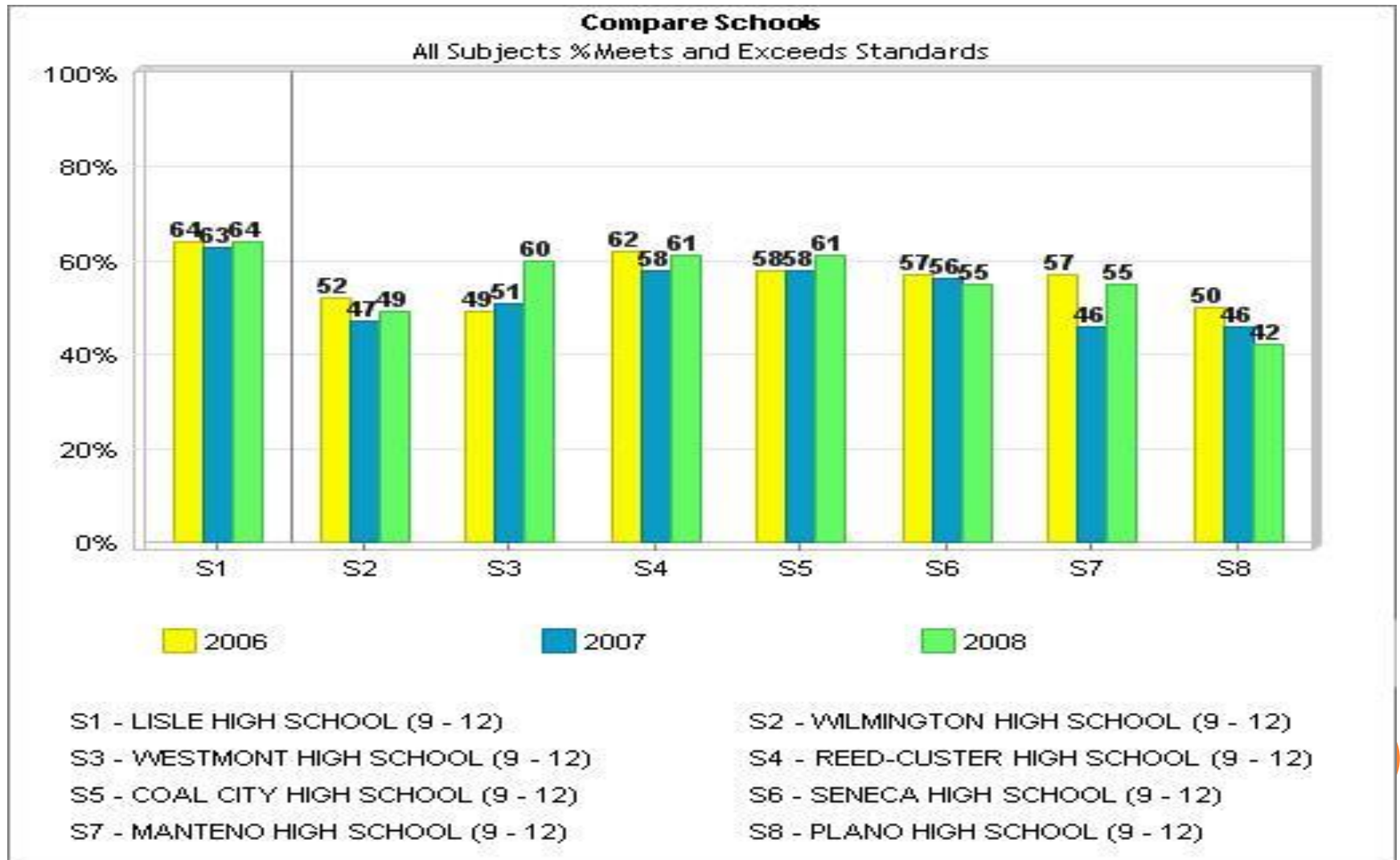
Year	Total Number	Academic Warning	Below Standards	Meet Standards	Exceeds Standards
2009	4	0	1 25%	1 25%	2 50%
2008	12 (1 No Score)	0	2 18%	6 54%	3 27%
2007	6	0	2 33%	4 66%	0

Asian Subgroup for Math on PSAE

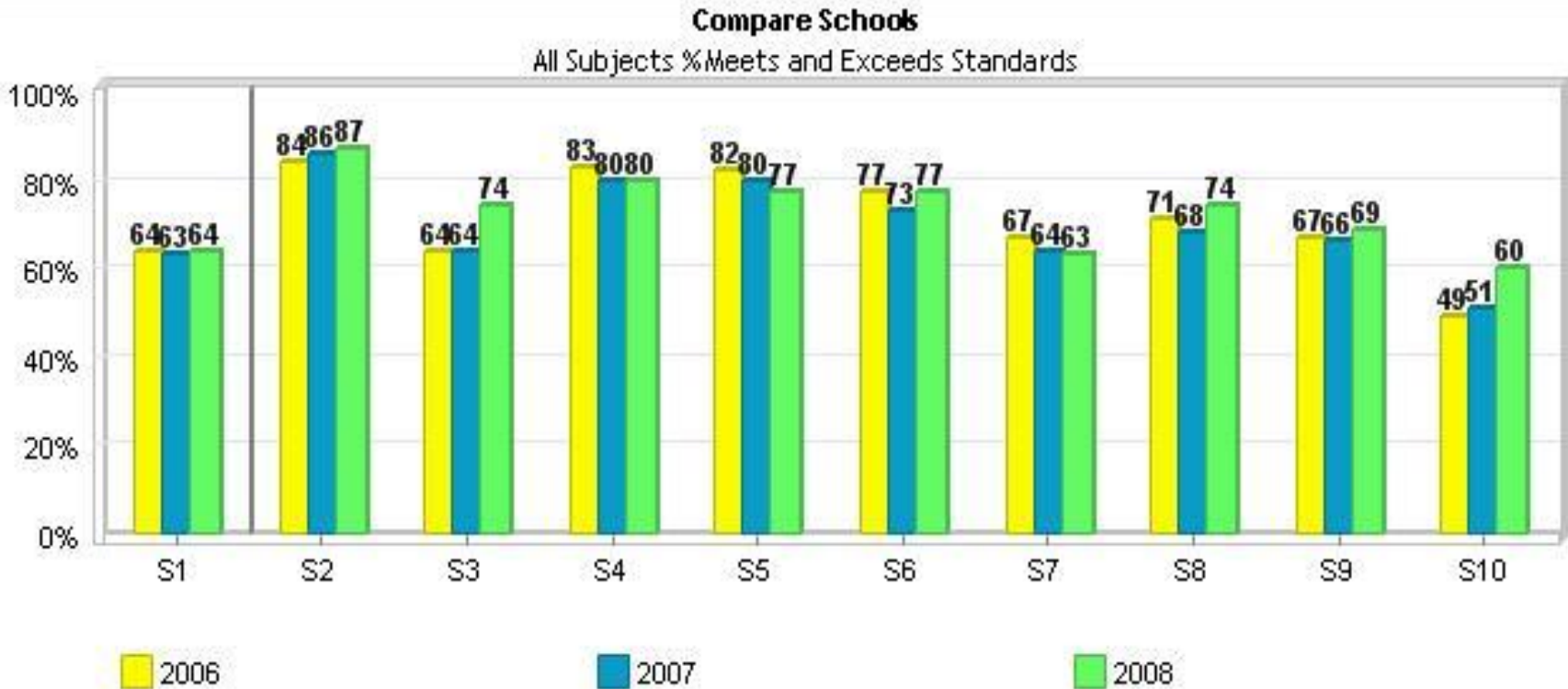
Year	Total Number	Academic Warning	Below Standards	Meet Standards	Exceeds Standards
2009	4	0	1 25%	1 25%	2 50%
2008	12 (1 No Score)	0	0	6 54%	5 45%
2007	6	0	2 33%	3 50%	1 16%

Comparison of High Schools in our Conference

Percent Meeting/Exceeding in Reading and Math



Comparison of DuPage High Schools Percent Meeting AYP in Reading and Math



S1 - LISLE HIGH SCHOOL (9 - 12)

S3 - HINSDALE SOUTH HIGH SCHOOL (9 - 12)

S5 - NAPERVILLE NORTH HIGH SCHOOL (9 - 12)

S7 - WAUBONSIE VALLEY HIGH SCHOOL (9 - 12)

S9 - COMM H S DIST 99 - SOUTH HIGH SCH (9 - 12)

S2 - HINSDALE CENTRAL HIGH SCHOOL (9 - 12)

S4 - NAPERVILLE CENTRAL HIGH SCHOOL (9 - 12)

S6 - NEUQUA VALLEY HIGH SCHOOL (9 - 12)

S8 - COMM H S DIST 99 - NORTH H S (9 - 12)

S10 - WESTMONT HIGH SCHOOL (9 - 12)

Assessment Program:

EPASS System includes the following assessments to track student progress in grades 8-12:

- Explore 8th Grade
- Plan 9th Grade
- Practice ACT 10th and 11th Grades
- * NWEA MAP
- * Common Assessments

Rtl Process:

Building leadership team working together to analyze data and determine groups of students in need of support to improve academic and social/emotional learning. Interventions are identified as well as criteria for participation in programs and exiting out of programs. Monitoring student performance is a continuous process throughout the school year. Interventions include:

- Mentoring Program
- Mentored Study Hall
- Student Ambassadors Program

Curriculum Course Work:

- Consultants supporting the curriculum mapping process for math and literacy
- Rewards English Course
- Study Skills Course
- Compass Learning Technology Software
- Dual Credit Course
- Opt-In Program



Systems for Lisle District 202 to Increase Student Achievement

