Student Achievement
Standard Program Evaluation

Program Evaluation Question(s)
Is student achievement for all student groups improving?

I. Program/Service Information
1. Name of Program or Services:
   Student Achievement

2. Personnel Responsible for Evaluation and Program (list):
   Randy Dillon, Director of Technical Education
   Don Hosutt, Administrator of Student Services
   Marti Garrett, Facilitator, Research, Data and Evaluation
   Leigh Roberts, Assessment Facilitator, South Tech
   Kirsta Armstead, Assessment Facilitator, North Tech
   Mike Powers, Principal, North Tech
   Dave Baker, Principal, South Tech
   HSTW School Improvement Teams

3. Demographic Description of Program:
   Location(s): North Tech and South Tech
   Number of staff: 22 Support
                   37 Academic
                   85 Vocational
                   11 Special Education
                   16 Teacher Assistant
   Participants: 2030 Students
   Length of program/service: August 18, 2005 – May 25, 2006

4. Date of Evaluation (Year/Duration):
   July 1, 2006 – June 30, 2007

5. Goal/Objective of Program/Services:
   To provide academic and technical instruction leading to competitive, entry-level employment and/or continuing postsecondary education.

6. Brief description of relationship between program goals, CSIP and MSIP Standards:
   Student achievement is related directly to both Process and Performance Standards on MSIP and to Goal 1 of the CSIP.
II. Evaluation Criteria for Programs/Services Offered (check type utilized)

- Staff perception__
- Assessment statistics_x_
- Financial data__
- Attendance rate__
- Dropout rate__
- Suspension rate__
- Expulsion rates__
- Participation rate in co-curricular/extracurricular__
- College/vocational attrition rates__
- Student attitude and interest survey__
- Longitudinal performance data__
- Achievement data_x_
- Perception data__
- IEPs__
- Movement to LRE__
- Other (list): __

III. Description of Stakeholders Engagement in Program Evaluation:

Don Hosutt supervises the Guidance and Counseling program at North Tech and South Tech. Marti Garrett monitors MAP and WorkKeys testing and data at the district level. Leigh Roberts and Kirsta Armstead supervise the administration of MAP and WorkKeys at the building level.

IV. Results

Adequate Yearly Progress (AYP)
(See Appendices A, B and C)

1. North Tech
   - Communications Arts results met the state proficiency level using the Safe Harbor calculation with a confidence interval, which essentially means that they raised the number of proficient scores by 10% in previously non-proficient sub-groups (black and free & reduced).
   - Mathematics results also met the state proficiency level using Safe Harbor without the confidence interval.
2. South Tech
   - Communications Arts results did not meet the proficiency level because no single sub-group met the state standard; this in spite of the fact that students scoring at the proficient level increased from .5% to 5.5%.
   - Mathematics results met the state proficiency level on the basis of the confidence interval.

WorkKeys
(See Appendix D)

   - On Mathematics, at both North Tech and South Tech, there is a general movement from the three lower levels (<3, 3 and 4) into the upper three levels (5, 6, and 7).
   - On Reading for Information at both schools there is a decrease in level 4, but a corresponding increase in both the lower two levels (<3 and 3) and the upper three levels (5, 6, and 7).
   - On Locating Information, at both schools, there is a slight reversal of scores with students slipping from level 4 back into the two lower levels (<3 and 3), but with no corresponding gains in the two upper levels (5 and 6).

General Observations:

1. Strengths of program/service
   - The organization and administration of both MAP and WorkKeys is now a routine practice in both tech schools.
   - The Assessment Facilitators work cooperatively with the guidance and counseling staff and with academic and vocational teachers to complete all testing in an efficient and effective manner.
   - The Level Not Determined is relatively small on both Mathematics and Communication Arts of MAP.

2. Concerns regarding program/service
   - MAP scores have been realigned for 2006 and cannot accurately be compared to previous years’ results.
   - The discrepancy between white and black students varies; on some measures fairly close and on others quite apart.
   - There is less discrepancy between male and female.
   - There is also no clear pattern in scores between those who receive Free and Reduced Lunch and those who do not.
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Standard Program Evaluation

In general, students with a disability do not score at the same level as non-disabled students, however, there are certain points at which disabled students equal or score better than their non-disabled peers.

Overall, students appear to be struggling more with Communication Arts than with Mathematics.

Students do not perceive that MAP adds any value to their education.

It is possible that at least some part of the decrease in scores for Reading for Information and Locating Information at North Tech can be attributed to the administration of those tests over the Internet rather than by the traditional paper and pencil method. Test proctors noticed that these tests were structured such that questions requiring multiple steps did not allow for multiple screen presentations. Students were thus required to continually move between screens in order to answer one question. This was clearly confusing for many students and was reported as such at the time of the test. The results seem to bear out the observation.

3. Recommendations regarding program/service
   a. Continue efforts to improve MAP scores by attempting to find rationale for students to take the tests seriously.
   b. Continue close proctoring of examinations to assure that the Level Not Determined on MAP is low.
   c. Continue efforts to close the achievement gap between white and black students on the MAP.
   d. Improve efforts to make students aware of the increasing significance of the WorkKeys tests as they relate to employment.
   e. Consider how WorkKeys can be better used in conjunction with other state mandated tests in meeting federal accountability requirements.
   f. Ascertain the structure of all WorkKeys internet tests before deciding to use them instead of paper and pencil tests.
   g. Increase professional development in the integration of mathematics and communication arts into technical education programs.

V. Action Plan for Recommendations as A Result of Program Evaluation

1. Principals will work with Assessment Facilitators at the beginning of the year to identify areas of concern emanating from the MAP results.
2. The Administrator of Student Services will work with Guidance and Counseling staff to develop additional incentives to motivate students to take the MAP seriously.
Student Achievement  
Standard Program Evaluation

3. Convene a committee to review the impact of WorkKeys and how it relates to other DESE mandated tests as well as its significance to Perkins accountability.

4. Assessment Coordinators will work with teachers and counselors to assure that the Level Not Determined is minimized through closer proctoring.

5. The Work Readiness Certificate will be emphasized as an important component of each graduating student’s resume and employment portfolio.

6. Assessment Coordinators will review the on-line WorkKeys tests in Reading for Information and Locating Information to assure that the structure of the tests will not impede students from completing questions. If problems remain, these tests will be given as paper and pencil tests.

7. After school tutoring and peer tutoring programs will be developed in 2007-2008 to assist students who are challenged with mathematics and communication arts.

8. The Ruby Payne strategies for understanding the Framework of Poverty and its influence on student learning will continue to be employed as a foundation for improving the socio-cultural aspects of learning among minority students.

9. Teachers will use pre-released items as guides for sample MAP test items and will incorporate typical items into instruction and assessment to familiarize students with the format of the items.

10. The Success Center will continue its efforts to remediate reading and mathematics deficiencies based on MAP and WorkKeys results.

11. Incorporate the TABE and/or other assessments in conjunction with WorkKeys as a diagnostic tool for entering students.

12. Continue the implementation of the e-MINTS instructional strategies for improving instruction in mathematics and reading.

Person responsible to champion action plan

Randy Dillon, Director of Technical Education

Timeframe for reporting updates to Board of Education
Annually in late fall or mid-winter.

_________________________________________________________  Date: December 21, 2006
Signature of Administrator Responsible for Chairing Evaluation
Appendices:

A: Adequate Yearly Progress (AYP)

B: Understanding Your Adequate Yearly Progress (AYP) Report

C: MAP Achievement Level Report

D: WorkKeys
   North Tech Mathematics
   South Tech Mathematics
   North Tech Reading for Information
   South Tech Reading for Information
   North Tech Locating Information
   South Tech Locating Information

E: MAP 2005-2006
   North Tech Mathematics, Grade 10
   South Tech Mathematics, Grade 10
   North Tech Communications Arts, Grade 11
   South Tech Communications Arts, Grade 11

F: MAP Disaggregated by Race
   North Tech Mathematics, Grade 10
   South Tech Mathematics, Grade 10
   North Tech Communications Arts, Grade 11
   South Tech Communications Arts, Grade 11

G: MAP Disaggregated by Gender
   North Tech Mathematics, Grade 10
   South Tech Mathematics, Grade 10
   North Tech Communications Arts, Grade 11
   South Tech Communications Arts, Grade 11

H: MAP Disaggregated by Free & Reduced
   North Tech Mathematics, Grade 10
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   North Tech Communications Arts, Grade 11
   South Tech Communications Arts, Grade 11
Student Achievement
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I: MAP Disaggregated by Disabled
   North Tech Mathematics, Grade 10
   South Tech Mathematics, Grade 10
   North Tech Communications Arts, Grade 11
   South Tech Communications Arts, Grade 11
Student Achievement Standard Program Evaluation

A: Adequate Yearly Progress (AYP) Report
   September, 2006
# Student Achievement

**Standard Program Evaluation**

Adequate Yearly Progress -- SPECL. SCH. DST. ST. LOUIS CO. -- NORTH COUNTY TECHNICAL

| Missouri Department of Elementary and Secondary Education |
| SPECL. SCH. DST. ST. LOUIS CO. (096119) PRELIMINARY Adequate Yearly Progress** |
| NORTH COUNTY TECHNICAL 1100 |
| Grade Span: 09-12 Title I School: No |

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http://dese.mo.gov/planning/profile/apr/aryp09611911100.html

9/12/2006
### Student Achievement

#### Standard Program Evaluation

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#### General Notes:

- School-level calculations do not include students that have been in the district less than a full academic year.
- District-level calculations do not include schools that have been in the district less than a full academic year.

- To meet AYP all subgroups that meet the minimum cell size requirements must meet the Annual Proficiency Target, have tested at least 95% of the students and met the additional indicator requirement.

- Additional Indicator -- For both school and district reporting, achievement is used at the elementary and middle levels, at the high school level graduation rate is used.

- (Note: District level reporting is determined by the highest grade level. K-8 uses attendance rate. K-12 uses graduation rate.) The requirement for MET is: Attendance Rate is equal to or greater than 93% Or shows any improvement from previous year. Graduation Rate is equal to or greater than 85% Or shows any improvement from previous year.

#### Definitions:

- PROF: The percent of students who are Proficient or Advanced.

- LND: Level Not Determined - The percent of students who did not receive a MAP score. A student will be considered LND if the student was absent, caught cheating or did not have a valid attempt on the test. The percent of students that were LND should be 5% or below.

#### Symbols:

- * Indicates the subgroup meets the minimum cell size requirements. Minimum cell size requirements: 30 for all subgroups except IEP and LEP, which have a minimum cell size of 40.

- ‡ If there are fewer than 39 students in the school total, the State Proficiency Target was not met, the current year and two prior years are aggregated.

- ‡‡ The group met the 95% participation using an average of current and prior year, or current year and prior two years.

#### AYP MET Symbols:

- Y Annual Proficiency Target Met
- CI Annual Proficiency Target Met with confidence interval
- S Annual Proficiency Target Met using Safe Harbor provision
- SC Annual Proficiency Target Met using the confidence interval for Safe Harbor

#### AYP NOT MET Symbols:

- N* Annual Proficiency Target Met, but did not have a participation rate of at least 95%
- NC Annual Proficiency Target Met with the confidence interval, but did not have a participation rate of at least 93%

- NN Annual Proficiency Target Not Met and participation rate was less than 95%

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**Table Updated September 1, 2006**

http://dese.mo.gov/planning/profile/apr/ayp0961191100.html

9/12/2006
## Student Achievement Standard Program Evaluation

Adequate Yearly Progress -- SPECL. SCH. DST. ST. LOUIS CO. -- SOUTH COUNTY TECHNICAL

Missouri Department of Elementary and Secondary Education
SPECL. SCH. DST. ST. LOUIS CO. (096119) PRELIMINARY Adequate Yearly Progress**
SOUTH COUNTY TECHNICAL 1150
Grade Span: 10-12 Title I School/No

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### Mathematics

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http://dese.mo.gov/planning/profile/apr/aryp0961191150.html

9/12/2006
# Student Achievement Standard Program Evaluation

## Adequate Yearly Progress -- SPECI. SCH. DST. ST. LOUIS CO. -- SOUTH COUNTY TECHNICAL

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</table>

### Attendance/Graduation

The percent of students who are Proficient or Advanced.

LND: Level Not Determined - The percent of students who did not receive a MAP score. A student will be considered LND if the student was absent, caught cheating or did not have a valid attempt on the test. The percent of students that were LND should be 5.0 percent or below.

**Symbols:**

* Indicates the subgroup meets the minimum cell size requirements. Minimum cell size requirements: 30 for all subgroups except IEP and LEP, which have a minimum cell size of 50.

* If there are fewer than 30 students in the school total, and State Proficiency Target was not met, the current year and two prior years are aggregated. This only applies to the calculation for the school total, not the disaggregated groups.

@ The group met the 95% participation using an average of current and prior year, or current year and prior two years.

**AVP MET Symbols:**

- **Y** Annual Proficiency Target Met
- **C** Annual Proficiency Target Met with confidence interval
- **S** Annual Proficiency Target Met using Safe Harbor provision
- **NC** Annual Proficiency Target Met using the confidence interval for Safe Harbor

**AVP NOT MET Symbols:**

- **N** Annual Proficiency Target Met, but did not have a participation rate of at least 95%
- **NP** Annual Proficiency Target Not Met
- **NN** Annual Proficiency Target Not Met and participation rate was less than 95%

Table updated September 1, 2006
Data as of August 28, 2006

B: Understanding Your Adequate Yearly Progress (AYP) Report
Understanding Your Adequate Yearly Progress (AYP) Report

The No Child Left Behind Act (NCLB) requires all schools, districts and states to show that students are making Adequate Yearly Progress (AYP). NCLB requires states to establish targets in the following ways:

- **Proficiency**: A target set for all students and student sub-groups to meet in a progressive nature that would result in all students scoring at the proficient level on the state’s assessment by 2014.
- **Attendance/Graduation**: the law requires schools, districts and states to meet an additional indicator based on improvement or established targets in attendance and/or graduation rates.
- **Participation Rates**: the law requires all students and student sub-groups to meet a 95% participation rate.

Missouri’s AYP targets were established by the Department of Elementary and Secondary Education (DESE) based on a formula from the NCLB Act and an analysis of Missouri Assessment Program (MAP) data, attendance rate and graduation rate data from prior years. When all targets are met, the requirements of AYP are met.

**Meeting the Requirements of AYP**

**Participation Rate**

Schools and districts must meet the testing participation rate of 95%. This is determined by evaluating the percent of students whose achievement level is Level Not Determined (LND). If the LND percent exceeds 5%, the school or district cannot make AYP, regardless of whether the annual proficiency targets and the additional attendance/graduation targets are met.

**Cell Size**

The minimum cell size for each subgroup is as follows: racial/ethnic groups = 30 students, free or reduced-price lunch = 30 students, students with disabilities (IEP) = 50 students, and students with limited English proficiency (ELL) = 50 students. In small schools where the aggregated (all students) group of students tested is less than 30, the scores are aggregated for three years to determine AYP. If the school or district has enough students in a subgroup to meet the minimum cell-size requirements, that subgroup must meet or exceed the Annual Proficiency Target and the additional indicator in order for the school or district to make AYP.

**Annual Proficiency Target Indicator**

A school or district must have enough students scoring Proficient or above to meet or exceed the Annual Proficiency Target. The school or district is required to meet the Annual Proficiency Target in the aggregate (all students) and for up to nine subgroups of

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students. The nine subgroups include: six racial/ethnic groups (American Indian, Asian/Pacific Islander, Black, Hispanic, White, Other/Non-response), students with disabilities, students with limited English proficiency and students receiving free or reduced-price lunches.

**Additional Indicator of Attendance/Graduation Rates**

Schools and districts must also meet the following established criteria:

- **Elementary and Middle Schools**: The additional indicator for elementary and middle schools is attendance rate. These schools must have an attendance rate of at least 93% or be able to show improvement from the previous year in order to meet the additional indicator target.

- **High Schools**: Graduation rate is the additional indicator for high schools. A school must have a graduation rate of at least 85% or demonstrate improvement from the prior year in order to meet the additional indicator target.

- **Districts**: Graduation rate is the additional indicator for K-12 school districts. Attendance rate is the additional indicator for elementary (K-8) school districts. The targets established for schools apply to the district as well.

**Safe Harbor**

If a school or district does not meet the Annual Proficiency Target for each subgroup, a provision called Safe Harbor allows another opportunity for the school or district to make AYP. If the school or district meets the participation requirement, AND the school or district meets the additional attendance/graduation rate indicator targets AND the school or district decreases the percentage of students scoring below the proficient level by 10 percent AYP can be met using Safe Harbor.

**Ensuring Reliability**

The Department uses a confidence interval in order to account for the error inherent in making AYP classifications (“met, not met”) that are based on a targeted percentage of students who must attain proficiency. The use of confidence intervals increases the reliability of these classifications.

To establish a confidence interval, a statistic is computed that represents the “margin of error” associated with setting a specific target for percent proficient. This statistic is used to create a “band” or “confidence interval” around the target, which results in a “range” for percent proficient, rather than an absolute percent. If a school or district’s percent proficient falls below the lower limit of the range, the AYP target is not met. If a school’s percent proficient falls within the range or above the upper limit, the AYP target is met.

For AYP purposes, a 99% confidence interval is applied to the annual proficiency target, which means that a wide range is established in order to obtain a very high level (nearly 100%) of confidence in our decision. If a lower level of confidence were established for the interval (for example, 95%), the range for percent proficient would be narrower, but the accuracy of the AYP decision would be reduced. For the Safe Harbor provision, a 75%
confidence interval is applied to the increase in the percent of proficient students from the previous year.

Our use of a confidence interval for AYP decisions is much like the Gallup Poll's use of error terms when they report that 51% of the polled voters say they will vote for Candidate Smith, plus or minus the margin of error of 3%. This means that Candidate Smith would likely receive between 48% and 54% of the votes, if the election were held today.

If a school or district does not meet the Annual Proficiency Target, the confidence interval is applied. Therefore, a school or district may meet the Annual Proficiency Target with the confidence interval.

The chart below is a hypothetical example of school-level Communication Arts scores with confidence intervals. In this school, Native Americans (American Indians) were the smallest subgroup and therefore have the largest confidence interval. The confidence interval for All Students is relatively small, because it is the largest group. This school did not make AYP. Although the annual measurable objective was met in most subgroups with confidence interval, it was not met for the Free and Reduced Lunch (P/R Lunch) subgroup or for All Students.

![Chart showing confidence intervals and annual measurable objectives for different subgroups.]

This chart and the explanatory text have been reprinted with the permission of the Maryland State Department of Education from "Understanding AYP"
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Non-Exclusive Permission to Use Granted to the Missouri State Department of Education, 2005.  All Other Rights Reserved by MSDE.
How Students Count for AYP

Only students who have been enrolled for a full academic year* will be included in the AYP calculations. *A full academic year is from the last Wednesday in September through the MAP test administration window. Students must be enrolled for a full academic year to be included in AYP. AYP is evaluated at the group, school, district and state levels.

ELL students who have been in the United States less than one year are not required to take the Communication Arts assessment. These students are required to take the Mathematics assessment. For AYP purposes, ELL students who have been in the United States less than one year, and are coded appropriately, are not included in the LND.

Some students with severe cognitive disabilities are not able to take the standard MAP content area assessments. However, students are to be accounted for in the MAP content area assessments. If the student’s IEP team determines he/she is unable to participate in the standard MAP assessments, the student takes a MAP-Alternate (MAP-A) assessment. The MAP-A is given in the same grade levels as the MAP for both Communication Arts and Mathematics. Students taking the MAP-A will receive an achievement level score and will be included in the Annual Proficiency Target calculations.

Calculation Details

Annual Proficiency Targets: The school’s or district’s performance in relation to the established Annual Proficiency Targets is determined by looking at the percent of students who score in the Proficient or Advanced levels on the MAP.

* Proficient or Above Percent – Percent of students who are proficient or above.

Calculation: \((\text{Proficient or Above/Reportable}) \times 100\)

✓ Proficient or Above – Number of students with an Achievement Level (AL) of Proficient or Advanced

✓ Reportable – Number of students with an AL for the content area

Participation Rates: The school or district must meet the testing participation rate of 95%. This is determined by evaluating the percent of students whose achievement level is Level Not Determined (LND). If the LND percent exceeds 5%, the school or district cannot make AYP, regardless of its performance in relation to the Annual Proficiency Target and additional indicator target.

* Level Not Determined Percent – Percent of students without a Reportable Score on the test

Calculation: \((\text{LND/Accountable}) \times 100\)

✓ Accountable – Number of students by content area for a summary level

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Standard Program Evaluation

✓ Level Not Determined (LND) – Number of students without an Achievement Level

Additional Indicator:

- **Attendance Rate** – The Department uses the MSIP/NCLB attendance data reported by school districts on Screen 14 of the Core Data Collection System to calculate attendance rates. The hours of absence method of calculating attendance is used.
  Calculation: \( \frac{\text{MSIP/NCLB Total Hours of Attendance}}{\text{MSIP/NCLB Total Hours of Attendance} + \text{MSIP/NCLB Total Hours of Absence}} \times 100 \)

- **Graduation Rate** – The Department uses graduate and dropout data reported by school districts on Screen 13 of the Core Data Collection System to calculate persistence to graduation rates. Calculation: \( \frac{\text{Graduates}}{\text{Graduates} + \text{Cohort Dropouts}} \times 100 \)

**Summary Levels:** AYP is evaluated at the school, district and state levels.

Only students who have been in the building and/or district for a full academic year will be included in the calculation for the corresponding summary level. This information is obtained from the MAP Student Information Sheet (bubble sheet) or barcode label. This applies to each summary level independently. For example, a student who is coded as “In building less than a year” but was in the district a full academic year is excluded from the building totals, but is in the district totals.

- **In District (Building) Less Than a Year** - Districts are required to report student enrollment counts to the Department as of the last Wednesday of September for each school year. A student included in the head count that remains in the district and/or building through the MAP testing window is considered in the district and/or building for a full academic year. If a student enters the district, or school building after the September count date, that student is to be coded “In District less than a Year” and/or “In Building less than a Year”. If coded appropriately, the student’s MAP results will be excluded from the district and/or building totals.

**Content Areas:** For AYP, districts and schools are evaluated separately using Communication Arts and Mathematics data. There are different Annual Proficiency Targets for each content area. Districts and schools must meet the targets for Communication Arts and Mathematics, including participation rate, and the additional indicator to make AYP.

**Grade Levels:** AYP is evaluated by aggregating all grade levels within the school or district that are assessed by the MAP. The current grade levels assessed are as follows:

- Communication Arts = 03 – 08, 11
- Mathematics = 03 – 08, 10
- MAP Alternate = 03 – 08, 11

*Example – Clark High School is a 7th-12th grade attendance center. The 7th, 8th and 11th graders’ scores would be combined for the Communication Arts total at a building level. At the district level 3rd, 4th, 5th, 6th, 7th, 8th and 11th grades would be combined for a district total in Communication Arts.*

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Subgroups:
- School or District Total (All Students)
- Race/Ethnicity
  - Asian/Pacific Islander
  - American Indian
  - Black
  - Hispanic
  - White
  - Other/Non-Response
- LEP – Limited English Proficient – this includes any student categorized as ELL less than three years in the USA, ELL Receiving Services, or ELL Monitoring. All students coded as ELL less than one year in the USA will be excluded from AYP calculations.
- IEP – students with an Individualized Educational Program
- F/R Lunch – students eligible for free or reduced-price lunches

NOTE: A Student can be included in more than one group.
For example – A student could be White, have an IEP and be eligible for free or reduced price lunches.

Safe Harbor: If a school or district does not meet the Annual Proficiency Target for each subgroup, a provision called Safe Harbor allows another opportunity for the school or district to make AYP. If the school or district meets the participation requirement AND the school or district decreases the percentage of students scoring below the proficient level by 10 percent AND meets the additional indicator targets, it can make AYP using Safe Harbor.

See the following Safe Harbor example

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<th>Subgroup</th>
<th>State Prof Goal</th>
<th>Acct</th>
<th>Rpt</th>
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<th>Additional Indicator</th>
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<td>84%</td>
<td>Attendance = 91.7%</td>
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<td>25%</td>
<td>75</td>
<td>75%</td>
<td>Attendance = 92.1%</td>
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Criteria 1: Participation Rates

Does the school meet the required 95% participation rate? YES. Level Not Determined is equal to 0.0%. Therefore, the participation rate is 100%.

Criteria 2: Decrease in the Percent NOT Proficient

The 2006 results for Communication Arts show 25% scoring in the proficient or advanced range. Therefore the school does not automatically meet the Annual Proficiency Target of 34.7%.

08/29/06
The school is then evaluated based on the decrease in the percent of students scoring BELOW proficient. In the example above, 84.0% scored below proficient in 2005, therefore the percentage of students scoring in the proficient range during 2006 must increase 8.4% from 2005 (84% x 10% = 8.4%).

In 2005, 16% of student scored in the proficient range. To evaluate whether the school can make AYP using the Safe Harbor provision, 8.4% is added to the 2005 proficiency percent (16.0% + 8.4% = 24.4%) and compared to the 2006 percent of students scoring proficient and advanced (25%). If the percent of students scoring proficient and advanced in 2006 exceeds the Safe Harbor calculation (24.4%), the school meets criteria 2 of the Safe Harbor provision.

Does the school meet the required decrease in percent not proficient? YES.

Criteria 3: Additional Indicator

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<tr>
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<th>Target</th>
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<td>High School Buildings</td>
<td>Graduation Rate</td>
<td>85% or improvement from prior year</td>
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Does the school meet the attendance rate target? NO
Does the school meet the improvement from prior year requirements? YES.

Since the school met the all three criteria for Safe Harbor, the school has made AYP using the Safe Harbor provision.

Disaggregated attendance data will come from screen 14 of Core Data under the Attendance (MSIP/NCLB) and Absence (MSIP/NCLB) section. In the aggregate, these data should match the Safe Harbor portion of screen 14. If there is insufficient data to evaluate the additional indicator for the subgroup in the safe harbor calculations, the additional indicator will be evaluated for the school total group.

Confidence Interval: The Department uses confidence intervals in order to account for the error inherent in making AYP classifications (“met, not met”) that is based on a targeted percentage of students that must attain proficiency. Thus confidence intervals are used as a way to increase the reliability of the classification decisions. Confidence intervals are applied to the annual proficiency target and safe harbor. For a detailed explanation, please see page 3, “Ensuring Reliability”.

AYP Confidence Interval Calculation:

\[ = (2.326 \times \text{SQRT} ((A / 100) \times (1 - (A / 100)) + B)) \times 100 \]

\[ A = \text{Proficient or Advanced %} \]
\[ B = \text{Number of Reportable Students} \]
\[ \text{SQRT} = \text{square root} \]

Safe Harbor Confidence Interval Calculation:

\[ \text{NP} = 100\% - A \]
\[ \text{SH} = \text{NP} \times .10 \]
\[ \text{SHT} = A + SH \]
\[ \text{ADJ} = (0.674 \times \text{SQRT} (((B \times (1-B)) + C)) + ((0.9 \times B + 0.1) \times (1-(0.9 \times B + 0.1))) + D)) \]
\[ \text{AT} = \text{(SHT - ADJ)} \times 100 \]
\[ \text{NP} = \text{Non-Proficient Percent} \]
\[ \text{SH} = \text{Safe Harbor Amount} \]
\[ \text{SHT} = \text{Safe Harbor Target} \]

08/29/06
ADJ=Safe Harbor Adjustment
AT=Adjusted Target (Safe Harbor Target with Confidence Interval)
A=Current Year Proficient or Advanced %
B=Previous Year Proficient or Advanced %
C=Previous Year Number of Reportable Students
D=Current Year Number of Reportable Students

Reporting AYP:

The school or district’s progress in making AYP is displayed graphically on the School Data/Statistic web pages (http://dseae-mo.gov/schooldata/). From the School Data/Statistic web pages, select a district and click on "Load Profile." In the upper right-hand corner of the page, under “Summary Reports,” click on the “2006 Annual Performance Report (APR) and AYP” link. This will take you to the school and district AYP grids. An example of the AYP grid is on the following page.

Schools and districts may also access detailed AYP reports using a secure login and password in Crystal Reports. There are two AYP reports in the “AYP” folder in Crystal. These reports are called “AYP” and “AYP Summary.”
# Student Achievement Standard Program Evaluation

## AYP Grid:

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**General Notes:**
- School level calculations do not include students that have been in the building less than a full academic year.
- District level calculations do not include students that have been in the district less than a full academic year.
- To meet AYP, all subgroups that meet the minimum cell size requirements must meet the Annual Proficiency Target and have tested at least 95% of the students.
- Definitions:
  - PROF: The percent of students who are Proficient or Advanced.
  - LND: Level Not Determined - The percent of students who did not receive a NAP score. A student will be considered LND if the student was absent, caught cheating, or did not have a valid attempt on the test. The percent of students that were LND should be 5.0 percent or below.
- Symbols:
  - * Indicates the subgroup meets the minimum cell size requirements.
  - ** Indicates the subgroup meets the minimum cell size requirements and has a minimum test score of 30 for all subgroups except IEP and LEAP, which have a minimum cell size of 50.
  - If there are fewer than 30 students in the school total, and State Proficiency Target was not met, the current year and two prior years are aggregated. This only applies to the calculation for the school total, not the disaggregated group.

**AYP MIT Symbols:**
- AYP Annual Proficiency Target Met
- CI AYP Annual Proficiency Target Met with confidence interval
- CH AYP Annual Proficiency Target Met using Safe Harbor provision
- SC AYP Annual Proficiency Target Met using the confidence interval for Safe Harbor

**AYP NOT MIT Symbols:**
- AYP Annual Proficiency Target Not Met
- CI AYP Annual Proficiency Target Not Met with confidence interval
- CH AYP Annual Proficiency Target Not Met using Safe Harbor provision
- SC AYP Annual Proficiency Target Not Met using the confidence interval for Safe Harbor

08/29/06
Consequences for a School Not Meeting the Requirements of AYP:

If a Title I school does not meet AYP in the same content area for two or more consecutive years, the school is required to take certain actions, specified by NCLB to improve its performance.

School Improvement

How are schools identified for School Improvement?

Title I schools will be identified as in “School Improvement” when they do not make AYP in the same content area for two consecutive years. Once a school is identified for school improvement, the school must develop a school improvement plan.

What happens when a school is identified for School Improvement?

In the first year of School Improvement, the district must offer school choice. School choice is required if there are other schools in the district that serve the same grade level AND those schools are not in school improvement, corrective action or restructuring. School choice and supplemental services must be provided in year two (and subsequent years) of School Improvement.

What happens to schools after the second year in School Improvement?

If a school makes AYP in the third year after being identified for School Improvement, the school will stay in School Improvement. If the school makes AYP in the third year of School Improvement and makes AYP the fourth year after identification, the school will exit School Improvement. If a school does not make AYP in the third year after identification, the school then moves into Corrective Action.

Corrective Action and Restructuring

What is Corrective Action?

If a school in School Improvement does not make the annual performance targets for four consecutive years, the school goes into Corrective Action. When a school is in Corrective Action, the district is still required to provide school choice and supplemental services. Additionally, the district is required to take corrective measures. Possible corrective actions include implementing a new curriculum, working with outside expert consultants, extending instructional time or staffing changes. If a school does not make AYP after one year in Corrective Action, the school goes into Restructuring.

What is Restructuring?

Once a school is in Restructuring, it must continue to offer school choice and make supplemental services available. The district is also required to restructure the school. Restructuring can include replacing staff, contracting with an outside expert consultant, or other major restructuring of the school’s administration and operations.
Additional Information:

For information regarding understanding AYP data or calculations, please contact the Data Analysis and Reporting section at 573-751-6849 or webreplyimprdar@dese.mo.gov.

For information regarding AYP, No Child Left Behind or the consequences of not making AYP, please contact the Instructional Improvement section at 573-751-9437 or webreplyimprit@dese.mo.gov.

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Inquiries related to Department programs may be directed to the Title IX Coordinator, Jefferson State Office Building, 5th Floor, 205 Jefferson Street, Jefferson City, Missouri 65102-0480; telephone number 573-751-4581.
C: MAP Achievement Level Report
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## Missouri Department of Elementary and Secondary Education
### Missouri Assessment Program
#### MAP Achievement Level Report

**NORTH COUNTY TECHNICAL (1100)**

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ACD=Accountable; REP=Reportable; LND=Level Not Determined; Prof=Proficient; Adv=Advanced; Top2=Percent of Students Scoring Advanced or Proficient

MAP Index* = (pw/660)+(pw Basic/700)+(pw Proficient/800)+(pw Advanced/900)
### North County Technical (1100)

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| Total                     | Com, Arts    |      |      |    |     |     |      | 22.30          | 68.80   | 9.4    | 1.5  | 890.1     |

**Note:**
- AOC = Accountable
- REP = Reportable
- LND = Level Not Determined
- Prof = Proficient
- Adv = Advanced
- Top 2 = Percent of Students Scoring Advanced or Proficient
- MAP Index* = (pct Std*600)+(pct Basic*700)+(pct Proficient*800)+(pct Advanced*900)

## Missouri Department of Elementary and Secondary Education
### Missouri Assessment Program
#### MAP Achievement Level Report

### South County Technical (1150)

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<td>17.80</td>
<td>47.80</td>
<td>4.3</td>
<td>0.0</td>
<td>658.5</td>
</tr>
</tbody>
</table>

**Note:**
- ACC = Accountable; REP = Reportable; LND = Level Not Determined; Prof = Proficient; Adv = Advanced.
- Top2 = Percent of Students Scoring Advanced or Proficient.
- MAP Index* = (Score B or 800) + (Score 700 or Proficient 900) + (Score Advanced 900).

# Student Achievement

## Standard Program Evaluation

<table>
<thead>
<tr>
<th>Special Programs</th>
<th>Content Area</th>
<th>Grade</th>
<th>Year</th>
<th>ACC</th>
<th>REP</th>
<th>LND</th>
<th>LND%</th>
<th>% Below</th>
<th>% Basic</th>
<th>% Prof</th>
<th>% Adv</th>
<th>MAP Index*</th>
</tr>
</thead>
<tbody>
<tr>
<td>IEP, student</td>
<td>Com. Arts</td>
<td>11</td>
<td>2006</td>
<td>24</td>
<td>23</td>
<td>1</td>
<td>4.2</td>
<td>17.60</td>
<td>47.80</td>
<td>4.3</td>
<td>0.0</td>
<td>505.5</td>
</tr>
<tr>
<td>In Building &lt; 1 year</td>
<td>Com. Arts</td>
<td>11</td>
<td>2006</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0.0</td>
<td>12.00</td>
<td>22.00</td>
<td>22.0</td>
<td>0.0</td>
<td>700.0</td>
</tr>
<tr>
<td>In District &lt; 1 year</td>
<td>Com. Arts</td>
<td>11</td>
<td>2006</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>0.0</td>
<td>12.00</td>
<td>55.00</td>
<td>22.2</td>
<td>0.0</td>
<td>700.0</td>
</tr>
<tr>
<td>Map Free and Reduced Lunch</td>
<td>Com. Arts</td>
<td>11</td>
<td>2006</td>
<td>53</td>
<td>50</td>
<td>3</td>
<td>5.7</td>
<td>18.60</td>
<td>72.00</td>
<td>0.0</td>
<td>0.0</td>
<td>672.0</td>
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<tr>
<td>Non Free and Reduced Lunch</td>
<td>Com. Arts</td>
<td>11</td>
<td>2006</td>
<td>71</td>
<td>69</td>
<td>2</td>
<td>2.8</td>
<td>18.60</td>
<td>59.40</td>
<td>11.6</td>
<td>0.0</td>
<td>692.6</td>
</tr>
<tr>
<td>Non IEP Students</td>
<td>Com. Arts</td>
<td>11</td>
<td>2006</td>
<td>100</td>
<td>95</td>
<td>4</td>
<td>4.0</td>
<td>14.60</td>
<td>69.80</td>
<td>7.3</td>
<td>0.0</td>
<td>683.3</td>
</tr>
</tbody>
</table>

**Note:**
- **ACC**= Accountable
- **REP**= Reportable
- **LND**= Level Not Determined
- **Prof**= Proficient
- **Adv**= Advanced

Top2 = Percent of Students Scoring Advanced or Proficient

MAP Index* = \( \frac{\text{pct Proficient} + \text{pct Advanced}}{2} \)


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31
Student Achievement
Standard Program Evaluation

D:  WorkKeys
    North Tech Mathematics
    South Tech Mathematics
    North Tech Reading for Information
    South Tech Reading for Information
    North Tech Locating Information
    South Tech Locating Information
North Tech
WorkKeys APPLIED MATH Comparison of Scores 2005 (11th) - 2006 (12th)
SOUTH TECH
WORKKEYS APPLIED MATH
Comparison of Scores 2005 (11th) - 2006 (12th)
North Tech
WorkKeys READING for INFORMATION Comparison Scores 2005 (11th) - 2006 (12th)

<table>
<thead>
<tr>
<th>Skill Levels</th>
<th>04-05 Jr</th>
<th>05-06 Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;3</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>15</td>
<td>18</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

% of Students Scoring at Levels
SOUTH TECH WORKKEYS
READING FOR INFORMATION
Comparison of Scores 2005 (11th) -2006 (12th)
## Student Achievement
### Standard Program Evaluation

#### North Tech
**WorkKeys LOCATING INFORMATION Comparison Scores 2005 (11th) - 2006 (12th)**

<table>
<thead>
<tr>
<th>Skill Levels</th>
<th>04-05 Jr</th>
<th>05-06 Sr</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Students Scoring at Level</td>
<td>39</td>
<td>40</td>
</tr>
</tbody>
</table>

Legend: <3, 3, 4, 5, 6
E: MAP 2005-2006
North Tech Mathematics, Grade 10
South Tech Mathematics, Grade 10
North Tech Communications Arts, Grade 11
South Tech Communications Arts, Grade 11
MAP 2005-06
North Tech Mathematics
Grade 10

% of Students Achieving at Level

Below Basic | Basic | Proficient | Advanced | Lvl Not Determined

Mathematics
MAP Levels
MAP 2005-06
South Tech Mathematics
Grade 10

% of Students Achieving at Level

Below Basic | Basic | Proficient | Advanced | Lvl Not Determined

Mathematics
MAP Levels
MAP 2005-06
North Tech Communication Arts
Grade 11

% of Students Achieving at Level

Communication Arts

MAP Levels

Below Basic | Basic | Proficient | Advanced | Lvl Not Determined

0% | 70% | 20% | 10% | 0%
MAP 2005-06
South Tech Communication Arts
Grade 11

% of Students Achieving at Level

Communication Arts

MAP Levels

Below Basic
Basic
Proficient
Advanced
Lvl Not Determined
F: MAP Disaggregated by Race
   North Tech Mathematics, Grade 10
   South Tech Mathematics, Grade 10
   North Tech Communications Arts, Grade 11
   South Tech Communications Arts, Grade 11
Student Achievement
Standard Program Evaluation

MAP 2005-06 Mathematics Grade 10
South Tech by Ethnic Category

Below Basic | Basic | Proficient | Advanced | Lvl Not Determined
0% | 50% | 20% | 10% | 10%

% Black | % White
MAP 2005-06 Communication Arts Grade 11
North Tech by Ethnic Category

- Below Basic
- Basic
- Proficient
- Advanced
- Lvl Not Determined

% Black
% White
Student Achievement
Standard Program Evaluation

MAP 2005-06 Communication Arts Grade 11
South Tech by Ethnic Category

Below Basic | Basic | Proficient | Advanced | Lvl Not Determined
---|---|---|---|---
Black | | | | %
White | | | | %
G:  MAP Disaggregated by Gender
    North Tech Mathematics, Grade 10
    South Tech Mathematics, Grade 10
    North Tech Communications Arts, Grade 11
    South Tech Communications Arts, Grade 11
MAP 2005-06 Mathematics Grade 10
North Tech by Gender
MAP 2005-06 Mathematics Grade 10
South Tech by Gender

- Below Basic
- Basic
- Proficient
- Advanced
- Not Determined

% Female
% Male
MAP 2005-06 Communication Arts Grade 11
North Tech by Gender

- Below Basic
- Basic
- Proficient
- Advanced
- Lvl Not Determined

% Female
% Male
MAP 2005-06 Communication Arts Grade 11
South Tech by Gender

- Below Basic
- Basic
- Proficient
- Advanced
- Lvl Not Determined

% Female
% Male
H: MAP Disaggregated by Free & Reduced
   North Tech Mathematics, Grade 10
   South Tech Mathematics, Grade 10
   North Tech Communications Arts, Grade 11
   South Tech Communications Arts, Grade 11
Student Achievement
Standard Program Evaluation

MAP 2005-06 Mathematics Grade 10
North Tech Free-Reduced Meals

- Below Basic
- Basic
- Proficient
- Advanced
- Lvl Not Determined

% Paid
% Fre-Red
MAP 2005-06 Mathematics Grade 10
South Tech Free-Reduced Meals

- Below Basic
- Basic
- Proficient
- Advanced
- Lvl Not Determined

% Paid
% Fre-Red
Student Achievement
Standard Program Evaluation

MAP 2005-06 Communication Arts
North Tech Grade 11
Free-Reduced Meals
MAP 2005-06 Communication Arts
South Tech Grade 11
Free-Reduced Meals

% Paid
% Fre-Red
I: MAP Disaggregated by Disabled
   North Tech Mathematics, Grade 10
   South Tech Mathematics, Grade 10
   North Tech Communications Arts, Grade 11
   South Tech Communications Arts, Grade 11
MAP 2005-06 Mathematics Grade 10
North Tech Disabled/Non-Disabled

% Non-Disabled

% Disabled

Below Basic
Basic
Proficient
Advanced
Lvl Not Determined

0%
10%
20%
30%
40%
50%
60%
70%
MAP 2005-06 Mathematics Grade 10
South Tech Disabled/Non-Disabled
Student Achievement Standard Program Evaluation

MAP 2005-06 Communication Arts Grade 11
North Tech Disabled/Non-Disabled

below Basic  Basic  Proficient  Advanced  Lvl Not

% Non-Disabled
% Disabled