

AYP: Adequate Yearly Progress

- The No Child Left Behind Act of 2001 mandates that *all students* reach proficiency levels in **Reading and Mathematics** by the year **2014**.
- To determine how well districts and schools are preparing students to reach this goal, Pennsylvania has identified specific **Adequate Yearly Progress (AYP)** targets.
- These AYP targets assess **Graduation and Attendance** rates, as well as **Participation and Performance on the PSSA** for all students and demographic subgroups.

AYP: Targets

- The **Graduation Target** is **80% or growth** from the previous year. For 2007 AYP, the State used the 2005-2006 graduation rate calculation.
- The **Attendance Target** is **90% or growth** from the previous year. It includes all grades in the schools.
- The PSSA **Participation target** is **95%** for both reading and math. It includes any student enrolled as of the last day of testing.
- The PSSA Performance targets for 2006-2007 were **54% proficient in Reading** and **45% proficient in Mathematics**.
These Performance thresholds have changed for the current school year (2007-08). The 2008 targets are 63% proficient in Reading and 56% proficient in Mathematics.

AYP Status: District

- The District met its **Graduation** (using the State's graduation calculation) and **Attendance** targets, as well as its **PSSA Participation** targets.
- However, the District did not meet **Performance** targets for all of its measurable subgroups.

AYP: District Subgroups

- **AYP targets measure whether districts or schools are making sufficient annual progress, for their overall population as well as any subgroup with 40 or more students.**
- **Race/Ethnicity Subgroups:**
White, African-American, Multiracial/ethnic, Latino/Hispanic, Asian/Pacific Islander
- **Other subgroups:**
IEP (Special Education), ELL (English Language Learners) and ED (Economically-Disadvantaged)

AYP: Changes in 2007

- **A significant change for 2007 was the addition of Grade 4, Grade 6 and Grade 7 assessment results in AYP calculations.**
- **As a result of including these grades, the District and most schools increased their number of measurable subgroups, and therefore their number of targets.**
- **78% of district schools (46 out of 59) had additional targets to reach compared to the previous year.**

AYP: District Targets

- The District is showing progress in that it is meeting a higher percentage of these increasing numbers of targets each year:

<u>Year</u>	<u>Number of Targets</u>	<u>% of Targets Met</u>
2005	69	72%
2006	82	79%
2007	96	81%
2008	(96)	

Meeting AYP is Complicated

- **Met AYP:** AYP is met by meeting or exceeding the state targets.
Other ways of meeting AYP:
- **Confidence Interval (CH):** AYP is met by using a 95% Confidence Interval around the target.
- **Safe Harbor (SH):** AYP is met by Safe Harbor, when the number of students in the Basic or Below Basic category is reduced by 10% from the year before.
- **Safe Harbor Confidence Interval (SHC):** AYP is met when the number of students in the Basic or Below Basic category is reduced by 10% from the year before, using a 75% confidence interval.
- **Pennsylvania Performance Index (PPI):** AYP is met by using an improvement criteria set by the state that looks at growth over time across all levels.
- **Appeal (A):** AYP is met by appeal because of extenuating circumstances.
- **Proxy (PXY):** AYP for IEP students can be met based on a state calculation.

Meeting AYP is Complicated

- **AYP can be met by using the current year's data, by averaging the two years of data, or by averaging three years of data.**
- **AYP can be met through other state calculations for ELL and IEP students.**
- **AYP results can include students that are not enrolled in District schools, but are attributed to the District according to State guidelines.**
- **AYP results may not match PSSA results for these reasons.**

AYP Status: District Performance

- To meet the Performance target at the district level, the District needs to achieve **all targets** (for All students and all relevant subgroups) in **both Reading and Mathematics** for **at least one grade span** (Grades 3-5, 6-8, or 11).
- Although many subgroups meet the performance targets, the District did not have a grade span that met all targets in both Reading and Mathematics.
- Because it did not meet district-level AYP targets for five consecutive years, the District moves into **Corrective Action II**.

Why is the District Not Meeting AYP?

- **All of the targets have to be met for both Reading and Mathematics for all students as well as subgroups in any one of the grade spans.**
- **The District is meeting its performance targets in Mathematics at the Grades 3-5 grade span, and all but the IEP subgroup at the Grades 6-8 grade span.**
- **However, the Reading performance targets are not being met at these grade spans (for All students as well as multiple subgroups).**



AYP Status: District

The performance of the Grade 3-5 grade span:

	Reading Target Met?	Mathematics Target Met?
All	No	Yes
White	Yes	Yes
African-American	No	Yes
Latino/Hispanic	Yes	Yes
Asian	Yes	Yes
Multiracial	Yes	Yes
IEP	No	Yes
English Language Learners	No	Yes
Economically Disadvantaged	No	Yes

AYP Status: District

The performance of the Grade 6-8 grade span:

	Reading Target Met?	Mathematics Target Met?
All	No	Yes
White	Yes	Yes
African-American	No	Yes
Latino/Hispanic	Yes	Yes
Asian	Yes	Yes
Multiracial	Yes	Yes
IEP	No	No
Economically Disadvantaged	No	Yes

AYP Status: District

The performance of Grade 11:

	Reading Target Met?	Mathematics Target Met?
All	Yes	Yes
White	Yes	Yes
African-American	No	Yes
Multiracial	Yes	Yes
IEP	No	No
Economically Disadvantaged	No	No

District Status: Corrective Action II

Corrective Action II means that the District may be subject to action taken by the State, such as the following:

- **deferring programmatic funds or reducing administrative funds**
- **implementing new curriculum**
- **replacing staff**
- **appointing a trustee to administer the District in place of the Superintendent and school board**
- **establishing alternative arrangements for supervision of certain schools**
- **abolishing or restructuring the District.**



District Corrective Action Strategies

During the 2006-2007 school year, the District took action:

- **Eight new Accelerated Learning Academies**
- **New curriculum at every grade level from PreK to 12**
- **A comprehensive professional development plan**
- **Excel.9-12, The Plan for High School Excellence, to redesign and restructure the District's high schools and improve student achievement at the high school level**
- **Closed 22 schools and transferred students to either high performing schools or schools with greatly enhanced educational programs**
- **Restructured by increasing the number of K-8 schools from 7 in 2006-2006 to 19 in 2006-2007.**



District Corrective Action Strategies

For the 2007-2008 school year, the District:

- **Instituted PULSE, the Pittsburgh Urban Leadership System for Excellence, which includes a new system of performance-based principal evaluation and compensation, programs to help highly qualified aspiring principals, support and mentoring for new principals, and increased leadership capacity through training and accountability**
- **Will continue to offer comprehensive professional development, along with additional professional support from the Office of Research, Assessment and Accountability focused on systematically looking at student data and turning it into information for improving results for all students.**
- **Will continue to proceed aggressively with the high school reform plan**

State Response to District Strategies

“We believe Pittsburgh is moving in the right direction. Last year they provided us with a Comprehensive Plan for academic improvement that included significant upgrades to their curriculum, more comprehensive professional development for principals and teachers as well as a strategy for moving forward on rejuvenating the academic program at the high school level. Pittsburgh has a good strategy in place and the initial gains are promising. But, we at the state level and Mark Roosevelt and his team on the ground in Pittsburgh know the District needs to make additional progress. We are expecting to see that improvement in the months and years to come.”

Pennsylvania’s Secretary of Education, Dr. Gerald Zahorchak

AYP Status: How are Schools Doing?

New Schools:

- The Pennsylvania Department of Education and the District agreed that 22 district schools would be considered new schools for the 2006-2007 school year.
- These were schools that added at least two grade levels or had a significant change in student enrollment.

AYP Status: New Schools

- New schools do not have prior data to provide evidence of growth, so they can *only* be evaluated on the percentage of 2006-2007 students meeting proficiency targets.
- **New schools have to meet the proficiency targets of 54% in Reading and 45% in Mathematics; otherwise they receive a Warning status.**



AYP Status: New Schools

New Schools that **Met AYP** in 2007:

K-5 Schools

Whittier

K-8 Schools

Westwood

6-8 Schools



AYP Status: New Schools

New Schools that received a **Warning** Status in 2007:

<u>K-5 Schools</u>	<u>K-8 Schools</u>	<u>6-8 Schools</u>
Arsenal	Arlington ALA	Arsenal
Fort Pitt ALA	Brookline	Rooney ALA
Northview ALA	Faison	South Hills
	King ALA	
	Lincoln	
	Manchester	
	Mifflin	
	Miller	
	Murray ALA	
	Schaeffer	
	Stevens	
	Sunnyside	
	Vann	
	Weil ALA	

AYP Status: K-5, K-8, Middle

- The remaining 27 K-5, K-8 and Middle schools in the district had between 13 to 21 AYP targets to meet.
- Almost 75% of these schools met their AYP targets (20 out of 27).



AYP Status: K-5, K-8, Middle

K-5, K-8 and 6-8 Schools that **Met AYP** in 2007:

<u>K-5 Schools</u>	<u>K-8 Schools</u>	<u>6-8 Schools</u>
Allegheny	Carmalt	Frick
Banksville	Greenfield	Pittsburgh Classical
Concord	Pittsburgh Montessori	Rogers
Dilworth		Sterrett
Fulton		
Grandview		
Liberty		
Linden		
Minadeo		
Phillips		
Roosevelt		
Spring Hill		
West Liberty		

AYP Status: K-5, K-8, Middle

K-5, K-8 and 6-8 Schools that received a **Warning Status** in 2007:

<u>K-5 Schools</u>	<u>K-8 Schools</u>	<u>6-8 Schools</u>
Beechwood	Colfax ALA	Allegheny
Morrow		Schiller
Woolslair		South Brook.

- Of these 7 schools in Warning, three schools missed only **1 target** and four schools missed only **2 targets**.



AYP Status: K-5, K-8, Middle

None of the K-5, K-8, or Middle Schools in the District received an AYP status lower than Warning!



AYP Status: High Schools

Met AYP

CAPA

Making Progress

Brashear

Perry

School Improvement I

Allerdice
Langley

School Improvement II

Carrick
Schenley

Corrective Action I

Peabody
Westinghouse

Corrective Action II

Oliver