

STATE OF ALASKA

Department of Education & Early Development
Teaching & Learning Support

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To: Superintendents

From: Les Morse, Director
Assessments & Accountability



Date: May 29, 2008

Subject: School Year 2007-2008 Adequate Yearly Progress Timelines

This memorandum provides you and your staff with information necessary to understand how the state will calculate adequate yearly progress (AYP) as well as the timeline for calculating and reporting.

Performance Component

The performance component of AYP, which includes mathematics and reading/writing, will be based on the Standards Based Assessments (SBA) for grades 3-10 and the Alaska Alternate Assessment for grades 3-10.

AYP Calculations

As outlined on the following page, the department will be completing all AYP calculations and providing preliminary designations by June 30, 2008. Data from the grades 3-10 SBAs are available to all districts through the Data Recognition Corporation online reporting system. Each district test coordinator has received training on how to retrieve these data. You may request data for the proficiency levels for the Alaska Alternate Assessment from the department. These data allow your district to complete calculations of AYP on your own should this be something you wish to do. After June 20, 2008 you may email requests for the Alaska Alternate Assessment data and proposed proficiency levels to Karen Lipson, Assessment Research Analyst, at karen.lipson@alaska.gov.

Growth Model

The state will calculate adequate yearly growth using the U.S. Department of Education approved growth model as outlined in 4 AAC 06.805 (b) (1) and 4 AAC 06.812. The state anticipates releasing these results shortly after the public release of the regular adequate yearly progress designations. If a school has not met AYP in initial calculations, but does meet AYP under the growth model, the school AYP designation will change. Because the growth model is very restrictive, the state does not anticipate that schools will meet the growth model if they do not meet the regular AYP model.

2008 Changes

The following is a summary of changes the department will implement when calculating AYP this year that differs from prior years:

- The annual measurable objective (the percent of students who must be proficient in a subgroup, school, or district) increases, based on 4 AAC 06.815 to 77.18% for language arts and 66.09% for mathematics.
- The department will implement new rules around the calculation of the other academic indicator and graduation rate, based on 4 AAC 06.825.
 - The graduation rate may be averaged by two or three consecutive years in order to reach 55.58 %.
 - Schools with fewer than 25 in the denominator may use an alternative rate that is outlined in 4 AAC 06.825 (c). This provides a method of aggregating over years, ensuring a school does not fail to meet the other academic indicator because of the performance of two or fewer students.
- Students with disabilities will continue to be included in the calculations of adequate yearly progress for two years according to 4 AAC 06.830 (C). Therefore, if a student was a student with disabilities during testing in 2006 or 2007, but is no longer a student with disabilities, they will be included in that subgroup only for the purposes of calculating AYP.

2008 Timeline for AYP Designations and Related Actions

June 30 — Release to school districts	Preliminary AYP designations - this release is for the purpose of district review, and not a release to the public of designations.
July 10 — District deadline	For notice of intent to provide supporting detail contending an error for statistical or other substantive reason regarding AYP designation; all evidence supporting contention is due by July 21, 2008.
July 15 - District deadline	Summer OASIS due, which is required to complete the calculation of the other indicator (graduation rate and attendance rate). Districts are encouraged to submit this file early.
Week of August 11 — Release to public (Tentative)	Statewide Adequate Yearly Progress results

If a designation may cause a school within the district to face sanctions regarding school choice, the department will work with districts to reconcile and come to an agreement so that the above timeline does not interfere with any required notice to parents.

cc: Barbara Thompson, Interim Commissioner
District Test Coordinators