



NCLB and MSIP Accountability for End-of-Course Assessments

Becky Odneal
Chief Accountability Officer

Margie Vandeven, Director
Accountability Data and Accreditation

Missouri State Board of Education

The Missouri State Board of Education identified the following purposes for End of Course (EOC):

- Measuring and reflecting student mastery toward post-secondary readiness
- Identifying students' strengths and weaknesses
- Communicating expectations for all students
- Serving as the basis of state and national accountability plans
- Evaluating programs

End-of-Course Assessments

- Spring 2008 - Field test administration began: Algebra I, English II, and Biology
- 2008-2009 - Operational testing to begin: Algebra I, English II, and Biology; Field test administration for 2009-2010 Operational tests to begin
- 2009-2010 – Operational testing additions to include: Algebra II, Integrated Mathematics II and III, Geometry, English I, Government, and American History

End-of-Course Assessments

- Students will be required to take Algebra I; English II; Biology; and American History AND one additional EOC in each content area.
- Students taking Algebra I in the 8th grade will take BOTH the MAP and Algebra I end-of-course exams.

Right Test ~ Right Time

- The responsibility for testing students belongs to the school district.
- The district has the responsibility to match its course content with the CLE's that are being tested in the EOC Assessment.
- When the content of the assessed information is covered, the test can be administered regardless of student grade level.
- Examiners will deliver the EOC assessment at the appropriate time for their students.

Steps to Administering the EOC Assessment

- Determine Administration Window (Fall, Spring, Summer)
- Order Enrollment Materials (3 Windows)
- Pre-id using the MOSIS Pre-id file
- Use Testing Status Bubbles at time of Administration

- More Information?
 - See Test Examiner's Manual
 - See August letter from Riverside Publishing
 - See MOSIS website for schedule

EOC Accountability

- AYP
 - Method must be approved by USED

- APR
 - MSIP uses district-level data

District-Level MSIP Standards

2008

2009

9.1.1	MAP Communication Arts -Grades 3-5
9.1.2	MAP Math – Grades 3-5
9.1.3	MAP Communication Arts – Grades 6-8
9.1.4	MAP Math – Grades 6-8
9.1.5	MAP Communication Arts – Grades 9-12
9.1.6	MAP Math – Grades 9-12

9.1.1	MAP Communication Arts -Grades 3-5
9.1.2	MAP Math – Grades 3-5
9.1.3	MAP Communication Arts – Grades 6-8
9.1.4	MAP Math – Grades 6-8
9.1.7	EOC English II (Grades 6-12)
9.1.8	EOC Algebra I (Grades 6-12)

APR/MSIP Accountability

- APR/MSIP uses district-level data
 - ▣ Algebra I, English II, Biology, and *American Government
 - ▣ Additional EOCs used in bonus provision
 - ▣ Building-level APRs are not used for state decision-making purposes
 - Standards with no data are not evaluated

District APR - Math

2009

MAP Math – Grades 3-5

MAP Math – Grades 6-8

EOC Algebra I – Grades 6-12

2010

MAP Math – Grades 3-5

MAP Math – Grades 6-8

EOC Algebra I – Grades 6-12

Additional Math EOCs – Bonus Provision

Proposed AYP Option

- AYP - Method must be approved by USED
- Students are required to take Algebra I + one additional Math EOC (regardless which assessments are used for accountability). **IEP exceptions may exist for second EOC.
- If a student takes Algebra I prior to high school, the student's grade level MAP Math score will count for AYP accountability in that year.
- For high school AYP accountability, the score from the student's first Math EOC taken at the high school will be used.

District AYP - Math

District AYP

2009

3-5 Math (MAP)

6-8 Math (MAP)

9-12 Math EOCs (Algebra I, Algebra II, Geometry,
Integrated Math II/III)

Building AYP

- 6-8 Middle School Building

6-8 Math

- 9-12 High School Building

Algebra I + Algebra II + Integrated Math II + Integrated Math III +
Geometry (for grades assessed)

Only one EOC score will count for a student at the high school. If Algebra I is taken prior to high school, the first Math EOC taken at the high school will be used for AYP accountability at the high school.

For example: If a student takes Algebra I in 9th grade and Algebra II in 10th grade, only the Algebra I score will be included for accountability purposes.

If a student takes Algebra I in 8th grade and Integrated Math II in 10th grade, the Algebra I score will count in the middle school for APR, not AYP, and the Integrated Math II score will count in the high school for AYP purposes.

Science/Social Studies

AYP

No Science or Social Studies data will be evaluated.

APR 2008-2010

Will include Science standard (all grades combined) as bonus provision in place of voluntary Science/Social Studies bonus provision.

**Science will become an MSIP performance standard in 5th Cycle.

2009-2010

American History and Government will be added as a bonus provision.

Growth Model

- USED allowed states to apply for a growth model as part of pilot project in 2005-2006 (9 states were approved)
- USED reopened pilot in December 2007
- Proposals due February 15, 2008
- Notified in June that Missouri was approved along with 1 other state

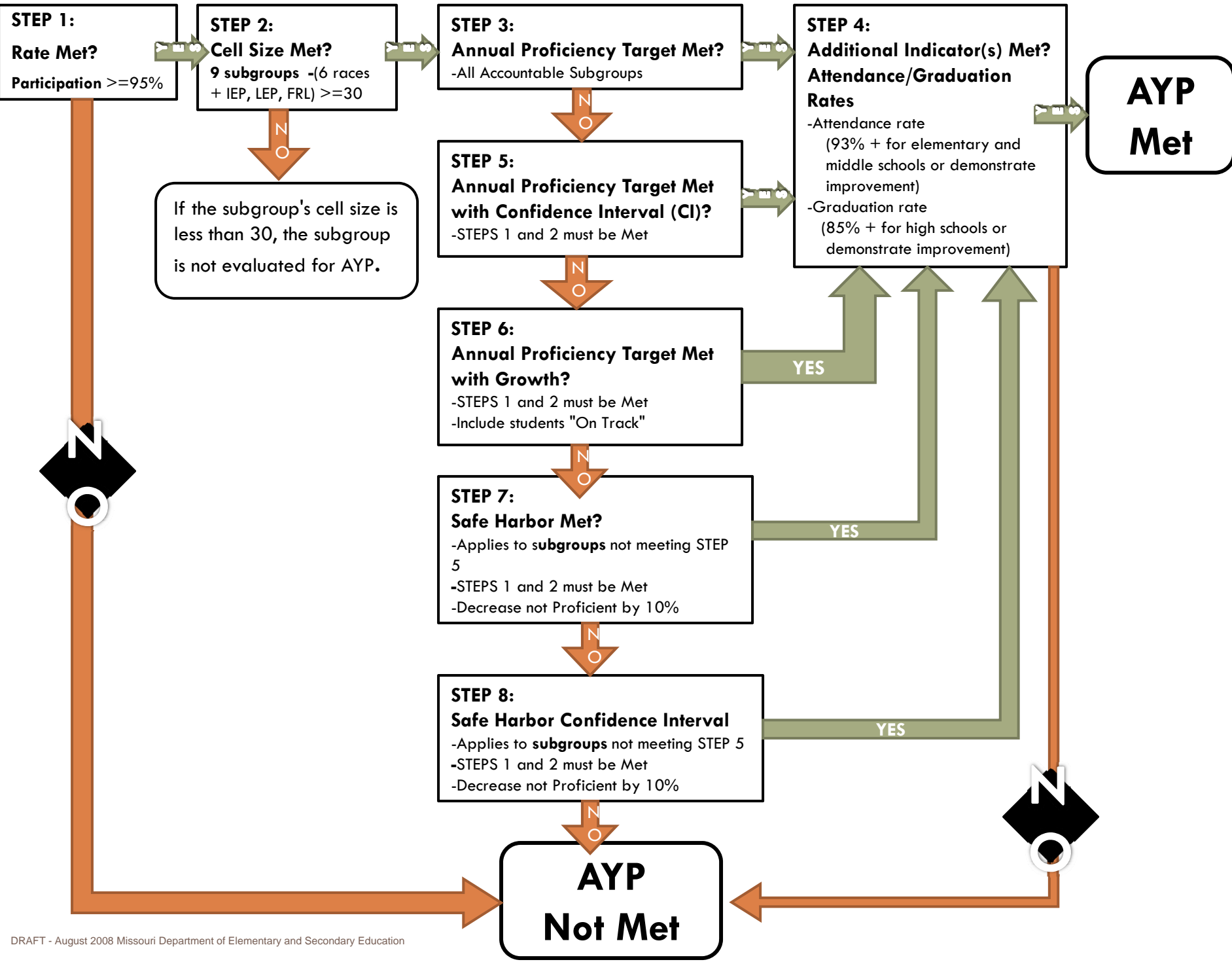
Growth Model

- Does NOT change the target of 100% Proficiency by 2014
- Will NOT impact a large number of schools initially
- Will provide administrators, teachers, and parents with better information about student achievement

Growth Model



- Uses current AYP calculation method first, then applies:
 - Steps on Chart



Growth

- Determine a period of time for a student to become proficient (i.e. 4 years)
- Calculate the proficiency cut score a student needs to have in 4 years to be proficient (7th grade Math=685)
- Compare the difference between the current scale score and the target scale score (3rd grade Math=477) ($685-477=208$)
- Divide the difference over 4 years ($208/4=52$)
- The student must improve 52 scale score points per year in order to be “on track to be proficient”

Calculating Student Growth Targets

Grade 3 Mathematics

2007 Baseline Score Grade 3 = 477

Proficiency Cutpoint Grade 7 = 685

Total Growth = $685 - 477 = 208$

Annual Growth = $208 / 4 \text{ years} = 52$

2007 Baseline Score Grade 3 = 477

Annual Growth $\quad \quad \quad + \underline{52}$

2008 Growth Target Grade 4 = 529 (On Track) 651 (Gr. 4 Proficient)

2009 Growth Target Grade 5 = $529 + 52 = 581$ (On Track)

2010 Growth Target Grade 6 = $581 + 52 = 633$ (On Track)

2011 Growth Target Grade 7 = $633 + 52 = 685$ (Proficient)

Growth Reports

MOSIS ID	Cont Area	Base Year Gr	Base Yr	Base MAP	#Yrs to Prof	Tot. Pts to Prof Goal	Proj Prof Goal	Annual Growth to Goal	1 st Year Targ	2 nd Year Targ	3 rd Year Targ	4 th Year Targ	MAP Year	MAP Score	AL	Growth Target	On Track
XXXXXXXXXX	CA	04	2007	612	4	84	696	21	633	654	675	696	2008	651	Basic	633	Y
XXXXXXXXXX	CA	04	2007	682	4	0	0	0	675	676	680	696	2008	729	Adv	675	
XXXXXXXXXX	CA	06	2007	675	2	21	696	11	686	696	0	0	2008	647	Basic	686	

Growth

- Students who are determined to be “on track to be proficient” are added to the percent of students “proficient” to determine if AYP is met.

Impact on AYP Status

AYP Math Proficiency Target = 45%

District % Proficient = 40%

AYP = Not Met

Growth Calculation =

$\# \text{ Proficient} + \# \text{ On Track} / \# \text{ Reportable}$

$\# \text{ Proficient} = 40$

$\# \text{ On Track} = 10$

$\# \text{ Reportable} = 100$

$\text{District Proficient} + \text{On Track} = 50/100 = 50\%$

AYP = Met **

Student Growth Targets

- Students who transfer among Missouri school districts will retain their original growth targets
- Student growth targets will be established using the student's first MAP grade level assessment data (baseline) beginning with the 2006-2007 school year
- Growth trajectories will be established for all students (Proficient or not Proficient)
- Students will have four years or until grade 8 to become Proficient
- DESE will calculate growth targets for each student and provide districts with the data via Crystal Reports

Student Growth Targets

- For students who transfer into Missouri from another state, their first MAP grade level assessment will be used to establish a baseline for calculating growth
- Growth targets will be recalculated for students who score below Proficient after scoring Proficient. Such students will have four years or until grade 8 to become Proficient
- Students assessed in grade 3 and in high school (end-of-course assessments) will be included in the percent Proficient, but will not be evaluated for growth