

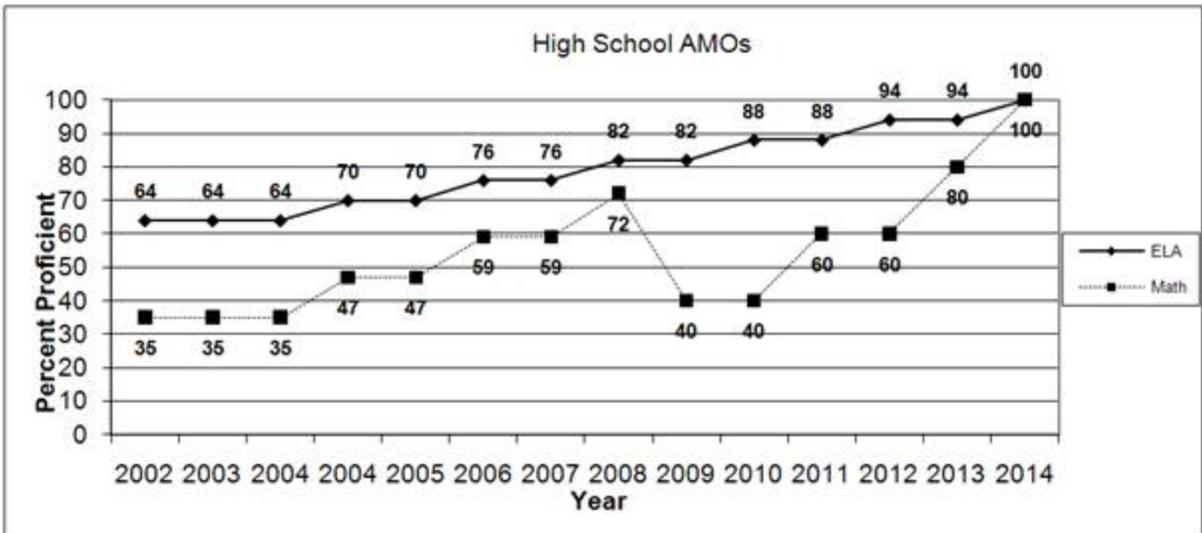
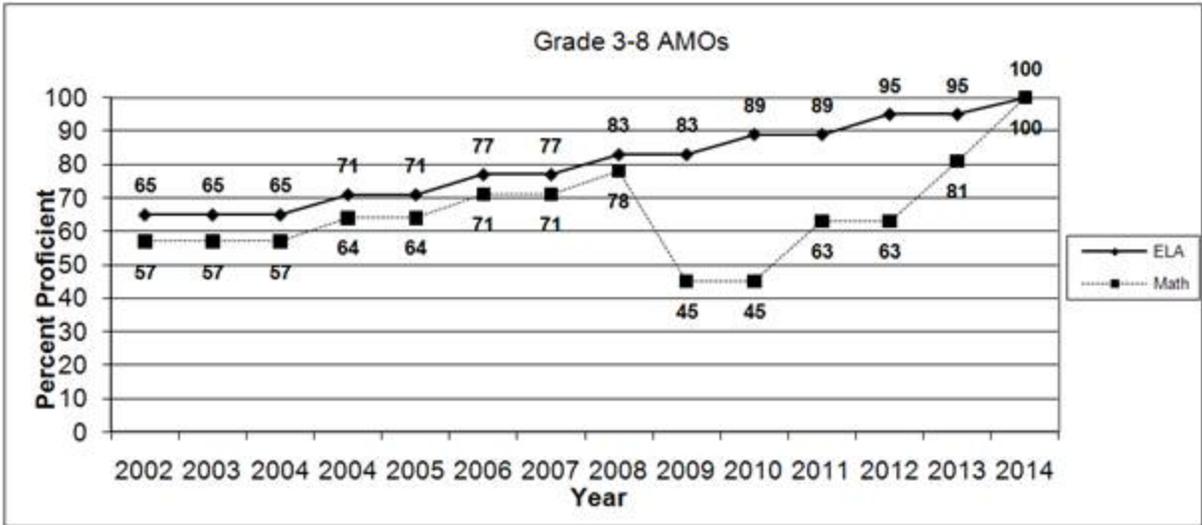
# **A GUIDE TO ADEQUATE YEARLY PROGRESS DETERMINATIONS**

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## *2009 Only – Adjustments due to the revised math core and math CRTs*

As a result of the adoption of new content standards and revised, more rigorous assessments in mathematics in 2009, USOE found it necessary to re-establish annual measureable objectives and intermediate goals in order to be fair to schools. USOE, in following NCLB statutory language, chose to use the average performance of the lowest performing subgroup as the initial (re)starting point since this led to a higher starting point than the “20<sup>th</sup> percentile” method. The special education subgroup was the lowest performing subgroup in 2009 and therefore was used to establish the baseline AMO. The aggregate (across grades 3-8) average performance for special education students in 2009 was 45% scoring at the proficient level or above. At the high school level (grades 10-12), 40% of the 2009 special education students scored proficient or advanced. Therefore, the starting AMOs for 2009 in mathematics are 45% and 40% for grades 3-8 and high school, respectively. Note, the English language arts AMOs and intermediate goals remain unchanged.

The graphs on the next page show Utah’s revised AMO standards.



### Safe Harbor Adjustment 2009

Safe harbor calculations rely on two years of comparable data to determine if a school or subgroup has reduced the percent of students scoring below proficiency by 10%. With the changes to the mathematics achievement standards, the 2009 scores are no longer directly comparable to those from 2008. In order to continue to offer the flexibility of safe harbor, an adjustment must be made to 'equate' the proficiency standards of 2008 to the new 2009 standards.

The USOE used a conventional equipercentile approach to link these two sets of standards. Equivalent scores are determined by matching respective percentile ranks for each year. The outcome of the process is the identification of a 2008 score that corresponds to a Level 3 score on the 2009 assessment.

The following table shows the results of this process.

<b>Assessment</b>	<b>2008 Proficient Score Equated to 2009</b>
Grade 3	162
Grade 4	161
Grade 5	161
Grade 6	163
Grade 7	163
Pre-Algebra	164
Algebra I	165
Geometry	162

The values in this table reveal that the new standards in 2009 were more rigorous than those in 2008. For example, a score of 162 on the third grade mathematics CRT in 2008 is regarded as comparable to score of 160 on the third grade mathematics CRT in 2009. Because the 2008 proficiency standards are increased, so too is the percent of students classified as non-proficient that year. This compensates for the increased rigor of 2009 and allows for a meaningful outcome with respect to evaluating the reduction of percent not proficient from 2008 to 2009.

Safe harbor for 2009 is then calculated by comparing the percentage of students in the subgroup/school with scores lower than those found in the table above to those scoring below proficient in 2009. If the percentage of students scoring below "proficient" decreased by 10%, then the subgroup/school met the safe harbor criterion. For example, if a subgroup in grade 6 had 50% of its students scoring below 163 in 2008 and 45% scoring below the proficient cutscore (160) in 2009, then that subgroup would have met safe harbor.