



Kyrene Elementary School District

Middle School Evaluation: Phase 3 – Program Outcomes

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Presentation Overview



- Review of process and outcome measures
- Presentation of results
- Discussion and questions welcome

Process:

The Role of the Kyrene Community



- Community participation model
- Developed measurable outcomes to match program objectives
- Determined metrics (how to measure) and baseline (when to start measuring)
- Excellent discussions and contributions

Outcome: Academic Achievement



Increase the number of proficient students and reduce the number of novice students in reading, writing and mathematics

Data source: AIMS with Kyrene assessment to confirm results

Baseline year: 2005

Metric: Percent of students meeting/exceeding standards, percent of proficient students

Methods: Quasi-Cohort Analysis



- Followed groups of students over time rather than individual students
- Used familiar data
- Could be limited in cases of high mobility

Interpretation: Structure



- Follow results diagonally rather than vertically
- Difference between year x and year $x + 1$ regarded as change
- Different picture than cross-sectional analysis

Interpretation: Assessing Change



- Ruler for you to assess when a degree of change should be considered noteworthy
- Why a ruler?
- Three factors to consider:
 - Degree of accuracy (95% over 99%)
 - Underlying proportion (0.9, 0.05, 0.1)
 - Group or n size (2000 and 300)

Interpretation: 95% Confidence Intervals



District

Proportion	n	Margin of Error
0.9	2000	0.013
0.5	2000	0.022
0.1	2000	0.013

School

Proportion	n	Margin of Error
0.9	300	0.034
0.5	300	0.057
0.1	300	0.034

Results: Academic Achievement



AIMS Reading: District

Percent of Students, Meets or Exceeds

	2005	2006	2007	2008
Grade 6	85	85	86	
Grade 7	87	88	86	87
Grade 8		84	85	84

Results: Academic Achievement

Exploratory	Core	Core	Lunch	Academic Lab	Core	Core
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District Communication Arts

Percent of Students, Proficient

	2005	2006	2007	2008
Grade 6	64	58	63	
Grade 7	62	60	61	57
Grade 8		57	56	56

Results: Academic Achievement



AIMS Math: District

Percent of Students, Meets or Exceeds

	2005	2006	2007	2008
Grade 6	84	83	86	
Grade 7	86	91	89	88
Grade 8		82	84	81

Results: Academic Achievement

Exploratory	Core	Core	Lunch	Academic Lab	Core	Core
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District Assessment Math

Percent of Students, Proficient

	2005	2006	2007	2008
Grade 6	57	57	57	
Grade 7	61	63	63	62
Grade 8		65	58	64

Results: Academic Achievement



School-level Results in Full Report

Kyrene Altadena Middle School
 AIMS Mathematics
 Percent Meets & Exceeds

	2005	2006	2007	2008
Grade 6	91	90	92	
Grade 7	85	95	94	93
Grade 8		91	91	90

Summary: Achievement



- General trend is an increase on AIMS in 7th grade and decrease on 8th grade to near 6th grade levels
 - Increases and decreases of nearly equal magnitude
- On district assessment, decrease in communication arts and increase in mathematics
- Statewide trends mirror Kyrene results

Outcome: Variability



Reduce variability in academic achievement among schools

Data source: AIMS with Kyrene assessment to confirm results

Baseline year: 2005

Metric: Between school differences in the percent of students meeting/exceeding standards, percent of proficient students

Results: Variability



AIMS Reading: District

Difference between highest and lowest school

Percent of Students, Meet or Exceeds

	2005	2006	2007	2008
Grade 6	9	10	17	
Grade 7	9	12	8	15
Grade 8		16	14	16

Results: Variability



District Communication Arts

Difference between highest and lowest school

Percent of Students, Meets or Exceeds

	2005	2006	2007	2008
Grade 6	18	19	27	
Grade 7	16	21	24	27
Grade 8		23	21	21

Results: Variability



AIMS Math: District

Difference between highest and lowest school

Percent of Students, Meets or Exceeds

	2005	2006	2007	2008
Grade 6	14	19	18	
Grade 7	8	8	8	14
Grade 8		18	13	19

Results: Variability



District Math Assessment

Difference between highest and lowest school

Percent of Students, Proficient

	2005	2006	2007	2008
Grade 6	29	28	25	
Grade 7	7	18	19	29
Grade 8		15	23	22

Summary: Variability



- Greatest variability on district assessments
- No consistent trend except for AIMS Reading (more variability over time)

Outcome: Other Academic

Exploratory	Core	Core	Lunch	Academic Lab	Core	Core
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Data source: AIMS

Baseline year: 2005

Metric: Percent decrease in FFB and percent increase in Exceeds

Results: Other Academic



AIMS Reading: District

Percent of Students, Falls Far Below

	2005	2006	2007	2008
Grade 6	3	2	3	
Grade 7	2	2	2	3
Grade 8		3	3	4

Results: Other Academic



AIMS Math: District

Percent of Students, Falls Far Below

	2005	2006	2007	2008
Grade 6	6	6	7	
Grade 7	4	3	4	5
Grade 8		7	7	9

Results: Other Academic



AIMS Reading: District Percent of Students, Exceeds

	2005	2006	2007	2008
Grade 6	16	11	16	
Grade 7	17	18	20	19
Grade 8		12	16	15

Results: Other Academic



AIMS Math: District

Percent of Students, Exceeds

	2005	2006	2007	2008
Grade 6	38	38	43	
Grade 7	31	38	40	38
Grade 8		29	33	28

Summary: Other Academic



- No decrease in FFB
- Increase in Exceeds for Reading in later years (2006 and 2007)
- Decrease in Exceeds for Mathematics

Outcome: Discipline



Maintain or reduce number of disciplinary referrals

Data source: District discipline data

Baseline year: 2005

Metric: Decrease in either the number or the rate of disciplinary referrals “in class” or “during transitions”

Results: Discipline



Disciplinary Referrals Change from Prior Year

	2004-05		2005-06		2006-07		2007-08	
	#	#	%	#	%	#	%	
Class Disturbance	781	976	20	987	1	1856	88	
Disorderly Conduct	192	127	-34	135	6	0	-100	
Inappropriate Behavior	110	39	-65	101	159	200	98	
Disrespect/Defiance	625	286	-54	1068	273	1131	6	
Tardy	370	165	-55	274	66	343	25	

Outcome: Teacher Satisfaction



Maintain high level of teacher professional satisfaction

Data source: Teacher professional satisfaction survey

Baseline year: Spring 2006, survey re-administered spring 2008

Metric: Change in professional satisfaction over time

Results: Teacher Satisfaction



Comparison between the 2008 and 2006 Professional Satisfaction Questions (Percent of Teachers Who Agree or Strongly Agree)

	2006	2008
Kyrene schools are a good place to teach.	80.8	86.6
In Kyrene, I feel like I can make a difference with students.	89.2	87.0
In Kyrene, I am treated like a professional.	63.6	70.6
I enjoy teaching at a Kyrene school.	84.1	89.2

Outcome: Cost Savings



Provide cost savings

Data source: District budget data

Baseline year: 2005

Metric: District personnel to model costs over time, researcher to confirm results

Results: Cost Savings



Comparing 2003-04 staffing model to 2008-2009

- Compared to 2003-2004 levels, staffing allocations decreased by 10 teachers in 2008-2009
- Estimated cumulative savings of \$1.4 million
- Savings used to meet annual increases in teacher compensation of \$2.4 million in 2007-2008 and \$2.7 million in 2008-2009

Summary



- Kyrene achievement trends largely consistent with statewide results
- There are a few isolated increases and decreases but no consistent patterns
- Consider (mis)match between program objectives and measurement tools
- Organizational changes are less influential on achievement than changes in teaching and learning

Questions?



Thank you!