



# HISTORICAL AYP DATA

McKenzie County Public  
School District #1

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“What would it take to get learning growth for every student, every year, in your school?”

- 1. “Teachers and administrators must honestly review and use their data – ALL their data, not just study a gap here or there.”
- 2. “Teachers and administrators must truly believe that all children can learn, or learning cannot and will not happen.”
- 3. “There must be *one* vision for the school – we have to get everyone on the same page and moving forward together.”

“What would it take to get learning growth for every student, every year, in your school?”

- 4. “One plan to implement the school vision must be in place. We cannot implement multiple unrelated plans.”
- 5. Curriculum, instructional strategies, and assessments must be aligned to student learning standards. We will only spin in circles if we do not have this alignment.
- 6. Staff need to collaborate and use student, classroom, grade level, and school level data. Teachers need to work together to determine what they need to do to ensure every student’s learning.

# “What would it take to get learning growth for every student, every year, in your school?”

- 7. Staff need professional learning to work differently when the data tell them they are not getting the results they want or that they might not be getting the results they expect. (Professional learning refers to ongoing, job-embedded, results-oriented learning for professional educators.)
- 8. Schools need to rethink their current structures as opposed to adding on to what is existing. (Structures include how curriculum and instruction are delivered. Add-ons are programs and interventions added to close a gap.)
- Bernhardt, Victoria L., Data Analysis for Continuous School Improvement, Routledge, 2013.

# How is Adequate Yearly Progress (AYP) Calculated?

There are four specific criteria that the state reviews to determine if a school has made Adequate Yearly Progress. These four criteria include:

- Whether the percentage of students in the composite and subgroup categories on the North Dakota State Assessment are proficient or advanced proficient.
- Whether 95% of the students in total school as well as in each subgroup took the state assessment.
- Whether the school has met the secondary indicator:
  - Elementary/Middle Schools—attendance rates.
  - High Schools—graduation rates.
- Whether the school's achievement and participation rates have passed the test for statistical significance.

## What about Safe Harbor?

A group can make AYP by reducing the percentage of non-proficient students by 10% from one year to the next (ie: 2013 to 2014) NCLB's safe harbor provision. When students in the aggregate or any student group meet the participation requirement, but fail to meet the state performance target and its own gain target but the percentage not scoring in the proficient range decreased by 10% or more from one year to the next, the group is considered to have met its improvement target on the basis of safe harbor.

# What are the subgroups?

- Economically disadvantaged
- White
- Native American
- Black
- Asian
- Hispanic
- Students with disabilities
- Students with limited English proficiency

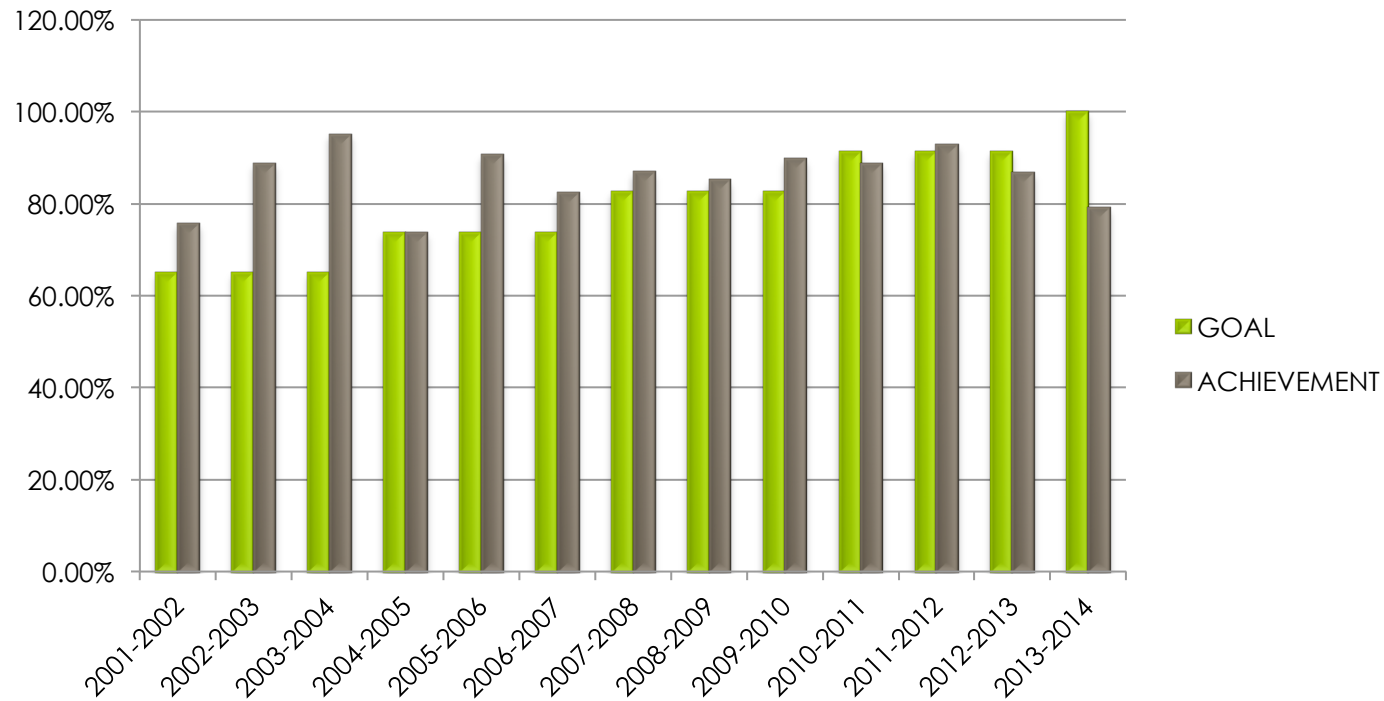
# When did each school make AYP?

YEAR (Enrollment)	High School	Elementary School
2014-2015* (1,291)	<b>YES</b>	<b>YES</b>
2013-2014 (1,033)	<b>NO</b>	<b>NO</b>
2012-2013 (873)	<b>NO</b>	<b>NO</b>
2011-2012 (714)	<b>NO</b>	<b>YES</b>
2010-2011 (591)	<b>NO</b>	<b>YES</b>
2009-2010 (531)	<b>NO</b>	<b>YES</b>
2008-2009 (518)	<b>YES</b>	<b>YES</b>
2007-2008 (482)	<b>YES</b>	<b>YES</b>
2006-2007 (525)	<b>YES</b>	<b>YES</b>
2005-2006 (506)	<b>YES</b>	<b>YES</b>
2004-2005 (563)	<b>NO</b>	<b>YES</b>
2003-2004 (572)	<b>YES</b>	<b>YES</b>
2002-2003	<b>YES</b>	<b>YES</b>
2001-2002	<b>YES</b>	<b>YES</b>



# AYP

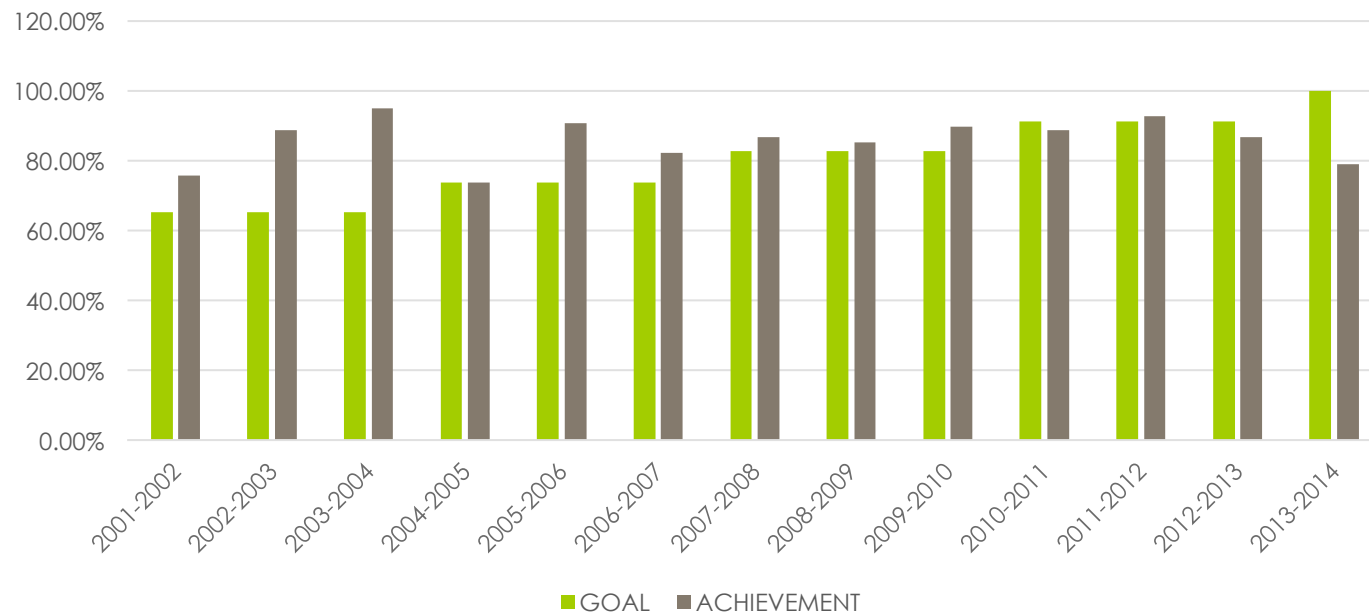
## Reading – High School



# AYP

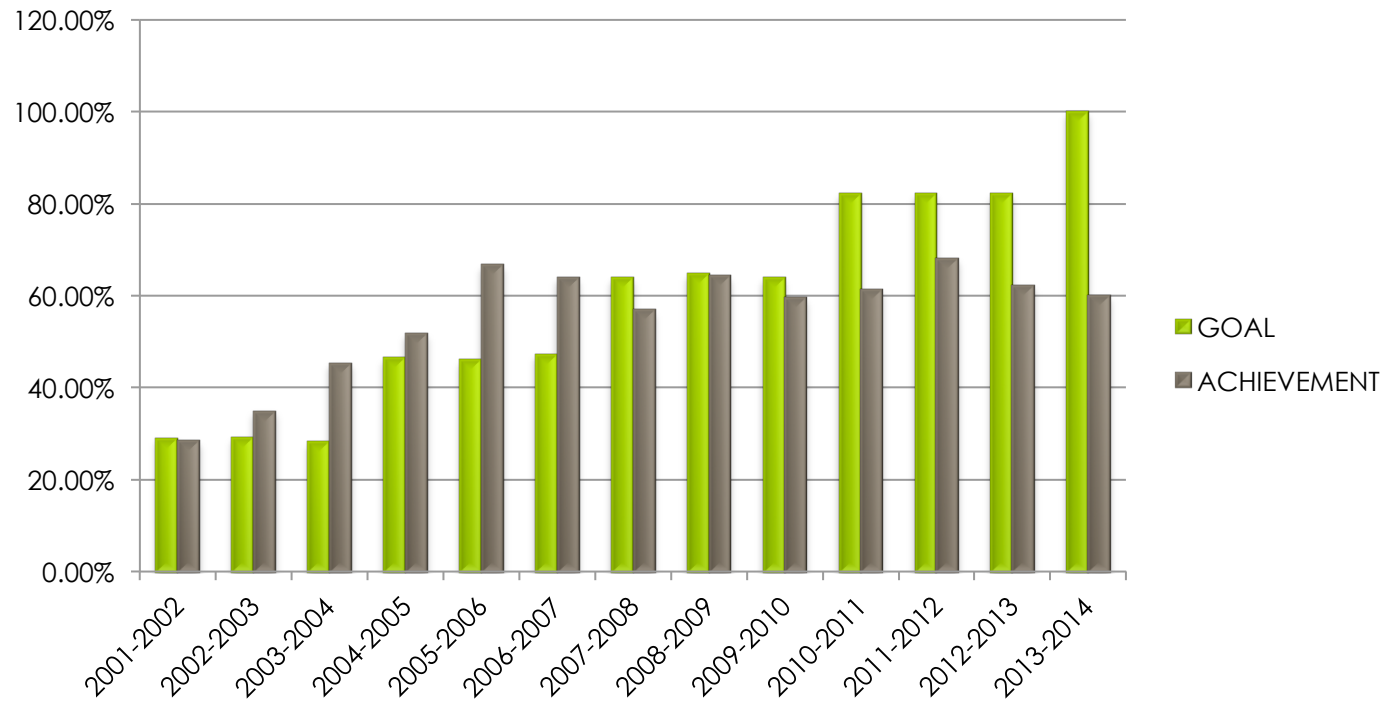
## Reading – Elementary

Chart Title



# AYP

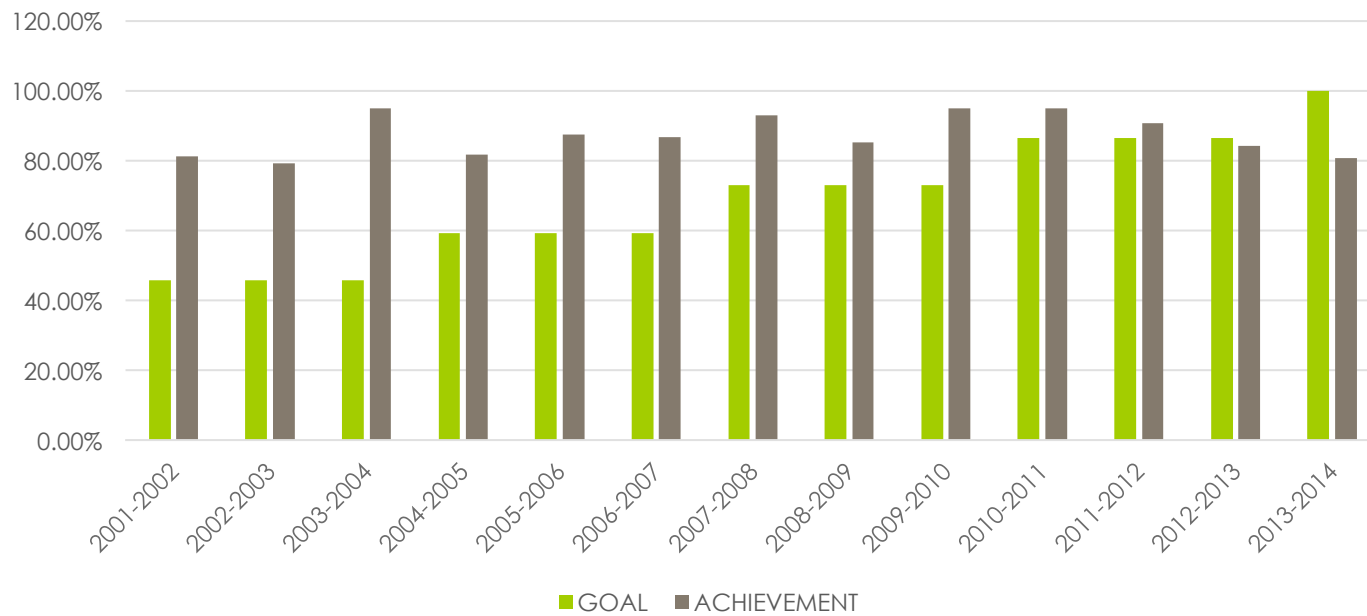
## Math – High School



# AYP

## Math – Elementary

Chart Title





2001 – 2002

Why?

- Met AYP.
  - Met all Performance Goals.



2002 – 2003

Why?

- Met AYP.
  - Met all Performance Goals.



2003 – 2004

Why?

- Met AYP.
  - Met all Performance Goals.

# 2004 – 2005

## Why?

High School	Elementary School
Did not meet AYP	Met AYP
Students with Disabilities did not meet Performance Goal.	Subgroup that did not meet Performance Goal was not large enough to be statistically significant.



# 2005 – 2006

## Why?

High School	Elementary School
Met AYP	Met AYP
Safe Harbor – Students with Disabilities improved by more than 10%.	Subgroup (Economically Disadvantaged) that did not meet Performance Goal was not large enough to be statistically significant.

# 2006 – 2007 Why?

High School	Elementary School
Met AYP	Met AYP
Met our Achievement Goals.	Met our Achievement Goals.

# 2007 – 2008

## Why?

High School	Elementary School
Met AYP	Met AYP
Met our Achievement Goals.	Met our Achievement Goals.

# 2008 – 2009

## Why?

High School	Elementary School
Met AYP	Met AYP
Met our Achievement Goals.	Met our Achievement Goals.

# 2009 – 2010

## Why?

High School	Elementary School
Did not meet AYP	Met AYP
<p>In Reading, Subgroups White and Native American did not meet Achievement Goals.</p> <p>In Math, the Native American Subgroup did not meet Achievement Goals.</p>	Met our Achievement Goals.

# 2010 – 2011

## Why?

High School	Elementary School
Did not meet AYP	Met AYP
In Math, Subgroups: Economically Disadvantaged, White and Students with Disabilities did not reach Achievement Goals.	Met our Achievement Goals.

# 2011 – 2012

## Why?

High School	Elementary School
Did not meet AYP	Met AYP
In Reading, Subgroup White did not reach Achievement Goal. In Math, Subgroup Students with Disabilities did not reach Achievement Goal.	Met our Achievement Goals.

# 2012 – 2013

## Why?

High School	Elementary School
Met AYP	Met AYP
<p>In Reading, all Subgroups did not meet the Achievement Goal.</p> <p>In Math, all Subgroups did not meet the Achievement Goal.</p>	<p>In Reading, the Composite Group and the Subgroups Economically Disadvantaged and White did not meet the Achievement Goal.</p>



2013 – 2014

Why? (Goal = 100%)

High School	Elementary School
Did not meet AYP	Did not meet AYP
No groups met the Achievement Goal.	No groups met the Achievement Goal.



# 2014 – 2015

## Why?

- Met AYP.
  - AYP was based only on graduation rate, attendance rate, and participation rule.

# Medical Model

- “The problem is not that there are problems. The problem is expecting otherwise and thinking that having problems is a problem.” – Theodore Rubin
- All of the data are our diagnostic tests.
- After all tests are read a treatment plan can be implemented.

# What next?

Today we are focused on learning about AYP and the history of AYP in MCPSD#1

In October, we will present a new data point starting with NDSA and how that affects AYP.

Each month will have a data point focus that ties to NDSA and AYP.

Our data points will include but not limited to NWEA, STAR, ACT, and grades.

As we dig deeper into the data, we will adjust what is presented and learned.