

AYP Correspondence for Districts and Schools Identified for Program Improvement

10/12/2015

Dear Parents/Guardians,

Our school is committed to maintaining a high quality education for our students, and we are working hard to provide continuous support to our teachers and our students as they work toward achieving the high academic standards we have set for them. The purpose of this correspondence is to share information regarding Adequate Yearly Progress (AYP). Attached with this letter you will find the individual schools and district's AYP reports along with a letter from state superintendent, Kirsten Baesler.

What is Adequate Yearly Progress?

Each year, as part of the requirements of the *No Child Left Behind Act*, the state releases reports for each school building in the state of North Dakota. Historically, these reports have measured our students' performance in terms of the percentage of students who are at or above state-defined academic standards in reading and mathematics as measured by the North Dakota State Assessment. The reports are called Adequate Yearly Progress reports (otherwise known as AYP reports), and the school is required to share these reports with its parents/guardians.

AYP Freeze Waiver

In February 2015, the U.S Department of Education (USDE) provided to states the opportunity to apply for a waiver to freeze various elements of AYP. This is known as the AYP Freeze Waiver. This waiver allowed states to remove student achievement rates from the 2014-2015 AYP determinations, while retaining participation rates, graduation rates, and attendance rates. Only participation, graduation, and attendance will be reported for schools and districts in the state. The USDE provided this one-year freeze to allow states to better transition into new assessment systems. On May 20, 2015, the USDE awarded North Dakota this AYP Freeze Waiver.

AYP Report (Based on the 2014-2015 State Assessment)

Under the AYP Freeze Waiver, the North Dakota Department of Public Instruction (NDDPI) generated an AYP report for each district and school; however, the NDDPI did not report achievement data on the AYP report. Rather, the AYP report indicates if the district or school met AYP based on the following three indicators: 1) participation rates, 2) graduation rates, and 3) attendance rates.

The 2014-2015 AYP reports have an appearance similar to previous years' reports; however, the designated student achievement rates are blank, representing non-reportable achievement data.

Did our School Make AYP?

If you review the enclosed AYP report, you will notice that our school did make AYP based on the three indicators.

The NDDPI will report full student achievement rates in the 2014-2015 School Profile reports, which will be issued later in the fall 2015. The NDDPI will provide future notices regarding the release of these School Profile reports. North Dakota will revert back to a full AYP report, which will include student achievement rates, for the 2015-2016 AYP reports.

Identification for Program Improvement

All districts and schools previously identified for improvement must continue to implement interventions consistent with Section 1116 of the Elementary and Secondary Education Act (ESEA).

However, as long as it meets AYP on participation, graduation, and attendance rates, it will not move to the next category in the program improvement timeline. Therefore, our buildings remain in program improvement status for the 2015-2016 school year, but no new sanctions apply. The remainder of this letter outlines the interventions that will be implemented.

What Does our Status as a Program Improvement School Mean?

Meeting the educational needs of all of our students is a high priority at our school. Because we have been identified for program improvement, our staff has defined a plan to improve student test scores in reading and mathematics. The plan is based on data identifying the needs of our students, staff, and school and is focused on research-based methods of raising student achievement. The specific activities that we are undertaking to try and improve the number of students reaching proficiency on the North Dakota State Assessment include the following:

What Does this Mean for Our School?

Once a school has been identified as not making AYP for two or more consecutive years, the school enters what is called program improvement status. The information below outlines the sanctions our school must follow during this stage of its program improvement:

- Program Improvement Plan (required for all districts and schools) – Currently, a team of school personnel has developed a plan to raise mathematics and reading scores within our school.

Our district will be hosting a parent open house October 19 and 20, 2015 from at 3:30 PM to 6:30PM in the Hazen Elementary School Title I classroom to review and revise our program improvement plan, further analyze student achievement data and other district data, and finalize our targets for instructional improvement and increased student learning. Please plan on attending so that you can offer input on our decisions and learn about how you, as a parent, can participate in our district's effort to leave no child behind.

- Professional Development Requirement– Our school is required to use 10% of the district's Title I allocation on professional development that is specifically designed to improve classroom teaching. Our school plans to implement the following high-quality, ongoing professional development within the school:

The Hazen School District and Hazen Elementary School have been working with Missouri River Educational Consortium to implement a professional development program to help our staff with the Reading and Math Curriculums. We will continue that process during the 2015-16 school year. We have had elementary staff members attend training on RTI to help implement that program in our elementary school on a more extensive basis.

The state also offers our district professional development through an annual program improvement workshop, a quarterly program improvement news brief, a monthly newsletter, as well as ongoing technical assistance and support.

- School Choice – During our school's duration in program improvement, we must offer parents school choice, which means that parents may transfer their students to other schools in the district that have met AYP status. However, since our school district has only one school to choose from, the school choice provision is not available to parents.
- Corrective Action – One of the program improvement requirements that pertains to our school is the corrective action phase. During the corrective action phase, the school must choose to undertake one of five corrective actions, including:

- Implement a new curriculum
- Extend school day or school year
- Operate under new management
- Replace key staff
- Restructure the school

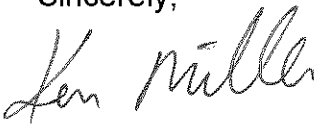
Our school district has selected the following district-wide corrective action measures to be implemented during the school year.

We will use Title I funds to work with the MREC on professional development training for our staff. The Hazen School District is hiring a Math Strategist to teach in the elementary grades to help students struggling with the math curriculum. The Hazen School District will offer an after school program for any students who need additional help with their academic work.

Getting Involved

As you can see in the activities identified above, we have strong plans for working to improve the educational programs at our school. We would like you and your child(ren) to continue to be active participants in our educational system. Please help support our high expectations for student achievement by participating in the school's program improvement plan and offering input and support in our endeavors to raise student achievement. If you would like to be involved by volunteering at the school or participating on one of our school improvement committees, please contact the school at 748-6120.

Sincerely,



Ken Miller, Superintendent

Enclosure:

School and District AYP Reports
Superintendent Baesler's Letter



Department of Public Instruction
600 E Boulevard Ave., Dept. 201, Bismarck, ND 58505-0440
(701) 328-2260 Fax - (701) 328-2461

Kirsten Baesler
State Superintendent

Robert J. Christman
Deputy Superintendent

www.nd.gov/dpi

School Year 2015-2016

Dear Parents/Guardians:

North Dakotans have always been proud of our state's educational system. Part of our success derives from the high expectations that we have for all of our students. At the same time, we also realize there is always room for improvement.

The *No Child Left Behind Act* of 2001 (NCLB), signed into law by President Bush on January 8, 2002, is the reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA). The purpose of the NCLB Act is to ensure that all students achieve high academic standards, provide professional development for teachers, keep our schools safe, and promote innovative educational strategies and practices.

Since the 2001-2002 school year, North Dakota students in specified grades have taken a North Dakota State Assessment. This past spring, your child participated in a new state test in English and math known as Smarter Balanced. The state assessment measures student performance in terms of the number of students who are at or above state defined academic achievement levels or benchmarks in reading and math. The Department of Public Instruction generates a report on the state assessment results for every public school and district in the state. This report is called the Adequate Yearly Progress (AYP) report.

In the spring of 2015, the U.S. Department of Education (USDE) announced an AYP Freeze Waiver for any state administering a new assessment during the 2014-2015 school year. This waiver allowed states to forgo assigning new accountability ratings based on those assessments and to waive program improvement determinations based on achievement results for the 2014-2015 assessments. Bottom line, this freezes the AYP consequences and the program improvement timeline for the 2015-2016 school year.

Under this AYP Freeze Waiver, the North Dakota Department of Public Instruction (NDDPI) will generate an AYP report for each district and school; however, the NDDPI will not report achievement data on the AYP report. Rather, the AYP report will only indicate if the district and school met AYP based on the following three indicators: 1) participation rate, 2) graduation rate, and 3) attendance rate.

School districts are required to disseminate school and district AYP information to parents, guardians, and community members. NCLB further requires the Department of Public Instruction to identify any school or district that has not made adequate yearly progress for two consecutive years as defined by the state's accountability system as a school or district in program improvement.

The NCLB Act is an outdated law that needs to be revised. The reauthorization of NCLB should have occurred in 2008, but has been stalled in Congress. Therefore, across the nation, there are large numbers of schools and districts identified for improvement. Due in part to the outdated law, approximately 75% of all districts in North Dakota are currently identified for program improvement. There is some movement in Congress and a conference committee is now working on a bill that would eliminate NCLB. I am optimistic this will be the last year we must operate under this flawed law.

Based on past results of the North Dakota State Assessment, your public school district remains identified for Title I district program improvement. This identification means that the district must develop a district-wide program improvement plan to raise student achievement and allocate resources toward the areas that led the district to be identified for program improvement.

A school district is required to share a copy of the district AYP report with all parents/guardians. All school and district AYP reports can also be accessed on the department's website at www.nd.gov/dpi/report/Profile. The NCLB Act also requires that the district consult with parents, school staff, and others in implementing the program improvement requirements. Your school district will share ways in which you can be involved in the process.

If you have questions or would like additional information, please contact the Office of Federal Title Programs at 1-888-605-1951.

Sincerely,

Kirsten Baesler, State Superintendent

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2014 - 2015

29-003 Hazen 3 (0K-12)

Modified 09/11/2015
Page 1 of 1

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
<https://www.nd.gov/dpi/uploads/91/Avp1415Guide.pdf>

<u>Reading</u>			<u>Math</u>			<u>Secondary Indicators</u>	
2015 State Goals	4th Grade – 100%	2015 State Goals	4th Grade – 100%	Attendance	Goal: 93%	Result:	>=95.0%
	8th Grade – 100%		8th Grade – 100%	Graduation	Goal: 89%	Result: See Below	
	11th Grade – 100%		11th Grade – 100%				
Listed below are your district's scores							
<u>Reading</u>	Achievement Goal	Participation 95% Rule	<u>Math</u>	Achievement Goal	Participation 95% Rule	<u>Graduation Rate</u>	Result
Composite Score	100.00%	99.88%	Composite Score	100.00%	100.00%	All Students	>=95.0%
<u>Subgroups:</u>			<u>Subgroups:</u>			<u>Subgroups:</u>	
Economically disadvantaged	100.00%	100.00%	Economically disadvantaged	100.00%	100.00%	Economically disadvantaged	93.33%
<u>Ethnicity:</u>			<u>Ethnicity:</u>			<u>Ethnicity:</u>	
White	100.00%	99.87%	White	100.00%	100.00%	White	94.83%
Native American	100.00%	100.00%	Native American	100.00%	100.00%	Native American	
Black			Black			Black	
Asian			Asian			Asian	
Hispanic			Hispanic			Hispanic	
Students with disabilities	100.00%	98.95%	Students with disabilities	100.00%	100.00%	Students with disabilities	90.91%
Students with limited English proficiency			Students with limited English proficiency			Students with limited English proficiency	
Adequate Yearly Progress Category:				Met Adequate Yearly Progress			
<small>Note: An asterisk (*) marks the indicator(s) where the district did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (0) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards. A plus sign (+) indicates met AYP based on the 4-, 5-, or 6-year graduation improvement target. For school year 2014-2015 Achievement Goals are not reportable.</small>							

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2014 - 2015

Hazen 3 (0K-12)

29-003-3528 Hazen Elem School (0K06)

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Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:
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<u>Reading</u>			<u>Math</u>			<u>Secondary Indicators</u>	
2015 State Goals	4th Grade – 100%	2015 State Goals	4th Grade – 100%	Attendance	Goal: 93%	Result:	>=95.0%
	8th Grade – 100%		8th Grade – 100%	Graduation	Goal: 89%	Result: See Below	
	11th Grade – 100%		11th Grade – 100%				
Listed below are your school's scores							
<u>Reading</u>	Achievement Goal	Participation 95% Rule	<u>Math</u>	Achievement Goal	Participation 95% Rule	<u>Graduation Rate</u>	Result
Composite Score	100.00%	99.74%	Composite Score	100.00%	100.00%	All Students	
<u>Subgroups:</u>			<u>Subgroups:</u>			<u>Subgroups:</u>	
Economically disadvantaged	100.00%	100.00%	Economically disadvantaged	100.00%	100.00%	Economically disadvantaged	
<u>Ethnicity:</u>			<u>Ethnicity:</u>			<u>Ethnicity:</u>	
White	100.00%	99.72%	White	100.00%	100.00%	White	
Native American	100.00%	100.00%	Native American	100.00%	100.00%	Native American	
Black			Black			Black	
Asian			Asian			Asian	
Hispanic			Hispanic			Hispanic	
Students with disabilities	100.00%	100.00%	Students with disabilities	100.00%	100.00%	Students with disabilities	
Students with limited English proficiency			Students with limited English proficiency			Students with limited English proficiency	
Adequate Yearly Progress Category:				Met Adequate Yearly Progress			
<small>Note: An asterisk (*) marks the indicator(s) where the school did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (0) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards. A plus sign (+) indicates met AYP based on the 4-, 5-, or 6-year graduation improvement target. For school year 2014-2015 Achievement Goals are not reportable.</small>							

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2014 - 2015

Hazen 3 (0K-12)

29-003-3529 Hazen High School (0912)

Instructions on the Interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:

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Reading		Math		Secondary Indicators	
2015 State Goals	4th Grade – 100% 8th Grade – 100% 11th Grade – 100%	2015 State Goals	4th Grade – 100% 8th Grade – 100% 11th Grade – 100%	Attendance Goal: 93% Result: <input type="text"/>	Graduation Goal: 89% Result: See Below

Listed below are your school's scores

Reading			Math			Graduation Rate	
	Achievement Goal	Participation 95% Rule		Achievement Goal	Participation 95% Rule		Result
Composite Score	100.00%	<input type="text"/>	100.00%	<input type="text"/>	100.00%	All Students	>=95.0%
Subgroups:			Subgroups:			Subgroups:	
Economically disadvantaged	<input type="text"/>	100.00%	Economically disadvantaged	<input type="text"/>	100.00%	Economically disadvantaged	93.33%
Ethnicity:			Ethnicity:			Ethnicity:	
White	100.00%	<input type="text"/>	100.00%	<input type="text"/>	100.00%	White	94.83%
Native American	<input type="text"/>	<input type="text"/>	Native American	<input type="text"/>	<input type="text"/>	Native American	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	Black	<input type="text"/>	<input type="text"/>	Black	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>	Asian	<input type="text"/>	<input type="text"/>	Asian	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	Hispanic	<input type="text"/>	<input type="text"/>	Hispanic	<input type="text"/>
Students with disabilities	<input type="text"/>	100.00%	Students with disabilities	<input type="text"/>	100.00%	Students with disabilities	90.91%
Students with limited English proficiency	<input type="text"/>	<input type="text"/>	Students with limited English proficiency	<input type="text"/>	<input type="text"/>	Students with limited English proficiency	<input type="text"/>

Adequate Yearly Progress Category: **Met Adequate Yearly Progress**

Note: An asterisk (*) marks the indicator(s) where the school did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (f) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards. A plus sign (+) indicates met AYP based on the 4-, 5-, or 6-year graduation improvement target. For school year 2014-2015 Achievement Goals are not reportable.

Annual Adequate Yearly Progress Report

North Dakota Department of Public Instruction

School Year 2014 - 2015

Hazen 3 (0K-12)

29-003-3530 Hazen Middle School (0708)

Instructions on the interpretation of the North Dakota Adequate Yearly Progress Report can be accessed at:

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Reading		Math		Secondary Indicators	
2015 State Goals	4th Grade – 100% 8th Grade – 100% 11th Grade – 100%	2015 State Goals	4th Grade – 100% 8th Grade – 100% 11th Grade – 100%	Attendance Goal: 93% Result: <input type="text"/>	Graduation Goal: 89% Result: See Below

Listed below are your school's scores

Reading			Math			Graduation Rate	
	Achievement Goal	Participation 95% Rule		Achievement Goal	Participation 95% Rule		Result
Composite Score	100.00%	<input type="text"/>	100.00%	<input type="text"/>	100.00%	All Students	<input type="text"/>
Subgroups:			Subgroups:			Subgroups:	
Economically disadvantaged	100.00%	<input type="text"/>	100.00%	<input type="text"/>	100.00%	Economically disadvantaged	<input type="text"/>
Ethnicity:			Ethnicity:			Ethnicity:	
White	100.00%	<input type="text"/>	100.00%	<input type="text"/>	100.00%	White	<input type="text"/>
Native American	96.60%	<input type="text"/>	94.09%	<input type="text"/>	100.00%	Native American	<input type="text"/>
Black	<input type="text"/>	<input type="text"/>	Black	<input type="text"/>	<input type="text"/>	Black	<input type="text"/>
Asian	<input type="text"/>	<input type="text"/>	Asian	<input type="text"/>	<input type="text"/>	Asian	<input type="text"/>
Hispanic	<input type="text"/>	<input type="text"/>	Hispanic	<input type="text"/>	<input type="text"/>	Hispanic	<input type="text"/>
Students with disabilities	100.00%	<input type="text"/>	100.00%	<input type="text"/>	100.00%	Students with disabilities	<input type="text"/>
Students with limited English proficiency	<input type="text"/>	<input type="text"/>	Students with limited English proficiency	<input type="text"/>	<input type="text"/>	Students with limited English proficiency	<input type="text"/>

Adequate Yearly Progress Category: **Met Adequate Yearly Progress**

Note: An asterisk (*) marks the indicator(s) where the school did not meet adequate yearly progress. If an indicator's value is below the achievement goal but no (*) is marked, then the indicator's value is within statistical reliability. Statistics are not shown for fewer than ten students. An (f) indicates insufficient data to determine adequate yearly progress; the value results from the combining of up to three years' data. Achievement goals are raised every three years and may vary among categories when insufficient student numbers exist and multiple-year averaging is required. All students are held to the state's challenging achievement standards. A plus sign (+) indicates met AYP based on the 4-, 5-, or 6-year graduation improvement target. For school year 2014-2015 Achievement Goals are not reportable.