What is Adequate Yearly Progress and Schools In Need Of Assistance?

The SINA designation is determined by the testing data from the Iowa Assessment tests that Red Oak students take each fall. This data is collected State wide throughout the year, and in early summer, the Iowa Department of Education determines which schools and districts have made progress toward achievement and which schools are on the SINA lists. Red Oak administrators and staff will have an idea of where we have made improvements by early January 2014. We have to wait until early summer 2014 to get the official notification from the Department of Education.

Each year, the goal or percentage of students who need to be proficient in reading and math increases. In fact, this year the expectation is that 100% of students are proficient in reading and math. Although this sounds impossible, if students make growth goals, they do not count against the percentage. The goal of the Red Oak educators is to see that all students grow at least one year, and they make academic progress.

The “rules” that the Federal Government and the State Department of Education follow to figure this all out are quite complicated. All sub groups (English Language Learners, Low Socio-economic, gender, race, and Special Education) have to be proficient and show growth. If any sub group has more than 30 members, they need to be proficient as a group. Also, groups of grade levels are combined as well as separate; for example, grades 3 – 5 are combined and 6 – 8 are combined, but 11th grade stands alone.

Where was Red Oak for the 2012-2013 school year? This information is figured in the summer of 2013, so as a district:

* Grades 6-8 combined did not make goals for math – Low SES and Special Education
* 11th grade did not make goals for math in all students, and the white population
* Grades 6-8 combined did not make goals for reading – all students, Low SES, Special Education, and White groups
* Inman Primary did not make reading goals for 3rd grade in All students, and white groups

On the positive side, in all buildings, students have made progress and are showing improvements. Some examples are:

* 11th Grade math improved percent proficient 1.5% over last year all students and Low SES improved 5.71%
* 11th Grade reading scores improved by 15.71% proficient over last year in Low SES
* The Middle School improved reading scores over last year in percent proficient by 2.14% for all students and 2.96% for Low SES
* Middle School math scores improved over last year by 2.42% more proficient for all students
* Inman Primary increased reading scores by 2.77% for all students and 6.72% for Low SES
* 3rd Grade Math scores improved over last year by 10.77% for all students, 24.68% for Low SES, and 10.48% for white students
* Washington increased reading scores by 7.24% for all students 12.35% for Low SES, 7.48% for white students over last year
* Washington students increased math scores over last year by 11.63% for all students, 13.8 % for Low SES, and 12.13% for white students

Red Oak School District has the expectation that students will show at least one year’s growth in the reading, mathematics, and science portions of the Iowa Assessments. Each building in the Red Oak School District has a professional development plan which includes the following components: continued insurance that the Iowa Common Core Curriculum is implemented and using Curriculum Mapper to keep track of what is being taught, using professional learning communities to find gaps, using formative assessments, examining and utilizing student assessment data, and improve teaching strategies throughout the year. Each building has also worked to implement a Response to Intervention plan to help students who do not know specific standards needed to build knowledge and to teach the students who already know them at a deeper level. The Red Oak School District spent professional development time over the past summer to learn about refining instruction to meet the needs of each student through the RtI (response to intervention) process.

The Title I schools sent letters home to parents to explain where each is in the SINA process, and what can be done to help your student(s) improve. The schools in the Red Oak district which sent letters home are Washington, Red Oak Middle School, and Inman Primary. For most schools, you can also find the parent letter on their home page on the schools’ website. Our AYP and APR reports are located on the Curriculum and Instruction home page located under the district button on our website as well.