

DUNCAN PUBLIC SCHOOLS

**DISTRICT ACCOUNTABILITY REPORT
2008**

**Federal Law
No Child Left Behind
Act of 2001
Public Law 107-110**

District Mission Statement

Duncan Public Schools, inspired by an on-going tradition of excellence, will provide an opportunity for each student to develop to the maximum of his or her potential by mastering grade level skills. We will maintain an environment which fosters responsibility, productive citizenship and lifelong learning.

Key NCLB Provisions

- Academic Performance Index (API)
 - Adequate Yearly Progress (AYP)
 - School Improvement Status

Data from which API is Computed

Math & Language Arts Results

- Criterion Referenced Tests
Grades 3 through 8
- HS End-of-Instruction Tests:
Algebra I (9th Grade)
English II (10th Grade)

FYI...

- NCLB legislation mandates that “100 percent” proficiency be reached by the year 2013-2014
- The state has devised a timeline for phase-in of higher performance target API scores for schools. If the target is not met, AYP provisions apply

FYI...

- Schools are accountable for *all* subgroups to reach the state's target API; for 2008, Math target = 932; Reading = 914 or to show reasonable progress toward those goals (Safe Harbor-SH).
- 2010 Target API-Math=1074; Reading=1060
- 2012 Target API-Math=1216; Reading=1206
- 2013 Target API-Math=1358; Reading=1352
- 2014 Target API-Math=1500+; Reading=1500+

School Improvement

- Schools/Districts that fail to make Adequate Yearly Progress (AYP) within any subgroup of students for two consecutive years (based on the same subject) will be designated School Improvement Schools/Districts

Achieving Classroom Excellence / ACE

- *Another layer of accountability was added with Oklahoma's ACE legislation (2005).*

ACE/Achieving Classroom Excellence

- *ACE* legislation requires students, beginning with the 9th grade class of 2008-2009, to pass 4 of 7 EOI tests (or alternate tests approved by the State Board of Education) as part of their graduation requirements.

ACE/Achieving Classroom Excellence

- Under the leadership of Merry Stone, a committee made up of representatives from both Duncan Middle School and Duncan High School are working to develop plans to remediate students at risk of failing to meet the ACE requirements.

DUNCAN ACADEMIC PERFORMANCE

**PERFORMANCE
SCORES
2008**

Duncan High School

- 2008 Math API Regular Ed=1366
- 2008 Reading API Regular Ed=1257
- Total API =1216

- 2007 Math API Regular Ed=1214
- 2007 Reading API Regular Ed=1217
- Total API=1150

- 2006 Math API Regular Ed=1107
- 2006 Reading API Regular Ed=1097
- Total API=1057

- 2005 Math API Regular Ed=1096
- 2005 Reading API Regular Ed=1111
- 2005 Total API=1056

Duncan High School

2006

Economically Disadvantaged=Reading 726

- ***2006 Goal=768***
- ***DHS did not achieve adequate yearly progress (AYP) 2006***

2007

Economically Disadvantaged=Reading 1046

- ***2007 Goal 914***
- ***DHS achieved adequate yearly progress (AYP) 2007***

2008

Economically Disadvantaged=Reading 1095

- ***2008 Goal 914***
- ***DHS achieved adequate yearly progress (AYP) 2008***

Duncan High School

Graduation Rate Benchmark – 882

2006 DHS Graduation API = 942 (Met Standard)

2007 DHS Graduation API = 908 (Met Standard)

2008 DHS Graduation API = 817 (Did NOT Meet)

Duncan High School

- Graduation Rate is calculated according to a complex formula that takes into consideration attendance rates, the number of students who take longer than four years to complete high school and the Drop Out rate. The school appreciates the support of Brett Burns and the Stephens County District Attorney's office. They've been working with us to hold students and parents accountable for school attendance. Additionally, as a Title VI Parental Involvement activity, the school district has an Attendance Facilitator to work with sites, students and families on attendance issues. To address the accuracy of Drop Out numbers, the attendance clerks, counselors and administrators at both Duncan Middle School and Duncan High School will be working to follow-up on students who leave our schools to be certain that their enrollment status is accurate. And, a committee at Duncan High School is working to develop a plan that will encourage students to stay in school and help them graduate within the standard four-year format by (1) providing aggressive remediation toward meeting state standards, (2) adding new procedures to improve attendance and (3) offering additional opportunities for credit recovery.

Duncan Middle School

- 2008 Math API Regular Ed=1344
- 2008 Reading API Regular Ed=1344
- Total API=1287

- 2007 Math API Regular Ed=1336
- 2007 Reading API Regular Ed=1282
- Total API=1257

- 2006 Math API Regular Ed=1306
- 2006 Reading API Regular Ed=1273
- Total API=1243

- 2005 Math API Regular Ed=1173
- 2005 Reading API Regular Ed=1193
- 2005 Total API=1143

Duncan Middle School

Reading Benchmark –914

All Students...

2007 – Reading API = 757 Safe Harbor

2008 – Reading API = 838 Safe Harbor

***“All Students” includes Special
Education as well as ELL***

Duncan Middle School

- Teachers, staff and administrators are all working to maximize instructional time, identify and implement additional professional develop activities in reading and get the most out of the technology that is available to students to improve the reading performance of students with special needs.

Emerson Elementary

- 2008 Math API Regular Ed=1473
- 2008 Reading API Regular Ed=1603
- 2008 Total API=1397

- 2007 Math API Regular Ed=1223
- 2007 Reading API Regular Ed=1164
- 2007 Total API=1162

- 2006 Math API Regular Ed=1340
- 2006 Reading API Regular Ed=1130
- 2006 Total API=1210

- 2005 Math API Regular Ed=1153
- 2005 Reading API Regular Ed=642
- 2005 Total API=918

Horace Mann Elementary

- 2008 Math API Regular Ed=1287
- 2008 Reading API Regular Ed=1309
- 2008 Total API=1212

- 2007 Math API Regular Ed=1362
- 2007 Reading API Regular Ed=1346
- 2007 Total API=1340

- 2006 Math API Regular Ed=1407
- 2006 Reading API Regular Ed=1485
- 2006 Total API=1427

- 2005 Math API Regular Ed=1430
- 2005 Reading API Regular Ed=1424
- 2005 Total API=1410

Mark Twain Elementary

- 2008 Math API Regular Ed=1439
- 2008 Reading API Regular Ed=1506
- 2008 Total API Regular Ed=1326

- 2007 Math API Regular Ed=1127
- 2007 Reading API Regular Ed=1284
- 2007 Total API Regular Ed=1184

- 2006 Math API Regular Ed=1330
- 2006 Reading API Regular Ed=1265
- 2006 Total API=1278

- 2005 Math API Regular Ed=888
- 2005 Reading API Regular Ed=740
- 2005 Total API=836

Plato Elementary

- 2008 Math API Regular Ed=1586
- 2008 Reading API Regular Ed=1599
- 2008 Total API=1458

- 2007 Math API Regular Ed=1463
- 2007 Reading API Regular Ed=1500
- 2007 Total API=1440

- 2006 Math API Regular Ed=1422
- 2006 Reading API Regular Ed=1458
- 2006 Total API=1425

- 2005 Math API Regular Ed=1424
- 2005 Reading API Regular Ed=1368
- 2005 Total API=1380

Woodrow Wilson Elementary

- 2008 Math API Regular Ed=1212
- 2008 Reading API Regular Ed=1278
- 2008 Total API=1099

- 2007 Math API Regular Ed=1011
- 2007 Reading API Regular Ed=1057
- 2007 Total API=1005

- 2006 Math API Regular Ed=955
- 2006 Reading API Regular Ed=1090
- 2006 Total API=998

- 2005 Math API Regular Ed=857
- 2005 Reading API Regular Ed=830
- 2005 Total API=846

Woodrow Wilson Elementary

Oklahoma Math API Benchmark = 932

Oklahoma Reading API Benchmark = 914

- 2007 Males—893 Safe Harbor/Math 619 Safe Harbor/Reading
- 2008 Males—898 Safe Harbor/Math 698 Safe Harbor/Reading
- 2008 Hispanic—906 Safe Harbor/Math
- ❖ The students in these subgroups have been identified and every effort is being made to continue to support their learning and improvement toward meeting state standards. These efforts include an additional Title I teacher, maximizing time on task and the effective use of technology-based curriculum.

DISTRICT GOALS

- Addressing students' needs, teach the articulated curriculum (PASS), and reach academic goals
- Achieve Adequate Yearly Progress/or "Safe Harbor" for applicable subgroups of students

"Safe Harbor" is achieved by showing 10% improvement in identified subgroups.

Duncan ISD

- 2008 Math API Regular Ed=1359
- 2008 Math API Regular Ed=1366
- 2008 Total API=1241

- 2007 Math API Regular Ed=1278
- 2007 Reading API Regular Ed=1261
- 2007 Total API=1206

- 2006 Math API Regular Ed=1259
- 2006 Reading API Regular Ed=1228
- 2006 Total API=1179

- 2005 Math API Regular Ed=1157
- 2005 Reading API Regular Ed=1116
- 2005 Total API=1091

Duncan ISD

- English Language Learners API (Goal Math/932-Reading/914)
 - **2006 Math=617 Reading=297**
 - 2007 Math=1069 Reading=742 SH
 - 2008 Math=1465 Reading=1349
- Individualized Education Program (IEP)
 - **2006 Math=228**
 - 2007 Math=764 Safe Harbor
 - **2008 Reading=689**
- Graduation Rate (Goal 882)
 - **2008 API=817**
- Duncan ISD ***DID NOT*** make AYP in 2006 – ELL & IEP/Math
- Duncan ISD ***DID*** make AYP in 2007 – IEP
- Duncan ISD ***DID NOT*** make AYP in 2008 – IEP/Reading and Graduation Rate

English Language Learners (ELL)

- 2005 = 152
- 2006 = 193
- 2007 = 245
- 2008 = 285
- District Hispanic Population
 - 12% (461/3760) 2006-2007
 - 13% (497/3714) 2007-2008
 - 14% (542/3738) 2008-2009

Special Education

- 2005 – 424 (12%) Weighted – 235.90
- 2006 – 344 (9%) Weighted – 206.55
- 2007 – 387 (10%) Weighted – 250.15
- 2008 – 363 (10%) Weighted - 231.55
- 2009 – 332 (12%) Weighted – 255.0

- Weights reflect challenges associated with particular disabilities.

Interventions Implemented

- High School Reading Remediation
- Curriculum Coordinator Position
- DHS, EDGE & DMS/***Academy of Reading*** w/Spanish Tutor
- DHS, EDGE & DMS/***Academy of Math*** w/Spanish Tutor
- Woodrow Wilson/.5 FTE ELL Teacher/***My Reading Coach***
- ***Alpha Plus*** Benchmark Testing @ Duncan High School
- After School Tutoring @ WW, Emerson, MT & DMS
- Duncan High School – Encore
- Duncan High School – Credit Recovery
- ***Sheltered Instruction Operational Protocol*** @ Emerson
- Professional Development
 - ***LETRS*** K-5 New Teachers
 - On-Going Mathematics In-Service K-12
 - ***TEACCH***/Autism Training/5 Special Education Staff Members
 - Kagan Strategies @ Woodrow Wilson
 - Building Academic Vocabulary / OCIC / Marzano
 - Dr. Tom Roy w/Marzano & Associates @ DHS