

# AYP

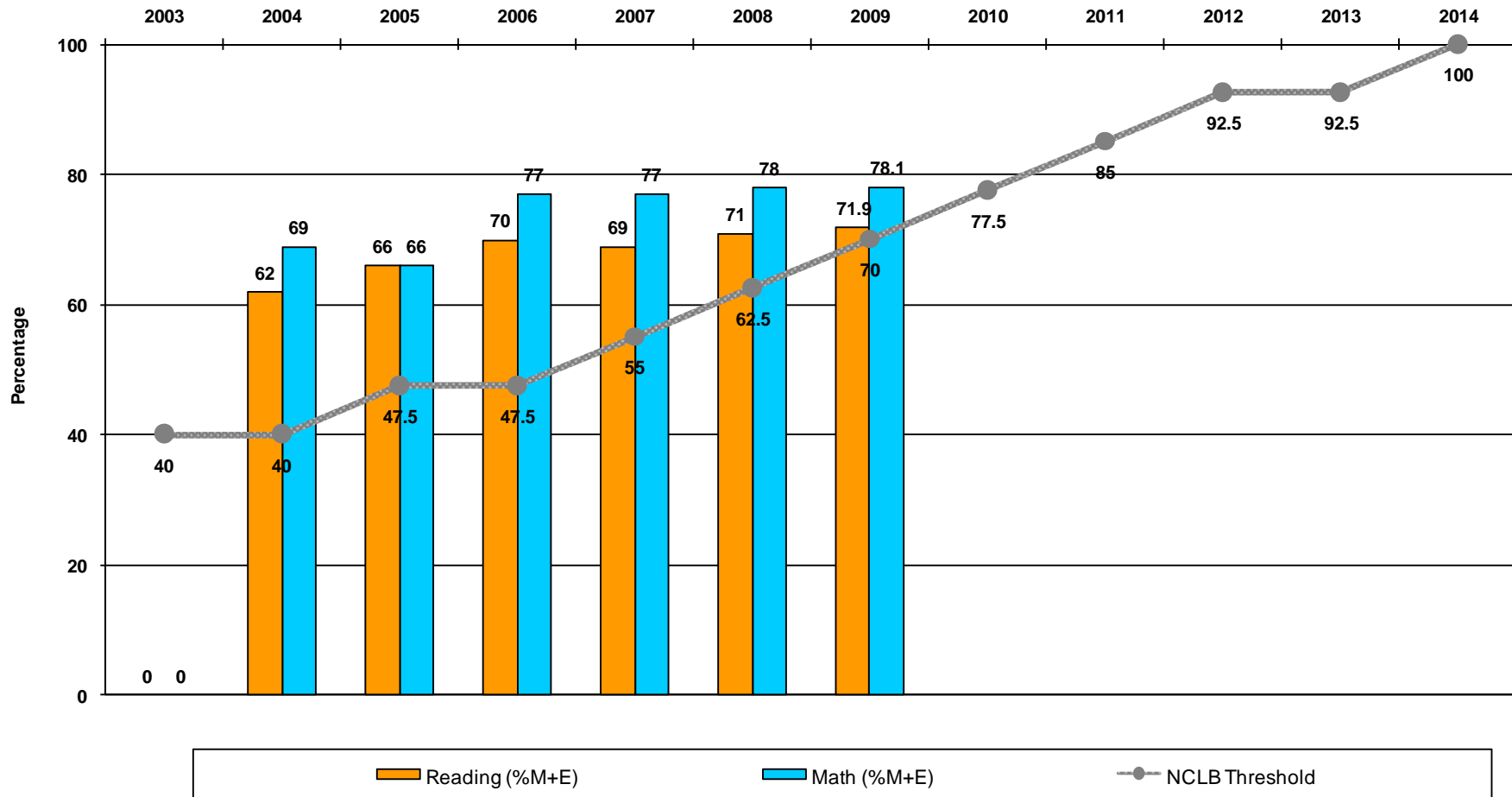
Adequate Yearly  
Progress for 2009

There are four  
conditions for  
making Adequate  
Yearly Progress  
(AYP)

# **Making AYP 2009**

1. At least 95% of students in each group must be tested.
2. At least 70% of those students tested must meet or exceed the standard in math and reading on the ISAT or PSAE.
3. At least 70% of students tested in any demographic subgroup must meet or exceed the standard in math and reading on the ISAT or PSAE.
4. Elementary / Middle Schools must have at least 90% attendance and High Schools must have at least a 72% graduation rate.

# Reading & Mathematics Performance of All Students



# Title 1 Elementary Reading AYP

Reading	All	White	Black	Hispanic	Asian	LEP	IEP	Econ Disadv
Beverly Skoff	<b>N</b> (70)	<b>Y</b>		<b>Y</b> (58)		<b>Y</b> (46)	<b>N</b> (38)	<b>N</b> (60)
Irene King	<b>Y</b> (70)	<b>Y</b>		<b>Y</b>			<b>N</b> (33)	<b>Y</b>
Wood View	<b>Y</b> (70)	<b>Y</b>	<b>Y</b>					<b>Y</b>
B. J. Ward	<b>N</b> (70)			<b>N</b> (54)		<b>N</b> (37)		<b>N</b> (57)
J. R. Tibbott	<b>N</b> (70)	<b>Y</b>		<b>Y</b> (48)		<b>Y</b> (38)		<b>Y</b> (49)
Oakview	<b>Y</b> (70)	<b>Y</b>	<b>Y</b>	<b>Y</b>				<b>Y</b>
Jonas Salk	<b>Y</b> (70)	<b>Y</b>	<b>Y</b>	<b>Y</b>				<b>Y</b>
Independence	<b>Y</b> (70)	<b>Y</b>	<b>N</b> (62)	<b>Y</b>			<b>Y</b> (26)	<b>N</b> (63)

# Elementary Reading AYP

Reading	All	White	Black	Hispanic	Asian	LEP	IEP	Econ Disadv
Pioneer	Y (70)	Y	Y	Y	Y			Y
R. C. Hill	Y (70)	Y		Y				Y
Hermansen	Y (70)	Y	Y	Y			N (39)	Y
Jamie McGee	Y (70)	Y	Y	Y	Y		Y (37)	Y

# Elementary Math AYP

Math	Title 1	All	White	Black	Hispanic	Asian	LEP	IEP	Econ Disadv
Beverly Skoff	Y	Y	Y		Y		Y	<b>N</b> (63)	Y
Pioneer		Y	Y	Y	Y	Y			Y
Irene King	Y	Y	Y		Y				Y
Wood View	Y	Y	Y	Y	Y			Y	Y
R.C. Hill		Y	Y		Y				Y
B.J. Ward	Y	Y		Y	Y		<b>N</b>	<b>N</b>	Y
J.R. Tibbott	Y	Y	Y		Y		Y		Y
Oakview	Y	Y	Y	Y	Y				Y
Jonas Salk	Y	Y	Y	Y	Y				Y
Independence	Y	Y	Y	Y	Y			Y	Y
Hermansen		Y	Y	Y	Y			Y	Y
Jamie McGee		Y	Y	Y	Y	Y		Y	Y

# MS & HS Reading AYP

READING	All	White	Black	Hispanic	Asian	LEP	IEP	Econ Disadv
Jane Addams	Y	Y	Y	Y	Y		N	Y
Brooks	Y	Y	Y	Y	Y	Y	Y	Y
H.H. Humphrey	Y	Y	Y	Y			N	N
J.J. Lukancic	Y	Y	Y	Y			Y	Y
A. Vito Martinez	Y	Y	Y	Y			Y	Y
Bolingbrook HS	Y	Y	N	N				N
Romeoville HS	Y	Y		N				N

# MS & HS Math AYP

MATH	All	White	Black	Hispanic	Asian	LEP	IEP	Econ Disadv
Jane Addams	Y	Y	Y	Y	Y		N	Y
Brooks	Y	Y	Y	Y	Y	Y	Y	Y
H.H. Humphrey	Y	Y	Y	Y			N	Y
J.J. Lukancic	Y	Y	Y	Y			N	Y
A. Vito Martinez	Y	Y	Y	Y			N	Y
Bolingbrook HS	Y	Y	N	N				N
Romeoville HS	N	Y		Y				Y

# Celebrations from State Testing

- Our K-12 scores are the highest in VVSD's history.
- More students are meeting reading and math standards than ever before.
- Our overall population is meeting the requirements of NCLB.

# Schools that Showed Improvement in Reading Scores

- King, Indy, Salk, Tibbott, Hermansen, Pioneer, Wood View, Brooks, Jane Addams, Humphrey, Lukancic, Martinez and Romeoville High School

# Schools that Showed Improvement in Math Scores

- Skoff, King, Salk, Tibbott, Hermansen, Oak View, Wood View, Brooks, Jane Addams, Lukancic, Martinez and Romeoville High School

# Future Plans for More Improvement

- IDM (Instructional Decision Making)
- PBIS (Positive Behavior Interventions & Support)
- Literacy for Learning
- K-12 Math Curriculum Review

# IDM

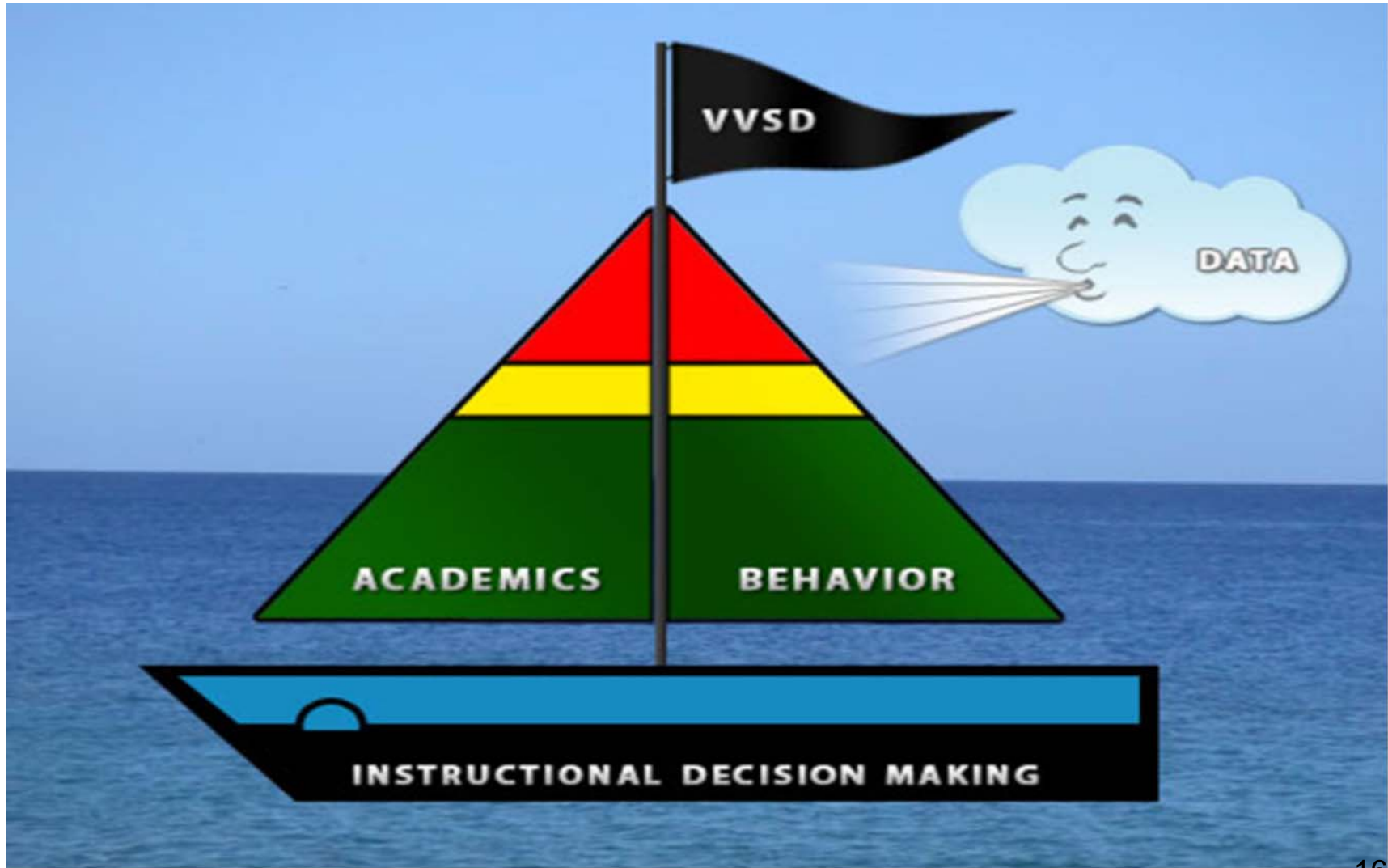
## (Instructional Decision Making)

- District wide system for using data to drive decisions on instruction.
- It is a three tier model. Tier 1 includes the curriculum that every child receives.
- Tier 2 includes interventions that some children receive in addition to Tier 1.
- Tier 3 includes interventions that are more intense or in addition to Tier 2.

# IDM

- IDM involves looking at both academic and behavioral programs for all students as well as interventions for those students not meeting standards.

# Boat



# How does PBIS

(Positive Behavior Interventions and Support)

## Support Behavior?

- Tier 1 involves having each school establish school wide expectations for behavior and then teaching the behaviors.
- Tier 2 involves putting interventions into place for those students getting multiple office referrals.
- Tier 3 involves creating individualized supports and interventions for those students still in need of help.

# Literacy for Learning

- Built on the successes of PBIS
- Use of common expectations/vocabulary
- Explicit teaching to reach expectations
- Using data to continue to improve the core curriculum
- Training for staff on the project

# K-12 Math Curriculum Review

- Looking at a backward design model
- Looking at the Illinois Learning Standards and college readiness standards
- Articulation between all grade levels