Statewide Longitudinal
Data System

1 NDSA State Growth Percentile Comparisons

Using the 2015-2016 and 2016-2017 North Dakota State Assessment results ('NDSA'), students were included in this study if they were in grades 4-8 in 2016-17 with NDSA results in both the 2015-16 and 2016-17 school years. If a student fell under this criteria, they were divided into one of three groups:

1. Students taught in 2016-2017 by a Minot State University graduate who completed their degree in either Fall 2015, Spring 2016, or Summer 2016 semesters.

2. Students taught in 2016-2017 by a first-year teacher who was **not** a Minot State University graduate who completed their degree in either Fall 2015, Spring 2016, or Summer 2016 semesters.

3. Students taught in 2016-2017 by a teacher who **was not** identified as a first-year teacher.

1.1 NDSA Math

Figure 1 and Table 1 below compares students of Minot State University first-year teachers to students of all North Dakota non-first year teachers and students of first-year teachers not from Minot State University. The values compared are the state growth percentiles on the 2016-2017 NDSA Math assessment. For example, a growth percentile of 30 would mean that a student's increase from 2015-2016 to 2016-2017 NDSA Math score is greater than the score increase seen by 30% of students at the same grade level.
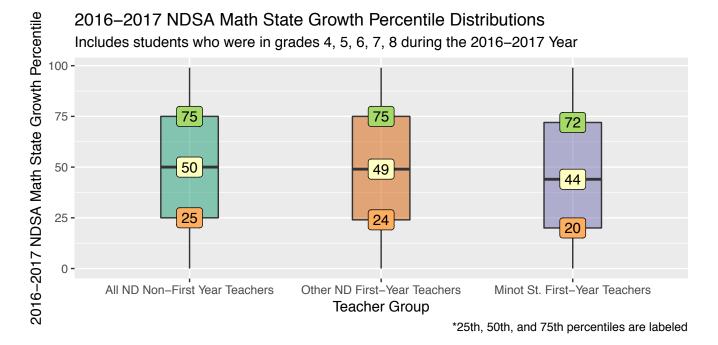

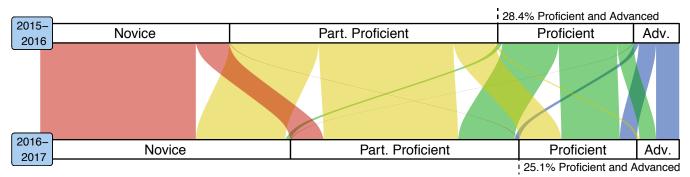Figure 1: 2016-2017 NDSA Math State Growth Percentile Distribution by Teacher Group

Group	# Students	10th	25th	40th	50th	60th	75th	90th
ND Non-First Year Teacher	35091	10	25	40	50	60	75	90
ND First Year Teacher	1131	10	24	39	49	60	75	88
Minot St. First Year Teacher	976	8	20	34	44	54	72	88.5

Table 1: 2016-2017 NDSA Math State Growth Percentile Distributions by Teacher Group

The figures and tables below show the NDSA Mathematics proficiency levels in grades 4-8 for students of first-year Minot St. teachers compared to those of non-first year teachers, along with their transition between levels during the 2015-16 and 2016-17 school year. The 2015-16 results for students of Minot St. teachers are *before* the teacher arrived, while the 2016-17 results show those proficiency levels after approximately one year with the teacher. Please note that the tables show row percentages, showing what proportion of each 2015-16 group scored in 2016-17.

Student NDSA Mathematics Proficiency Before/After First Year Teacher
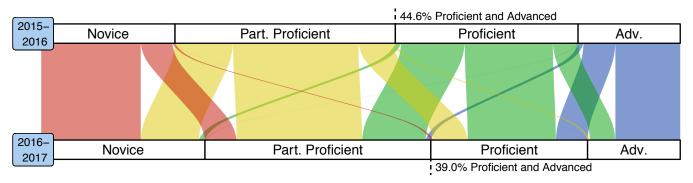For Students Of Minot St. First Year Teachers

↓ 2015-16 ‖ 2016-17 →	Novice	Part. Proficient	Proficient	Advanced
Novice	82.2%	17.5%	0.3%	0.0%
Part. Proficient	33.3%	50.1%	15.6%	1.0%
Proficient	3.4%	41.5%	42.9%	12.2%
Advanced	1.4%	10.1%	37.7%	50.7%

Table 2: Student NDSA Proficiency Before/After Minot St. First Year Teacher
*Percentages listed are row percentages.

Student NDSA Mathematics Proficiency
For Students Of Non–First Year Teachers

↓ 2015-16 ‖ 2016-17 →	Novice	Part. Proficient	Proficient	Advanced
Novice	74.4%	23.6%	1.9%	0.1%
Part. Proficient	26.3%	56.9%	15.6%	1.1%
Proficient	3.2%	34.8%	48.2%	13.8%
Advanced	0.3%	5.1%	31.1%	63.5%

Table 3: Student NDSA Proficiency For Non-First Year Teachers
*Percentages listed are row percentages.

1.2 NDSA Reading

Figure 2 and Table 2 below compares students of Minot State University first-year teachers to students of all North Dakota non-first year teachers and students of first-year teachers not from Minot State University. The values compared are the state growth percentiles on the 2016-2017 NDSA Reading assessment. For example, a growth percentile of 30 would mean that a student's increase from 2015-2016 to 2016-2017 NDSA Reading score is greater than the score increase seen by 30% of students at the same grade level.
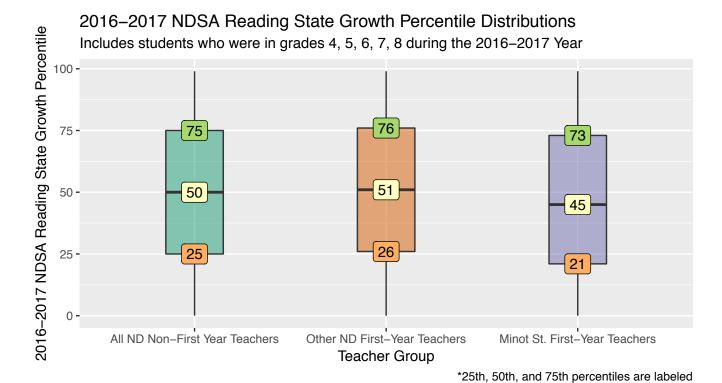

Figure 2: 2016-2017 NDSA Reading State Growth Percentile Distribution by Teacher Group
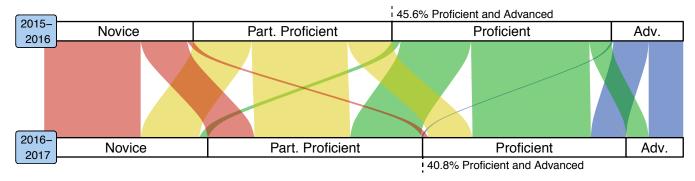
Group	# Students	10th	25th	40th	50th	60th	75th	90th
ND Non-First Year Teacher	35027	10	25	40	50	60	75	90
ND First Year Teacher	1120	8	26	40	51	60	76	89
Minot St. First Year Teacher	971	9	21	35	45	55	73	91

Table 4: 2016-2017 NDSA Reading State Growth Percentile Distributions by Teacher Group

The figures and tables below show the NDSA Reading proficiency levels in grades 4-8 for students of first-year Minot St. teachers compared to those of non-first year teachers, along with their transition between levels during the 2015-16 and 2016-17 school year. The 2015-16 results for students of Minot St. teachers are *before* the teacher arrived, while the 2016-17 results show those proficiency levels after approximately one year with the teacher. Please note that the tables show row percentages, showing what proportion of each 2015-16 group scored in 2016-17.

Student NDSA Language Proficiency Before/After First Year Teacher
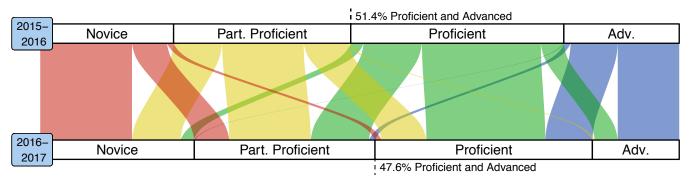### For Students Of Minot St. First Year Teachers

↓ 2015-16 ‖ 2016-17 →	Novice	Part. Proficient	Proficient	Advanced
Novice	64.7%	31.2%	4.0%	0.0%
Part. Proficient	29.4%	48.2%	22.1%	0.3%
Proficient	3.9%	32.1%	53.9%	10.0%
Advanced	0.0%	2.8%	49.1%	48.1%

Table 5: Student NDSA Proficiency Before/After Minot St. First Year Teacher
*Percentages listed are row percentages.

Student NDSA Language Proficiency
For Students Of Non–First Year Teachers

↓ 2015-16 ‖ 2016-17 →	Novice	Part. Proficient	Proficient	Advanced
Novice	68.8%	26.2%	4.9%	0.1%
Part. Proficient	27.4%	46.0%	25.3%	1.3%
Proficient	6.1%	27.3%	55.8%	10.8%
Advanced	0.7%	5.2%	40.8%	53.3%

Table 6: Student NDSA Proficiency For Non-First Year Teachers
*Percentages listed are row percentages.