

5463 0000-Red Oak Comm School District

APR-Assurances

1. The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment Yes No
2. The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents. Yes No
3. Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students. Yes No

APR 2012-2013

For specific data over time:

www.edinfo.state.ia.us/data/aprchart.asp?s=00090000

<http://nationsreportcard.gov/>

Vision, Mission, Goals

1. Is the district accepting Early Intervention funding to be spent on K-3 reading and math?

Yes No

1. Please report on the progress of those goals for 2012-2013.

During the 2012-2013 school year, 5 (FTE) teachers were employed in the all-day, everyday program to maintain a student-teacher ratio of 20:1 or less during literacy and math instruction.

PK-3 teachers utilized SBRR strategies and are engaged in PLC (Professional Learning Communities). The focus during PLC planning time is formative assessment data for the purpose of meeting the needs of all students, revisiting essential outcomes and skills, enhancing instructional technology skills, and curriculum development related to the Iowa Core Curriculum. Our professional development activities also were tied to these focus areas.

2. Is the district accepting Early Intervention funding to be spent on class size reduction?

Yes No

1. Report how class size reduction funds were used to meet these goals for 2012-2013.

During the 2012-2013 school year, 5 (FTE) teachers were employed in the all-day, everyday program to maintain a student-teacher ratio of 20:1 or less during literacy and math instruction.

3. What are the district's measureable, long-range goals to address improvement in reading?

Goal 1: All K-12 students will achieve at high levels in reading comprehension and be prepared for success in the 21st Century.

The following indicators will measure district progress with Goal 1:

- Using 2010-2011 school year as a baseline, percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 3 through 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
- Percentage of students in grades K-8 who are independent readers at grade level according to the benchmark tests given at the end of the year.
- Percentage of students in a cohort class at the High School who are achieving at grade level in reading comprehension on the Measures of Academic Progress Test.
- Community Survey data

4. Please provide the district's annual reading goals for 2012-2013.

The 3rd grade class will increase the number of students proficient in reading comprehension by 5% (from 72% as 2nd graders to 77% as 3rd graders) as measured on the Iowa Assessments for the 2012-2013 school year.

5. Were the district's annual reading goals met in 2012-2013?

Yes No

1. Since the district did not meet its annual reading goals, please provide the plan to meet future goals.

The 3rd grade team of teachers have been reassigned in different teaching assignments.

The current 3rd grade teachers have taken part in an assessment study, and are reviewing the common core reading curriculum to better understand the process and fidelity of the Developmental Studies and Guided Reading programs, materials, and protocols.

6. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2012-2013.

As 2nd graders on the 2011-2012 Iowa Assessment reading test, 72% were proficient. As 3rd graders on the 2012-2013 Iowa Assessment reading test, only 71% of the students were proficient.

7. Please provide the district's annual reading goals for next school year.

The 9th grade class will increase the number of students proficient in reading comprehension by 5% (from 56% as 8th graders to 61% as 9th graders) as measured on the Iowa Assessments for the 2013-2014 school year.

8. What are the district's measureable, long-range goals to address improvement in mathematics?

Goal 2: All K-12 students will achieve at high levels in mathematics, and be prepared for success in the 21st Century.

The following indicators will measure district progress with Goal 2:

- Using 2010-2011 school year as the baseline, percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Test in grades 3 through 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.
- Percentage of students in a cohort class at the High School who are achieving at grade level in mathematics on the Measures of Academic Progress Test.
- Community survey data

9. Please provide the district's annual mathematics goals for 2012-2013.

The 8th grade class in 2011-2012 as a whole were 32% non-proficient in math. As they move to 9th grade, the percent of non-proficient students in math will be reduced by 5% as a whole in 2012-2013 testing on the Iowa Assessments.

10. Were the district's annual mathematics goals met in 2012-2013?

Yes No

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2012-2013.

The graduating class of 2016 reduced the number of non-proficient students in math from 32% in 2011-2012 to 26% in 2012-2013, which was a reduction of 6%.

12. Please provide the district's annual mathematics goals for next school year.

As the class of 2016 moves from 9th grade to 10th grade, we will see another reduction of non-proficient math scores from 26% to 21% as measured on the 2013-2014 Iowa Assessments.

13. What are the district's measureable, long-range goals to address improvement in science?

Goal 3: All K-12 students will achieve at high levels in science, and be prepared for success in the 21st Century.

The following indicators will measure district progress with Goal 3:

- Using 2010-2011 school year as the baseline, percentage of students who score at the proficient level or above (41st percentile or above using national norms) on ITBS Science Test in grade 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.
- Percentage of students in a cohort class at the High School who are achieving at grade level in science on the Measures of Academic Progress Test.
- Community survey data

14. Please provide the district's annual science goals for 2012-2013.

To reduce the number or percent of students with an IEP who are non-proficient in science by 5% at the 11th grade level on the Iowa Assessments. The 11th grade had 53% of IEP students' non-proficient in 2011-12.

15. Were the district's annual science goals met in 2012-2013?

Yes No

16. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2012-2013.

The class of 2014 reduced the number of IEP students who were non-proficient in science by 9% as indicated by the 2012-2013 Iowa Assessments compared to the 2011-2012 Iowa

Assessments. In 2011-2012, 53% of the IEP students were non-proficient in science and in 2012-2013 44.5% of IEP students from that class were non-proficient.

17. Please provide the district's annual science goals for next school year.

The number of non-proficient students in the 6th grade in 2012-2013 will be reduced by 5% in 2013-2014 as indicated on the Iowa Assessment Test. In 2012-2013, 35% of the students were non-proficient in the 6th grade in science.

Learning Environment

18. Please describe the district's locally defined indicators.

Goal 5: Each and every student will feel safe and connected to school, equipped with skills to succeed in the 21st Century.

The following indicators will measure district progress with Goal 5:

5a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).

5b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.

5c. Drop Out Rate

5d. Percentage of bullying and harassment incidents at each attendance center as reported in the spring BEDS report. (**SDF5, SDF6, SDF7**)

5e. Percentage of students in grades 6, 8, and 11 that report that they have used alcohol on the Iowa Youth Survey (**SDF5, SDF6, SDF7**).

5f. Office referral data (K-12)

5g. Student survey data

5h. Homeless data

5i. Failing grades (grades 4-12)

5j. Community survey data

19. Explain the progress the district has made on these indicators.

- Through analysis of district and building data and comparisons with the state student performance trajectories, the following was learned: (**LRDA1, LRDA2, LRDA3, and LRDA4**)
- The majority of the trend lines on the ITBS/ITED assessments over the last three years show an increase in reading comprehension achievement district wide. We have more students moving into the intermediate and high achievement levels on the ITBS/ITED reading comprehension tests. In mathematics, the growth is slower district wide, and appears as students move into the High School, achievement peaks in 9th and 10th grades. Science scores in the elementary have been dropping over the last three years and appear to peak in the Middle School years.

- Cohort data shows there is a drop in mathematics achievement at transitions between buildings: third grade to fourth grade, fifth grade to sixth grade. There is also a slight drop as students move from 10th grade to 11th grade in science achievement.
- At least 96% of our students participated in all district-wide assessments (grades 3-11)
- Reading benchmarks show growth as students move throughout the year. (grades 1-5)
- Although our buildings did not meet AYP in mathematics, growth was seen from last year to this year with MS Special Education population and low SES students at Washington and a four percent increase as students moved from 10th to 11th grade.
- The number of High School students completing the core is now 100% in order to graduate, but our number of students taking the ACT tests has declined.
 - 59% of students who said that students treat each other with respect on the Iowa Youth Survey 2010. (SDF2, SDF4)
- 90% of students indicated they are good at making friends
- 87% of students indicated they received positive feedback from teachers

In 2011-12 the School Improvement Advisory Committee conducted a needs assessment survey. Surveys were completed by Middle School and High School students, licensed and support staff, parents, and community patrons. The SIAC reviewed the results of the survey, along with other data.

The district has training a representative group of staff members trained in the Olweus Bully Prevention Program and Character Counts with the intent that we implement those programs district-wide in the 2013-2014 school year to address the weaknesses that were apparent on the needs survey.

20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2012-2013:

<input checked="" type="checkbox"/> Classroom teacher interventions	<input checked="" type="checkbox"/> Coach interventions
<input checked="" type="checkbox"/> Study hall/study table	<input type="checkbox"/> Tutors
<input checked="" type="checkbox"/> Parent involvement	<input checked="" type="checkbox"/> Classroom interventions
<input checked="" type="checkbox"/> Problem solving team	<input checked="" type="checkbox"/> Before/after school help
<input checked="" type="checkbox"/> Counseling services	<input checked="" type="checkbox"/> At-risk program
<input checked="" type="checkbox"/> Progress reports	<input type="checkbox"/> Other

Monitoring and Accountability

21. Total number of seniors in the district who intend to pursue post-secondary education/training:

68

22. Total number of seniors in the district who have graduated:

86

23. Percent of seniors in the district who intend to pursue post-secondary education/training upon graduating:

79.07000000000000

24. Total number of 7-12 grade students in the district who are dropouts in 2011-2012:

15

25. Total number of 7-12 grade students in the district in 2011-2012:

556

26. Percent of 7-12 grade students in the district who are dropouts in 2011-2012:

2.7

27. Total number of 7-12 grade female students in the district who are dropouts in 2011-2012:

8

28. Total number of 7-12 grade female students in the district in 2011-2012:

274

29. Percent of 7-12 grade female students in the district who are dropouts in 2011-2012:

2.92

30. Total number of 7-12 grade male students in the district who are dropouts in 2011-2012:

7

31. Total number of 7-12 grade male students in the district in 2011-2012:

282

32. Percent of 7-12 grade male students in the district who are dropouts in 2011-2012:

2.48

33. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2011-2012:

14

34. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2011-2012:

506

35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2011-2012:

2.77

36. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2011-2012:

0

37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2011-2012:

3

38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2011-2012:

0

39. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2011-2012:

1

40. Total number of 7-12 grade Hispanic students in the district in 2011-2012:

34

41. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2011-2012:

2.94

42. Total number of 7-12 grade Asian students in the district who are dropouts in 2011-2012:

0

43. Total number of 7-12 grade Asian students in the district in 2011-2012:

2

44. Percent of 7-12 grade Asian students in the district who are dropouts in 2011-2012:

0

45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2011-2012:

0

46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2011-2012:

0

47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2011-2012:

0

48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2011-2012:

0

49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2011-2012:

3

50. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2011-2012:

0

51. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2011-2012:

0

52. Total number of 7-12 grade Multi-racial students in the district in 2011-2012:

8

53. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2011-2012:

0

54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2011-2012:

6

55. Total number of 7-12 grade students with an IEP in the district in 2011-2012:

95

56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2011-2012:

6.32

57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2011-2012:

0

58. Total number of 7-12 grade English language learner students in the district in 2011-2012:

3

59. Percent of 7-12 grade English language learner students in the district who are dropouts in 2011-2012:

0

60. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2012-2013?

Yes No

61. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in reading in 2012-2013.

Assessment	Other
Fluency Tests (a.k.a. - Fluency Probes; Fluency)	
Fountes-Pinnell Word List	
Gates MacGinitie	
Stanford Diagnostic Reading Test	
Teacher Created Assessment	
QRI	
Reading Rates	
Rubrics	
Running Records	
Achievement Level Test (ALT) (a.k.a. NWEA (Northwest Evaluation Association Achievement Level Tests))	
ACT Assessment (ACT product)	
Authentic performances (a.k.a. Authentic Tasks)	
building level assess	
Chapter Tests	
Checklists	
Classroom Assessments	
Classroom Observations	
Comprehension (a.k.a. Comprehension Diagnosis; Comprehension skills)	
District Curriculum Tests	
District Developed Tests; District Wide Assessments	
District developed writing rubrics	
District Reading Curriculum	
teacher observations	
Textbook assess	
Title I Identification Assess	
Unit Tests	
Vocabulary	
VOWAC Phonics program	
Word Wall	
Benchmarks (a.k.a. Benchmark Books; Benchmark Reading; Curriculum Benchmark Tasks)	
Observation tools	
Kindergarten Assessment	

Kindergarten Readiness Test	
Measures of Academic Progress	

62. Please explain how the students do on this/these reading assessment(s).

Most of the reading assessments we use are used as formative assessments to monitor student progress throughout the year. Some are diagnostic in nature and are used to find the correct help students need to make improvements. Our students do show study progress toward the reading goals, and if a particular student is not making progress, we use the data to get that student an intervention through our response to intervention programs.

63. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in mathematics in 2012-2013.

Assessment	Other
Grade level	
Teacher Created Assessment	
Probes	
Progress Monitoring	
ACT Assessment (ACT product)	
Basic Math Facts Test	
building level assess	
Chapter Tests	
Checkpoint Assess	
Classroom Assessments	
Classroom Observations	
District Curriculum Tests	
teacher observations	
Textbook assess	
Unit Tests	
NWEA (Northwest Evaluation Association)	
Observation Data	
Measures of Academic Progress	

64. Please explain how the students do on this/these math assessment(s).

In grades K-5, classroom assessments help identify students who need interventions in math concepts. Overall, students in the elementary show progress from the beginning of the year to the next year.

In grades 6-8, classroom assessments help identify students who need interventions and those who need a higher level of challenges. Our 6th grade seems to lose math skills in transition to the middle school, but by 8th grade students have made up for the loss in retention of skills.

In grades 9-12, there is a slow progression of students performing poorly in mathematics. At the HS level, we are learning to use the MAP assessments as a formative assessment to target what specific students are lacking in order to achieve at high levels. Our 9th graders only had 45% who scored proficient or higher on the MAP tests in math.

65. Please use the link below to select the district-wide multiple assessment(s), other than the required state accountability assessment, that the district used to measure student progress in science in 2012-2013.

Assessment	Other
Performance Assess	
Rubrics	
ACT Assessment (ACT product)	
Chapter Tests	
Checklists	
Classroom Assessments	
Classroom Observations	
Unit Tests	
NWEA (Northwest Evaluation Association)	
Observation Data	
Oral Response	
Measures of Academic Progress	

66. Please explain how the students do on this/these science assessment(s).

Science achievement is Red Oak's strongest point. Students perform at or above the nation in science achievement. As the focus has turned to reading in the lower elementary, we are investigating ways to use reading skills in science instruction to best meet the students' needs. The middle levels seem to be where our students show a slump in science performance. We will be looking at science materials and best practices in teaching as a district this school year.

67. Which assessment does the district use as a measure for post-secondary success?

Prefilled ACT data is supplied by ACT International, B.V. and reported at the district level by the Iowa Department of Education.

68. What is the cut score for post-secondary success on the assessment the district uses? This cut score must be 20 if the district uses ACT.

20

69. Total number of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

29

70. Total number of 9-12 grade students in the district who took the test:

68

71. Percent of 9-12 grade students in the district achieving a score that indicates probable post-secondary success:

42.65

72. All information required for this APR has been or will be reported to the local community.

Yes No

1. Date the required APR content was or will be reported to the community.

10/21/2013