

Spencer Comm School District
CPlan APR (2014 - 2015)

Vision, Mission, Goals
Learning Environment
Monitoring and Accountability

[View APR student achievement data](#)

[View National Assessment of Educational Progress \(NAEP\)](#)

[Iowa Assessments Standard Error of Measurement](#)

Vision, Mission, Goals

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

Yes

1. Please report on the progress of those goals for (2013-2014).

Report on Reading Goal - Grades K-3

Dibels Phoneme Segmentation Fluency

Grade K - 94.6% Proficient

Dibels Nonsense Word Fluency - Whole Words Read

Grade 1 - 91.9% Proficient

Dibels Oral Reading Fluency

Grade 1 - 85.2% Proficient

Grade 2 - 73.2% Proficient

Grade 3 - 70.4% Proficient

Dibels Oral Reading Fluency Accuracy

Grade 1 - 88.6% Proficient

Grade 2 - 82.4% Proficient

Grade 3 - 77.0% Proficient

Dibels Retell Quality

Grade 2 - 94.8% Proficient

Grade 3 - 71.5% Proficient

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

Yes

1. Report how class size reduction funds were used to meet these goals for (2013-2014).

The funds were used to make sure that every student had access to small group reading support, and those needing additional math support had access to small groups as well.

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, prepared for success beyond high school. (proficiency and above)

4) Please provide the district's annual reading goals for (2013-2014).

We will keep the same goal as last year since we did not meet our goal:

District 2013-2014 Annual Student Achievement Goals:

- Reading: On the Spring 2014 Iowa Assessments, students in grades 3-11 on IEPs, will increase in proficiency on the reading comprehension portion of the test, thus reducing the achievement gap between IEP and non-IEP students. In 2012-13 the achievement gap was 48%, based on a proficiency level of 38% proficiency for IEP students and 86% for non-IEP students. In 2013-14 the achievement gap was 45% based on the same process.

5) Were the district's annual reading goals met in (2013-2014)?

Yes

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

6) Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in (2013-2014).

In 2012-13 the achievement gap was 48%, based on a proficiency level of 38% proficiency for IEP students and 86% for non-IEP students. In 2013-14 the achievement gap was 45% based on the same process.

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

District 2014-2015 Annual Student Achievement Goals:

Based on the fact that we have not met our long range goal we will keep the annual goal as is:

•Reading: On the Spring 2015 Iowa Assessments, students in grades 3-11 on IEPs, will increase in proficiency on the reading comprehension portion of the test, thus reducing the achievement gap between IEP and non-IEP students. Currently, there is a 45% achievement gap between IEP and non-IEP students. This is an improvement of 3% over the 2013 Iowa Assessment data.

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 of proficiency and above in math, prepared for success beyond high school.

9) Please provide the district's annual mathematics goals for (2013-2014).

Since there is still a large achievement gap between IEP and non-IEP students, we will continue to focus on the same goal:

District 2013-2014 Annual Student Achievement Goals:

- o Math: On the Spring 2014 Iowa Assessments, 3rd-11th grade students on IEPs will increase in proficiency on the math portion of the test, thus reducing the achievement gap between IEP and non-IEP students. There was still a gap of 47% between IEP students and non-IEP students on the spring 2013 Iowa Assessments.

10) Were the district's annual mathematics goals met in (2013-2014)?

No

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

An item analysis will be conducted determining the three lowest scoring items for each grade span, and lesson plans will provide instruction to improve student understanding of these low scoring items.

11) Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in (2013-2014).

In 2012-13 there was a gap of 47% between IEP and non-IEP students. In 2013-14 the gap increased by 5% to 52% in the Iowa Assessments for grades 3-11.

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

District 2014-2015 Annual Mathematics Goals:

On the Spring 2015 Iowa Assessments, 3rd -11th grade students on IEPs will increase in proficiency on the math portion of the test, thus reducing the achievement gap between IEP and non-IEP students. Currently, the achievement gap between IEP and non-IEP students is 52%.

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

science?

All K-12 students will achieve at high levels in science, prepared for success beyond high school. (proficiency and above)

14) Please provide the district's annual science goals for (2013-2014).

We will keep our focus on reducing the achievement gap between IEP and non IEP students:

District 2013-2014 Annual Student Achievement Goals:

Science: On the Spring 2014 Iowa Assessments, 3rd-11th grade students on IEPs will increase in proficiency on the science portion of the test, thus reducing the achievement gap between IEP and non-IEP students. On the Spring 2013 Iowa Assessments in Science, there was still a 34% gap between IEP and non-IEP students.

15) Were the district's annual science goals met in (2013-2014)?

Yes

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

16) Please provide supporting data to demonstrate the district did or did not meet the annual science goals in (2013-2014).

In 2012-13 there was a gap of 34% between IEP and non-IEP students. In 2013-14 the gap decreased by 1% to 33% in the Iowa Assessments for grades 3-11.

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

We will keep our focus on reducing the achievement gap between IEP and non IEP students because we did not meet our long range goal in Science:

District 2014-2015 Annual Science Goals:

On the Spring 2015 Iowa Assessments, 3rd-11th grade students on IEPs will increase in proficiency on the science portion of the test, thus reducing the achievement gap between IEP and non-IEP students. Based on the Spring 2014 Iowa Assessments in Science, there was still a 33% gap between IEP and non-IEP students.

Learning Environment

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

District indicators that have been locally defined include analysis of all levels of student groups outside the state and national reporting indicators as well as subgroups.

Climate and culture of the buildings is an important locally defined indicator we choose to monitor. Our goal is to have students feel the schools are safe and they are connected to

school.

Utilization of effective technology to enhance student performance in reading, math, and science is another locally defined indicator.

Data from the Iowa Youth Survey will be used to address student issues within the school and community

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

Teachers use all student subgroup data to make instructional decisions and changes to increase achievement.

Over the past 6 years, student achievement in reading has increased 14% in 3rd grade and 4% in 5th grade due to subgroup data being used to inform instructional decisions.

All teachers are implementing social contracts and protocols of the Capturing Kids' Hearts workshop to improve the climate and culture of our buildings so students feel safe and connected to school.

100% of the buildings have Social Contracts displayed.

Providing access to technology programs that are intuitive and provide support to where students are in various academic areas has helped enhance student performance in reading, math, and science.

Student achievement in reading for all students, at the 9th grade level, has increased 15% over the last 6 years.

Iowa Youth Survey is used to address student issues within the district.

Student perception that teachers address bullying has increased by 10%

20) Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in (2013-2014):

Teacher	Coach	Study Hall	Parent	Classroom	Problem Solving
True	True	False	True	True	True
Before	Counseling	Atrisk	Progress	Other	Other Name
True	False	False	True	False	

Monitoring and Accountability

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

110

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

140

23) Percent of seniors in the district who intend to pursue post-secondary

education/training upon graduating: 78.57000000000000
24) Total number of 7-12 grade students in the district who are dropouts in (2012-2013): 19
25) Total number of 7-12 grade students in the district in (2012-2013): 899
26) Percent of 7-12 grade students in the district who are dropouts in (2012-2013): **
27) Total number of 7-12 grade female students in the district who are dropouts in (2012-2013): **
28) Total number of 7-12 grade female students in the district in (2012-2013): 449
29) Percent of 7-12 grade female students in the district who are dropouts in (2012-2013): **
30) Total number of 7-12 grade male students in the district who are dropouts in (2012-2013): 13
31) Total number of 7-12 grade male students in the district in (2012-2013): 450
32) Percent of 7-12 grade male students in the district who are dropouts in (2012-2013): **
33) Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in (2012-2013): 17
34) Total number of 7-12 grade White (not of Hispanic origin) students in the district in (2012-2013): 824
35) Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in (2012-2013): **
36) Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in (2012-2013): **
37) Total number of 7-12 grade Black (not of Hispanic origin) students in the district in (2012-2013): **
38) Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in (2012-2013):

**

39) Total number of 7-12 grade Hispanic students in the district who are dropouts in (2012-2013):

**

40) Total number of 7-12 grade Hispanic students in the district in (2012-2013):

39

41) Percent of 7-12 grade Hispanic students in the district who are dropouts in (2012-2013):

**

42) Total number of 7-12 grade Asian students in the district who are dropouts in (2012-2013):

**

43) Total number of 7-12 grade Asian students in the district in (2012-2013):

12

44) Percent of 7-12 grade Asian students in the district who are dropouts in (2012-2013):

**

45) Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in (2012-2013):

**

46) Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in (2012-2013):

**

47) Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in (2012-2013):

**

48) Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in (2012-2013):

**

49) Total number of 7-12 grade American Indian or Alaskan Native students in the district in (2012-2013):

**

50) Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in (2012-2013):

**

51) Total number of 7-12 grade Multi-racial students in the district who are dropouts in (2012-2013):

**

52) Total number of 7-12 grade Multi-racial students in the district in (2012-2013):

12

53) Percent of 7-12 grade Multi-racial students in the district who are dropouts in (2012-2013):

**

54) Total number of 7-12 grade students with an IEP in the district who are dropouts in (2012-2013):

**

55) Total number of 7-12 grade students with an IEP in the district in (2012-2013):

107

56) Percent of 7-12 grade students with an IEP in the district who are dropouts in (2012-2013):

**

57) Total number of 7-12 grade English language learner students in the district who are dropouts in (2012-2013):

**

58) Total number of 7-12 grade English language learner students in the district in (2012-2013):

**

59) Percent of 7-12 grade English language learner students in the district who are dropouts in (2012-2013):

**

60) Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for (2013-2014)?

Yes

1. Use the link below to add information about the alternative assessment used to measure annual improvement goals in reading, mathematics, and science.

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 (2013-2014).

Assessment	Other
Measures of Academic Progress	

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

83.3% of the students in the district scored above Projected Proficiency in Reading.

60.7% of the students in the district showed growth from the Fall of 2013 to the Spring of 2014.

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 (2013-2014).

Assessment	Other
Measures of Academic Progress	

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

80.5% of the students in the district were above Projected Profeciency in Math.

56.5% of the students in the district showed growth from the Fall of 2013 to the Spring of 2014.

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 (2013-2014).

Assessment	Other
Measures of Academic Progress	

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

55.4% of the students in the district showed growth from the Spring of 2013 to the Spring 2014.

Proficiency level data is not available in Science.

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:

120

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

172

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

69.770

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

Yes

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

9/23/2014

Assurances

The district has adopted the three achievement levels used by the Iowa Testing Programs, and the alternate achievement standards for the Iowa Alternate Assessment	True
The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.	True
Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students.	True