3231 0000-Johnston Comm School District
APR-Assurances

1. The district has provided individual student achievement reports and grade level performance descriptors from the Iowa Tests to parents.

   ◉ Yes ○ No

2. Even if the district does not currently have ELL students, it has adopted English Language Proficiency (ELP) standards for ELL students.

   ◉ Yes ○ No

3. 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

APR

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 2014-2015.

      The District did not meet the growth goal in Reading for 2014- 2015 school year. Data from the 2014 - 2015 annual Iowa assessment show that the percent of nonproficient low SES students in the grade span of 3rd - 5th grade was 24.02%. The target was 18.64% nonproficient. For the 2015 - 2016 school year the annual goal and the long range goal set with the 2015 -2016 school year in mind are the same, to reduce the number of non-proficient low SES students in the grade span of 3rd - 5th grade 16.65 % non-proficient in 2015-2016.

      The District did not meet the growth goal in Math for 2014- 2015 school year. Data from the 2014 - 2015 annual Iowa assessment show that the percent of nonproficient low SES students in the grade span of 6th - 8th grade was 15.91%. The target was 13.31% nonproficient. For the 2015 - 2016 school year the annual goal and the long range goal set with the 2015 -2016 school year in mind are the same, to reduce the number of non-proficient low SES students in the grade span of 6th - 8th grade to 15.17 % non-proficient in 2015-2016. Fondational skills learning during the K-3 years provides the early development of skills to reach the district goal check point in grades 6th -8th.

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 2014-2015.

      Class size reduction funds were used to employee 5.5 F.T.E. Kindergarten through third grade classroom instructors. These positions provided reduction in classroom sizes in the primary grade levels. These positions were placed in the elementary buildings and grade levels with the largest numbers of students enrolled. Smaller class sizes provided increased teacher attention to students and enabled more small group and individual intervention and support.

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

> **Reading Goals**: (based on the Iowa Assessments and AYP proficiency data reports)
>
> Goal 1: Students will demonstrate increasing higher levels of proficiency in reading comprehension on the Iowa Assessments.
>
> **Long range goal:** to reduce the number of nonproficient low SES students in the grade span of 3rd - 5th grade by 10% annually from 22.84% nonproficient in 2012-2013 to 16.65 % nonproficient in 2015-2016.

4. Please provide the district's annual reading goals for 2014-2015.

> **Annual improvement goal:** to reduce the number of nonproficient low SES students in the grade span of 3rd - 5th grade to reach goal of 18.5% noproficient in 2014 - 2015%

5. Were the district's annual reading goals met in 2014-2015?

⚪ Yes 🔵 No

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

> The District's Framework for Learning provides a focus on curriculum, instruction and assessment. Through professional learning communities (PLCs) staff analyze student learning through asking 1. What is it we expect students to learn? 2. How will we know when students have learned it? 3. How will we respond when students don't learn it? and 4. How will we respond when students have already learned it?
>
> All PLCs have developed Improvement Plans directly linked to building improvement targets and to the district Comprehensive School Improvement Plan. These PLC and building plans were developed after a comprehensive review of student achievement data from the Iowa Assessments, Measures of Academic Progress (MAP), district performance assessments and classroom formative and summative assessments. Student data was studied by district, building, individual grade levels, subgroups including gender, race, ELL status, Special Education status, Social Economic level, and individual student data.
>
> Continued district emphasis will be placed on linking professional development to student learning outcomes and differentiating student instruction to meet the needs of all students. Instructional Leadership Teams will work in conjunction with district academic coordinators, AEA consultants and teachers in the development of building improvement plans,which focus on improved student learning. Implementation data will be collected, studied, and analyzed to ensure instructional strategies are positively affecting student learning. These PLC action plans will gather student-learning data and focus on monitoring student learning and developing and implementing interventions to meet the needs of all students regardless of their current achievement level.
>
> Finally, through the use of job embedded professional learning through the use of instructional coaches, lead teachers and model teachers each teacher will focus on improved teaching and learning. Professional learning will focus on student engagement in the learning process, high yield instructional strategies and meeting the learning needs of each student. Instructional coaches lead teachers and model teacher will log hundreds of classroom modeling, coaching and professional learning session during the 2015-2016 school year.

6. Please provide supporting data to demonstrate the district did or did not meet the annual reading goals in 2014-2015.

> Data from the 2014 -2015 annual assessment show that the percent of nonproficient low SES students in the grade span of 3rd - 5th grade was 24.02%. The target was 18.64% nonproficient. The targeted improvement was not met.

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

> **READING**
>
> **Reading Goals:** Based on the Iowa Assessments and AYP proficiency data reports
>
> **Annual Goal:** To reduce the number of non-proficient low SES students in grade span of 3rd – 5th grade from 24.02% non-proficient in 2014-2015 to 16.65% non-proficient in 2015-2016.

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

> **Math Goals:** (based on the Iowa Assessments and AYP proficiency data reports)
>
> Goal 2: Students will demonstrate increasing higher levels of proficiency in math on the Iowa Assessments.
>
> **Long range goal:** to reduce the number of nonproficient low SES students in the grade span of 6th - 8th grade by 10% annually from 20.81% nonproficient in 2012-2013 to 15.17 % nonproficient in 2015-2016. This long range goal has been modified for 2014- 2015 as it was met in the 2013 -2014 school year. The new long range goal is to reduce the percentage of nonproficient low SES student annually by 10% to reach the goal fo 12% by 2015-2016.

9. Please provide the district's annual mathematics goals for 2014-2015.

> **Annual goal:** to reduce the number of nonproficient low SES students in the grade span of 6th - 8th grade by 10% annually from 14.47% nonproficient in 2013-2014 to 13.31% in the 2014- 2015 school year.

10. Were the district's annual mathematics goals met in 2014-2015?

> ⚪ Yes   🔘 No
>
> 1. Since the district did not meet its annual mathematics goals, please provide the plan to meet future goals.
>
> > The District's Framework for Learning provides a focus on curriculum, instruction and assessment. Through professional learning communities (PLCs) staff analyze student learning through asking 1. What is it we expect students to learn? 2. How will we know when students have learned it? 3. How will we respond when students don't learn it? and 4. How will we respond when students have already learned it?
> >
> > All PLCs have developed Improvement Plans directly linked to building improvement targets and to the district Comprehensive School Improvement Plan. These PLC and building plans were developed after a comprehensive review of student achievement data from the Iowa Assessments, Measures of Academic Progress (MAP), district performance assessments and classroom formative and summative assessments. Student data was studied by district, building, individual grade levels, subgroups including gender, race, ELL status, Special Education status, Social Economic level, and individual student data.
> >
> > Continued district emphasis will be placed on linking professional development to student learning outcomes and differentiating student instruction to meet the needs of all students. Instructional Leadership Teams will work in conjunction with district academic coordinators, AEA consultants and teachers in the development of building improvement plans,which focus on improved student learning. Implementation data will be collected, studied, and analyzed to ensure instructional strategies are positively affecting student learning. These PLC action plans will gather student-learning data and focus on monitoring student learning and developing and implementing interventions to meet the needs of all

students regardless of their current achievement level.

Finally, through the use of job embedded professional learning through the use of instructional coaches, lead teachers and model teachers each teacher will focus on improved teaching and learning. Professional learning will focus on student engagement in the learning process, high yield instructional strategies and meeting the learning needs of each student. Instructional coaches lead teachers and model teacher will log hundreds of classroom modeling, coaching and professional learning session during the 2015-2016 school year.

11. Please provide supporting data to demonstrate the district did or did not meet the annual mathematics goals in 2014-2015.

Data from the 2014 - 2015 annual assessment show that the percent of nonproficient low SES students in the grade span of 6th - 8th grade was 15.91%. The target was 13.31% nonproficient. The targeted improvement was not met.

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

MATH

Math Goals: Based on the Iowa Assessments and AYP proficiency data reports

Goal: Students will demonstrate increasing higher levels of proficiency in math comprehension on the Iowa Assessments.

Annual Goal: To reduce the number of non-proficient low SES students in grade span of 6th – 8th grade by 10% from 15.91% non-proficient in 2014-2015 to 12.0% non-proficient by the 2015 - 2016 school year.

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

Science Goals: based on the Iowa Assessments data reports

Goal 2: Students will demonstrate increasing higher levels of proficiency in science on the Iowa Assessments.

Long range goal: to reduce the number of nonproficient low SES students in the grade span of 6th - 8th grade by 10% annually from 35.78% nonproficient in 2012-2013 to 26.08 % nonproficient in 2015-2016.

14. Please provide the district's annual science goals for 2014-2015.

Annual goal: to reduce the number of nonproficient low SES students in the grade span of 6th - 8th grade by 10% annually from 30.32% nonproficient in 2013-2014 to 27.29% in the 2014- 2015 school year.

15. Were the district's annual science goals met in 2014-2015?

◯ Yes ⦿ No

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

The District's Framework for Learning provides a focus on curriculum, instruction and assessment. Through professional learning communities (PLCs) staff analyze student learning through asking 1. What is it we expect students to learn? 2. How will we know when students have learned it? 3. How will we respond when students don't learn it? and 4. How will we respond when students have already learned it?

All PLCs have developed Improvement Plans directly linked to building improvement targets and to the district Comprehensive School Improvement Plan. These PLC and building plans were developed after a comprehensive review of student achievement data from the Iowa Assessments, Measures of Academic Progress (MAP), district performance assessments and classroom formative and summative assessments. Student data was studied by district, building, individual grade levels, subgroups including gender, race, ELL status, Special Education status, Social Economic level, and individual student data.

Continued district emphasis will be placed on linking professional development to student learning outcomes and differentiating student instruction to meet the needs of all students. Instructional Leadership Teams will work in conjunction with district academic coordinators, AEA consultants and teachers in the development of building improvement plans,which focus on improved student learning. Implementation data will be collected, studied, and analyzed to ensure instructional strategies are positively affecting student learning. These PLC action plans will gather student-learning data and focus on monitoring student learning and developing and implementing interventions to meet the needs of all students regardless of their current achievement level.

Finally, through the use of job embedded professional learning through the use of instructional coaches, lead teachers and model teachers each teacher will focus on improved teaching and learning. Professional learning will focus on student engagement in the learning process, high yield instructional strategies and meeting the learning needs of each student. Instructional coaches lead teachers and model teacher will log hundreds of classroom modeling, coaching and professional learning session during the 2015-2016 school year.

16. Please provide supporting data to demonstrate the district did or did not meet the annual science goals in 2014-2015.

Data from the 2014 - 2015 annual assessment show that the percent of nonproficient low SES students in the grade span of 6th - 8th grade was 29.87%. The target was 27.87% nonproficient. The targeted improvement was not met.

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

SCIENCE

Science Goals: Based on the Iowa Assessments data reports

Goal: Students will demonstrate increasing higher levels of proficiency in science on the Iowa Assessments.

Annual Goal: To reduce the number of non-proficient low SES students in grade span of 6th – 8th grade from 29.87% non-proficient in 2014-2015 to 26.08% non-proficient in 2015-2016.

Learning Environment

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

District Learning Goals were developed with community, staff, and student input. Those goals are:

Students graduating from Johnston will:
1) Possess content knowledge and skills defined by district benchmarks.
2) Communicate effectively in a variety of ways
3) Be a Collaborative Worker
4) Possess and use Thinking and Reasoning Skills including problem solving and habits of mind.

5) Be a positive contributor to society (Character Education)

Performance assessments were created to assess the goals. The assessments require a student response to a problem. Student read a prompt then respond, typically in writing. Some constructed response assessments are short answers while others require detailed responses. Teacher teams score the assessments using a scoring guide that discriminates between different levels of performance. Assessments used are: Grade 3,7 Math, Grade 8,11 Science.

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

District Learning Goals were developed with community, staff, and student input. Performance assessments were created to assess the goals. The assessments require a student response to a problem. Students read a prompt then respond, typically in writing. Some constructed response assessments are short answers while others require detailed responses. Teacher teams score the assessments using a scoring guide that discriminates between different levels of performance. All students including all subgroups are analyzed to provide additional learning supports as needed. Assessments used are: Grades 3, 7 Math and Grades 8, 11 Science. During the 2014-2015 school year the district began to move to district common formative and summative assessment for all K-12 courses. The move to common district summative assessments will result in the phased elimination of past district performance assessments. Emphasis was placed on the development of K-12 English Language Arts common unit and assessment development and administration. In addition Math and Science continued with their development and implementation of course and grade common assessments.

3rd Math Every Day Math end of year given in May 2015 resulted in 78% of 3rd grade students scoring at the 70% correct level or higher on a content assessment aligned to the Core Math Standards.

7th Math given in November: student proficiency Understanding (solution) 45%, Communication 75%, Strategy/Reasoning 77%,

8th Science given in December: student proficiency Multiple Choice Response 81%, Short Answer 72%, Extended Response 60%.

11th Science given in February: student proficiency Multiple Choice Response 89%, Short Answer 88%, Extended Response 63%.

The District also administers district-wide Measures of Academic Progress assessments to all students in grades 3-9 in Reading, Math and Language arts and in grade 10 and 11 in Reading and Math.   All student data is disaggregated by subgroups and used to plan for further diagnostic assessment to determine student needs. JCSD grade level mean RIT scores in Reading exceed the national mean by 3.2 to 10 RIT scores. JCSD grade level mean RIT scores in Math exceed the national mean by 7.4 to 12 RIT scores. Grade level MAP results are reported in another response section of this report.

Finally, as all Districts are required detailed subgroup analysis is completed on the Iowa Assessments. This disaggregated data is analyzed for not only the required subgroups of 30 students, but is reviewed and

analyzed for any subgroup with at least 10 students. Multi-year trend data is analyzed for all subgroups by teachers, administrators, the School Improvement Advisory Committee and the Board of Education. One of the Districts overarching goals is to eliminate the gap in student achievement performance amoungst all sub-groups of students.

20. Check any of the following assistance mechanisms that the district provided for student athletes in grades 9-12 in 2014-2015:

☑ Classroom teacher interventions   ☑ Coach interventions

☐ Study hall/study table   ☐ Tutors

☑ Parent involvement   ☑ Classroom interventions

☑ Problem solving team   ☑ Before/after school help

☑ Counseling services   ☑ At-risk program

☑ Progress reports   ☐ Other

Monitoring and Accountability

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

369

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

439

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

84.0500000000000

24. Total number of 7-12 grade students in the district who are dropouts in 2013-2014:

4

25. Total number of 7-12 grade students in the district in 2013-2014:

2898

26. Percent of 7-12 grade students in the district who are dropouts in 2013-2014:

0

27. Total number of 7-12 grade female students in the district who are dropouts in 2013-2014:

2

28. Total number of 7-12 grade female students in the district in 2013-2014:

1465

29. Percent of 7-12 grade female students in the district who are dropouts in 2013-2014:

0

30. Total number of 7-12 grade male students in the district who are dropouts in 2013-2014:

> 2

31. Total number of 7-12 grade male students in the district in 2013-2014:

> 1433

32. Percent of 7-12 grade male students in the district who are dropouts in 2013-2014:

> 0

33. Total number of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

> 2

34. Total number of 7-12 grade White (not of Hispanic origin) students in the district in 2013-2014:

> 2396

35. Percent of 7-12 grade White (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

> 0

36. Total number of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

> 0

37. Total number of 7-12 grade Black (not of Hispanic origin) students in the district in 2013-2014:

> 108

38. Percent of 7-12 grade Black (not of Hispanic origin) students in the district who are dropouts in 2013-2014:

> 0

39. Total number of 7-12 grade Hispanic students in the district who are dropouts in 2013-2014:

> 0

40. Total number of 7-12 grade Hispanic students in the district in 2013-2014:

> 118

41. Percent of 7-12 grade Hispanic students in the district who are dropouts in 2013-2014:

> 0

42. Total number of 7-12 grade Asian students in the district who are dropouts in 2013-2014:

> 0

43. Total number of 7-12 grade Asian students in the district in 2013-2014:

> 166

44. Percent of 7-12 grade Asian students in the district who are dropouts in 2013-2014:

> 0

45. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014:

> 0

46. Total number of 7-12 grade Hawaiian or Pacific Islander students in the district in 2013-2014:

0

47. Percent of 7-12 grade Hawaiian or Pacific Islander students in the district who are dropouts in 2013-2014:

0

48. Total number of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014:

0

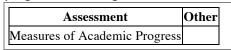49. Total number of 7-12 grade American Indian or Alaskan Native students in the district in 2013-2014:

4

50. Percent of 7-12 grade American Indian or Alaskan Native students in the district who are dropouts in 2013-2014:

0

51. Total number of 7-12 grade Multi-racial students in the district who are dropouts in 2013-2014:

0

52. Total number of 7-12 grade Multi-racial students in the district in 2013-2014:

103

53. Percent of 7-12 grade Multi-racial students in the district who are dropouts in 2013-2014:

0

54. Total number of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014:

1

55. Total number of 7-12 grade students with an IEP in the district in 2013-2014:

208

56. Percent of 7-12 grade students with an IEP in the district who are dropouts in 2013-2014:

0

57. Total number of 7-12 grade English language learner students in the district who are dropouts in 2013-2014:

1

58. Total number of 7-12 grade English language learner students in the district in 2013-2014:

59

59. Percent of 7-12 grade English language learner students in the district who are dropouts in 2013-2014:

1

60. Did the district ONLY use the state accountability assessment to measure annual improvement goals in reading, mathematics, and science for 2014-2015?

○ 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 2014-2015.

Assessment	Other
Measures of Academic Progress	

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

Students in grades 3-11 are given the electronic MAP (Measures of Academic Progress) assessment two times per year. MAP's were given in October and April. Johnston April students' mean score in Reading exceed the national norm group's mean score by at-least 3.2 RIT score units. For example in third grade the national mean RIT score is a 199.2, Johnston 3rd grade mean RIT score was a 205.0, 4th grade national mean was a 206.7, Johnston 4th grade mean 210.6, 5th grade national mean was a 212.3, Johnston 5th grade mean 218.0, 6th grade national mean was 216.4, Johnston 6th grade mean 222.2, 7th grade national mean was 219.7, Johnston 7th grade mean was 226.1, 8th grade national mean was 222.4 Johnston 8th grade mean was 230.8, 9th grade national mean was 222.9, Johnston 9th grade mean was 232.9, 10th grade national mean was 223.8, Johnston 10th grade mean was 227.0, 11th grade national mean was 223.7, Johnston 11th grade mean was 232.6.

The fall and spring administration provides teaching staff with pre and post growth data in reading skill development for each school year. Teachers use the MAP data to monitor student learning over the course of the school year and over multiple school years as growth is charted from each testing event.

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 2014-2015.

Assessment	Other
Measures of Academic Progress	

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

Students in grades 3-11 are given the electronic MAP (Measures of Academic Progress) assessment two times per year. MAP's were given in October and April. Johnston April students' mean score in Math exceed the national norm group's mean score by at-least 7.4 RIT score units. For example in third grade the national mean RIT score is a 203.1, Johnston 3rd grade mean RIT score was a 210.5, 4th grade national mean was a 212.5, Johnston 4th grade mean was 220.2, 5th grade national mean was a 221, Johnston 5th grade mean was 230.8, 6th grade national mean was 225.6, Johnston 6th grade mean was 236.1, 7th grade national mean was 230.5, Johnston 7th grade mean 241.7, 8th grade national mean was 234.5, Johnston 8th grade mean 244.0, 9th grade national mean was 236, Johnston 9th grade mean was 247.5, 10th grade national mean was 236.6, Johnston 10th grade mean was 246.9, 11th grade national mean 238.3, Johnston11th grade mean was 250.3.

The fall and spring administration provides teaching staff with pre and post growth data in math skill development for each school year. Teachers use the MAP data to monitor student learning over the course of the school year and over multiple school years as growth is charted from each testing event.

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 2014-2015.

Assessment	Other
District Developed Tests; District Wide Assessments	

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

Grade 8 & 11 students are administered a district developed Science performance assessment. Students are given a task to which they are asked to respond in multiple formats including multiple-choice, short answer and extended constructed responses. Teachers are trained in the use of scoring rubrics to analyze student skill proficiency. Additionally, the inter-rater reliability of the teacher scores is monitored to ensure accurate use of the rubrics. Student responses are scored by two to three teacher with the use of a scoring rubric, which defines district expectations on district standards and benchmarks.

8th Science given in December: student proficiency Multiple Choice Response 81%, Short Answer 72%, Extended Response 60%.

11th Science given in February: student proficiency Multiple Choice Response 84%, Short Answer 88%, Extended Response 63%.

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:

618

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

785

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

78.73

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.

9/15/2015

(hidden)