



Knoxville Community School District



Providing Opportunities - Committed to Success.

Annual Progress Report Summary of 2015-2016

The mission of the Knoxville Community School District is to provide a caring, cooperative atmosphere in which students, staff, and the community work together to promote lifelong learning and social responsibility.

The Annual Progress Report provides an update to the community and district partners on our progress toward achieving this mission and motto. Various pieces of data are included in this document which we use to direct our process for continuous school improvement.

Belief Statements:

We believe that students, educators, parents, and community members are partners and will work cooperatively to:

- Provide a safe, supportive, disciplined learning environment based on mutual respect.
- Provide learning experiences that lead to the success of all students.
- Ensure that each person is responsible for his/her actions and decisions.
- Challenge and motivate with relevant real-life situations in and out of the classroom.
- Provide skills for lifelong learning.
- Provide opportunities for participation in school decision-making.
- Emphasize the skills and knowledge necessary to become responsible citizens.

Long Term Goals for Reading, Math, and Science

Reading - All K-12 students will achieve at high levels in reading and be prepared for success beyond high school. The following indicators will be used to measure our reading goal:

- Percentage of students who score in the proficient range on the Iowa Assessments Reading test
- Percentage of students who score at the proficient level on the Measurement of Academic Progress (MAP) reading assessment

Math - All K-12 students will achieve at high levels in math and be prepared for success beyond high school. The following indicators will be used to measure our math goal:

- Percentage of students who score in the proficient range on the Iowa Assessments math test
- Percentage of students who score at the proficient level on the Measurement of Academic Progress (MAP) math assessment

Science - All K-12 students will achieve at high levels in math and be prepared for success beyond high school. The following indicators will be used to measure our science goal:

- Percentage of students who score in the proficient range on the Iowa Assessments science test
- Percentage of students who score at the proficient level on the Measurement of Academic Progress (MAP) science assessment

Results of the Annual Goals for 2015-16

Reading – Iowa Assessments Reading test:

- In 2015-16 more than 71% of 5th graders will score in the proficient range on the reading portion of the Iowa Assessments.
Goal achieved in 2015-16. 75.4% of the 5th graders were proficient.

Math – Iowa Assessments Math test:

- In 2015-2016 more than 64% of 4th graders will score in the proficient range on the math portion of the Iowa Assessments.
Goal achieved in 2015-16. 69.0% of the 4th graders were proficient.

Science – Iowa Assessments Science test:

- In 2015-2016 more than 78% of 5th graders will score in the proficient range on the science portion of the Iowa Assessments.
Goal not achieved in 2015--16. 77.8% of the 5th graders were proficient.

In order to increase student achievement in the area of science, we plan to:

- Specific science professional development for K-12 science teachers will focus on the newly adopted Next Generation Science Standards.
- K-12 science teams will continue with science professional development to create lessons and implement effective instructional routines and teaching strategies. PLC teams will provide time for staff to collaborate and focus on student learning.
- AEA science consultants will work with staff on identification and implementation of science standards and effective instructional strategies.

Annual Goals for 2016-17

Reading – Iowa Assessments Reading test:

- In 2016-17 more than 75.4% of 6th graders will score in the proficient range on the reading portion of the Iowa Assessments.
- In 2015-2016 75.4% scored in the proficient range.

Math – Iowa Assessments Math test:

- In 2016-17 more than 69% of 5th graders will score in the proficient range on the math portion of the Iowa Assessments.
- In 2015-2016 69% scored in the proficient range.

Science – Iowa Assessments Science test:

- In 2016-17 more than 81.7% of 10th graders will score in the proficient range on the science portion of the Iowa Assessments.
- In 2015-2016 81.7% scored in the proficient range.

Learning Environment

Percent Proficient

The district annually reports the percent of all students scoring in the proficient range in reading, math, and science at grades 3rd-11th.

2015-16 Proficiency Rates

Grade	Reading	Math	Science
Third	74.4%	73.9%	85.5%
Fourth	76.7%	69.0%	79.8%
Fifth	75.4%	73.0%	77.8%
Sixth	79.3%	80.2%	81.0%
Seventh	80.7%	91.5%	84.9%
Eighth	79.8%	79.1%	86.0%
Ninth	88.1%	83.3%	81.7%
Tenth	89.1%	89.1%	84.9%
Eleventh	78.0%	85.8%	75.6%

Additional Iowa Assessment information and indicator data can be found at <http://reports.educateiowa.gov/> Student Reports Tab.

Dropout Rate

The district has a student services program to offer educational options for those students who may not find success in a traditional school setting. Even with those programs in place, a few students choose to leave school. The dropout rate is a figure that includes 7th-12th grade and is always one year behind the reporting year. The 2014-2015 dropout rate for 7th-12th grade students in the district was 0.88% which is less than 1%. We continue to examine current practices and investigate ways to reach all students.

Graduation Rate

The graduation rate is figured using a formula established by the Iowa Department of Education. This formula looks at the students who started with us as freshmen that did not move and could have graduated from our school. This calculation is always one year behind the current graduation year. The district's 4-year graduation rate for 2014-2015 was listed by the state as 89.43%. This compares to a statewide graduation rate of 90.8%.

The district's 5-year graduation rate for 2014-2015 was listed by the state as 93.62%.

2016 High School Seniors Intending to Pursue Post-Secondary Education/Training

55% of the graduating seniors shared they intend to pursue some type of education/training program after high school.

17% of our students will attend four-year colleges

36% of our students will attend two-year colleges

1% of our students will attend a one year training program

1% of our students will enter military service

45% of our students will enter directly into the workforce or were undecided

Indicator of Probable Post-Secondary Success

The ACT assessment is designed to measure the skills needed for success in the first year of college coursework. ACT has established a score of 20 or higher as a reliable predictor of a student's ability to be successful in college coursework. Of the 69 students taking the test, 77% scored at a level of 20 or higher.

Progress with the Use of Technology

Our district is 1:1 in grades 6-12 and continues to annually increase technology access for our students at the PK-5 level. Technology professional development sessions occur twice a month and are facilitated by AEA and district staff. The sessions are designed to enhance instruction and active engagement through the use of technology in the classroom.

The district has administered the Clarity Survey to all 3rd-12th grade students, staff, and parents in the district in order to gather data on the current state of technology and help us determine district technology needs in the future.

The district has invested in the web based learning management system, Canvas. Canvas allows teachers to create and store lessons, assignments and assessments in one place. Students and parents can access needed information about the expectations for learning specific to a grade level or course. Students have 24 hour/7 days a week access to work needed for specific grade levels or courses.

Early Intervention Funding

Early Intervention funds are supplied to school districts by the state to impact student learning in the early grades. The district focus for these funds is to improve phonemic awareness and oral reading fluency in order to improve comprehension skills in our Kdg.-3rd grade. The funds have been used to provide additional classroom teachers at the Kdg.-2nd grade levels and two additional teachers to assist with reading instruction to strengthen foundational reading skills for our youngest learners.

2016 Spring FAST Assessment Data

90.70% of Kindergarten students scored at the benchmark level or higher on the FAST assessment.

86.26% of 1st grade students scored at the benchmark level or higher on the FAST assessment.

68.55% of 2nd grade students scored at the benchmark level or higher on the FAST assessment.

69.12% of 3rd grade students scored at the benchmark level or higher on the FAST assessment.

Summary

The 2015-2016 school year highlights:

- Completed a fourth consecutive year with an average ACT above 21.
- Developed new vision, mission and learning outcomes for the school district through the work of the School Improvement Advisory Committee.
- Implemented a district calendar and building schedules during the 15-16 school year to give teachers time, on a weekly basis, to collaborate about their instructional practices and student learning.
- Trained staff in the Instructional Practice Inventory with Technology (IPI-T). The primary purpose for IPI-T is to develop a school-wide picture of student learning practices that can serve as the basis for faculty reflection and instructional improvement. Buildings gathered and analyzed IPI-T data in order to identify district wide strength and improvement areas for instruction.

We look forward to the 2016-2017 school year as we examine current practices, apply new learning, and focus on continuous improvement for ourselves, our stakeholders and our students.