

APPENDIX A

READING

Examples of efforts to support reading achievement include:

*Staff Development to help teachers improve their skills in teaching reading.
Monitor grade level learning team recommendations for appropriate assessment
in reading practices for the K-12 reading staff.*

*District Professional Staff Development, GWAEA 10, Data Collection and
Analysis.*

Long-Range Goal:

All K-12 students will achieve at high levels in reading comprehension. The District will work to increase the number of students achieving at the proficient level in Reading Comprehension at the 4th Grade.

Annual Improvement Goal for 2008-2009:

Increase the percent of special education students in grades 7-9 over the next school year, classified at the proficient level, as measured by the of the Iowa Test of Basic Skills and the Iowa Growth Model and to improve instructional practices at the learning core with small group instructional practice to meet student needs.

Report: The district did not achieve the annual improvement goal. Students Proficient in Reading Comprehension as measured by the Iowa Tests of Basic Skills in the area of grades 7-9 special education did not make growth at all levels This year special education students in these areas did not meet the target growth as measured by the Iowa Tests of Basic Skills.

Action Plan to Meet the Goal: It is the district intent to continue to track data over time and maintain the long-range goal of increasing the percentage of students proficient as measured by the Iowa Tests of Basic Skills.

APPENDIX A

**District-Wide Student Achievement Results
Reading Trend Line Data
Three Achievement/Performance Levels for Grades (4, 8, 11)
2006, 2007, 2008**

Reading 2005-2006

Grade 4

89 Percent Proficient

Grade 8

76 Percent Proficient

Grade 11

70 Percent Proficient

Reading 2006-2007

Grade 4

92 Percent Proficient

Grade 8

72 Percent Proficient

Grade 11

75 Percent Proficient

Reading 2007-2008

Grade 4

84.3 Percent Proficient

Grade 5

84.8 Percent Proficient

Grade 6

78.3 Percent Proficient

Grade 7

83.5 Percent Proficient

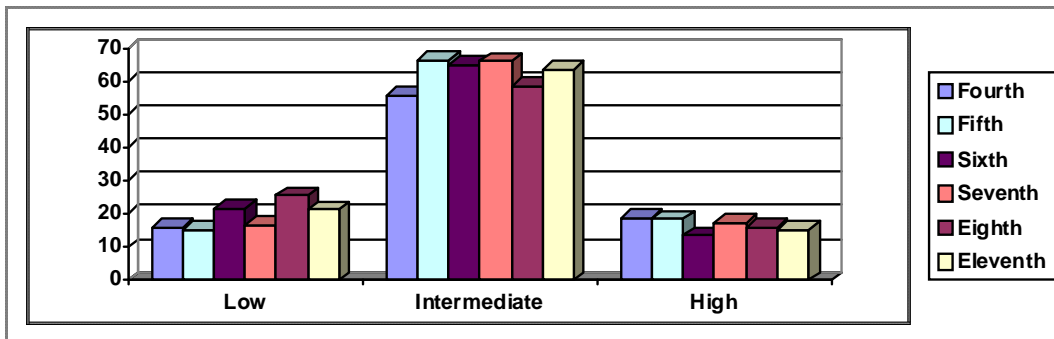
Grade 8

74.5 Percent Proficient

Grade 11

78.7 Percent Proficient

Reading Comprehension Proficiency 2007-2008



APPENDIX A

Gender Trend Data for Students Proficient in Reading Comprehension
2006, 2007, 2008

2005-2006 Reading Data: Disaggregated by Gender

Grade 4

| | |
|--------------------|----|
| Females Proficient | 94 |
| Males Proficient | 89 |

Grade 8

| | |
|--------------------|----|
| Females Proficient | 80 |
| Males Proficient | 72 |

Grade 11

| | |
|--------------------|----|
| Females Proficient | 75 |
| Males Proficient | 64 |

2006-2007 Reading Data: Disaggregated by Gender

Grade 4

| | |
|--------------------|----|
| Females Proficient | 94 |
| Males Proficient | 89 |

Grade 8

| | |
|--------------------|----|
| Females Proficient | 80 |
| Males Proficient | 72 |

Grade 11

| | |
|--------------------|----|
| Females Proficient | 75 |
| Males Proficient | 64 |

2007-2008 Reading Data: Disaggregated by Gender

Grade 4

| | |
|--------------------|------|
| Females Proficient | 84.9 |
| Males Proficient | 83.3 |

Grade 5

| | |
|--------------------|------|
| Females Proficient | 91.8 |
| Males Proficient | 76.7 |

Grade 6

| | |
|--------------------|------|
| Females Proficient | 84.3 |
| Males Proficient | 73.3 |

Grade 7

| | |
|--------------------|------|
| Females Proficient | 91.3 |
| Males Proficient | 76.3 |

Grade 8

| | |
|--------------------|------|
| Females Proficient | 73.3 |
| Males Proficient | 76.3 |

Grade 11

| | |
|--------------------|------|
| Females Proficient | 85.2 |
| Males Proficient | 71.9 |

APPENDIX A

**Socioeconomic Data for Students Proficient in Reading Comprehension
2006, 2007, 2008**

2005-2006 Reading Data: Socioeconomic Status

Grade 4

Proficient 91

Grade 8

Proficient 61

Grade 11

Proficient 59

2006-2007 Reading Data: Socioeconomic Status

Grade 4

Proficient 73

Grade 8

Proficient 63

Grade 11

Proficient 71

2007-2008 Reading Data: Socioeconomic Status

Grade 4

Proficient 81.3

Grade 5

Proficient 88.3

Grade 6

Proficient 68.5

Grade 7

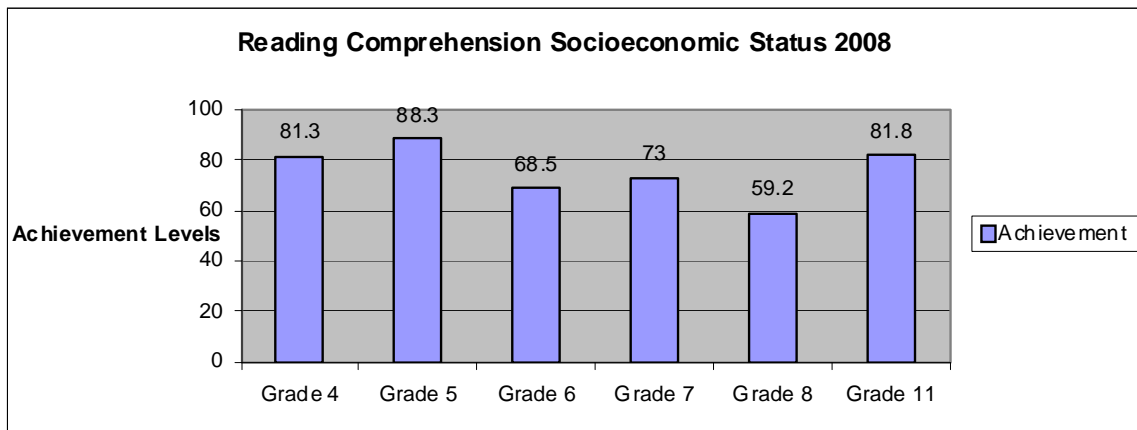
Proficient 73

Grade 8

Proficient 59.2

Grade 11

Proficient 81.8



APPENDIX A

Non-Socioeconomic Data for Students Proficient in Reading Comprehension
2006, 2007, 2008

2005-2006 Reading Data: Non-Socioeconomic Status

Grade 4

Proficient 88

Grade 8

Proficient 78

Grade 11

Proficient 77

2006-2007 Reading Data: Non-Socioeconomic Status

Grade 4

Proficient 95

Grade 8

Proficient 74

Grade 11

Proficient 76

2007-2008 Reading Data: Non-Socioeconomic Status

Grade 4

Proficient 83.3

Grade 5

Proficient 85.6

Grade 6

Proficient 80.5

Grade 7

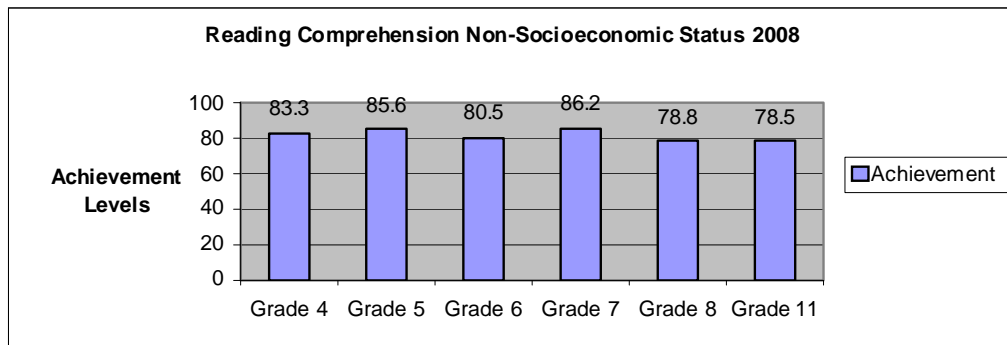
Proficient 86.2

Grade 8

Proficient 78.8

Grade 11

Proficient 78.5



APPENDIX A

Students with Disabilities Proficiency in Reading Comprehension
2006, 2007, 2008

2005-2006 Reading Data: Disability Status

Grade 4

Proficient 50

Grade 8

Proficient 44

Grade 11

Proficient 12

2006-2007 Reading Data: Disability Status

Grade 4

Proficient 71

Grade 8

Proficient 33

Grade 11

Proficient 21

2007-2008 Reading Data: Disability Status

Grade 4

Proficient 52.9

Grade 5

Proficient 37.5

Grade 6

Proficient 35.7

Grade 7

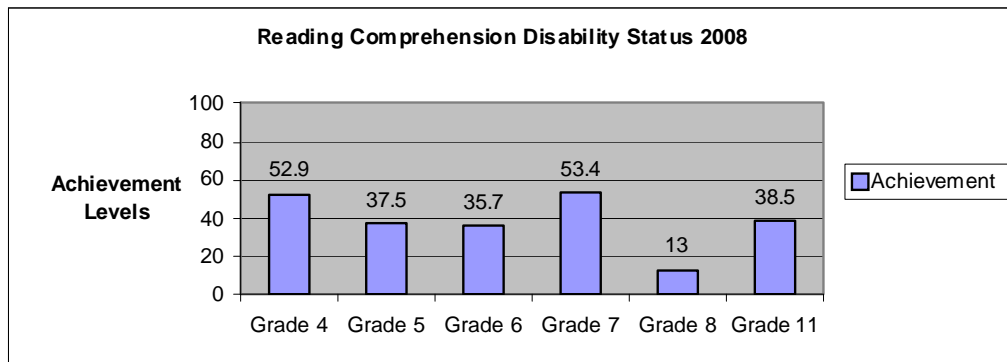
Proficient 53.4

Grade 8

Proficient 13

Grade 11

Proficient 38.5



APPENDIX A

Students with Non-Disabilities Proficiency in Reading Comprehension
2006, 2007, 2008

2005-2006 Reading Data: Non-Disability Status

Grade 4

Proficient 92

Grade 8

Proficient 85

Grade 11

Proficient 77

2006-2007 Reading Data: Non-Disability Status

Grade 4

Proficient 93

Grade 8

Proficient 77

Grade 11

Proficient 86

2007-2008 Reading Data: Non-Disability Status

Grade 4

Proficient 83.3

Grade 5

Proficient 89.3

Grade 6

Proficient 84.5

Grade 7

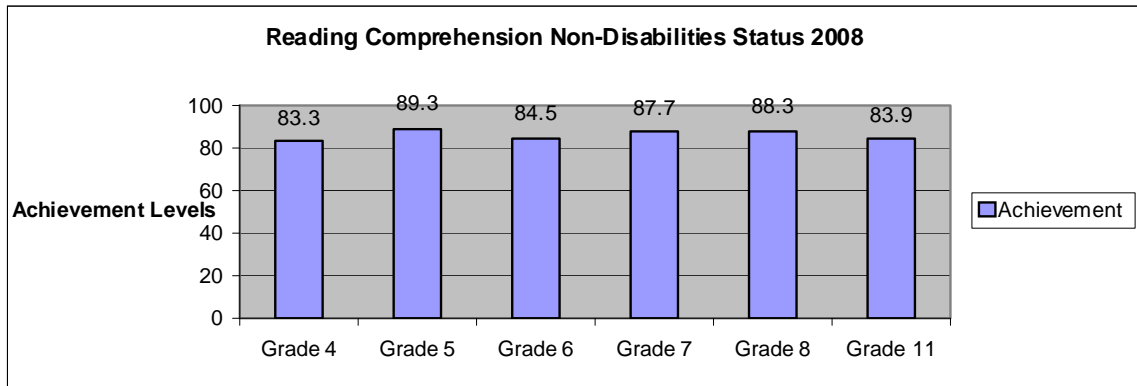
Proficient 87.7

Grade 8

Proficient 88.3

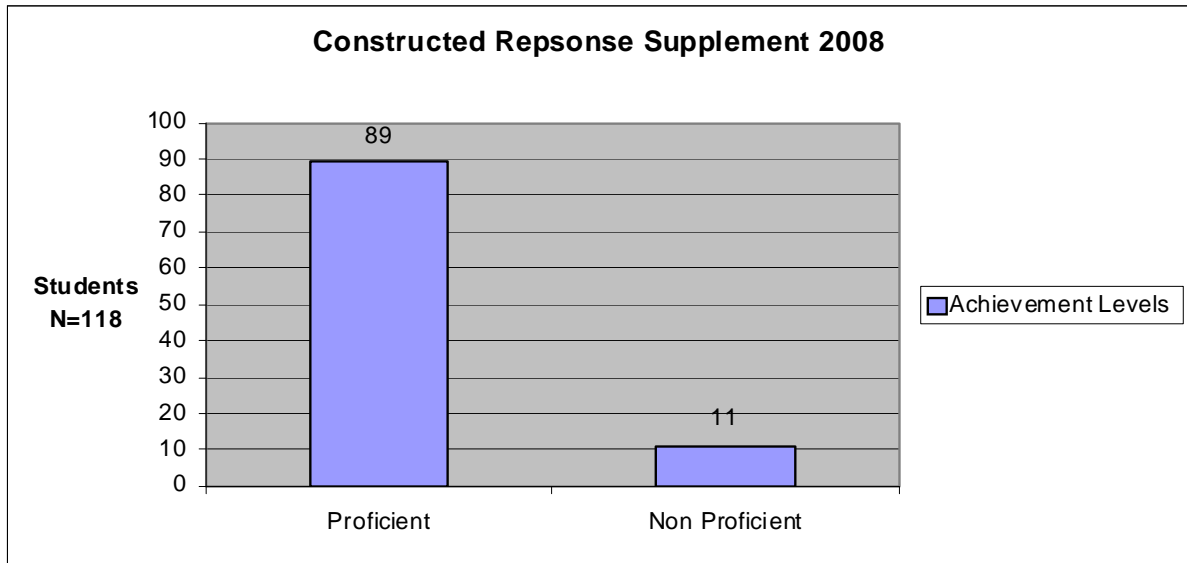
Grade 11

Proficient 83.9



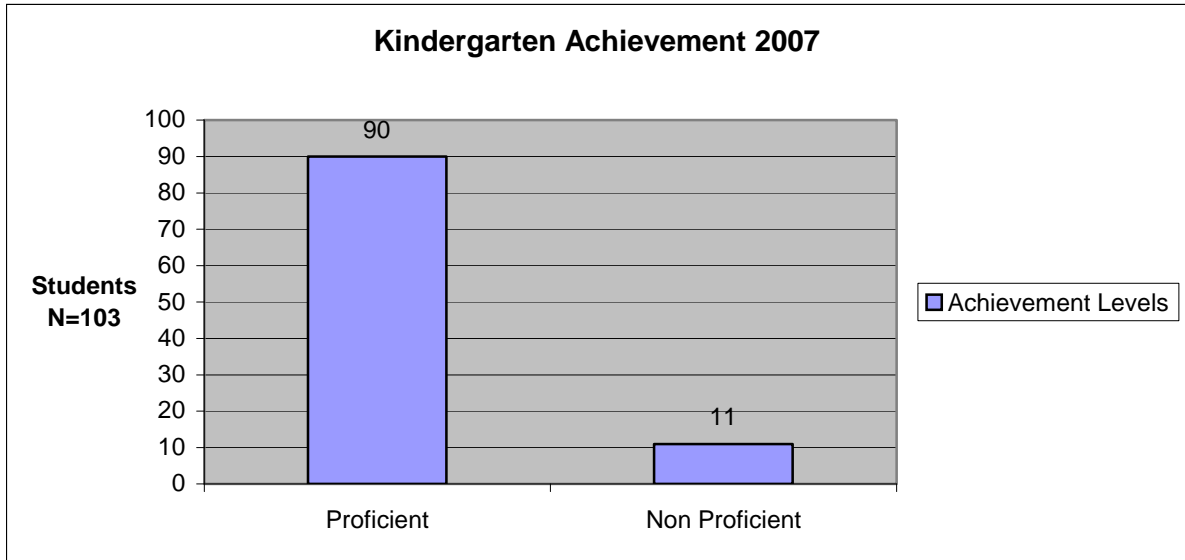
Constructed Response Supplement Alternative Testing Grade 4
2007-2008

The Constructed Response Supplement (CRS) is an alternative assessment provided to students in the 4th Grade. This assessment is used to evaluate reading progress. This is an alternative to the standardized format typically used in achievement evaluation. Participants respond in written form and tests are scored locally. Students demonstrate their thought processes. Most test items have multiple possible correct responses and can be answered using any of a variety to strategies. Students may construct their answers using short phrases, sentences and paragraphs. Passages and items have been tried out across the United States and reviewed for bias by a national panel to ensure that test materials are suitable for the target grade and fair in their presentation of professions, cultures, ethnic groups, and the two genders. This testing format meets the requirement for alternative testing. (N=Number of Students)

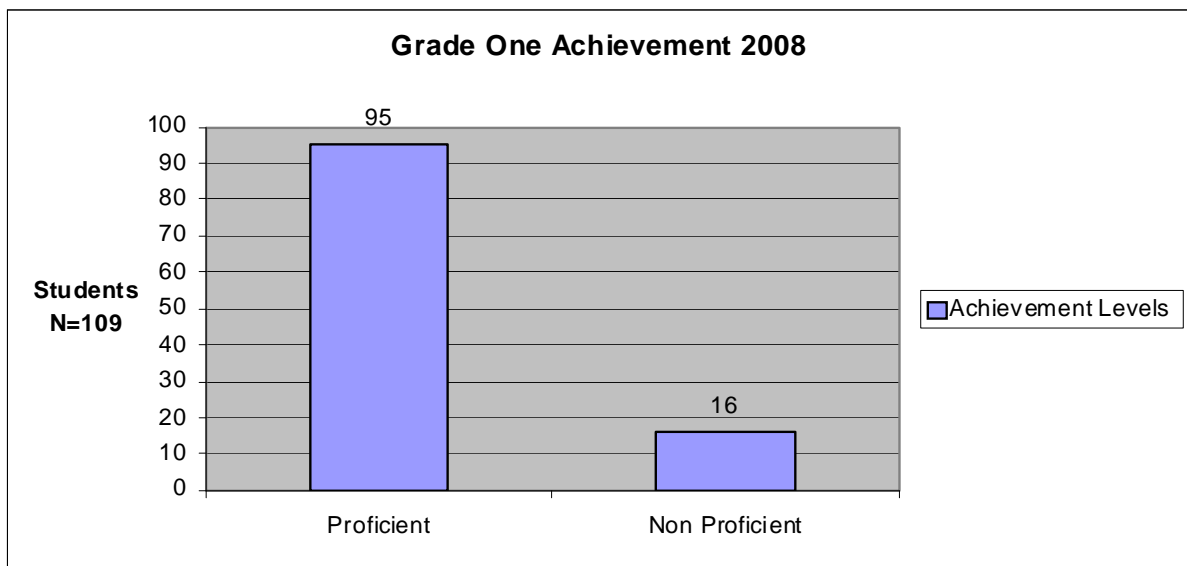


APPENDIX A

Diagnostic Reading Assessment Kindergarten and Grade One 2006-2007

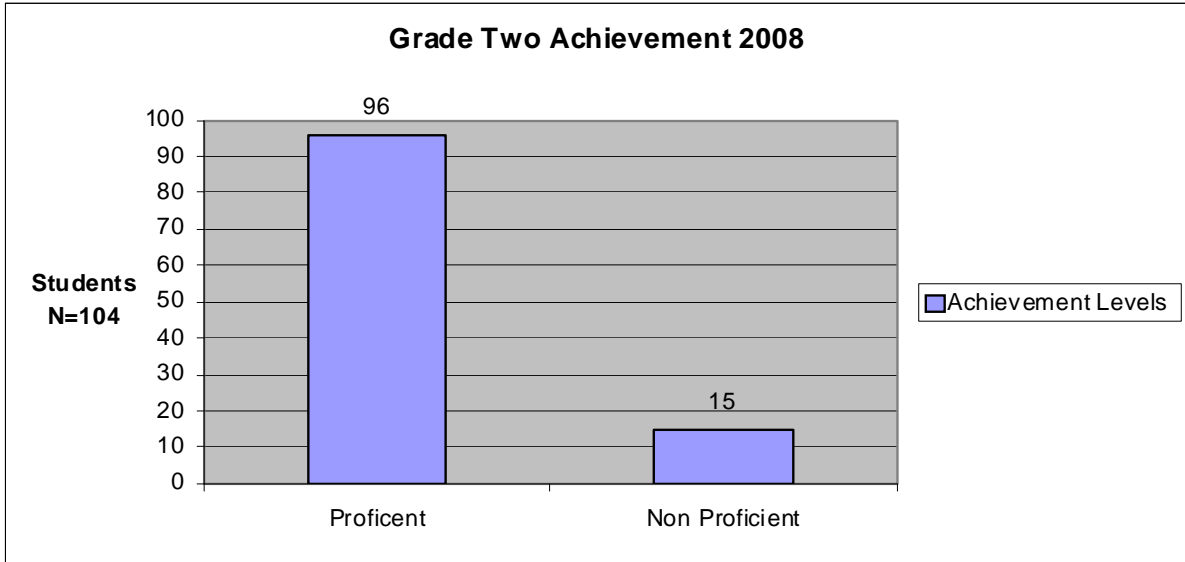


This Testing Information provides for individual student needs, strategies for daily lessons, and identification of student's individual skill strengths and weaknesses. K-3 Instructors use this information to collaborate with parents so they can support classroom reading instruction.



APPENDIX A

Diagnostic Reading Assessment Grades 2-3



This Testing Information provides for individual student needs, strategies for daily lessons, and identification of student's individual skill strengths and weaknesses. K-3 Instructors use this information to collaborate with parents so they can support classroom reading instruction.

