



May 16, 2013

Superintendent Jason Ellingson
Collins-Maxwell Community School District
400 Metcalf Street
Maxwell, IA 50161

Dear Superintendent Ellingson:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at Collins-Maxwell Community School District (CSD) on April 16-17, 2013. The report is based upon a variety of interviews conducted with district staff and stakeholder groups during the indicated dates, and review of documents submitted to the Department and on-site.

The site visit was designed to assess the district's progress with its Comprehensive School Improvement Plan (CSIP) section of C-Plan, provide a general assessment of educational practices within the district, make recommendations for improvement, and determine compliance with state accreditation standards and applicable federal program requirements.

Based on the findings from a comprehensive site visit, including a desk audit, on-site document review, and interviews, Collins-Maxwell CSD maintains State of Iowa accreditation upon resolution of non-compliance issues described in the Chapter 12 Non-compliance Matrix and the Outside of Chapter 12 Non-compliance Matrix included in the comprehensive site visit report. The non-compliances revealed as a result of the visit are shared with the superintendent prior to leaving the district at the end of the site visit. The Collins-Maxwell CSD must complete corrective actions according to the timeline noted on the non-compliance web site at the DE secure log in page. Documentation of corrections must be made available to the Site Visit Team Leader. Department follow-up will be conducted to verify resolution of all noted non-compliance issues.

The report reflects consensus of the following team members:

Department of Education Representatives:

Beth Happe, Consultant, School Improvement
Jan Kuhl, Consultant, School Counseling
Peggy Van Kirk, Special Education Monitoring Cadre
Kimberly Johnson, Consultant, Early Childhood

Area Education Agency Representatives:

Craig Edmondson, AEA 11, Consultant, Curriculum and Instruction
Jennifer Sumner, AEA 11, Consultant, Special Education
Vicki Parker, Great Prairie AEA, Consultant, Early Childhood

Local Education Agency Representatives:

Angela Hunt, Johnston CSD, Family Outreach Coordinator
Nichole McCrady, Ames CSD, Early Childhood Special Education Teacher
Nancy Port, Nevada CSD, Director of School Improvement
Kevin Vidergar, North Polk CSD, Director of Teaching and Learning

Other Representatives:

Emily Behrens, Iowa State University Student

Dr. Susan Brennan, University of Northern Iowa, Special Education

It is our hope this report will provide guidance to enhance student achievement in the district and support continuing conversations among staff and community members about the local education system, how and what students are learning, and how *more* students can learn at higher levels.

As part of Collins-Maxwell CSD's continuous improvement process, the district must review its current CSIP section of C-Plan and provide revisions as needed. Revisions should be based on the district's needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the CSIP section of C-Plan must be completed by September 15, 2013. Directions for revision and submission of the CSIP section of C-Plan can be found at: <https://www.edinfo.state.ia.us/securelogin.asp>.

The Department would appreciate the district's feedback regarding its site visit experience. This feedback will inform the Department's efforts to continuously improve the comprehensive site visit process. A short online survey has been developed and is available at the following site [https://www.surveymonkey.com/s/School Improvement 2012-2013 District Survey](https://www.surveymonkey.com/s/School_Improvement_2012-2013_District_Survey). The survey will take approximately ten minutes to complete. Responses are confidential and shared in aggregate form with members of the Department's School Improvement Team.

The visiting team again extends its gratitude to you and the Collins-Maxwell CSD staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



Beth Happe
School Improvement Consultant
Bureau of School Improvement
Iowa Department of Education



Amy Williamson, Chief
Bureau of School Improvement
Iowa Department of Education

cc: Site Visit Team Members
School Board President
Iowa Department of Education Official File
AEA Office

Comprehensive Site Visit Iowa Department of Education



Collins-Maxwell CSD

**Team Findings
April 16-17, 2013**

Iowa Department of Education
Grimes State Office Building
400 E. 14th Street
Des Moines, Iowa 50319-0146

The previous site visit was conducted November 7-9, 2007 and led by Julie Melcher. During the 2007 visit the district had no noncompliance items. During the current site visit, the district had an enrollment of approximately 493 students, PK-12. See Appendix A for additional information.

Vision, Mission, and Goals

In an improving district/school, the vision, mission, and goals are clearly communicated in the school and community. Stakeholders understand and share a commitment to the district/school expectations, goals, priorities, assessment procedures, and accountability. The vision guides allocations of time and resources. Evidence includes, but is not limited to, the following:

- Clearly articulated mission is established collaboratively with stakeholder groups representing the diversity of the community.
- Vision, mission, and goals are communicated throughout the system and community.
- The vision and mission of the district/school guide teaching and learning.
- Every five years, the comprehensive needs assessment process, with input from stakeholders, is used to review and revise the beliefs, mission, and/or vision; major educational needs; and student learning goals.
- Academic and academic-related data are analyzed and used to determine prioritized goals.
- Goals guide assessment of student achievement, district/school effectiveness, and the allocation of time and resources.
- The vision, mission, and goals support values of respecting and valuing diversity.

Noted Strengths:

1. The vision of Collins-Maxwell Community School District (CSD), *“It is the job of our school, our community, and our society to prepare today’s children for tomorrow’s responsibilities,”* is operationalized through the succinct statement, *“Know the learners, Grow the learners.”* The district overview emphasized multiple ways the district works to meet the needs of each and every student through constant conversations around student learning. Administrators, teachers, and students reported tailoring instruction to meet student needs was a priority.

Recommendations for Improvement:

2. Multiple interviewees expressed a desire for more communication from the district to all stakeholders. As the district looks toward future planning and goal setting, consider sharing information with all stakeholders, providing opportunities for input at all levels.

Leadership

In an improving district/school, leaders communicate a shared sense of purpose and understanding of the district/school's values. Leaders have a visible presence, provide resources and ensure two-way communication between the educational system and stakeholders. Leaders provide encouragement, recognition, and support for improving student learning and staff performance. Leadership is committed, persistent, proactive, and distributed throughout the system. Evidence includes, but is not limited to, the following:

- Policies and procedures are established to effectively support district/school operations.
- The school board and district/school administrators implement an evaluation system that provides for the professional growth of all personnel.
- Policies and practices are implemented to reduce and eliminate discrimination and harassment and to reflect, respect, and celebrate diversity.
- The role and responsibility of administrative leaders is supported, respected, and understood.
- A clearly defined system and expectations are established for the collection, analysis, and use of data regarding student achievement and progress with the CSIP section of C-Plan.
- The capacity of staff, students, and parents to contribute and lead is built and supported.
- Opportunities for participation are provided for input, feedback, and ownership for student and system success among staff, students, parents, and community.
- Equity in access to learning opportunities and compliance with local, state, and federal legislation is ensured.
- Leaders at all levels understand and manage the change process.

Noted Strengths:

3. The district supports and encourages teacher leadership. Administrators and teachers shared examples, including: Building Leadership Team (BLT), Authentic Intellectual Work (AIW), Response to Intervention (RtI) Data Team, and School Improvement Advisory Committee (SIAC).
4. Parents shared administrators and teachers have an “open door” policy, which helps them feel comfortable sharing concerns and questions. Parents can contact administrators and teachers to discuss events in school, questions regarding classes, and student progress.

Recommendations for Improvement:

5. Administrators shared they have an open door policy and welcome suggestions from teachers and students. Teachers, students, and learning support staff reported they felt administrators were approachable, and felt comfortable sharing their concerns and needs. However, interviewees also shared the administrators seldom act upon those shared needs and concerns. The district is encouraged to develop formal structures/committees at each building to meet on a regularly scheduled basis, for gathering needs and concerns and documenting how these needs and concerns are being addressed.
6. While middle and high school students shared they could take on leadership roles in extracurricular activities, they felt they had little voice when it came making positive changes in their school environment. Although students felt they had good relationships with administrators, they also felt their concerns were rarely addressed. The district is encouraged to create a student advisory committee, separate from the Student Council, where students can voice their opinions, research ideas, and create positive changes in the school environment.

7. Leadership interviews and document review indicated the superintendent is the district's equity coordinator/compliance officer. The superintendent serving as the district's equity coordinator has the potential to place the superintendent and complainants in an awkward position. For example, if a community patron perceives an equity issue within the district, the equity coordinator would be required to investigate and make a determination if the situation is founded. In addition, the equity coordinator will decide what action or actions would need to be taken to rectify the situation. If the community patron does not agree with the decision of the equity coordinator, an option to appeal his/her decision to another level within the organization should be available. Normally, appeals are addressed by the superintendent. With the dual duties of the superintendent as equity coordinator/compliance officer, the patron may perceive the district does not allow for appropriate channels for such an appeal. Consider naming another administrator as the district's equity coordinator/compliance officer and notifying all stakeholders of this change. It may be beneficial at the same time to review the responsibilities of the equity coordinator with staff, students, parents, SIAC, and the community. A district equity coordinator can be proactive in a number of areas, including the following:
- Annually monitor the district's website and annual publications to ensure they include accurate information about the district's non-discrimination and anti-bullying and harassment policies, the identity and contact information for the equity coordinator, and information about the civil rights-related grievance procedure.
 - Communicate annually to parents, students, and staff about their rights and responsibilities related to non-discrimination and harassment policies.
 - Monitor student course enrollment and achievement trends by racial/ethnic background, gender, and disability, and facilitate periodic conversations with administrators and staff regarding those trends.
 - Make an annual equity report with recommendations to the school board.
 - Facilitate periodic conversations with students and staff on ways the district might respect, reflect, and celebrate diversity.
 - Plan periodic professional development for staff on diversity and equity-related issues.

Consider accessing resources regarding equity on the Iowa Department of Education web site at: http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=485&Itemid=1213

8. Learning support staff, administrators and paraeducators reported an increase in the number of elementary students with significant mental health and behavioral needs. Although Area Education Agency (AEA) staff members work closely with some of the staff involved with these students, there are others who are not included in training sessions and/or meetings who have direct contact with these students. The district may need to consider identifying all staff members working with individual students with behavioral issues at all levels and ensuring they are adequately trained and informed to most effectively meet student needs. In addition, it could be beneficial to designate a "safe area" in the building for use when students need assistance to de-escalate behaviors.
9. Paraeducators reported a need for improved communication regarding issues which affect their job responsibilities and performance. For example, paraeducators responsible for bus duty would benefit from information about student issues in each building related to transportation concerns. In addition, time and resources to access e-mail during the school day would provide opportunities for teacher-paraeducator and district/administrator-paraeducator communication. Finally, training on use of the iPad would better prepare paraeducators to meet the educational needs of students using that technology.

Collaborative Relationships

In an improving district/school, stakeholders understand and support the mission and goals of the district/school and have meaningful roles in the decision-making process. Collaboration results from a culture of participation, responsibility, and ownership among stakeholders from diverse community groups. Educators in the system develop and nurture a professional culture and collaborative relationships marked by mutual respect and trust inside and outside of the organization. The system works together with balance between district direction and school autonomy. Evidence includes, but is not limited to, the following:

- Instructional staff is provided opportunities for interaction to focus on professional issues.
- Instructional staff constructively analyzes and critiques practices and procedures including content, instruction, and assessment.
- Instructional staff follows established procedures to resolve professional conflicts, solve problems, share information about students, and communicate student information to parents.
- Processes and procedures that invite and respect stakeholder input, support, and interaction are implemented by the district/school.
- Parents are involved as partners in the educational process.
- Positive alliances among school staff, students, parents, and diverse community groups are created and nurtured.

Noted Strengths:

10. Multiple collaborative relationships were shared by administrators in the district overview. Collins-Maxwell has a long established relationship with Baxter CSD, sharing athletics for over 25 years. Additionally, the Story County Consortium provides Career and Technical Education (CTE) classes for district students through the Des Moines Area Community College (DMACC) Hunziker Center in Ames.
11. Parents, learning support staff and CTE teachers reported they have outside connections with the community, including Maxwell Area Renewal Committee (MARC), Parents in Education (PIE), Iowa State University (ISU) sorority, and Youth Shelter Services (YSS). Additional community relationships included working with the city recreation program (REC) for field and facility sharing. The district appears to be making authentic attempts to communicate with various stakeholders in the community.
12. Parents reported administrators and teachers were approachable and responsive to their concerns or needs. Issues were resolved in a timely manner. For example, principals reported responding to parents through phone calls and email is a priority.
13. Title I, talented and gifted (TAG) and technology teachers have opportunities to collaborate by going into classrooms and working with all students, answering questions, modeling lessons, and offering support when needed.

Recommendations for Improvement:

14. Multiple interview groups reported a concern regarding limited resources in the future. The visiting team suggests making optimal use of parent and community resources by expanding beyond current resources. This could include involving parents working in the field of technology, business, and industry as resources for district administrators, staff, and students. Expanding access to community resources who serve families and youth with mental health and behavioral needs would assist district staff to better meet the needs of these students/families in a public school setting (e.g. AEA social workers, United Way organizations).
15. Creating student advisory groups at the high school level has been well received by students, teachers, and administrators. The purpose of advisory is to build relationships and teams. Middle school students noted they would also like to have an advisory group. The district is encouraged to consider renewing its commitment to the use of the advisory groups in the future.
16. Collaborating teachers and paraeducators reported lack of dedicated time in the schedule for teacher/associate or general education/special education teacher collaboration. Informal collaboration currently occurs only as time is available which is infrequent. Opportunities for collaboration between teachers and paraeducators and collaborating teachers would provide time needed to share Individualized Education Program (IEP) modifications and accommodations, behavior strategies, instructional strategies, student progress/concerns, and identify learning targets. A similar recommendation was made in the 2007-08 site visit report.
17. Learning support staff reported a need for an increase in job specific professional development with individuals who serve similar roles in other districts (elementary and secondary guidance counselors, school nurses, at-risk teachers). Collaborative opportunities with staff who share similar job responsibilities would give Collins-Maxwell staff an opportunity to share resources, problem-solve, and update training opportunities needed for professional growth and improvement of student services.
18. District administrators reported working to provide for the continuum of services identified in the District Developed Service Delivery Plan (DDSDP). Interviews with both administrators and collaborating teachers demonstrated a need to increase access to the general education curriculum especially for students at the elementary and middle school levels. This could be accomplished by increasing the use of the co-teaching model. Reference the following:
"Legal HQT Requirements for Students with IEPs" Iowa's Collaborative Teaching Model
Spring 2010, Iowa Department of Education

Learning Environment

In an improving district/school, the school environment is conducive to teaching and learning. The environment is safe, orderly, purposeful, and free from threat of physical, social, and emotional harm. Teachers are familiar with students' cultures and know how to work effectively in a multi-cultural setting. Students are guided to think critically about learning and have opportunities to apply learning to real world situations. Classrooms are integrated with diverse learners (i.e., gender, race, special needs, at-risk, gifted). Evidence includes, but is not limited to, the following:

- Rules and procedures for behavior and consequences are clearly communicated and consistently administered.
- School facilities are physically accessible and school routines enhance student learning.
- Materials, resources, technology, programs, and activities reflecting diversity are available to all students.
- The district/school provides a clean, inviting, welcoming environment.
- A clearly understood crisis management plan is established, communicated, and implemented when necessary.
- Teaching and learning are protected from external disturbances and internal distractions.
- The district/school reflects the contributions and perspectives of diverse groups and preserves the cultural dignity of staff, students, and parents.

Noted Strengths:

19. The district has demonstrated a commitment to providing a safe and caring environment for all students. The administrators, staff, and students reported numerous techniques and procedures to maintain the safety of students and engage them in learning. Administrators have demonstrated this as a priority through building goals and facility improvements. Paraeducators, instructional support staff, and parents indicated Alert, Lockdown, Information, Counter, and Evacuation (ALICE) safety training was provided by the district.
20. Safety was highlighted by all CTE teachers in their programs. They reported students working together builds relationships with each other resulting in a collaborative environment. Teachers noted the multiage groupings in these classes develop respect and responsibility in students. Real world applications of student learning was prominent; some examples included raising/caring for animals, learning safety skills before using equipment, applying fractions to food preparation, managing money in real life situations, preparing meals for community members and advertising school events in the community.
21. Learning support staff interviewees commented they addressed the social-emotional and academic needs of K-12 Collins-Maxwell students. The guidance counselors utilized community resources to assist students and families with mental health needs, scholarships, and post-secondary opportunities. The school nurse provided educational information to staff and students regarding health and wellness. The at risk teacher monitored daily academic progress for identified students to improve student achievement in general education classrooms.
22. Administrators shared how teachers are supported in trying innovative practices in the classroom and/or district wide. Examples included: a high school teacher using a "flipped classroom" approach this school year; teacher group attending a conference by Rick Wormeli on standards-based grading with plans for weekly follow up meetings; conversations around competency-based education (CBE); and 1:1 iPads.

23. Parents reported the district and staff work to meet the individual learning needs of all students. Students on IEP's are provided with accommodations and modifications in the classroom to help them succeed academically and socially. Frequent communication occurs between classroom teachers and learning support staff. Administrators work with parents of at-risk students to identify the most effective educational setting for their children and youth.

Recommendations for Improvement:

24. Although staff members and parents reported ALICE safety training was provided by the district, there were safety concerns expressed regarding communication and implementation of safety procedures. A committee could be formed to discuss a more comprehensive safety plan such as, follow up to the ALICE training, single point of entry, and plans for substitute teachers.
25. Although staff reported an awareness of bullying/harassment issues in the district, the perception is it occurs rarely and is dealt with immediately. Staff perceives students are comfortable coming to staff members with concerns about bullying/harassment. However, data from the Iowa Youth Survey (IYS) results indicated only 42% of students responded positively to absence of bullying and 58% of students felt supported at school. (at the time of the 2010-2011 survey)
Considering the contradiction between the perceptions of stakeholders and the IYS data, the district may want to consider exploring an evidence-based violence prevention K-8 curriculum or implementing Olweus. At the secondary level, advisory groups could be used to address bullying and harassment policies, procedures, and concerns. With the increase in the use of technology in the district, attention to the issue of cyber bullying also seems warranted. For assistance, contact Penny Bisignano (penny.bisignano@iowa.gov) at the Iowa Department of Education or Sue Schirmer (sschirmer@aea11.k12.ia.us) at Heartland AEA.

Curriculum and Instruction

In an improving school, curriculum challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. There is an emphasis on principles of high quality instruction, clear expectations for what is taught, and high expectations for student achievement. Educators have a common understanding of quality teaching and learning. Instruction is designed to accommodate a wide range of learners within the classroom. Teachers have knowledge and skills need to effectively implement characteristics of effective instruction. The staff accepts responsibility for the students' learning of the essential curriculum (e.g., Iowa Core Curriculum). Instructional time is allocated to support student learning. Evidence includes, but is not limited to, the following:

- Educators implement effective instructional practices for each and every student.
- School and classroom tasks and activities are inherently engaging, relevant, and lead to applying knowledge to authentic tasks.
- Content, instruction, assessments, and policy are aligned.
- A shared vision of effective instruction is held by all instructional staff.
- Curriculum and instruction reflect contributions from diverse racial, ethnic, and personal backgrounds.
- Students are provided opportunity and time to learn.
- Teachers are provided with an instructional framework that employs research-based strategies for use with diverse learner characteristics.
- Instructional decisions utilize a process of collecting, analyzing, and summarizing data.

Noted Strengths:

26. Middle and high school students stated teachers utilized a variety of instructional strategies to assist student learning. The strategies included group discussion, experiential and investigative learning, real life application projects, and teacher lecture. Students and parents noted the district offers multiple opportunities and avenues to explore advanced coursework. Students mentioned the iPads aided their learning. Applications students utilized included Edmodo, Kidblog, and Student Clicker.
27. CTE teachers reported how they make connections to the Iowa Core. There is a commitment to make the courses relevant using the 21st Century Skills and tying into healthy lifestyles by making the learning more hands on and real in the students' world.
28. The elementary principal reported aligning classroom practices to the Core is a priority. An example of this is changing thinking of students and staff about math as simply problem solving to mathematical thinking as described in eight Standards of Mathematical Practices which drives the Iowa Core math curriculum.
29. Multiple data points and criteria are used to entitle students to programming (Title 1, TAG, etc). Some examples include, but are not limited to Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Cognitive Ability Tests (CogAT), teacher and parent referrals, Measures of Academic Progress (MAP), and Iowa Assessments.

Recommendations for Improvement:

30. While middle school students stated teachers used a variety of instructional strategies, they expressed a need for more guided practice in class, time to ask clarifying questions, and homework support. Teachers could provide a portion of class time for these activities.
31. The visiting team recommends CTE teachers continue work on connecting curriculum, appropriate applications and business partnerships to support their *Program of Study (POS)*. Consider contacting Dale Gruis (dale.gruis@iowa.gov, 515-419-4006) or Mary Ann Adams (maryann.adams@iowa.gov, 515-281-4716) at the Iowa Department of Education for assistance.
32. The district is encouraged to revisit integrating iPads 6-12, including ways to support teachers with training on how to use the iPad as an integral part of instruction, investigating and implementing different applications, and maximizing student learning. Additionally, the administrative team might clarify specific goals for using the iPads for the upcoming school year, including accountability measures to ensure implementation.
33. Multiple interview groups reported lack of curriculum support materials, print and non-print. Students have difficulty accessing online courses because some district computers are not equipped with current software and applications. The district may consider developing a technology committee composed of school and community stakeholders to identify needs and address concerns.

Professional Development

In an improving district/school, staff is qualified for assignments and engages in ongoing learning opportunities to improve effectiveness. Student achievement and other sources of data are used to set goals for professional development. The district provides professional learning opportunities that include theory, demonstration, practice, and coaching. Evidence includes, but is not limited to, the following:

- Professional development focus is determined through the analysis of student achievement and performance data.
- Professional development is focused and based on research-based strategies.
- Professional development sessions build on one another, are distributed throughout the school year, and are sustained over time.
- Time is provided for teachers to collaborate and apply new content and pedagogical knowledge.
- An established system provides support to monitor and evaluate implementation of professional development and its impact on student learning.
- Formative student data and teacher implementation data are used to adjust professional development and guide instructional decisions.
- All school staff members, instructional and non-instructional, are provided professional development to support job roles and functions.
- Professional development activities contribute to the capacity of all school staff to develop cultural competence and to reflect and respect diversity in classroom and work environments.

Noted Strengths:

34. Teachers and administrators reported AIW as the district's focus for professional development (PD). The AIW framework sets standards for teaching which maximize expectations for rigor for all students. Teachers become more reflective of instructional practices through analysis of instruction, coaching and support of colleagues.
35. Teachers reported they were encouraged and supported to attend state conferences in their specific content area. Examples included: the art teacher collaborating with conference art teachers; the agriculture teacher attending the Ag conference in Ames; teachers attending Rick Wormeli's conference on standards-based grading; and TAG teacher attending the Iowa Talented and Gifted (ITAG) conference.

Recommendations for Improvement:

36. Based on interviews with teachers, the district is encouraged to use student data to determine the focus of district professional development and establish a system to monitor and evaluate the implementation of professional development and its impact on student achievement. The district is asked to consider the tenets of the Iowa Professional Development Model that indicate 80% of professional time should be focused on a singular area, while 20% may be allocated for additional student needs. Additionally, the main focus of professional development should not change until 75% of the teachers are implementing with fidelity and student achievement is increasing. For additional information please review the Iowa Professional Development Model on the Iowa Department of Education Website.
http://educateiowa.gov/index.php?option=com_content&task=view&id=296&Itemid=1282

37. Paraeducators, learning support staff, and Special Education staff, and general education staff identified a desire to learn more about mental health needs of children with significant behavioral challenges due to an increase in the number of students exhibiting these behaviors.

Monitoring and Accountability

In an improving district/school, the district/school establishes a comprehensive system that monitors and documents performance of student progress, curriculum, instruction, programs, and initiatives. Results from assessments drive the goal setting and decision-making processes. Leadership supports a system that regularly analyzes student performance and program effectiveness. Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data. Evidence includes, but is not limited to, the following:

- A system for district-wide student assessments, including multiple measures that are valid and reliable, is implemented.
- Decision-making for the continuous improvement of instruction and student learning using student achievement and teacher implementation data is employed.
- The district's/school's cycle of program evaluation as noted in its CSIP section of C-Plan is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

Noted Strengths:

38. Administrators reported they consistently review data. An example of this is reviewing DIBELS three times a year in order to determine effectiveness of literacy instruction. Benchmark data is used to determine additional instructional support through the use of the Response to Intervention (RtI). Iowa Assessment and MAP testing data are examined during a "data day" toward the end of each school year. This data is used to identify areas for improvement, which are addressed during the next school year.
39. Learning support staff reported utilizing Iowa Youth Survey data to inform guidance programs. Longitudinal data is reviewed for students at risk to determine if programming is effective in meeting student needs. For example, the class of 2012-2013 showed a decrease of 67% in the number of students identified at-risk from freshman to senior year.
40. The district reported the use of strategies that ensure poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers. Examples included: small class sizes and single class offerings.

Recommendations for Improvement:

41. Although high school students reported they were able to identify their learning needs and goals, middle school students felt they weren't getting enough feedback in this area. Teachers also agreed they would like more learning on how to analyze student assessments in order to enhance instruction and provide students with feedback on their learning.
42. The district is encouraged to work with the AEA to learn about and implement program evaluation for at-risk, counseling, and special education. Contact AEA Regional Director, Kristi Upah, (kupah@aea11.k12.ia.us or 515.232.7583) for assistance in this area.
43. Paraeducators reported their job performance is not formally evaluated on a regular basis. Procedures vary between buildings. The district should consider a PK-12 paraeducator evaluation

system to provide opportunities for feedback to staff and conceivably improve job performance and services to district staff, administration, and students.

44. Collaborating elementary and middle school teachers reported providing Specially Designed Instruction (SDI) during core content instructional time (reading, math, English, language arts). State and federal regulations require equal access for all students to general education curriculum and instruction. "Special education is in addition to, and not in lieu of, the general curriculum. Unless the IEP specifically requires otherwise, the child participates in the general curriculum." (Thomas Mayes, Iowa Department of Education). Special education teachers should alter their schedules to meet those requirements and provide additional instruction to meet the educational needs of their students. Technical assistance will be provided by the AEA Regional Director, Kristi Upah. (kupah@aea11.k12.ia.us)
45. Interviews with secondary general and special education collaborating teachers and district administrators indicate the district needs to fully adhere to the Highly Qualified Teacher (HQT) requirements when utilizing the "reverse consultation model." All of the components required by the Iowa Department of Education must be in place. This criterion indicates the IEP team must make determination for use of reverse consultation. The district is encouraged to examine the needs of each individual student through the IEP process to determine if and when use of reverse consultation is appropriate and then follow procedures recommended by the Iowa Department of Education:
- The general education teacher works in partnership with the special education teacher and is responsible for the curriculum as if the student were in his or her classroom.
 - The general education teacher must have "regular and frequent" consultation with the special education teacher. The district should maintain documentation of when each collaborative consultation meeting occurs and what is discussed.
 - The general education teacher must assign the student's content grade, based on review of student work and assessments.
 - The name of the general education teacher who is supervising the curriculum must be listed somewhere in a permanent file of the student.

"Legal HQT Requirements for Students with IEPs; Iowa's Collaborative Teaching Model
Iowa Department of Education, Fall 2009.

A similar recommendation was made in the 2007-08 site visit report.

Contact AEA Regional Director, Kristi Upah, (kupah@aea11.k12.ia.us or 515.232.7583) for assistance.

46. Through interviews with the superintendent, the visiting team was informed the superintendent serves as mentor to the new principals in the district. Typically, mentors are matched with individuals from similar size schools/districts in geographic proximity and in similar positions. Generally, mentors will be practicing administrators from outside the district. Formal programs avoid assigning a mentor who is the formal supervisor of the mentee. The visiting team recommends discontinuing this practice in the future, so the mentee might have the opportunity for additional perspective outside the district.

47. The percentage of the school's students scoring in the proficient range of achievement on the Iowa Assessments is *lower* than AEA and/or State of Iowa averages in reading, mathematics, and science in *some* reported grade levels. The following charts indicate these areas are: (Shaded rows)

Percentage of Students Proficient in Reading

Grade	Collins-Maxwell	AEA 11	State
3	92.59	77.56	75.78
4	75.0	76.13	73.36
5	70.27	75.05	73.42
6	67.57	66.79	63.4
7	68.57	69.49	66.41
8	52.0	67.66	64.92
11	76.31	82.07	82.57

Source: 2011-2012 Annual Progress Report (APR)

Percentage of Students Proficient in Mathematics

Grade	Collins-Maxwell	AEA 11	State
3	96.29	79.27	78.4
4	67.5	77.57	77.12
5	78.37	77.7	77.07
6	70.27	72.82	70.22
7	77.14	79.5	77.76
8	76.0	74.84	73.3
11	81.58	80.49	81.43

Source: 2011-2012 Annual Progress Report (APR)

Percentage of Students Proficient in Science

Grade	Collins-Maxwell	AEA 11	State
3	92.6	82.5	79.07
4	85.0	83.77	81.01
5	83.79	76.42	75.83
6	72.98	75.32	73.75
7	71.42	71.92	69.78
8	69.23	76.25	75.1
11	81.57	83.12	84.55

Source: 2011-2012 Annual Progress Report

It would be beneficial to complete an in-depth disaggregated data analysis of non-proficient performers to identify whether common characteristics exist (e.g., similar skill deficit or similar demographics), identify potential barriers to learning, and provide an additional source of data for school improvement planning. Reviewing students' performance on all district-wide assessment instruments (i.e., triangulating data) to determine validity and reliability of results (as well as the validity and reliability of district-developed assessments) is also recommended (e.g., Are there students who are not proficient on the Iowa Assessments, but are on other assessments?) In addition, the school is encouraged to:

- Continue analysis of disaggregated data and communication of results to improve instruction.

- Increase the use of cohort data (including subgroup cohorts) to identify trends and patterns over time, inform instructional decisions, and determine effectiveness of interventions.

Include broad involvement of teachers, SIAC members, administrators, school board, and instructional support staff in discussion of assessment data to increase understanding and ownership of the process.

Collins-Maxwell Community School District's Compliance Status for Applicable Federal Programs:

Title I Program

The district has no citations for the Parents Right-to-Know [P.L. 107-110 ESEA Sec. 1111(h)(6). This section applies to the entire district that uses Title 1 funds.] identified during this visit.

Title IIA (Teacher and Principal Training and Recruiting Fund)

The district has no citations of Title IIA non-compliance identified during this visit.

Title IID (Enhancing Education through Technology, E2T2)

The district has no citations of Title IID non-compliance identified during this visit.

Title III (English Language Learners)

The district has no citations of Title III non-compliance identified during this visit.

Title XC (Education of Homeless Children and Youth)

The district has no citations of Title XC non-compliance identified during this visit.

Collins- Maxwell CSD - Areas of Non-Compliance: Chapter 12

The district shall submit a plan of correction for each non-compliance item listed below to the Site Visit Team Leader within 45 business days of the receipt of this report. The plan shall be completed on the Department secure web site located at <https://www.edinfo.state.ia.us/appmenu.asp>. Go to "site visit" button on the site to enter actions. The plan shall be submitted on the DE secure website 45 business days after receipt of the site visit report. Evidence of corrective action for non-compliance(s) may be submitted with the plan or at a later date in accordance with the noted timeline.

Chapter 12 Non-compliance Issues	Additional Information
LP11.3 No evidence exists that the board has adopted policies to address legal and ethical use of information resources, including plagiarism and intellectual property rights. 281—IAC 12.3(12)	1.d
MCGF1 No MCGF board policy exists. 281—IAC 12.5(8).	1.g - Statement does not include creed.
VED7 An advisory committee that assists in vocational (CTE) education planning and evaluation exists; however, there is no evidence that the committee fulfills its responsibilities. 281-IAC 12.5(5)(i)	6.b.1 - CTE Advisory minutes not provided, reflecting assistance with CTE planning and evaluation.
SIAC2 The School Improvement Advisory Committee does not consist of members representing all of the following: parents, students, teachers, administrators, and community members. 281—IAC 12.8(1)(a)(2)	10.b - Student members were not included on SIAC.
SIAC5 The School Improvement Advisory Committee does not make annual recommendations to the board with regard to progress toward annual improvement goals, progress toward local indicators, annual improvement goals for the next school year and harassment or bullying	10.c - Evidence of SIAC recommendations regarding bullying and harassment not evident.

Chapter 12 Non-compliance Issues	Additional Information
prevention goals, programs, training and other initiatives. 281—IAC 12.8(1)(a)(2)	
PD4 No evidence exists that all employees are prepared to work with diverse learners and to implement multicultural, gender fair approaches to the educational program. 281—IAC 12.7(1)(a)	20.a.1 - Not evident on PD schedules
ACPD2.4 Attendance center professional development plans are not in place that address the student achievement goals of the attendance center and the school district as set forth in the CSIP. 281—IAC 12.7(1)(b)	20.b.4 – Evidence of attendance center PD plans aligned to achievement goals was not presented.

Areas of Non-Compliance: Outside of Chapter 12

Outside of Chapter 12 Non-compliance Issues	Additional Details
<p>EQD2 The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p>	<p>“Sexual orientation” and “age” missing from protected classes</p>
<p>EQD3 The district does not have a nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters Section 504 34 CFR 104.8 Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p>	<p>Nondiscrimination notice was not included in registration handbook or coaches handbooks</p>
<p>EQD4 The district does not have a plan that addresses equal employment opportunity and affirmative action in employment. Iowa Code 19B.11, 281—IAC Chapter 95</p>	<p>Equal employment opportunity/ affirmative action plan does not include a workforce analyses or quantitative analysis</p>

Appendix A

Accreditation Site Visit Data Report

Collins-Maxwell (1350)

Site Visit Year: 2012-2013



Iowa Department of Education
Division of Learning and Results
Bureau of School Improvement

Figure 1: 2012-2013 Whole Grade Sharing

Data Source: Spring BEDS

Definitions: Whole grade sharing occurs when all of the students in any grade in two or more school districts share an educational program for all of a school day under a written agreement.

This district does not whole grade share.

Figure 2: Preschool through 12th Grade Enrollment Trend

Data Source: Fall EASIER (Student Reporting in Iowa)

Definitions: BEDS enrollment is a count of students that are attending in the district on count day each year.

Certified enrollment is a count of students residing in the district on count day each year.

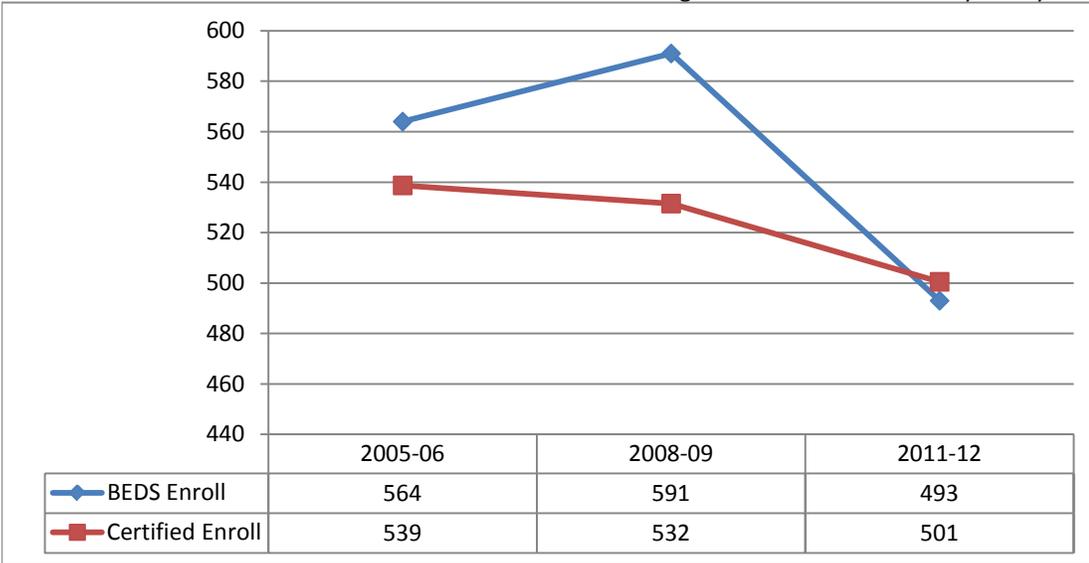


Figure 3: 2012-2013 Annual Instructional Minutes

Data Source: Spring BEDS

Definitions: Total number of instructional minutes offered during the school year.

District	School	Total Annual Instructional Minutes
1350	Collins-Maxwell Elementary School (Collins) - 0409	70,290
1350	Collins-Maxwell Middle/High School (Maxwell) - 0109	71,360
	State Average	71,405

Figure 4: School Year 2010-2011 Average Daily Attendance

Data Source: Spring EASIER (Student Reporting in Iowa)

Definitions: Total number of student days present divided by total number of student days enrolled.

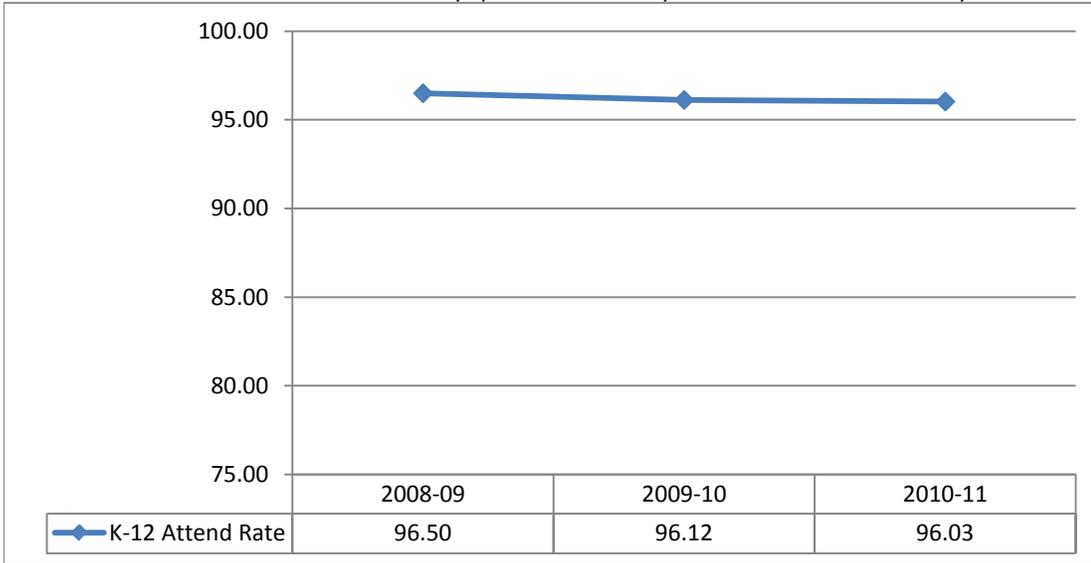


Figure 5: 2012-2013 Schools/Districts in Need of Assistance Status

Data Source: AYP Assessment File

Definitions: SINA/DINA status is based on assessment participation, annual measurable objectives, and other academic indicators. A status of delay is used to indicate that a location has met for a particular indicator, but it is their first year of meeting so they are not off the list.

This district does not have any SINA/DINA locations.

Figure 6: Percent of Kindergarteners Scoring At Benchmark on DIBELS/DIBELS Next Initial/First Sounds Fluency

Data Source: Fall EASIER (Student Reporting in Iowa)

Definitions: Districts are required to assess all kdg students using a literacy assessment and data are reported to the state on each kdg student's score. If a district uses DIBELS/DIBELS Next for this assessment scores are reported below because of the confirmed validity/reliability of the assessment.

At benchmark is equivalent to a score greater than 7 on DIBELS and greater than 9 on DIBELS Next.

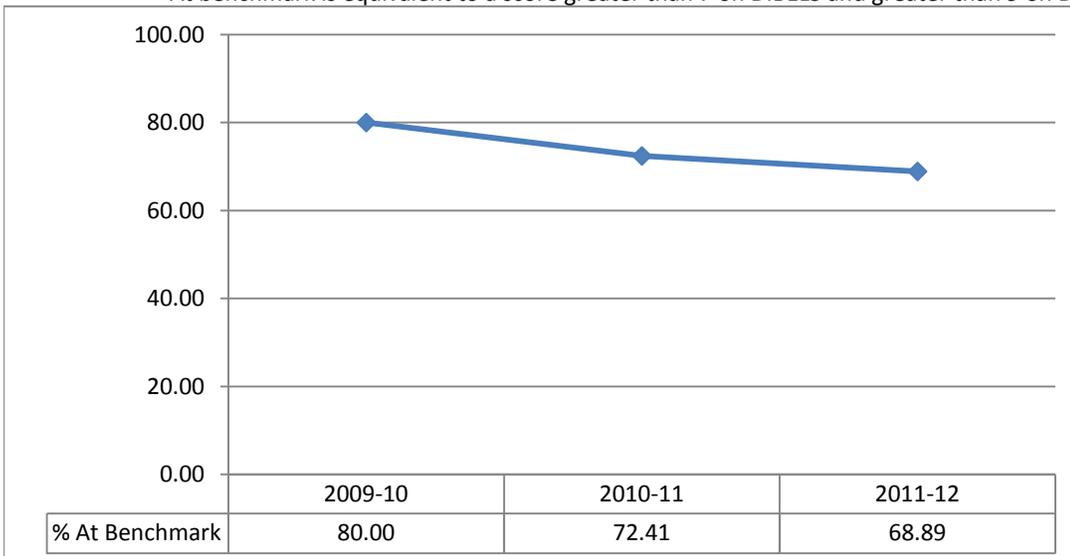


Figure 7: Percent of Students in Grade 3 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

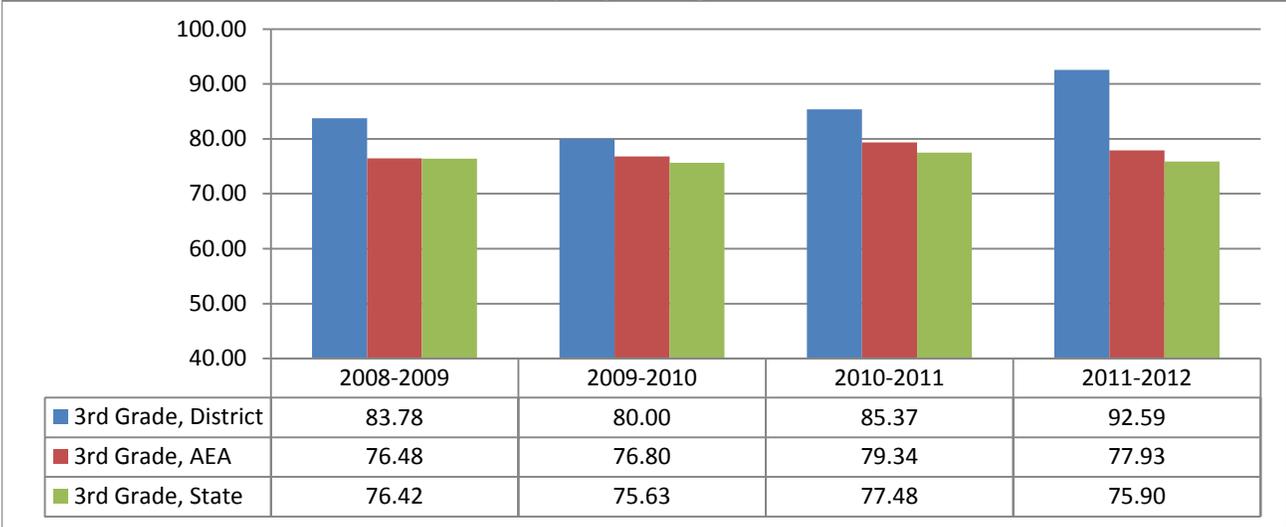


Figure 8: Percent of Students in Grade 4 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

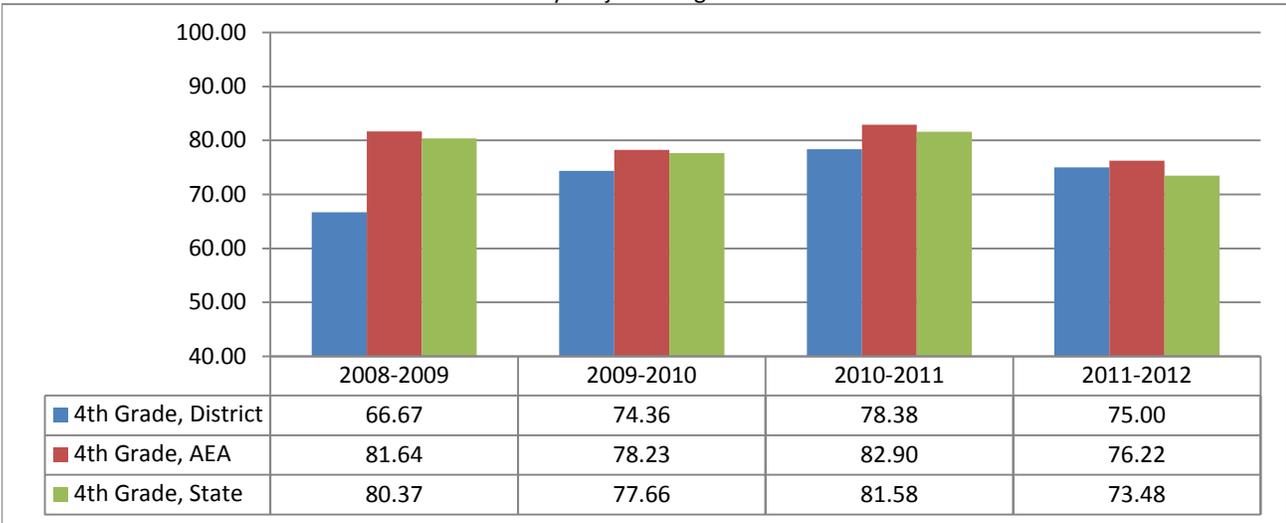


Figure 9: Percent of Students in Grade 5 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

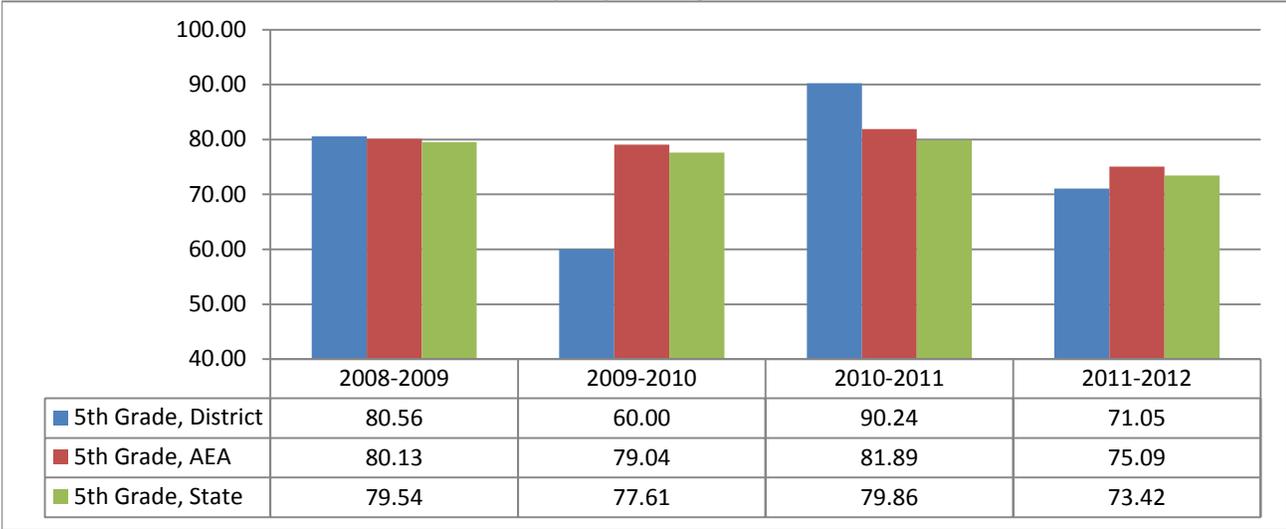


Figure 10: Percent of Students in Grade 6 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

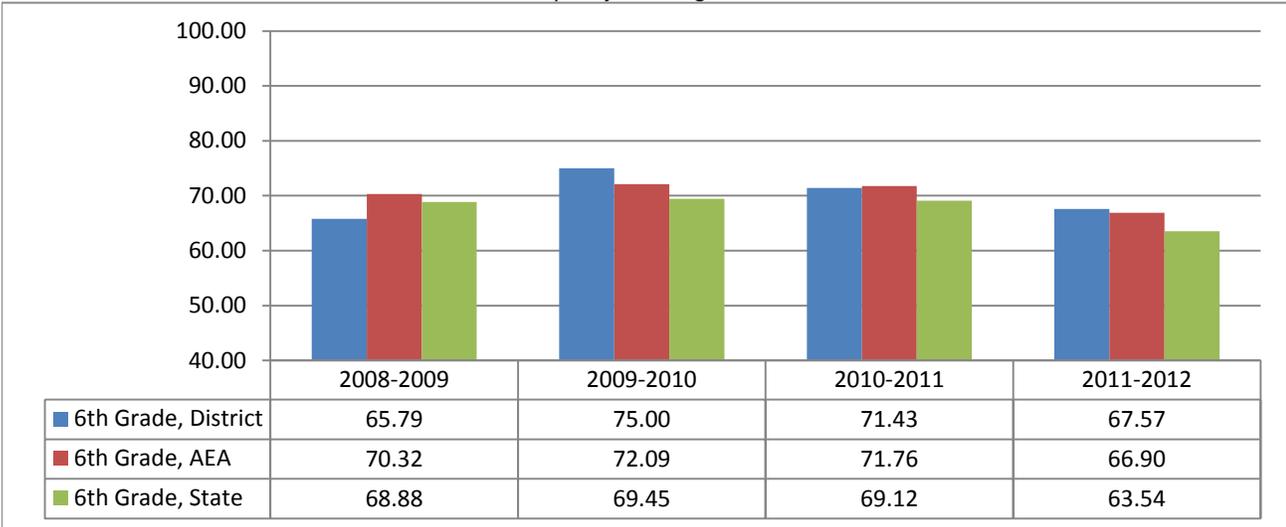


Figure 11: Percent of Students in Grade 7 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

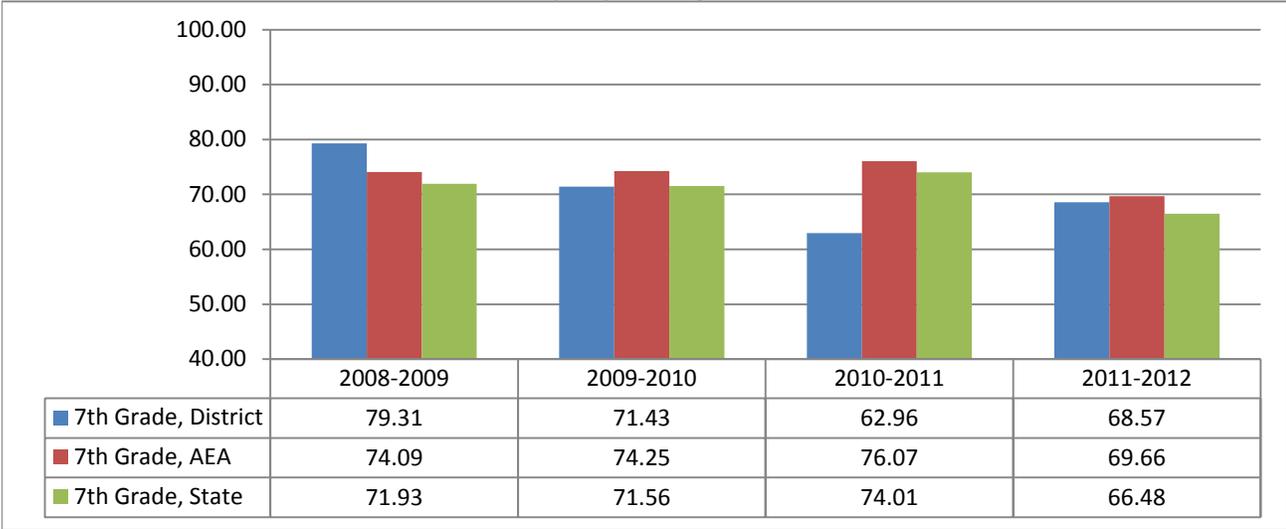


Figure 12: Percent of Students in Grade 8 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

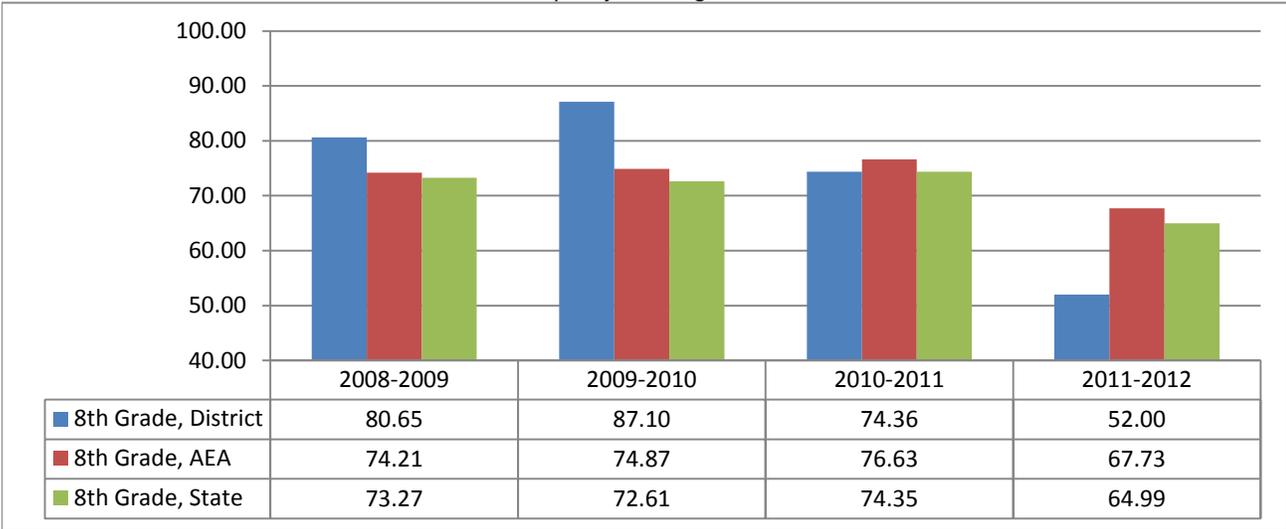


Figure 13: Percent of Students in Grade 11 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

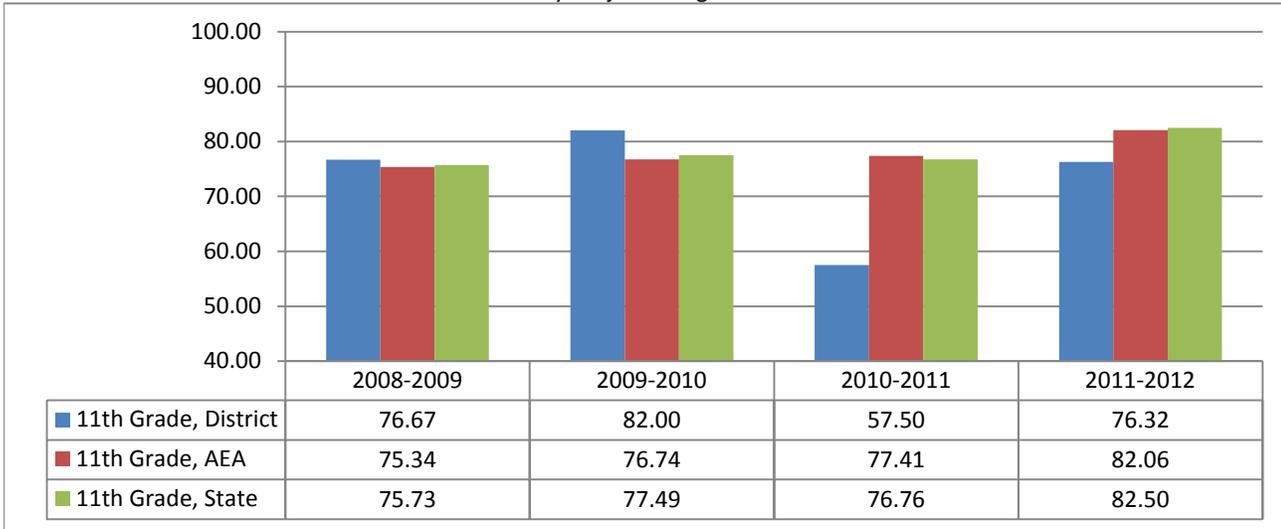


Figure 14: Percent of Students in Grade 3 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

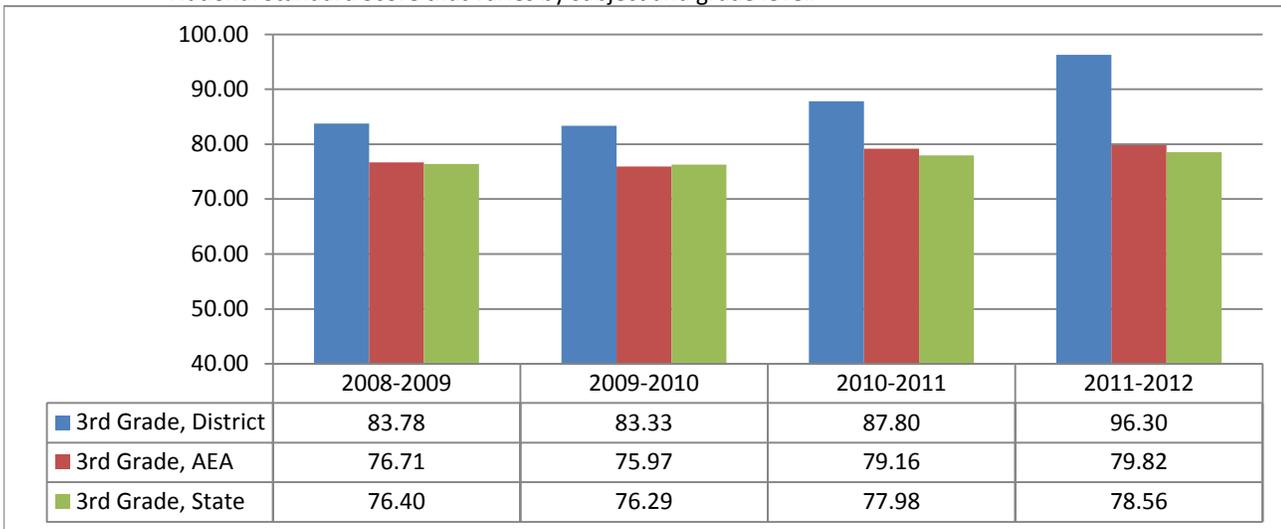


Figure 15: Percent of Students in Grade 4 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

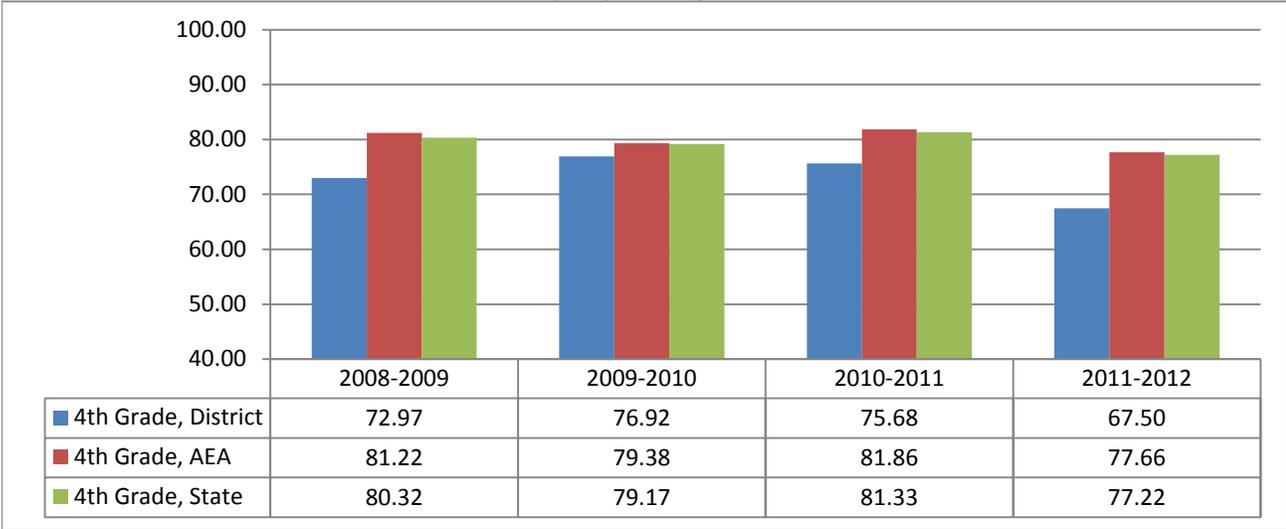


Figure 16: Percent of Students in Grade 5 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

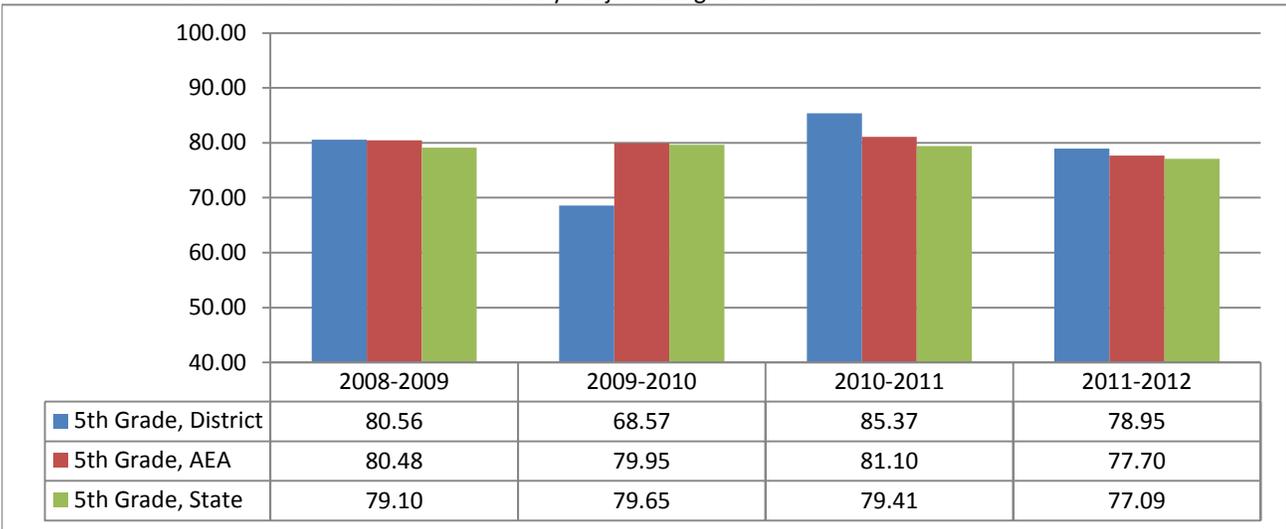


Figure 17: Percent of Students in Grade 6 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

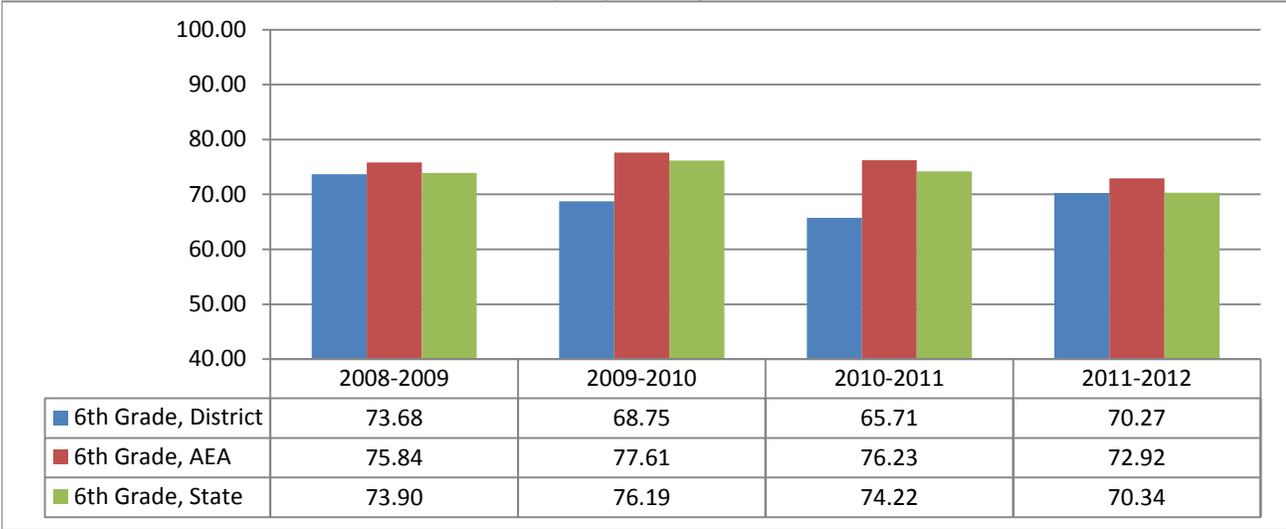


Figure 18: Percent of Students in Grade 7 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

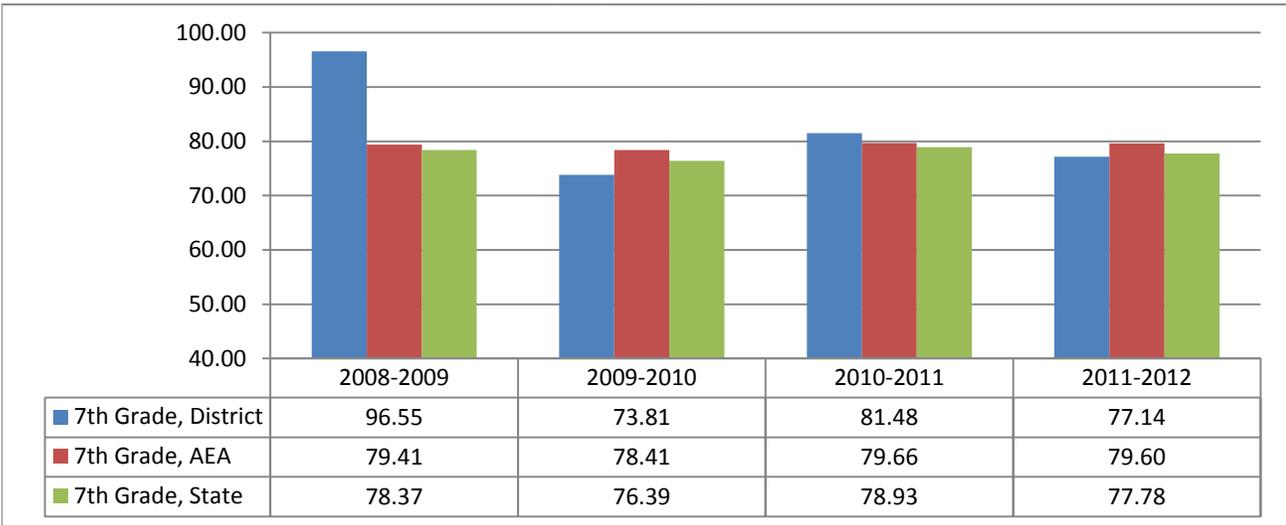


Figure 19: Percent of Students in Grade 8 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

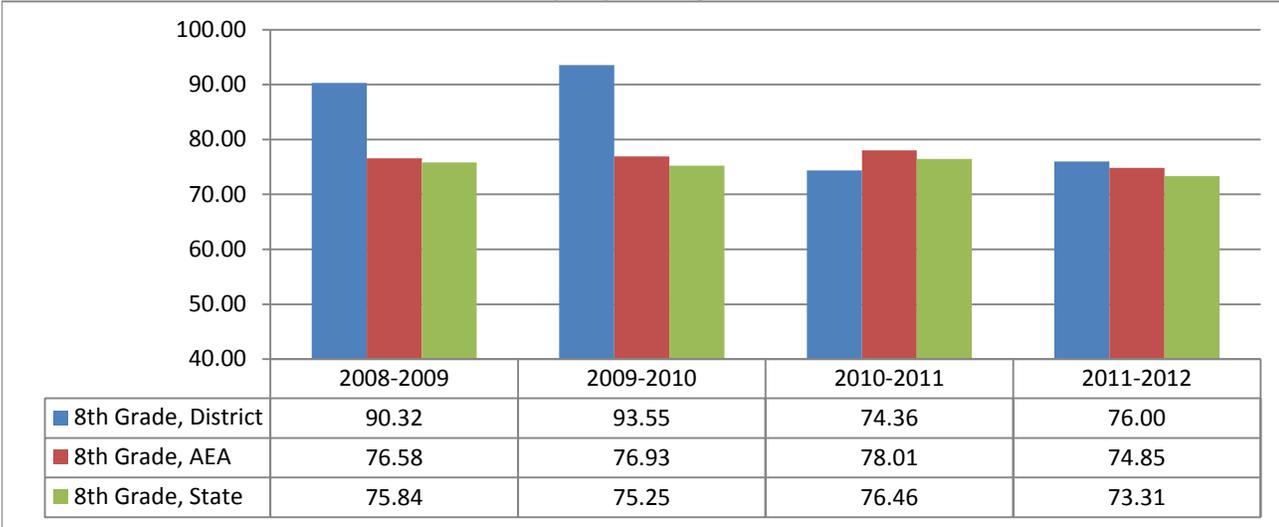


Figure 20: Percent of Students in Grade 11 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

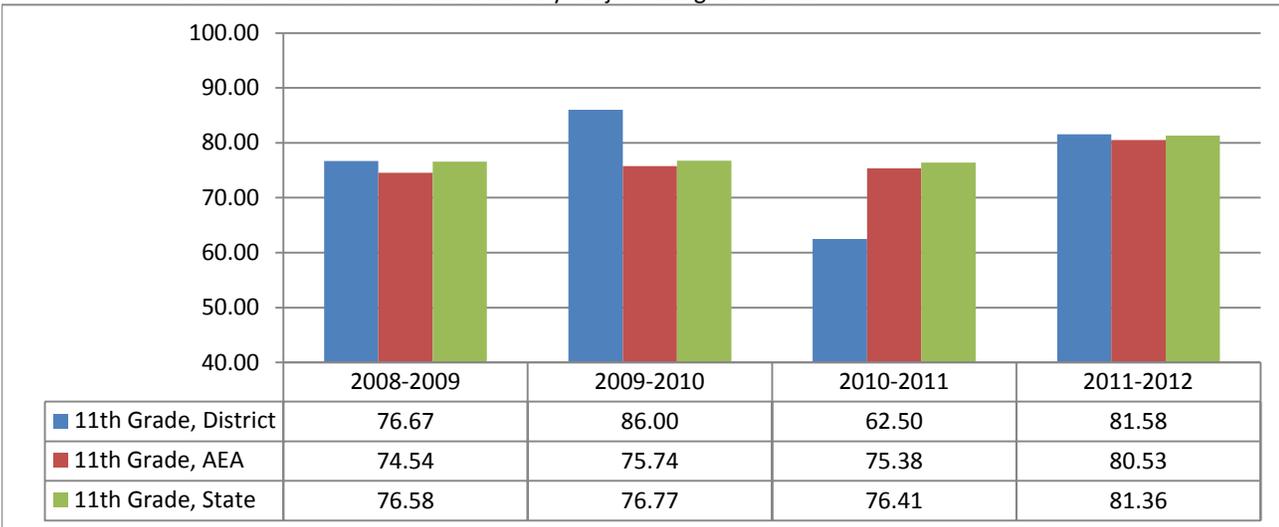


Figure 21: Percent of Students in Grade 3 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

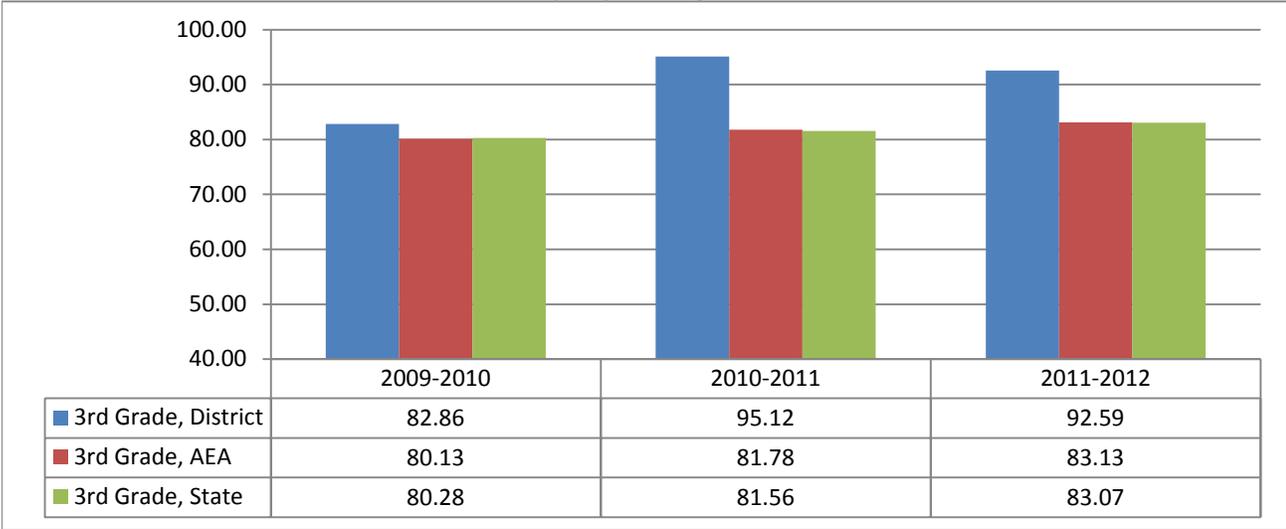


Figure 22: Percent of Students in Grade 4 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

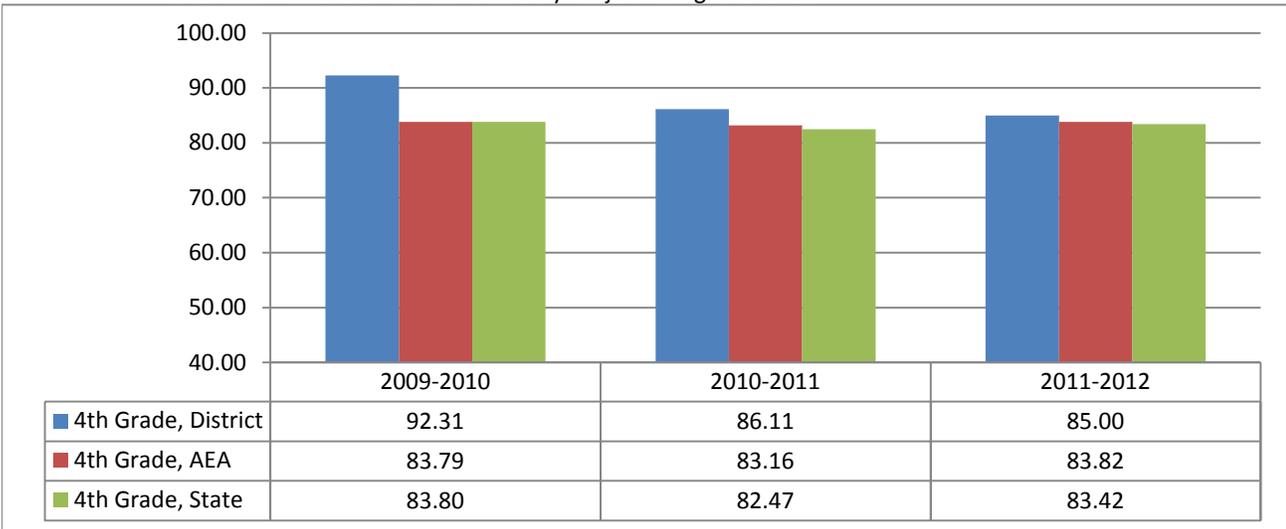


Figure 23: Percent of Students in Grade 5 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

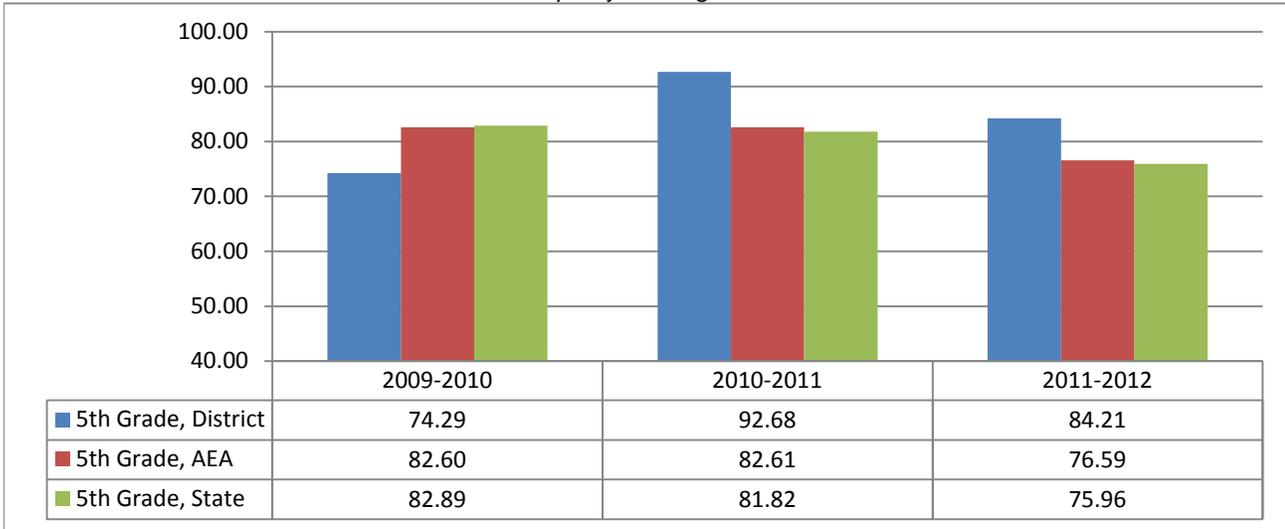


Figure 24: Percent of Students in Grade 6 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

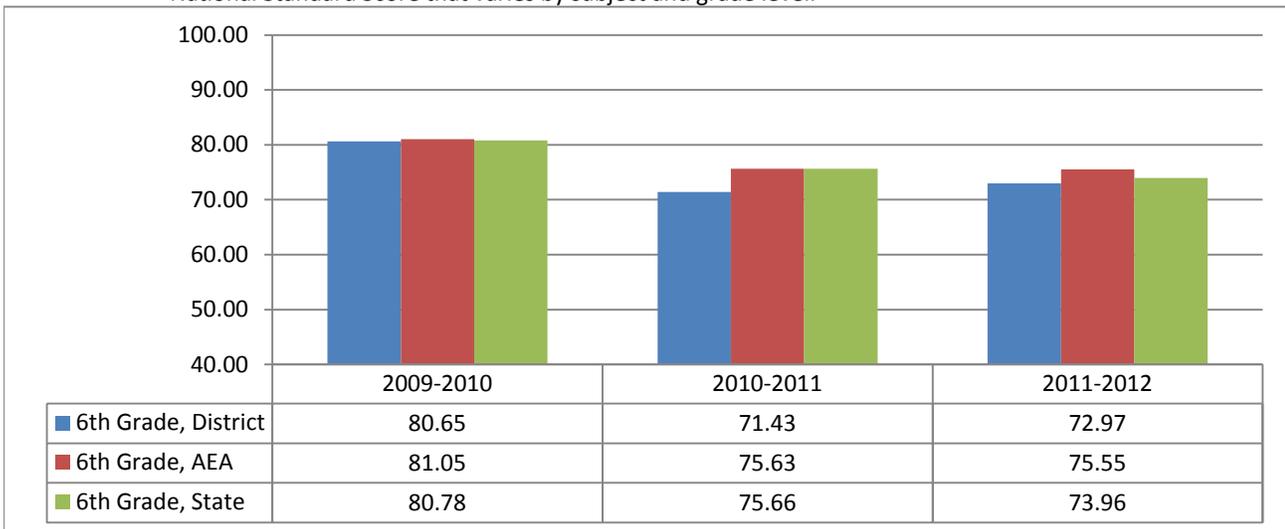


Figure 25: Percent of Students in Grade 7 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

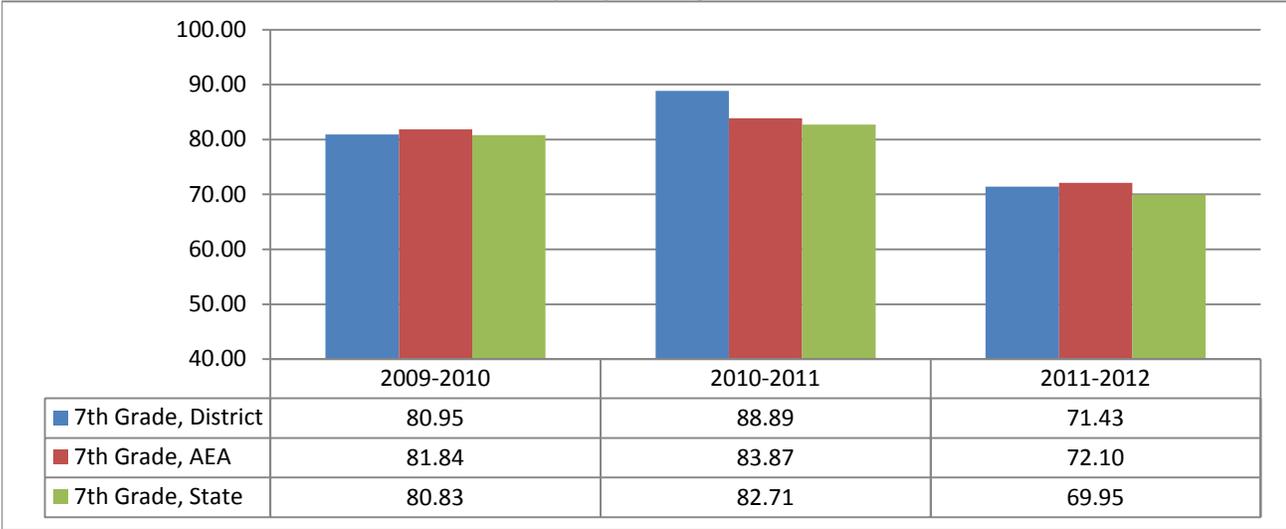


Figure 26: Percent of Students in Grade 8 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

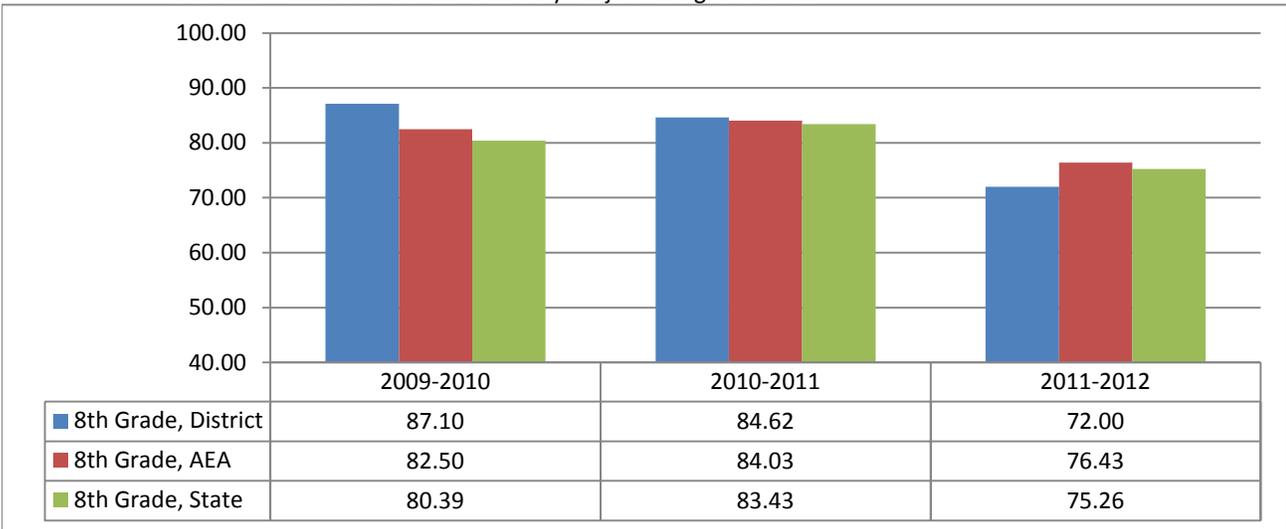


Figure 27: Percent of Students in Grade 11 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

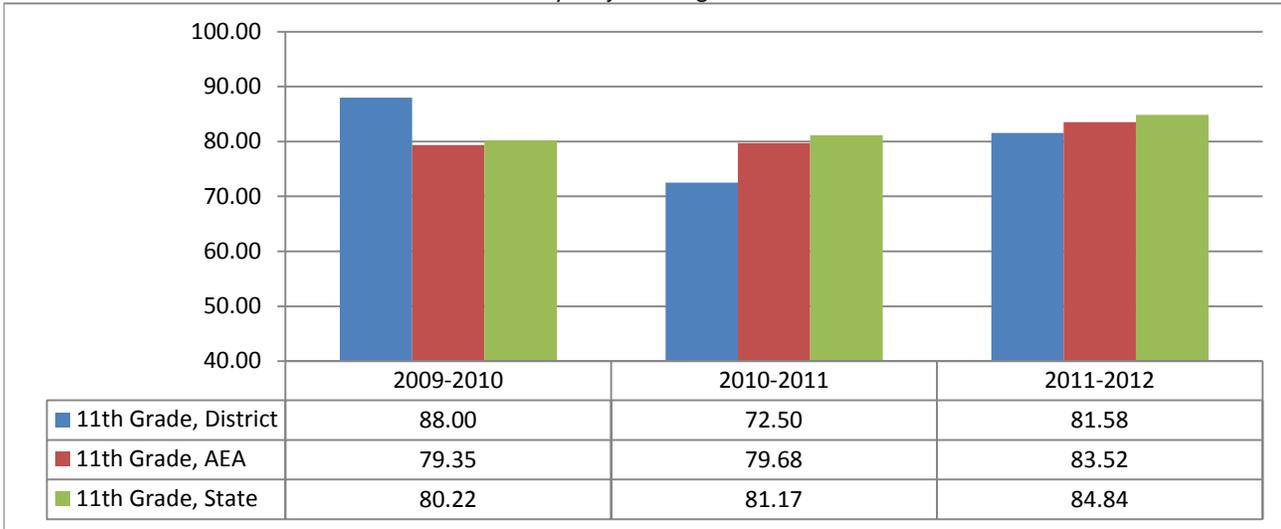


Figure 28: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

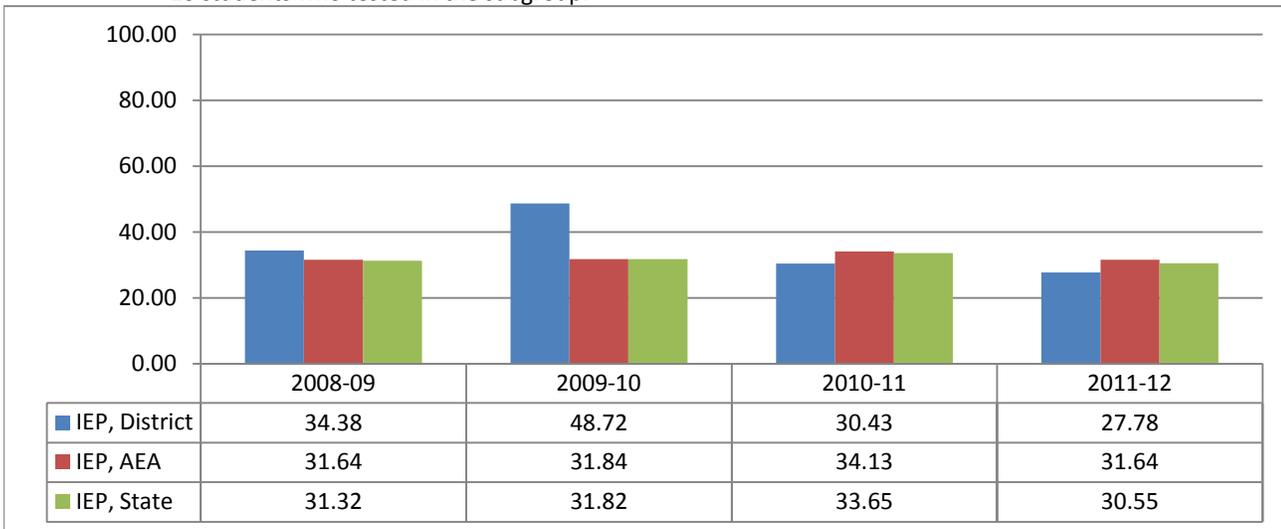


Figure 29: Percent of Free/Reduced Lunch Students Grades 3-8, 11 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.



Figure 30: Percent of English Language Learner Students Grades 3-8, 11 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

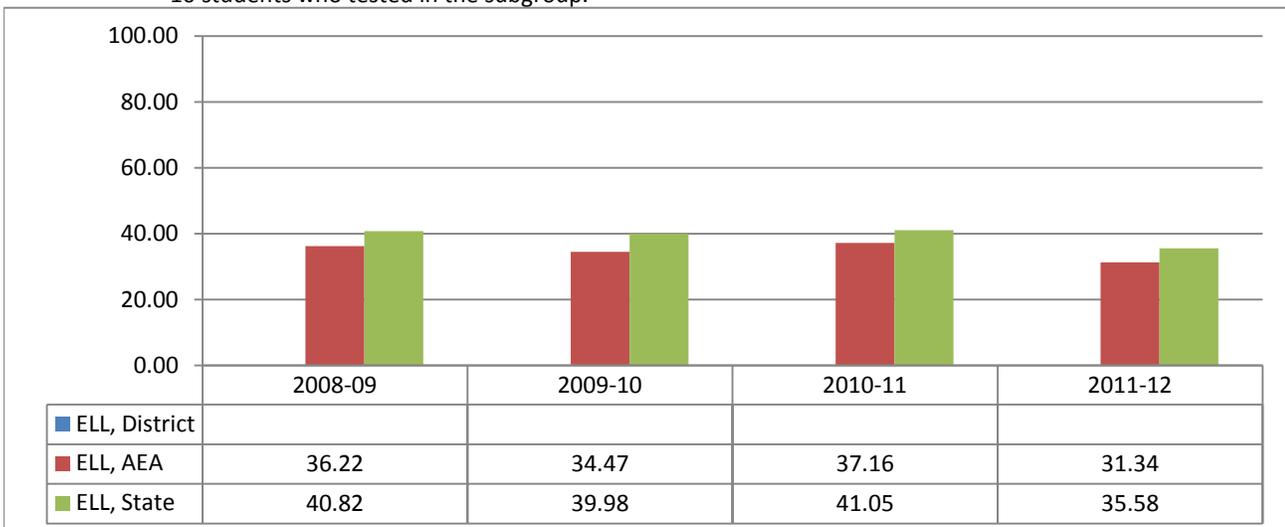


Figure 31: Percent of Minority (Non-White) Students Grades 3-8, 11 Proficient in Reading

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

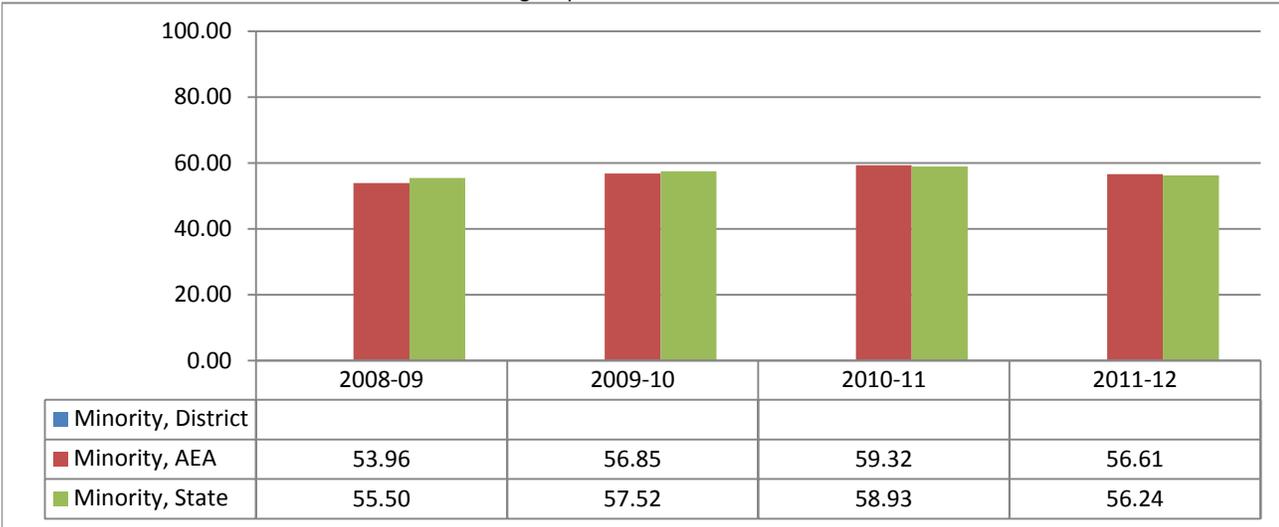


Figure 32: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

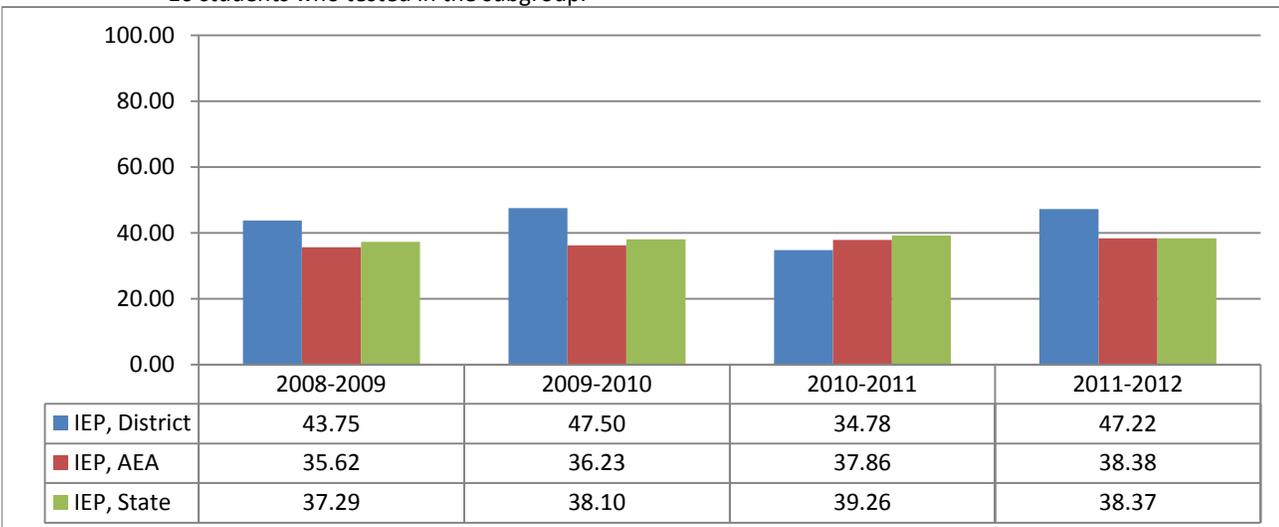


Figure 33: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

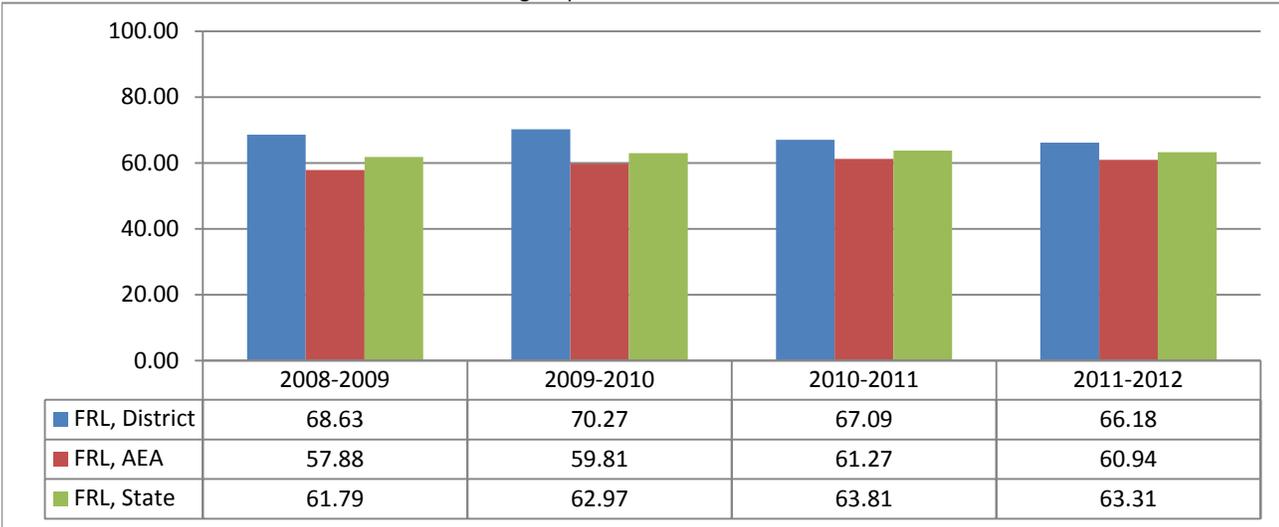


Figure 34: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

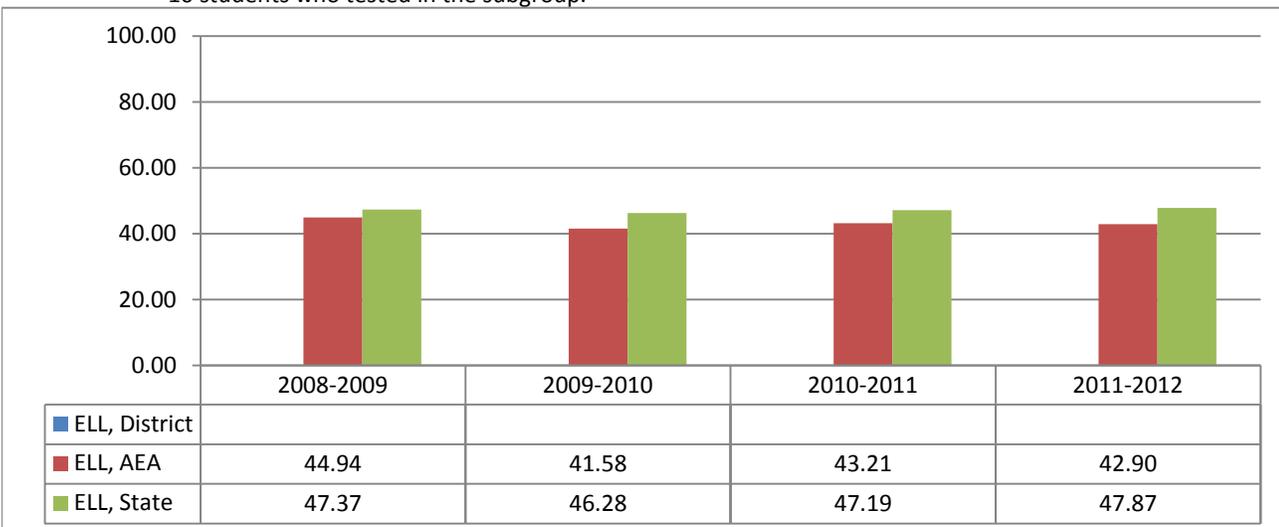


Figure 35: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Math

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.



Figure 36: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

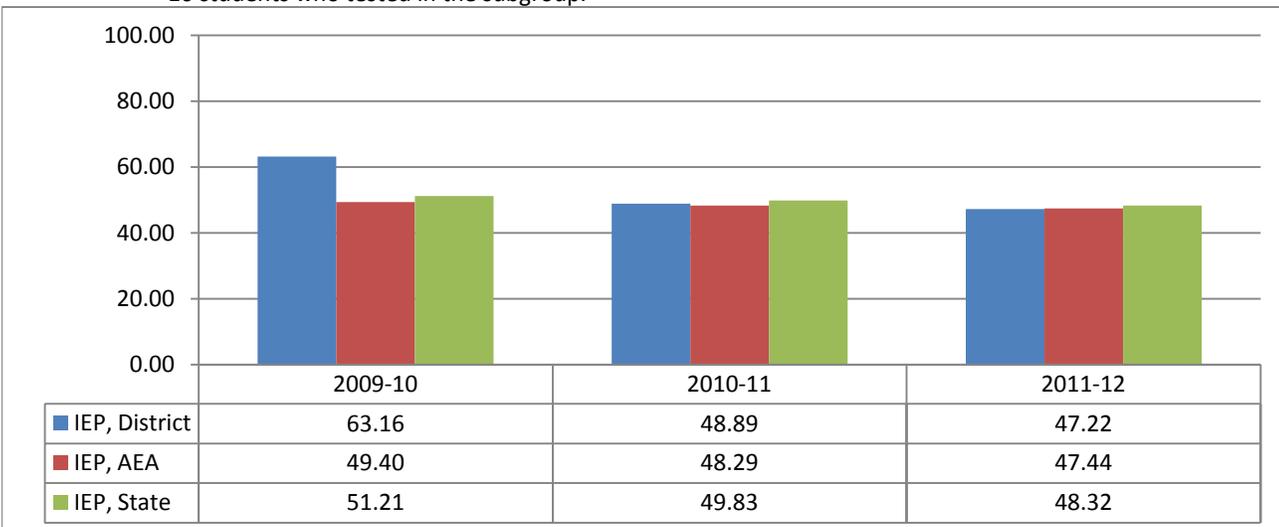


Figure 37: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

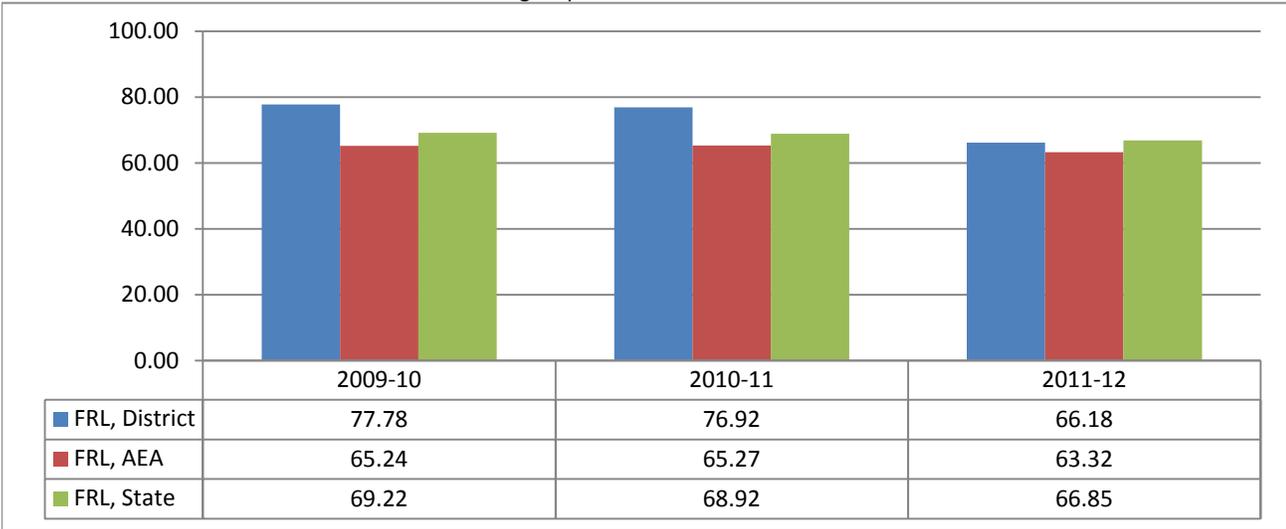


Figure 38: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

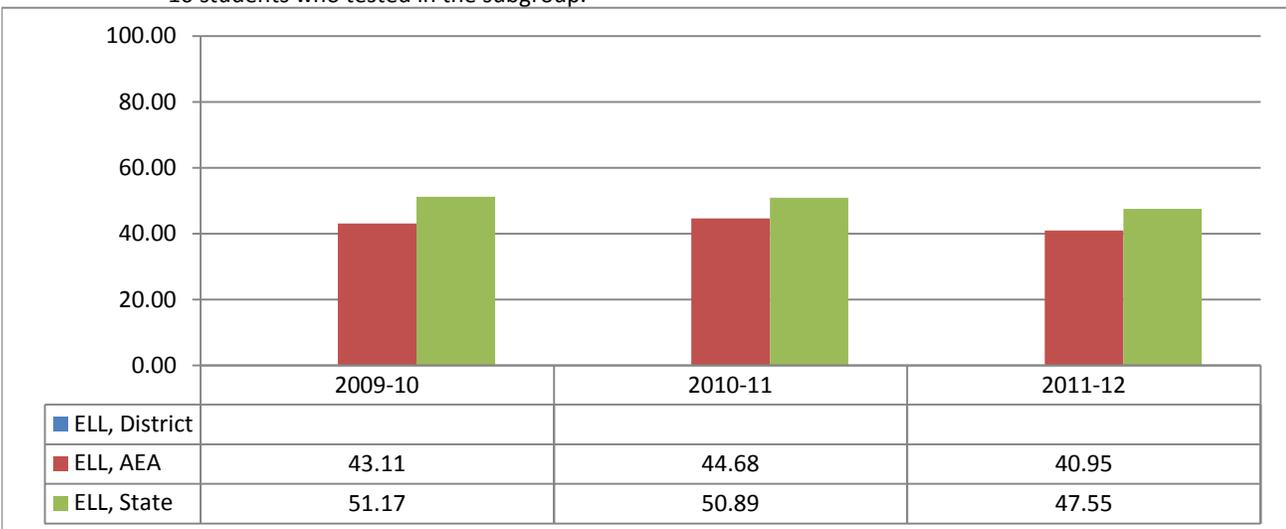


Figure 39: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Science

Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.



Figure 40: Percent of Students in Grade 11 College Ready in Reading, Math, Science

Source: AYP assessment file

Definitions: College ready is defined as the ITED/Iowa Assessment NPR/NSS score that predicts to the ACT benchmark for college readiness.

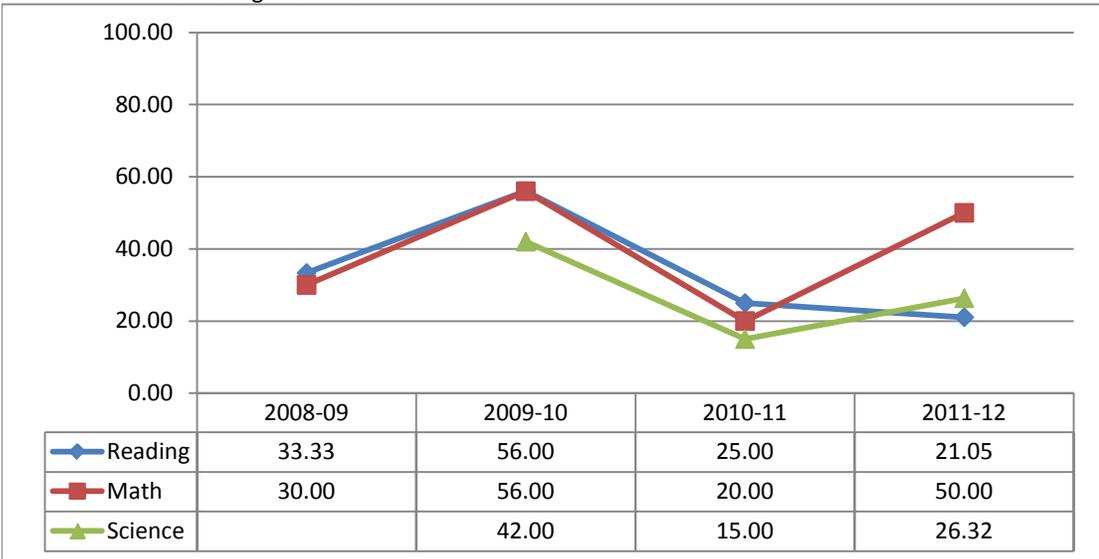


Figure 41: School Year 2011-2012 High School Carnegie Units Offered by District

Data Source: Winter EASIER (Student Reporting in Iowa)

Defintions: The number of district-submitted Carnegie Units for all of the courses in each accreditation area.

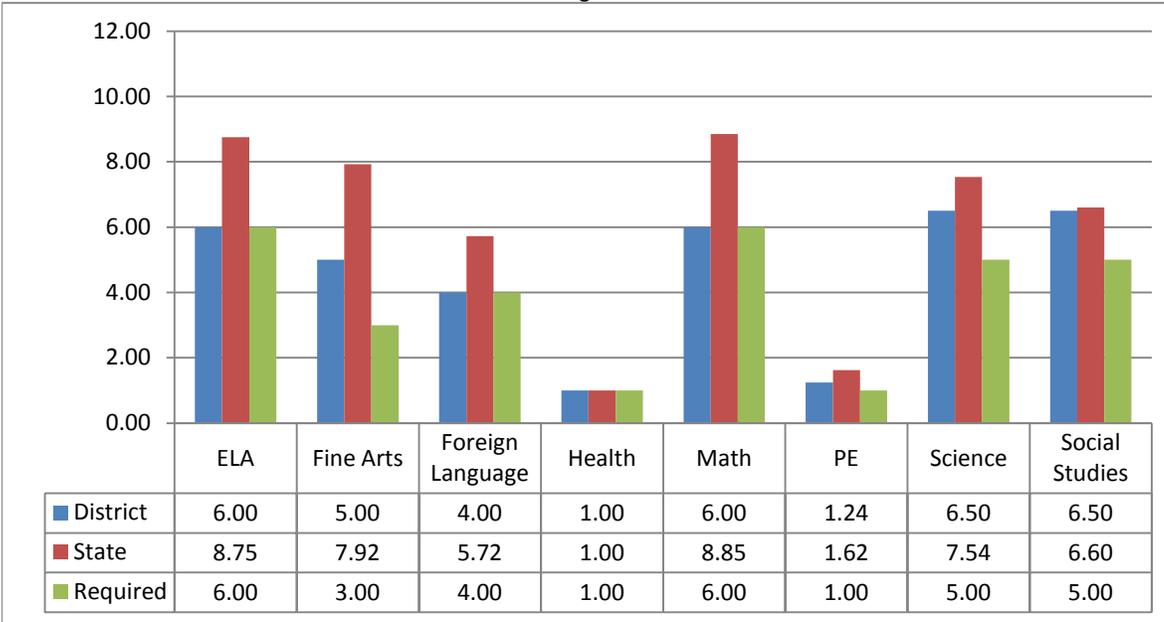


Figure 42: By Subgroup, High School Graduation Rate for Class of 2011

Data Source: Spring EASIER (Student Reporting in Iowa)

Defintions: The percentage of students remaining in the cohort who started 9th grade in school year 1 and graduated at the end of school year 4. Missing data indicates there are fewer than 10 students in the cohort in the subgroup.

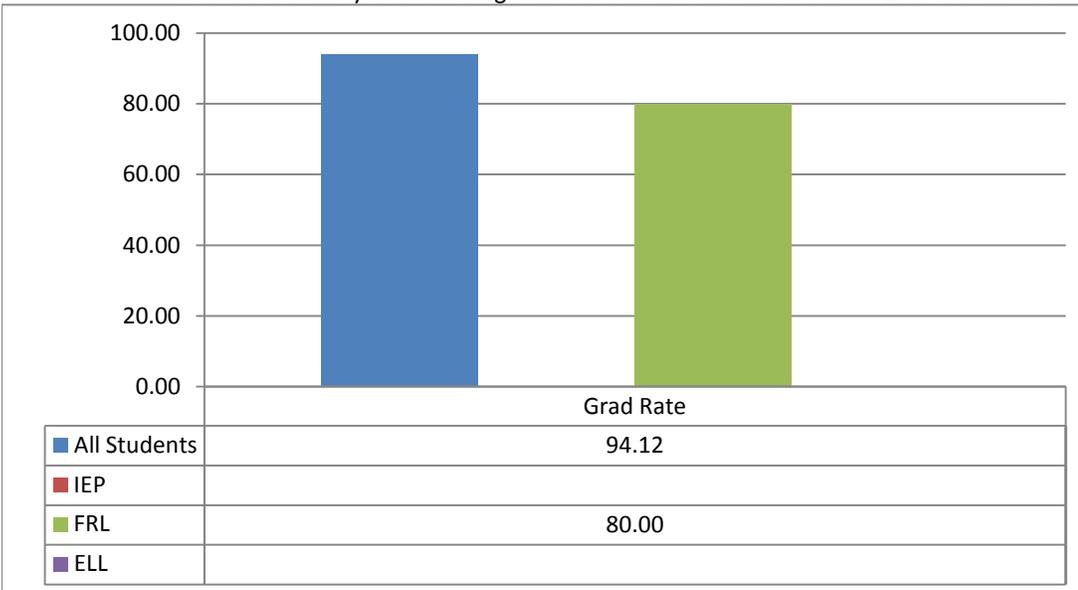


Figure 43: Percent of Students Receiving Disciplinary Removals

Data Source: Fall/Spring EASIER (Student Reporting in Iowa)

Definitions: The number of PK-12 students removed during the school year divided by the district's Fall BEDS enrollment.

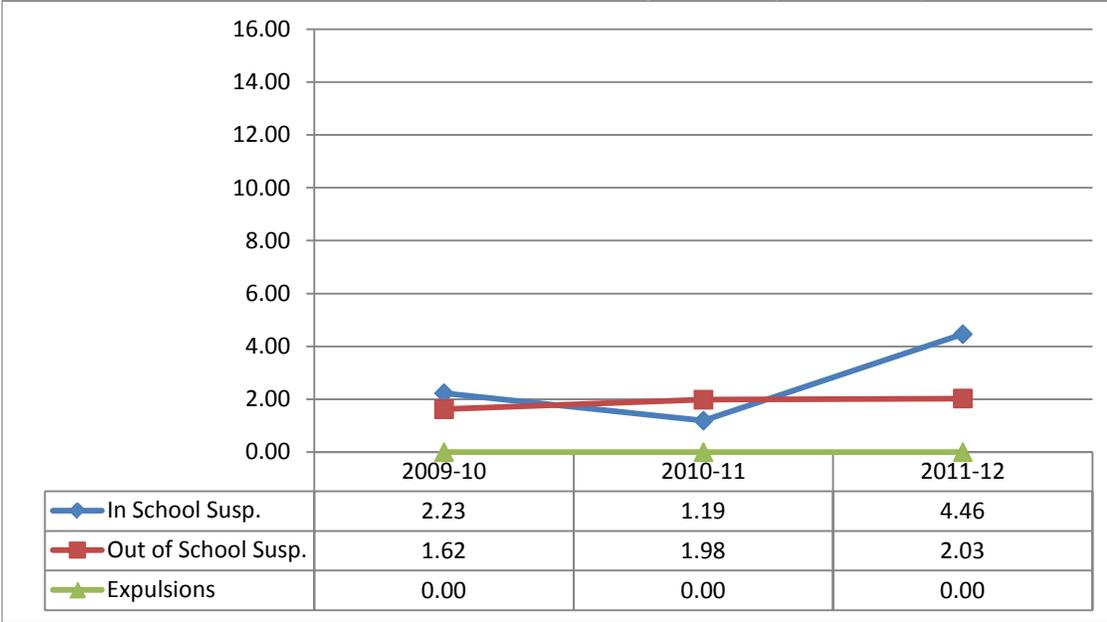


Figure 44: Percent of Students with Positive Responses to Questions in the Construct

Data source: Iowa Youth Survey

Definitions: The percent of students who answered questions in each construct with positive responses.

