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DEPARTMENT OF EDUCATION
BRAD A. BUCK, DIRECTOR

March 19, 2014

Michael Amstein, Superintendent
Atlantic Community School District
1100 Linn St
Atlantic, IA 50022

Dear Superintendent Amstein:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at Atlantic Community School District (CSD) on January 28 – 30, 2014. 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 school, 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, the Atlantic 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 principal prior to leaving the district at the end of the site visit. The Atlantic 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:

Janet A. Boyd, School Improvement Consultant
Fred Kinne, School Improvement Consultant
Peggy Van Kirk, Special Education Cadre

Area Education Agency Representatives:

Debra Johnsen, Iowa Core Consultant, GHAEA
Marilyn Nickel, Literacy Consultant, GHAEA
Echo Pierce, School Improvement Consultant, GHAEA
Kim Wise, Science Consultant, GHAEA

Local Education Agency Representatives:

Kim Jones, Curriculum Director, Lewis Central CSD
Justin Wagner, Superintendent, Harlan CSD

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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 Atlantic CSD's continuous improvement process, the district must review its current 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 C-Plan must be completed by September 15, 2014. Directions for revision and submission of the C-Plan can be found at: https://entaa.iowa.gov/entaa/sso?appld=DOE_EFP&callingApp=https://portal.ed.iowa.gov/iowalandingpage/landing.aspx&logo=https://portal.ed.iowa.gov/iowalandingpage/Images/ThemeBlue/banner_top.png#topHeader.

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_2013-2014_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 Atlantic CSD staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



Janet A. Boyd, 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



Atlantic Community School District

**Team Findings
January 28 – 30, 2014**

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

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. Atlantic Community School District's (ACSD) mission is communicated throughout the system and community. The mission, *The Atlantic Community School District will prepare all learners to be creative, innovative and productive citizens by providing diverse opportunities to learn and apply relevant skills and knowledge in a positive, disciplined and challenging environment*, is posted on the homepage of the district's web page, displayed at the entrance of the high school and is displayed on the library entrance windows. Multiple interview groups reported the mission statement guides teaching and learning. For example, teachers reported classroom activities which support diverse opportunities to learn and meeting the needs of all learners. In addition, the district supports goal setting for students by having students develop their own mission statements and posting them in the commons area.
2. The district continues to seek to improve instruction and student engagement with technology and innovative practices. For example, district resources have been used to provide teachers and students with technology tools and support. The district has a full time technology coordinator. Interviewees reported classroom technology such as smart boards and mobile computer labs are readily available.
3. ACSD appears to support the diverse learning needs of students through their district goals. For example, multiple interview groups reported a district goal is to reduce the achievement gap for students with Individualized Educational Programs (IEP) and students without IEPs, English Language Learners (ELL), and students who qualify for Free and Reduced Lunch (FRL). The district was awarded the Breaking Barriers to Learning and Teaching Award 2010 for significant decrease in achievement gap in two subgroups. Subgroups included third and sixth grade reading for socioeconomic disadvantaged students.

Recommendations for Improvement:

4. The district does have a vision statement, which states: *Students become productive citizens in our changing world* and has a clearly articulated mission statement. The site visit team believes the district should continue to anchor the planning, goal setting, and decision making at every level of operations in the school district with the district mission. In order to sharpen the focus of this work, the district may want to consider developing a succinct statement of purpose, or motto, which will enhance and help bring the mission to life for all members of the school community. Perhaps this motto can encapsulate the mission statement and be known by all district stakeholders. The School Improvement Advisory Committee (SIAC) could assist in developing such a motto for the district. For assistance, contact David Van Horn, GHAEA, at dvanhorn@ghaea.org.

5. As ACSD plans for the future, the site visit team would encourage the district to continue to work with stakeholders on the goals regarding academics, facilities, and finances. The district might want to consider ways to elicit more frequent input from stakeholders. The site visit team noted difficulty finding plans regarding the upcoming bond vote. Interviewees did not appear to have a clear understanding of the process or what is being proposed. The culture and climate of a district can be dramatically impacted by a fear of the unknown. The district may want to work diligently to be transparent regarding finances and future plans for facilities. A climate survey could assist the district to stay connected to the pulse of the community. For assistance in locating and administering a reliable survey the district might contact Jennifer Williams, GHAEA, at jennifer@ghaea.org.

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 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:

6. Multiple interview groups noted leadership opportunities exist for students. One example reported was student council which consists of voted members and walk-on members who can provide input during the meetings. Some other examples included:
 - Choir Council
 - Sports
 - Future Farmers of America (FFA)
 - Friend-to-Friend Student Mentoring
 - Reading Buddies
7. Parent interviewees reported both at a district and a classroom level communication with parents was frequent and varied. They reported classroom communication was generally by email including reminders of assignments, upcoming assessments, and behavior reports both positive and negative. Administrators were considered to be "visible" and "responsive" to parent concerns. The district website contains a link to JMC, student management system, for both parents and students. The parents interviewed expressed appreciation for the ability to be informed of student progress. The website also offers links to classroom websites.
8. The district is working toward distributive leadership by developing varied levels of leadership teams. For example, multiple interviewees reported valuing the work of the District Leadership Team (DLT). The team collaborates with ACSD administrators, provides instructional leadership and drives professional development. DLT appears to be the "go to" group for school improvement.

9. ACSD has used resources to hire support staff for administrators and teachers. For example, the district hired a School Administrative Manager (SAM) at the beginning of the school year. In addition, the district employs numerous positions to support the special needs of students. The district appears to understand the importance of student health services. For example, learning supports staff reported the district has a Registered Nurse (RN) as the student health coordinator who oversees two other RNs and a number of health assistants some of whom are licensed practical nurses (LPNs). The district has other positions such as behavior interventionists, School to Work Coordinator, School Resource Officer (SRO), and student advocate personnel.

Recommendations for Improvement:

10. Although the district has developed a DLT, it may want to develop a consistent method for communication with building leadership teams (BLT) and the district staff. Interviewees struggled with the process to get feedback from the instructional staff. The district may want to develop a standardized communication system for certified and classified staff to report comments and concerns to the DLT and/or BLT. The site visit team noted a page on the webpage devoted to the DLT but it states “coming soon”. This may be an avenue for developing communication.
11. Administrator and teacher evaluation systems do not appear to promote growth. Groups reported the evaluation process lacks viable opportunities for valuable formative feedback on their goals and performance. Interviewees indicated the informal discussions with an evaluator provided more assistance for professional growth. Not only is the systematic evaluation of teachers and administrators required in Iowa Code, it can positively influence work performance and attitudes, as well as student achievement. In addition, it is a powerful mechanism to influence instruction and support school improvement efforts. The district may want to consider a first step toward improving the system by evaluating the tool used for evaluations. Iowa Code requires the district to use the eight teaching standards for teacher evaluation and the six Iowa Standards for School Leaders for administrator evaluations, but does not mandate the tool a district uses. For assistance, contact David Van Horn, GHAEA, at dvanhorn@ghaea.org.
12. ACSD has a functioning SIAC which meets three times a year. Data was shared with the interview committee concerning major educational needs, student learning goals, and long range goals in core areas. However, during the SIAC interview it was apparent to the site visit team the committee members are uncertain of their role. The committee membership list appeared to be weighted toward teachers/administrators. Apparently the district found it difficult to engage parents and community members on the committee. The site visit team recommends the district prepare detailed overview training for team members and also discuss ways to entice a diverse group of parents and community members to participate on the committee. An example cited at the interview was to provide day care the evening of the meeting for those parents needing such support. In addition, SIAC should work with the most recent need assessment data to make recommendations regarding bullying and harassment. See non-compliance findings on page 19 of this report.
13. Discussions with teachers and administrators indicated each building has an assigned special education coordinator. At the elementary and middle school the building administrator is assigned the responsibilities and at the high school the guidance counselor provides assistance. Each building determines the instructional delivery model for his/her building, and the resources and professional development to support the initiatives. While each building appears satisfied with the model they utilize, the district may wish to consider how the current system impacts student transition between

buildings; communication between teachers, parents, and administrators; student assessments; instructional practices, and student achievement. For assistance, contact Ron Russell, Regional Administrator, GHAEA, at russell@ghaea.org.

14. District special education teachers reported concern regarding a disconnect between middle school and high school special education delivery systems. While the middle school students are served by teachers and paraeducators, the ratio of special education paraeducators to teachers decreases at the high school level. In addition, co-teaching occurs with students at the middle school but is not provided at the high school. The district and IEP teams are encouraged to ensure students on IEPs are provided equivalent resources and continuum of services at each of the district's buildings. For assistance, contact Ron Russell, Regional Administrator, GHAEA, at russell@ghaea.org.

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:

15. Multiple groups reported strong collaboration with parents and community. Local law enforcement brought the possibilities of the Alert Lockdown inform Counter Evacuate (ALICE) protocol training to the attention of ACSD and provided some of the necessary resources to allow ACSD to complete the professional development required. The Model Employment Training Site (METS) is a joint effort between the business community and ACSD to provide a summer work program. METS was established using a National Career Readiness grant written by principal, teachers and business leaders.
16. Administrators and teachers reported the establishment of several collaborative teams: District Leadership Team, Building Leadership Teams, and Collaborative/Content Learning Teams. In addition, Authentic Intellectual Work (AIW) has been a framework that has encouraged a collaborative environment.
17. Link Center and Cass County Educational Opportunity Center (CCEOC) teachers reported working together within the building to share strategies, student concerns and curriculum resources. The district added a behavioral interventionist to support the teachers and students, particularly in the Link classrooms. Link and CCEOC teachers are included on district committees and professional development. Students are given opportunities to attend classes or participate in programs at the public school buildings (e.g., horticulture, career tech, and English). The high school CCEOC teacher frequently collaborates with content area teachers at the high school to align instruction for CCEOC students with the Iowa Core.
18. Teachers, parents, and district stakeholders reported many collaborative relationships with local businesses. Students work in local businesses through the Multi-Occupations

Program (MOC) and several successful school/business/community partnership projects were noted.

19. Positive alliances among students appear to be created and nurtured. For example, multiple interview groups reported the efficacy of the mentor programs. The support provided by older students to younger students was stated as being beneficial to both mentor and mentee.

Recommendations for Improvement:

20. District stakeholders reported a need to review Career and Technical Education (CTE) program opportunities for ACSD students who wish to pursue vocational careers. For example, the loss of the construction program has left a gap in the career opportunities for students. The district may wish to further investigate community college partnerships for career programs and credit. For assistance, contact Del Hoover, CTE Consultant, Iowa Department of Education, at del.hoover@iowa.gov.
21. Paraeducators expressed concern over lack of regularly scheduled collaboration time between paraeducators and special/general education teachers. Formal meeting times would allow teachers to share relevant information regarding IEP goals and accommodations, review assessment data collected by the paraeducators, and communicate building and district information which impacts their work. Collaboration time could also be used to problem-solve (e.g., What private space is available in the buildings to read tests to students or complete informal assessments?). Currently the hallways are used for these activities. This practice was mentioned in the student interviews as used for “students who are struggling.” District administrators are encouraged to discuss possible ways to resolve these concerns. For assistance, contact Ron Russell, Regional Administrator, GHAEA, at russell@ghaea.org.

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, national origin). 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:

22. School facilities are physically accessible and school routines enhance student learning. Facilities are well maintained. Air conditioning and geothermal systems have been installed in all buildings. Elevators are available in all multistory buildings. The middle school renovations maintained the historical architecture while enhancing the learning environment. Also the renovations corrected lighting issues in the middle school hallways creating a better learning environment. The site visit team noted the buildings are clean, evidence of student work predominately displayed, in many classrooms learning goals and Iowa Core standards were posted.
23. A safe and welcoming environment, conducive to learning is a priority at ACSD. In a collaborative effort with local law enforcement, all staff was included in ALICE, a training program covering an intruder in the building scenario. There are crisis plans in every room, regular safety drills occur during the year, and by year's end buzzer systems and cameras will be included in all district buildings.
24. The district makes commendable efforts to meet the social and emotional needs of all students. For example, the district has instituted a food backpack program for students in need. In addition, the district has a partnership with the Nishna Valley YMCA to provide lunch during the summer. HyVee provides fruit and vegetable snack for Washington Elementary.
25. The increasing Chuukese community has been welcomed into the district. A Chuuk paraprofessional was hired. The ELL teacher has thoughtfully and purposefully communicated to staff cultural background information. Chuuk students have been encouraged to become involved in extracurricular activities.

Recommendations for Improvement:

26. High school and middle school students alluded to how the learning environment is impacted by cyber bullying, disrespect between student groups/cliques, and a lack of school spirit and pride. It was also mentioned students, in general, are reluctant to take issues to staff or administrators due to the concern adults will judge them or the potential consequences of “tattling” to them. Student to student repercussions are an additional concern if bullying /harassment issues are taken to adults. Students also stated if issues are taken to adults in the building, they would like to be assured it was addressed, possibly in a follow up visit. The site visit team recommends the high school staff engage student leadership in conversation concerning how the learning environment is impacted and developing solutions through the lens of digital citizenship. High school students have been impressed and appreciative of adult leaderships’ initiative in using a bullying/harassment survey used to find bullying/harassment hotspots and safe zones for those experiencing bullying/harassment. Data from this survey would be a great starting point for conversations. Also consider reviewing programs like Olweus, to see if there are components that might help address the issue of cyber bullying. For additional assistance regarding digital citizenship and cyber bullying contact Judy Griffin, GHAEA, at judy@ghaea.org or visit the webpage: <https://sites.google.com/a/ghaea.org/judygriffin/cybersafety>.
27. The district overview and various interviews indicated Positive Behavioral Interventions and Supports (PBIS) is in its implementation year at the middle school. Common areas and expectations have been determined and are posted throughout the middle school building. For district wide consistency in developing a safe environment conducive for learning, the site visit team recommends the elementary and high school study initial data collected from the middle school. If the data show results, consider implementing PBIS in each building. For assistance, contact Deb Zebill, Safe and Supportive Schools Consultant, GHAEA, at dzebill@ghaea.org.

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). 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:

28. The district overview stated Iowa Core Standards are posted in classrooms and incorporated into lesson plans. AIW work helps to incorporate the Iowa Core into classroom instruction with consistency of content as a goal. Iowa Core standards-based report cards are used by the teachers at Washington Elementary.
29. CTE teachers and instructional learning support staff both reported the district's ongoing support of individual teacher's personal professional development through attendance of outside conferences and trainings (e.g., Welding conference, CASE classes, and ProStart).
30. The district values and is committed to meeting the diverse needs of all learners, including struggling learners, students at-risk and students with special needs such as ELL, Gifted and Talented (GT), and socio-emotional needs. Multiple groups interviewed expressed pride in their commitment to meeting individual student needs. The following examples were reported by the district:
 - Lindamood-Bell (LMB) reading
 - Corrective Reading
 - Title I Mathematics and Reading

In addition, special education teachers across grade levels 3-5 reported they were implementing Specially Designed Literacy Instruction. This includes a structured 30 minutes per day of direct instruction in phonics, fluency, vocabulary, comprehension, and writing.

Recommendations for Improvement:

31. In conjunction with the district mission to provide 21st century innovation within the learning environment, the district is encouraged to continue to develop technology tools for every teacher/student and encourage the use of tools such as web pages or blogs. As the district considers the move to 1:1 computer laptops, such skills development would be a proactive step. The district may also want to evaluate the equity of resources provided to general and special education classrooms. In addition, the Clarity Survey could be a good resource for the district. For assistance, contact Judy Griffin, GHAEA, at judy@ghaea.org.
32. Special education teachers reported the district directed them to align instruction with the Iowa Core standards. While the teachers understand the district expectation, it appears they may lack key knowledge and skills or focused instructional strategies needed to meet this directive. As expectations for Iowa Core implementation increases, providing supports for success may be necessary. Using cohesive professional development to investigate, target, and train with research-based instructional strategies and assessments may remove barriers the special education teachers believe exist in implementing Iowa Core for all students. For assistance, contact Deb Johnsen, Iowa Core Consultant, GHAEA, at djohnsen@ghaea.org.
33. Interviewees reported the desire to continue work on scope and sequence of the curriculum and alignment with the Iowa Core. For example, the district has developed a collaborative effort with teacher and administrators to align Iowa Core standards. Currently the collaborative effort includes mathematics and literacy groups who are meeting with administrators during the summer and have begun looking at deficits between the intended and enacted curriculum with regard to Iowa Core. The district is encouraged to continue to refine this work and expand the process district wide. For assistance, contact Deb Johnsen, Iowa Core Consultant, GHAEA, at djohnsen@ghaea.org.

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. Student achievement and other sources of data are used to set goals for professional development. The district is in its fourth year as the AIW initiative has expanded from high school to include the middle school and the elementary school. This district-wide effort brings continuity to the educational environment and a focus for collaborative groups' work. Eight staff members and three administrators are in training as local AIW coaches to better assure district wide implementation. This sustained effort has minimized switching from one initiative to another.
35. Time is provided for teachers to collaborate and apply new content and pedagogical knowledge. For example, the district instituted an every Wednesday early out schedule for practitioner collaboration. In the early out schedule, two days a month are devoted to AIW and two days a month to building level needs.
36. The district devoted a full day to differentiated professional development.. Staff response was positive. Topics included the following:
 - AIW Unit Planning and Crosswalk
 - School Law
 - Sexual Harassment
 - MCGF/ELL
37. ACSD has made school board professional development a priority. For example, board members reported they attend the annual Iowa Association of School Boards (IASB) convention when possible. In addition, members attend retreat/work session with a facilitator from IASB.

Recommendations for Improvement:

- 38. CCEOC and Link are special programs implemented in ACSD. Highly qualified instruction, collaborative/cooperative teaching models and inclusion are evident. However, teachers expressed a desire for additional professional development time beyond district/building scheduled events, relevant to the specific needs of the students they serve. In addition, some learning support interviewees reported a need for professional development more aligned to their particular responsibilities. Perhaps the connection between current professional development and disparate responsibilities could be more clearly delineated during professional development. For assistance, contact Mark Draper, GHAEA, mdraper@ghaea.org.
- 39. Poverty indices within the district indicate a significant number of students may be impacted by the culture of poverty. Iowa Department of Education data on students who qualify for free and reduced lunch serves as an indicator of the increasing prominence of poverty impacting students and families.

Year	10-11	11-12	12-13	13-14
% of students qualifying for Free or Reduced Lunch	40.3%	42.5%	46.6%	49.4%

Source: Iowa Department of Education, Basic Educational Data Survey, Bureau of Information and Analysis Services

Poverty often represents a challenge to high student achievement in school. Overcoming the influence of poverty in schools has been addressed in current research emphasizing the strategies schools have used to improve learning. A study of this research may be useful in determining effective instructional strategies to increase student achievement. This knowledge could also assist the district in developing professional development offerings to improve teaching strategies to meet student-learning needs. The district may want to take advantage of some of the free internet resources such as Teaching Tolerance at: <http://www.tolerance.org/>, conduct a book study, or utilize professional development offerings from GHAEA to study instructional strategies which mitigate the effects of poverty on students.

- 40. As AIW becomes standard operating procedure, or “the way we do business,” it will be important for professional development leaders to make explicit connections between this AIW learning and the next big idea, or district focus. Using the AIW lens to springboard into new learning will create continuity, communicate the expectation around continuing AIW, and honor the learning and work everyone has invested over the past 4-5 years. It will be important to monitor the AIW standards, especially when it comes to instruction. For assistance, contact Deb Johnsen, Iowa Core Consultant/AIW Coach, GHAEA, at djohnsen@ghaea.org.
- 41. Administrators and teachers reported special and general education teachers have not recently been provided formal collaborative/consultative and co-teaching training needed to fully implement the collaborative/consultative model with fidelity. Training could include specially designed instruction, as well as collaboration techniques and strategies to improve implementation of the model. It is recommended the training be provided on an on-going basis to ensure new staff and collaborative team members are familiar with best practices of the collaborative/consultative teaching model. Seek out teacher leaders within the district to prepare this training. For assistance, contact Ron Russell, Regional

Administrator, GHAEA, at russell@ghaea.org.

42. The district should consider an ongoing plan for providing new hires with background information and training regarding the existing district professional development. For example, plan a half or full day prior to all teachers returning in the fall for new hires to attend. While it may not provide in depth training of, for example AIW, it would provide the new hires the attention and time to become familiar with those important aspects of professional learning that have taken place.

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 the C-Plan is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

Noted Strengths:

43. The percentage of Atlantic CSD students in the proficient range of achievement on the 2012-2013 Iowa Assessments is the same or higher than GHAEA and/or State of Iowa Averages in the following areas:

- 4th and 5th grade reading
- 3rd, 4th, 5th, 6th, 7th, and 8th grade mathematics
- 3rd, 4th, 5th, 6th, and 8th grade science

See Appendix A, Accreditation Site Visit Data Report, figures (8-14, 20-26, 32-38) for additional information.

44. ACSD process for decision-making for the continuous improvement of student learning using student achievement data is employed. For example, instructional staff and administrators studied the item analysis from the Iowa Assessments to make changes to the instructional practice. Staff discovered students needed further instruction in vocabulary and staff made adjustments in their instruction to spend more time bridging the deficit areas.

45. The district is involved in phase one of the Collaboration for Kids (C4K) early literacy implementation. Staff have participated in extensive training and is utilizing the Formative Assessment System for Teachers (FAST) universal screener. Interviewees reported it has been a positive experience which has provided the district with valuable data.

46. Basic Educational Data Survey (BEDS) data and site interviews indicate that appropriate Highly Qualified Teachers (HQT) components are being implemented with integrity in the district. Special education teachers are using the Consultation and Reverse Consultation model.

47. 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:

- All general education teachers at the high school level are appropriately licensed for teaching assignments.

- First and second year teachers participate in a mentoring and induction program

Recommendations for Improvement:

48. The percentage of Atlantic CSD students in the proficient range of achievement on the 2012-2013 Iowa Assessments is lower than GHAEA and/or State of Iowa Averages in the following areas:
- 3rd, 6th, 7th, 8th, and 11th grade reading
 - 11th grade mathematics
 - 7th and 11th grade science

See Appendix A, Accreditation Site Visit Data Report, figures (8-14, 20-26, 32-38) for additional information. Percent proficient on the Iowa Assessments reading subtest appear to be an area of concern. As district staff examine student achievement data, consider the following:

- Continue alignment work (curriculum review process) to identify gaps between intended, enacted, and assessed curriculum.
 - Consider whether any differences in the curriculum (articulation) between buildings might negatively impact student achievement.
 - Continue to review curriculum to ensure alignment with the Iowa Core is a high priority.
 - Consider increasing the use of formative assessment as part of instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of core content.
49. The district has a sizable achievement gap in reading, mathematics, and science between students with IEPs and students without IEPs in grades 3-11. For example, students with IEPs scoring at or above proficiency in reading for grades 3-11 in 2012-2013 school year was 26.00% while all students scored 66.87% proficient. (See School Improvement Data Report included in this report.) The district identified this area as a major school improvement goal. Administrators are expected to develop building plans to address this goal. As the district works to identify strategies to bridge the achievement gap, they may want to reflect on the following questions:
- How can we best involve teachers in this process?
 - How can the district utilize SMART goals?
 - How are the needs and actions communicated to stakeholders?
50. Paraeducators in the district provide valuable contributions to instructional support of students; however, their role must be one of support rather than one of equal or near equal responsibility with licensed staff. The district is encouraged to explore ways to more clearly define and distinguish the roles of paraeducators in classrooms, especially in the high school student assistance program, where paraeducators are solely responsible for the daily functions of the program. Multiple resources are available at the Iowa Department of Education Web site:
<https://www.educateiowa.gov/pk-12/learner-supports/paraeducators>
51. The district might consider the following tenants of a strong student support system as they continue the Response to Intervention (RtI) or Multi-Tiered System of Supports (MTSS) implementation at Washington Elementary and throughout the district:
- All students are part of the general education system and have access to the general education curriculum.
 - There is shared responsibility for student achievement across the entire school community.
 - The best way to address student-learning abilities that exceed core instruction is to

be proactive; therefore, any process of instructional decision-making must allow for the earliest possible assistance.

- Differentiated instruction is an essential part of the core instruction program.
- Accurate reliable data are essential to determine the instructional abilities of all students and to match resources to those abilities.
- Instructional decisions are based on multiple sources of data.
- The effectiveness of instruction is routinely monitored; on-going formative data are used to indicate when changes in instruction are needed.
- Parents are vital members of the team to support students.
- Administrators and teacher leadership teams are vital in the instructional leadership and data based decision-making of a district and school.
- Quality professional development is required to support implementation of a systemic effort to support RtI/MTSS and insure teachers have adequate tools and strategies.
- Students and teachers have the necessary supports and resources to meet the needs of all students.
- Develop a tool kit to be used across the grade levels of intensive interventions for students when the core program is not meeting their needs.

For assistance, contact Eric Neessen, Regional Administrator, GHAEA, at eneessen@ghaea.org.

Atlantic Community School District's Compliance Status for Applicable Federal Programs:

Title I

The district has no citations of Title I non-compliance 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 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.



Iowa Department of Education



Atlantic Comm School District - Site Visit Display

District verified non-compliance items have been reviewed with the district superintendent on 1/30/2014 1:20:51 PM.

Name of person certifying form	Title of person certifying form	Phone number of person certifying form
Michael Amstein	Superintendent	7122434252

Team Leader: Janet Boyd Start Date: 1/28/2014 End Date: 1/30/2014 Date Results Posted: 1/30/2014 1:17:48 PM

Noncompliance finding	(SIAC5) No evidence exists that the School Improvement Advisory Committee makes recommendations to the board about major educational needs; student learning goals; long range goals, including the state indicators that address reading, mathematics, and science achievement; and harassment or bullying prevention goals, programs, training, and other initiatives. 281—IAC 12.8(1)(a)(2)
Additional Details:	No evidence of Harassment or bullying prevention goals using needs assessment data.
Noncompliance finding	(EV3) The school district does not implement its evaluation procedures for all teachers. 281—IAC 12.3(3) and Iowa Code 279.14
Additional Details:	Some teachers and support staff do not have current evaluations. (over 3 years since last evaluation)



SI 2.5 - School Improvement Data Report
Atlantic Community School District (0387)
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Figure 1: 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/SRI
 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.

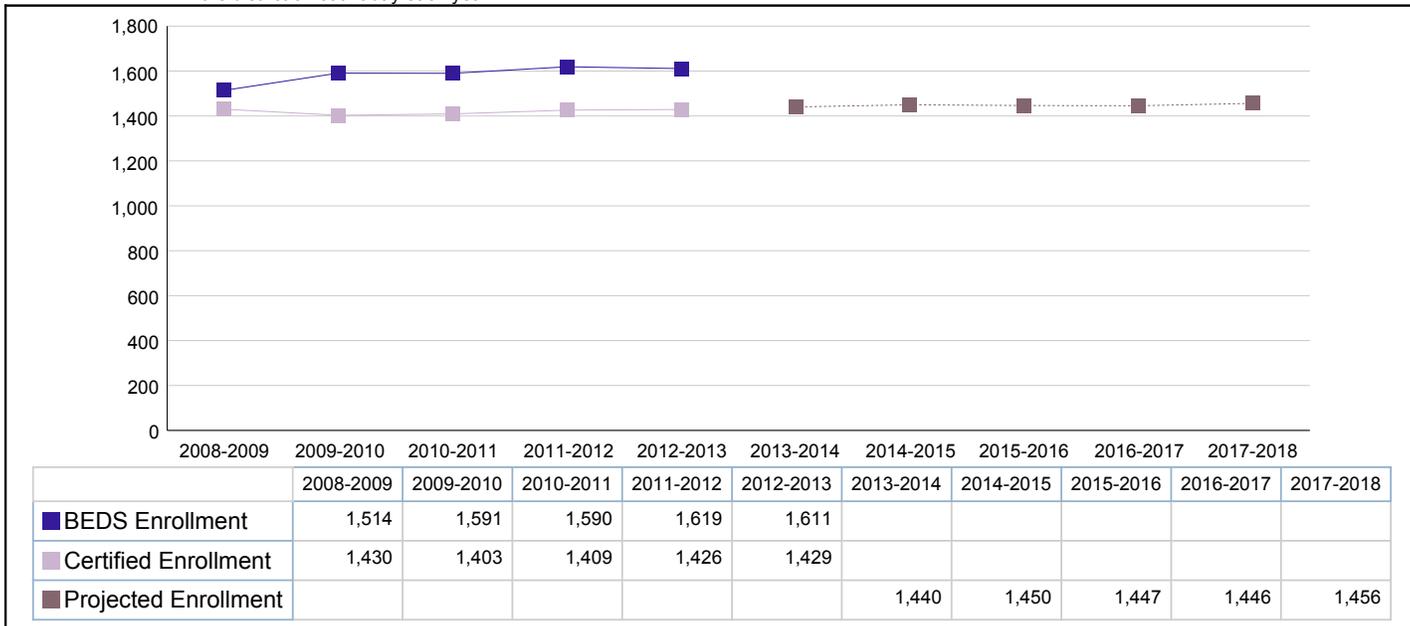


Figure 3: Preschool through 12th Grade BEDS Enrollment by Subgroups: All Students, Minority, FRL, ELL, IEP

Data Source: Fall EASIER/SRI

Definitions: BEDS enrollment is a count of students that are attending in the district on count day each year. Any student not reported as Caucasian is considered Minority; FRL refers to students receiving free or reduced price lunches; ELL refers to students who are English language learners; IEP refers to students with an individualized education program.

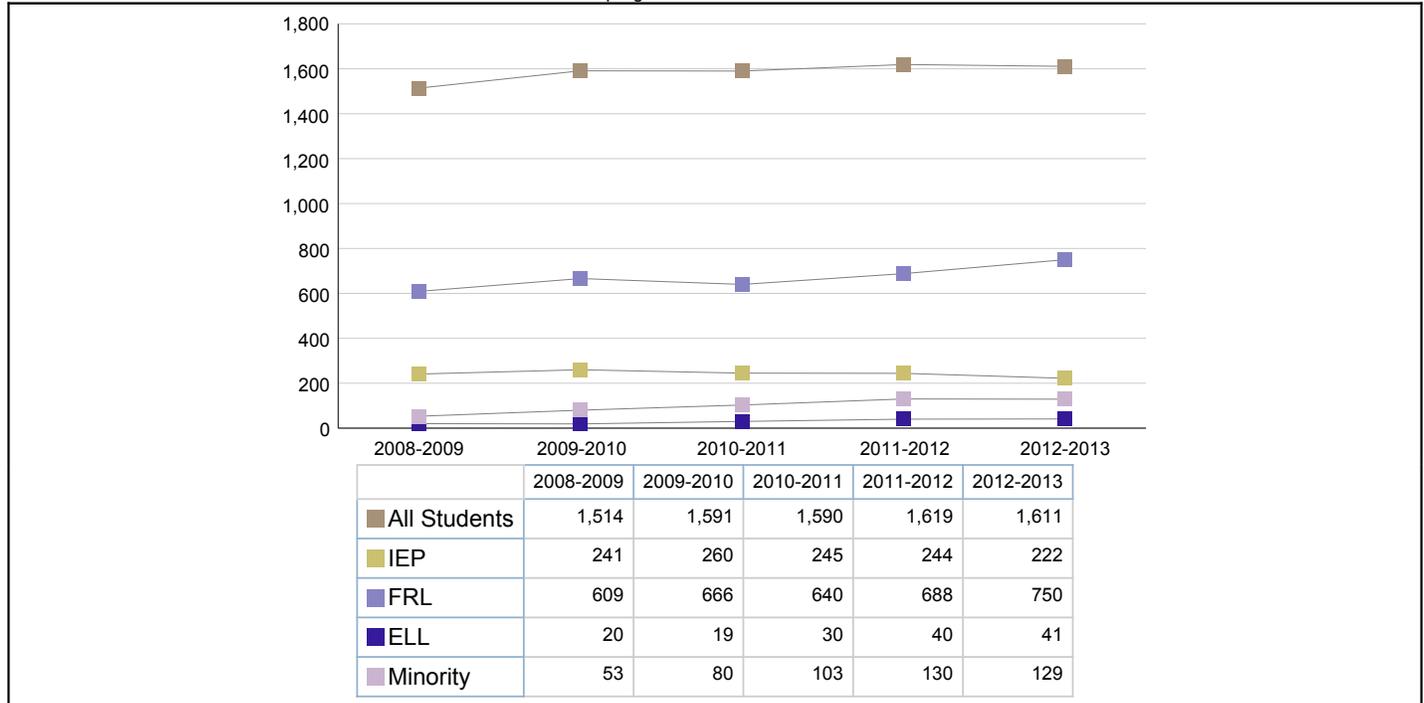


Figure 4: Annual Instructional Minutes

Data Source: Spring BEDS

Definitions: Total number of instructional minutes offered during the school year, including full and partial day minutes.

District	School	Total Annual Instructional Minutes
0387	Atlantic High School (0387-0109)	70,426
0387	Atlantic Middle School (0387-0209)	69,680
0387	Schuler Elementary School (0387-0427)	66,240
0387	Washington Elementary School (0387-0445)	66,240
	<i>State Average</i>	66,791

Figure 5: Average Daily Attendance

Data Source: Spring EASIER/SRI
 Definitions: Total number of student days present divided by total number of student days enrolled.

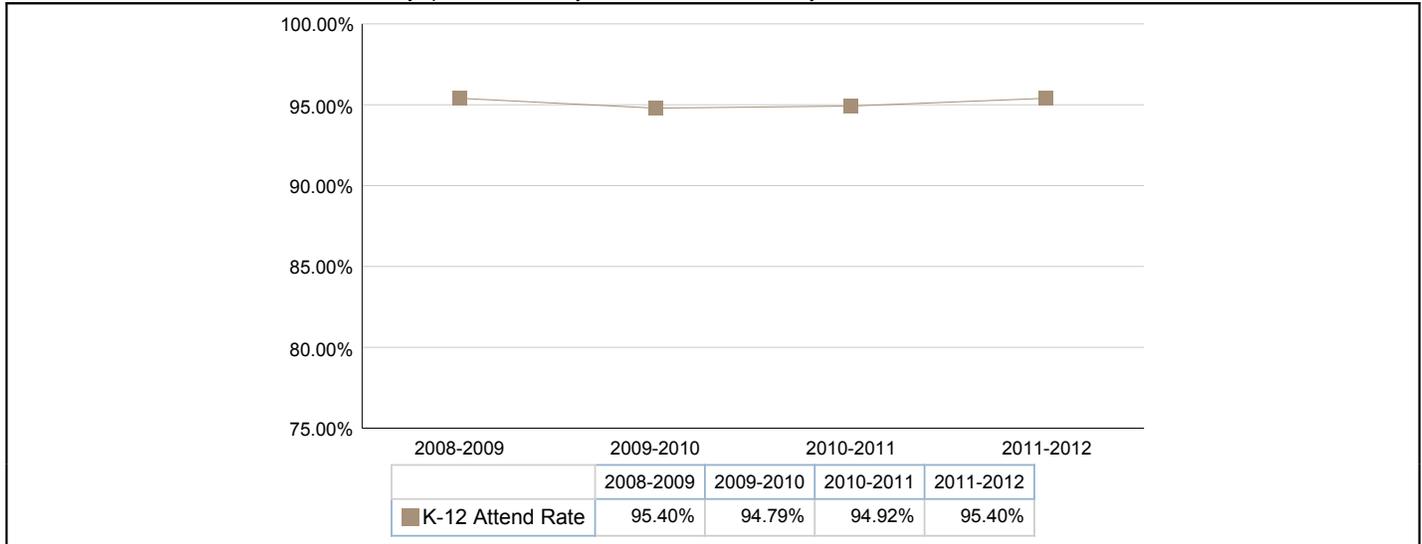


Figure 6: Schools/Districts in Need of Assistance Status

Data Source: AYP Assessment File
 Definitions: SINA/DINA status is based on assessment participation, annual measureable 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 its first year of meeting.

District	School Name	Title 1 Status	Math AMO	Reading AMO
0387	Atlantic Community School District (0387)	Yes	Watch	Watch
0387	Atlantic High School (0387-0109)	No Value	SINA-2	Watch
0387	Atlantic Middle School (0387-0209)	No Value	SINA-3	SINA-4
0387	Schuler Elementary School (0387-0427)	School wide	Delay-1	SINA-1
0387	Washington Elementary School (0387-0445)	School wide	Watch	Watch

District	School Name	Title 1 Status	Math Part.	Reading Part.	Other
0387	Atlantic Community School District (0387)	Yes	MET	MET	MET
0387	Atlantic High School (0387-0109)	No Value	MET	MET	MET
0387	Atlantic Middle School (0387-0209)	No Value	MET	MET	MET
0387	Schuler Elementary School (0387-0427)	School wide	MET	MET	MET
0387	Washington Elementary School (0387-0445)	School wide	MET	MET	MET

Figure 7: Percent of Kindergarteners Scoring At Benchmark on DIBELS/DIBELS Next Initial/First Sounds Fluency

Data Source: Fall EASIER/SRI
 Definitions: Districts are required to assess all kdg students using a literacy assessment by October 1st. If a district uses DIBELS/DIBELS Next for this assessment, scores are reported below.
 At benchmark is equivalent to a score greater than 7 on DIBELS and greater than 9 on DIBELS Next.

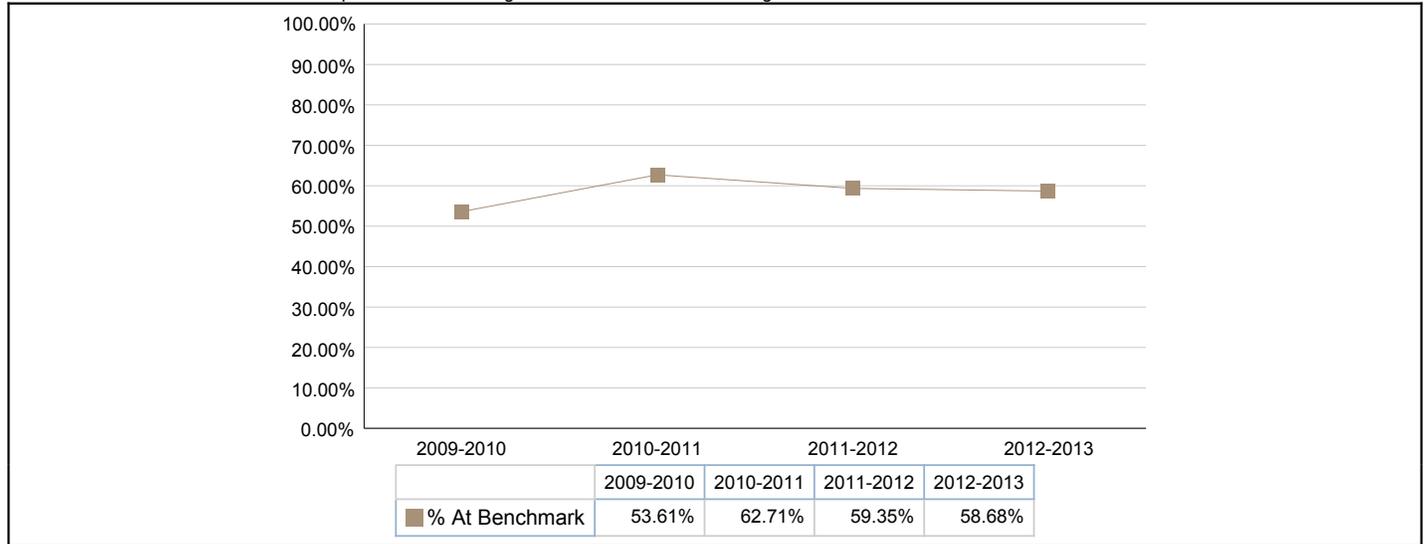


Figure 8 Percent of Students in Grade 3 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

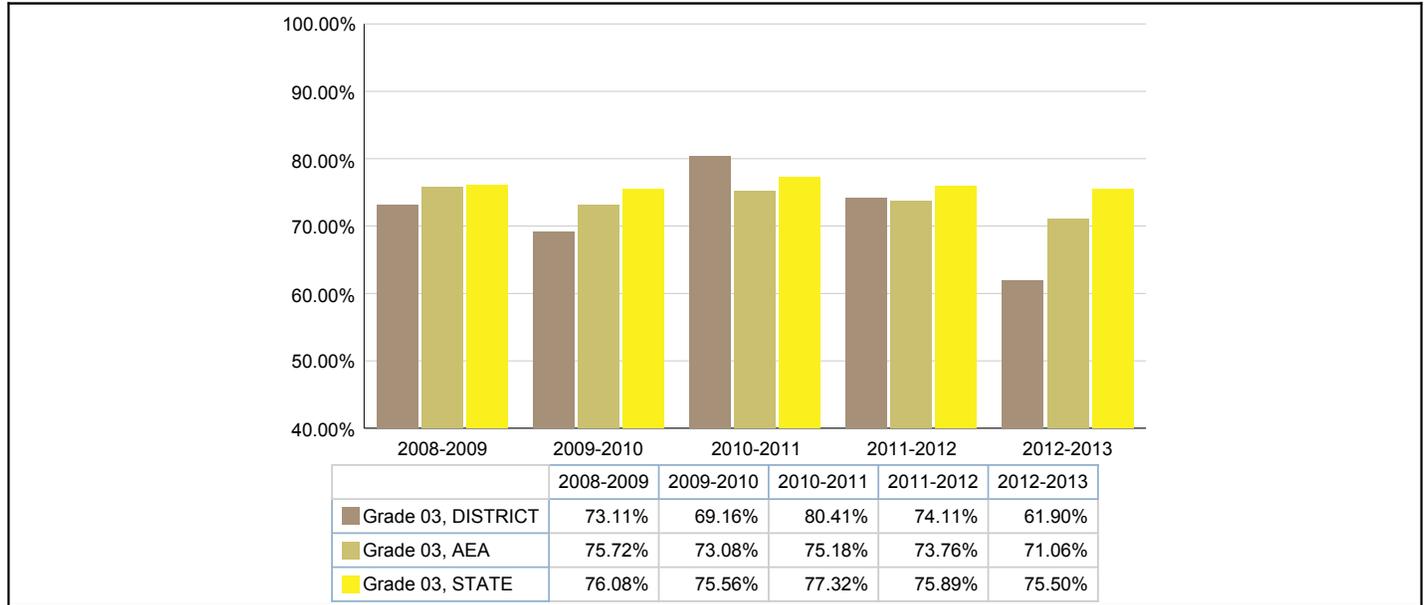


Figure 9 Percent of Students in Grade 4 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

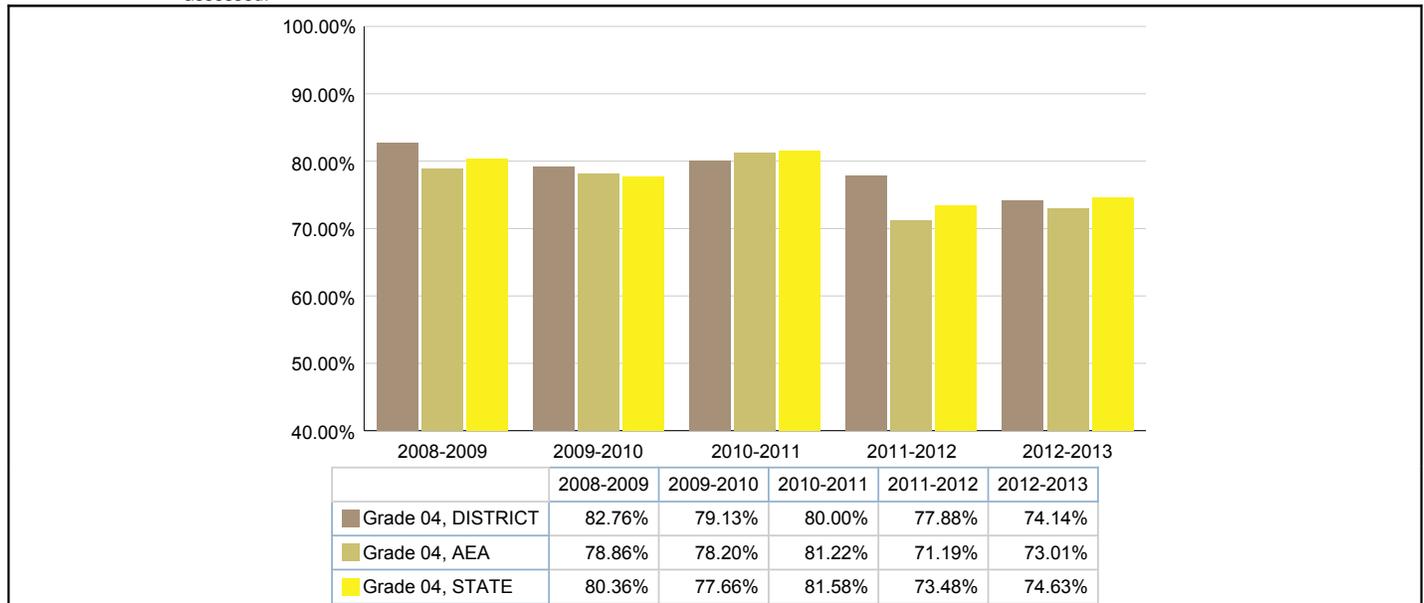


Figure 10 **Percent of Students in Grade 5 Proficient in Reading**

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

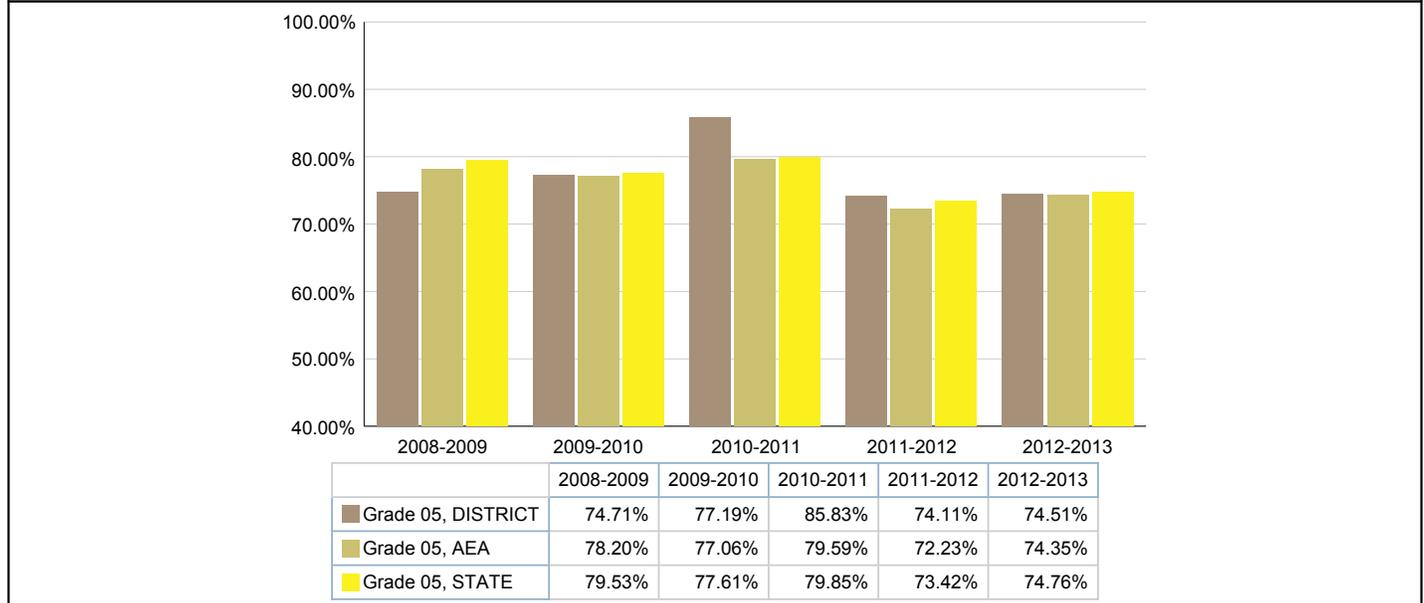


Figure 11 **Percent of Students in Grade 6 Proficient in Reading**

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

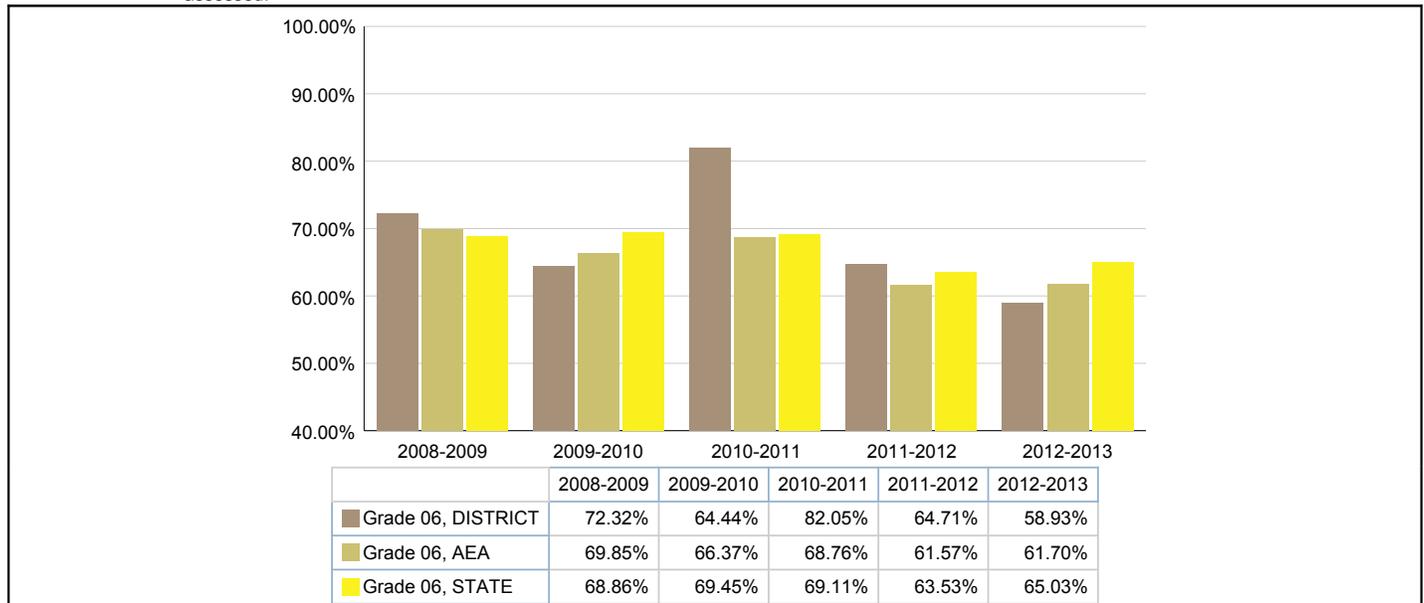


Figure 12 Percent of Students in Grade 7 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

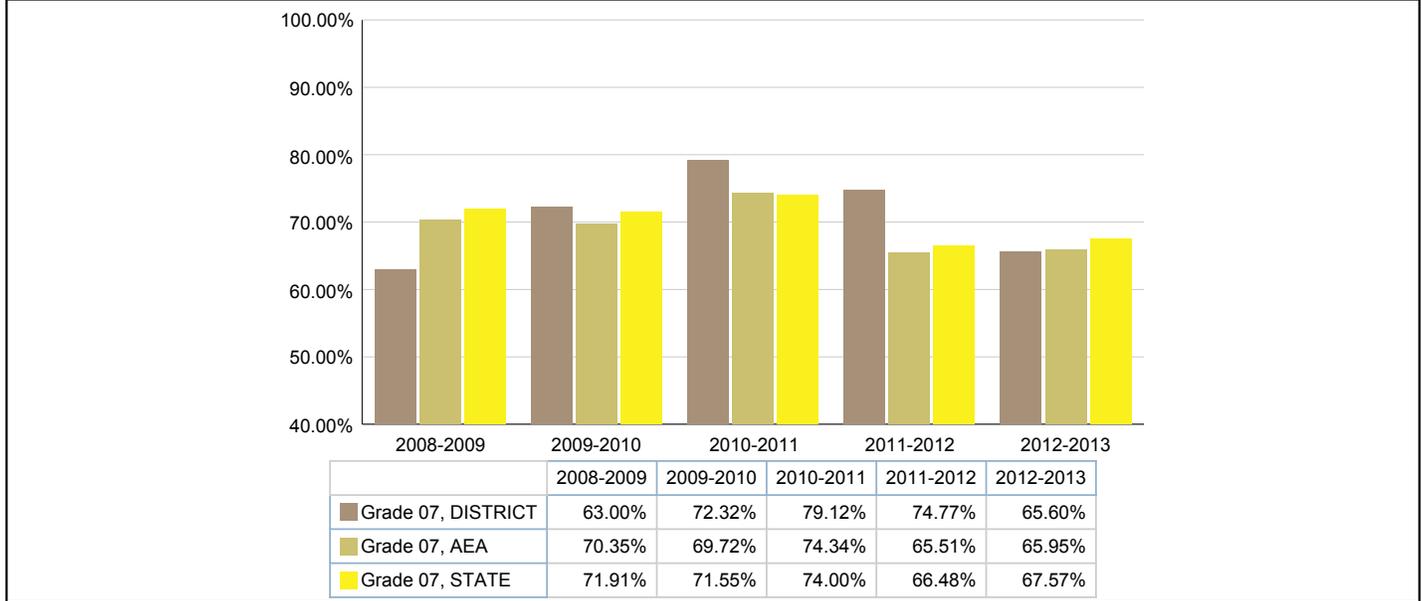


Figure 13 Percent of Students in Grade 8 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

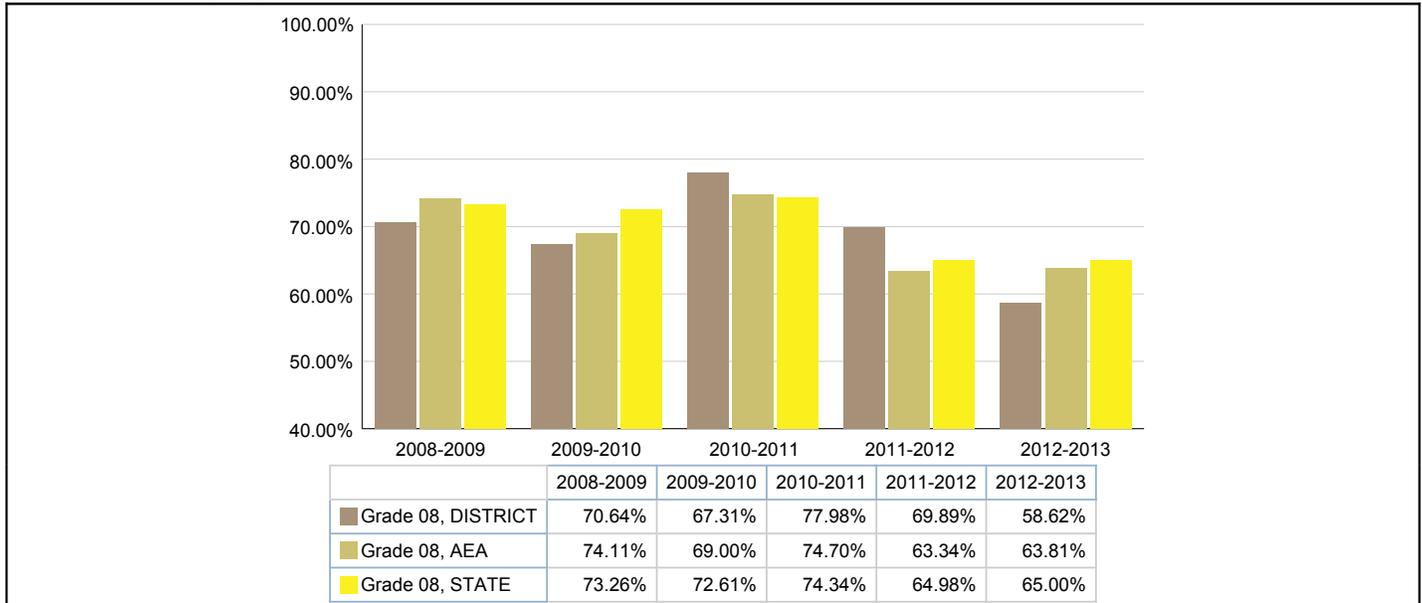


Figure 14 **Percent of Students in Grade 11 Proficient in Reading**

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

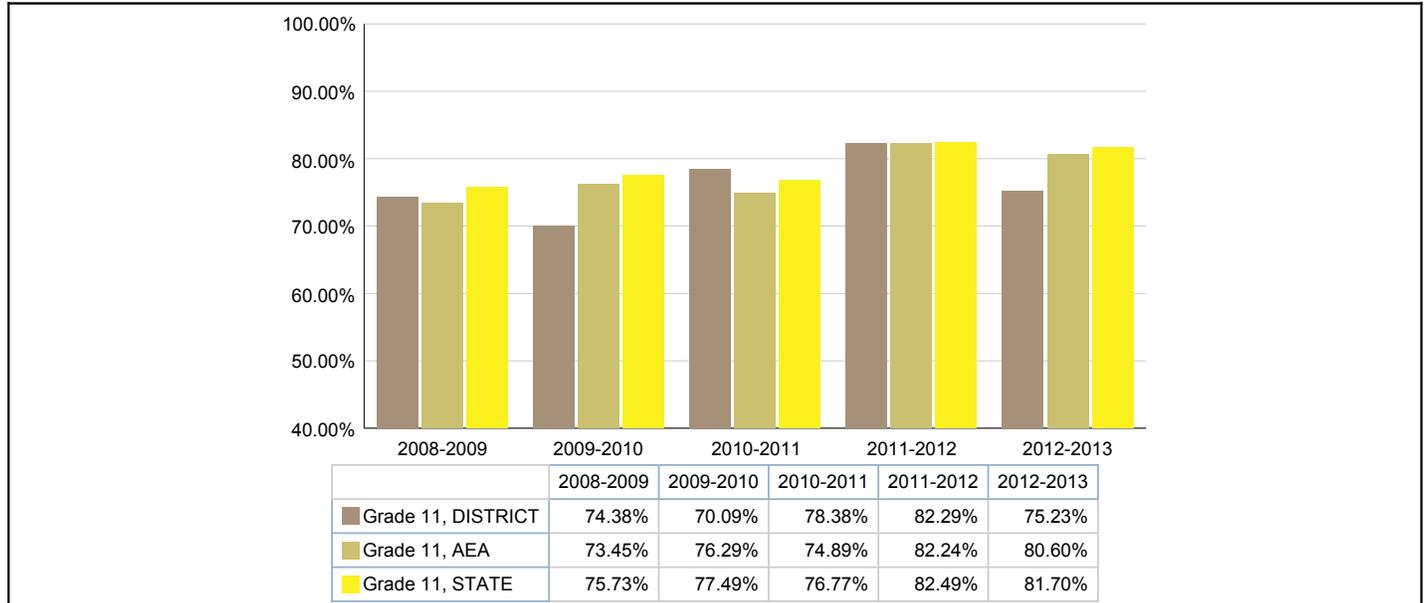


Figure 15: **Percent of Students in Grade 3 - 11 Proficient in Reading by Subgroups: All students, Minority, FRL, ELL IEP**

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

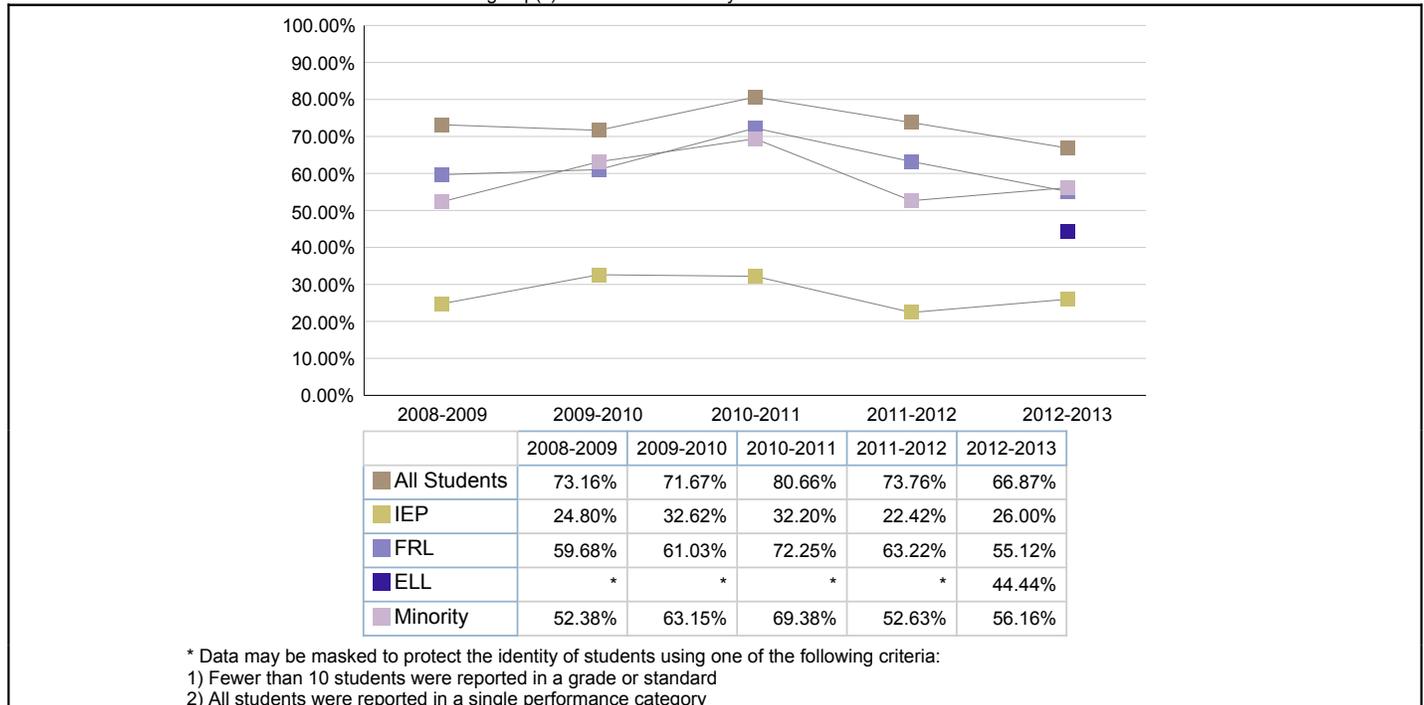


Figure 16: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

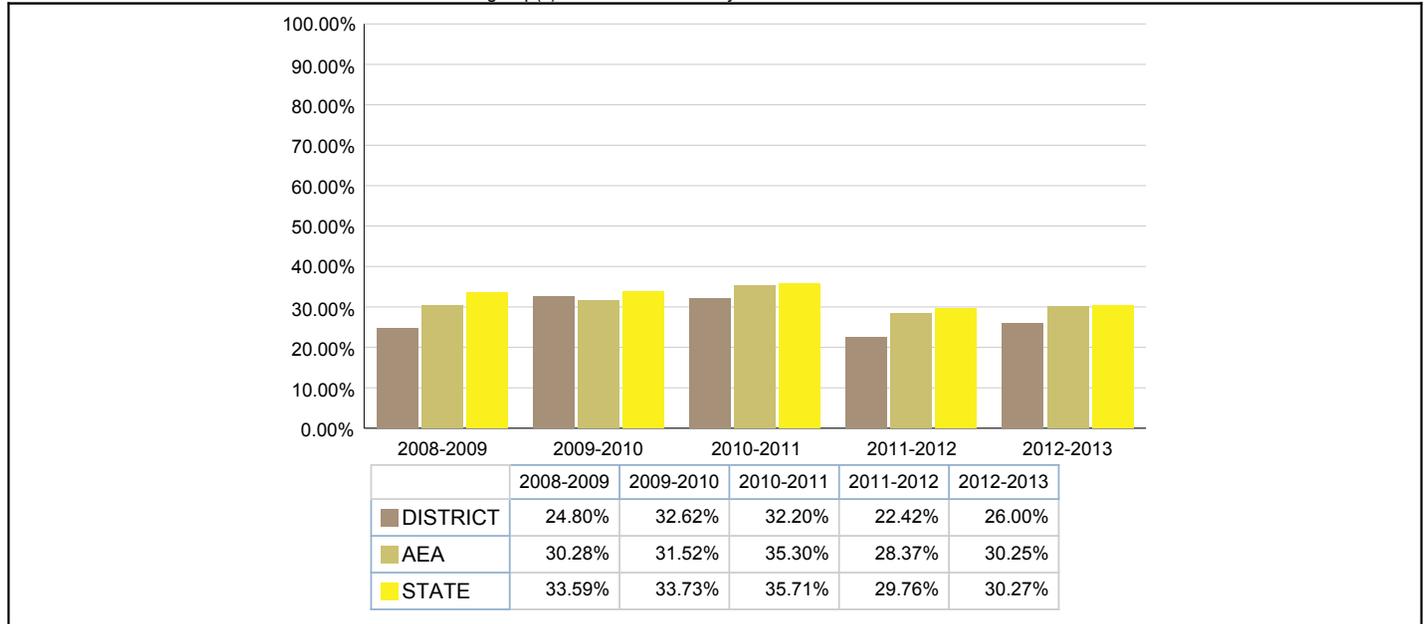


Figure 17: Percent of Free/Reduced Lunch Students Grades 3-8, 11 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

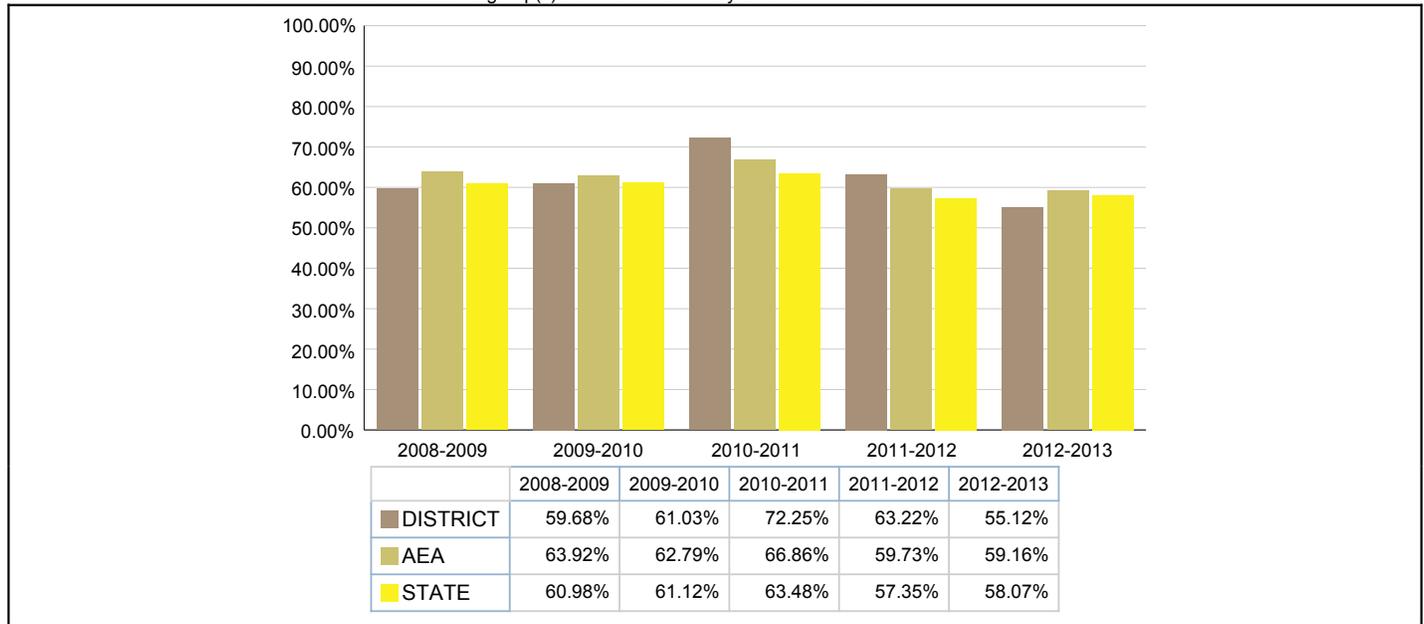
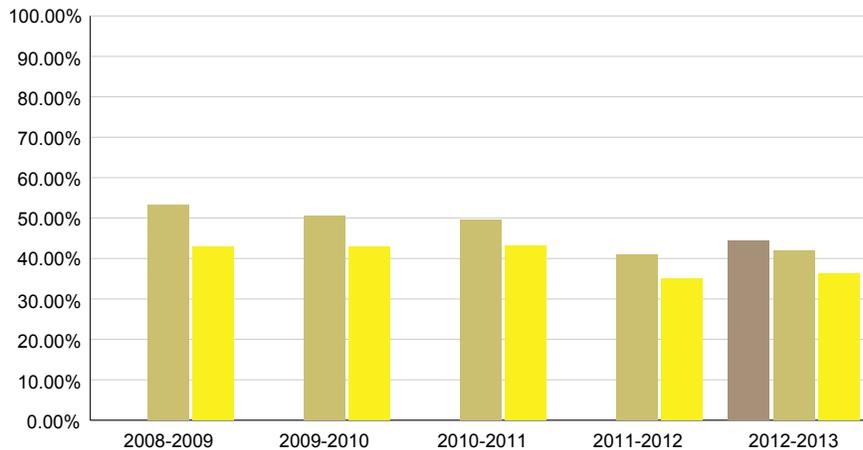


Figure 18: Percent of English Language Learner Students Grades 3-8, 11 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

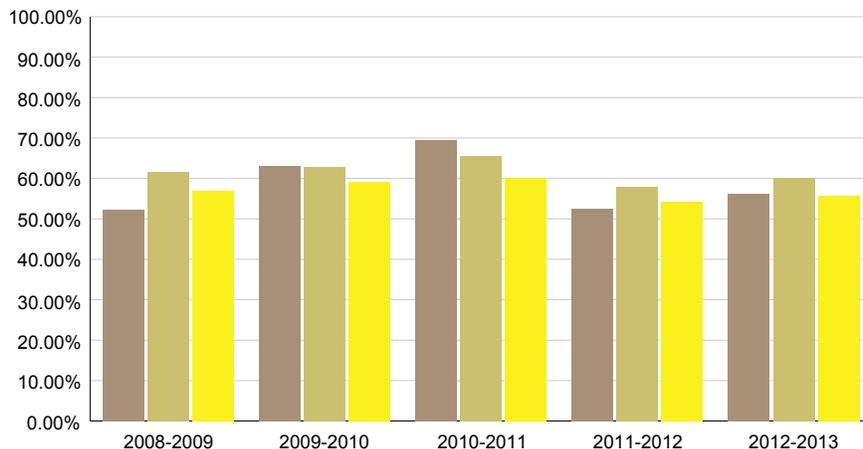


	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
DISTRICT	*	*	*	*	44.44%
AEA	53.23%	50.62%	49.53%	41.00%	41.96%
STATE	43.00%	42.94%	43.18%	35.11%	36.39%

* Data may be masked to protect the identity of students using one of the following criteria:
 1) Fewer than 10 students were reported in a grade or standard
 2) All students were reported in a single performance category

Figure 19: Percent of Minority (Non-White) Students Grades 3-8, 11 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
DISTRICT	52.38%	63.15%	69.38%	52.63%	56.16%
AEA	61.63%	62.78%	65.45%	58.01%	60.15%
STATE	56.94%	59.05%	60.04%	54.25%	55.72%

Figure 20: Percent of Students in Grade 3 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

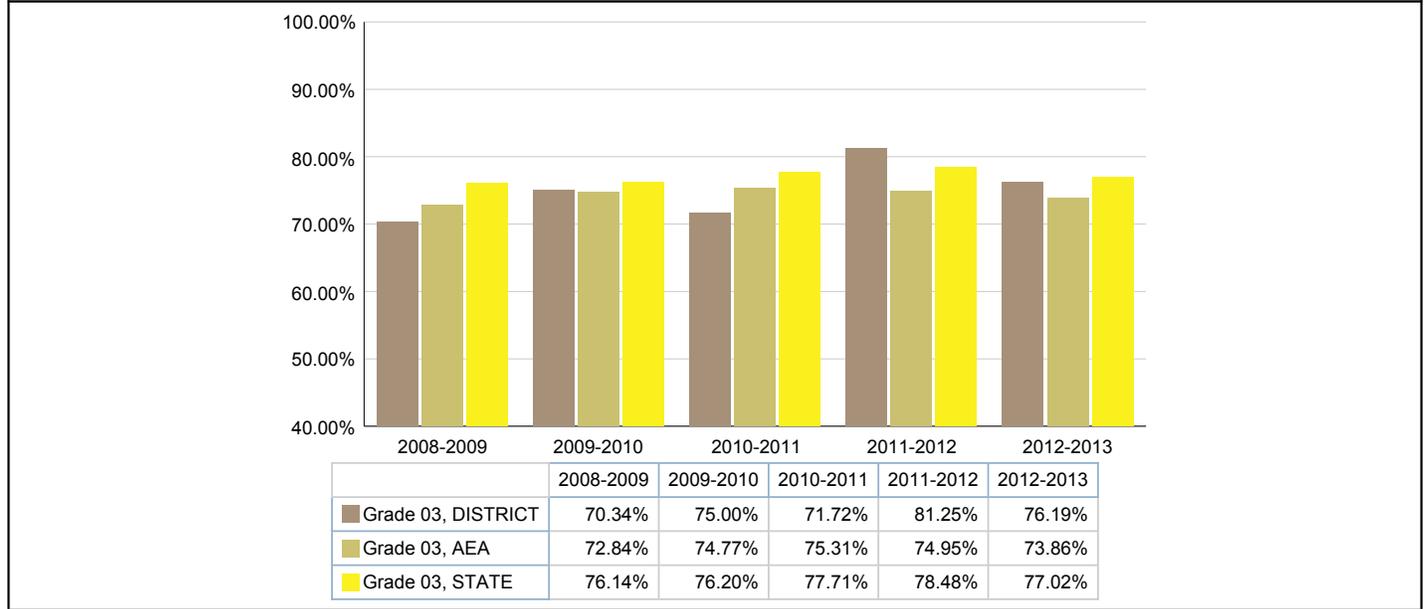


Figure 21: Percent of Students in Grade 4 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

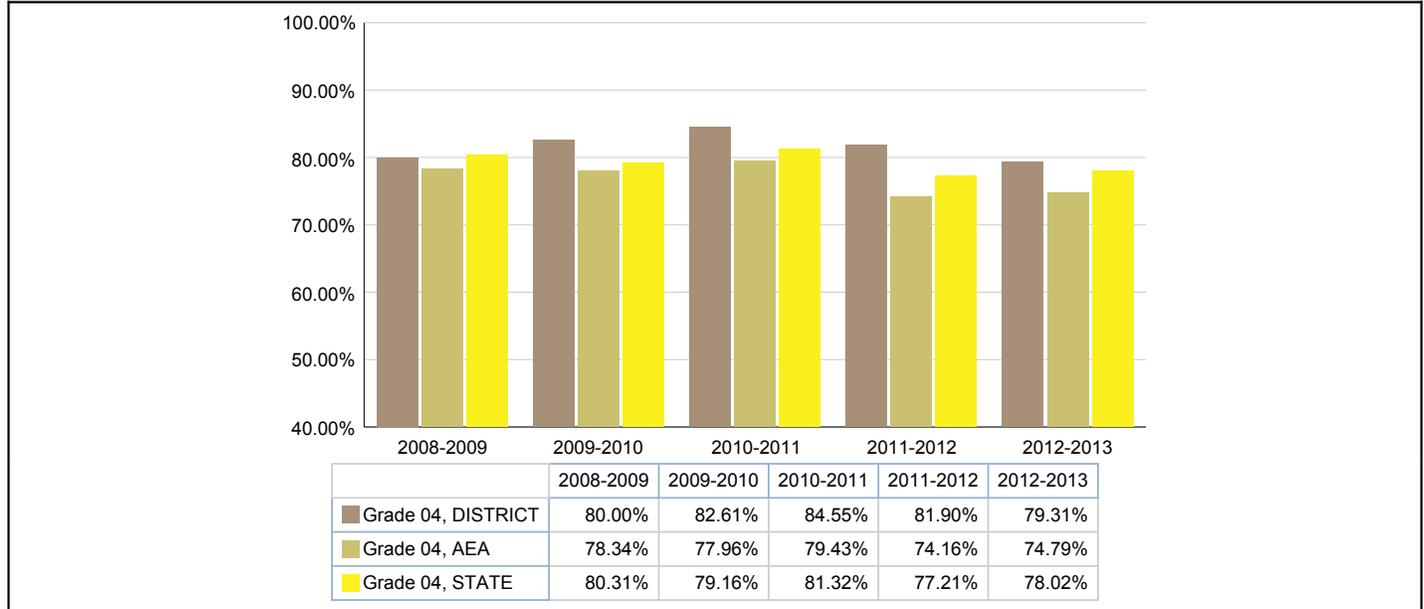


Figure 22: Percent of Students in Grade 5 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

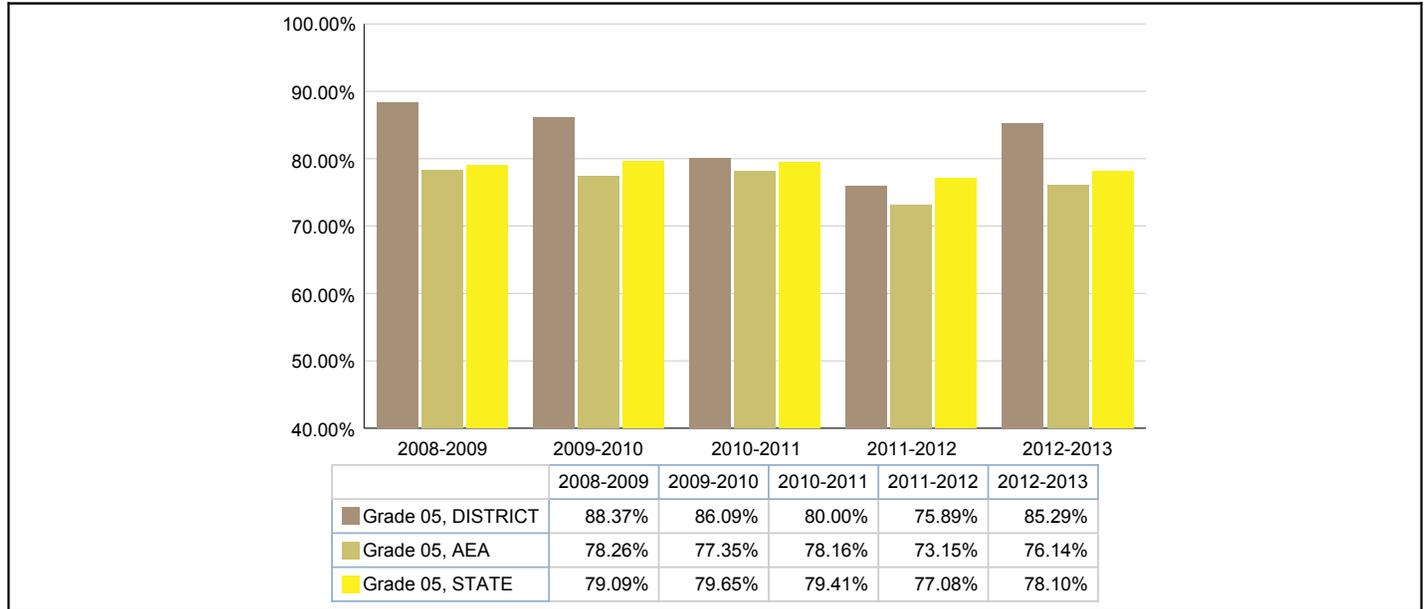


Figure 23: Percent of Students in Grade 6 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

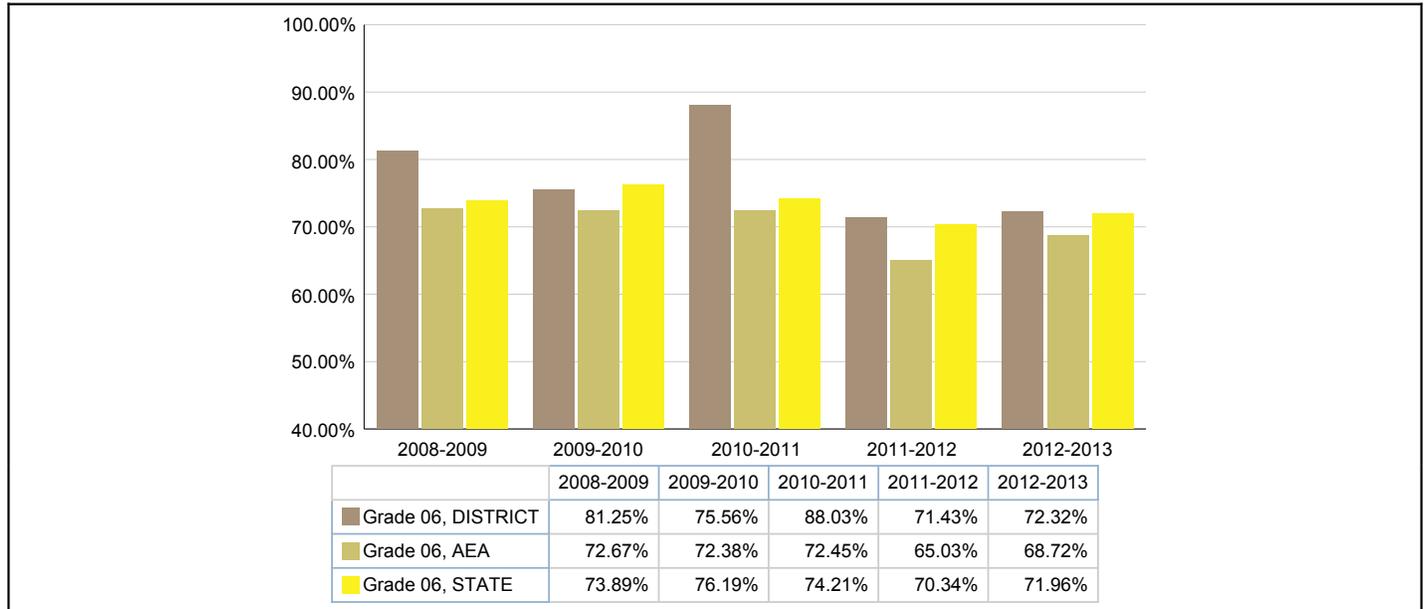


Figure 24: Percent of Students in Grade 7 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

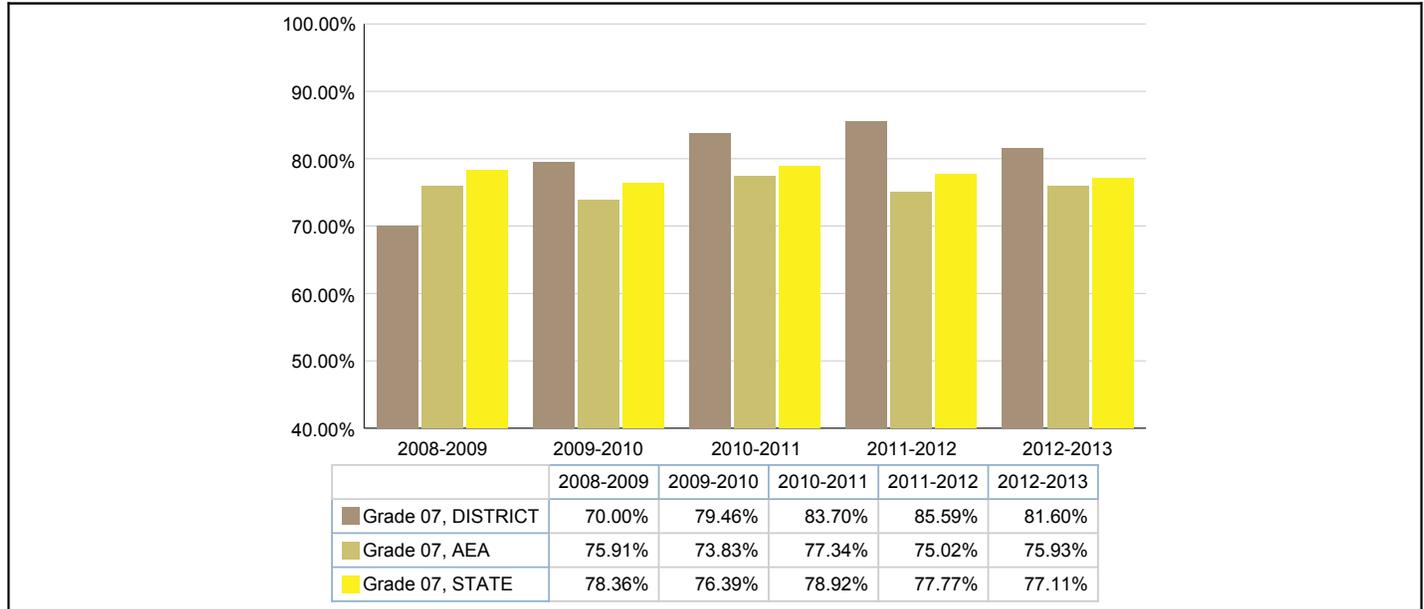


Figure 25: Percent of Students in Grade 8 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

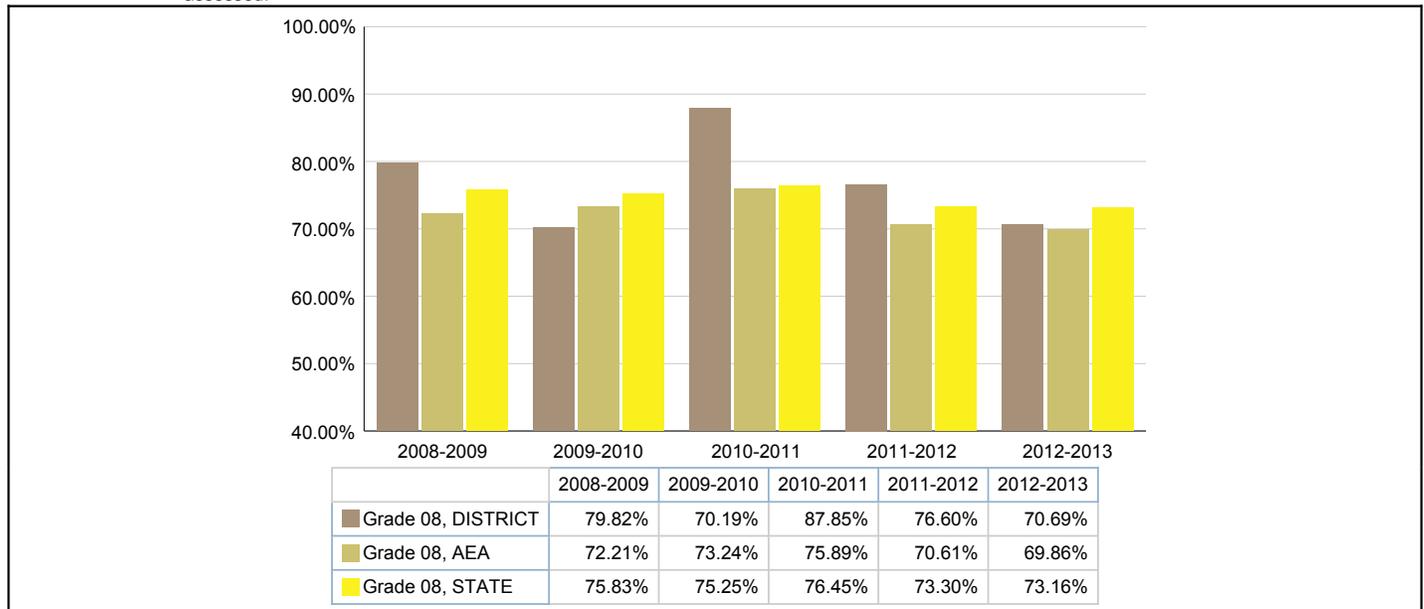


Figure 26: Percent of Students in Grade 11 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

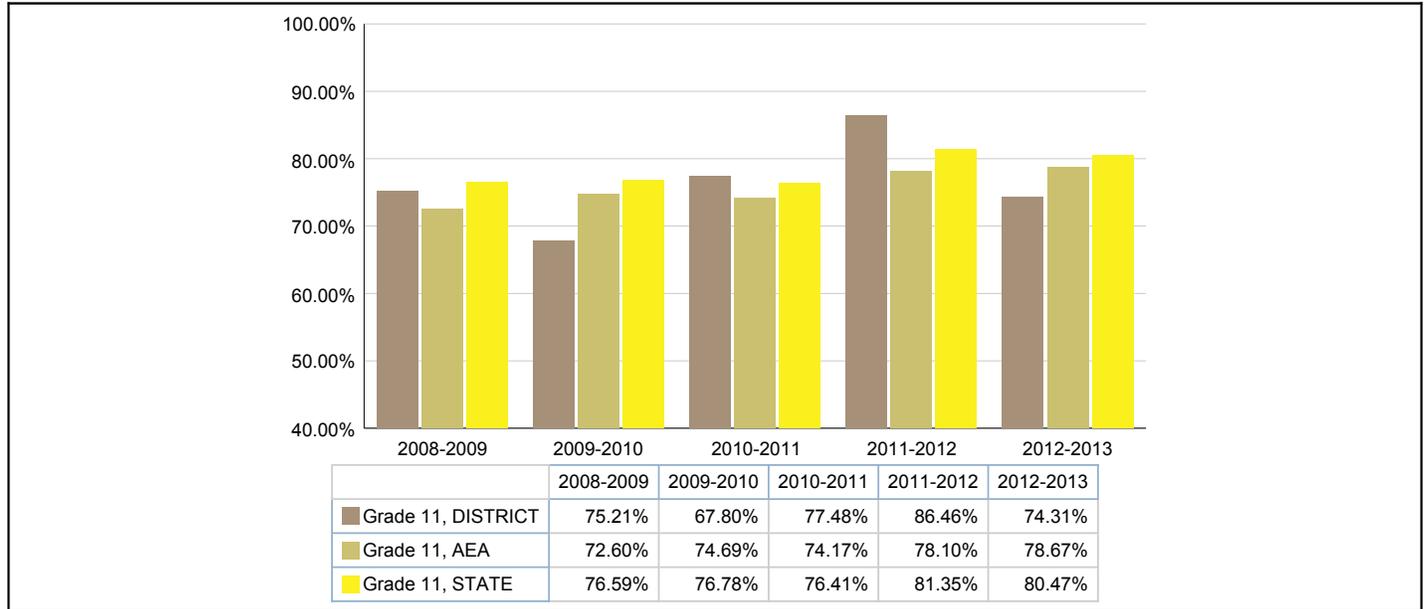


Figure 27: Percent of Students in Grade 3 -8, 11 Proficient in Math by Subgroups: All students, Minority, FRL, ELL IEP

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

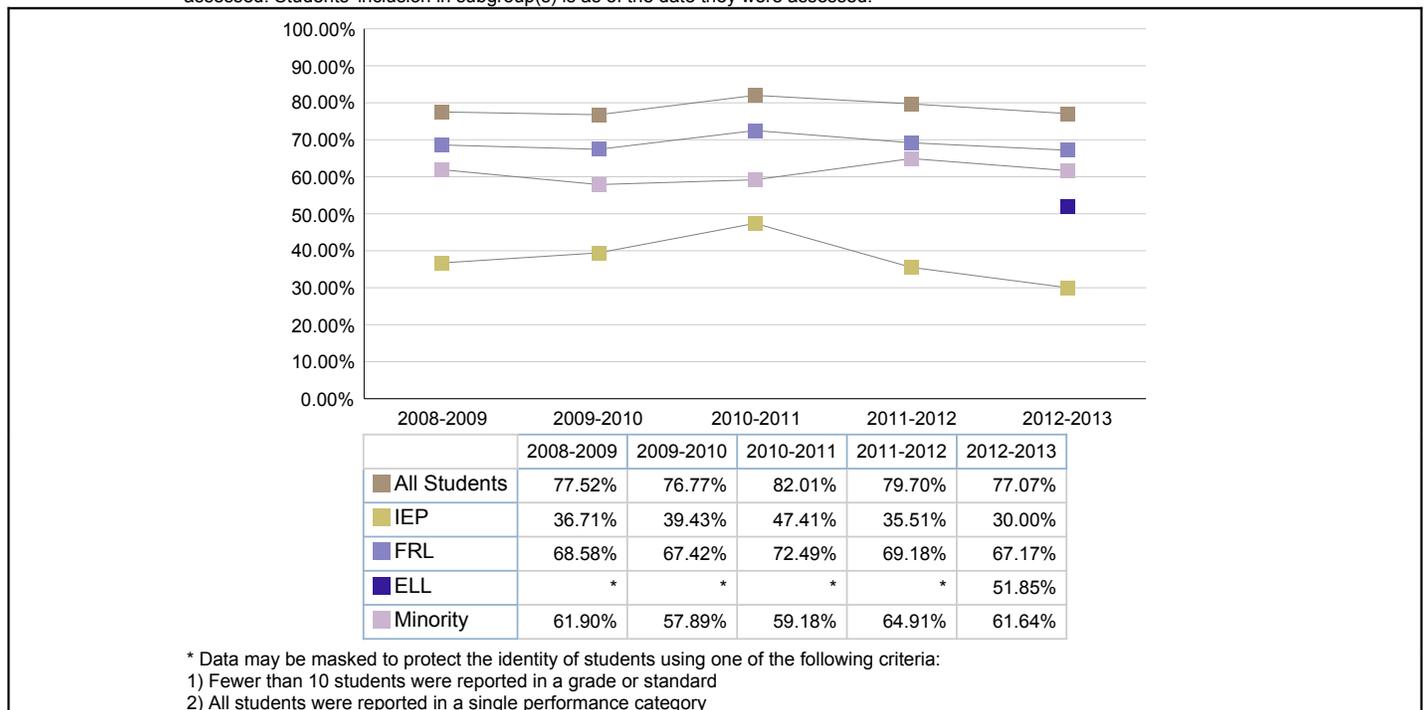


Figure 28: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

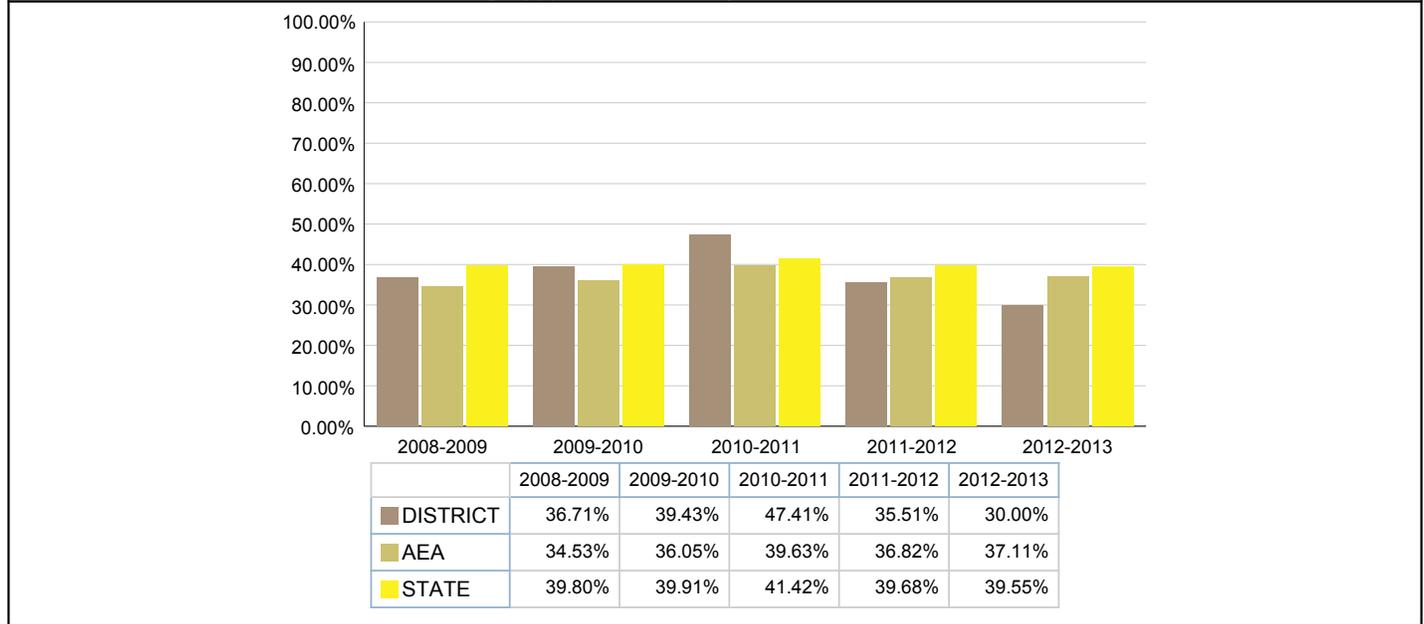


Figure 29: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

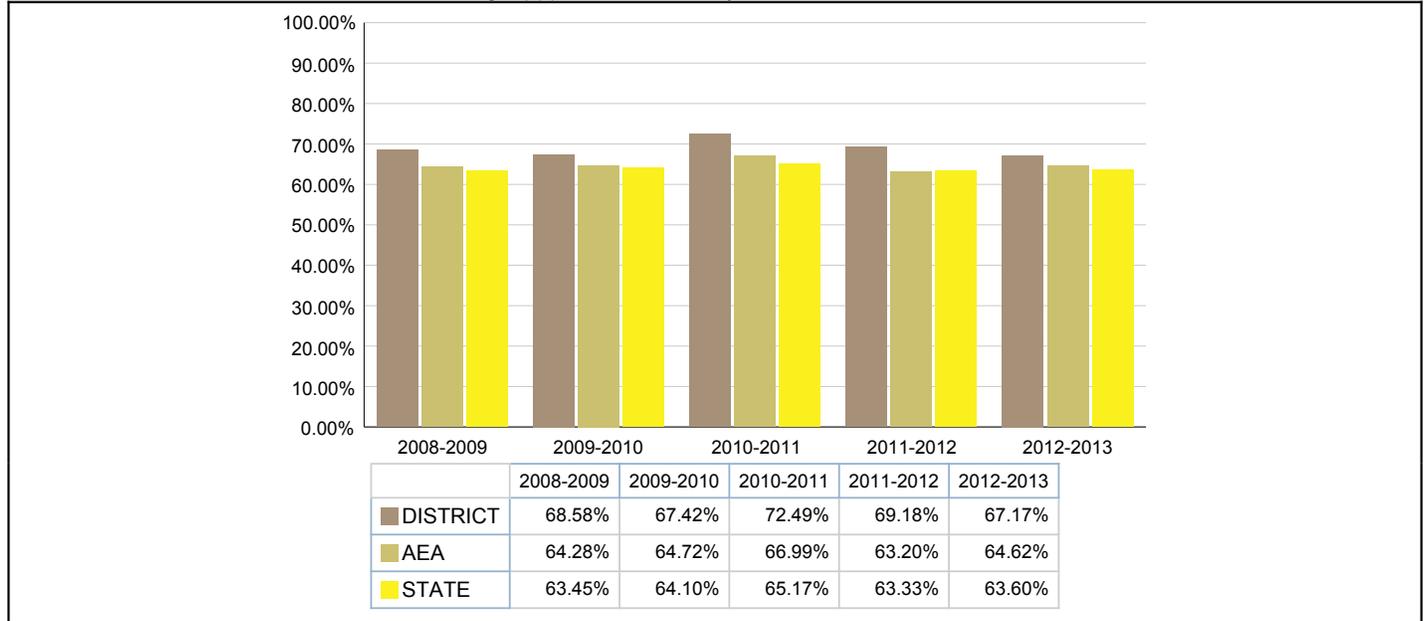


Figure 30: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

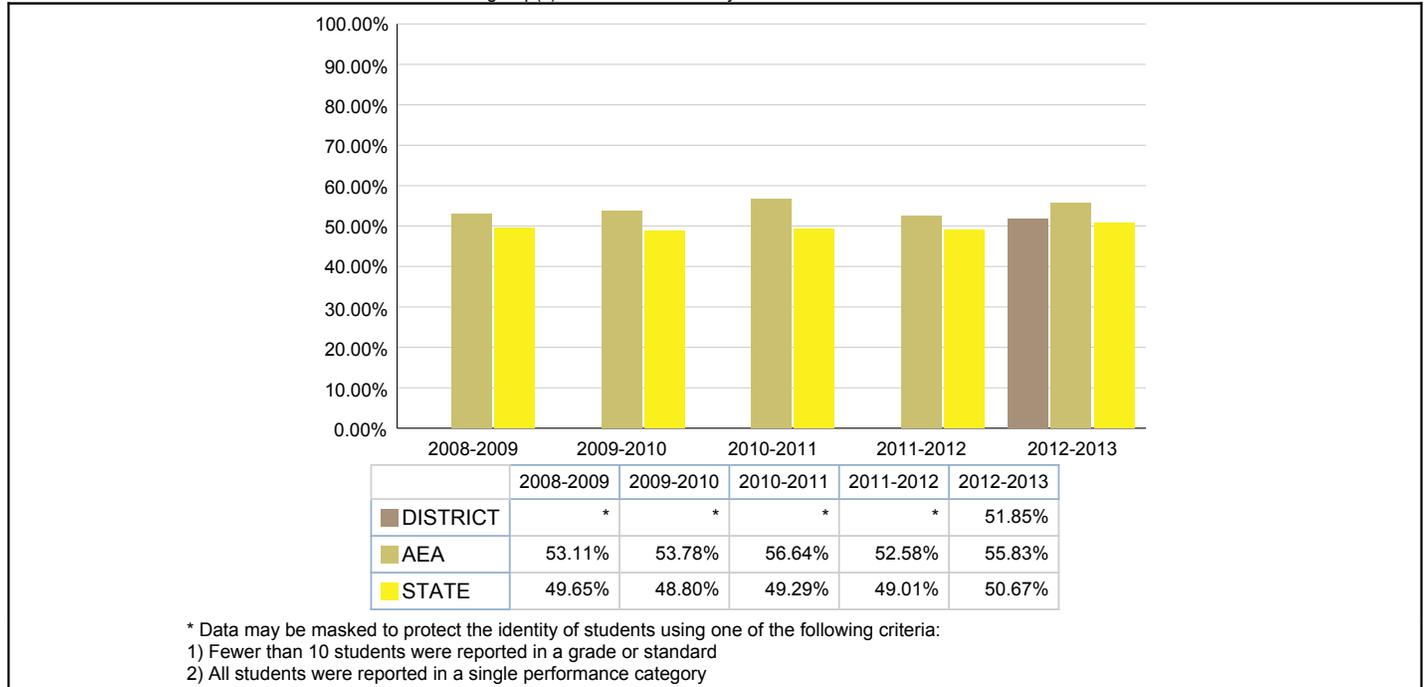


Figure 31: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

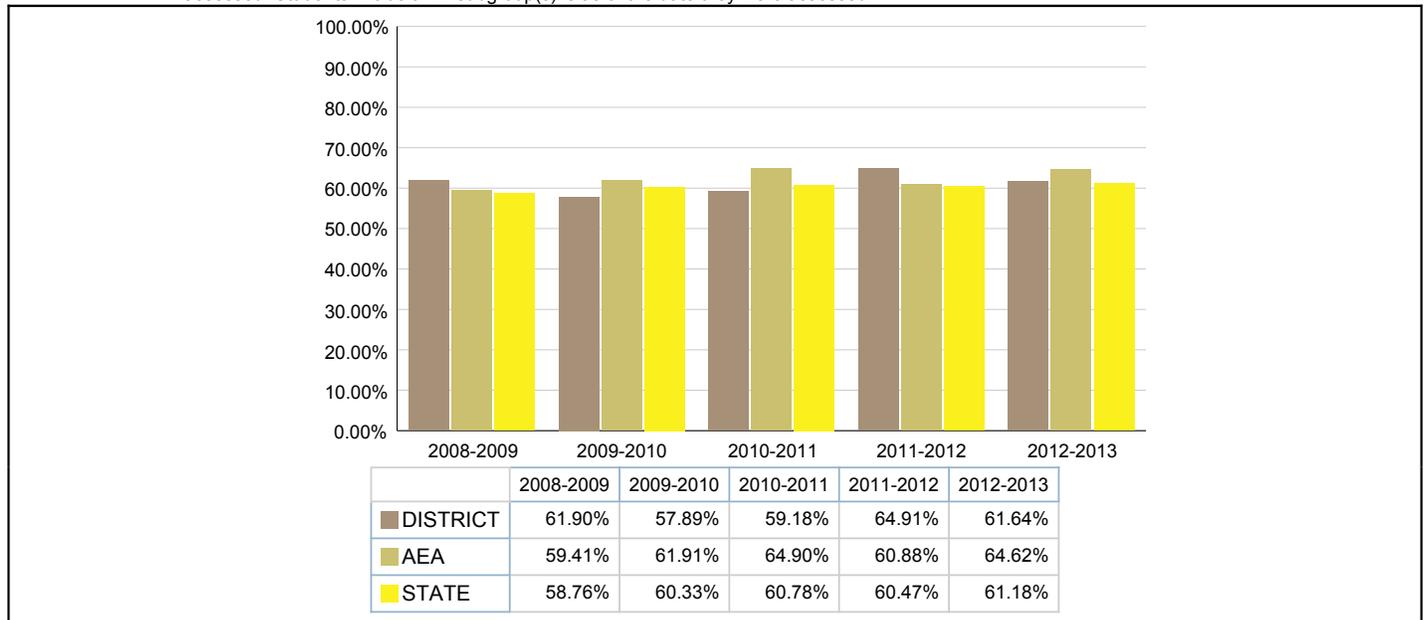


Figure 32: Percent of Students in Grade 3 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

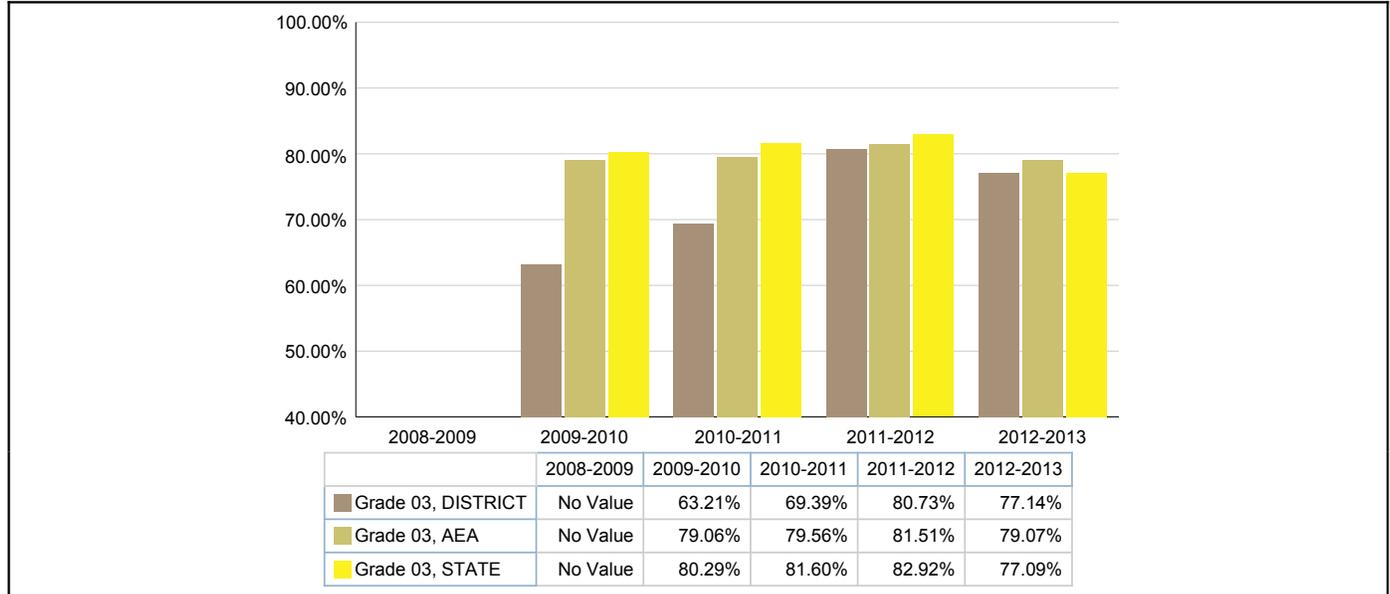


Figure 33: Percent of Students in Grade 4 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

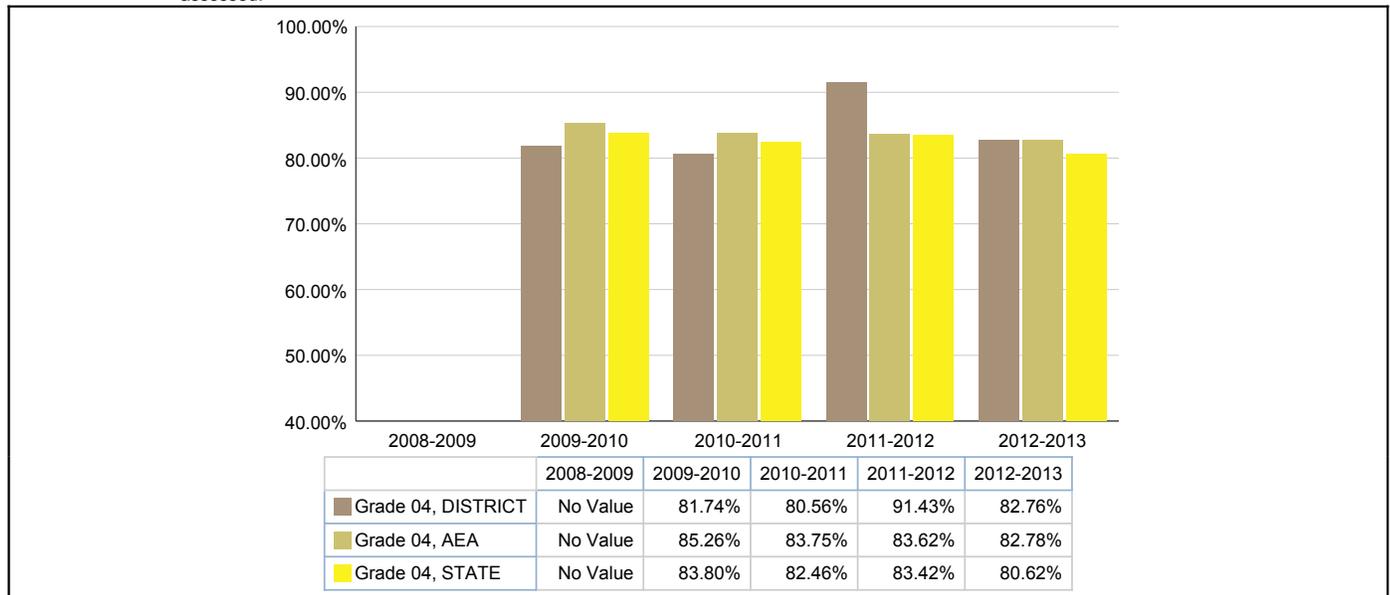


Figure 34: Percent of Students in Grade 5 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

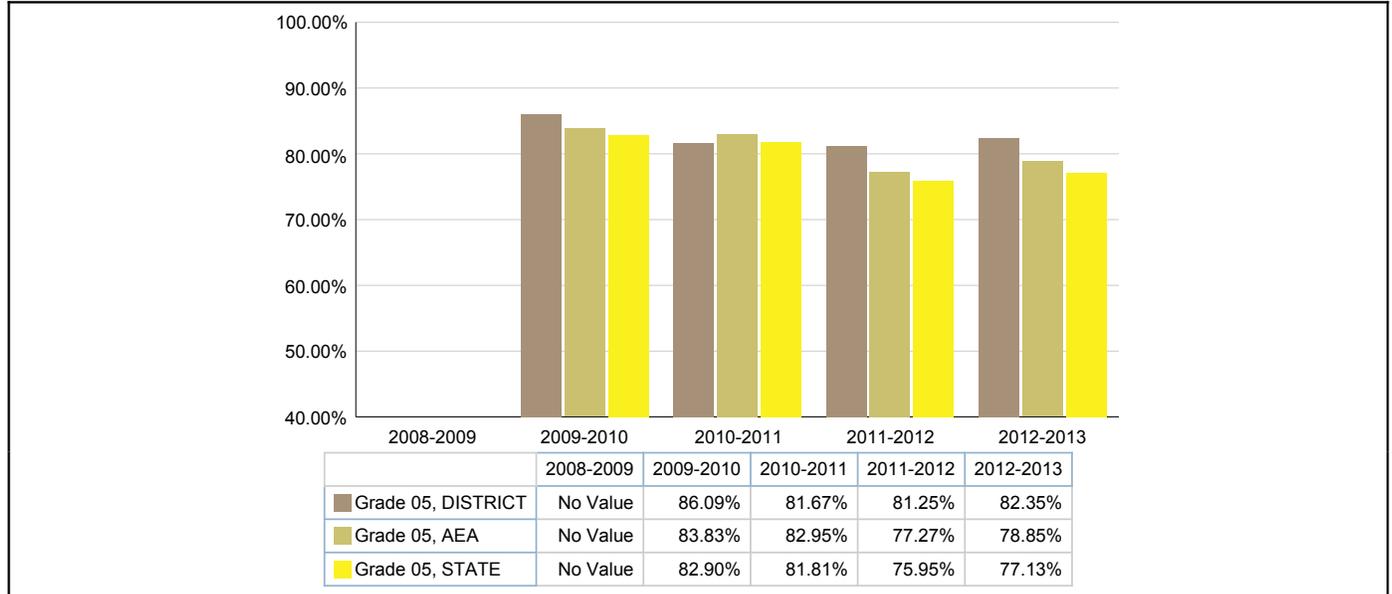


Figure 35: Percent of Students in Grade 6 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

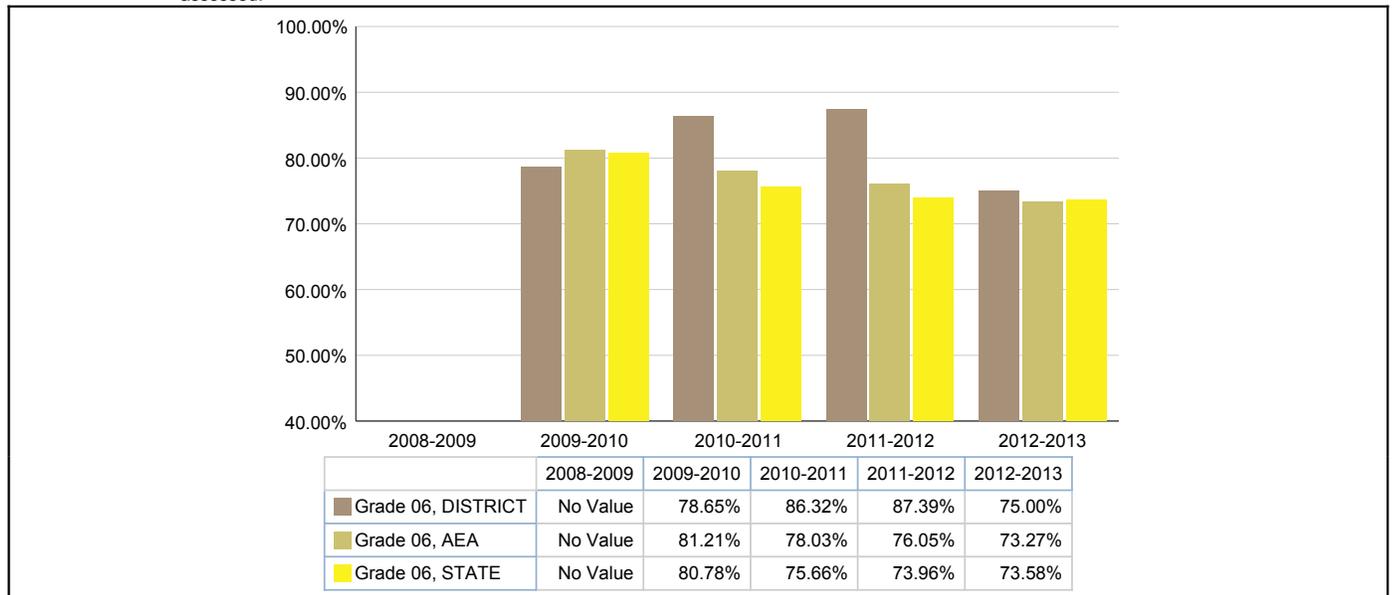


Figure 36: Percent of Students in Grade 7 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

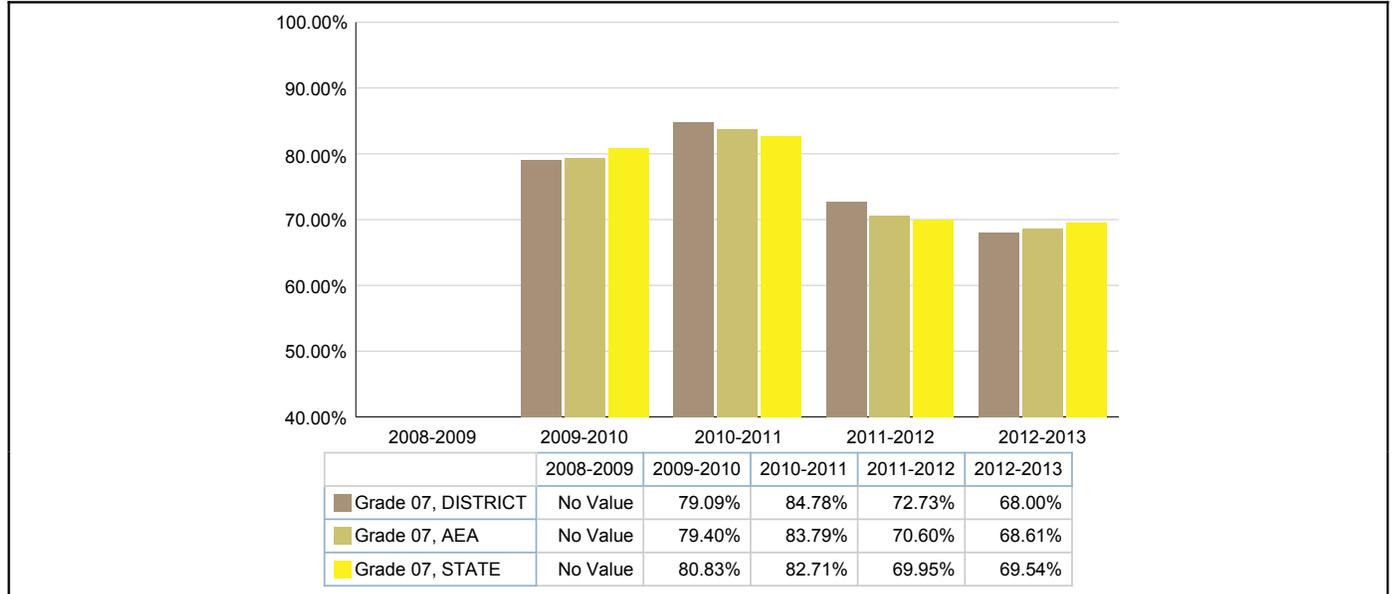


Figure 37: Percent of Students in Grade 8 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

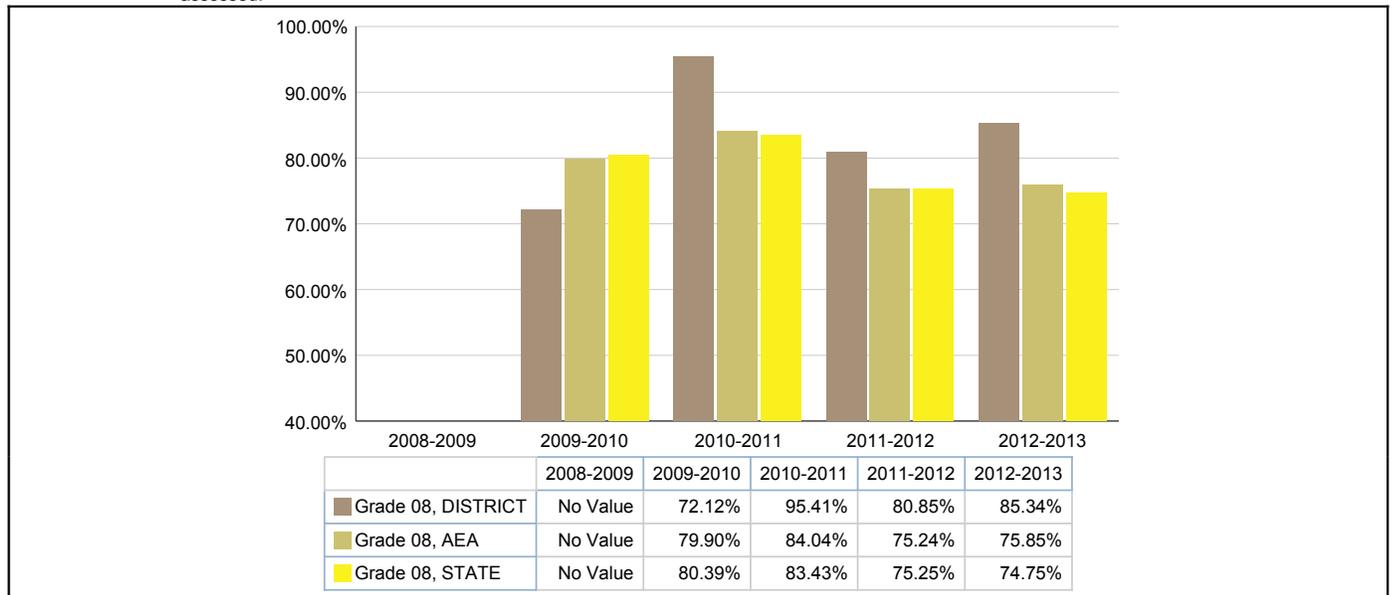


Figure 38: Percent of Students in Grade 11 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

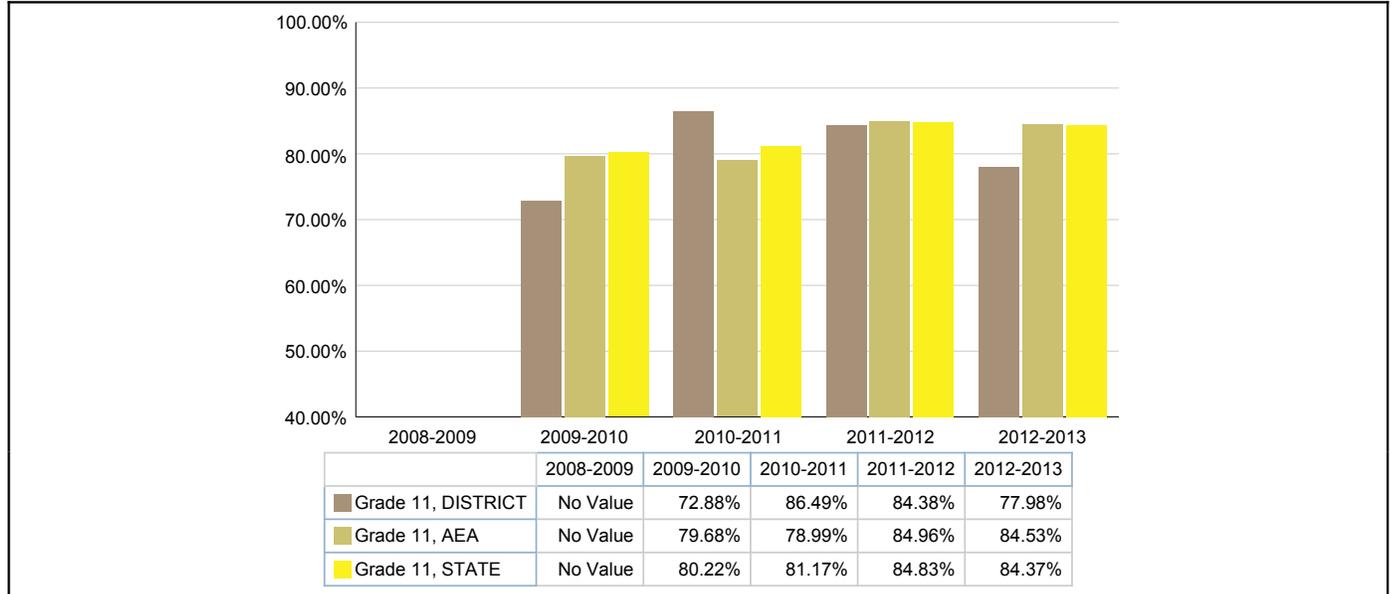


Figure 39: Percent of Students in Grade 3 - 8, 11 Proficient in Science by Subgroups: All students, Minority, FRL, ELL IEP

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

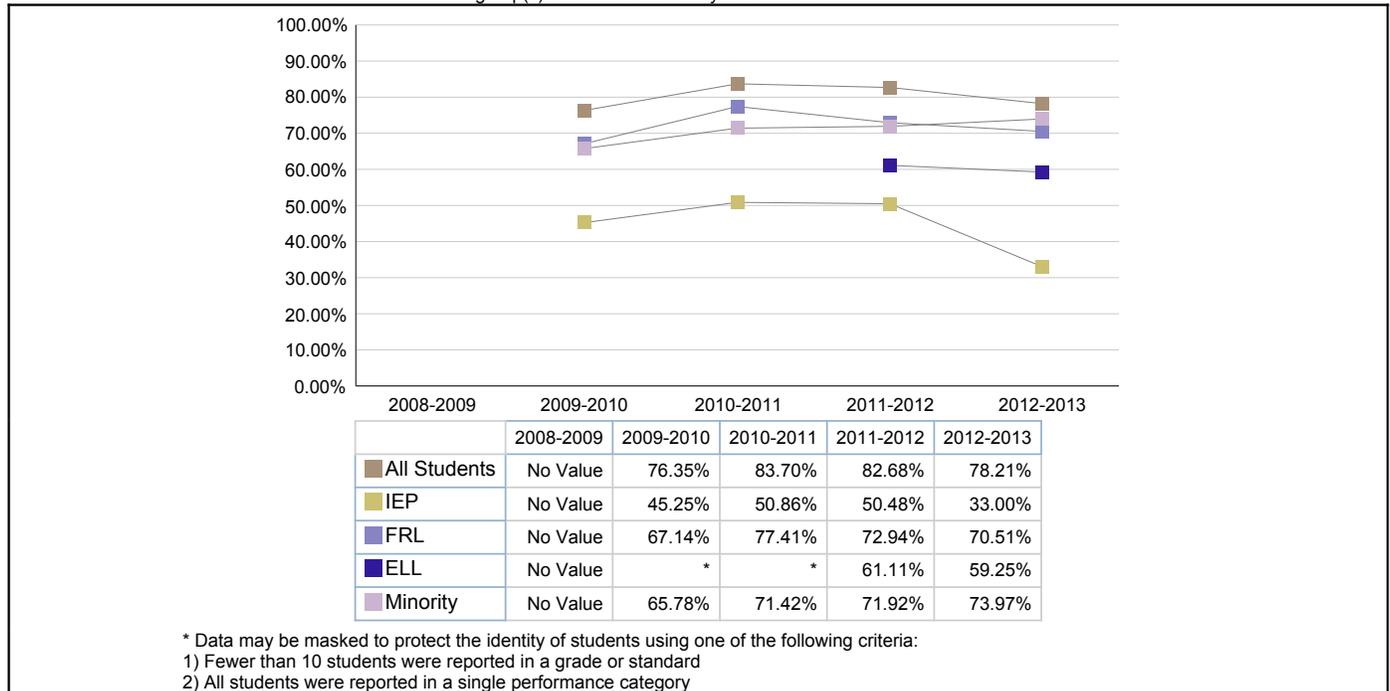


Figure 40: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Science

Data Source: AYP Assessment File
 Definitions: 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.

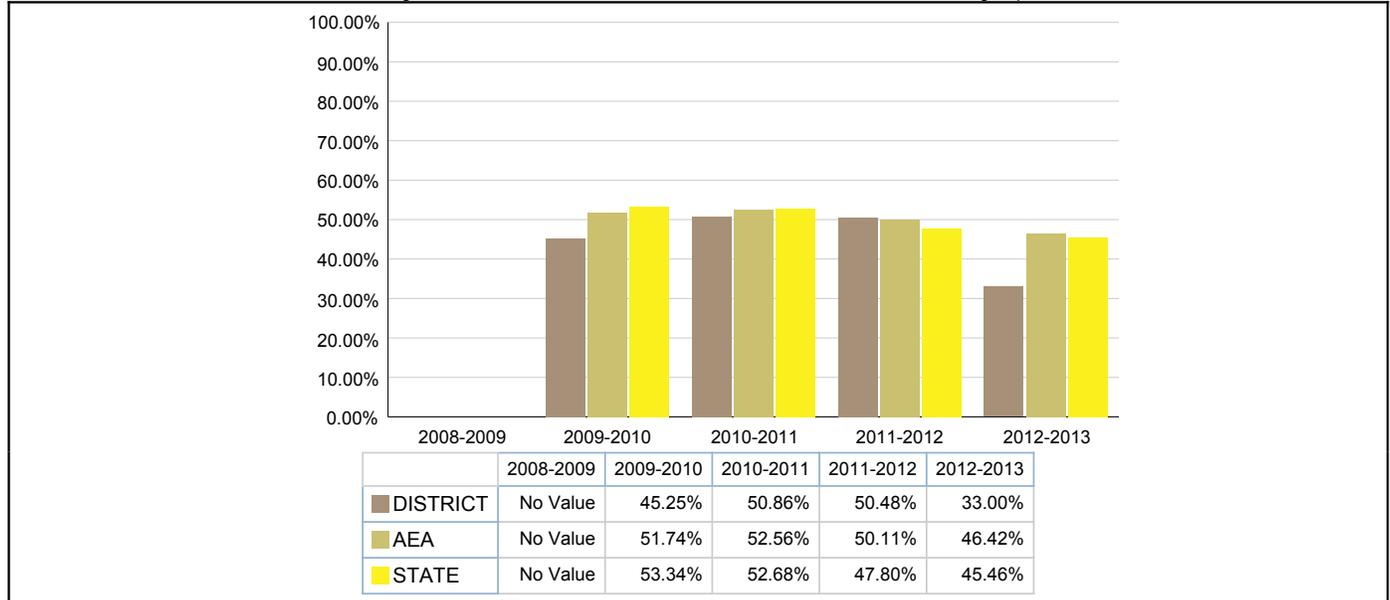


Figure 41: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

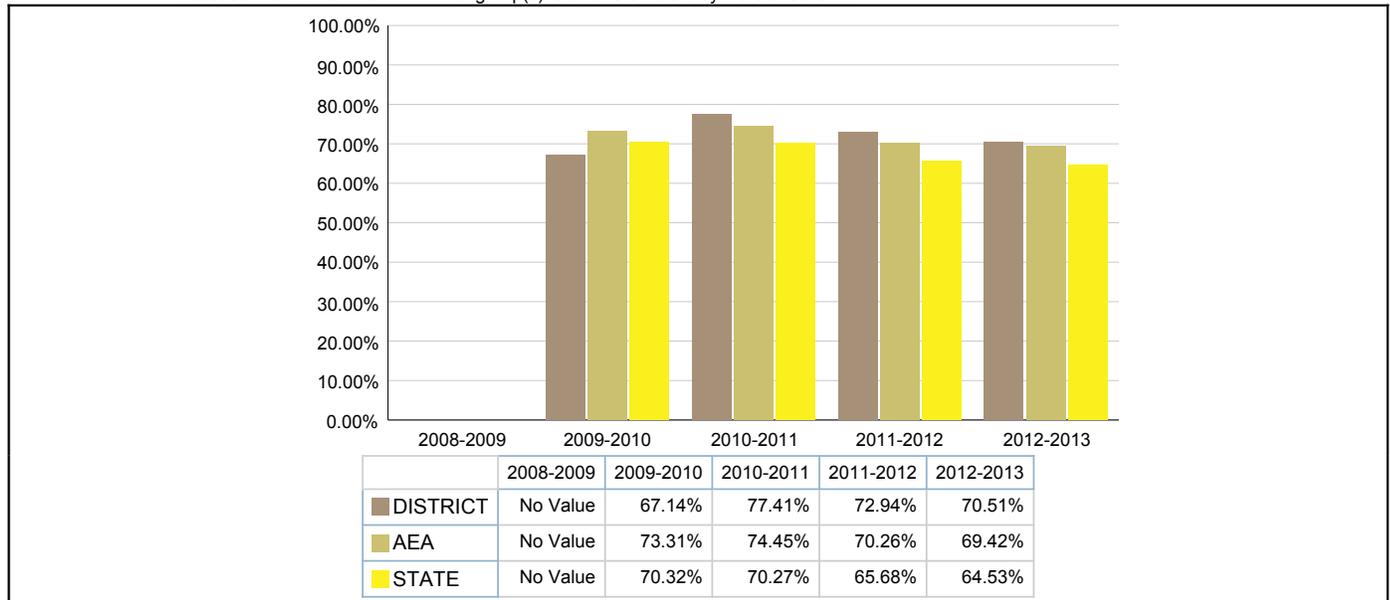


Figure 42: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

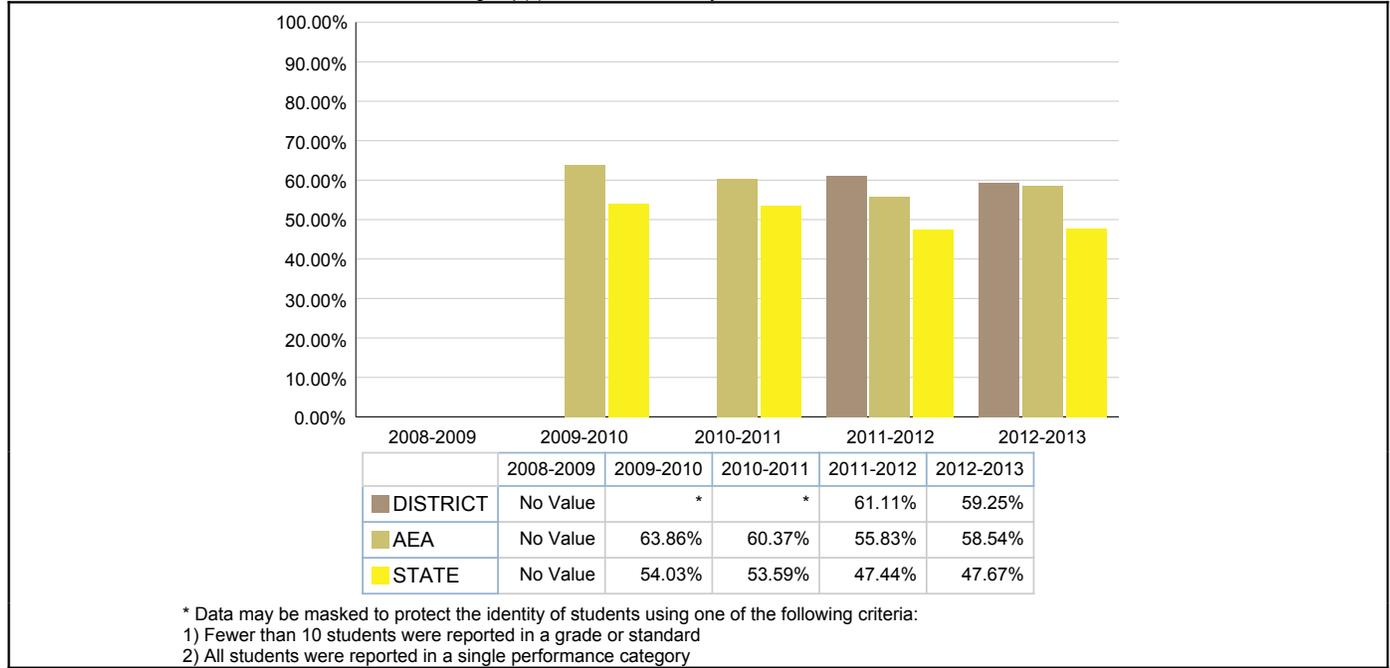


Figure 43: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

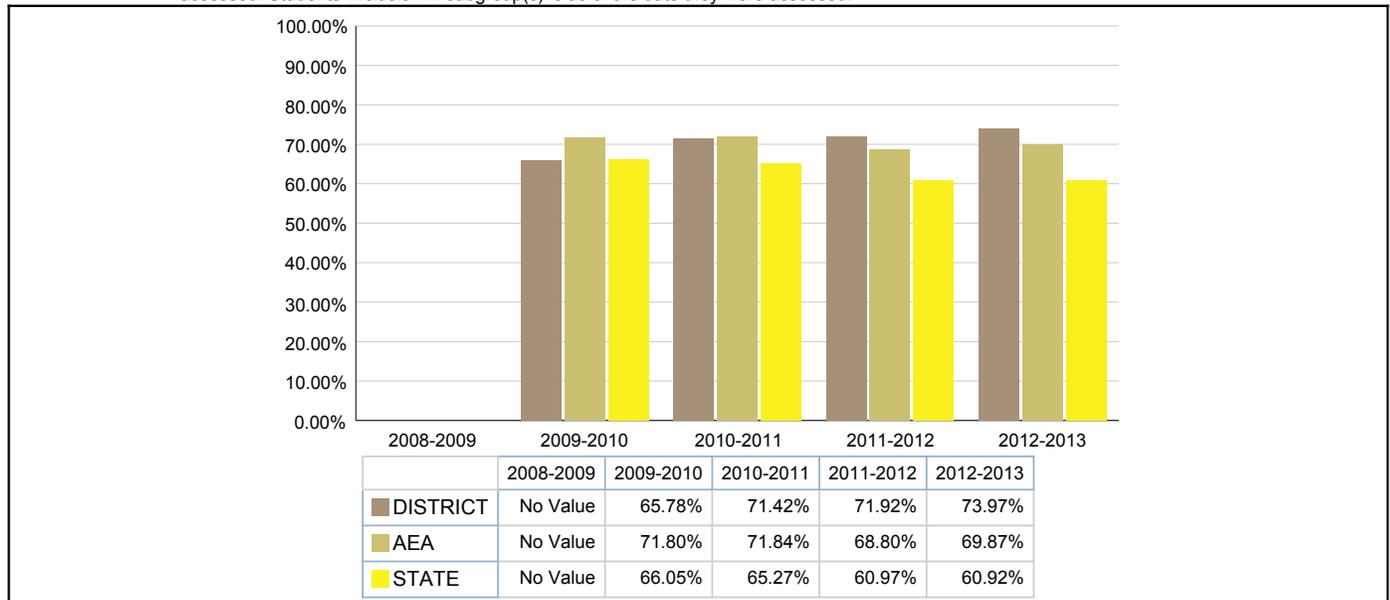


Figure 44: Percent of Students in Grade 11 College Ready in Reading, Math, Science

Data Source: AYP Assessment File

Definitions: College ready is defined as the Iowa Assessment National Standard Score that predicts to the ACT benchmark for college readiness.

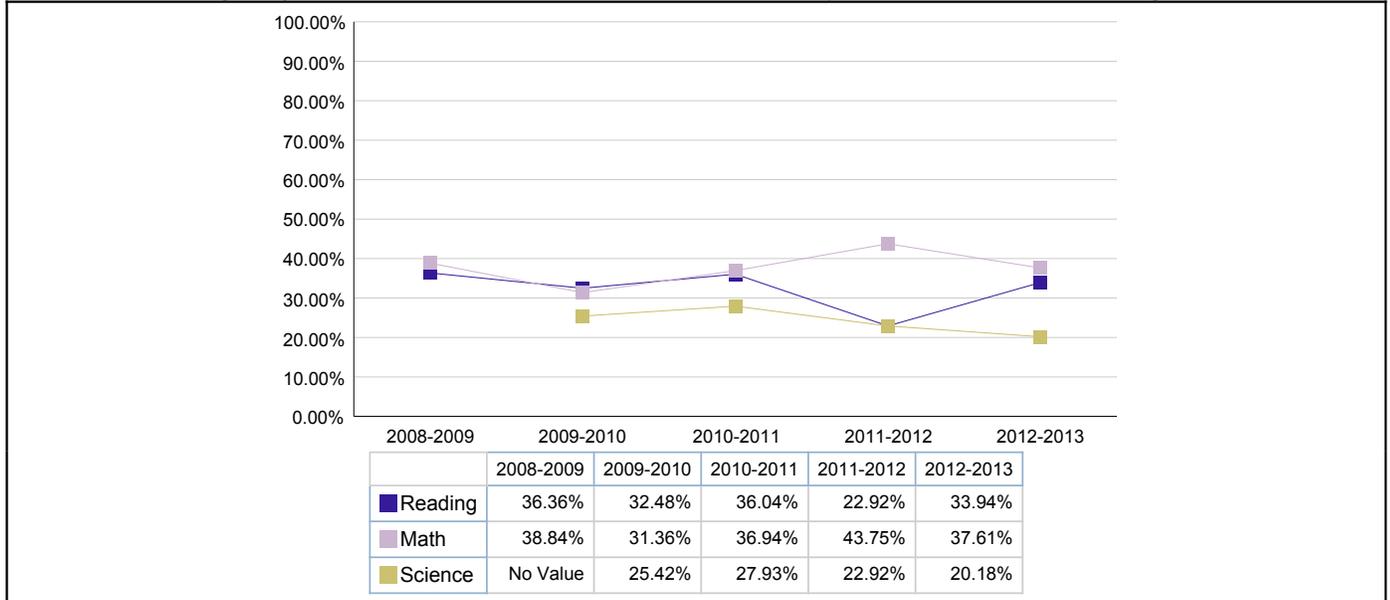


Figure 45: School Year 2012-2013 High School Carnegie Units Offered by District

Data Source: Winter EASIER/SRI

Definitions: The number of Carnegie Units across the district offered for all courses in each accreditation area.

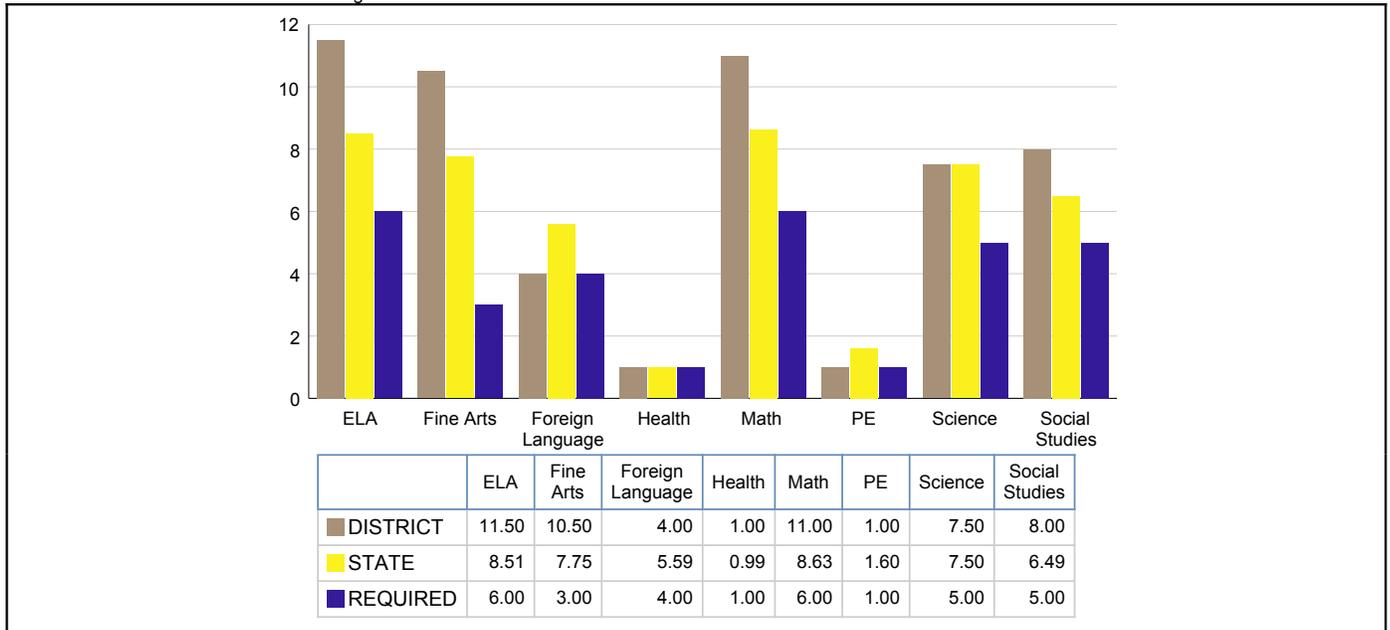


Figure 46: By Subgroup, High School Graduation Rate for Class of 2012

Data Source: Spring EASIER/SRI
 Definitions: The percentage of students who start 9th grade in year 1 and graduate at the end of year 4.

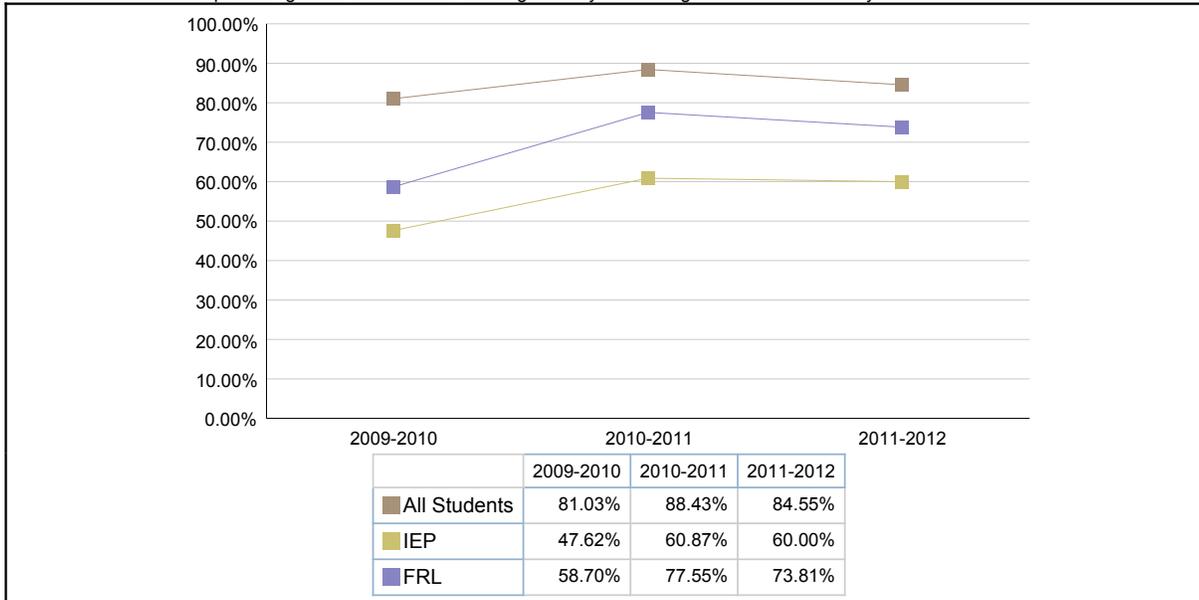
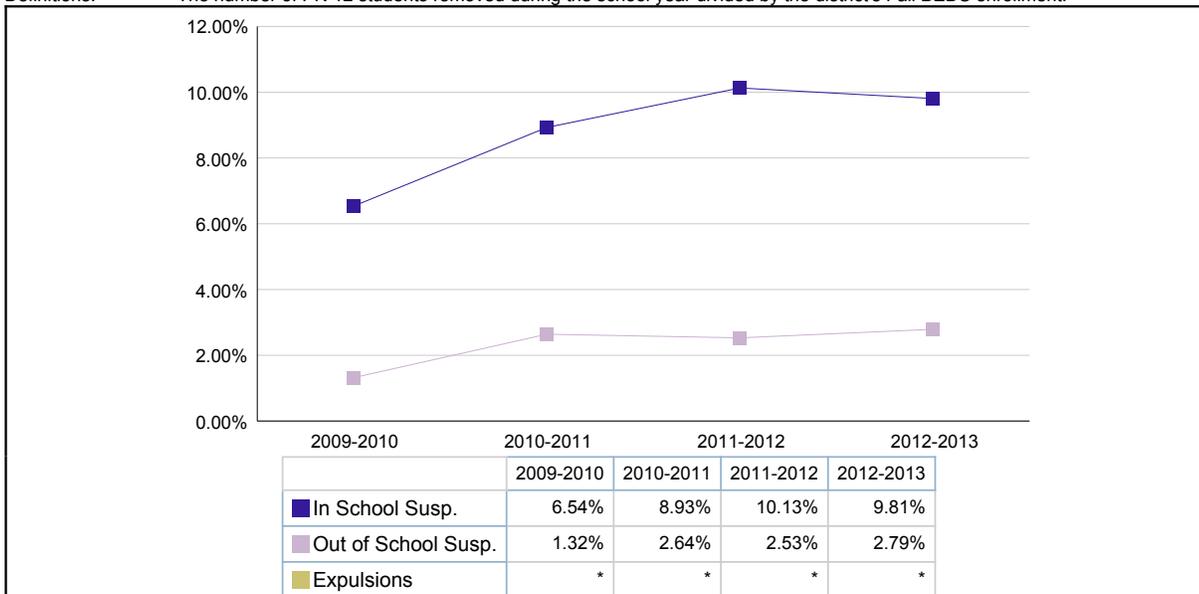


Figure 47: Percent of Students Receiving Disciplinary Removals

Data Source: Fall/Spring EASIER/SRI
 Definitions: The number of PK-12 students removed during the school year divided by the district's Fall BEDS enrollment.



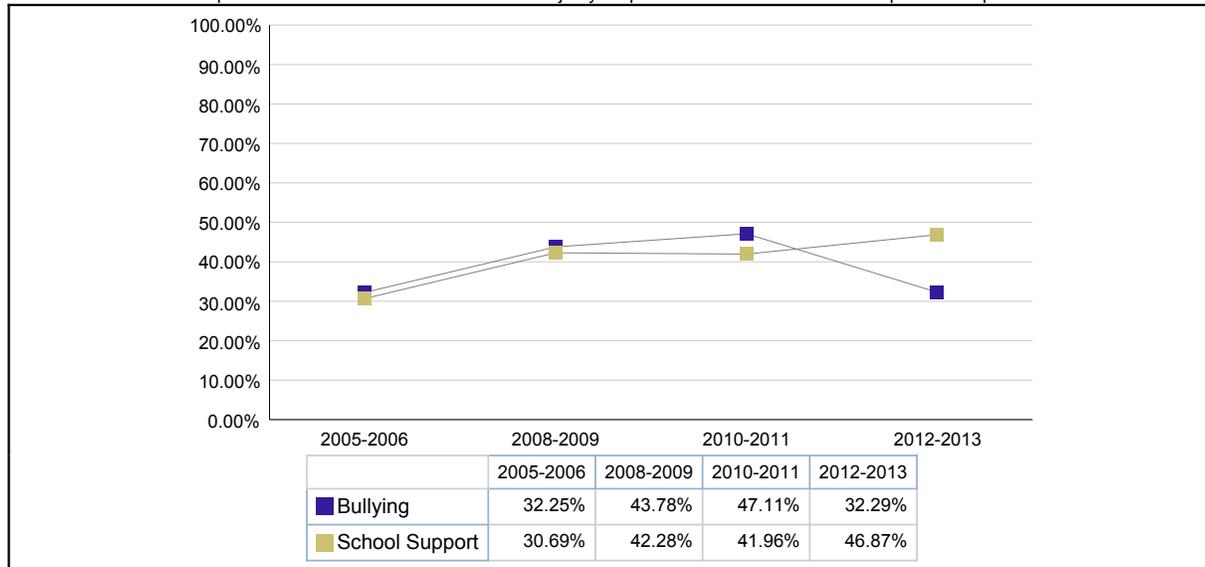
* Data may be masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in a grade or standard
- 2) All students were reported in a single performance category

Figure 48: Percent of Students with Positive Responses to Questions in the Construct

Data Source: Iowa Youth Survey

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





SI 2.5 - School Improvement Data Report

REPORT PURPOSE

The SI 2.5 – School Improvement Data Report allows users to display district-level data on many different topics that are commonly reviewed during school improvement site visits. When available, five years of historical data are displayed in the report.

DATA THAT ARE INCLUDED / EXCLUDED

This report contains longitudinal district-level data for the following topics:

- Whole grade sharing
- Enrollment trend (overall and by subgroups)
- Annual instructional minutes
- Average daily attendance
- SINA/DINA locations
- DIBELS
- Reading proficiency (by grade levels and subgroups)
- Math proficiency (by grade levels and subgroups)
- Science proficiency (by grade levels and subgroups)
- College ready rates. Cut scores for College Readiness are available in the "Iowa Assessments to ITBS/ITED Subtest Crosswalk" in the "Report Definitions" folder of EdInsight Reports. For this report, the cut points from the Spring test period were used for the proficiency determinations.
- High school Carnegie units offered
- Graduation rate
- Disciplinary removals
- Iowa Youth Survey

Several sections of this report rely on the data collection for Student Reporting in Iowa (SRI), which was formerly known as EASIER.

REPORT USES

The data in this report can be used by anyone with access to EdInsight to monitor changes across time on each of the topics. The Department of Education uses this report during accreditation site visits, and makes a redacted version of the report public with each site visit report.

REPORT SECURITY

Any user with EdInsight access may run this report for any district. Users with small cell size access in a particular district may view small cell size data for his/her own district, but will see a redacted version of the report for other districts.

EXPORT TO MICROSOFT EXCEL OR ADOBE READER

This report may be exported to Microsoft Excel or Adobe Reader using Cognos View options found in the upper right hand corner of the report display.

In some cases, Microsoft Internet Explorer may require modification to security settings to permit the Excel program to launch. If this is necessary, in Internet Explorer:

- 1) Select 'Tools' from the menu bar
 - a. Choose 'Internet Options' from the drop-down menu
- 2) Click on the 'Security' tab
 - a. Highlight 'Local intranet' at the top of the tab
 - b. Click on the 'Sites' button
- 3) Click on the 'Advanced' button
- 4) Enter the EdInsight web address into the zone box
 - a. Click the 'Add' button
 - b. Click the 'Close' button
- 5) Click the 'OK' button on the Local intranet pop-up box
- 6) Click the 'OK' button on the Internet Options pop-up box
- 7) Close out of the browser, reopen, and try exporting to Excel

For additional assistance or concerns regarding this report, please contact edinsight@iowa.gov