



December 23, 2009

David Ackerman, Superintendent
Central Lyon Community School District
P.O. Box 471
1105 S Story
Rock Rapids, Iowa 51246

Dear Superintendent Ackerman,

Attached is the report of findings for the Comprehensive School Improvement Site Visit at Central Lyon Community School District on November 17-19, 2009. The report is based upon interviews conducted with district administrators, teachers, and support staff, parents, students, community partners, advisory committee members, and board members, as well as a review of documents.

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

Based on the findings from a comprehensive site visit, including a desk audit, on-site document review, and interviews, the Central Lyon Community School District 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 Central Lyon Community School District must complete corrective actions according to the timeline noted. DE 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:

Elizabeth Calhoun, Consultant
Joan Hodapp, Special Education Monitoring Cadre

Northwest Area Education Agency Representatives:

Barb Chambers, Consultant
Dana Oas, Consultant
Jon Wibbels, Consultant

It is our hope this report will provide guidance to enhance student achievement in the Central Lyon Community School 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 the Central Lyon Community School District's continuous improvement process, the district must review its current CSIP and provide revisions as needed. Revisions should be based on district needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the CSIP must be completed by September 15th, 2010. Directions for revision and submission of the CSIP can be found at: <https://www.edinfo.state.ia.us/securelogin.asp>.

Feedback based on the Central Lyon Community School District's visit experience to inform the DE's efforts to continuously improve the site visit process would be appreciated. A short online survey has been developed at the following site: www.surveymonkey.com/s.aspx?sm=DzavrdTJ9dG_2f_2fh3sB0Mb0g_3d_3d It will take approximately ten minutes to complete. Responses are confidential and shared only in aggregate form with members of the DE School Improvement Team.

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

Sincerely,



Elizabeth Calhoun
School Improvement Consultant
Bureau of Accreditation and Improvement Services
Iowa Department of Education



Del Hoover, Deputy Administrator
Bureau of Accreditation and Improvement Services
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



Central Lyon Community School District

**Team Findings
November 17-19, 2009**

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. The district overview presentation and interviews with school board members indicated the Central Lyon Community School District (serving Rock Rapids, Doon, and surrounding area) annually sets goals. Interviews with the school board and administrators indicated the following goals are targeted:
 - Financial,
 - Academic,
 - Facilities/technology/transportation,
 - Professional development/staff expectations, and
 - Accountability needs for the district.
2. Central Lyon CSD is committed to a tradition of excellence. “The mission of the Central Lyon Community School District, in partnership with parents and community, is to provide an education and the opportunity for all students to become productive, life-long learners.” The district’s mission was visible throughout the K-12 facility and in most publications and handbooks distributed throughout the district.
3. Interviews with teachers and administrators indicated a recent graduate follow-up exit survey was conducted. Results indicated a desire for more advanced classes and post secondary opportunities. In response, the district added more classes for the 2009-2010 school year.

Recommendations for Improvement:

4. Interviews with the superintendent indicated the district has recently conducted a parent survey via the website. The visiting team recommends the district conduct a district-wide needs assessment (e.g., including Doon and surrounding areas) to

gather information from all of its stakeholders using multiple methods (e.g., parent-teacher conferences, sporting events, and all-school reunions) to ensure individuals without internet access can contribute to the survey. The visiting team recommends the results of the district-wide survey be shared with the School Improvement Advisory Committee (SIAC), teachers, administrators, school board, and staff to provide valuable information to further its efforts in continuous improvement for the district.

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 Comprehensive School Improvement Plan (CSIP).
- 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:

5. Teachers and administrators reported the new model of service delivery from Northwest Area Education Agency (NWAEA) has been well received in the district. The model includes an instructional coach to support general education instruction and a special education strategist to address Child Find needs and support special education instruction.
6. Interviews with teachers and administrators reported there are many collaborative teams in the district that provide leadership opportunities to maximize the potential of the Central Lyon CSD. Some of these include:
 - School Improvement Advisory Team
 - Iowa Core Curriculum Team
 - Professional Development Committee

- Technology Committee
 - Crisis Team
 - Annual Report Progress Team
 - Building Security/Safety Team
 - High School Faculty Advisory Team
 - Parent Teacher Council
 - Central Lyon Care Committee
 - Mental Health Team
7. Middle school and high school students reported opportunities for leadership. These opportunities include:
- Future Farmers of America (FFA)
 - International Club
 - Student Council (high school)
 - Pride Council (middle school)
 - Teens Against Tobacco Use (TATU)
 - STRIVE (mentor/mentee)
 - National Honor Society
 - Athletics
 - Music/Band
 - Speech/Drama
 - Mock Trial
 - Work Study (seniors)
8. Many district groups and community partners reported a strong communication link between school, home, and the community through the following:
- Central Lyon District Newsletters
 - JMC (grade access online-grades 3-12)
 - Parent/teacher Conferences
 - Quarterly Grade Reports
 - Midterm Progress Reports
 - Email
 - *The Lyon County Reporter*
 - *Northwest Iowa Review*
 - Central Lyon Website
 - Snow Cap Alert
9. Interviews with administrators, teachers, school board, and through the district overview presentation, it was noted the Central Lyon School Foundation is supportive of the district. The Foundation is a private, non-profit organization that promotes excellence in academic and co-curricular activities. The purpose of the foundation is to provide funds for programs of the district. Since its inception in 2001, over two hundred thousand dollars have been received from community supporters and past graduates of the district. Monies have been distributed which include:
- Current projects (e.g., library books, backdrop from community theatre for auditorium, and SMART boards)

- Lion Grants (e.g., teacher mini grants)
 - Central Lyon Foundation Student Scholarships
10. One research-supported strategy to provide support for continuous school improvement is placing emphasis on high expectations for students. It was evident from observation and interviewees' comments students at Central Lyon continually receive messages of encouragement and support to achieve at high levels. In consideration of students' academic performance, the visiting team identified a number of factors they feel contribute to the students' achievement level. Some of these are listed below.
- There is emphasis on students' responsibilities and consistency of classroom management strategies.
 - Students receive clear and consistent messages regarding high expectation from all staff members including the school board.
 - Teachers and administration convey a commitment to improving all students' performance.
 - Parents and community members show support for the school through volunteer activities and community contributions to the school.
 - All students are encouraged to participate in some type of extracurricular activity and a high percentage of students do participate.
11. The district's SIAC, Title I, career and technical education (CTE), and parent advisory committees are active and knowledgeable regarding their roles and responsibilities. SIAC interviewees described academic and academic-related data reviewed by committee members, recommendations made based on these data, and changes implemented as a result of the committees' input.

Recommendations for Improvement:

12. Interviews with administration indicated the district has in the past applied for the State Wide Voluntary Preschool Program Grant monies. The visiting team encourages the district to continue to apply for funding.

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:

13. Central Lyon seeks to coordinate services and programs with other community organizations. This coordination makes significant contributions to the mission and vision of the school to provide all students with lifelong learning skills and preparedness to become productive citizens. It was evident efforts to maximize programs for students are enhanced by the ongoing coordination and collaboration between the school and surrounding communities. Some of the cooperating groups are listed below:

- Sharing of softball and baseball fields with the city of Rock Rapids
- Cooperative purchasing with neighboring districts
- Sanford Wellness Center on campus
- Kiwanis
- Central Lyon Foundation
- Forster Trust
- Kids Club (community based 3 year old preschool)
- Lyon County Sheriff Department grant (e.g., surveillance cameras for buses and exterior)
- Head Start and the district (e.g., bus used for transporting preschoolers)
- Five-week summer reading program for K-2 (e.g., decategorization grant)
- Work study opportunities
- Alternative school program

14. All interview groups noted the involvement of parents in the Central Lyon CSD as a strength. Some of the ways that parents are, or can be active, in their students' lives at school are listed below:
- Volunteers in the classroom
 - Strong participation at parent teacher conferences (e.g., 73% for the high school and 96% for the elementary)
 - Parent-Teacher Council
 - Chaperones for field trips
 - Room Mothers (elementary)
15. Across all grade levels, parents, teachers, and students commented on the accessibility and the easy utilization of the district's website for access to information such as the school calendar, grades, lesson plans, work completion, lunch menus and lunch accounts. Teachers received professional development to learn how to use the SOCS software (e.g., teacher webpage) to manage information on the website.
16. Interviews with administration, teachers, and students indicated sharing opportunities with other districts occur. This includes:
- Athletics with George-Little Rock CSD
 - Shared nurse with George-Little Rock CSD and West Lyon CSD
 - Shared Superintendent with George-Little Rock CSD
 - Liaison Officer with George-Little Rock CSD and Lyon County Juvenile Court
 - Alternative program with Northwest Iowa Community College, George-Little Rock CSD, and West Lyon CSD housed on Central Lyon campus
 - Shared teacher/librarian with George-Little Rock

Recommendations for Improvement:

17. None noted at this time.

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:

18. Teachers, parents, and administration interviewed reported a number of programs demonstrate the district's commitment to helping all students succeed. Some of the programs include:

- Students Caught Doing Something Good (elementary and middle school incentives)
- Student of the Month
- Lion's Pride (journalism class news articles for high school)
- Beginning Alcohol and Addiction Basic Education Study (BABES) (NW Iowa Alcohol and Drug Treatment Unit)
- Elementary/Middle School responsibility programs
- Character Education (elementary)
- Anti-Bullying Presentation (speaker from Family Crisis Center)
- Foster Grandparent and Parent Volunteer Programs

19. Interviews with teachers and administrators indicated the district routinely initiates what is called "May term". During this twenty day schedule exploratory classes are held for the 9-12 grade students. Some of the classes offered specifically relate to service learning (e.g., tree and shrub pruning, senior citizen assistance, city and park maintenance, painting murals, and Central Lyon beautification). In the past students have built walls to separate classrooms and helped repair bleachers at the football complex. All students must participate in one service learning class before graduation. Core content area classes continue to meet during May term.

20. Through team observations and the district overview, it was noted the K-12 facility is a strength of the school. The building is well maintained and attractive. Student artwork and murals are displayed throughout the building. Multiple interview groups appreciated the single building site. Advantages included collaboration with teachers across difference grade levels, easier sharing of specials, more efficient use of time, and older students helping younger students.
21. In interviews with SIAC and the district overview presentation it was noted the STRIVE mentoring program is in place in the district. The program has been in place for the past four years through a partnership with Central Lyon Senior High School and the Rock Rapids Kiwanis Organization. The program is designed to motivate students to increase their grade point average by offering incentives. Mentors from the community are selected by the district At-Risk committee and partnered with students from grades 10-12. Mentors meet as partners around 7 times per year at the local restaurant and motivational speakers are utilized (e.g., director of enrollment at Northwest Iowa Community College, former graduates from Central Lyon, and a Juvenile Court System's Corrections Officer).
22. Interviews with parents, administration, teachers, and team observation indicated the district's support of early childhood education. The availability of programming onsite included:
- Transitional kindergarten (TK)
 - Four year old preschool,
 - Early Childhood Special Education(ECSE) ,
 - Kid's Club 3 year old preschool,
 - Rock Rapids Head Start
23. Teachers and administrators reported the Title I program is supported beyond the federally funded level for grades K-5. Two full time teachers are available for students needs. The district allows Title I teachers to collaborate with general education teachers once a month by providing substitutes during that time.
24. The district offers a positive environment for learning. Students, parents, and school board expressed pride and respect for their school, teachers, and administration. Interviewees shared a belief that the caring and supportive staff is among the district's greatest strengths. Parents appreciate the accessibility of teachers, administrators, and other support personnel. Parents stated teachers are responsive to student and family needs. The employees are caring and dedicated to the well being of students. The staff showed pride and loyalty toward their school emphasizing their appreciation for the positive working climate and culture in the district. Specifically, staff feels there is mutual trust and respect among each other and with administrators.
25. Through observations by the visiting team and a news article featured in the *Lion's Roar*, (part of *The Northwest Iowa Review newspaper*) it was noted the Kindergarten students are using stability ball chairs in the classrooms. The chairs promote active sitting, helps to increase blood flow, and strengthens core muscles, all while enhancing concentration and attention spans. Kindergarten teachers attended a

class called “Bodies and Brains: Improving Motor Skills to Enhance Learning for Life.” The teachers did research on having sensory movements in the classroom. They then received funding for the balls from the Central Lyon Foundation, the Rock Rapids Women’s’ Action Club, the Parent/Teach Council and the Rock Rapids Beta Sigma Phi to help purchase the new seats. Although most of the time the ball is treated no differently than a regular chair, the class is given time to exercise on them when time allows.

26. The district provides two certified teacher librarians, one of whom is shared with George-Little Rock CSD and two support staff. Each class in the elementary has a scheduled library period once per week. The library staff reads to students, gives instructions on how to use the library, and involves them in programs to motivate them to read.
27. Data indicated students with special needs are served in the least restrictive environment (LRE) at a rate consistently higher than the state target. Fewer than 4% of the students are served outside of the general education setting 60% of the day. The district is commended for the inclusion of students with special needs in the general education setting.

Recommendations for Improvement:

28. The Carl D. Perkins Act is a funding stream to support the district’s Career and Technical Education (CTE) programs, in addition to providing a set of performance measures tied to funding. CTE instructors provided limited knowledge of the end of the year Perkins Performance Report which includes information such as Academic (math and reading) Attainment, Graduation Rates, Nontraditional Participation and Completion, Technical Skill Attainment, Program Completion, and Placement. The visiting team recommends the administration work closely with the CTE instructors to increase their knowledge of tracking students and how it affects the indicators. In particular, CTE instructors and administrators can contact the local Perkins contact Mona Yanacheak myanacheak@nwaea.k12.us.com or the Iowa Department of Education Perkins contact Pat Thieben pat.thieben@iowa.gov for assistance and support.
29. Multiple groups interviewed indicated a focus on bullying and harassment prevention is a board priority for this school year. The district has provided training opportunities for students and instructional staff related to bullying and harassment prevention and is encouraged to continue training to include all faculty, instructional and noninstructional support staff. Interviews with various groups indicated bullying and harassment occurs (e.g., student to student and staff to staff). The visiting team recommends the administration reviews the implementation of practices and procedures.
30. The visiting team noted the average copyright date age of library materials for nonfiction at the secondary library was 1983. It is recommended the district purchase more up-to-date nonfiction instructional library materials perhaps through Foundation monies.

Curriculum and Instruction

In an improving district/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:

31. Through interviews with teachers, administrators, school board members, parents, students, and the district overview presentation, it was noted Central Lyon CSD since 1992 has committed staff, money, and time to create a unified technology program. The Central Lyon curriculum includes a yearlong technology class (Tech Ed) which is required for all students' grades 6-8. This three-year program teaches keyboarding and software programs. Once the students know how to use the software and have adequate keyboarding skills, they utilize that knowledge to create integrated curriculum projects. For example, the students will produce a movie and type a research paper for English and Tech Ed 8. The students develop the necessary skills to format a research paper and then produce a movie about their paper. The presentation is evaluated for technological merit in Tech Ed 8 and English 8. The skills attained by the students are based on the National Education Standards (NET.S)
32. Principals, teachers, and community partners reported multiple offerings of coursework available to students in the high school setting. Examples include:
 - Advanced Placement (AP) classes onsite
 - PSEO classes via ICN
 - Online college credit classes through Northwest Iowa Community College (NCC)
 - College credit classes offered onsite

33. Interviews with teachers, administrators and students indicated the district is committed to providing up-to-date technology for the district (e.g., integration of SMART boards, responders, mobile laptops, laptops for teachers, and computer labs). The district supported staff implementation through professional development from a nearby district and NWAEA. It was apparent through the interviews and team observation technology is used and embedded throughout the curriculum. The district has purchased Kurzweil software to support struggling readers and has a dedicated computer station for a student with a visual impairment.

Recommendations for Improvement:

34. None at this time.

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:

35. The Central Lyon CSD has a long history of using data to make decisions. Staff development days are dedicated to examining student achievement data especially their use of line item analysis. The results of this analysis helped determine focus areas of professional development which has included:
- Differentiated instructional strategies
 - Kansas University (KU) strategies

- 6+1 Writing Traits
- Curriculum mapping

36. Interviews with teachers and administrators indicated the district supports collaboration time for teachers. Teachers use this time to analyze data (e.g., group item analysis) and make changes to instruction. Opportunities are given for teachers to visit classrooms within the district and outside of the district.
37. Interviews with teachers and administration indicated Central Lyon sends a team of seven (five teachers and two administrators) to the Iowa Core Curriculum trainings provided by NWAEEA. The team provides professional development in this area to the rest of the staff. This help to provide a solid foundation of the work directed by the Iowa Department of Education.

Recommendations for Improvement:

38. Based on interviews with support staff, the visiting team suggests administrators consider creating opportunities for all paraeducators to increase their knowledge and skills relative to job responsibilities (e.g., training specific to the student population served, necessary accommodations, and role responsibility).
39. The district participates in the mentoring and induction training at NWAEEA. The district is encouraged to provide follow-up onsite to ensure an understanding of district expectations for all new staff both instructional and support staff.
40. Support staff reported there is not a consistent system for noninstructional support staff evaluation. The district is encouraged to establish and implement a schedule for the regular evaluation of support staff, align the evaluation with specific job functions, establish procedures, communicate expectations, and align practice with policy.
41. The district-wide professional development plan is in place, and all teachers are expected to participate. However, the district is encouraged to identify needs specific to teachers in each attendance center to help customize the district-wide professional development to better meet their needs. For further assistance and support contact Brian Nelsen bnelsen@nwaea.k12.ia.us or Barb Chambers bchambers@nwaea.k12.ia.us at NWAEEA.

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

Noted Strengths:

42. Trend line data indicates Central Lyon Community School District has continually scored above state and NWAEA averages in most subject areas tested for grades 3-8. The chart below shows comparisons to state and AEA averages for the 2008-2009 school year in reading, mathematics, and science.

**Central Lyon Community School District Iowa Test of Basic Skills (ITBS)
Proficiency Comparisons (source Annual Progress Report (APR) 2008-2009)**

Grade/Subject Area	Central Lyon Community School District	Northwest Area Education Agency	State
Grade 3 Reading	92.31%	76.47%	76.09%
Grade 4 Reading	97.56%	79.2%	80.39%
Grade 5 Reading	97.43%	77.5%	79.56%
Grade 6 Reading	77.78%	67.89%	68.89%
Grade 7 Reading	75%	70.02%	71.92%
Grade 8 Reading	75.92%	72.31%	73.29%
Grade 11 Reading	83.87%	75.44%	75.78%
Grade 3 Mathematics	>99%	76.41%	76.16%
Grade 4 Mathematics	90.24%	78.64%	80.33%

Grade 5 Mathematics	92.31%	77.12%	79.12%
Grade 6 Mathematics	83.34%	71.38%	73.9%
Grade 7 Mathematics	89.29%	77.1%	78.39%
Grade 8 Mathematics	81.48%	75.8%	75.87%
Grade 11 Mathematics	85.49%	77.27%	76.64%
Grade 3 Science	92.31%	81.96%	80.16%
Grade 4 Science	97.5%	81.4%	81.44%
Grade 5 Science	94.87%	82.74%	81.65%
Grade 6 Science	94.44%	76.33%	75.24%
Grade 7 Science	96.43%	81.93%	81.54%
Grade 8 Science	96.22%	84.19%	82.91%

43. Trend line data from 2005 through 2009 school years indicate Central Lyon Community School District performs at or above the state average in English, mathematics, reading, and science. The charts below indicate the results from American College Testing (ACT).

English

Graduation Year	Central Lyon	State	Difference
2005	22.2	21.5	0.7
2006	22.6	21.6	1.0
2007	23.6	21.6	2.0
2008	23.9	21.9	2.0
2009	22.6	21.9	0.7

Mathematics

Graduation Year	Central Lyon	State	Difference
2005	22.3	21.7	0.6
2006	21.5	21.8	-0.3
2007	22.3	21.9	0.4
2008	21.3	22.0	-0.9
2009	22.4	21.9	0.4

Reading

Graduation Year	Central Lyon	State	Difference
2005	23.9	22.4	1.5
2006	22.9	22.5	0.4
2007	23.0	22.6	0.4
2008	23.9	22.9	1.0
2009	24.2	22.9	1.3

Science

Graduation Year	Central Lyon	State	Difference
2005	22.1	22.1	0.0
2006	22.2	22.1	0.1
2007	22.3	22.3	0.0
2008	22.1	22.3	-0.2
2009	23.6	22.4	1.2

Composite

Graduation Year	Central Lyon	State	Difference
2005	22.7	22.0	0.7
2006	22.4	22.1	0.3
2007	23.0	22.3	0.7
2008	22.9	22.4	0.5
2009	23.4	22.4	1.0

44. Teachers and administrators interviewed indicated data is collected on the following assessments. Students are monitored on achievement often.

- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- District developed second assessment
- Iowa Tests of Basic Skills
- Iowa Tests of Educational Development
- Curriculum Based Measurements (CBM)

45. Although individual student areas of procedural noncompliance were identified during the district's Special Education program procedural compliance review completed last fall, evidence has been submitted as of November 9, 2009, that these corrections have been made. The DE has also received a copy of the AEA letter stating that the district level corrective action plan (CAP) has been fully implemented within the required timelines and all requirements have been met.

46. 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 (e.g., all students are equitably assigned through the use of the student data management system.)

47. Analysis of Annual Yearly Progress (AYP) report data for available disaggregated special education groups indicates the Central Lyon CSD is making progress improving special education student proficiency rates in mathematics in the grade listed below. The scores were above the state averages. (Note: Data for grades 3, 4, and 5 were not available due to small cohort size). The chart below shows comparison to state averages.

**Central Lyon Community School District Iowa Test of Basic Skills (ITBS)
Percentage of Special Education Students Scored Proficient**

Grade	Central Lyon CSD	State
Grade 11 Reading (2006-2007)	28.57%	27.07%
Grade 7 Mathematics (2006-2007)	40%	35.52%
Grade 7 Mathematics (2007-2008)	33.33%	32.83%
Grade 8 Mathematics (2006-2007)	33.33%	30.83%

48. The participation rate of special education students in district-wide assessments such as ITBS or alternate assessment was consistently 100% for grades 6, 7, 8, and 11 from 2005 to 2008. This equals the state target.

Recommendations for Improvement:

49. Annual Progress Report (APR) analysis of student achievement data indicated students in grade 11 performed below state and NWAEA averages in science.

Grade/Subject Area	Central Lyon Community School District	Northwest Area Education Agency	State
Grade 11 Science	77.42%	81.78%	80.27%

The visiting team recommends further analysis of the data to help determine achievement gaps and/or identify additional resources that may be needed. Contact Jim Christensen jchristensen@nwaea.k12.ia.us or Brian Nelsen bnelsen@nwaea.k12.ia.us for assistance and support.

50. Basic Educational Data Survey (BEDS) Highly Qualified Teacher (HQT) data indicate that the district's special education teachers use the consultative model to provide instructional and support services to special education students. Site interviews indicate that components that constitute the model are not in place such as having shared responsibility of instruction and assessment for all students. This is an area for targeted technical assistance from NWAEA.

51. Analysis of AYP trend line data for available disaggregated special education groups indicates the special education student proficiency rates in reading and mathematics are not improving for grades listed below. These scores were below the state averages. (Note: data for grades 3, 4, and 5 were not available due to small cohort size). The chart below shows comparison to state averages.

Central Lyon CSD ITBS Percentage of Special Education Students Scored Proficient

Grade Level	Central Lyon CSD	State
Grade 6 Reading (2006-2007)	12.5%	24.86%
Grade 6 Mathematics (2006-2007)	12.5%	33.32%
Grade 7 reading (2007-2008)	11.11%	24.55%
Grade 8 Reading (2006-2007)	11.11%	25.93%
Grade 11 Mathematics (2006-2007)	14.29%	34.5%

52. The visiting team recommends a district team of general education and special education teachers examine strategies to close these achievement gaps by looking at the performance of these cohorts over time, examining item analysis of test performance, reteaching of targeted deficit skills, periodic review of critical skills, etc. Consider additional professional development opportunities to expand the teachers' repertoire of effective strategies.

**Central Lyon Community School District's Compliance Status in
Applicable Federal Programs:**

Title IIA (Teacher and Principal Training and Recruiting Fund)

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

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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 IVA (Safe and Drug Free Schools)

The district has no citations of Title IVA (SDFSC) non-compliance identified during this visit.

Title V (Innovative Programs)

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

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Title XC (Education of Homeless Children and Youth)

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

Areas of Non-Compliance

The Central Lyon Community School 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. 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. The district may choose to use the following matrix as a format for the development of an action plan or develop its own.

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
HSPH2. The health program for grades 9-12 does not contain one unit. 281-IAC 12.5(5)(e)	The district must offer and teach one unit of health.		
EDQ2. The district does not have a non-discrimination notification statement: annual notification in newspaper or newsletter that goes to all community folks that includes all protected classes. Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.	The statement in the newspaper or newsletter must include the protected classes of: race, color, age, national origin, gender, sexual orientation, gender identity, marital status, socio-economic status, disability, religion, and creed.		
EQD3. The district does not have a non-discrimination statement in major written publications: Parent, student, employee	The statement in the major publications must include the protected classes of: race, color, age,		

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
handbooks, registration handbook, coaches; handbooks, brochures about the district, web site, and school newsletters that include all protected classes. Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.	national origin, gender, sexual orientation, gender identity, marital status, socio-economic status, disability, religion, and creed.		