



# STATE OF IOWA

TERRY BRANSTAD, GOVERNOR  
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DEPARTMENT OF EDUCATION  
BRAD A. BUCK, DIRECTOR

December 22, 2014

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

Dear Superintendent Ackerman:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at Central Lyon Community School District (CSD) on November 18-20, 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 **Central Lyon CSD** maintains State of Iowa accreditation upon resolution of non-compliance issues described in the comprehensive site visit report. The non-compliances revealed as a result of the visit are shared with the superintendent prior to leaving the district at the end of the site visit. The **Central Lyon CSD** must complete corrective actions according to the timeline noted on the non-compliance web site under the Portal. 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:**

Elizabeth Calhoun, School Improvement Consultant  
Jeanne Lichty, Special Education Cadre

**Northwest Area Education Agency Representatives:**

Pam Barry, Executive Director Educational Services  
Marlin Jeffers, Consultant  
Dana Oas, Regional Facilitator/Supervisor

**Local Education Agency Representative:**

Rachel Leavitt, Jr. /Sr. High School Principal, Lawton-Bronson CSD

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It is our hope this report will provide guidance to enhance student achievement in the school 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 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, 2015. Directions for revision and submission of the C-Plan can be found at: <https://portal.ed.iowa.gov/iowalandingpage/Landing.aspx>.

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 [here](#). 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 Central Lyon CSD 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 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  
Pradeep Kotamraju, CTE Director

**Comprehensive Site Visit  
Iowa Department of Education**



**Central Lyon Community School District**

**Team Findings  
November 18-20, 2014**

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## Vision, Mission, and Goals

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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. Central Lyon Community School District (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 is on the website.
2. The overview presentation of the Site Visit was a video created by the 8th grade class which showcased what the students believe Central Lyon CSD is all about. There was a diverse group of athletics and activities presented in the video including boy’s athletic teams, girls athletic teams, choir and band, speech/drama, robotics, and mock trial. It was evident that a deep level of collaboration was involved to create the product. Students worked together in groups to interview all the community members, teachers, and students. Students were asked to work with their peers to gather information that would highlight the strengths of the district and communicate the vast opportunities available for students. Technology, communication, organization, meaningful and relevant learning, and problem solving were all involved in order for the students to speak knowledgeably about their school. The visiting team commends the students for their effort in this presentation.
3. Interviews with the superintendent, principals, and school board members indicated the district will begin a three-phase renovation in the near future. No bond issue will need to be passed or taxes increased to pay the price tag as the district’s 1-cent sales tax money (SILO) will be utilized. The district enrollment has increased approximately 35 students this year and the projection is increasing enrollment for the future. The first phase, high school addition, involves building a new central office with board room and secure entrance. The current central office staff and board room would be moved to this area and free up two classrooms to house multiple staff members’ classrooms. The second addition, wrestling addition, involves adding wrestling room and athlete training facility to the east side of the 1998 gym as a two-story addition which will house training equipment donated to the district by Northwestern College. The elementary addition involves an improved elementary office which would expand from the current principals’ office. This updated office space would include another security entrance, a modern expanded nurse’s office, expanded library space, guidance office, and conference rooms. The current nurse’s office would be converted to include handicap-accessible

restroom and changing station. The district is commended for its vision to help ensure the future needs for the students of the district.

**Recommendations for Improvement:**

4. It was not evident to the visiting team that the vision, mission, and goals statements were clearly posted throughout the building, in handbooks, and classrooms. A mission statement identifies a district's fundamental purpose. The vision, mission, and goals should be communicated throughout the system and community and be clearly articulated to all stakeholders representing the diversity of the community. The district would benefit from reviewing the vision, mission, and goal statements yearly to ensure stakeholders are included and aware of this ongoing process. The goals guide assessment of student achievement, district effectiveness, and the allocation of time and resources. Additionally, the mission, vision, and goals should be visible in the building, classrooms, hallways, newsletters, district correspondence, and on the website. Contact Tim Grieves, ([tgrieves@nwaea.org](mailto:tgrieves@nwaea.org)), at Northwest Area Education Agency (NWAEA) for assistance and support.

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## Leadership

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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:**

5. Teachers, parents, school board members, School Improvement Advisory Committee (SIAC), and paraeducators felt administrators are approachable, visible, supportive, and dedicated to the profession. Administrators meet regularly with faculty and participate in professional development activities. Teachers stated administrators and the school board are supportive of professional development needs. The teachers believe the administrators provide leadership to teachers and assistance to students and parents. Staff indicated they are encouraged to take leadership roles. Teachers indicated administrators seek their strengths and positive attributes to positively grow in their profession.
6. Interviews with administrators, teachers, school board, and through document review, it was noted the Central Lyon School Foundation is supportive of the district. The Foundation, which was established in 2001, is a not-for-profit corporation dedicated to the enhancement of quality education through educational opportunities, school facilities, technology, and service, on behalf of the Central Lyon Community School district. The Foundation operates independently of the school district and is governed by a board of nine directors. Recent donations to the district have included an electronic sign for the district and backpacks for laptop computers (grades 7-12). The Foundation continues to fund Lion grants (e.g., teacher mini grants) and Central Lyon Foundation Student Scholarships.
7. Multiple groups interviewed spoke of teacher leadership opportunities that exist in the district. Examples included:
  - Teacher Leader Compensation (TLC) Committee
  - Teacher Quality Committee
  - Professional development committee
  - Textbook selection committee
  - School calendar

- Teacher Advisory Committee
8. Middle school students and high school students at Central Lyon appear to have numerous opportunities to develop leadership skills. Students spoke of committees to plan activities and offer input from the student perspective. Leadership opportunities included the following:
    - Student Council
    - National Honor Society
    - Job shadowing/work study
    - Athletics
    - Band/Jazz Band
    - Choir/Show choir
    - Musicals/Theatre
    - Speech
    - Mock Trial
    - Robotics
    - International Club
    - FFA
    - Teens Against Tobacco Use (TATU)
    - Backpack program
  9. All teacher groups indicated a strength of the district is all administrators meet as a Leadership Team weekly, meeting with curricular teacher teams on a regular basis, visits classroom regularly, and formed a faculty advisory team that meets to share ideas and concerns of the faculty.
  10. To increase financial opportunities for the district, the board supported the hiring of a grant writer. Through the services of the grant writer, the district has been offered tens of thousands of dollars from various organizations. Without the grant writer, the district would not be receiving additional funds for programming needs.
  11. The Board of Education is a positive, forward-thinking group. The visiting team compliments the Board on their commitment to supporting teaching and learning that aligns with the goals of the district. To meet the needs of every student, an additional special education teacher was hired, a part time elementary guidance position was added, and a part time technology integrationist was brought on board. Furthermore, the board expressed a willingness to explore options for getting student's college and career ready. Also, the board has continued the fruit and vegetable program to support the nutritional needs of students and supported updated curricular resources through new textbooks.
  12. The visiting team commends the district in its commitment to offer multiple Advanced Placement (AP) classes in the building, online AP classes, and college level classes (Foundations and Human Relations). Students gain the exposure to college level material while they are still in high school. This allows them to gain college credit and become acclimated to the rigor of college while in the supportive environment of high school. A variety of classes speak to the various interests of students and their career choice, which includes but is not limited to Western Civilization, composition, psychology, and college algebra.

**Recommendations for Improvement:**

13. Document review and interviewees indicated the superintendent is the district's equity coordinator. The superintendent serving as the district's equity coordinator has the potential to place the superintendent and complainants in an awkward position. For

example, if a community patron perceives an equity issue within the district, the equity coordinator would be required to investigate and make a determination if the situation is founded. In addition, the equity coordinator will decide what action or actions would need to be taken to rectify the situation. If the community patron does not agree with the decision of the equity coordinator, they should be able to appeal his/her decision to another level within the organization. Normally, appeals are addressed by the superintendent. With the dual duties of the superintendent as equity coordinator, the patron may perceive the district does not allow for appropriate channels for such an appeal. Consider naming another administrator or possible staff member as the district's equity coordinator and notifying all stakeholders of this change. Additionally consider having the equity coordinator attend the statewide civil rights training at the Iowa Events Center in Des Moines on March 23, 2015. For any additional assistance, contact Margaret Jensen Connet, Equity Consultant, at the Iowa Department of Education ([margaret.jensenconnet@iowa.gov](mailto:margaret.jensenconnet@iowa.gov) or 515-281-3768).



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## Collaborative Relationships

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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:**

14. Interviews indicated the district has benefited from the area's casino funds. As the casino funds come into the district, the school board determines the usage based on two conditions: to provide opportunities or supplies that would not normally be part of the budget, and to impact as many students as possible with the purchases. Since its inception in 2011, the funds have been used for:

- PK-6 school supplies for the 2014-2015 school year
- 1:1 laptops for grades 7-12
- Fruit and vegetable program for all students K-12
- Video screen microscopes
- School registration cost decrease
- Backpack program that provides food over the weekends for needy students
- After prom/after graduation donations

Total funds have exceeded \$500,000 for Central Lyon CSD.

15. Multiple interview groups indicated the strength of the district is collaborations with outside agencies and community organizations. Some of these collaborations are listed below:

- ATLAS (faith based nonprofit) of Lyon County
- Sunshine Foods
- Pizza Ranch
- Kids Club – After school Care
- Mid-Sioux Opportunities
- Lyon County Sheriff's Department
- City of Rock Rapids
- Sanford Wellness Center
- Kiwanis
- Lyon County Riverboat Foundation
- Central Lyon School Foundation
- Forster Trust
- Head Start
- First Reformed Church

- Work-study Program
  - Job Shadowing
  - Northwest Iowa Community College (NCC)
16. Interviews with administrators, teachers, and students indicated sharing opportunities with other districts occur. This included:
- Athletics with George-Little Rock CSD
  - Shared nurse with George-Little Rock CSD and West Lyon CSD
  - Liaison Officer with George-Little Rock CSD and Lyon County Juvenile Court
  - Shared elementary guidance counselor with Rock Valley CSD
17. Interviews with administrators reported the district was used as an emergency shelter for Red Cross during the past summer flood. Several people from the community were housed along with several residents of a nursing home that had to be evacuated. The school remained a shelter for Red Cross until housing could be found for those who had no other place to go. The district also became the storage center for an organization in the community called ATLAS (a nonprofit organization). ATLAS was the collection center for donations and whatever other items were needed to help with flood recovery. Individuals worked out of the north end of the high school (industrial arts wing). ATLAS remained in that location for over a month.

**Recommendations for Improvement:**

None noted at this time.

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## Learning Environment

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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:**

18. Interviews with teachers indicated a positive change in parent teacher conferences at the middle school level. The middle school conferences are now scheduled, and the percentage of parents attending increased to over 80%. The new format has improved the collaboration between teachers and parents.
19. Interviews with teachers and administrators indicated the district routinely initiates what is called "May term". During this twenty day schedule, exploratory core 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. The students are currently helping to restore a downtown theatre. All students must participate in one service learning class before graduation.
20. Interviews with parents, administrators, teachers, and team observation indicated the district's support of early childhood education. The availability of programming onsite included:
  - Transitional Kindergarten (TK)
  - Statewide Voluntary Four Year Old Preschool Program
  - Early Childhood Special Education (ECSE)
  - Rock Rapids Head Start
21. The Backpack Program developed by students, who saw a need, is a strength of the district. The Central Lyon Back Pack Program assists PK-12 students in the Central Lyon CSD who may not have enough food to eat at home by providing them with easy-to-prepare meals and snacks throughout the school year. Casino funding and donations are utilized to assist in the program which the students manage throughout the school year. During the summer months a local church provides assistance.

22. Multiple interview groups expressed there are few bullying and harassment incidents. They also indicated when an issue arises it is addressed swiftly through an adult in the building.
23. Many district groups and community partners reported a strong communication link among school, home, and the community through the following:
  - Website
  - Newsletters
  - Text messages
  - JMC (student data management system)
  - Email
  - *Newspaper-Lyon County Reporter*
  - *Twitter*
  - *Face book*
  - Annual Progress Report (APR)
  - Friday folders in the elementary
24. The district indicated they have English Language Learner (ELL) opportunities for eight students and a proactive commitment for all students to succeed. The district has two paraeducators proficient in Spanish. The district utilizes the Spanish teacher to assist in communicating with parents who do not speak English. The district assists the Lyon County Sheriff's Department, Sanford Hospital Rock Rapids, and Sanford Rock Rapids Medical Center with these services as needed to assist with communication and meeting the needs of non-English speaking families.
25. The district is commended for hiring a full time teacher and establishing a Central Lyon Alternative Setting (CLAS) program for students with academic concerns. The program consists of the alternative program, online learning options, transition to high school assistance, and study hall for tutoring. Students who are struggling with failing grades, poor attendance, or other factors relating to school failure are considered for placement. The students may receive services in several areas such as credit recovery and online classes. Any middle or high school student with a D or F at 4 ½ weeks or at nine weeks must attend study hall in the alternative program until their grades have improved.
26. The visiting team commends the district for its commitment to ALL students. Through administrative and teacher interviews, it was reported students in need of educational materials, sports equipment, fees, clothing, or fine arts supplies are provided by the district, teachers, coaches, peers, or community organizations to give students the opportunity to participate in the educational setting or extracurricular activities.
27. A strength of the district appears to be the high school Robotics program. This program provides students an opportunity to learn from professional engineers, build and compete in state and national competitions with a robot of their own design, utilize software and hardware. Recently, Central Lyon CSD placed 9<sup>th</sup> out of 24<sup>th</sup> in the division.

**Recommendations for Improvement:**

28. While the district has completed an at-risk plan, the plan is not implemented with clear fidelity, the district would benefit from more specific practices such as:
  - establishing job description criteria for an at-risk coordinator
  - examining data and how it is used as related to at-risk factors, such as attendance, achievement [including Formative Assessment System for Teachers (FAST)], and suspension
  - creating a systematic solution for teachers to discuss student concerns, such as a building leadership team (BLT)

- connecting families with at-risk students with social services from outside the school and furthering relationships with other community partners
- investigating strategies

Contact Susan Walkup, [susan.walkup@iowa.gov](mailto:susan.walkup@iowa.gov), consultant at the Iowa Department of Education for assistance and support in this area.

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## Curriculum and Instruction

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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:**

29. Central Lyon CSD provides support systems to students through specialized personnel for personal, social, emotional, and career development. The visiting team views this support as contributing to the positive climate within the school and expanding opportunities for academic learning within and outside of the school day. Maintaining such services indicates a commitment of district leadership. Some examples are listed below:
  - Liaison officer
  - Full and part time Technology Integrationist
  - Title I teachers
  - Full and part time guidance counselor
30. Interviews with teachers, administrators, school board members, parents, and students, indicated since 1992, the district has committed staff, money, and time to create a unified technology program. The Central Lyon curriculum included 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 student knows how to use the software and adequate keyboarding skills, they utilize that knowledge to create integrated curriculum projects. For example, the students produced a video based on the seven themes of improving schools as the district overview presentation for the recent state accreditation site visit team.

31. Throughout all interview groups, technology is an asset to through the district. This is evident through the following: (this is just a few of the many items)
- 1:1 Initiative
  - mobile labs throughout the district
  - teachers are provided computers
  - smart boards
  - Google
  - Flip Cameras
  - Online classes
  - Responders (clickers)
  - Proactive Educational Technology Specialist /Integrationists (1.5)
  - Flip Classroom (lecture and videos)
  - Graphic Design Program
  - 3D printer
32. All interview groups indicated professional development on technology has been a strength of the district by providing opportunities for teachers. This is evident by having 1.5 FTE to assist teaching in technology integration as well as assisting students on the 1:1 Initiative and assisting teachers with technology integration.
33. All Interview groups indicated the school facilities are strength of the district. They are well maintained and provide a safe, clean, orderly, and positive learning environment for all students. The building has cameras, and guests must sign in and wear visitor's badges to provide a safe learning environment. The district is also adding classrooms and remodeling parts of the building to meet the needs of the growing district and expansion of programs.

**Recommendations for Improvement:**

34. Interviews with teachers and administrators indicated the district has recently purchased new textbook series in literacy, mathematics, and social studies. The visiting team recommends the district utilize the support of the publishers for training in the materials. This would provide teachers with a better foundation for implementation of the Iowa Core. The visiting team further recommends the use of the Iowa Core Standards to drive instruction and the use of the materials as a resource. Contact Jordan Menning, [jmenning@nwaea.org](mailto:jmenning@nwaea.org), for additional assistance and support in this area.
35. The visiting team recommends the district consider developing a strategic plan for technology integration PK-12. The district recently hired staff for technology integration. Consider establishing a technology committee to study the effectiveness of the 1:1 initiative as it relates to student achievement and engagement. Contact Jeff Sypersma, [jsypersma@nwaea.org](mailto:jsypersma@nwaea.org), or Jon Wibbels, [jwibbels@nwaea.org](mailto:jwibbels@nwaea.org), for assistance and support in this area.

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## Professional Development

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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:**

36. The district is commended for providing \$750 to each teacher for professional learning that aligns to the district's goals and individual career professional development plans.
37. Teacher groups indicated the administrators provide quality feedback and provide reflective conversations throughout the evaluation process based on the Iowa Teaching Standards and technology integration.
38. Multiple interview groups indicated the focus of their professional development in the area of Ethics in Education/Colors was a strength by providing the staff the needed skills to address diversity, equity, and meeting the learning needs of students. It also provided a means for educators to work with staff, students, parents' and community members.
39. The district is commended for purchasing new reading, mathematics, and science series. Teachers and administrators analyzed and selected the series. The series are aligned to the Common Core and provide additional resources.

### **Recommendations for Improvement:**

40. According to the district's Iowa Core Plan, the staff is in full implementation of the Iowa Core. However, multiple interviews indicated intentional professional development for full implementation is not evident in the area of the Iowa Core. The expectation of the Iowa Legislature is to have the Iowa Core drive the instruction. Currently, the district has purchased materials based in the Common Core. Consider the following:
  - Use the professional development (PD) team to determine a long-term plan of activities to further the exploration of the Iowa core



- Provide teachers online resources that have aligned lesson plans, activities and resources
- Send a group of teachers to the Next Steps English/Language Arts (E/LA) Iowa Core Session established by NWAEA
- Send a group of teachers to the Deeper Investigations of the Iowa Core in Math
- Align the enacted curriculum to the intended curriculum to determine what is missing or not taught per grade level and content area

Contact Katy Evenson, [Kevenson@nwaea.org](mailto:Kevenson@nwaea.org), and/or Jody Herbold [jherbold@nwaea.org](mailto:jherbold@nwaea.org), at NWAEA for assistance and support.

41. 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). This was also a suggested recommendation in the previous state accreditation report (November 2009). Contact Carolyn Smith, [casmith@nwaea.org](mailto:casmith@nwaea.org), for assistance and support in this area.
42. 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 yearly evaluation of support staff, align the evaluation with specific job functions, establish procedures, communicate expectations, and align practice with policy. This was also a suggested recommendation in the previous state accreditation report (November 2009). Contact Carolyn Smith, [casmith@nwaea.org](mailto:casmith@nwaea.org), for assistance and support in this area.

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## Monitoring and Accountability

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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. 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 model.

44. The district reported the following assurances to guarantee 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

45. The percentage of Central Lyon CSD students in the proficient range of achievement on the 2013-2014 Iowa Assessments is higher than NWAEA and/or State of Iowa Averages in the following areas:

- 3, 4, 5, 6, 7, and 11 grade reading
- 3, 4, 5, 6, 7, and 11 grade mathematics
- 3, 4, 5, 6, 7, 8, and 11 grade science

See the School Improvement Data Report, figures 8-12 and 14, 20-24 and 26, and 32-38 for additional information.

46. Trend line data from 2009 through 2013 school years indicate Central Lyon CSD performs at or above the state average in English, mathematics, reading, and science. The charts below indicate the results from American College Testing (ACT). This was also a noted strength in the previous state accreditation report (November, 2009).

#### English

Graduation Year	Central Lyon	State	Difference
2009	22.6	21.9	+0.7
2010	22.5	21.8	+0.7
2011	23.4	21.7	+1.7
2012	24.3	21.6	+2.7
2013	22.4	21.5	+0.9

### Mathematics

Graduation Year	Central Lyon	State	Difference
2009	22.4	21.9	+0.5
2010	22.0	21.8	+0.2
2011	23.8	21.9	+1.9
2012	23.0	21.7	+1.3
2013	22.0	21.6	+0.6

### Reading

Graduation Year	Central Lyon	State	Difference
2009	24.2	22.9	+1.3
2010	23.6	22.6	+1.0
2011	24.5	22.6	+1.9
2012	24.8	22.5	+2.3
2013	23.6	22.5	+1.1

### Science

Graduation Year	Central Lyon	State	Difference
2009	23.6	22.4	+1.2
2010	22.4	22.3	+0.1
2011	23.3	22.4	+0.9
2012	23.3	22.2	+1.1
2013	22.9	22.2	+0.7

### Composite

Graduation Year	Central Lyon	State	Difference
2009	23.4	22.4	+1.0
2010	22.8	22.2	+0.6
2011	23.9	22.3	+1.6
2012	24.0	22.1	+1.9
2013	22.8	22.1	+0.7

47. The district collects academic and behavior data and through interview groups indicated that it is shared and instructional decisions and professional development is planned.

The following is collected:

- ITBS/ITEDs
- Attendance Rates
- Graduation Rates
- Iowa Youth Survey
- Character Counts
- ACT Scores
- Student Surveys
- Parent Surveys
- Teacher Surveys
- Staff Surveys
- Tier: FAST

### **Recommendations for Improvement:**

48. The percentage of Central Lyon students scoring in the proficient range of achievement on the 2013-2014 Iowa Assessments is lower than NWEA and State of Iowa averages in the following areas:

- 8<sup>th</sup> grade reading
- 8<sup>th</sup> grade mathematics

See the School Improvement Data Report Appendix figures 13 and 25 for additional information. It would be beneficial to complete an in-depth disaggregated data analysis of non-proficient performers to identify whether common characteristics exist (e.g., similar skill deficit or similar demographics), identify potential barriers to learning, and provide an additional source of data for school improvement planning. Reviewing students' performance on all district-wide assessment instruments (i.e., triangulating data) to

determine validity and reliability of results (as well as the validity and reliability of district-developed assessments) is also recommended (e.g., Are there students who are not proficient on the Iowa Assessments, but are on other assessments?) Contact Sara Youngers, [syoungers@nwaea.org](mailto:syoungers@nwaea.org), and Janelle Schorg, [jschorg@nwaea.org](mailto:jschorg@nwaea.org), for assistance and support in this area.

49. Limited evidence was found of program evaluation demonstrating the impact of programs and initiatives on student learning and student success. Administrators and instructional staff are encouraged to establish procedures and practices to develop and use program evaluation, particularly in district programs such as at-risk, CTE, and gifted and talented, or initiatives (e.g., 1:1 computer (laptop) initiative). For each program or initiative, consider setting clear program goals that answer the question, "What do we want as a result of the program, initiative, or support service?" Identify clear, aligned measurable goals. Establish a process and procedure to follow in monitoring progress (formative) and evaluating program impact (summative). Based on results, determine which program elements to sustain, which program elements need modification to become more effective, and which program elements to abandon or replace. A report format could then be developed to share program information with SIAC, the board, and other stakeholders. Contact Pam Barry, [pbarry@nwaea.org](mailto:pbarry@nwaea.org), for assistance in collecting and analyzing data to evaluate programs and initiatives.

**Central Lyon 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.



**SI 2.5 - School Improvement Data Report**  
**Central Lyon Community School District (1095)**  
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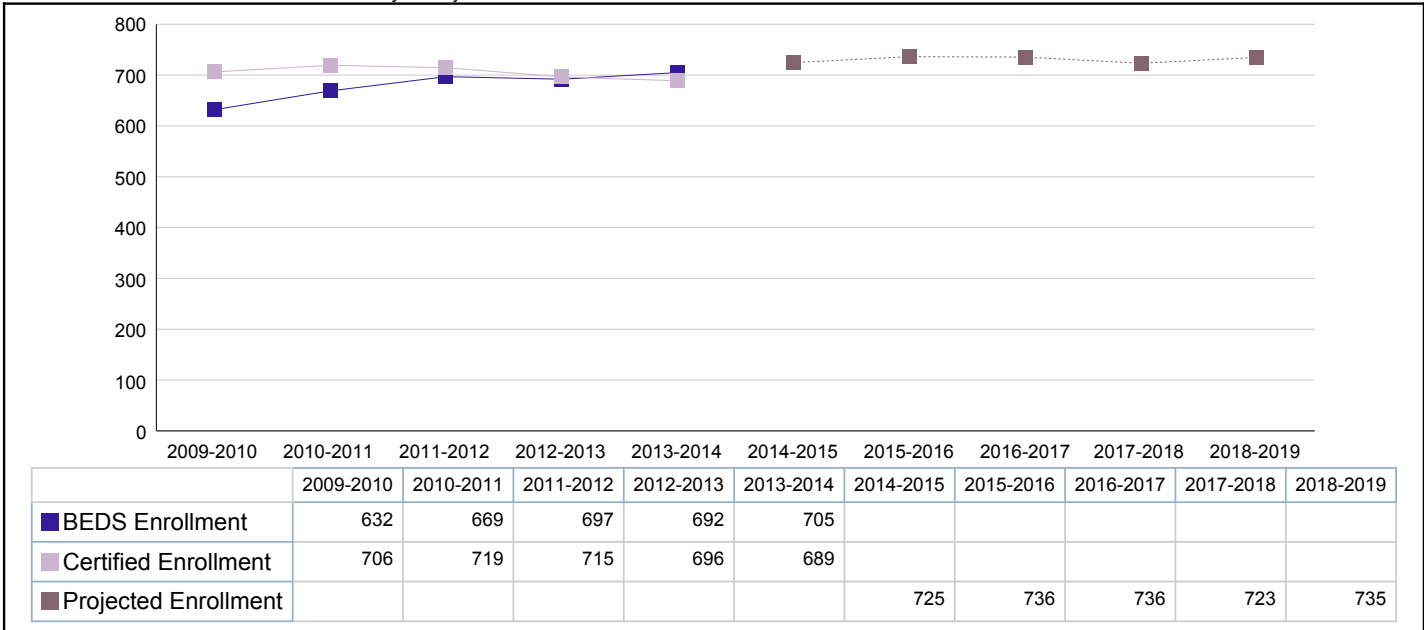
**Figure 1: Whole Grade Sharing**

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**

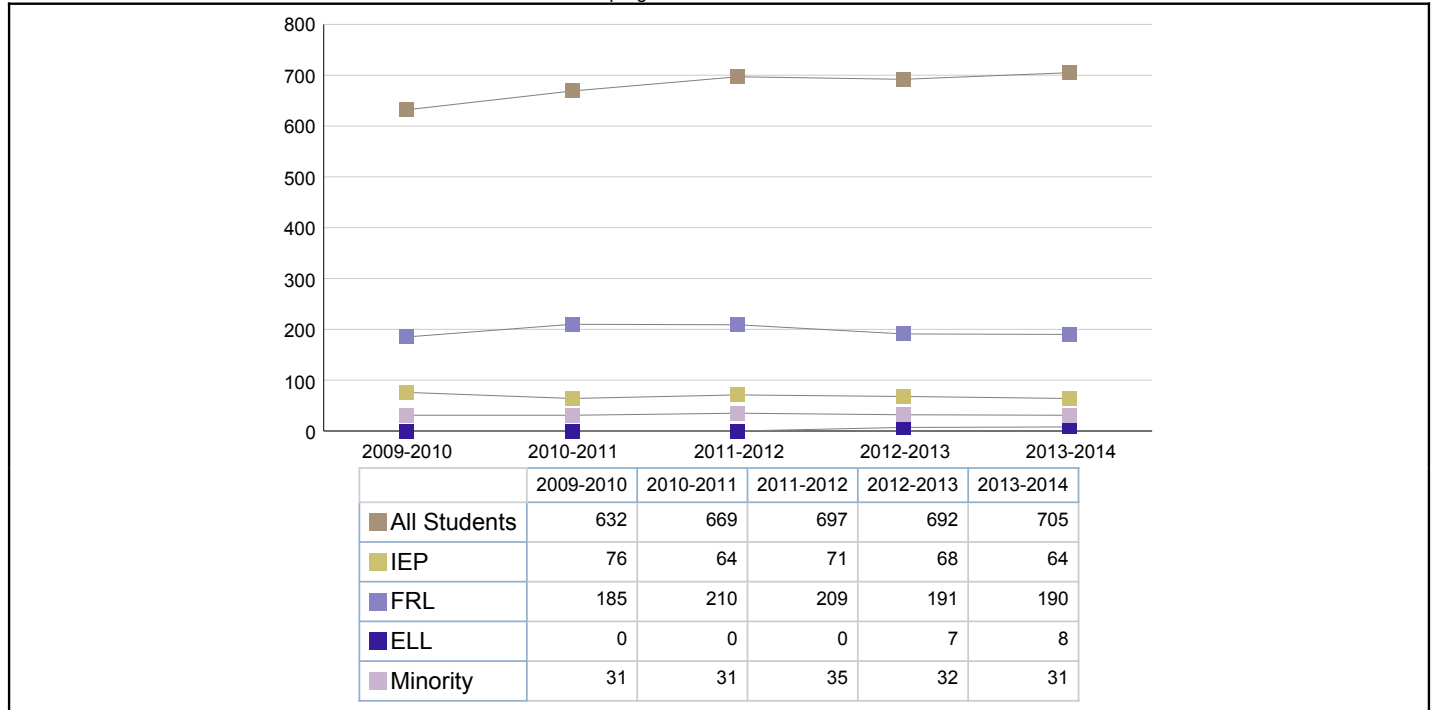
Data Source: Fall EASIER/SRI  
 Definitions: BEDS enrollment is a count of students that are attending in the district on count day each year. Certified enrollment is a count of students residing in the district on count day each year.



**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.

2014-2015 Hours or Days Collection: Hours

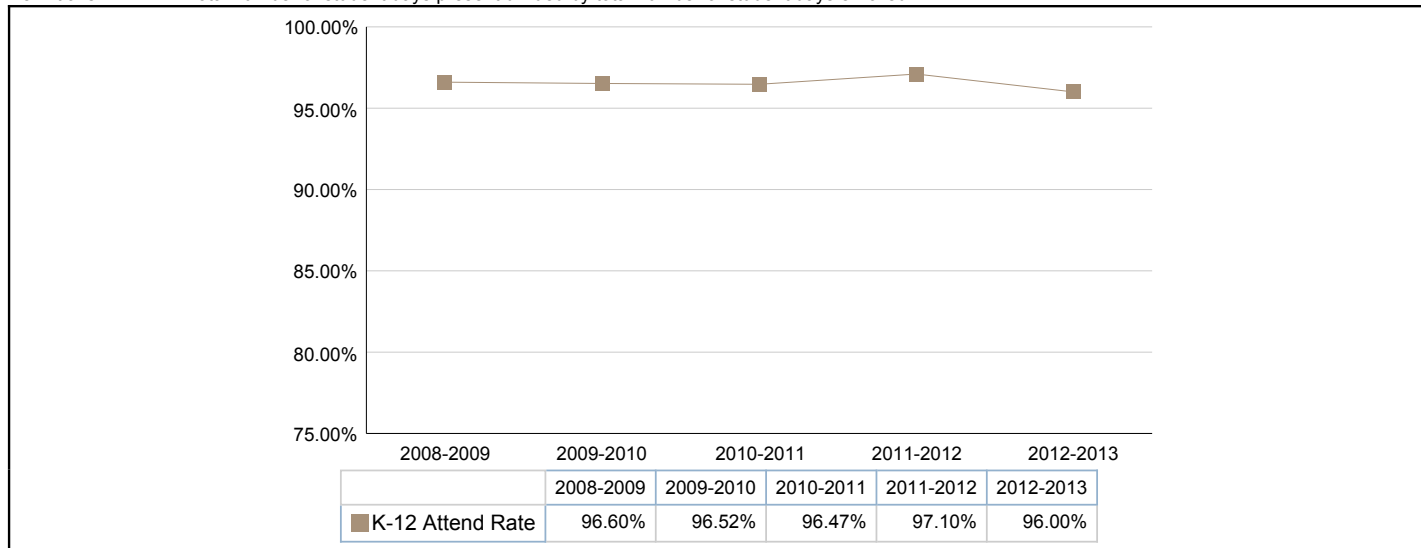
Hearing Date: 11/11/2013

District	School	Total Annual Instructional Minutes
1095	Central Lyon Senior High School (1095-0109)	69,200
1095	Central Lyon Middle School (1095-0209)	68,932
1095	Central Lyon Elementary School (1095-0409)	67,380
	<i>State Average</i>	67,549



**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 measurable objectives, and other academic indicators. A status of delay is used to indicate that a location has met for a particular indicator, but it is its first year of meeting.

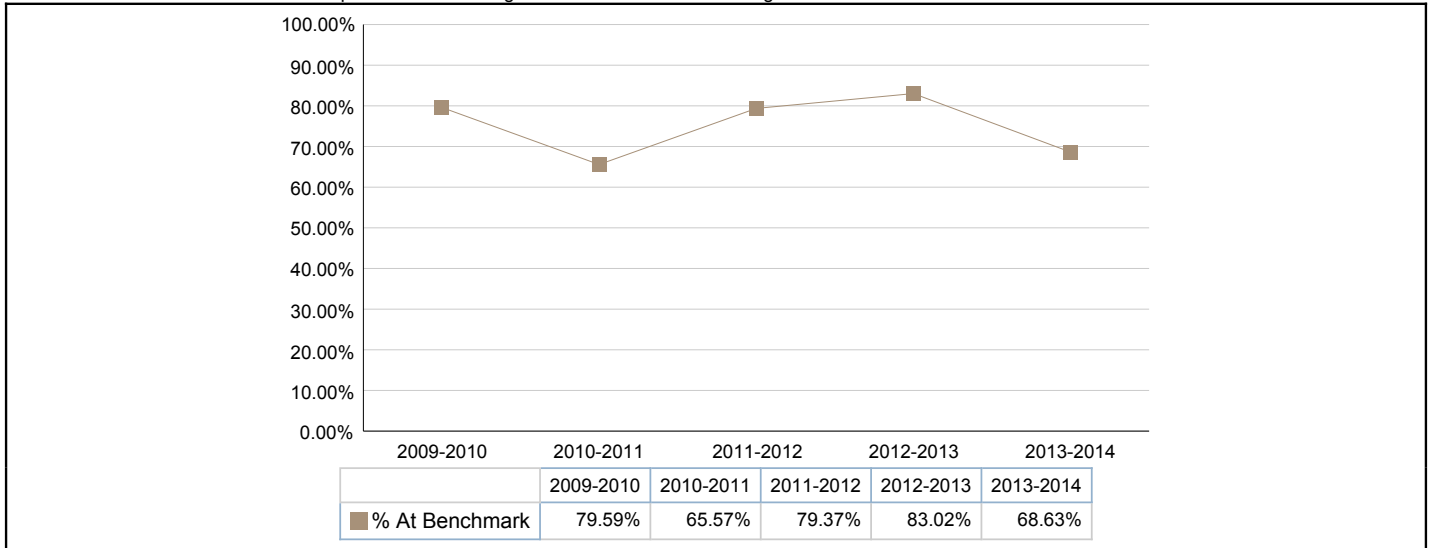
District	School Name	Title 1 Status	Math AMO	Reading AMO
1095	Central Lyon Community School District (1095-0000)	No Value	MET	MET
1095	Central Lyon Elementary School (1095-0409)	Targeted	Watch	MET
1095	Central Lyon Middle School (1095-0209)	No Value	Watch	Watch
1095	Central Lyon Senior High School (1095-0109)	No Value	MET	MET

District	School Name	Title 1 Status	Math Part.	Reading Part.	Other
1095	Central Lyon Community School District (1095-0000)	No Value	MET	MET	MET
1095	Central Lyon Elementary School (1095-0409)	Targeted	MET	MET	MET
1095	Central Lyon Middle School (1095-0209)	No Value	MET	MET	MET
1095	Central Lyon Senior High School (1095-0109)	No Value	MET	MET	MET

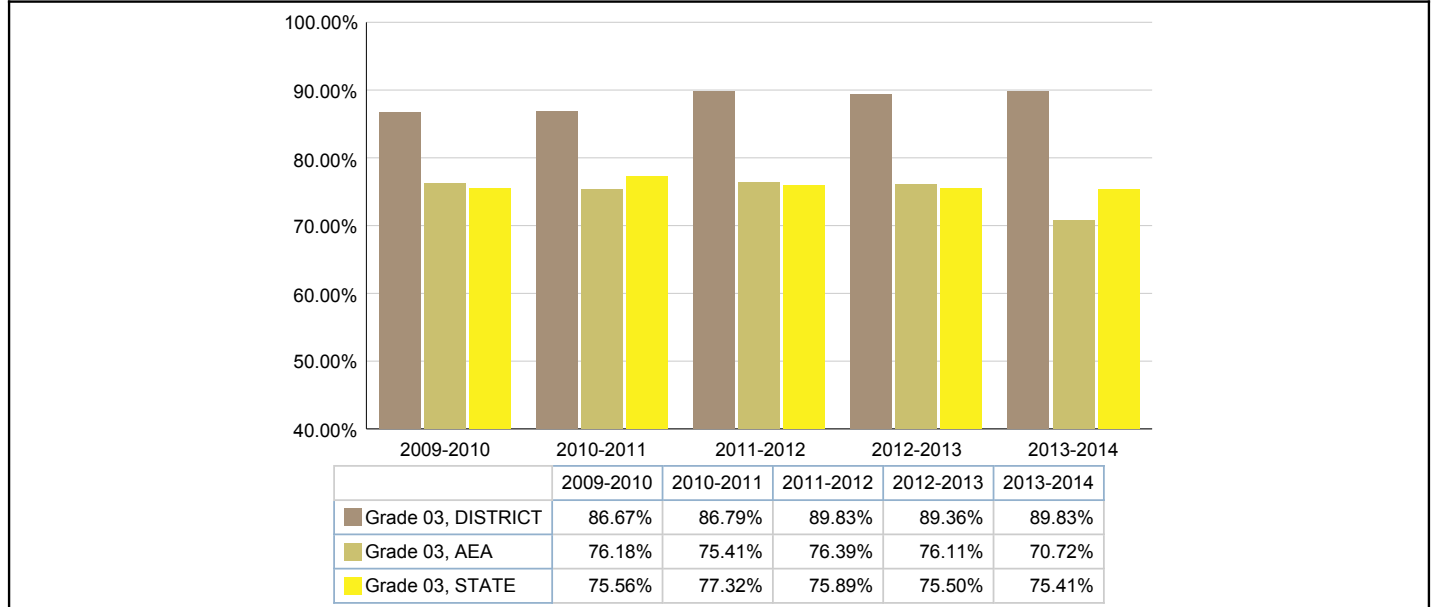
**Figure 7: Percent of Kindergarteners Scoring At Benchmark on DIBELS/DIBELS Next Initial/First Sounds Fluency**

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.



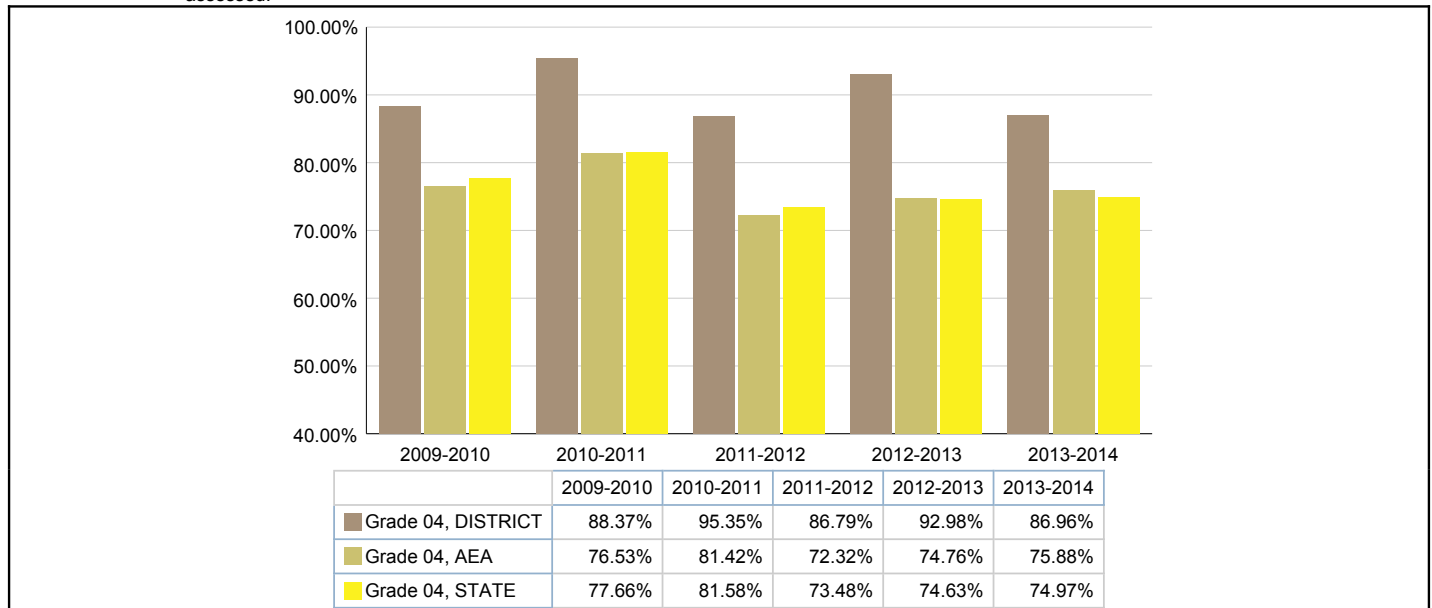
**Figure 8**      **Percent of Students in Grade 3 Proficient in Reading**

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.



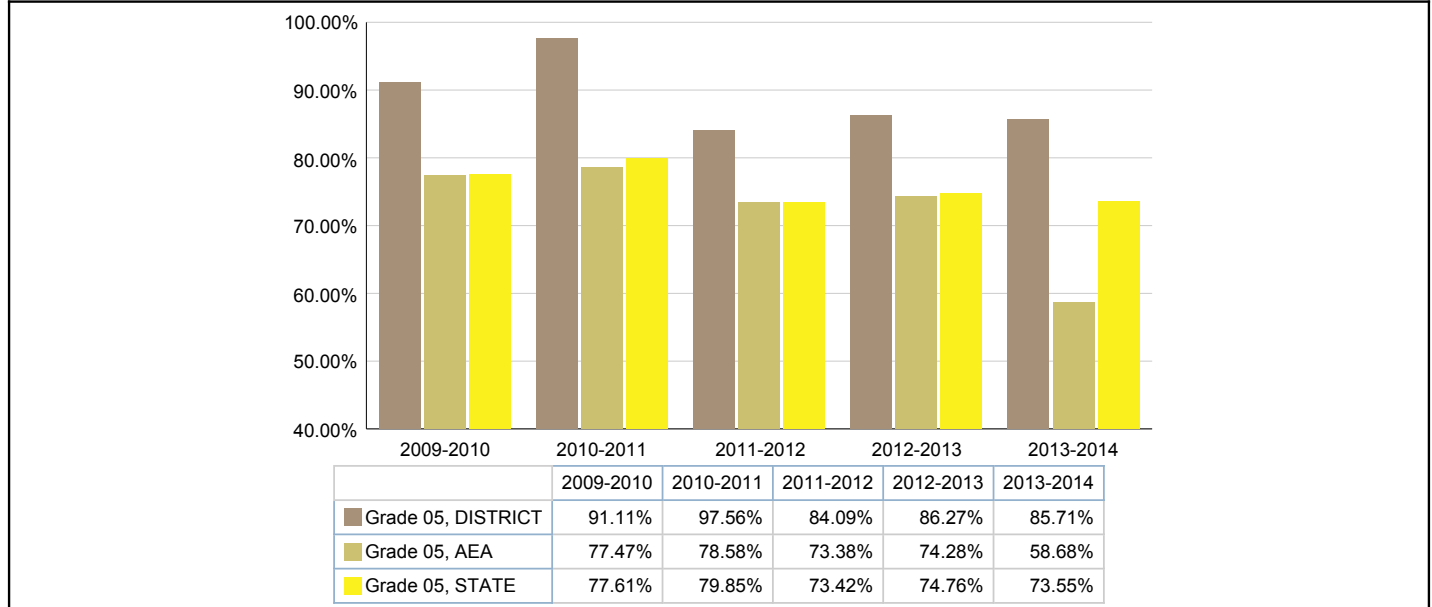
**Figure 9**      **Percent of Students in Grade 4 Proficient in Reading**

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.



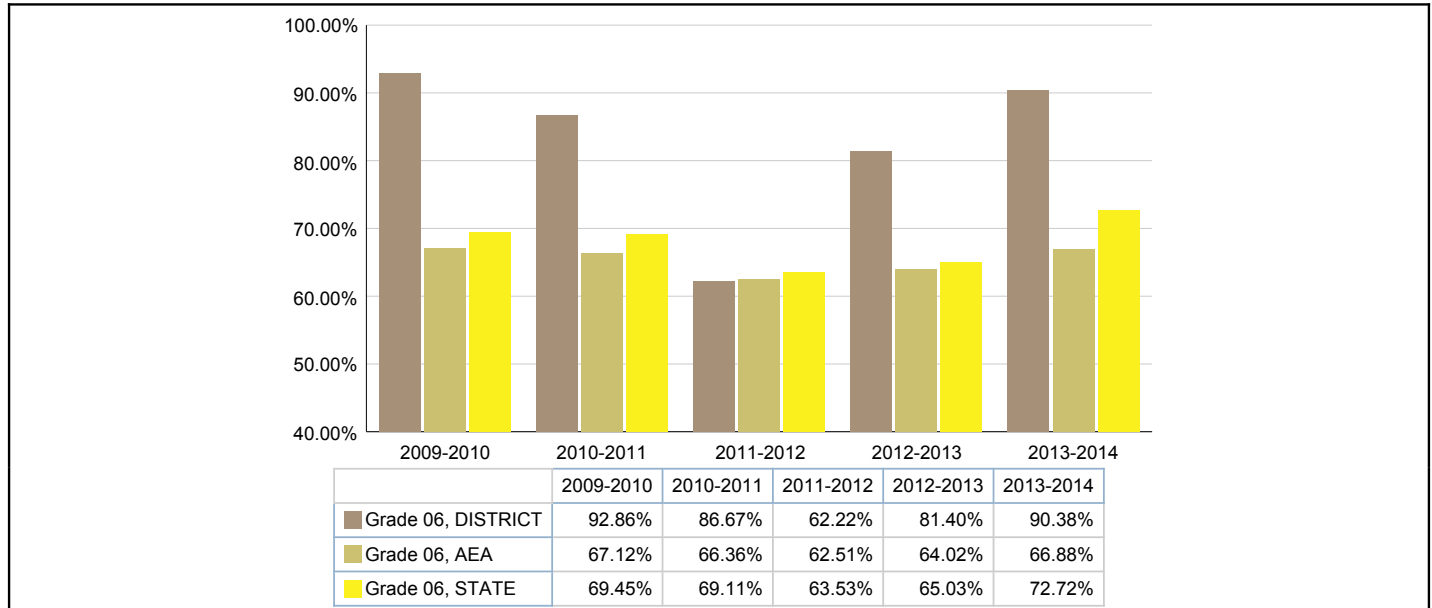
**Figure 10**      **Percent of Students in Grade 5 Proficient in Reading**

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.



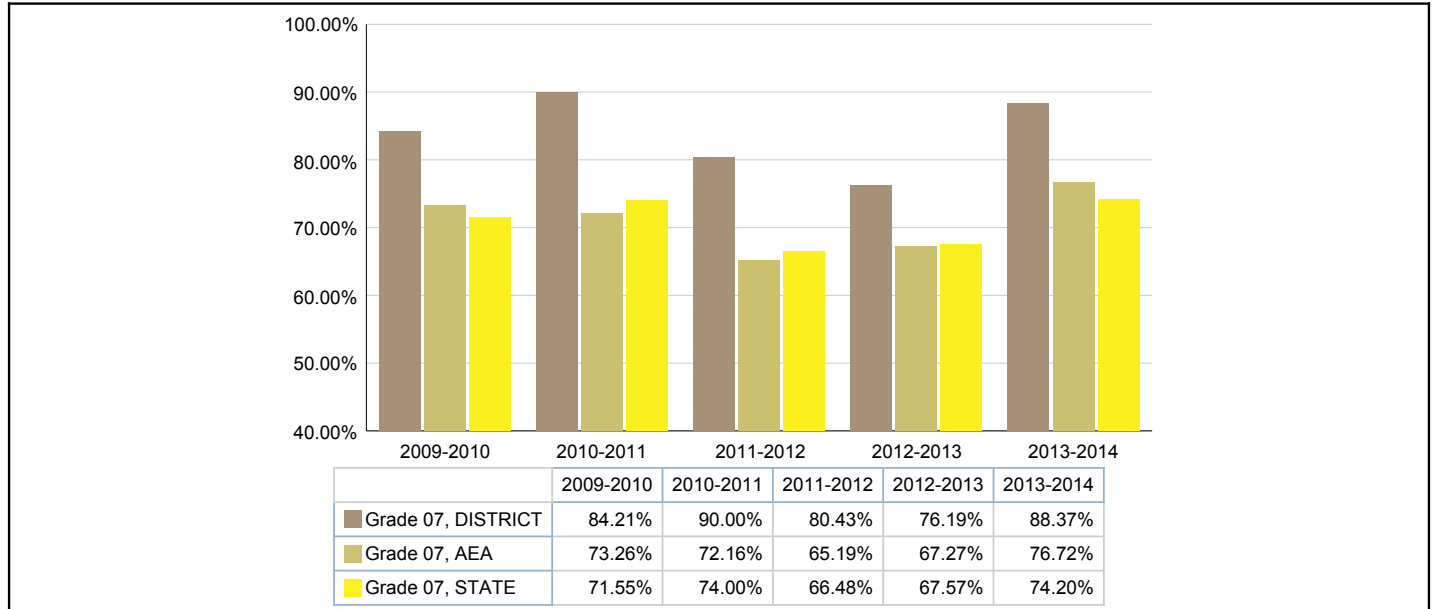
**Figure 11**      **Percent of Students in Grade 6 Proficient in Reading**

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.



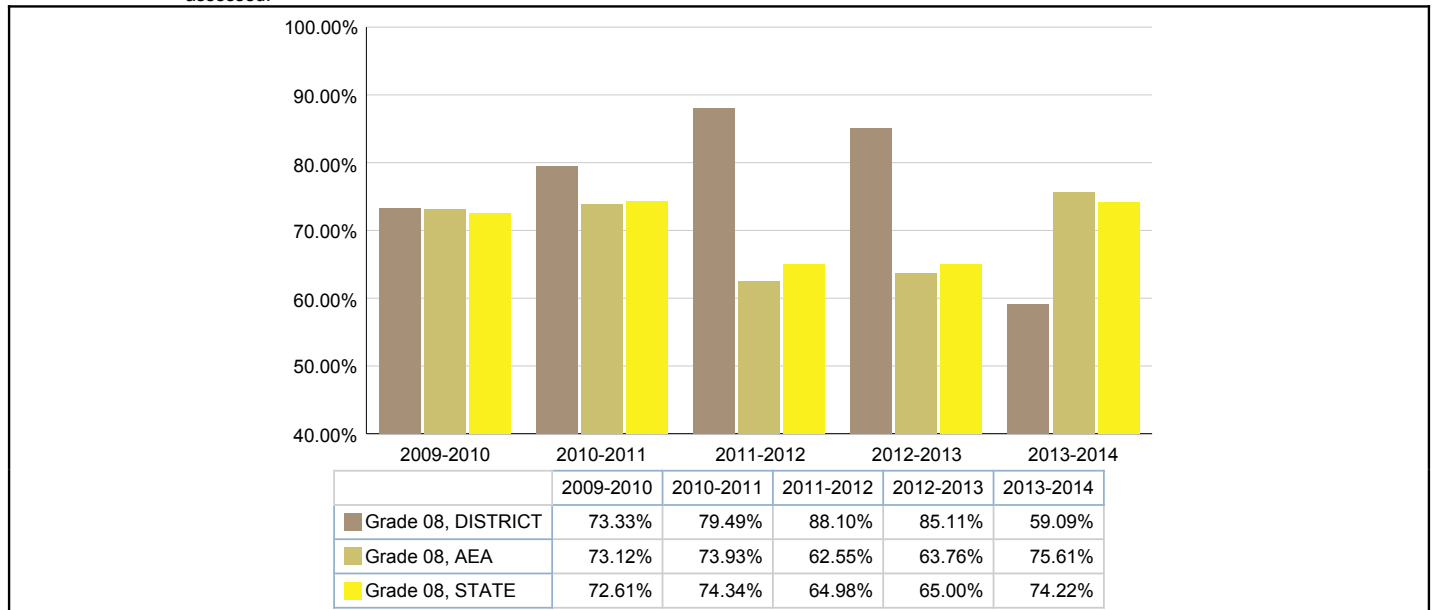
**Figure 12 Percent of Students in Grade 7 Proficient in Reading**

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.



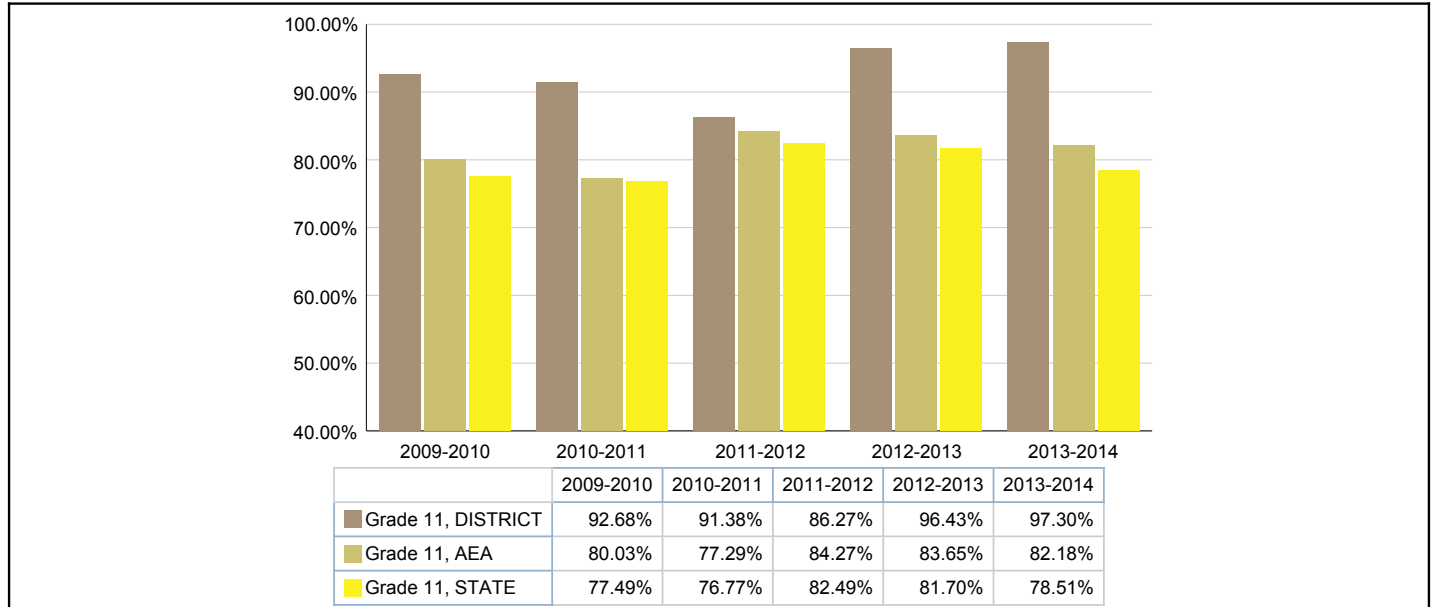
**Figure 13 Percent of Students in Grade 8 Proficient in Reading**

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.



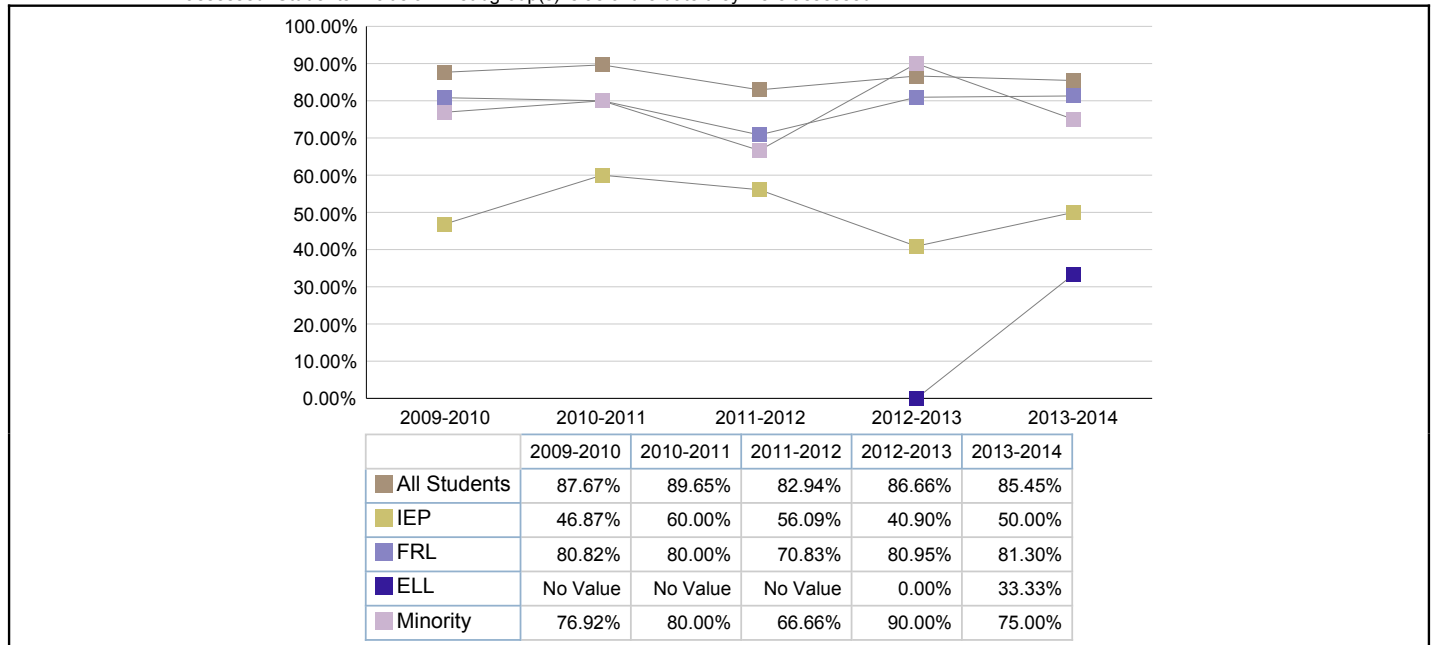
**Figure 14**      **Percent of Students in Grade 11 Proficient in Reading**

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.



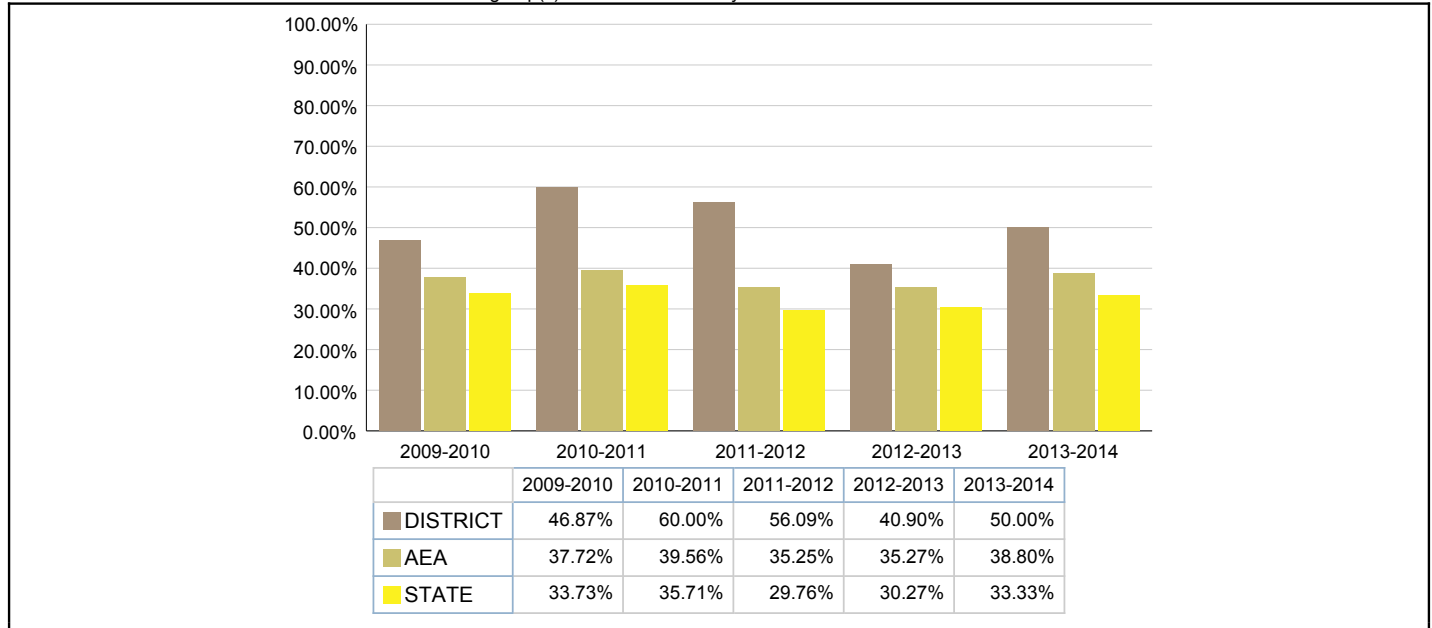
**Figure 15:**      **Percent of Students in Grade 3 - 11 Proficient in Reading by Subgroups: All students, Minority, FRL, ELL IEP**

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.



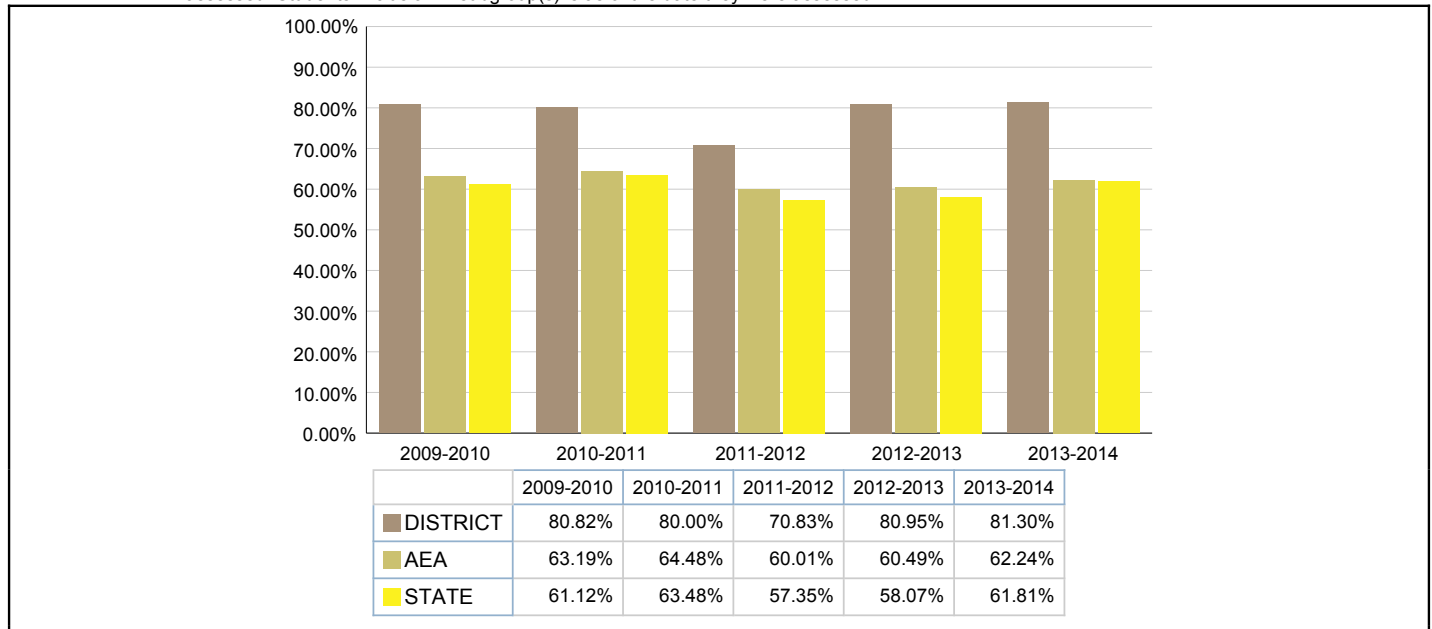
**Figure 16: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Reading**

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.



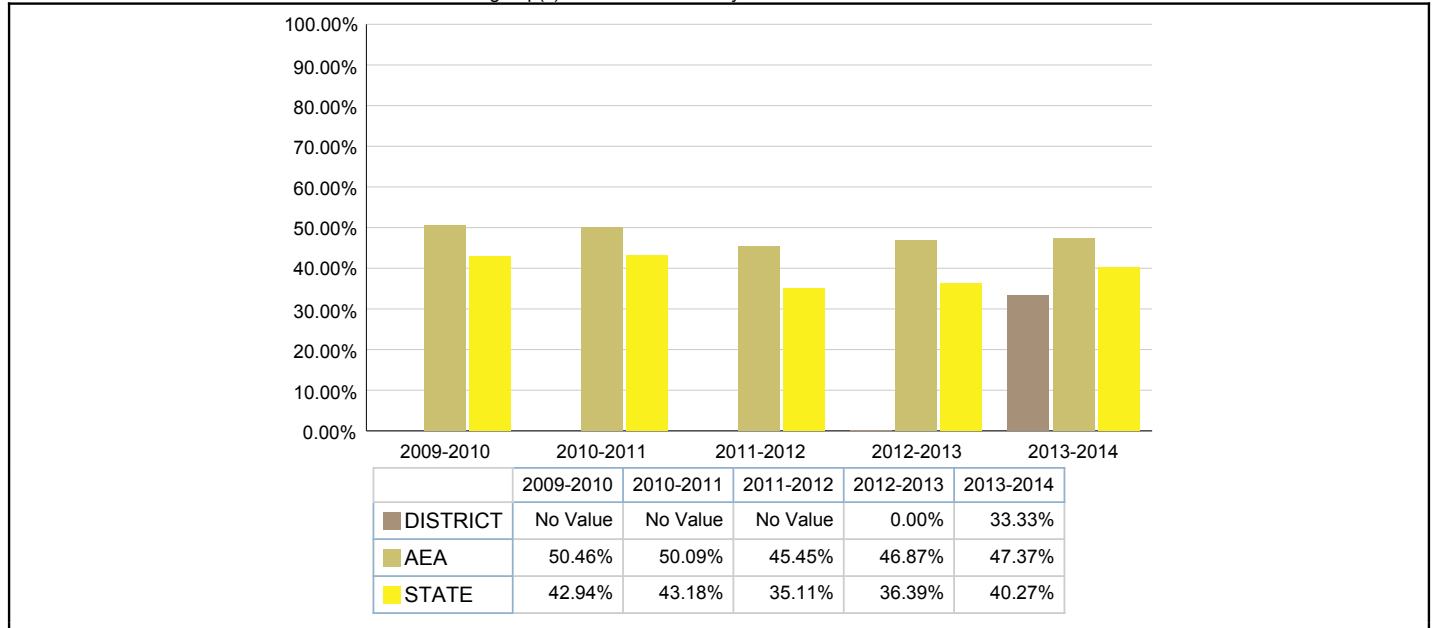
**Figure 17: Percent of Free/Reduced Lunch Students Grades 3-8, 11 Proficient in Reading**

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.



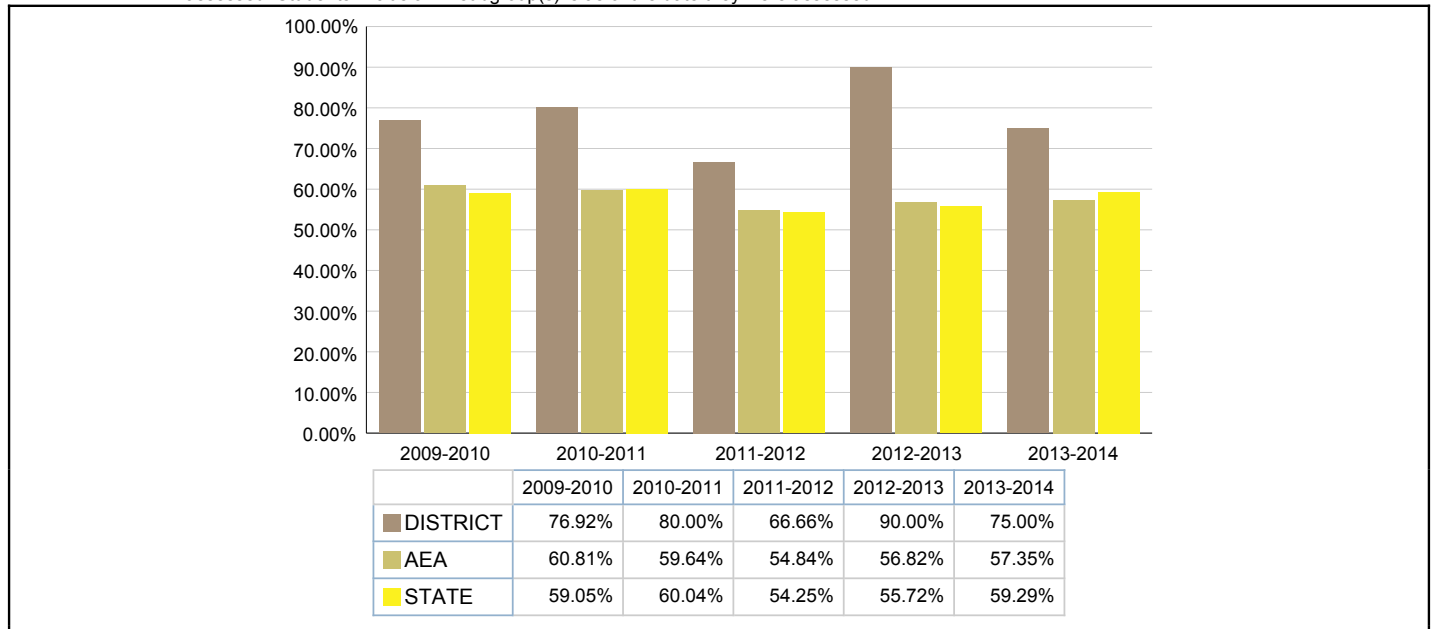
**Figure 18: Percent of English Language Learner Students Grades 3-8, 11 Proficient in Reading**

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.



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

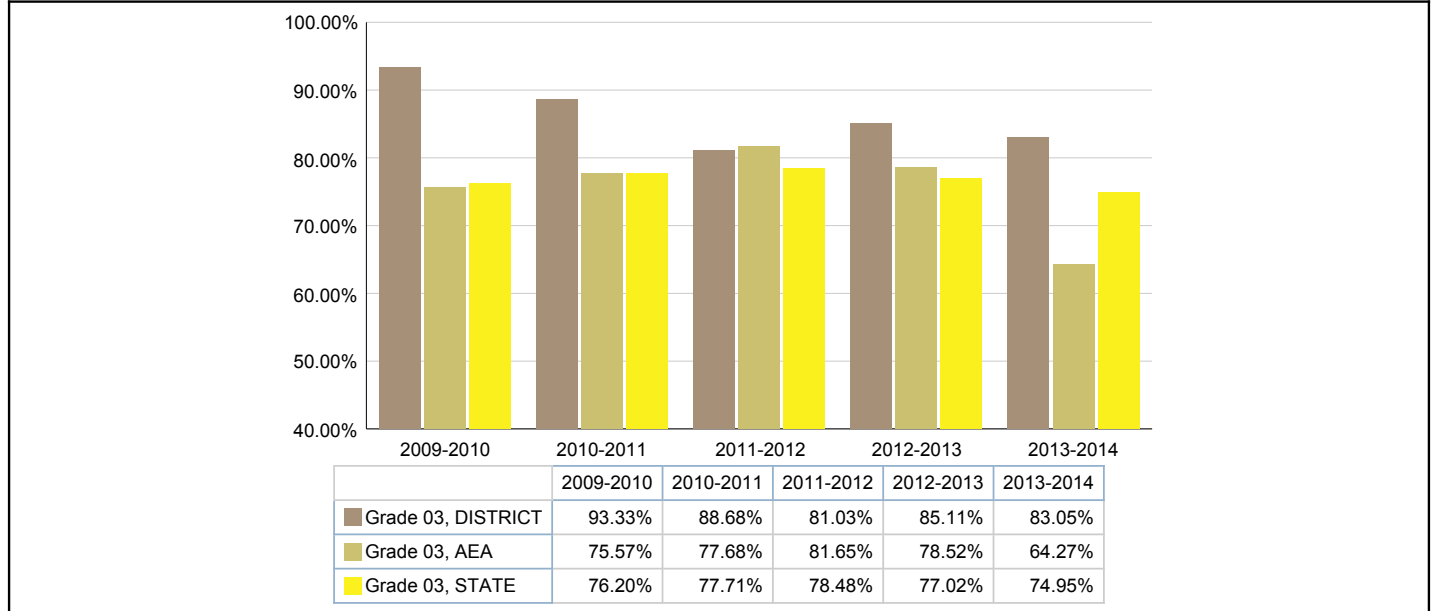
Data Source: AYP Assessment File  
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above 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.





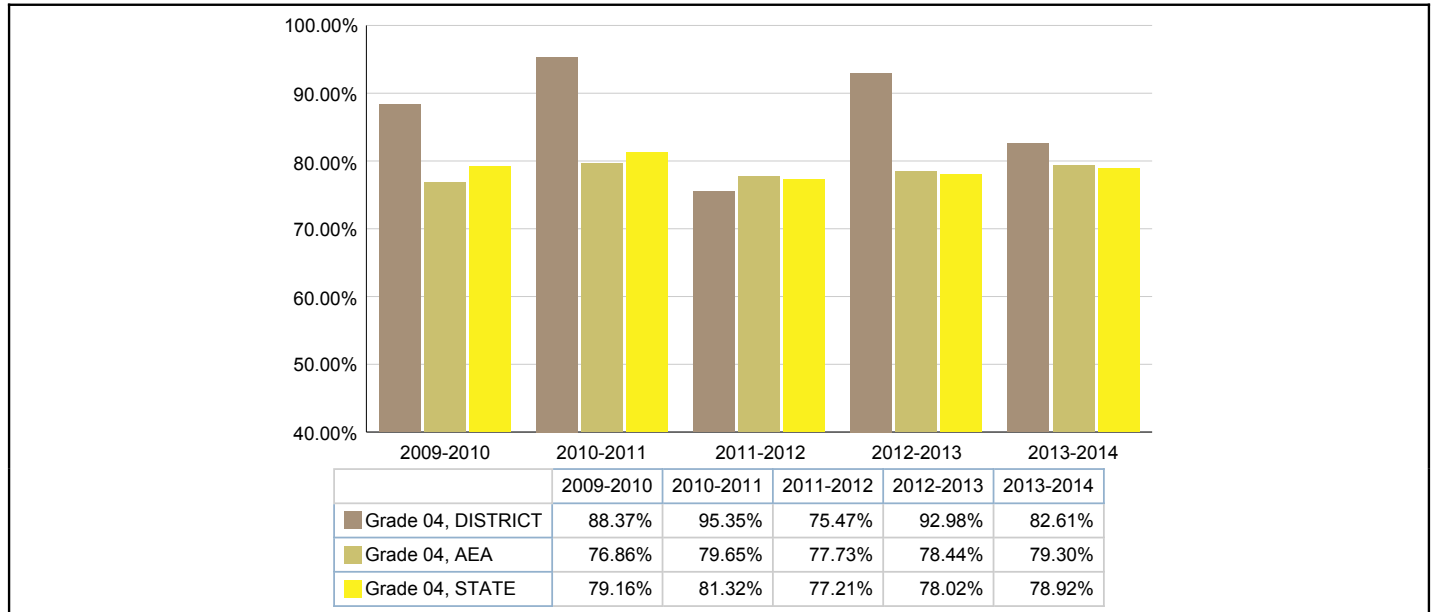
**Figure 20: Percent of Students in Grade 3 Proficient in Math**

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**

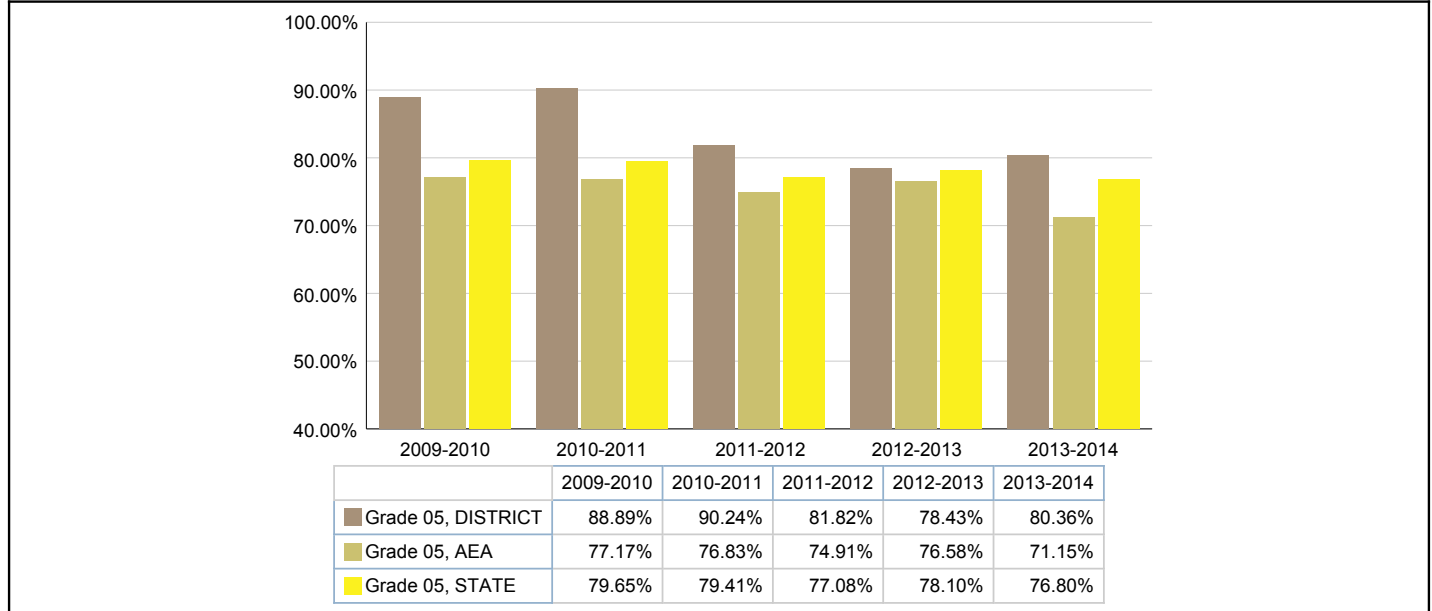
Data Source: AYP Assessment File  
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above 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

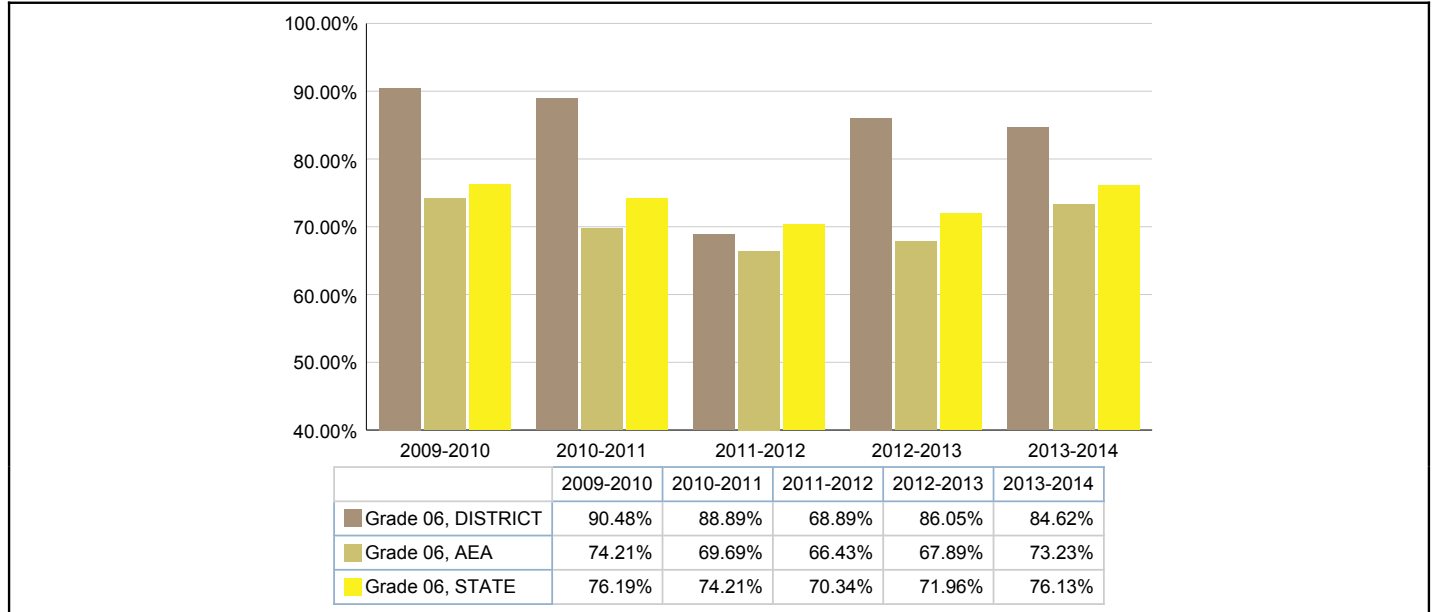
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the 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**

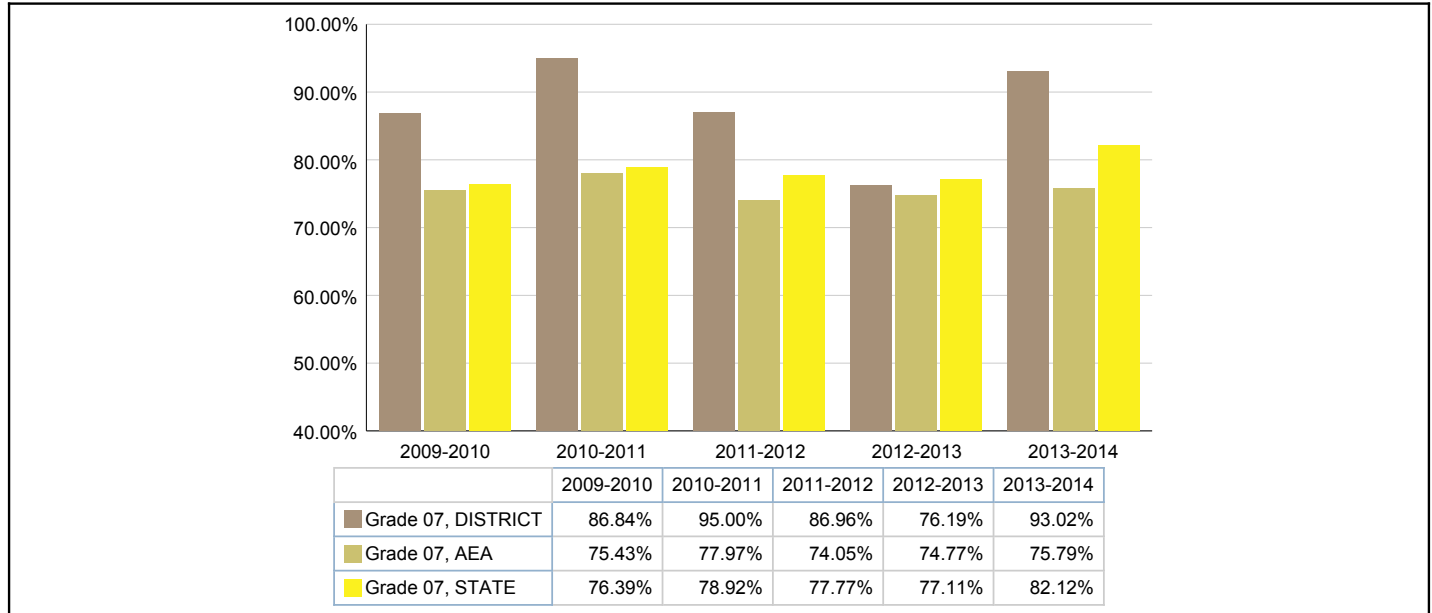
Data Source: AYP Assessment File

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.



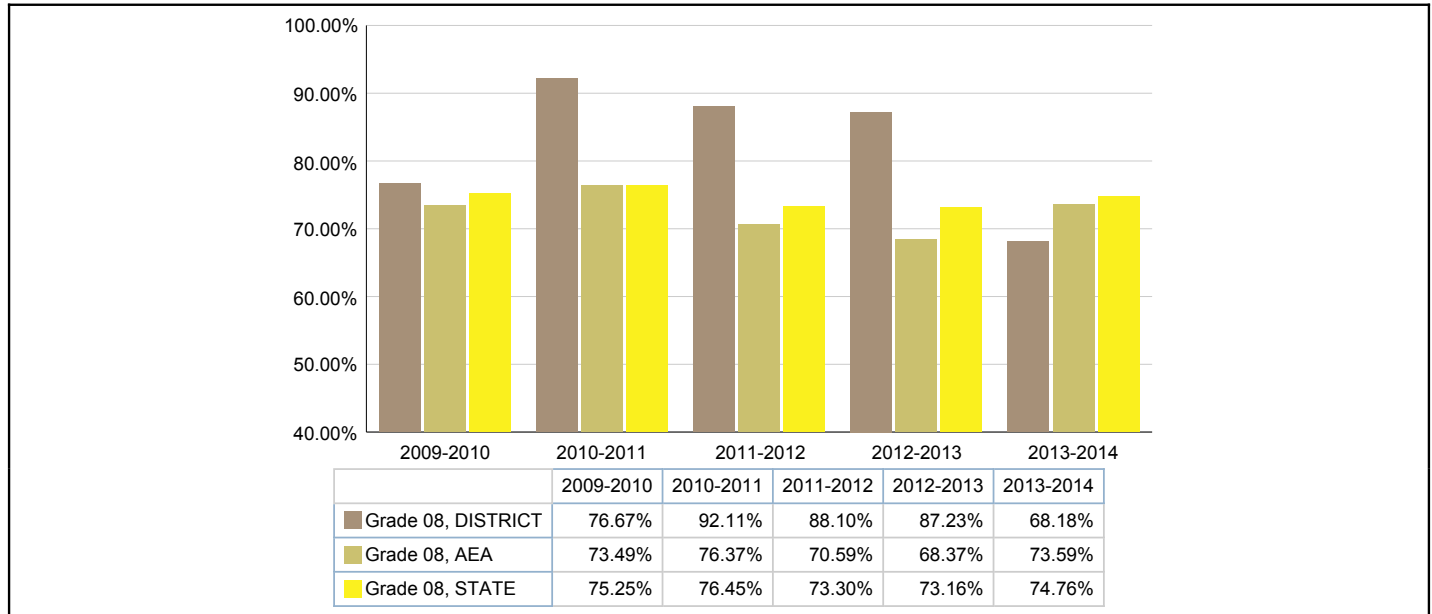
**Figure 24: Percent of Students in Grade 7 Proficient in Math**

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.



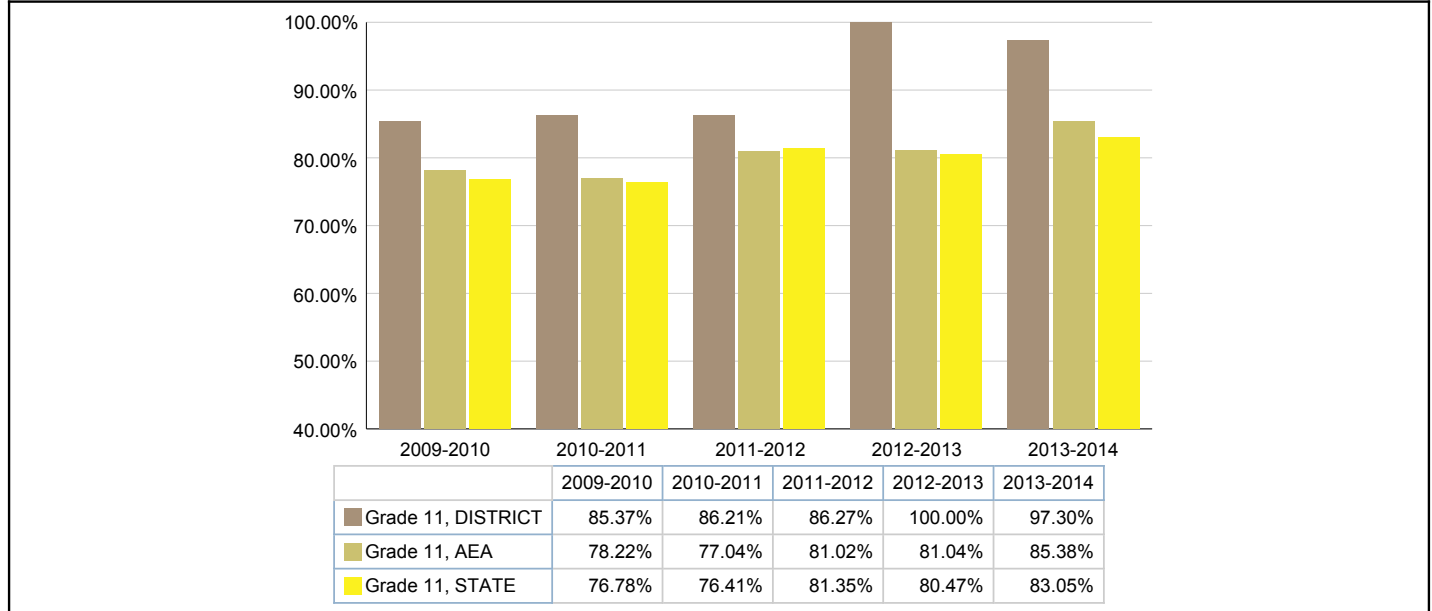
**Figure 25: Percent of Students in Grade 8 Proficient in Math**

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.



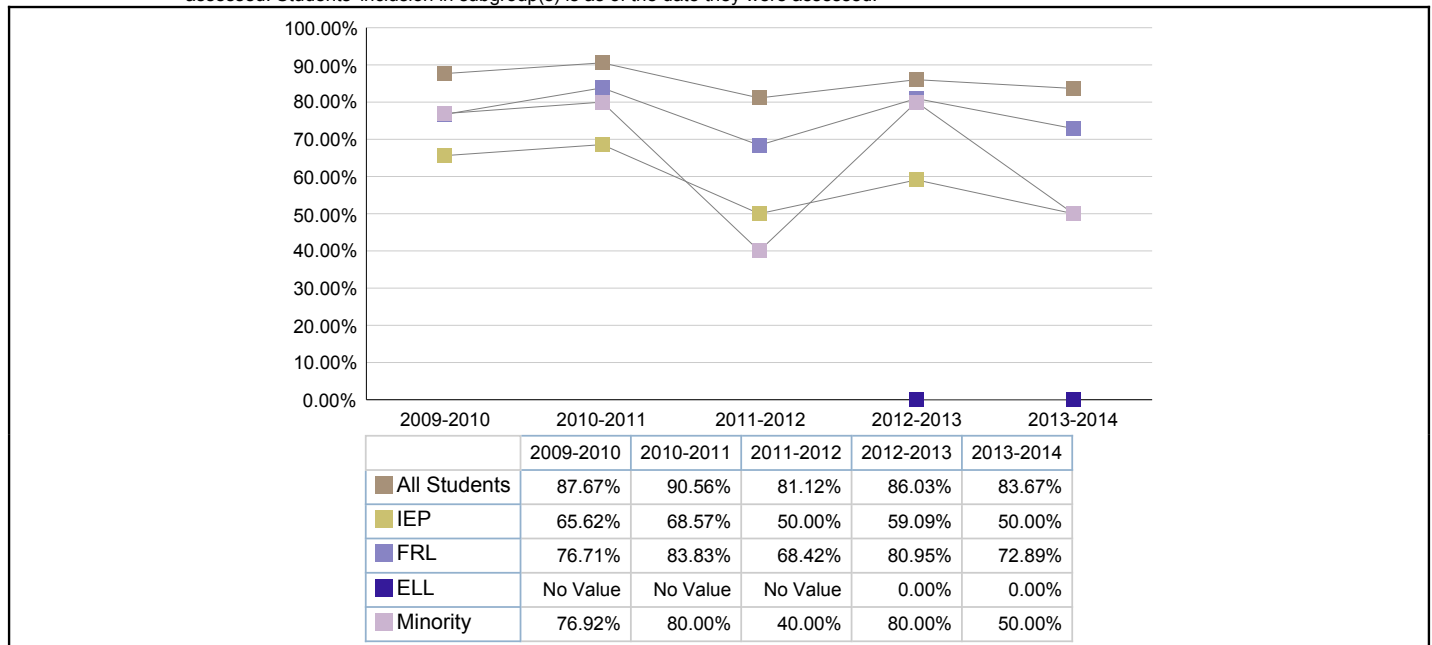
**Figure 26: Percent of Students in Grade 11 Proficient in Math**

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.



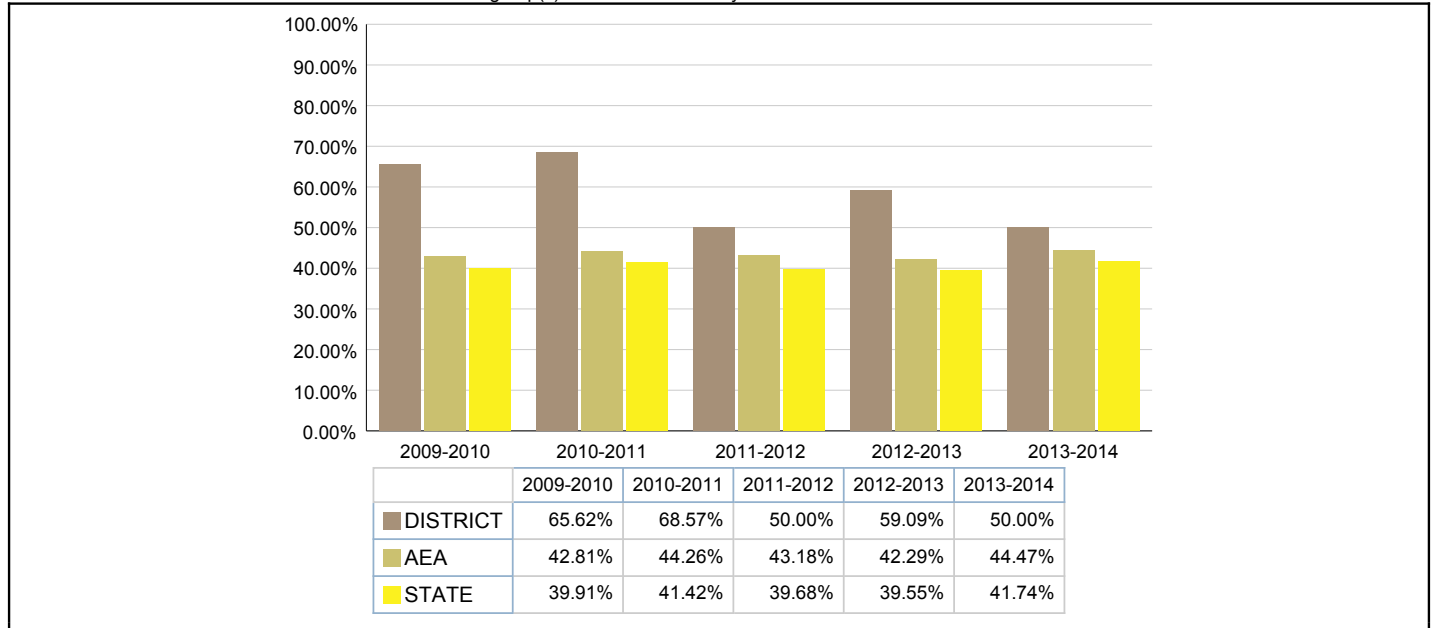
**Figure 27: Percent of Students in Grade 3 -8, 11 Proficient in Math by Subgroups: All students, Minority, FRL, ELL IEP**

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.



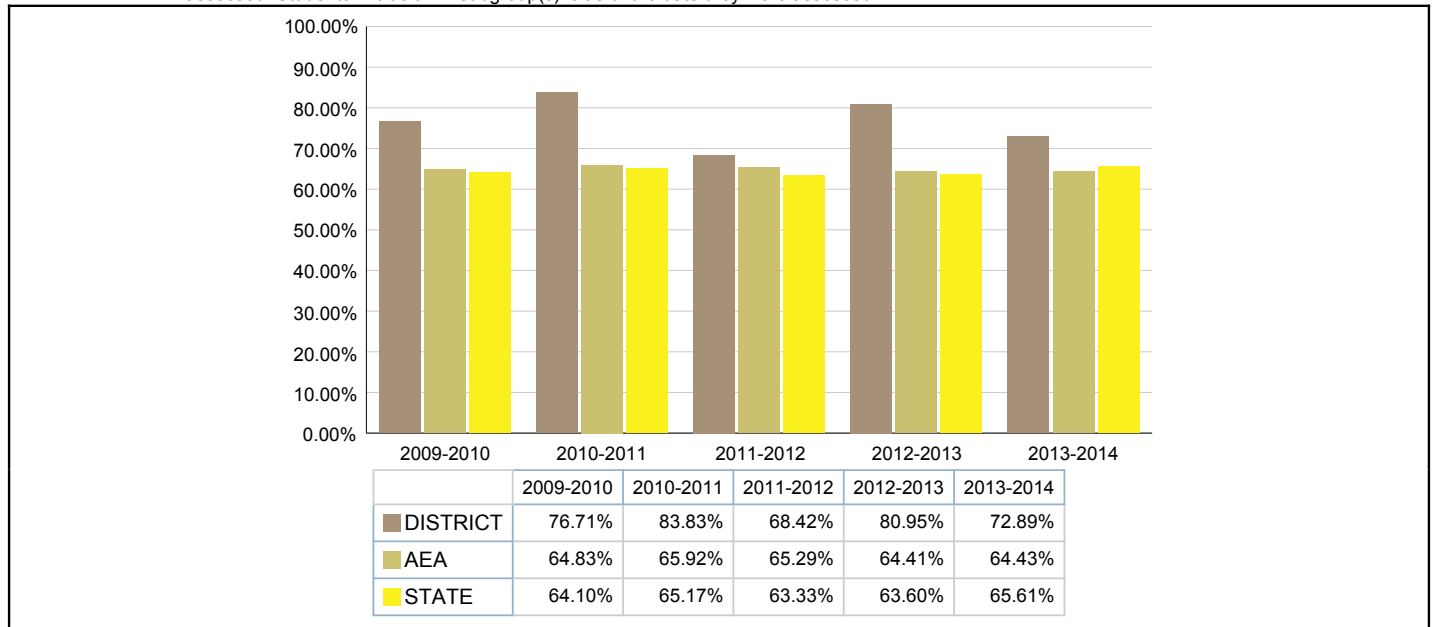
**Figure 28: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Math**

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.



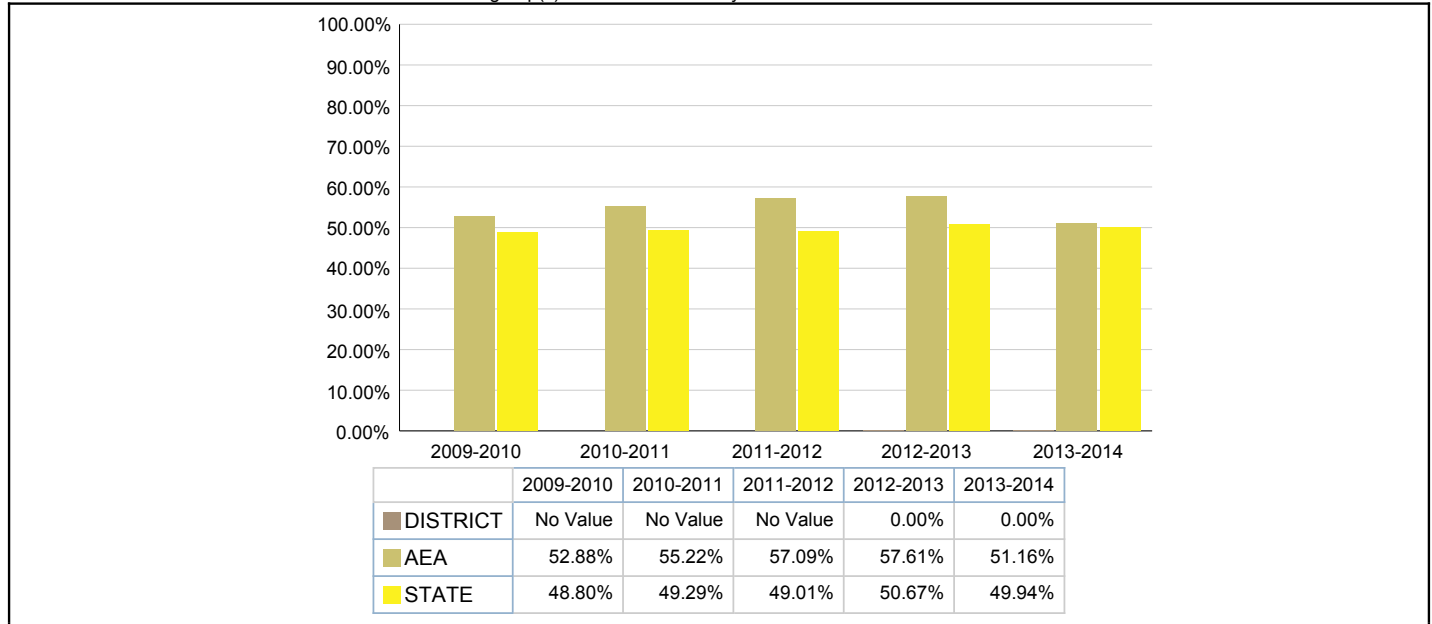
**Figure 29: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Math**

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.



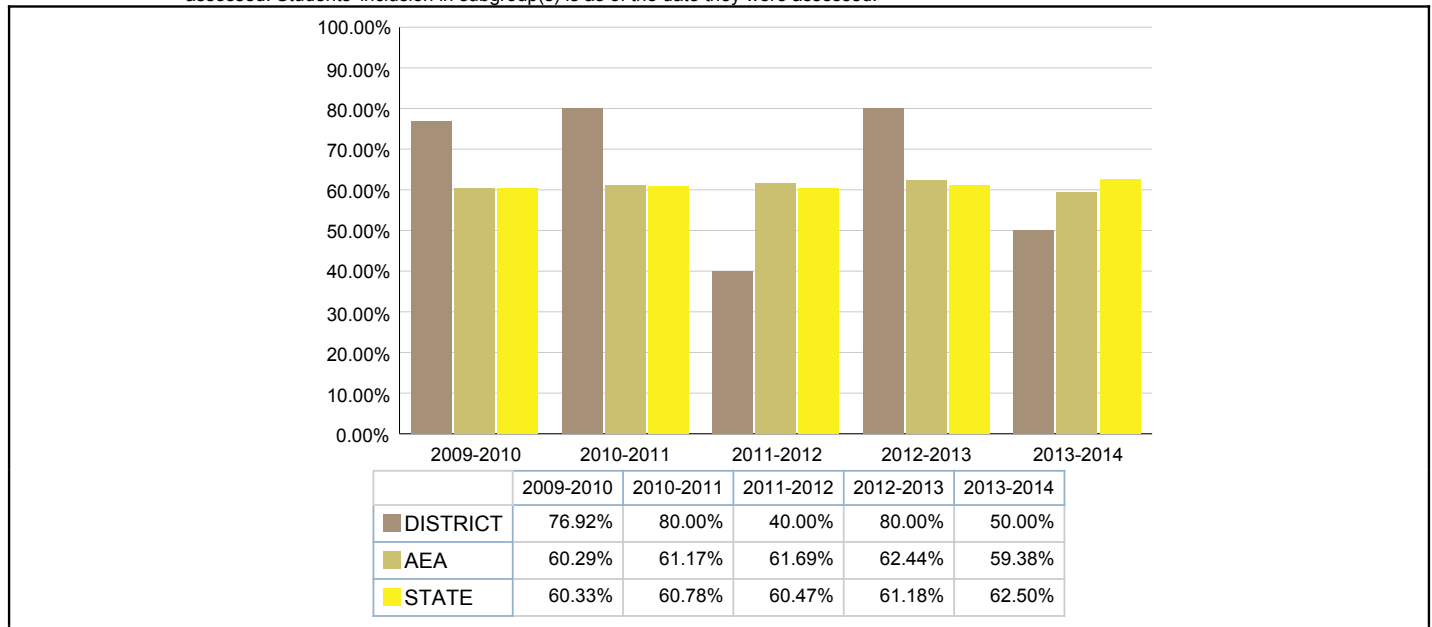
**Figure 30: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Math**

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.



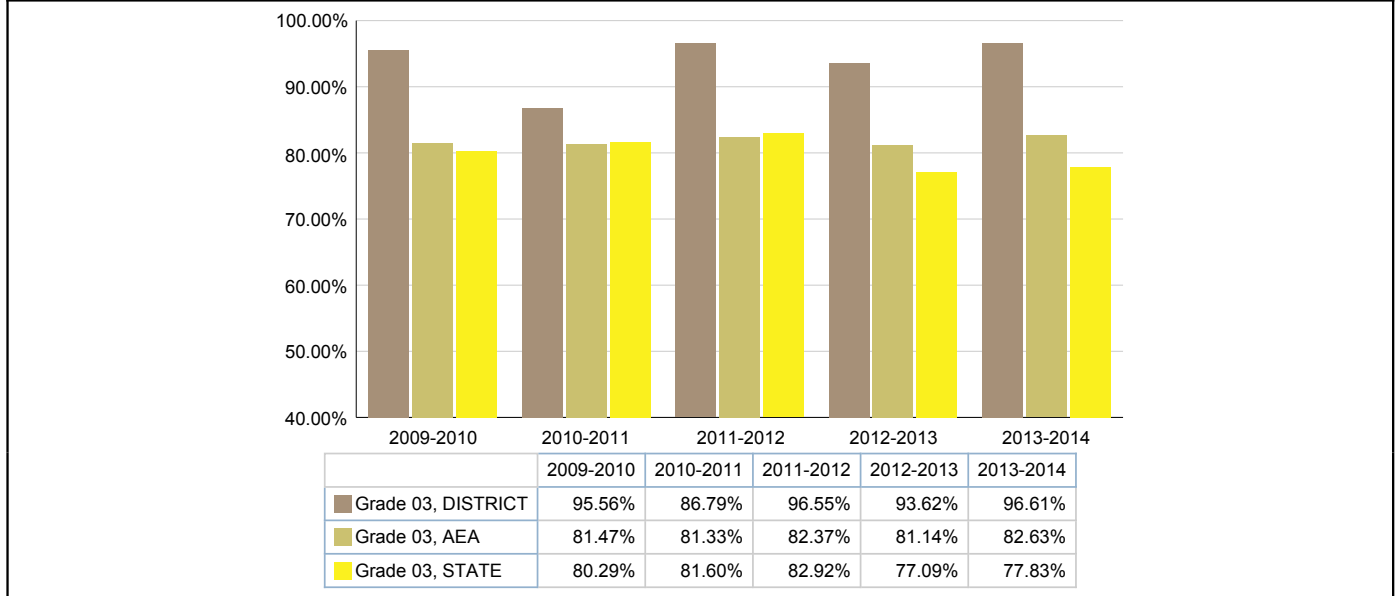
**Figure 31: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Math**

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.



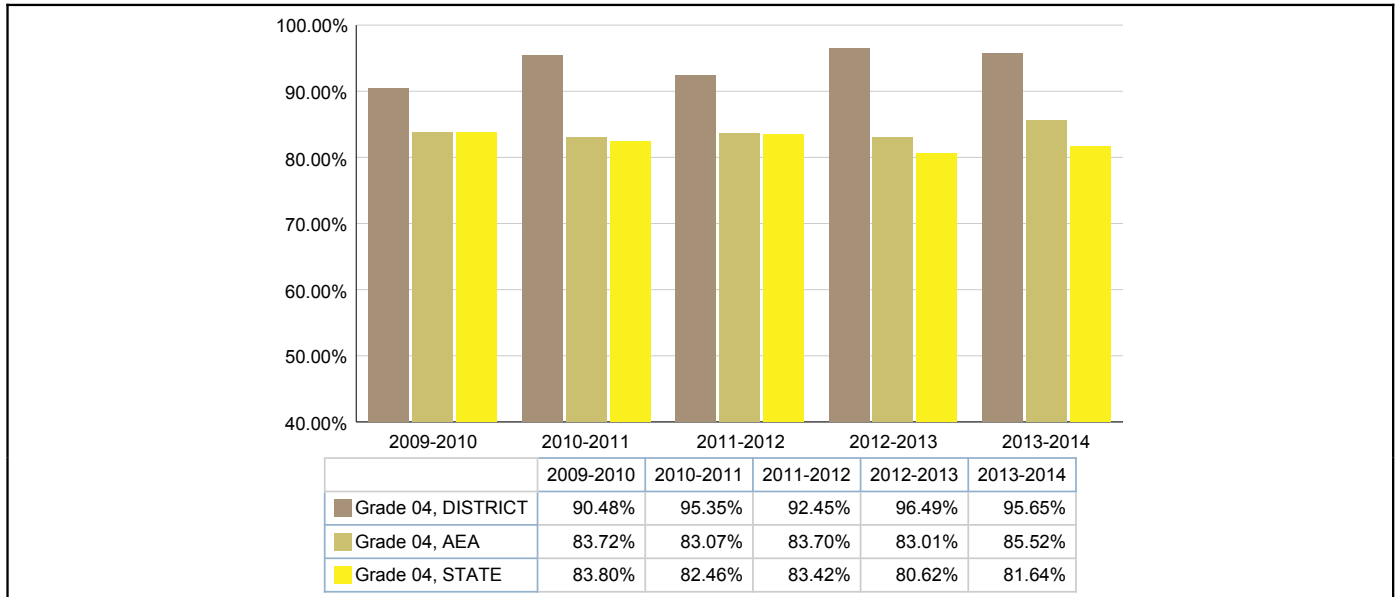
**Figure 32: Percent of Students in Grade 3 Proficient in Science**

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.



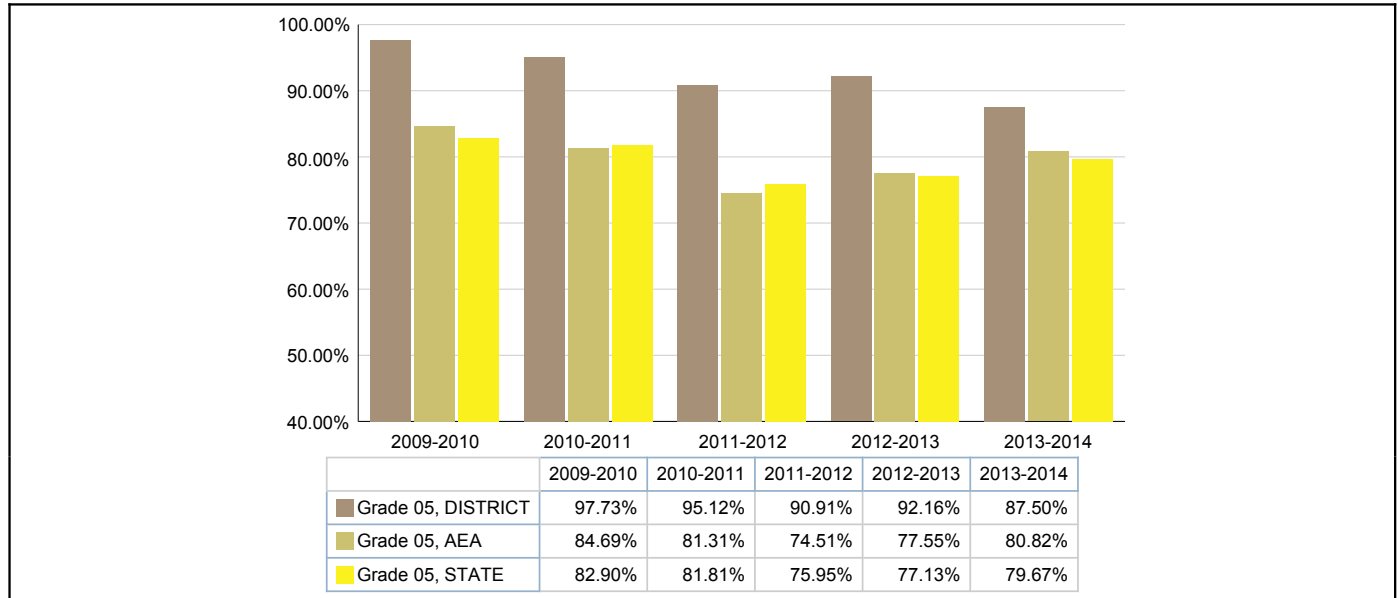
**Figure 33: Percent of Students in Grade 4 Proficient in Science**

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.



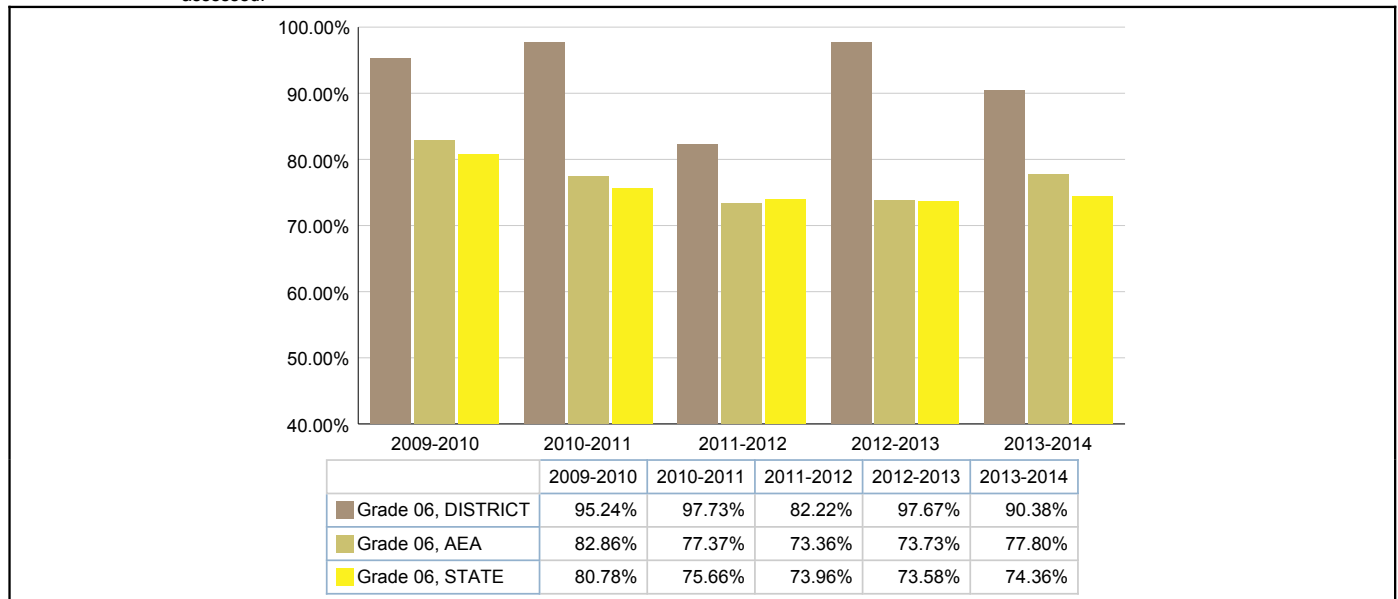
**Figure 34: Percent of Students in Grade 5 Proficient in Science**

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**

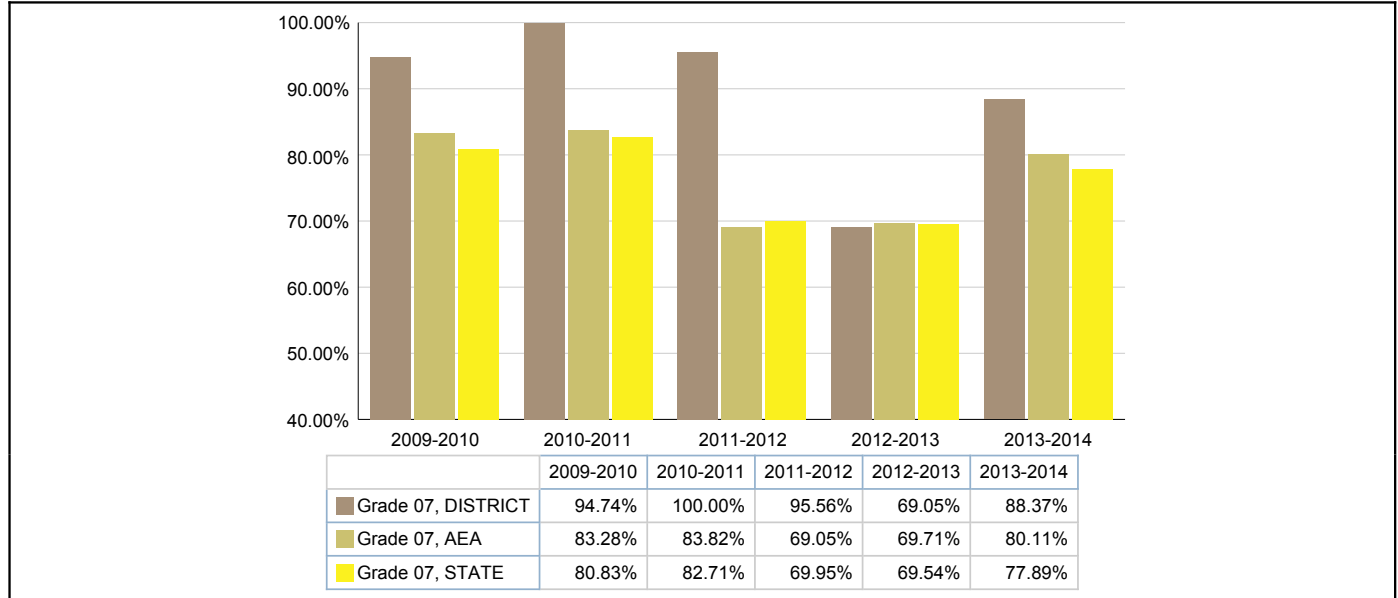
Data Source: AYP Assessment File  
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above 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.





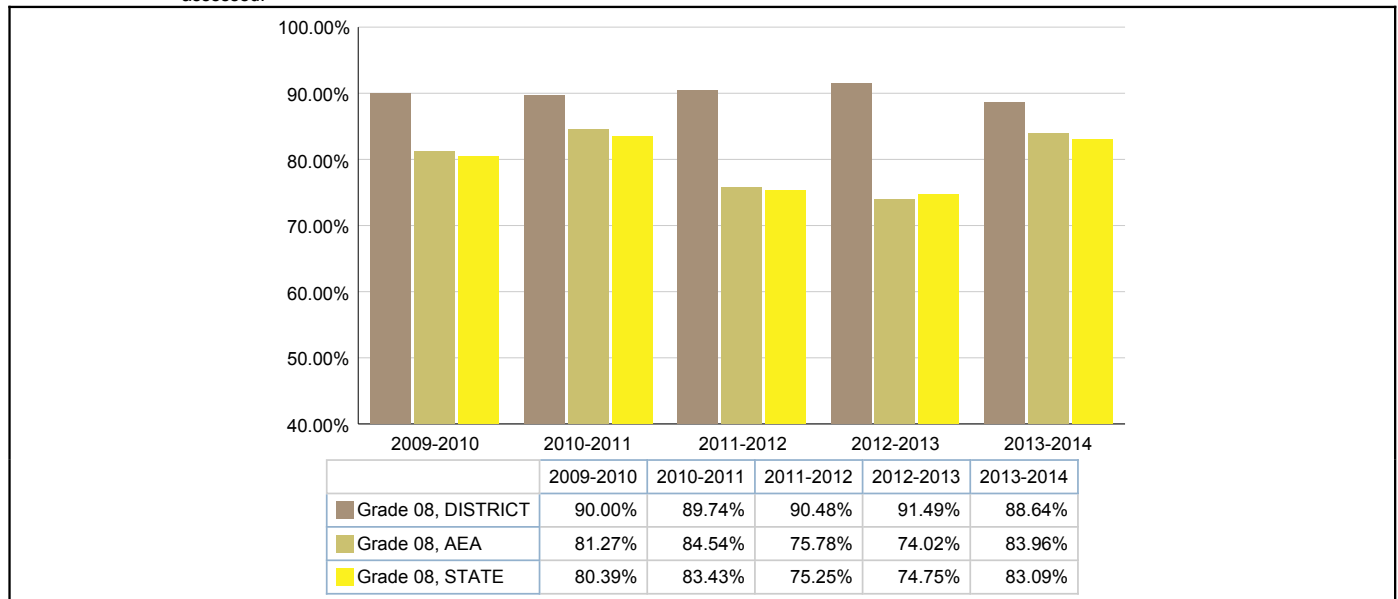
**Figure 36: Percent of Students in Grade 7 Proficient in Science**

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.



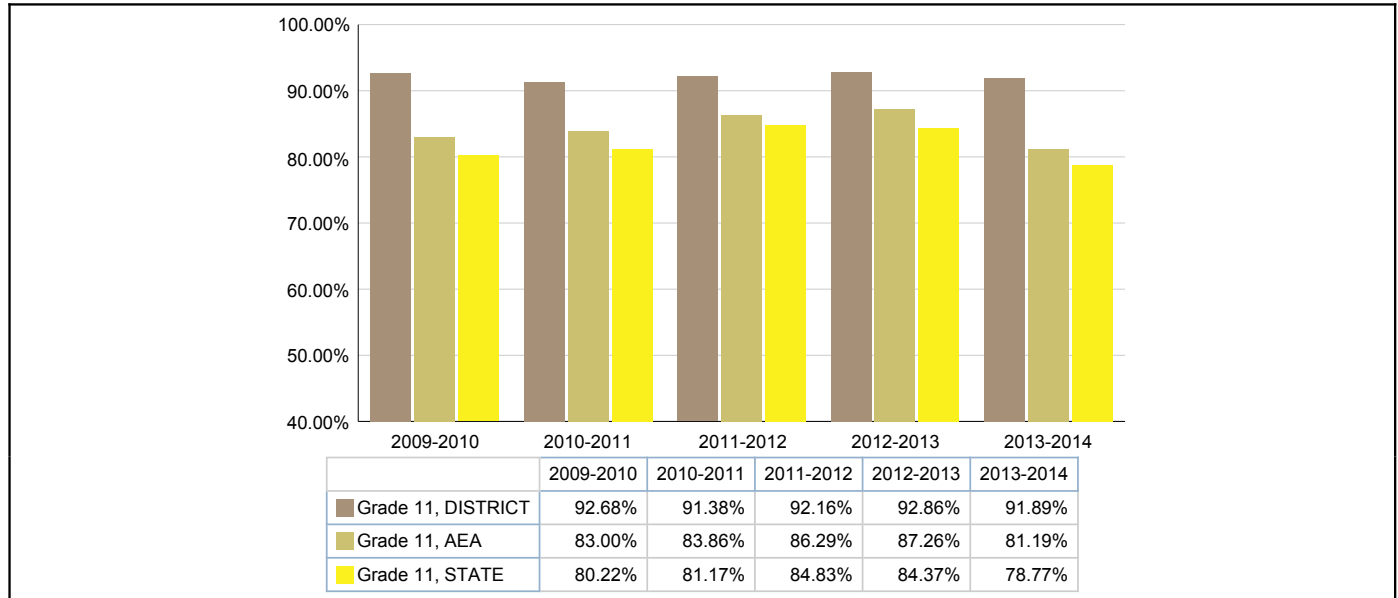
**Figure 37: Percent of Students in Grade 8 Proficient in Science**

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.



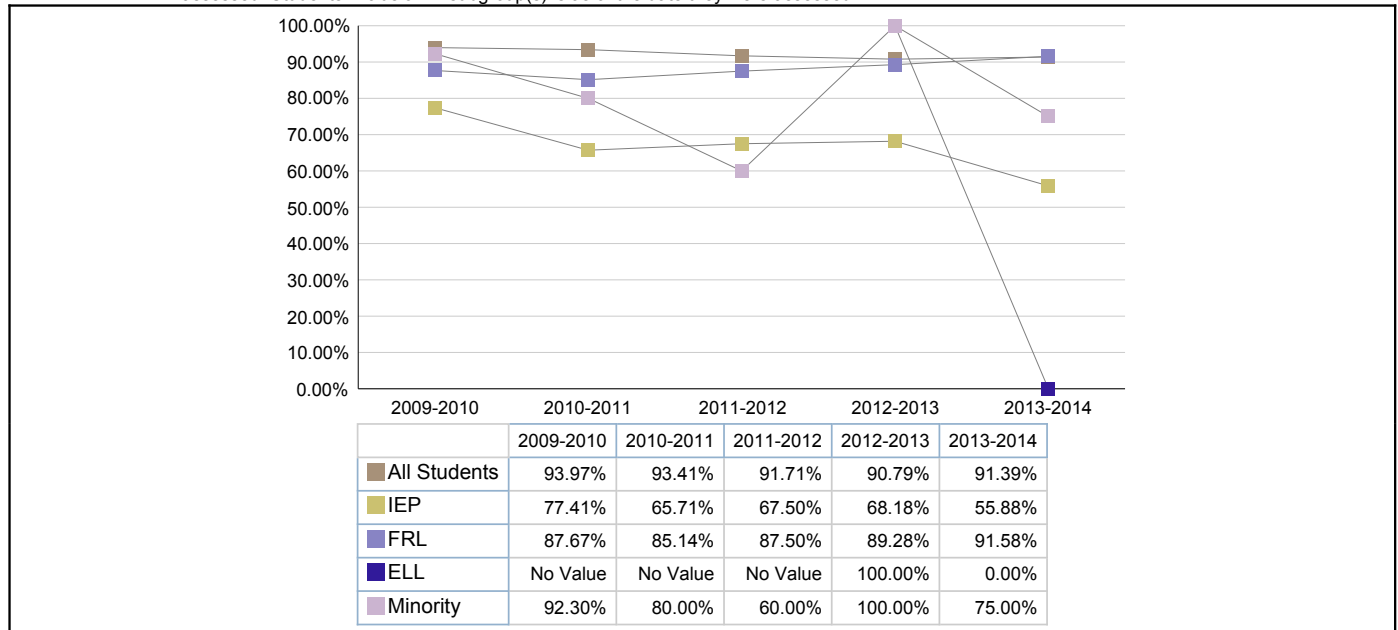
**Figure 38: Percent of Students in Grade 11 Proficient in Science**

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.



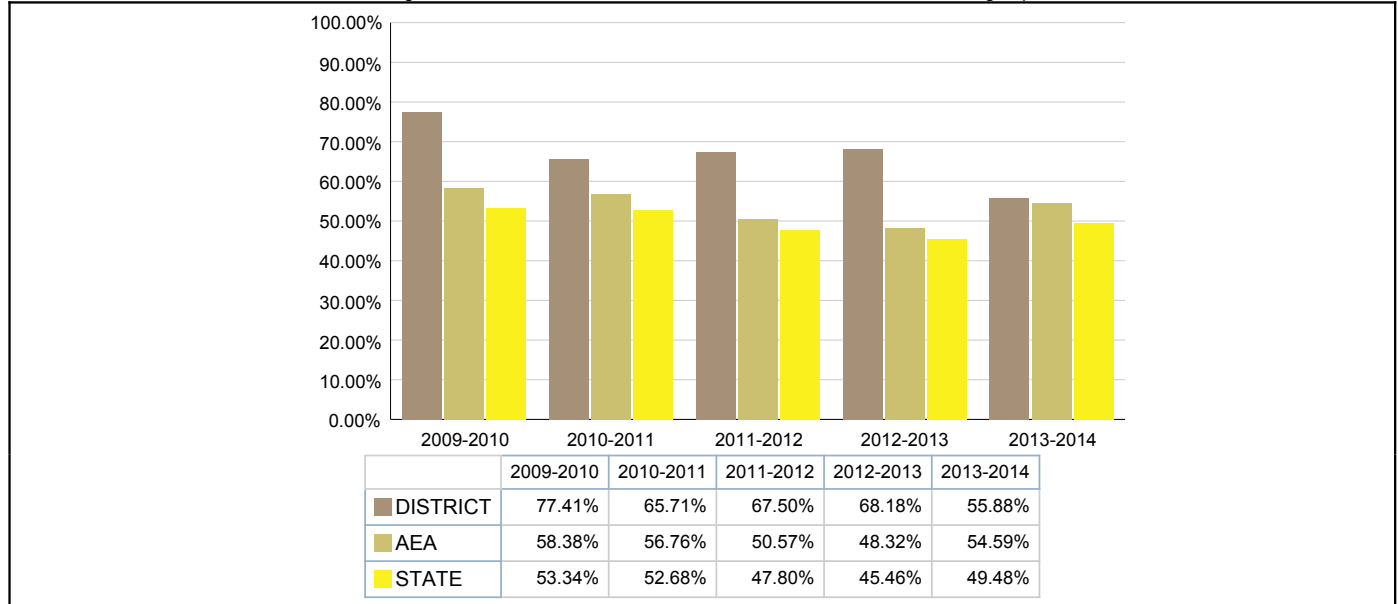
**Figure 39: Percent of Students in Grade 3 - 8, 11 Proficient in Science by Subgroups: All students, Minority, FRL, ELL IEP**

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.



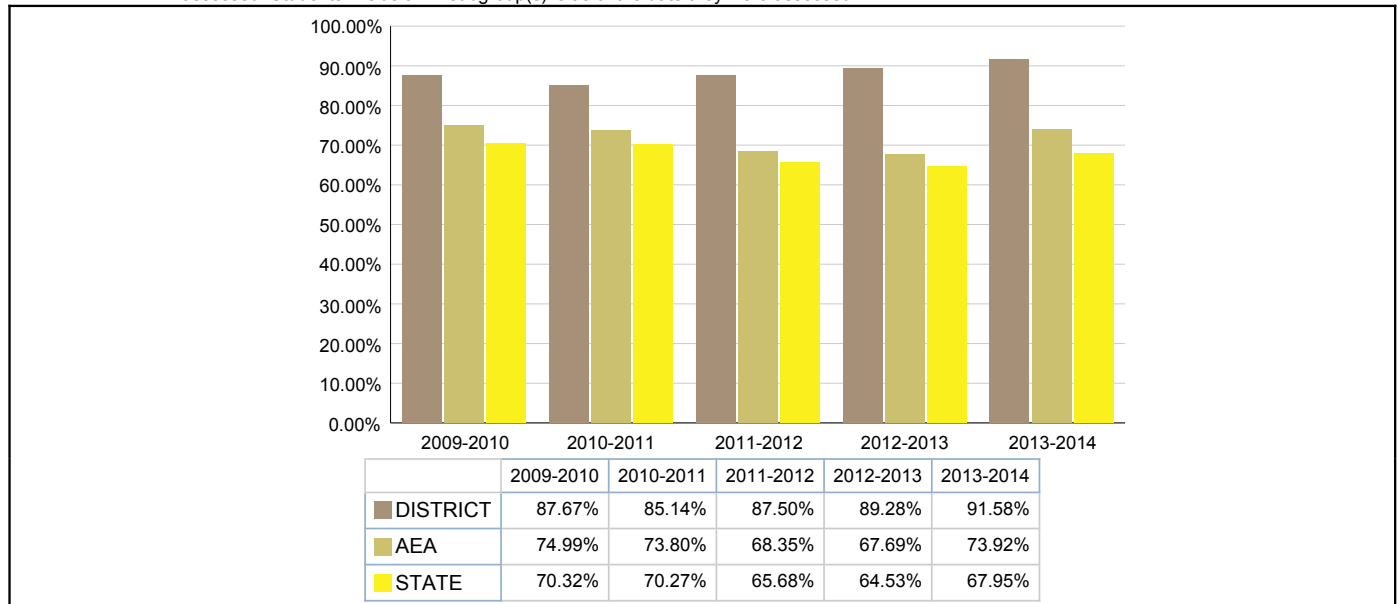
**Figure 40: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Science**

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.



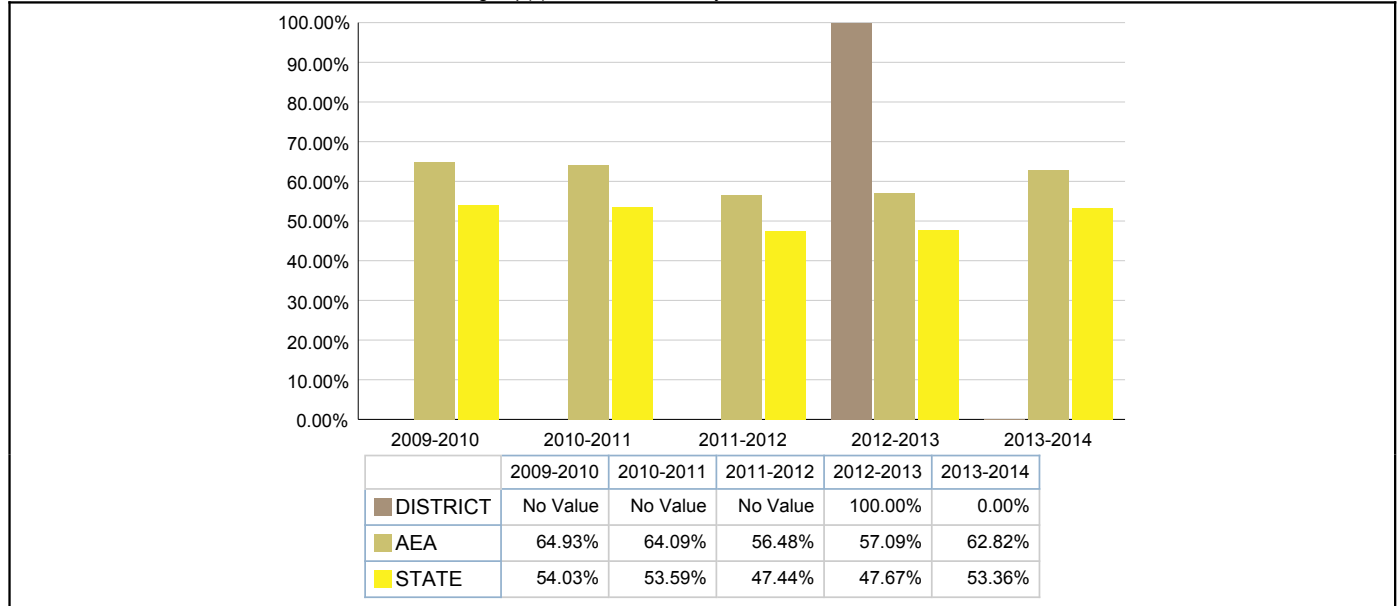
**Figure 41: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Science**

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.



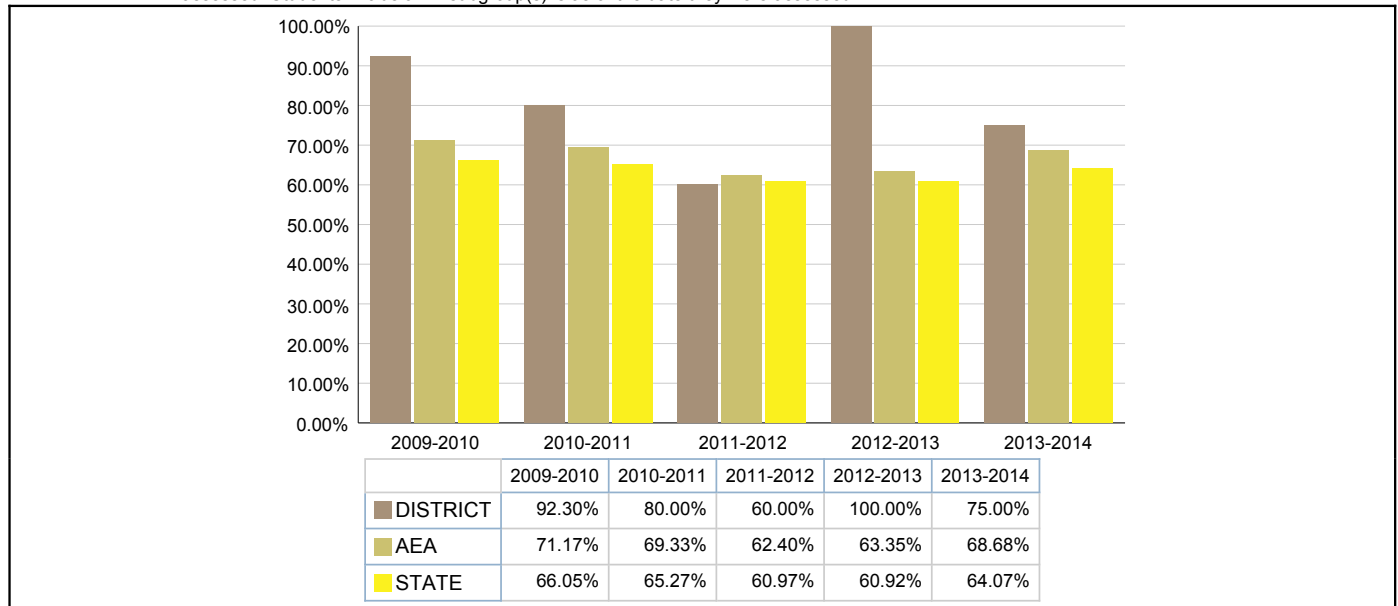
**Figure 42: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Science**

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**

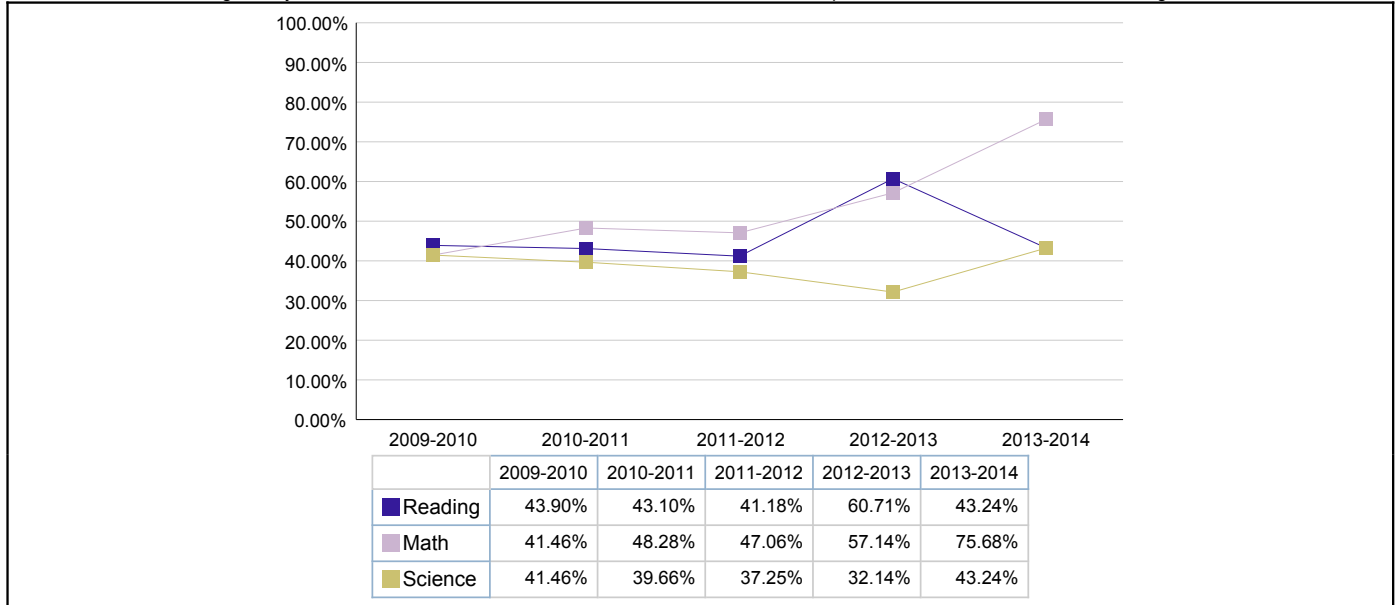
Data Source: AYP Assessment File  
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above 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

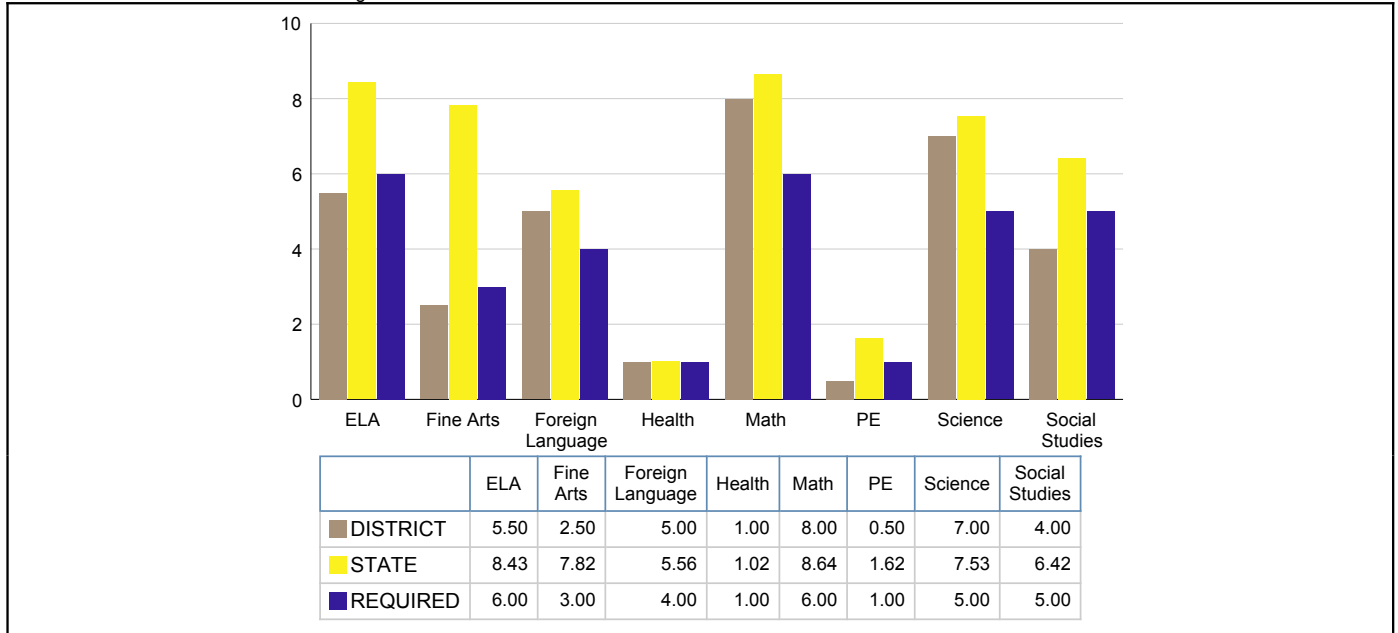
Definitions: College ready is defined as the Iowa Assessment National Standard Score that predicts to the ACT benchmark for college readiness.



**Figure 45: School Year 2013-2014 High School Carnegie Units Offered by District**

Data Source: Winter EASIER/SRI

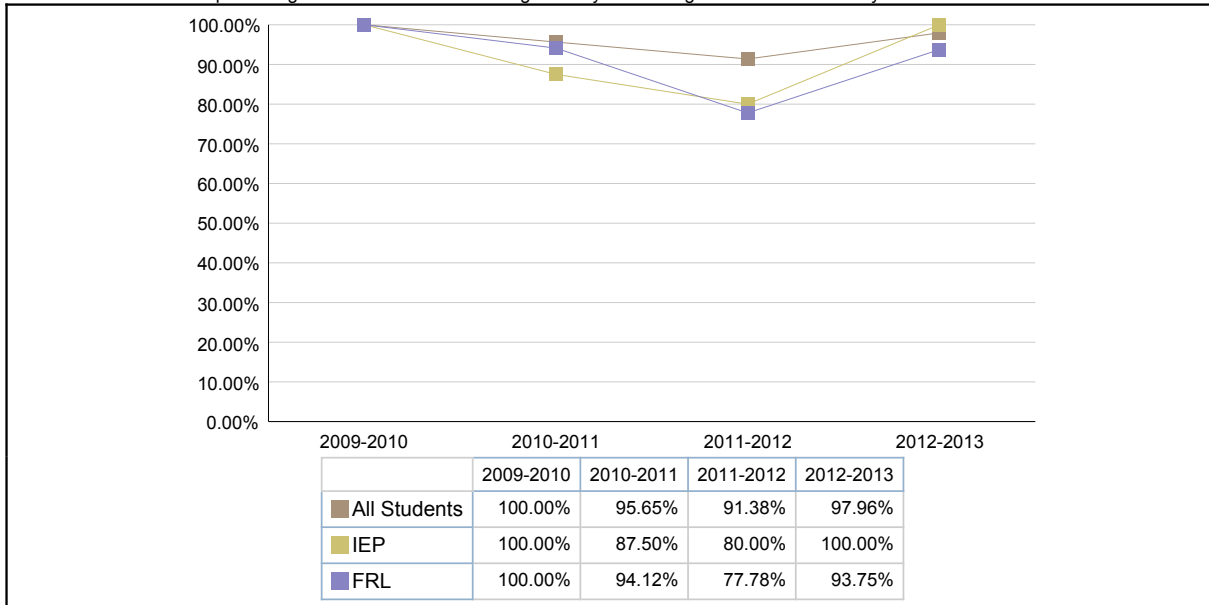
Definitions: The number of Carnegie Units across the district offered for all courses in each accreditation area.



**Figure 46: By Subgroup, High School Graduation Rate for Class of 2013**

Data Source: Spring EASIER/SRI

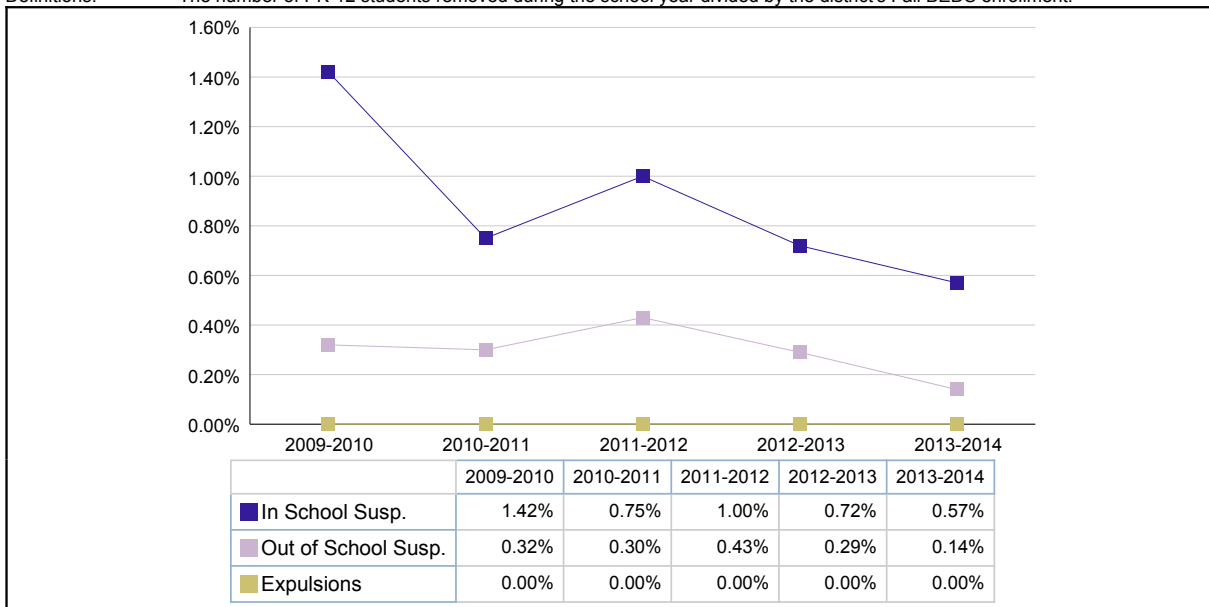
Definitions: The percentage of students who start 9th grade in year 1 and graduate at the end of year 4.



**Figure 47: Percent of Students Receiving Disciplinary Removals**

Data Source: Fall/Spring EASIER/SRI

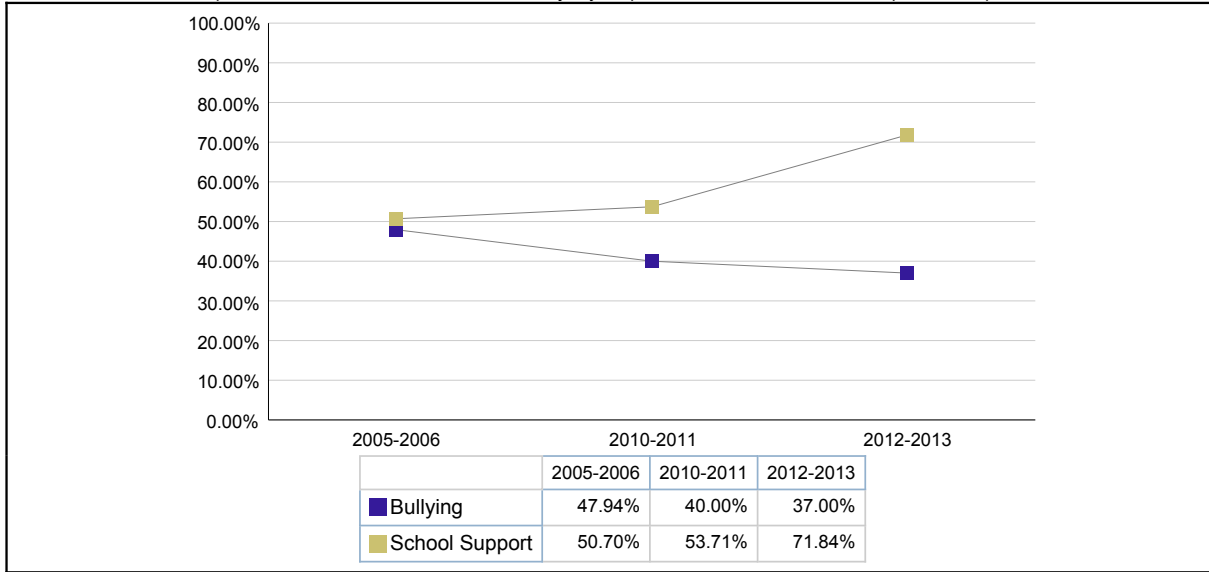
Definitions: The number of PK-12 students removed during the school year divided by the district's Fall BEDS enrollment.



**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.
- 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](mailto:edinsight@iowa.gov)