



TERRY BRANSTAD, GOVERNOR
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DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

March 9, 2013

Greg Ray, Superintendent
Mediapolis Community School District
725 North Northfield
PO Box 358
Mediapolis, IA 52637

Dear Superintendent Ray:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at **Mediapolis Community School District (CSD)** on January 22-24, 2013. The report is based upon a variety of interviews conducted with district staff and stakeholder groups during the indicated dates, and review of documents submitted to the Department and on-site.

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

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

The report reflects consensus of the following team members:

Department of Education Representatives:

Barbara Byrd School Improvement Consultant
Steve Blake Special Education Cadre

Great Prairie Area Education Agency Representatives:

Cory Johnson School Improvement Specialist, Great Prairie AEA (GPAAEA)

Local Education Agency Representatives:

Chuck Banks Principal, Van Buren CSD
Matt Dunsbergen Principal, Oskaloosa CSD
Boyd Sinclair Principal, Wayne CSD
Shannon Webb Principal, Sigourney CSD
Aimee Wedeking Principal, Winfield-Mt. Union CSD
Nathan Wood Principal, Pekin CSD

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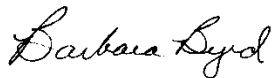
It is our hope this report will provide guidance to enhance student achievement in the district and support continuing conversations among staff and community members about the local education system, how and what students are learning, and how *more* students can learn at higher levels.

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

The Department would appreciate the district's feedback regarding its site visit experience. This feedback will inform the Department's efforts to continuously improve the comprehensive site visit process. A short online survey has been developed and is available at the following site: <https://www.surveymonkey.com/s/W58H5LZ>. 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 Decorah CSD staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



Barbara Byrd
School Improvement Consultant
Bureau of Accreditation and Improvement Services
Iowa Department of Education



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

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

Comprehensive Site Visit Iowa Department of Education



Mediapolis CSD

**Team Findings
Mediapolis CSD
January 22-24, 2013**

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

The previous site visit was conducted on December 13-14, 2007 and led by Barbara Byrd. During the visit the district was cited for noncompliance on two areas. During the current site visit the district had a certified enrollment of 828 students and serves grades K-12.

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. Mediapolis Community School District has established clearly stated vision, mission, and goal statements to guide district improvement efforts. The district has also included descriptors to define the characteristics of each goal in order to make them clearly achievable. Posters with these statements were seen near the entrance to each building and on the district website
2. Multiple interview groups reported confidence in the district. Interviewees mentioned the good relationships that exist among staff, students, parents, and the community. Interviewees also reported strong collaborative relationships between general education teachers, special education teachers, instructional and non-instructional support staff. These relationships promote a bridge of communication resulting in better meeting the needs of all students.
3. The administrative team expressed a clear vision for guiding the district into the future. Teachers spoke knowledgeably about the vision, mission, and goals and the implications they have for classroom instruction. Teachers also provided information about instructional programs and practices that encourage lifelong learning principles, research, applied/real-life connections, and critical thinking.
4. Multiple interview groups reported pride in Mediapolis Community School District and its dedication to serving students, citing the successes of recent graduates. Many groups mentioned the size of the district and the support of the community as being strengths.

Recommendations for Improvement:

5. The district is encouraged to review the vision, mission, and goals with additional stakeholders, i.e. students, parents, community groups, and support staff, on a regular basis and make connections to current programs and practices. They might be reflected on the website, connected to coursework and activities, and kept at the forefront of School Improvement Advisory Committee (SIAC) recommendations. These guiding statements might also be referenced in communication such as newspapers and newsletters, perhaps focusing on one each month.
6. Following the site visit the district may want to consider creating a needs assessment survey as the Comprehensive School Improvement plan is reviewed and revised. This could be distributed to staff, students, advisory committee members, board members, recent graduates, and other local stakeholders. Questions could address culture and climate, preparation for post secondary options, communication, and perceptions of the educational programs. Electronic distribution would reach many stakeholders, and the survey could also be made available in hard copy to families without internet access. Questions could be developed by the SIAC and leadership team, with input from recent graduates as well.
7. It was unclear to the visiting team if there was a consistent protocol for analyzing student achievement data or other program data. The district is encouraged to identify key questions such as the following to ask each time data analysis is undertaken:
 - What do we want our students to know and do as a result of this program or course?
 - What data collections provide the best information to guide instructional strategies and increase student achievement to meet these expectations?
 - What actions will we take as a result of this data analysis?
 - How will this impact our classroom instruction?
 - How will we measure the impact of these actions?

Following this process, there could also be specific expectations for action plans and follow-up.

Leadership

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

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

Noted Strengths:

8. The Mediapolis CSD superintendent and principals serve as the primary leadership team in the district, providing a model of collaborative, shared leadership and a vision for growth, risk-taking, and innovation as priorities in leading the district. Staff and board members interviewed expressed respect for the administration and appreciate an atmosphere that encourages individual and group professional growth. It was noted that administrators are visible throughout the schools and in attending and supervising activities in the district and community.
9. Leadership responsibilities at Mediapolis CSD are distributed beyond the principals and superintendent. The District Leadership Team meets monthly with the superintendent to discuss future professional development and the Professional Learning Community (PLC) process. Teachers reported PLC work allows them to assume responsibility for improving educational practices in ways they designate as important. In addition they serve on committees, lead student clubs and groups, and are visible in the community. It was noted that staff feels a sense of ownership and are making a difference through their leadership opportunities.
10. The inclusion of teachers in the Instructional Rounds process was noted by administrators, board members, and teachers as a process that has helped build a positive sense of professional community, common understanding of instructional practices, and built professional capital. It also has encouraged reflection on instructional practice and strategies to improve.

11. The administrative team has taken steps to eliminate compliance issues related to the development of student individualized educational programs and a perceived history of over identification which resulted in an excessively high percentage of students on Individual Education Plans (IEPs). With assistance from Great Prairie Area Education Association (GPAEA) those problems have been significantly reduced or eliminated. Additional oversight of IEPs and refinement and implementation of a Response to Intervention (RtI) system are in place to ensure those problems do not re-occur.

Recommendations for Improvement:

12. As the PLC work continues, the groups might benefit from more explicit expectations for their work. A stated purpose and action plan for each meeting could streamline efforts and provide measurable results, with a plan for the next steps. It was unclear how membership is determined, or if there is a specific starting/ending point for the tasks to be addressed. A clear vision and direction for the PLCs will ensure the work is meaningful and will help the district in improved student learning, instructional practice, and continuous improvement.
13. Parents expressed concern with communication about their students' progress and/or needs. They were unaware of student placement for instruction (ability grouping), blended classes (including release from class time), students receiving Title or at-risk services, or when their children might have incomplete or missing assignments. The implication was that with more use of electronic communication they are missing out on some benefits of personal one to one communication. The district is encouraged to examine current communication strategies and create a comprehensive communications plan.
14. Mediapolis is encouraged to include students in planning/leadership groups, e.g. SIAC, CTE advisory, DLT, and focus groups, to provide input on various topics. Students can provide a relevant view of educational, organizational, and technology needs for students of the 21st Century. In addition to current students, recent Mediapolis graduates might also provide valuable insight to these groups.
15. The district is encouraged to consider designating one individual to assume the role of Special Education Director and one for Curriculum Coordinator. Interviews with administrators and teachers indicated there is a gap in coordinating curriculum work and the alignment and integration of Special Education services in the district. This could help focus on achievement gaps, services to students with disabilities, increase efficiency and help align work in those areas throughout the district.

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:

16. Multiple groups reported examples of community support for the school district. Individuals, businesses and various organizations have donated time, resources, and funds to support student activities, classrooms materials and facilities projects, including the following:

- Community support for and sharing of the auditorium
- Environmental activities with the Department of Natural Resources (DNR)
- Dental screening provided by a local dentist
- Local Library connections
- Local Banks sponsoring the kids' bank and financial literacy for students
- Junior Achievement partnerships with local and regional businesses
- Lions Club support for vision screening and providing glasses
- Local business and service clubs' support of projects and programs
- Career and Technical Education (CTE) partnerships
- Student resource officer/local law enforcement
- Case-New Holland help with Lego League

In addition, parents spoke of volunteer options, including coming to the school to read with students and a community group which is currently exploring options to create a new outdoor sports facility.

Recommendations for Improvement:

17. Members of the SIAC indicated that an interest in knowing the results or actions which might take place with regards to their recommendations. Although they can find this information by examining minutes from school board meetings, the group might benefit from direct communication about their input. The district might consider an efficient method for updating your community/parent members about action steps that have been taken or are planned with regards to the work they have done, whether in ad hoc meetings or in email notifications.

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. The visiting team found a warm, welcoming environment throughout Mediapolis CSD. Classrooms were well maintained and showed evidence of the positive learning environment. Signage posted throughout the buildings helped to guide the site team visitors our destinations.
19. Mediapolis is to be commended for the comprehensive plans for the Gifted and Talented and At-risk programs. Each plan has detailed descriptions of identification, a continuum of services, and ideas to help teachers provide appropriate instruction in general education settings.

20. Students were very articulate and seemed to take pride in their school during the interview process as well as during casual interactions. Students encountered in hallways by the visiting team were friendly and helpful. They spoke and welcomed us, and held doors as we entered with our supplies. Their actions help to reinforce the welcoming atmosphere noted throughout the school.
21. Students did not feel there was a bullying problem and if they saw something, they felt comfortable stepping in and taking care of it themselves. Parents and administrators both supported the students' view of minimal problems with bullying and harassment. The district has had presentations about anti-bullying strategies and guidance counselors include positive behavior and anti-bullying as part of their classroom instruction. The district bullying and harassment policies are reviewed yearly with students. Interview groups reported confidence in their knowledge of how to respond to any observed or reported incidents.

Recommendations for Improvement:

22. Multiple interview groups addressed the physical safety of the school buildings and improvements that have been or are being made with regards to door locks, key cards, fire alarms, and other security systems. However, it was also noted instances in the Jr/Sr high where there was no adult supervision and visiting team members were not questioned about their access to the building. Clear instructions about visitors signing in would be helpful. It was also noted the Elementary office is positioned in a way that limits visibility of people entering. As safety is addressed, consider ways to allow secretary visibility to the door and people entering.
23. It was noted there is limited diversity within Mediapolis CSD. In order to better prepare students for post-secondary realities of living and working in a diverse, often global society, the district is encouraged to examine current practice and to find additional, natural curricular connections to increase the definition and level of understanding for diversity. The district might consider contacting colleges and/or universities for input from student groups and explore free resources available from sources such as the Midwest Equity Center. Libby Laughlin from GPAEA can provide support for developing cultural competency within the district.
24. Interview groups had differing perceptions about the availability and use of technology throughout the district. While Mediapolis CSD has made great strides in providing students and staff with technology as tools for learning and instruction, development of a long term comprehensive technology plan should be considered and reviewed annually. Status and usage of current technology would benefit from review, including current computer maintenance, availability/use of "smart boards", and students' access to technology. Seth Denney at GPAEA might provide support in developing a comprehensive technology plan.
25. In the last site visit report the district was encouraged to discontinue the practice of ability grouping in the junior high. It appears as though this has improved, but the visiting team heard comments indicating a culture of large scale grouping of students according to ability still exists. While differentiating of instruction does include occasional grouping, research indicates these groups should be flexible, guided by formative assessment, used for limited periods of time, and should be reviewed frequently.

26. High School teachers reported that they have almost 100% participation in parent teacher conferences after creating a new scheduling format to accommodate the families of high school students. Making this change has had a positive impact on interaction with high school families.

Curriculum and Instruction

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

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

Noted Strengths:

27. Interviewees reported the district has numerous supports in place for supporting student learning and helping students succeed. Interviewees noted the iPads available for Special Education students, associates to help individual and groups of students, counselors, an at-risk program, and a structured study hall. High school students have access to a Reading Strategies class and credit recovery options when needed.
28. Community partners also help students recognize real-world connections to their class work. Case-NewHolland, Hawkeye Group, Gypsum plant, and local businesses all have been responsive to helping enhance educational opportunities for the students of Mediapolis CSD.

29. The Career and Technical Education (CTE) programs of Agriculture, Industrial Technology, Business, and Family and Consumer Science are an important part of the educational program at Mediapolis CSD. Instructors use high tech and relevant project-based learning to make connections to career fields, and to show practical uses for content learned in academic courses. Many students spoke highly of the programs and instructors. These courses and the student activities related to them create great opportunities for involvement and leadership for a variety of students. A large percentage of students take advantages of these courses which enhance their college and career preparation.

Recommendations for Improvement:

30. Teachers reported access to data is not always readily available or easy to use. The district is encouraged continue its use of data and expand to include a common understanding of how to accurately use data for instructional decision making. As the Data Team structure evolves, a goal might be to create effective and efficient structures for frequent use of data and implications for instructional practice. Strategies for monitoring and evaluating the effectiveness of the data use might also be addressed. Evan McCormick at GPAEA can be contacted to help with data analysis.

The Mediapolis administration also noted the need to move beyond the collection and analysis of data to the next step of providing evidence based interventions. To support this step there might be a need for additional professional development on Response to Intervention (RtI), differentiated instruction, intervention options, and resources available. This would also be beneficial for meeting the needs of students with disabilities. Professional development is available from GPAEA personnel through both Special Education and Instructional Services.

31. Mediapolis CSD should be applauded for their efforts to provide student supports. These include but are not limited to: resource officer, full time school nurse, reading recovery teacher, multiple at-risk teachers, Title 1 teacher, and two counselors. Information from interview teams, however, reported a gap in the amount of support available at the third grade level. The district is encouraged to determine a way to eliminate this gap and still continue to provide an efficient use of current district resources.
32. District data indicate nine students were dropouts in 2011-12. With the comprehensive at-risk and counseling programs available to K-12 students, this seems to be a high percentage. The visiting team noted that many of the dropouts are students with disabilities. In 2012-11 five of the six drop-outs were students with disabilities. The district is strongly encouraged to follow up with a review of the factors contributing to the individual student's' situation, and identify areas which the district might design actions to decrease future dropout numbers. The AEA school improvement supports could help with a root cause analysis and provide options to address areas of concern.
33. The administration recognizes the need to place the emphasis in special education instruction on the development of student skills rather than an assignment completion/tutoring model at the secondary level. Progress monitoring data and summative assessment data can be used to ensure the continued growth of those skills rather than looking at student grades as a measure of success. GPAEA can help create strategies to address this concern.

34. Mediapolis is encouraged to evaluate the use of the Accelerated Reader (AR) program currently used in the district. The program can be used as a strategy to encourage students to practice reading, but is not designed to teach reading. The practice for giving an English credit for AR should be reviewed and aligned with the learning specifications described in 281-IAC 12.5(5)(a)

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. Mediapolis CSD is supportive of professional development for instructional staff as evidenced by early dismissals scheduled twice each month. Administrators and teachers indicated that these early dismissals have been beneficial. Teachers and certified learning support personnel also reported when they request specific professional development in their content area the district supports their efforts. Staff can also be reimbursed up to 8 hours to work beyond the school day within in their PLCs.

Recommendations for Improvement:

36. To enhance understanding of district-wide programs and initiatives, the district might consider providing opportunities for staff to share how they are implementing instructional strategies in their classrooms. In addition, CTE, TAG, and At-Risk teachers might present an in-service about how they could support general education classrooms and open the discussion to determine opportunities to collaborate with general education teachers to support students in each setting. CTE might present information

about “all aspects of an industry” and opportunities to coordinate content, G/T teacher could talk about differentiating for high achieving students, and at-risk teachers could talk about strategies to engage students who might be struggling. All could lead conversations about competency-based instruction and using technology to extend lessons. This could be a solid foundation for incorporating the Iowa Core, including 21st century skills required in Core Curriculum. The school board might also benefit from short presentations of this kind. The instructional services consultants at GPAEA could be resources for these opportunities.

37. District, building, and personal professional development plans are not in place at Mediapolis CSD. (See noncompliance matrix) As these plans are written, ensure they align with stated district goals and reflect actions to address issues and needs identified through analysis of data. Guidance regarding the Iowa Professional Development Model can be found at this link:
http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=232&Itemid=1286 These plans could include the current PLC structure. In order to maximize the impact of this work, the following resources might be helpful.
<http://www.allthingsplc.info/>
<http://www.solution-tree.com/>
38. As PD is presented to staff, consider including instructional support staff whenever the material presented would be beneficial to them in carrying out their assigned responsibilities. For example, if students are receiving new technology to support their instruction, training of instructional support staff who will be working with the students and using the technology, would likely be helpful.
Well trained paraprofessionals provide valuable service to school districts.
Paraprofessionals within the district spoke highly of the benefits of the certification training. The district has recognized the importance of that training by increasing the salary of those certified. As the cost of that certification has increased, it has become a financial obstacle for paraprofessionals who would otherwise pursue the certification.
The district may want to address the option of providing all or part of the cost of that training. Consider the new collaborative program between SCC and GPAEA:
http://www.scciowa.edu/rss/news/scc_news_2013_0114_scc_collaborates_to_offer_par_a_educator_certificate.html

Monitoring and Accountability

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

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

Noted Strengths:

39. Interviewees noted Mediapolis CSD is utilizing the District Leadership Team to guide district conversations and actions concerning the educational program of the district. The visiting team heard many positive comments about the work of this team and encourages its continuation.
40. The district reported the use of strategies that ensure poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers. The hiring process ensures all teachers are highly qualified and licensed/endorsed properly for their assignments. Careful placement of students in elementary classes ensures equal distribution of all subgroups.
41. The percentage of the school's students scoring in the proficient range of achievement on the Iowa Assessments is higher than AEA and/or State of Iowa averages in reading, mathematics, and science in all of the reported grade levels:
 - 3rd, 4th, 5th, 6th, 8th, and 11th grade reading
 - 3rd, 4th, 5th, 6th, 8th, and 11th 6th grade mathematics
 - 3rd, 4th, 5th, 6th, 8th, and 11th grade scienceIn addition, aggregate numbers of students with disabilities and free/reduced lunch subgroups are above AEA and state averages.
(See Appendix A, Accreditation Site Visit Data Report, Figures 7 - 26 for additional information.)

Recommendations for Improvement:

42. Mediapolis CSD is to be commended for the numbers of students scoring in the proficient range on the Iowa Assessments. The visiting team recommends continued and expanded analysis of district data so that trends are recognized and explored, using trendline and cohort data in addition to the annual data. For example, even though the number of

students scoring in the proficient range in eighth grade math continues to be above the state average, there has been a slight but consistent decline in those numbers over the last four years. Students proficient in math at the sixth grade level remains at a high percentage yet there has consistently been around a five percent drop in the percent proficient from fifth to sixth grade each year. Also the percent of students proficient in reading in sixth grade has dropped the last two years and those numbers are considerably lower than the previous number in fifth grade. The district is to be encouraged to increase data analysis to include examining data by subgroups in order to close the achievement gaps further.

43. Although BEDS HQT data indicate that the district's special education teachers use a consultative model to provide instructional and support services to special education students, teachers expressed an interest in expanding its use and increasing their understanding of options for implementation. AEA instructional services can provide professional development on co-teaching as well as putting the district in contact with other districts who are currently successfully utilizing the co-teaching model. GPAEA Special Education consultants can help review and plan for co-teaching support.

Mediapolis Community School District's Compliance Status for 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.

Title IID (Enhancing Education through Technology, E2T2)

N/A

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 XC (Education of Homeless Children and Youth)

The district did not provide evidence of postings in community that identify rights of homeless children and youth.

Areas of Non-Compliance: Chapter 12

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

Chapter 12 Non-compliance Issues	Additional Information
<p>SIAC4 The School Improvement Advisory Committee does not make annual recommendations to the board with regard to progress toward annual improvement goals, progress toward local indicators, bullying and harassment, and annual improvement goals for the next school year. . 281—IAC 12.8(1)(a)(3)</p>	
<p>EQ3 No evidence exists for the annual review of district, attendance center, and course enrollment data. 281—IAC 12.1(1)</p>	
<p>SPEDAIM1. The district has no evidence it has worked with publishers to address Accessible Instructional Materials requirements. 281-IAC12.5(9) and 281-41.210(256B,34CFR300)</p>	
<p>DPDP . A district level professional development plan is not in place that addresses district wide needs identified through data analysis, the Iowa teaching standards, the district professional development plan, and the student achievement goals of the attendance center and the school district as set forth in the CSIP. 281—IAC 12.7(1)(b)</p>	
<p>PDP1. Attendance center professional development plans are not in place that address: the needs of the teachers in that center, the Iowa teaching standards, the district professional development plan, and the student achievement goals of the attendance center and the school district as set forth in the CSIP. 281—IAC 12.7(1)(b)</p>	

Chapter 12 Non-compliance Issues	Additional Information
<p>IPDP. Individual Professional Development Plans are in place for each career (non-beginning) teacher that:</p> <ul style="list-style-type: none"> (1) support the student achievement goals of the district/attendance center, (2) are based on the needs of the teacher, (3) reflect relevant Iowa Teaching Standards and Criteria, and (4) are developed by the teacher in collaboration with the teacher's evaluator. 281—IAC 83.6(1) 	
<p>PE8. No evidence exists for the annual evaluation of the superintendent. 281—IAC 12.3(3) and Iowa Code 279. 23A</p>	<p>A plan is in place to correct this, including scheduled sessions with a representative of the Iowa Association of School Boards to guide the board in establishing the evaluation protocol and process.</p>

Areas of Non-Compliance: Outside of Chapter 12

Outside of Chapter 12 Non-compliance Issues	Additional Details
<p>CNP5 There are no strategies in place for measuring implementation of the wellness policy.</p>	<p>Policy exists and states that a plan will be written to establish measurement, but no plan was available for review.</p>
<p>CNP6 No one was noted as the designated person charged with operational responsibility for ensuring the school meets the wellness policy.</p>	<p>Policy states a plan will be written to designate an individual, but no name was provided.</p>
<p>T12 There is no statement of assurance to parents that notification will occur should their child be taught for four or more consecutive weeks by a teacher who is not highly qualified</p>	
<p>HCY2. There was no evidence that postings regarding the education of homeless children and youth have been placed in the community 281—IAC 33.3</p>	
<p>HCY4. Evidence that the district-adopted definition of homeless is communicated in staff, parent, and student does not exist. 281—IAC 33.3</p>	

Outside of Chapter 12 Non-compliance Issues	Additional Details
<p>CNP6 The wellness policy does not include a designation of one or more person(s) within the local educational agency or at each school, as appropriate, charged with the operational responsibility for ensuring that the school meets its local wellness policy.</p>	
<p>EQD4 Nondiscrimination statements in publications do not have all protected classes.</p>	<p>The following protected classes were missing: Newspaper: Color, creed, sexual orientation, gender identity. HS/MS Handbook: Creed, marital status, SES; Parent Handbook: Creed, SES; Elementary handbook: Creed, SES Bullying section of handbook: Disability, SES Website: Age, marital status, SES</p>

Appendix A

Accreditation Site Visit Data Report

Mediapolis (4203)

Site Visit Year: 2012-2013



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

Figure 1: 2012-2013 Whole Grade Sharing

Data Source: Spring BEDS

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

This district does not whole grade share.

Figure 2: Preschool through 12th Grade Enrollment Trend

Data Source: Fall EASIER (Student Reporting in Iowa)

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

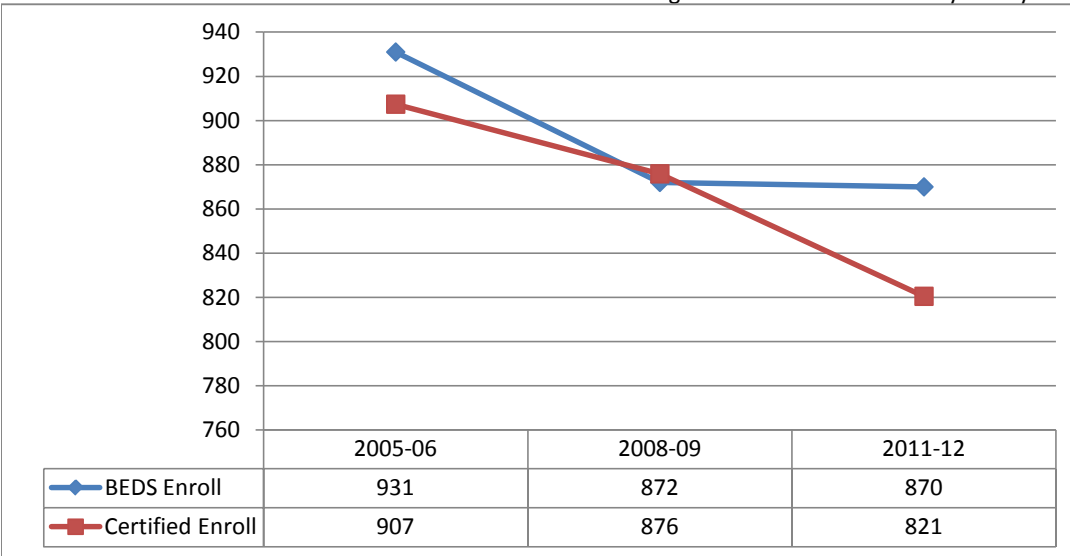


Figure 3: 2012-2013 Annual Instructional Minutes

Data Source: Spring BEDS

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

District	School	Total Annual Instructional Minutes
4203	Mediapolis Elementary School (Mediapolis) - 0409	73656
4203	Mediapolis High School (Mediapolis) - 0109	72816
4203	Middle School (Mediapolis) - 0209	71926
	State Average	71405

Figure 4: School Year 2010-2011 Average Daily Attendance

Data Source: Spring EASIER (Student Reporting in Iowa)

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

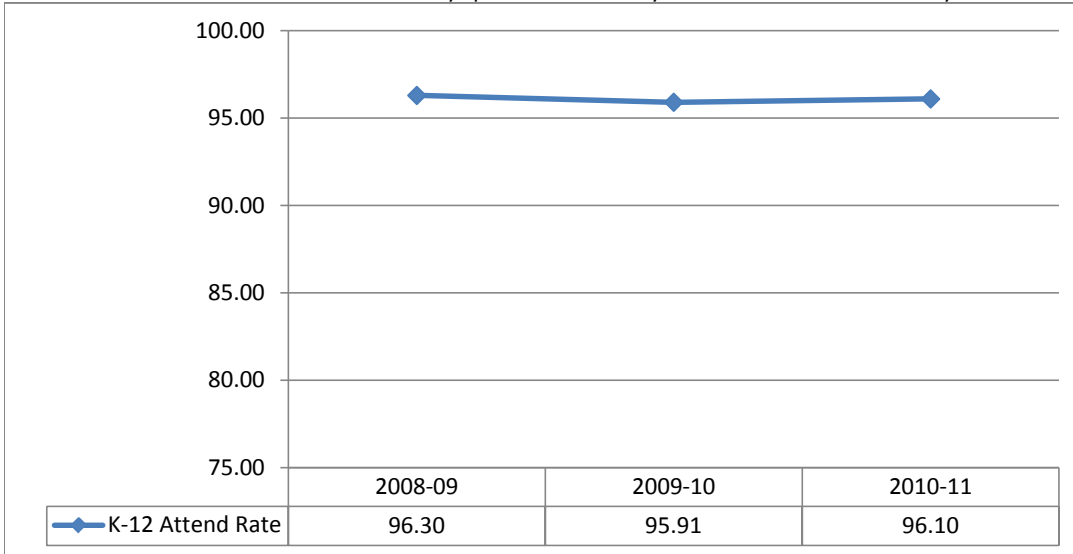


Figure 5: 2012-2013 Schools/Districts in Need of Assistance Status

Data Source: AYP Assessment File

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

This district does not have any SINA/DINA locations.

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

Data Source: Fall EASIER (Student Reporting in Iowa)

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

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

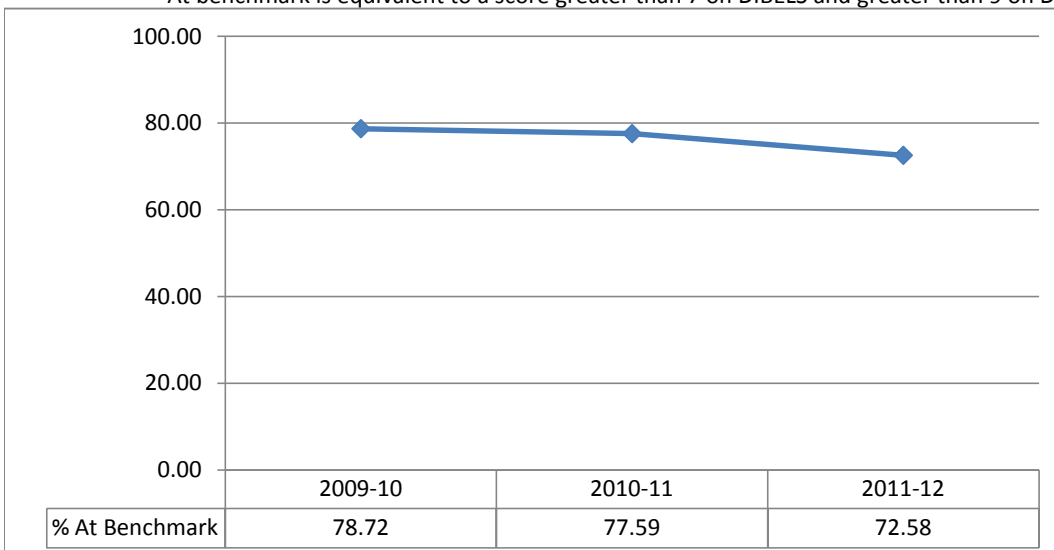


Figure 7: Percent of Students in Grade 3 Proficient in Reading

Source: AYP assessment file

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

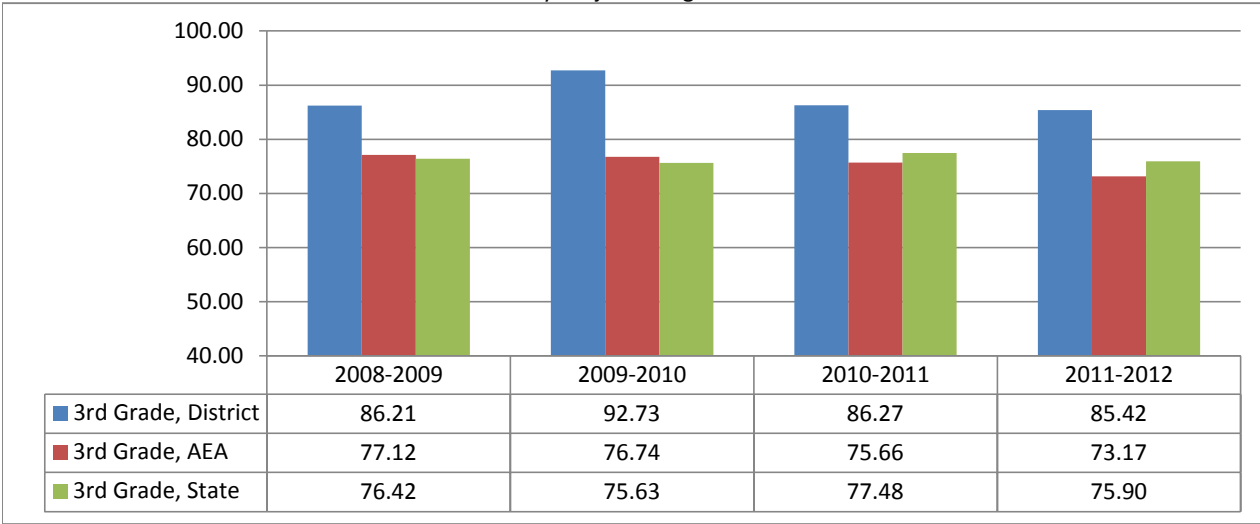


Figure 8: Percent of Students in Grade 4 Proficient in Reading

Source: AYP assessment file

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

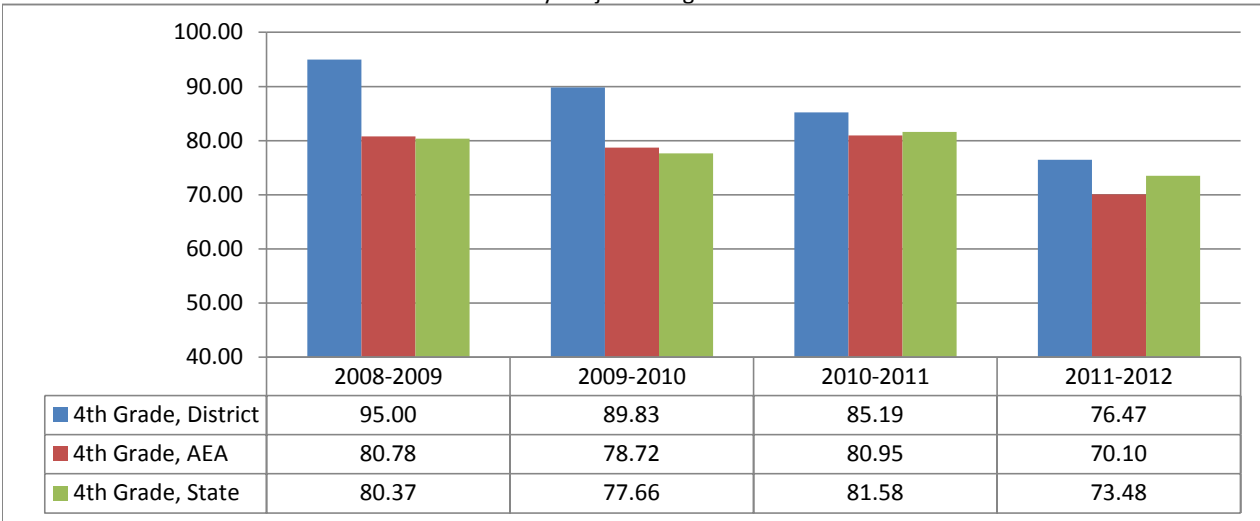


Figure 9: Percent of Students in Grade 5 Proficient in Reading

Source: AYP assessment file

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

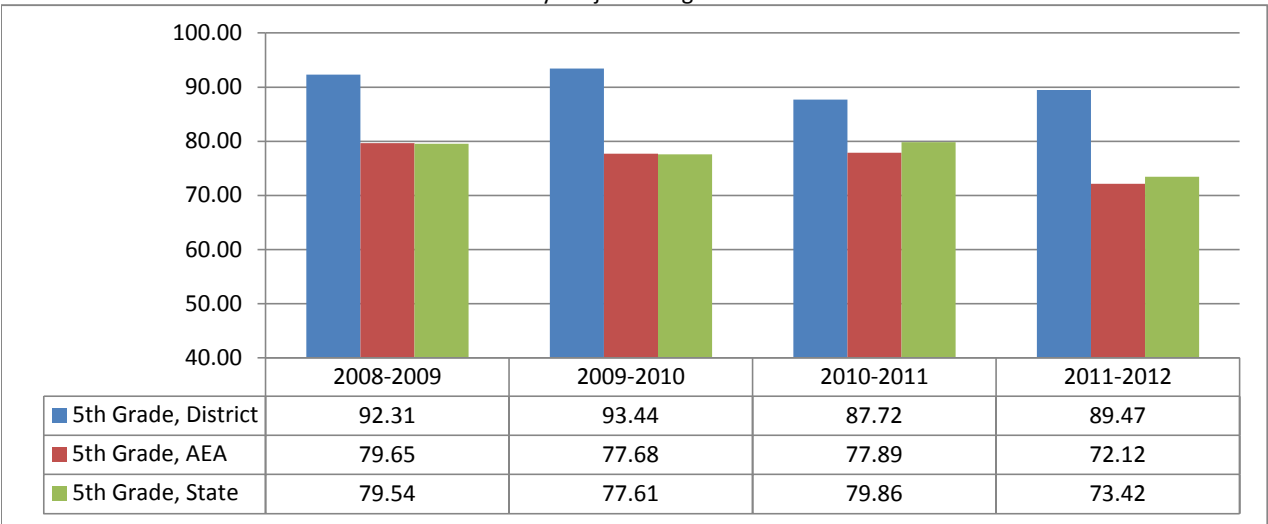


Figure 10: Percent of Students in Grade 6 Proficient in Reading

Source: AYP assessment file

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



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

Source: AYP assessment file

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

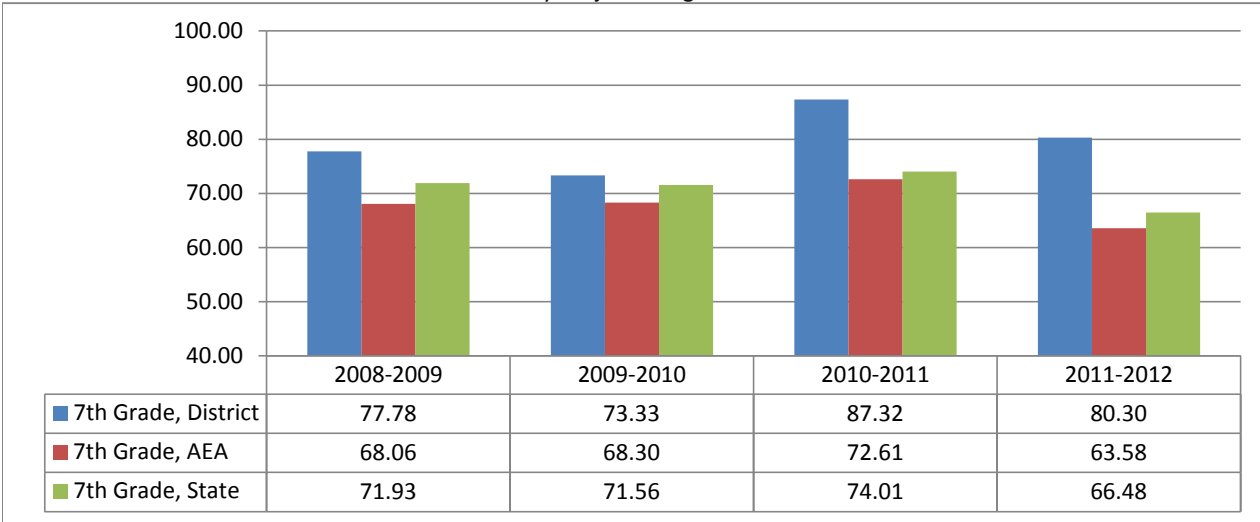


Figure 12: Percent of Students in Grade 8 Proficient in Reading

Source: AYP assessment file

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

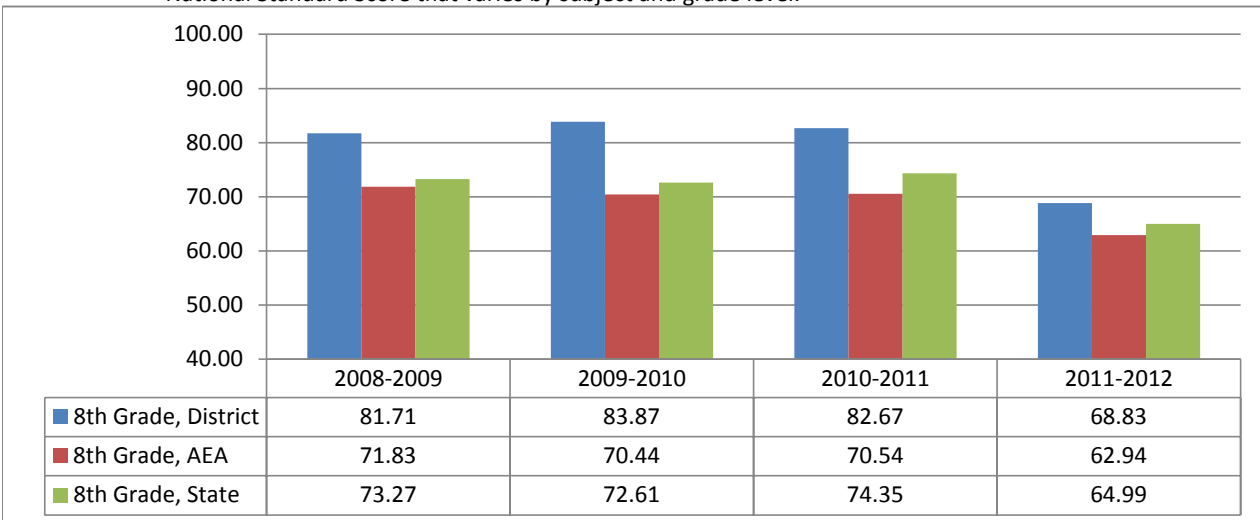


Figure 13: Percent of Students in Grade 11 Proficient in Reading

Source: AYP assessment file

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

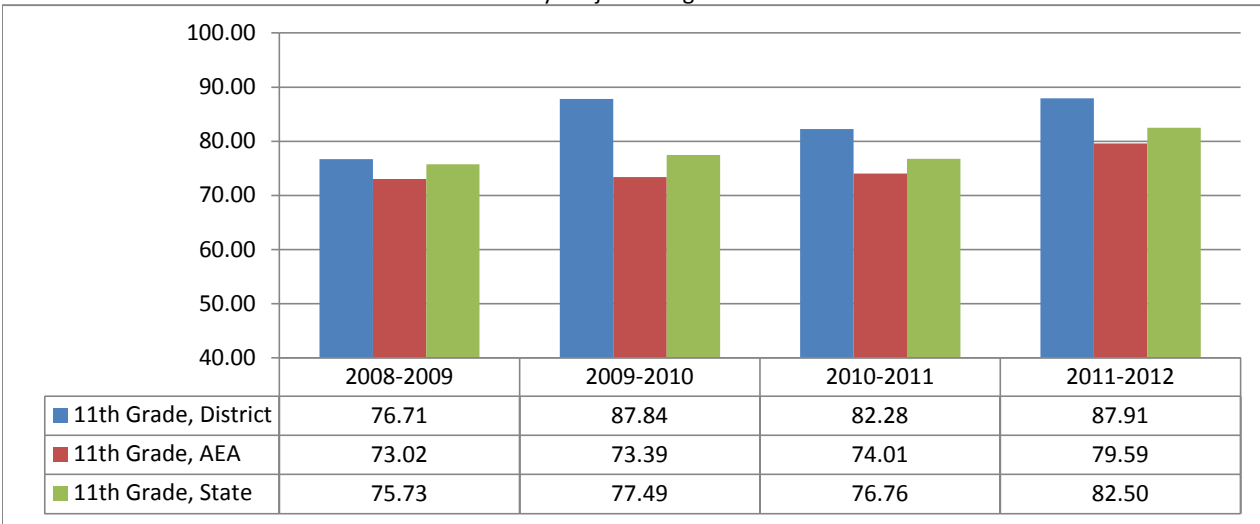


Figure 14: Percent of Students in Grade 3 Proficient in Math

Source: AYP assessment file

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

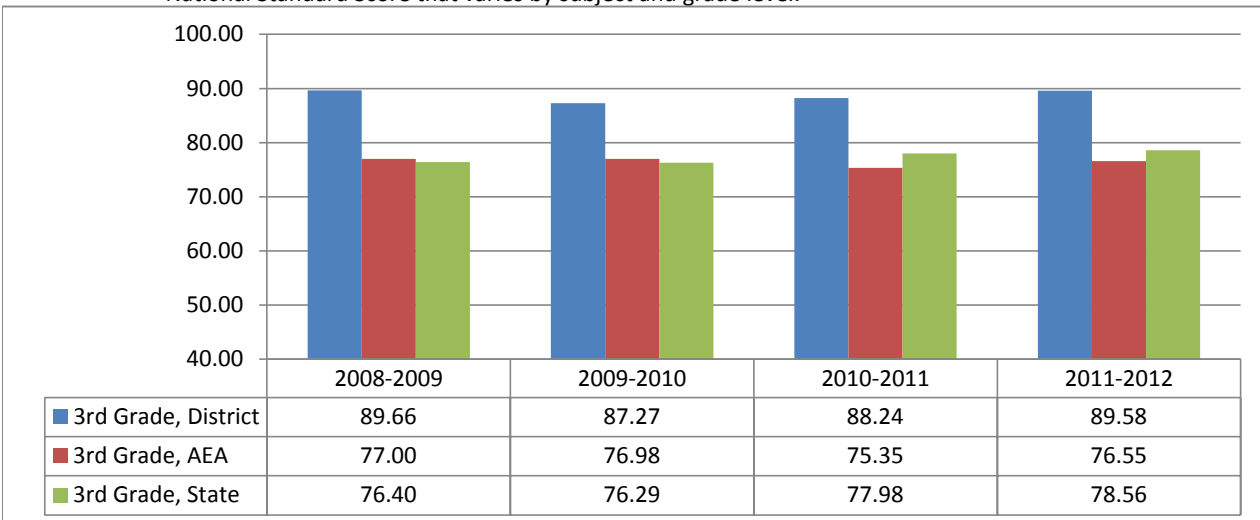


Figure 15: Percent of Students in Grade 4 Proficient in Math

Source: AYP assessment file

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

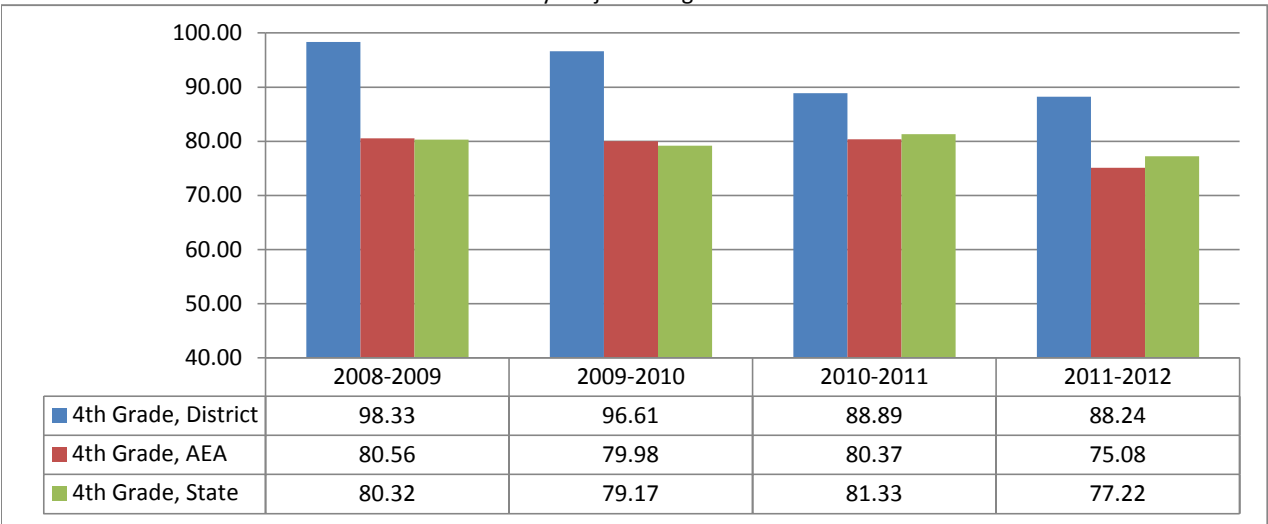


Figure 16: Percent of Students in Grade 5 Proficient in Math

Source: AYP assessment file

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

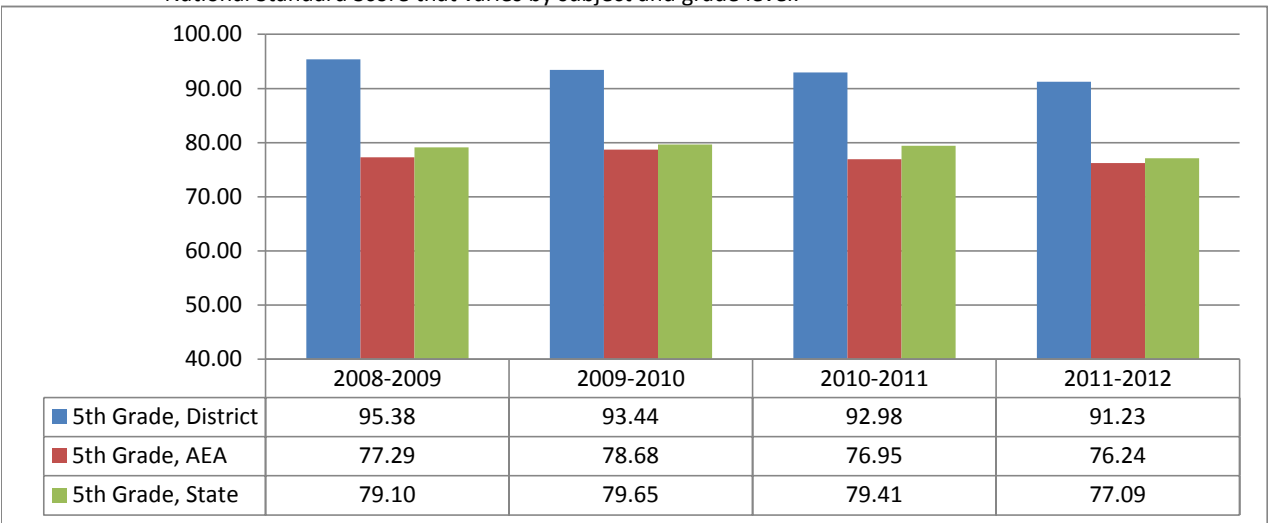


Figure 17: Percent of Students in Grade 6 Proficient in Math

Source: AYP assessment file

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

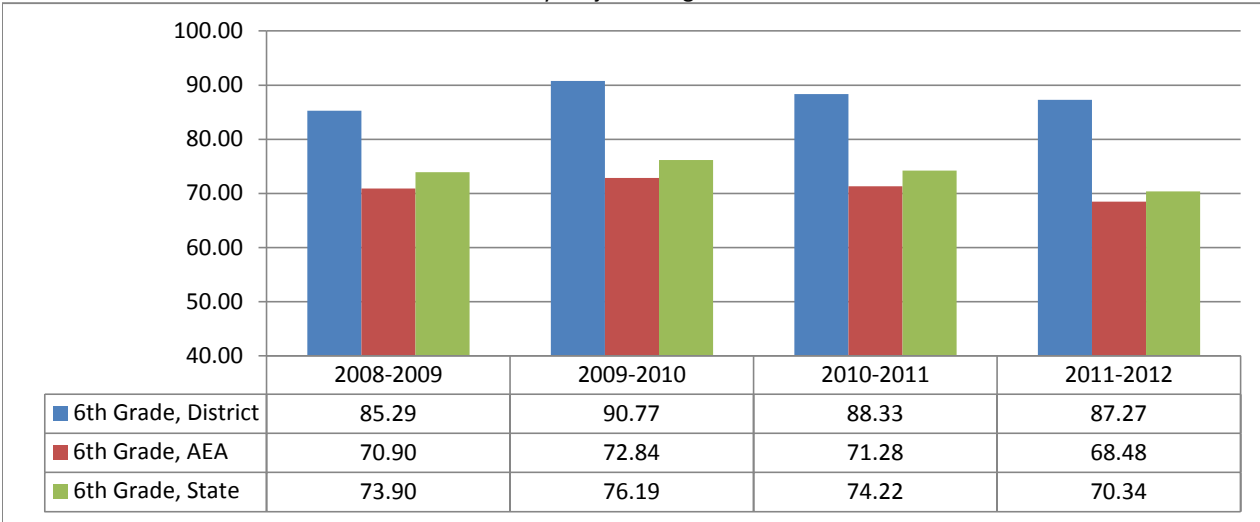


Figure 18: Percent of Students in Grade 7 Proficient in Math

Source: AYP assessment file

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

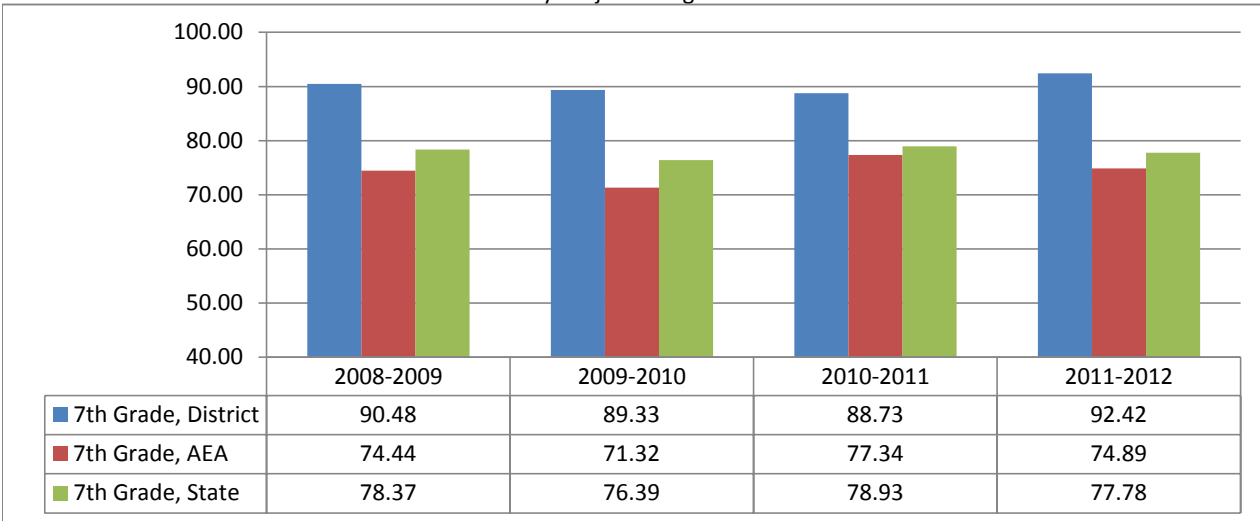


Figure 19: Percent of Students in Grade 8 Proficient in Math

Source: AYP assessment file

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

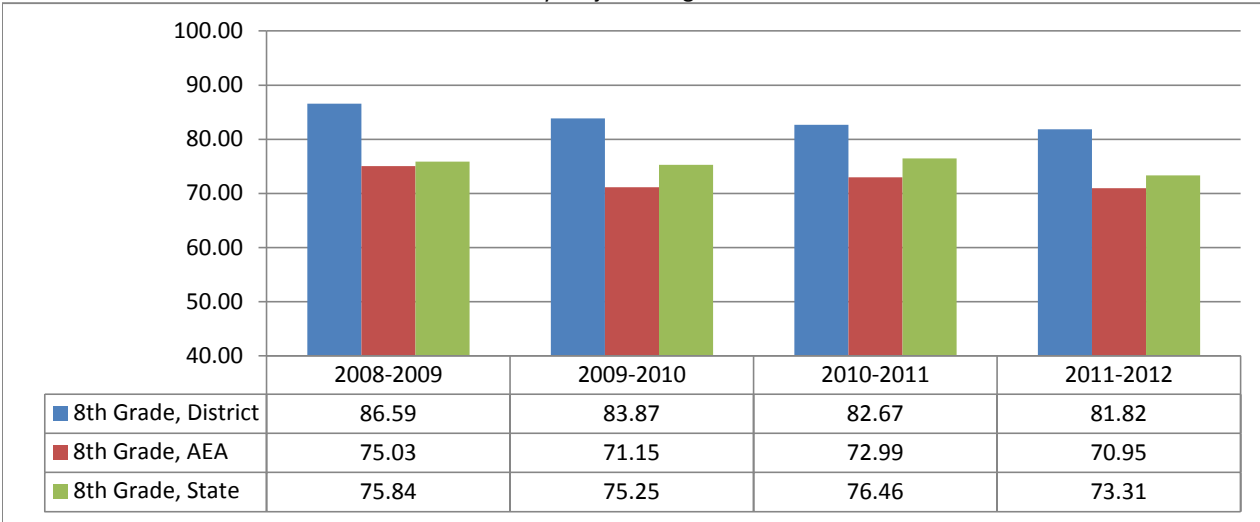


Figure 20: Percent of Students in Grade 11 Proficient in Math

Source: AYP assessment file

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

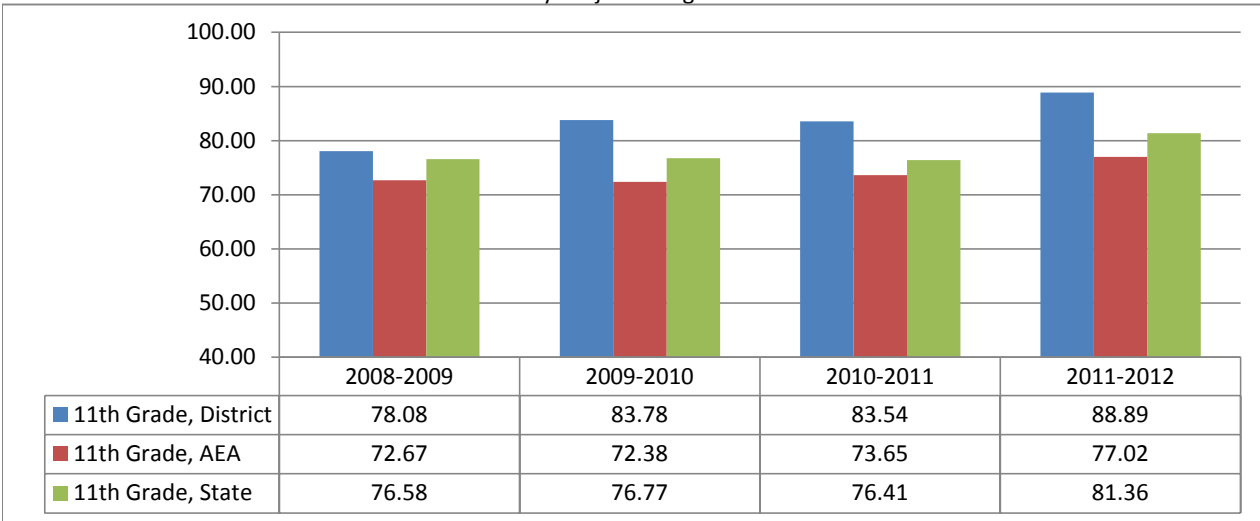


Figure 21: Percent of Students in Grade 3 Proficient in Science

Source: AYP assessment file

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

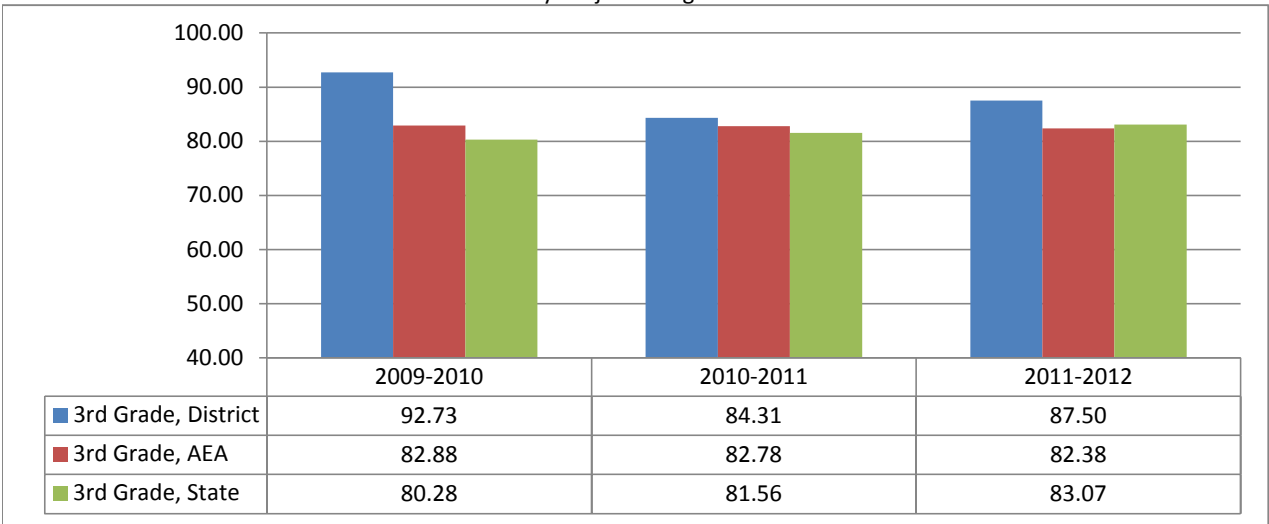


Figure 22: Percent of Students in Grade 4 Proficient in Science

Source: AYP assessment file

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

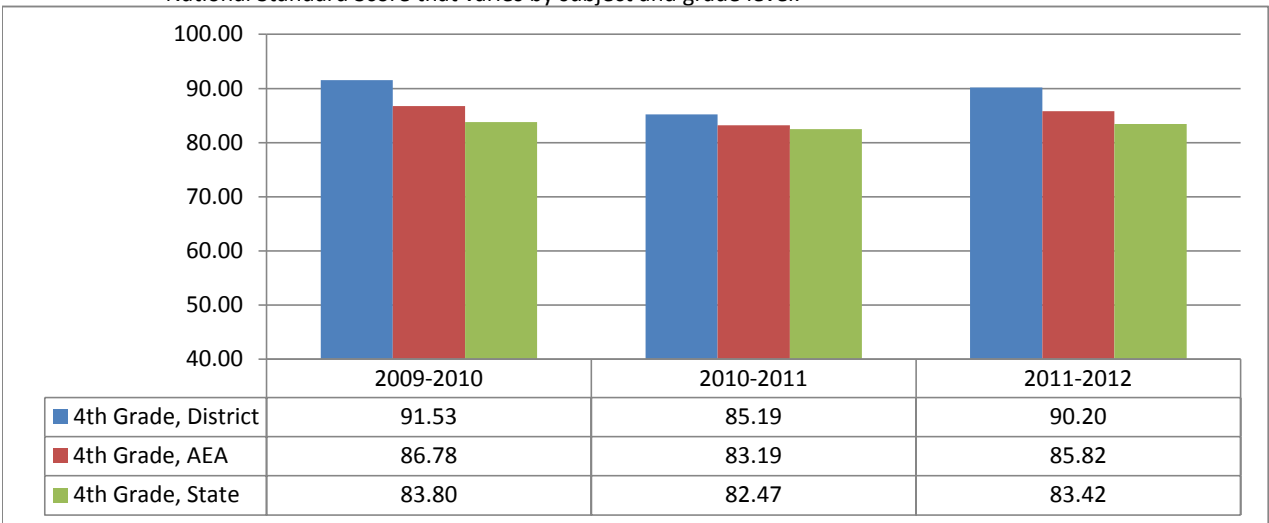


Figure 23: Percent of Students in Grade 5 Proficient in Science

Source: AYP assessment file

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

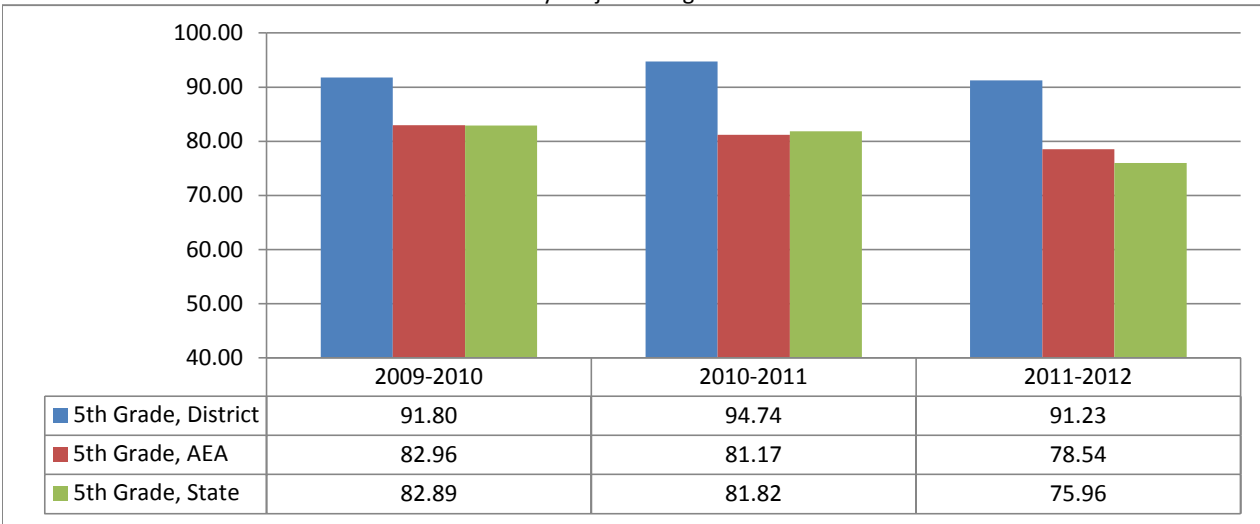


Figure 24: Percent of Students in Grade 6 Proficient in Science

Source: AYP assessment file

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

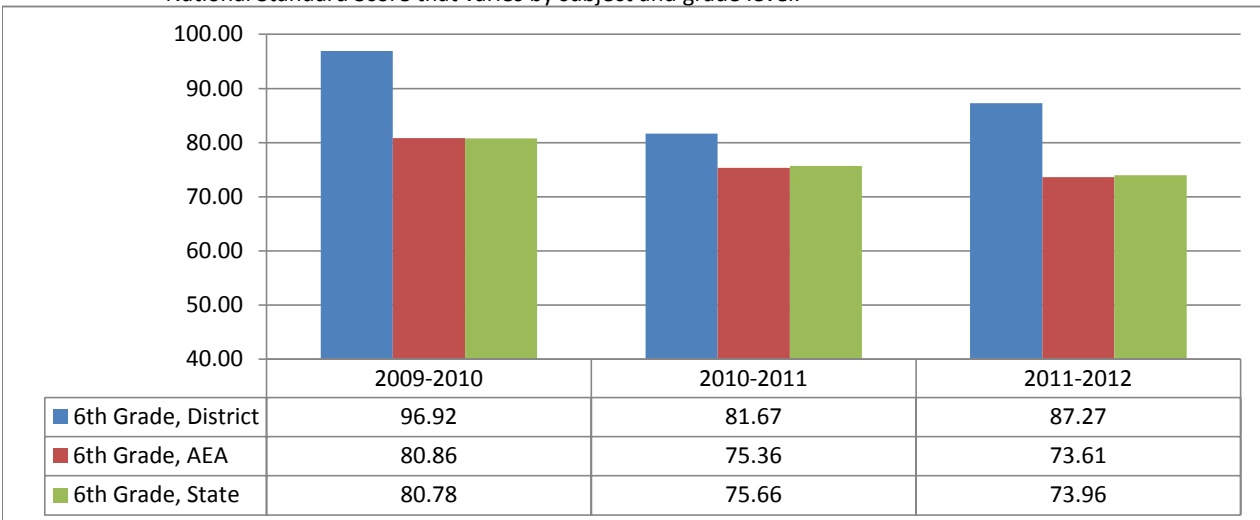


Figure 25: Percent of Students in Grade 7 Proficient in Science

Source: AYP assessment file

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

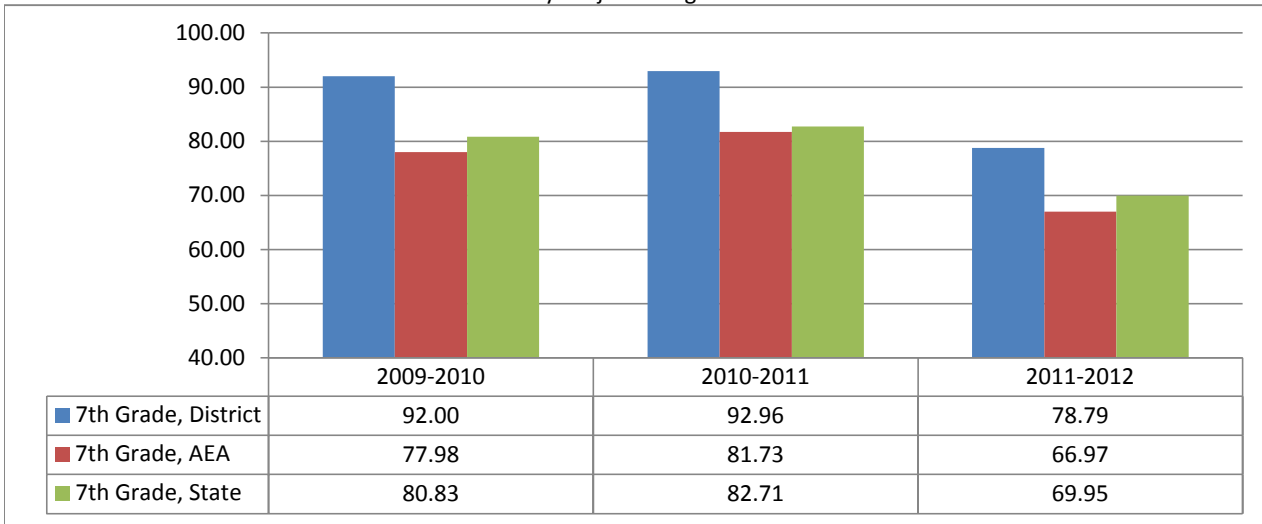


Figure 26: Percent of Students in Grade 8 Proficient in Science

Source: AYP assessment file

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

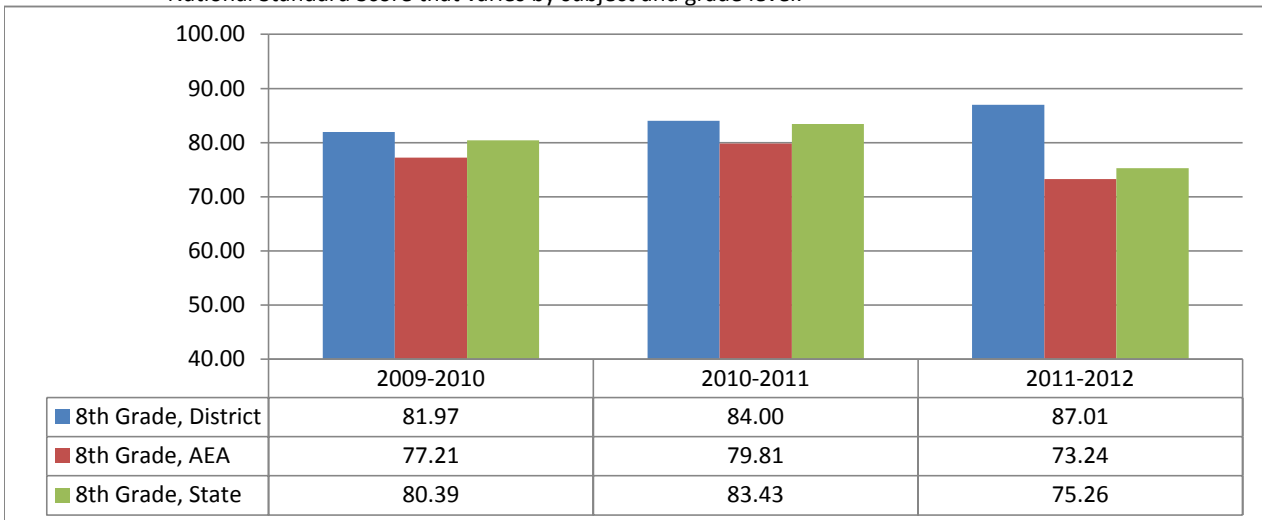


Figure 27: Percent of Students in Grade 11 Proficient in Science

Source: AYP assessment file

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

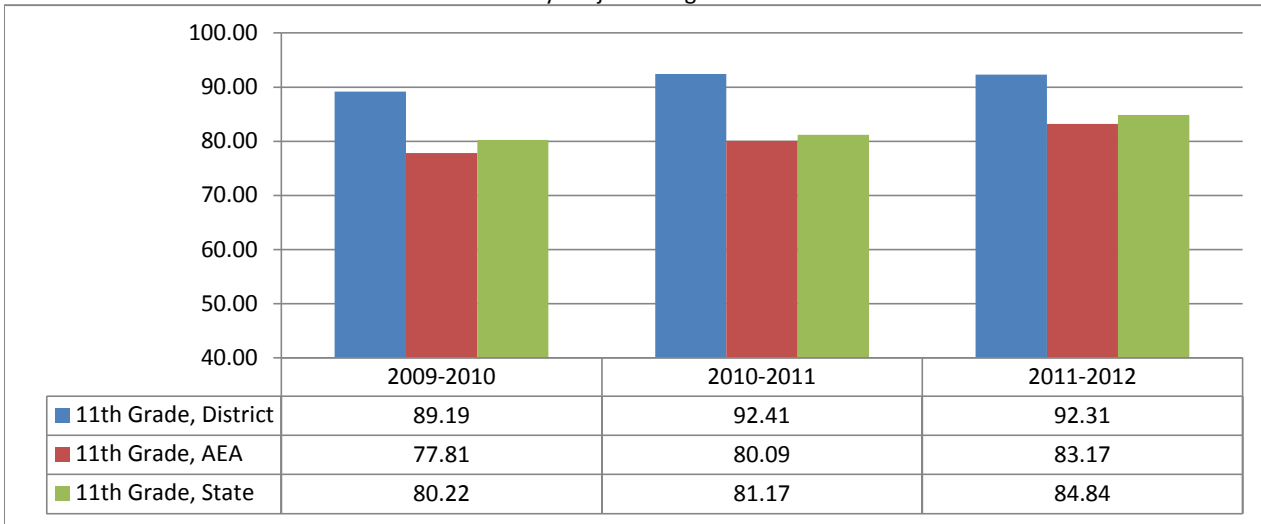


Figure 28: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Reading

Source: AYP assessment file

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

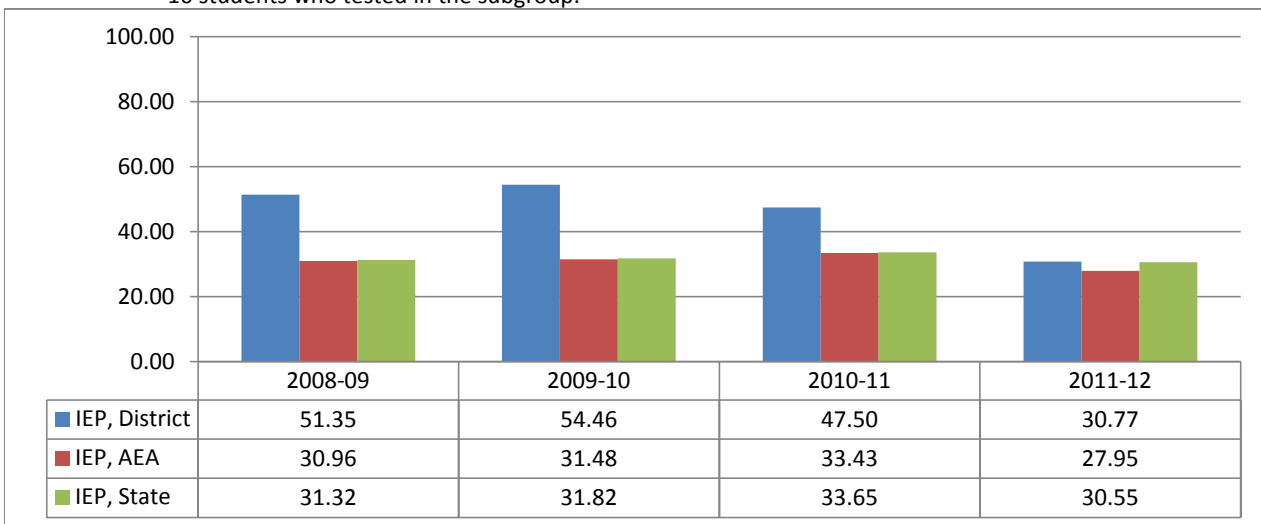


Figure 29: Percent of Free/Reduced Lunch Students Grades 3-8, 11 Proficient in Reading

Source: AYP assessment file

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

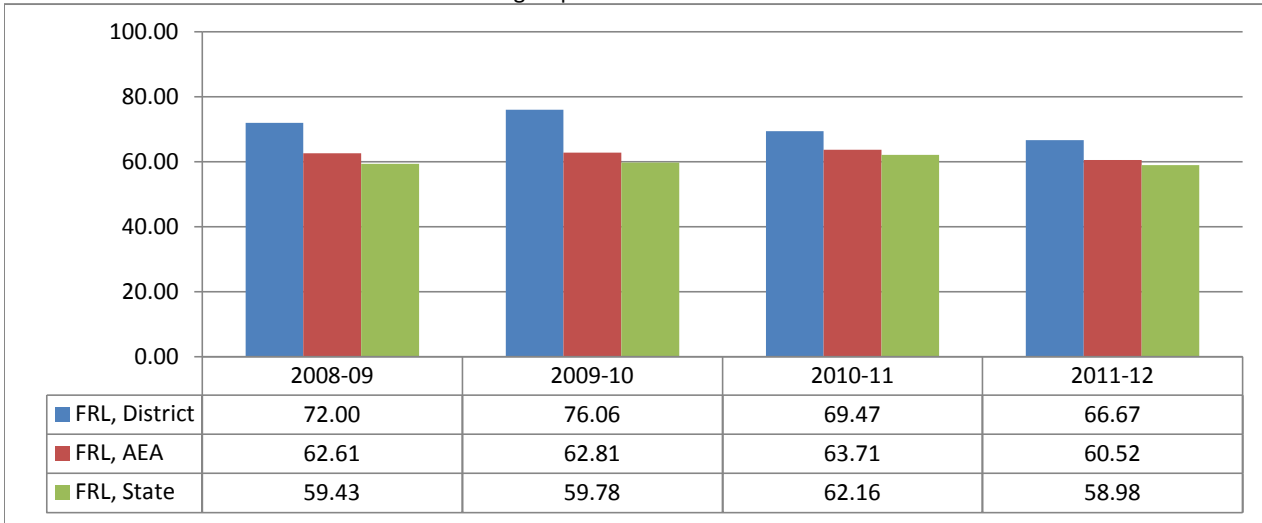


Figure 30: Percent of English Language Learner Students Grades 3-8, 11 Proficient in Reading

Source: AYP assessment file

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

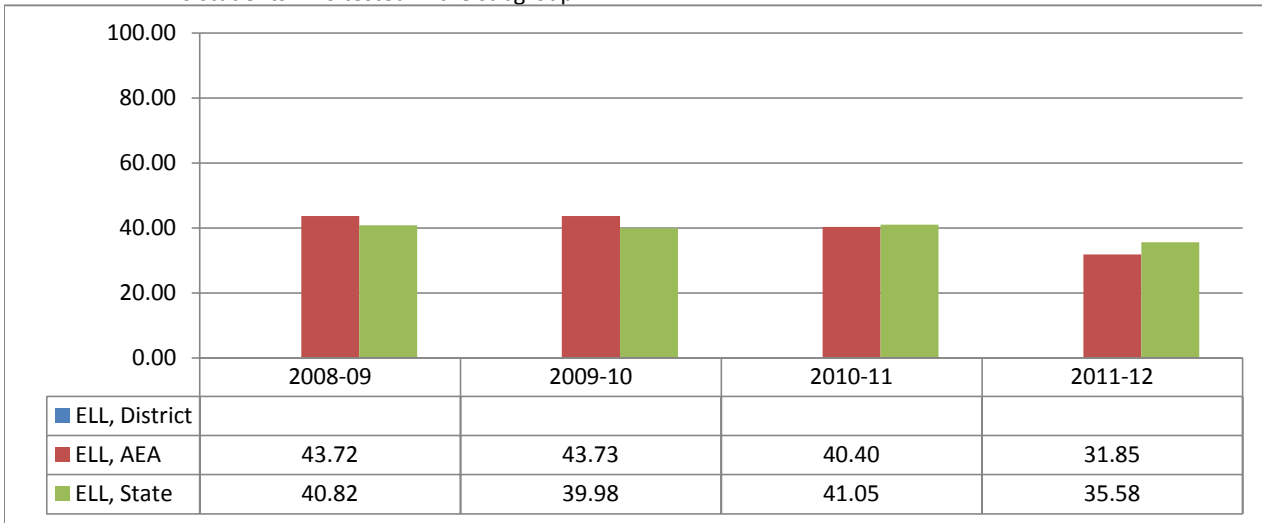


Figure 31: Percent of Minority (Non-White) Students Grades 3-8, 11 Proficient in Reading

Source: AYP assessment file

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

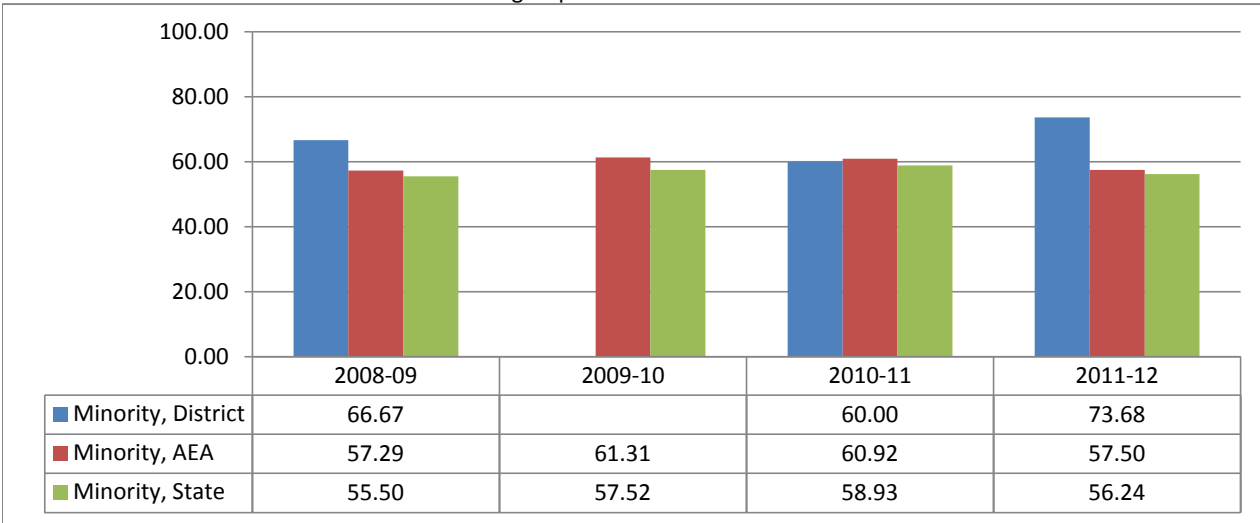


Figure 32: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Math

Source: AYP assessment file

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

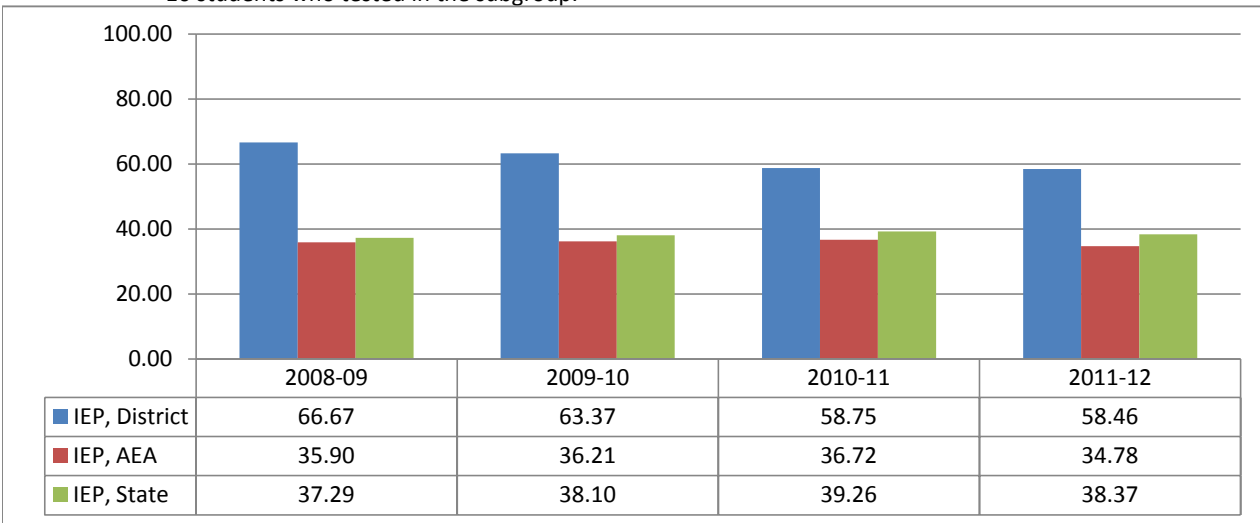


Figure 33: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Math

Source: AYP assessment file

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



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

Source: AYP assessment file

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



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

Source: AYP assessment file

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

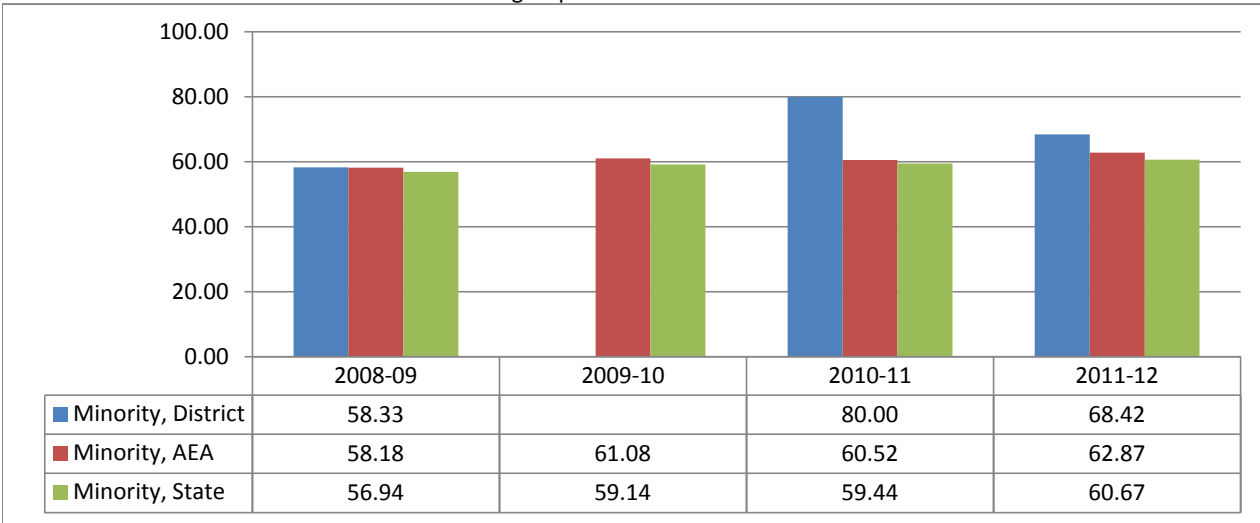


Figure 36: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Science

Source: AYP assessment file

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

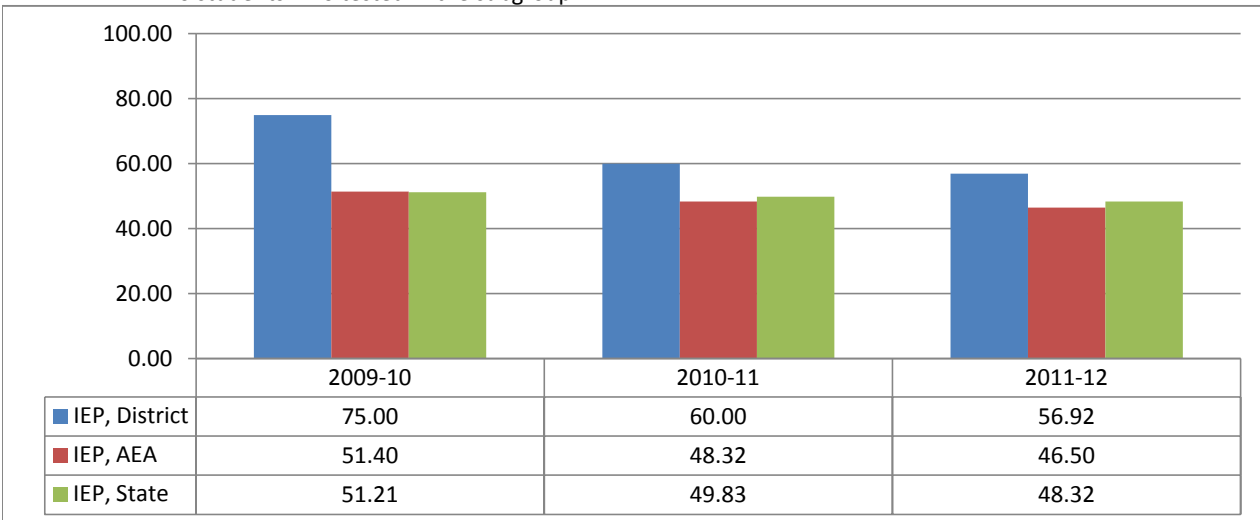


Figure 37: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Science

Source: AYP assessment file

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

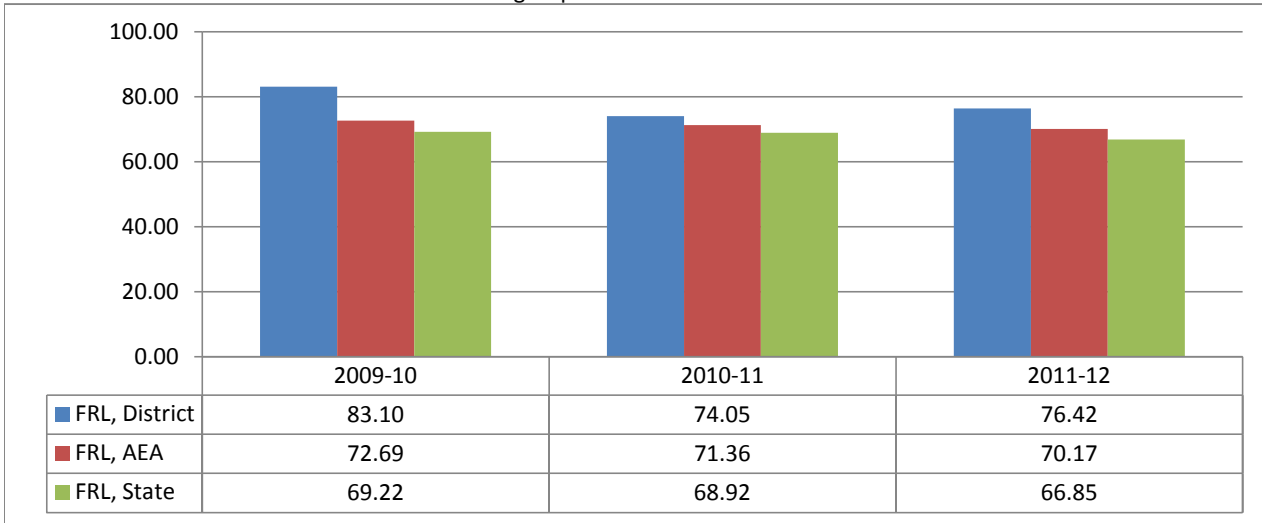


Figure 38: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Science

Source: AYP assessment file

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

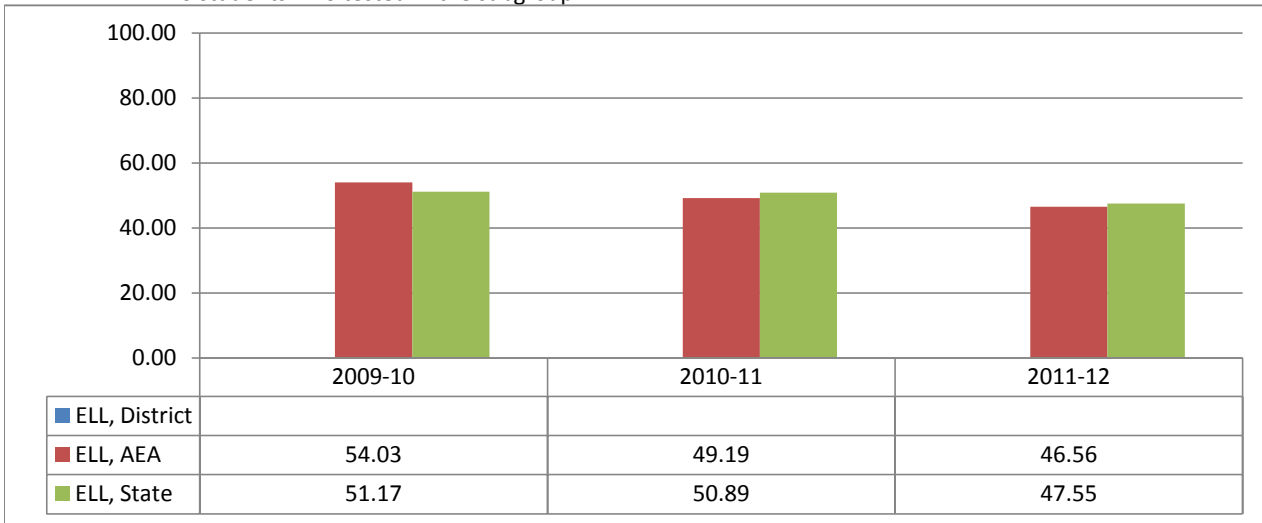


Figure 39: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Science

Source: AYP assessment file

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

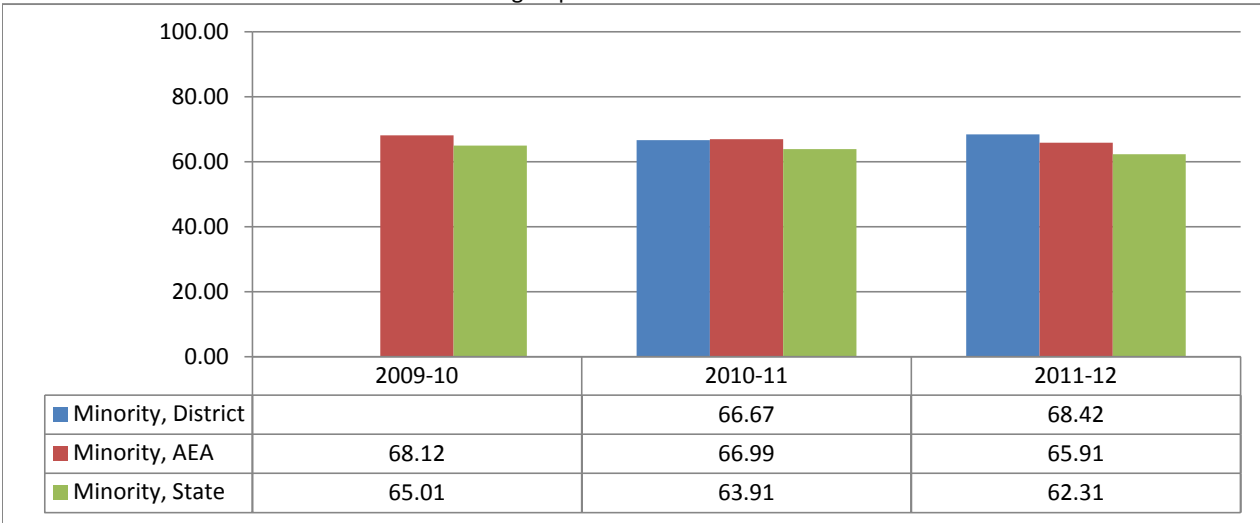


Figure 40: Percent of Students in Grade 11 College Ready in Reading, Math, Science

Source: AYP assessment file

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

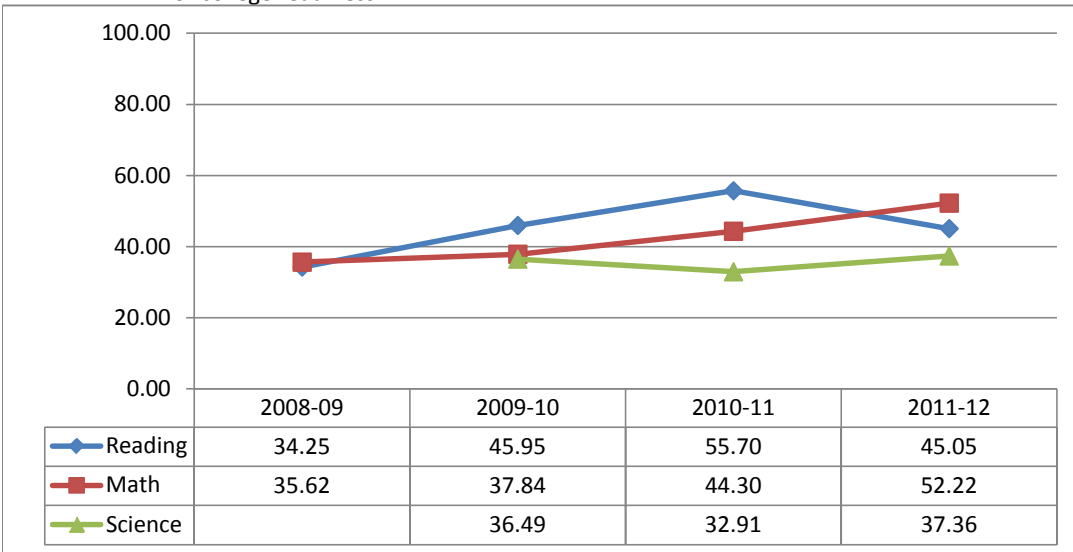


Figure 41: School Year 2011-2012 High School Carnegie Units Offered by District

Data Source: Winter EASIER (Student Reporting in Iowa)

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

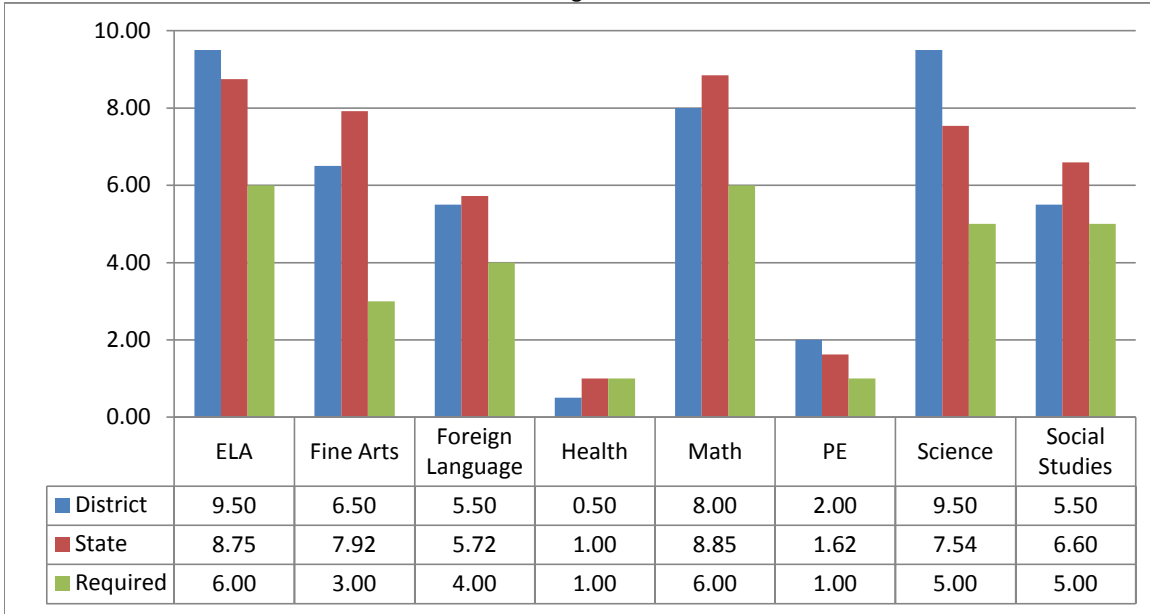


Figure 42: By Subgroup, High School Graduation Rate for Class of 2011

Data Source: Spring EASIER (Student Reporting in Iowa)

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

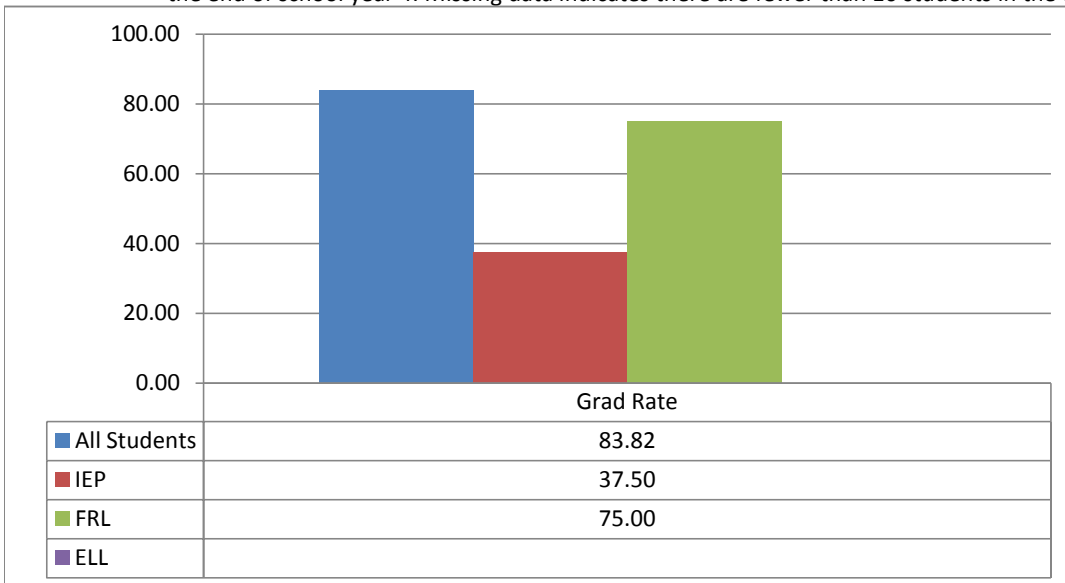


Figure 43: Percent of Students Receiving Disciplinary Removals

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

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



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

Data source: Iowa Youth Survey

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

