



TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
BRAD A. BUCK, DIRECTOR

April 23, 2014

Superintendent Wayne Kronemann
West Hancock Community School District
510 9th Avenue SW
Britt, Iowa 50423-0278

Dear Superintendent Kronemann:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at West Hancock Community School District (CSD) on March 4-5, 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 the comprehensive site visit, including a desk audit, on-site document review, and interviews, **West Hancock CSD** maintains State of Iowa accreditation. No non-compliance issues were noted and no corrective action plan is required.

The report reflects consensus of the following team members:

Department of Education Representatives:

Eric Heitz, School Improvement Consultant
Bruce Jensen, Special Education CADRE

Area Education Agency Representatives:

Dee Dienst, School Improvement Consultant

Local Education Agency Representatives:

Kirk Nelson, Superintendent, Belmond-Klemme CSD
Bridgette Wagoner, Director of Curriculum and Staff Development, Waverly-Shell Rock CSD

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 West Hancock CSD's School's continuous improvement process, the school must review its current C-Plan and provide revisions as needed. Revisions should be based on the school's needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the C-Plan must be completed by September 15, 2014. Directions for revision and submission of the C-Plan can be found at:

https://entaa.iowa.gov/entaa/sso?appld=DOE_EFP&callingApp=https://portal.ed.iowa.gov/iowala

Grimes State Office Building - 400 E 14th St - Des Moines IA 50319-0146

PHONE (515) 281-5294 FAX (515) 242-5988

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The Department would appreciate the school's feedback regarding its site visit experience. This feedback will inform the Department's efforts to continuously improve the comprehensive site visit process. A short online survey has been developed and is available at the following site: https://www.surveymonkey.com/s/School_Improvement_2013-2014_District_Survey The survey will take approximately ten minutes to complete. Responses are confidential and shared in aggregate form with members of the Department's School Improvement Team.

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

Sincerely,

A handwritten signature in black ink, appearing to read "Eric Heitz". The signature is stylized with a large, sweeping flourish at the end.

Eric Heitz, School Improvement Consultant
Bureau of School Improvement
Iowa Department of Education

A handwritten signature in blue ink, appearing to read "Amy Williamson". The signature is written in a cursive, flowing style.

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



West Hancock CSD

**Team Findings
March 4-5, 2014**

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

Vision, Mission, and Goals

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

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

Noted Strengths:

1. The 2009 site visit report noted the district did not have a vision statement. Interviews and document review indicated three years ago, the district developed a vision statement, "Empowering all students to thrive in an ever-changing world." Administrators and board members commented the district reviews the vision, mission, and goals each year. After the review the board president shares the goals with staff during the first day of in-service.
2. Multiple interview groups commented the district receives input from parents through the Parent Advisory Committee (PAC), School Improvement Advisory Committee (SIAC) and needs assessments. Board members noted the SIAC is the voice of the community. For example, three of the priorities SIAC recommended to the school board revolved around career planning. As a result of these recommendations, the district expanded workplace learning internships.

Recommendations for Improvement:

3. Interviews with the SIAC and document review indicated the group is active. Members from the PAC form the SIAC. With the potential for change in membership the district is encouraged to consider the following to ensure members understand their role:
 - Start every meeting with a quick review of the purpose of the committee
 - Periodically review committee's past work
 - Annually celebrate committee accomplishments
 - Recognize members for contributions to the committee
4. Multiple groups were asked what they would like to see changed in the next five years. The most common themes included continuing to:
 - Improve Literacy and Reading scores

- Explore schedule and sharing of teachers between the elementary, middle, and high school
 - Expand and improve technology and access to tech support
5. According to Figure 2 of the School Improvement Data Report, projected enrollment trends indicate a decline. Specifically, the enrollment in the 2012-2013 school year showed a certified enrollment of 612. The projected enrollment in 2017-2018 is 573. The district is encouraged to continue to monitor enrollment and involve the community in discussions related to declining student enrollment and the effects on staffing, facilities, and opportunities for students.

Leadership

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

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

Noted Strengths:

6. Teachers interviewed commented the district provides a number of leadership opportunities. These included professional development team, Professional Learning Communities (PLC), and SIAC. In addition, teachers appreciated the peer review process and ability to see other classrooms in the district.
7. Students, teachers, and parents reported the administrative team is receptive to their ideas and responsive to issues and concerns that are brought to the team's attention. In addition, interviews indicated the district's administrative team is seen as instructional leaders.
8. Students interviewed commented the district provides a number of leadership opportunities. Examples included:
 - Geek squad
 - Mentoring program
 - SIAC
 - Family, Career and Community Leaders of America (FCCLA)
 - Student Wellness Assistance
 - Fine Arts
 - Athletics
 - Student Council
 - National Honor Society
 - Extended Learning Opportunities (ELO)

- Mock interviews
- Retirement home visits
- Soaring Eagles
- Newspaper staff
- Charity fundraiser
- Middle School Science Fair

Recommendations for Improvement:

9. Interviewees indicated the district has implemented a number of programs to support students. However, when groups were asked about measuring impact of these programs and interventions, groups were uncertain. The district is encouraged to contact Joe Kremer (jkremer@aea267.k12.ia.us) and Cheryl Carruthers (ccarruthers@aea267.k12.ia.us) from AEA 267 for effective ways to measure impact of each program.

Collaborative Relationships

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

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

Noted Strengths:

10. Multiple interviewees commented on the collaborative relationships the district has developed. Examples included:
 - North Iowa Conference Iowa Core work
 - North Iowa Area Community College (NIACC)
 - Belmond-Klemme CSD
 - Corwith-Wesley CSD
 - Fair Board
 - Hancock County Wellness Coalition
 - Emergency Services
 - Retired and Senior Volunteer Program (RSVP)
11. The district overview indicated and school board members commented the district communicates with the community through the website, superintendent newspaper articles, and local radio spots. As part of the communication process the SIAC meets three to four times a year. The SIAC is made up of members of each building's parent advisory committee. Multiple interview groups commented this provides parents and community members with a voice.
12. The district special education staff is given time annually to share information related to special education services with the entire faculty. Additionally, the special education teachers spend time each month reviewing Individualized Education Programs (IEPs) as a group.

Recommendations for Improvement:

13. As noted earlier in the report, the district is projected to experience a decline in enrollment. To ensure student opportunities are sustained, the district is encouraged to continue exploring collaborative relationships with neighboring districts.
14. Interviews indicated multiple people are coordinating an activity (professional development, curriculum, and/or special education). The district is encouraged explore to assigning one person to a specific activity to ensure accountability. This process may include pursuing a teacher leadership grant as a resource to develop teacher leadership roles. For assistance please contact Kathy Enslin (kenslin@aea267.k12.ia.us) with AEA 267 or review the following website, <https://www.educateiowa.gov/teacher-leadership-and-compensation-system>.

Learning Environment

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

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

Noted Strengths:

15. Multiple groups commented on the district's focus to build relationships to ensure students feel safe and welcome at school. Examples included:
 - Students interviewed commented there was an adult at school they would be able to talk to if there was a need.
 - Building tours indicated the facilities are well maintained, clean, accessible, and all exterior doors are locked to prevent intruders.
 - Multiple groups commented the district conducts fire and tornado drills each year. In addition the district conducted an intruder simulation. Staff members commented the simulation provided firsthand experience of what to do if an intruder entered the building. Teachers commented the plan has been communicated to students.
 - The district employs one and half nurses to ensure student health needs are met.
16. Multiple groups commented on the district's investment in technology. This included 1:1 for grades 5-12, hiring a part-time technology integrationist, and adding computers at the elementary. Students commented some teachers use an electronic book and/or resources to guide the class.
17. Students and staff commented on the strategies implemented to ensure students are successful. Examples included:
 - Shuttle bus after school for students in athletics and/or after school help. A paraeducator rides the shuttle bus to ensure student safety.
 - Soaring Eagles recognition
 - Extended Learning Opportunity
 - Tutor Time
 - Advisor Time

- Positive Student Achievement Committee
- Kudos Program

18. Interviews indicated the district recently focused on increasing the level of participation in the fine arts. The band, choir, and speech programs are serving more students and the students have had success with productions and in competition.

Recommendations for Improvement:

19. Parents and teachers commented the district is working to help students with transitions between buildings; however, some groups were concerned with the transition between middle school and high school. The district is encouraged to review the current transitions and supportive services in place to ensure students are successfully.

20. The district has made a large investment in technology through 1:1 for grades 5-12, technology integrationist, and additional computers at the elementary level. However, students groups commented technology is used for rote items not deep instructional time. Teachers and students commented there is a frustration with the functionality of the technology, which results in teachers only using technology in a way they know will work. The district is encouraged to explore ways to review how technology is used in the classroom and review the following:

- What are the expectations for technology integration in the district? How does technology allow teachers to gain instructional time? What may be done at home or in Tutor Times verses during the class? There may be value in considering the potential of “flipping” and outsourcing rote learning and feedback to technology to gain instructional time in classes to focus on deeper learning.
- To what extent is the internet filtered and blocked for teacher and student access? Specifically, the district should investigate the potential benefits of Google Apps for Education.
- Based on the technology expectations and how technology will be used to increase instructional time what functionality of technology needs to be changed?

For assistance please contact Larry Niebur (lniebur@aea267.k12.ia.us) or Kay Schmalen (kschmalen@aea267.k12.ia.us) with AEA 267. In addition, AEA 267 holds a technology coordinator meeting monthly.

Curriculum and Instruction

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

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

Noted Strengths:

21. SIAC members commented and document review indicated SIAC recommendations included a focus on expanded career exploration opportunities. Document review and student interviews indicated opportunities have been added to allow students to explore careers and develop 21st Century Skills. Examples included:
 - Financial Literacy course
 - Workplace Internships
 - Mock Interviews
 - Basic Speech course
22. Interviews indicated the district is a member of Mid-Iowa School Improvement Consortium (MISIC). Membership allows the district to utilize the Measures of Academic Progress (MAP) assessment, curriculum manager, and professional development. These resources are used to help the district implement the Iowa Core.
23. Document review and the interview with the Career and Technical Education (CTE) teachers indicated four CTE areas (Agriculture, Industrial Technology, Family and Consumer Science, and Business) are offered on site. These are in addition to a Health Academy Hub through NIACC.

Recommendations for Improvement:

24. Document review indicated one of the SIAC recommendations to the school board was to further develop intervention strategies in core curricular areas. Based on interviews it is clear the district has implemented Tier II and III interventions. However, assessment data results indicate less than 80% of students are proficient in multiple areas. This indicates an issue with the implementation of the Core in daily instruction. Before interventions are implemented Core daily instruction should be meeting the needs of 80% of the students. The district is encouraged to consider the following questions:
- Have all teachers received the training and support they need to implement the Iowa Core well?
 - Are all teachers teaching the essential content and skills?
 - Are teachers using effective instructional strategies (characteristics of effective instruction) with fidelity?
 - Are all students given opportunities to learn the Core content?
- For assistance please contact Chris Quisley (cquisley@aea267.k12.ia.us) at AEA 267.
25. While there is clear evidence of significant alignment efforts in English/language arts and mathematics, teachers expressed a need to address science alignment. Ongoing alignment efforts should monitor enacted and learned curricula to ensure standards are taught, assessed, and learned through a quality core curriculum.
26. The School Improvement Data Report Appendix figure 4 indicated the district is below the statewide average for instructional minutes. The district is encouraged to review ways to increase the amount of instructional time students receive each year.
27. Parents and students would like to see additional course offerings, (e.g., college courses, internships, foreign language). The district is encouraged to explore additional course opportunities such as Iowa Learning Online and/or postsecondary institutions.

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:

28. Board members reported professional development opportunities. These included: attending and presenting at the Iowa Association of School Boards (IASB) conference and attending ABLE training.
29. The district has implemented a peer review program. The current process uses the Iowa Teaching Standards as the basis for the Peer Review Observation Report. Teachers commented this is a positive process that has led to benefits for the teachers observing and teachers being observed.
30. Teachers and administrators commented on the focus of PLCs and differentiating professional development. Some promising work has grown out of this. For example an elementary group is focusing in on reading and implementing Daily 5/CAFÉ, a system to assist students in developing the daily habits of reading, writing, and working independently.
31. Teachers commented the district was supportive of staff attending conferences, workshops, or visiting other school districts. Specifically, the district has leveraged opportunities for high school teachers to collaborate with content-alike colleagues across the North Iowa Conference. Teachers appreciated this opportunity.

Recommendations for Improvement:

32. To ensure PLCs become highly functioning the school is encouraged to continue to focus on the 4 PLC questions.

- What do students need to know and be able to do?
- How will we know when they have learned it?
- When will we intervene for students who struggle and enrich the learning for students who are proficient?
- How can we use the evidence of student learning to improve our individual and collective professional practice?

In addition the district is encouraged to evaluate the tasks the PLCs are conducting. A majority of the PLC time should be spent on analyzing instructional practices (for example; discussing specific lesson strategies, critiquing an instructional intervention or enrichment strategy). For assistance contact Kim Swartz (kswartz@aea267.k12.ia.us) at AEA 267.

33. Interviews indicated the district strives to provide differentiated professional development opportunities for staff, but the focus and content are unclear. The district is encouraged to continue to consider how this differentiated approach to professional development can support common district-wide goals that impact pressing student learning needs.

Professional development must be data-based, focused on one or two research-based strategies, and sustained. Additionally, effective professional development should contain the elements of theory, demonstration, practice, coaching, and feedback. While development of standards and benchmarks, curriculum mapping, and functioning as professional learning communities contribute significantly to instructional delivery, they are not considered professional development within the guidelines of the Iowa Professional Development Model (IPDM) as it is not specifically designed to increase student achievement. The district is encouraged to review guidance regarding the IPDM at <https://www.educateiowa.gov/pk-12/educator-quality/iowa-professional-development-model>. The effectiveness of the IPDM is grounded in its focus on improving student achievement. It is recommended that at least 80 percent of professional development time be focused on instructional strategies and skills. To aid in developing a quality program, the district is encouraged to do the following:

- Analyze student achievement data for the purpose of informing professional development planning.
- Develop professional development goals based upon needs indicated by data.
- Identify research-based strategies for addressing areas of need.
- Align professional development efforts to include those research-based strategies.
- Provide staff with sustained, in-depth professional development opportunities, focused on one or two strategies (at a maximum).
- Collect baseline data to be used in determining the effectiveness of the professional development strategies implemented.
- Monitor the implementation of newly learned strategies.
- Evaluate the effectiveness of professional development efforts.

Consider contacting AEA 267 Consultant, Stacie Stokes (sstokes@aea267.k12.ia.us), for support.

Monitoring and Accountability

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

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

Noted Strengths:

34. The district reported the use of strategies that ensure poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers. Examples included:
 - All general education teachers at the high school level are appropriately licensed for teaching assignments.
 - First and second year teachers participate in a mentoring and induction program
35. The percentage of West Hancock CSD students in the proficient range of achievement on the 2012-2013 Iowa Assessments is higher than AEA 267 and/or State of Iowa Averages in the following areas:
 - 5th,6th,8th grade reading
 - 5th,6th,8th grade mathematics
 - 3rd,4th,5th,6th,7th,8th grade scienceSee School Improvement Data Report Appendix, figures 8-43 for additional information.
36. Each program (i.e., At-Risk and Gifted) reports to the board once every three years. The report includes goals, accomplishments, and plans for the future. Board members appreciated the presentations because they felt informed about all aspects of the district.
37. Multiple interview groups commented on the use of data by staff and students. Examples included:
 - MAP
 - Iowa Assessments
 - Data teams
 - DesCarte
 - STAR

Recommendations for Improvement:

38. Interviews with teachers indicated inconsistent practices and understanding of test security procedures. The district is encouraged to review test security with all staff. This should include ensuring all assessments are locked in a counselor or principal office each night.
39. The percentage of West Hancock CSD students scoring in the proficient range of achievement on the 2012-2013 Iowa Assessments is lower than AEA 267 and/or State of Iowa averages in the following areas:
- 3rd, 4th, 7th, 11th grade reading
 - 3rd, 4th, 7th, 11th grade mathematics
 - 11th grade science
- See School Improvement Data Report Appendix, figures 8-43 for additional information.
40. BEDS HQT data indicate that the district's special education teachers use the co-teaching, consultation, and reverse consultation models to provide instructional and support services to special education students. Site interviews indicate that components that constitute the model may not be in place. Specifically, a special education teacher at the high school is providing a math class to several students with IEPs even though he is not highly qualified in the area of math. This is an acceptable practice if the special education teacher engages in regularly scheduled consultation with a teacher who is highly qualified in math. The district should take steps to ensure that this consultation occurs on a predictable and regularly scheduled basis and is documented.

West Hancock 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
West Hancock Community School District (0819)
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Figure 1: Whole Grade Sharing

Data Source: Spring BEDS

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

This district does not whole grade share.

Figure 2: Preschool through 12th Grade Enrollment Trend

Data Source: Fall EASIER/SRI

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

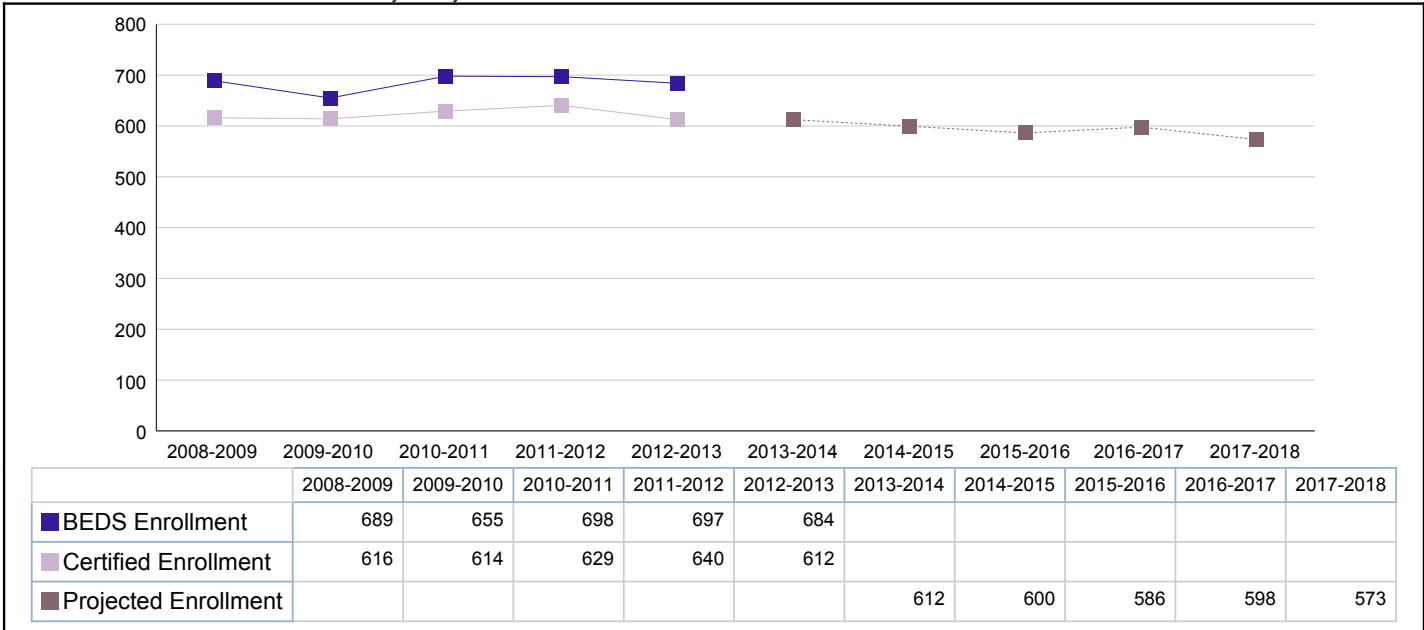


Figure 3: Preschool through 12th Grade BEDS Enrollment by Subgroups: All Students, Minority, FRL, ELL, IEP

Data Source: Fall EASIER/SRI

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

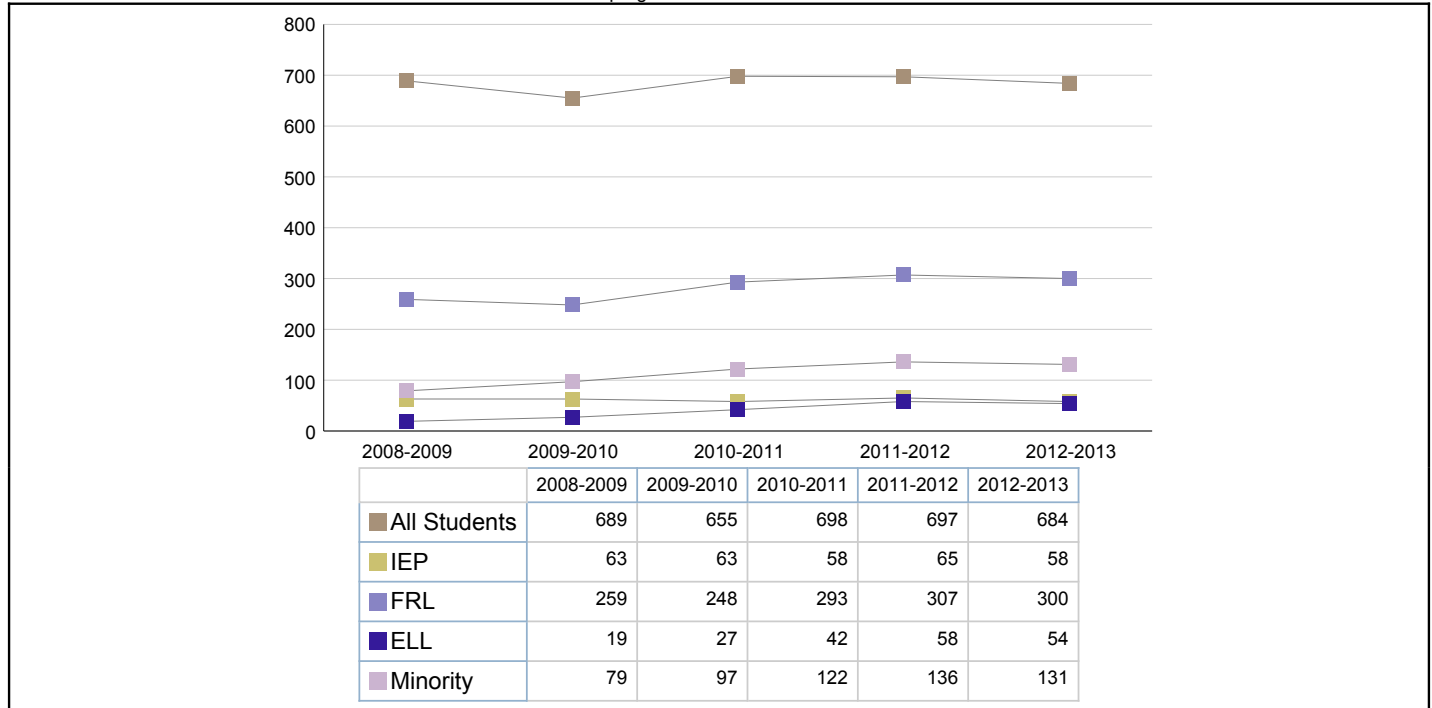


Figure 4: Annual Instructional Minutes

Data Source: Spring BEDS

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

District	School	Total Annual Instructional Minutes
0819	West Hancock Elementary School (0819-0409)	66,674
0819	West Hancock High School (0819-0109)	65,606
0819	West Hancock Middle School (0819-0209)	65,962
	<i>State Average</i>	66,791

Figure 5: Average Daily Attendance

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

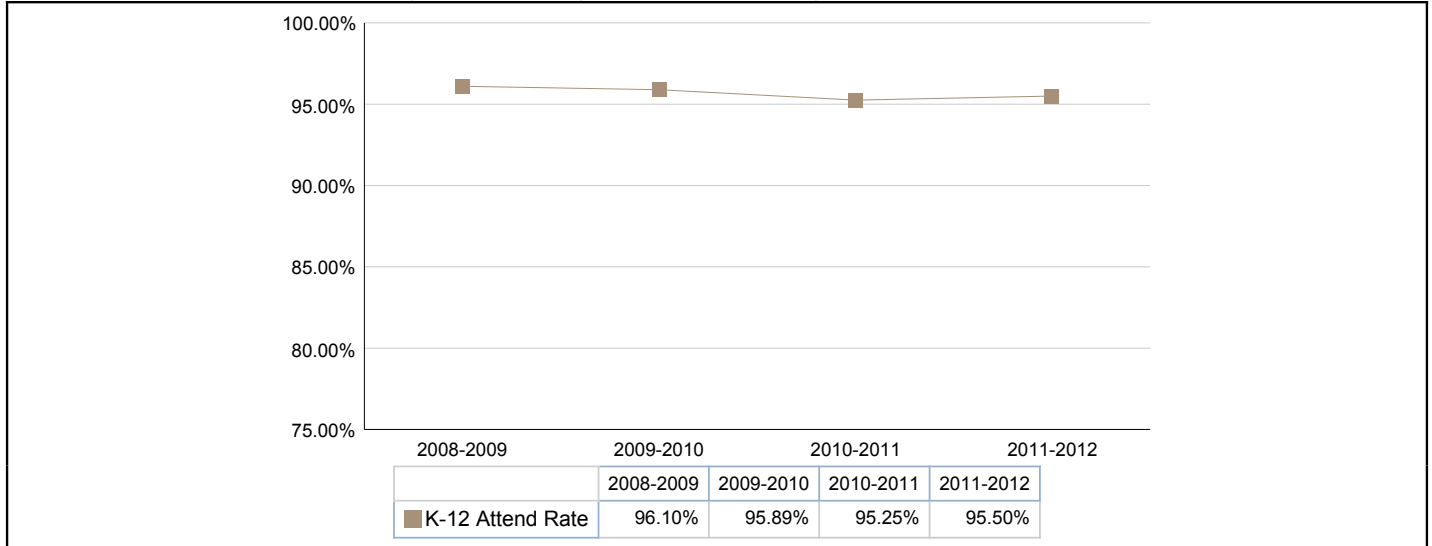


Figure 6: Schools/Districts in Need of Assistance Status

Data Source: AYP Assessment File
 Definitions: SINA/DINA status is based on assessment participation, annual 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
0819	West Hancock Community School District (0819)	Yes	MET	MET
0819	West Hancock Elementary School (0819-0409)	Targeted	Watch	Watch
0819	West Hancock High School (0819-0109)	No Value	SINA-1	Watch
0819	West Hancock Middle School (0819-0209)	No Value	MET	SINA-3

District	School Name	Title 1 Status	Math Part.	Reading Part.	Other
0819	West Hancock Community School District (0819)	Yes	MET	MET	MET
0819	West Hancock Elementary School (0819-0409)	Targeted	MET	MET	MET
0819	West Hancock High School (0819-0109)	No Value	MET	MET	MET
0819	West Hancock Middle School (0819-0209)	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.

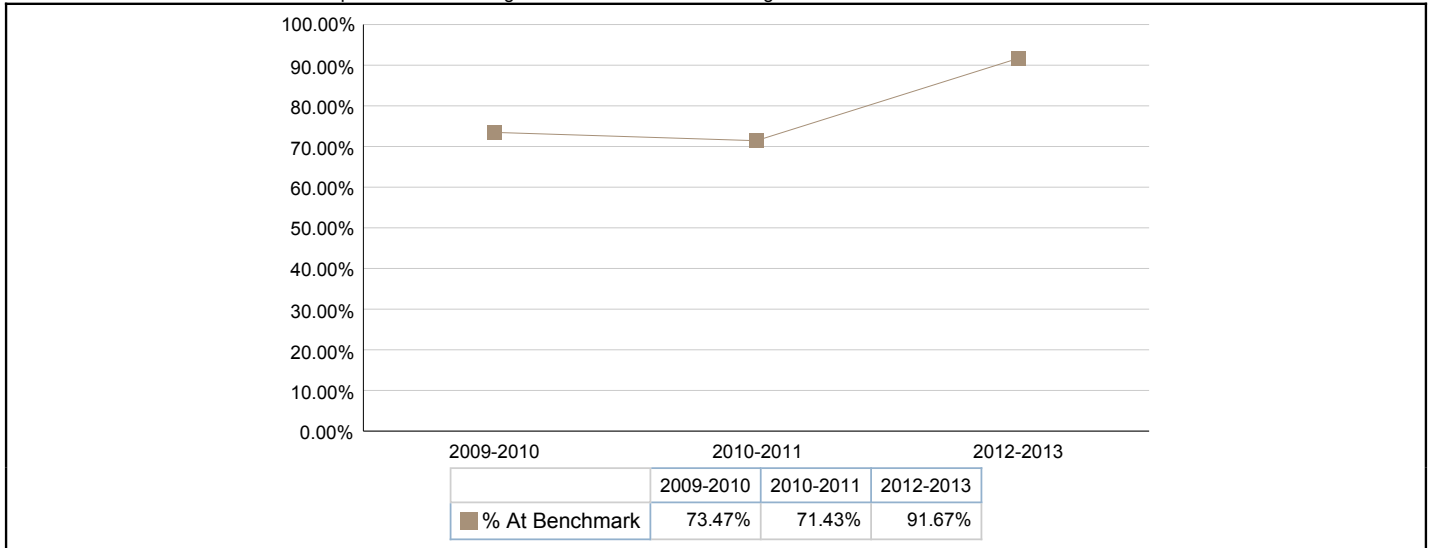


Figure 8 Percent of Students in Grade 3 Proficient in Reading

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.

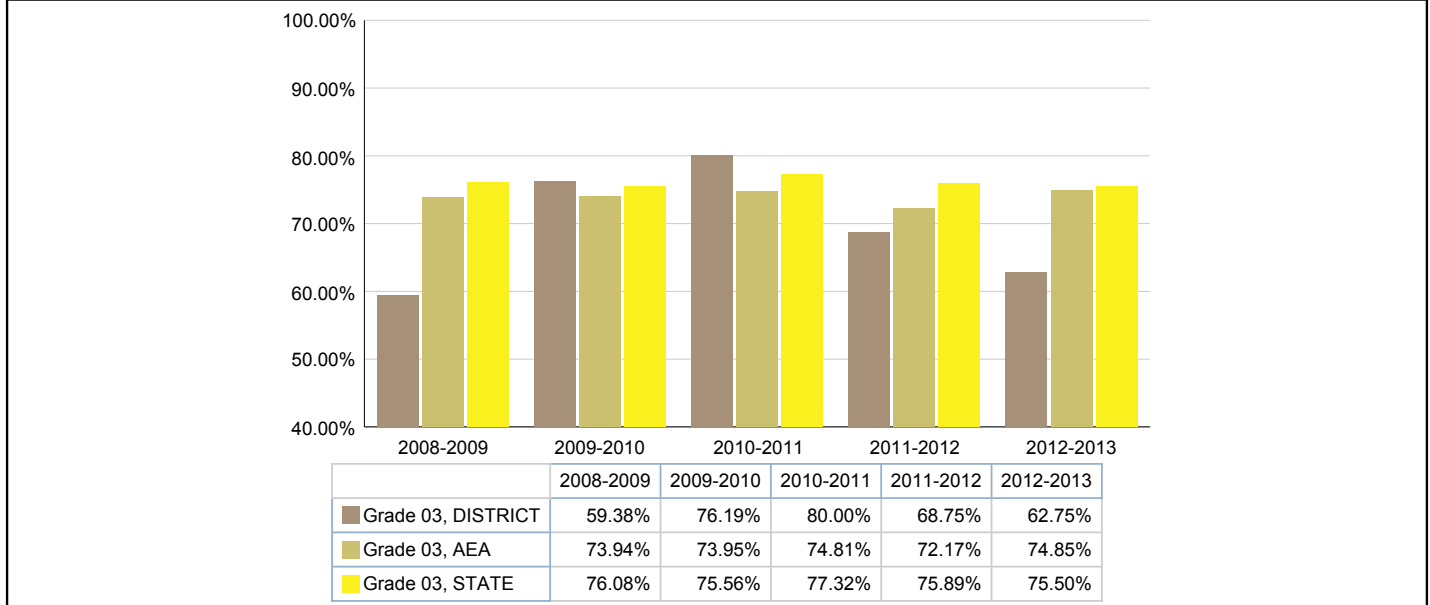


Figure 9 Percent of Students in Grade 4 Proficient in Reading

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.

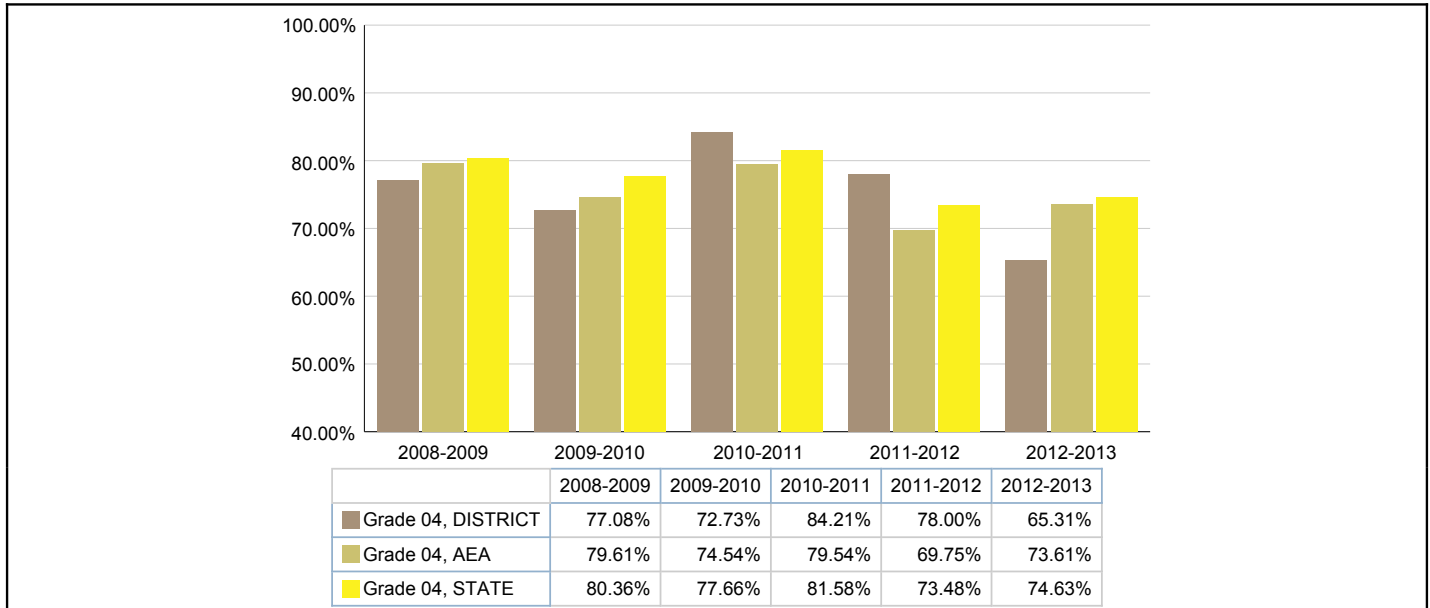


Figure 10 Percent of Students in Grade 5 Proficient in Reading

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.

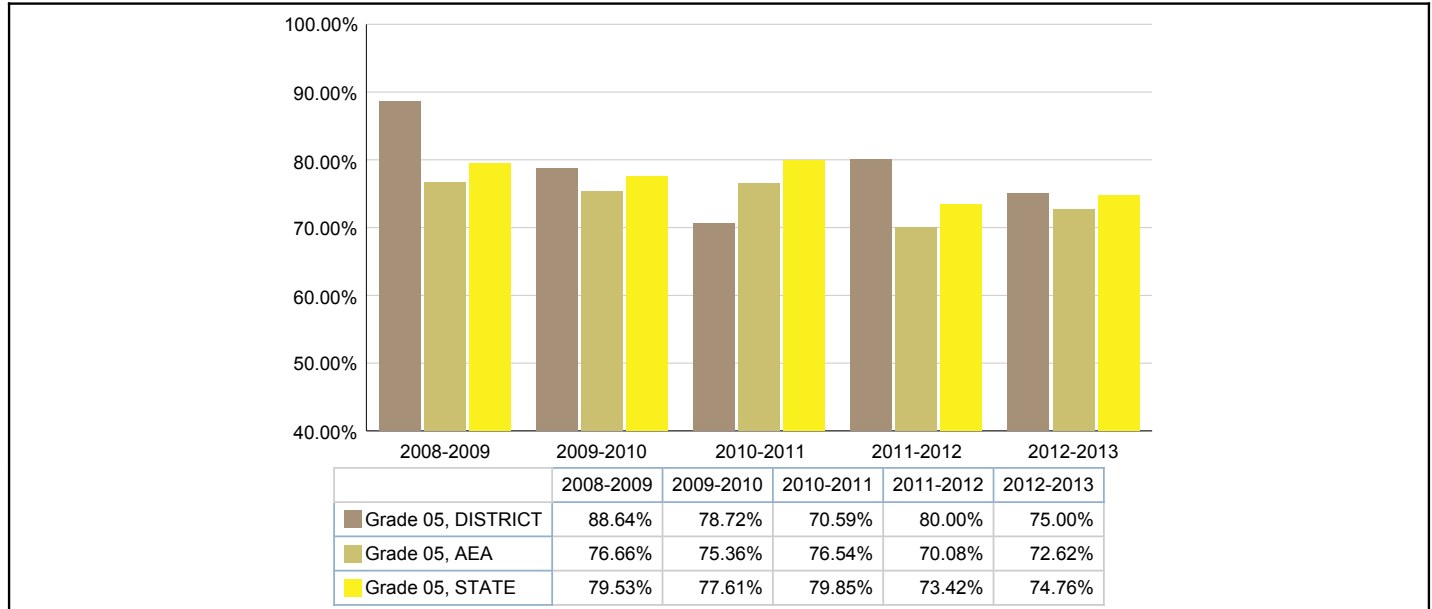


Figure 11 Percent of Students in Grade 6 Proficient in Reading

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.

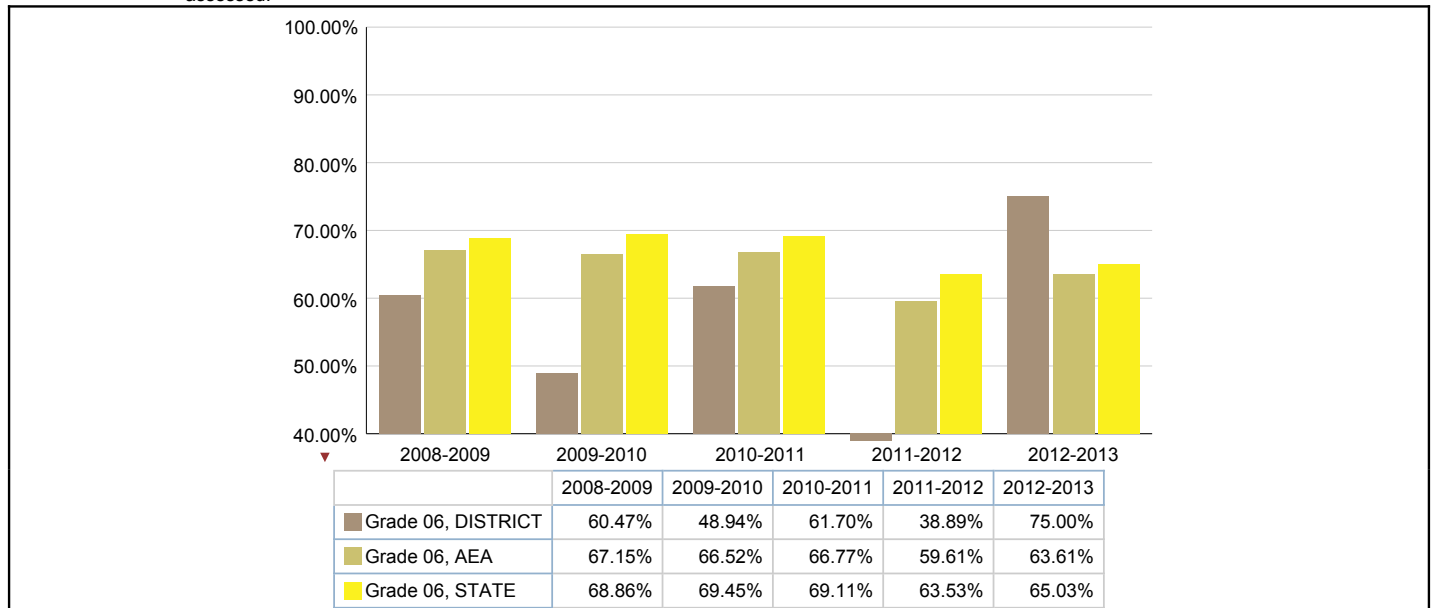


Figure 12 Percent of Students in Grade 7 Proficient in Reading

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.

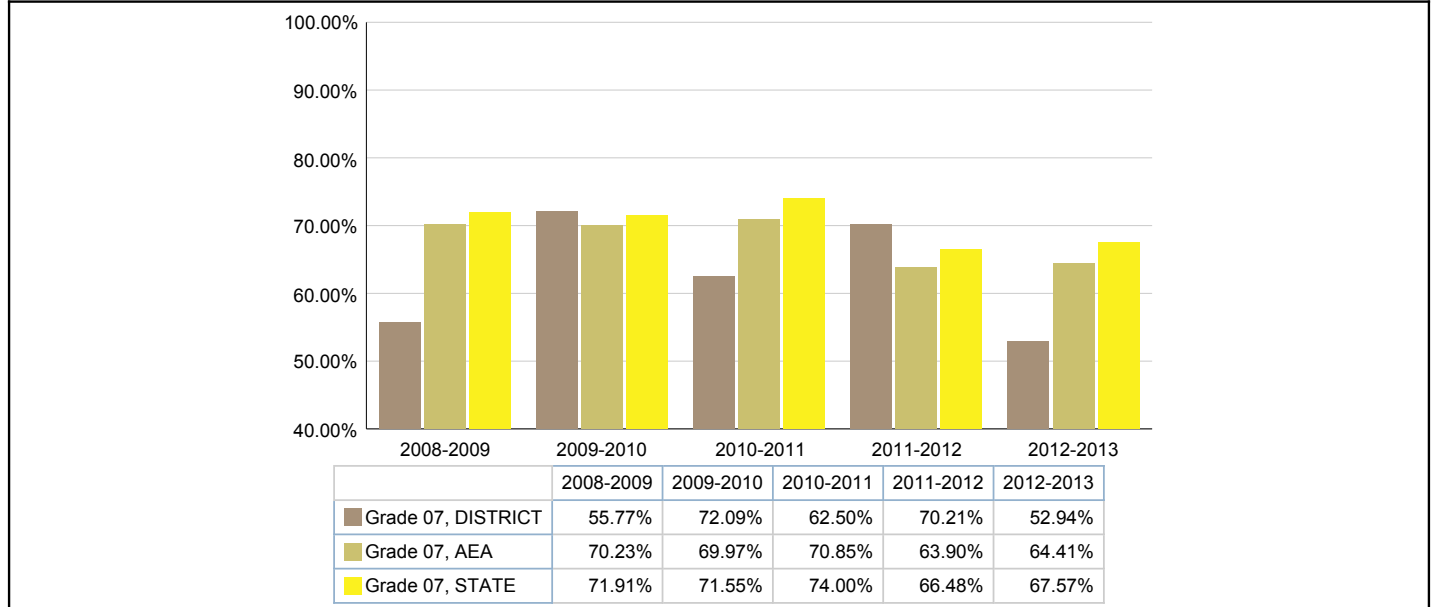


Figure 13 Percent of Students in Grade 8 Proficient in Reading

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.

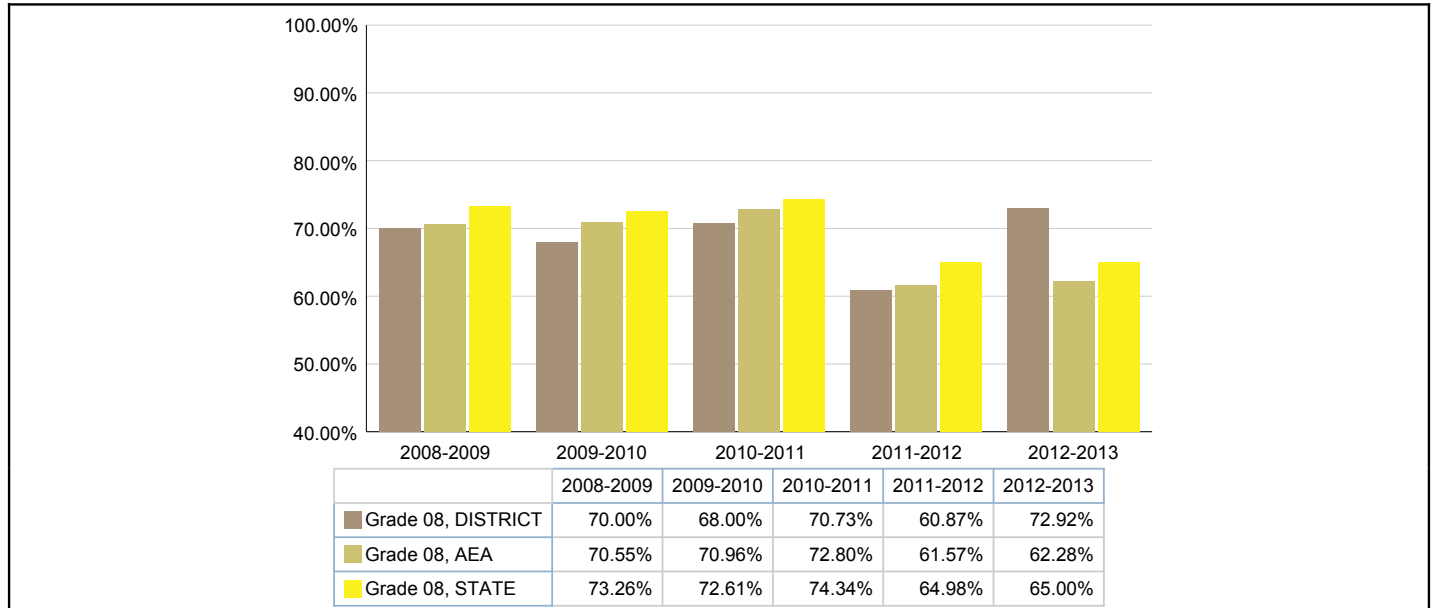


Figure 14: Percent of Students in Grade 11 Proficient in Reading

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.

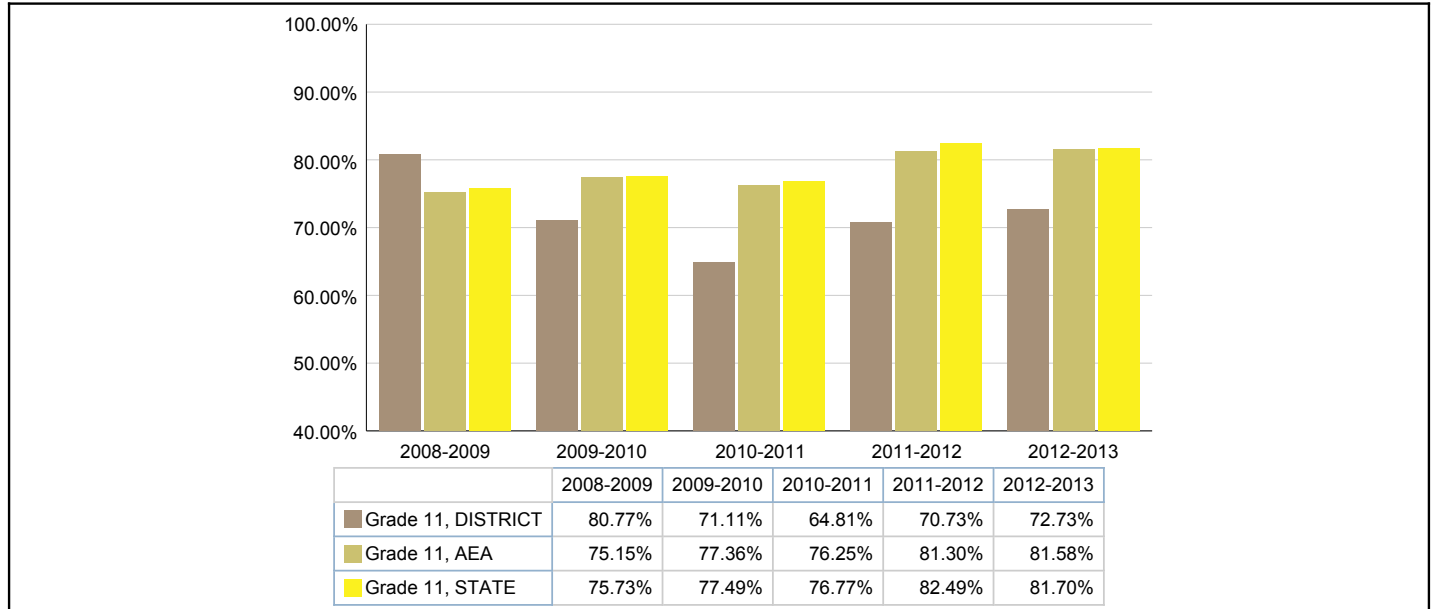
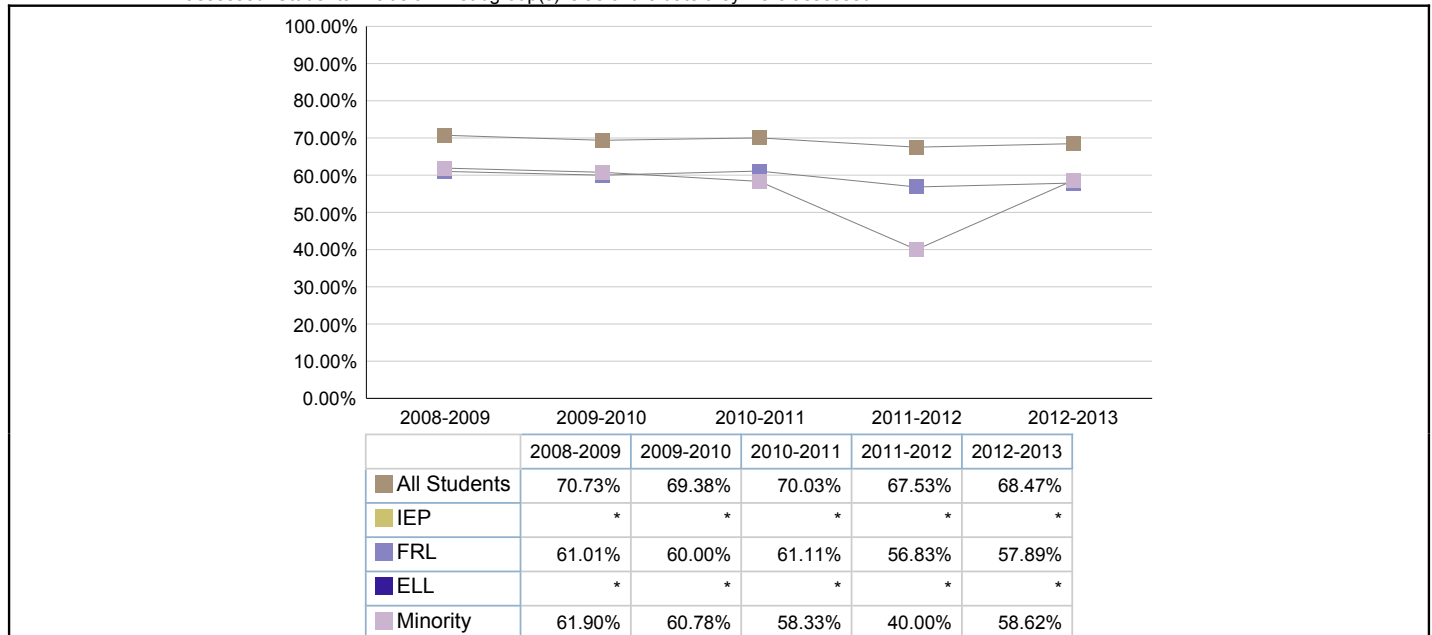


Figure 15: Percent of Students in Grade 3 - 11 Proficient in Reading by Subgroups: All students, Minority, FRL, ELL IEP

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.



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

Figure 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.

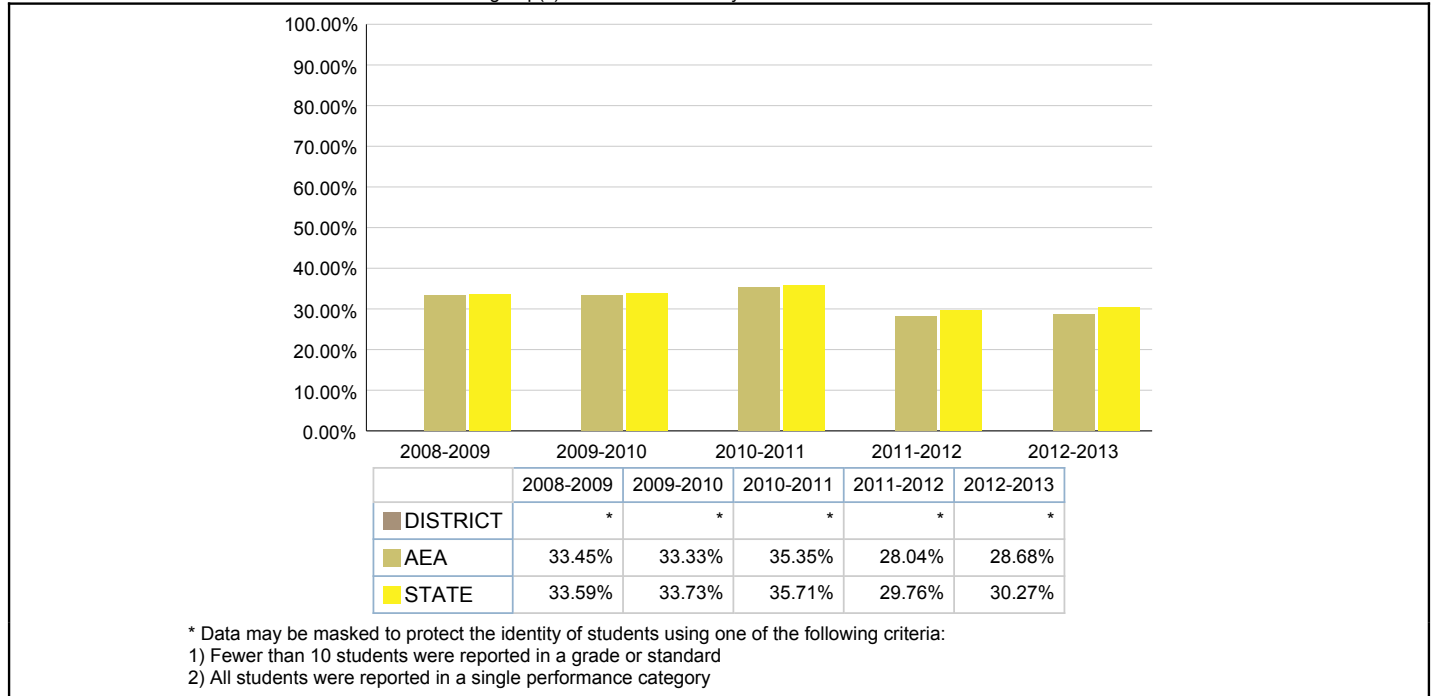


Figure 17: Percent of Free/Reduced Lunch Students Grades 3-8, 11 Proficient in Reading

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.

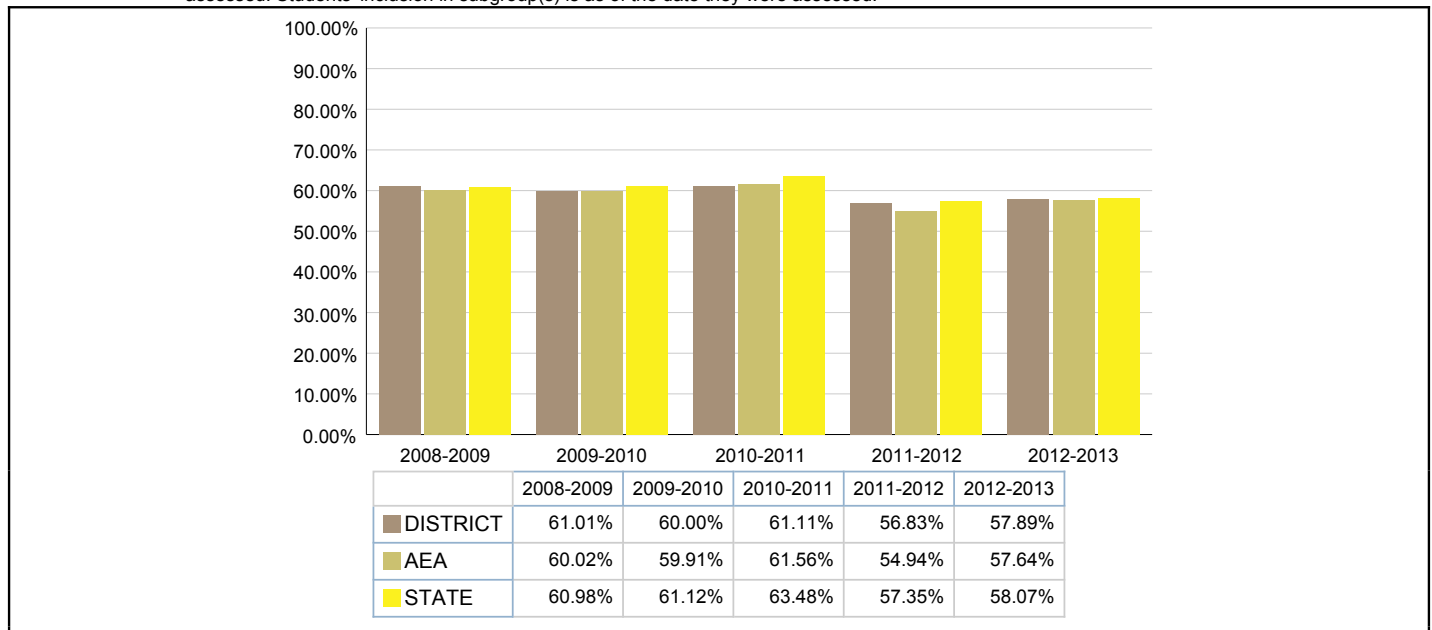


Figure 18: Percent of English Language Learner Students Grades 3-8, 11 Proficient in Reading

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.

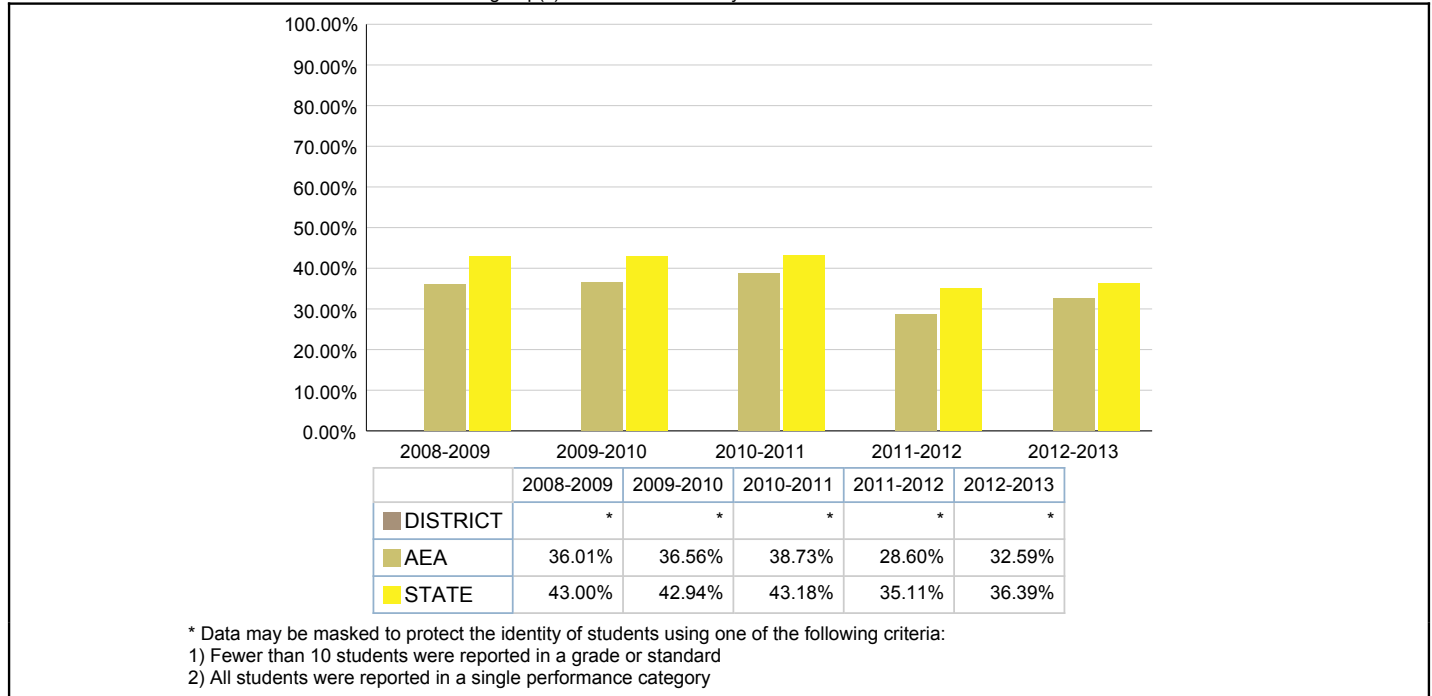


Figure 19: Percent of Minority (Non-White) Students Grades 3-8, 11 Proficient in Reading

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.

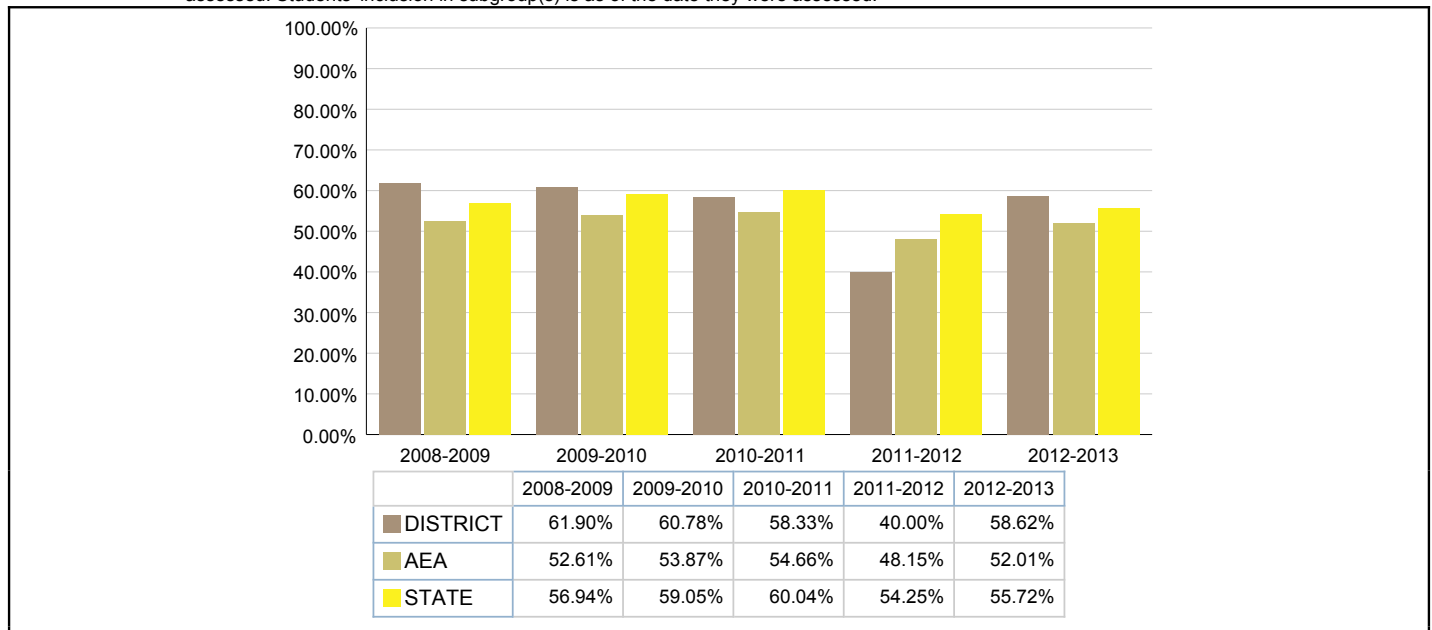


Figure 20: Percent of Students in Grade 3 Proficient in Math

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.

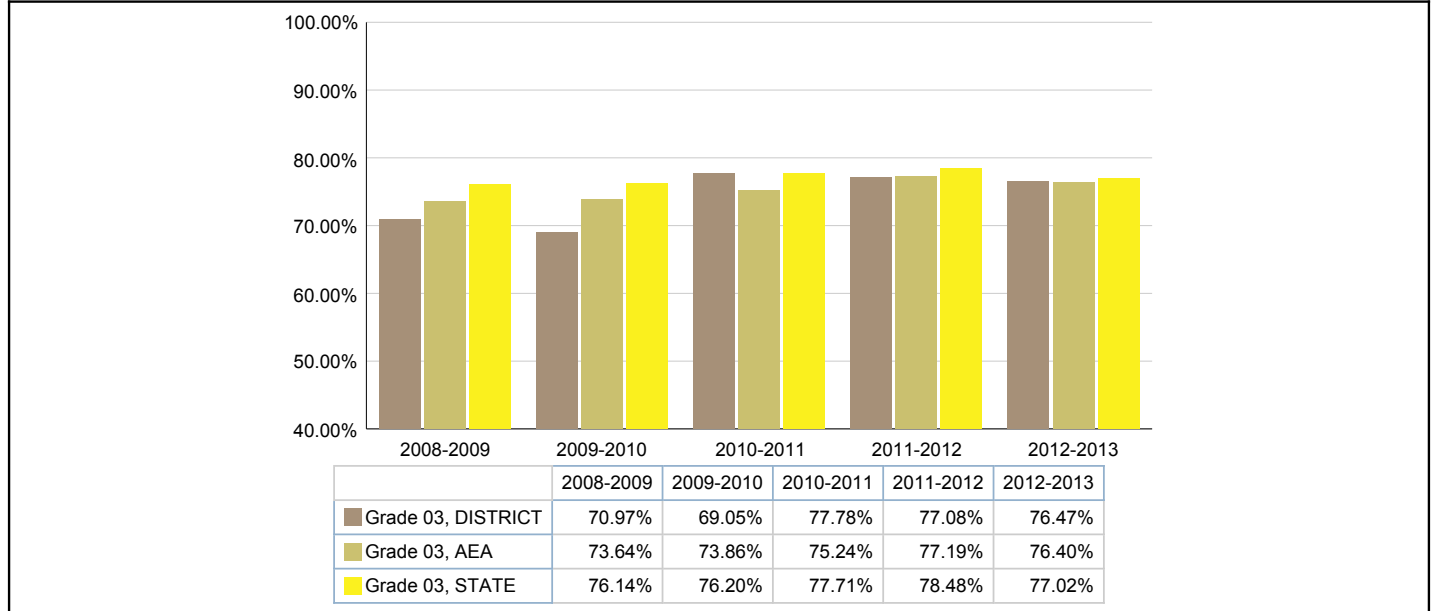


Figure 21: Percent of Students in Grade 4 Proficient in Math

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.

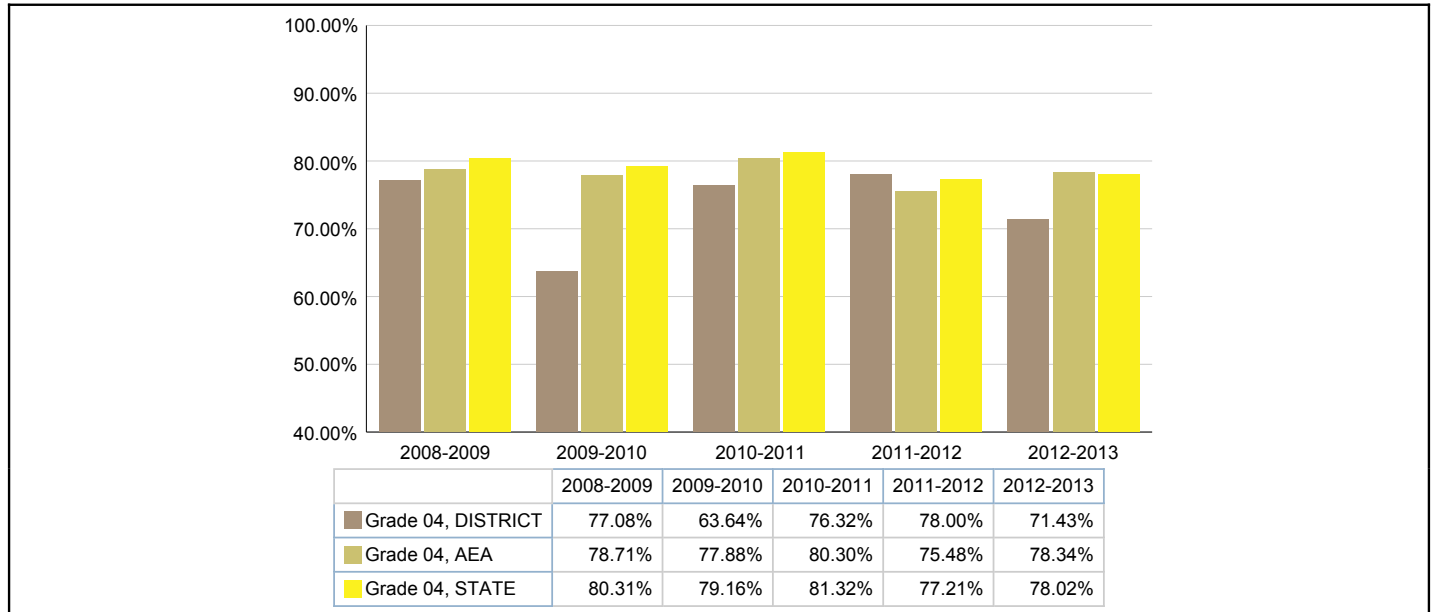


Figure 22: Percent of Students in Grade 5 Proficient in Math

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.

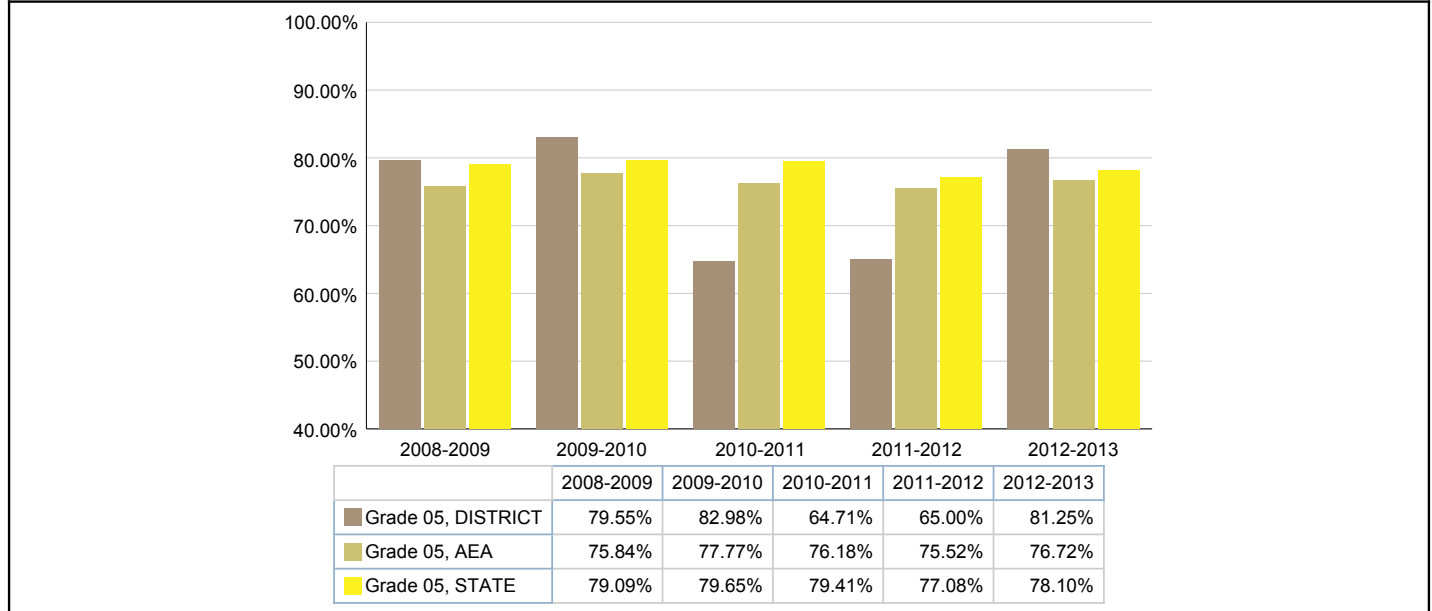


Figure 23: Percent of Students in Grade 6 Proficient in Math

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.

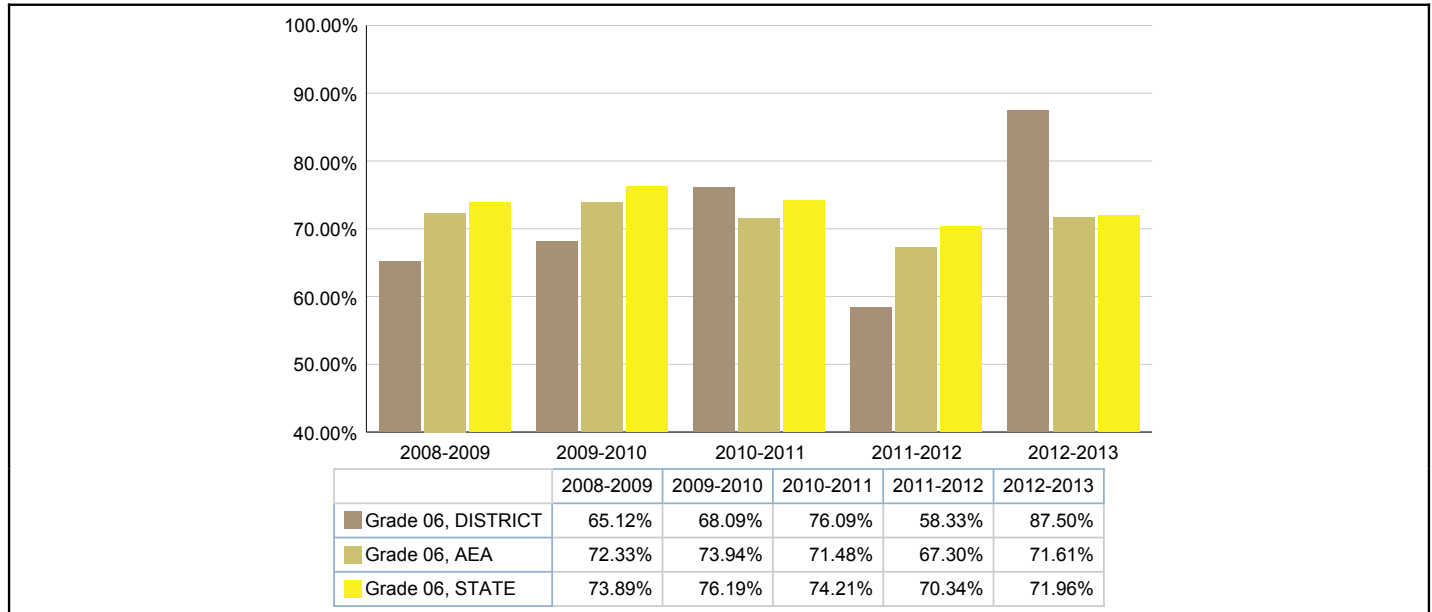


Figure 24: Percent of Students in Grade 7 Proficient in Math

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.

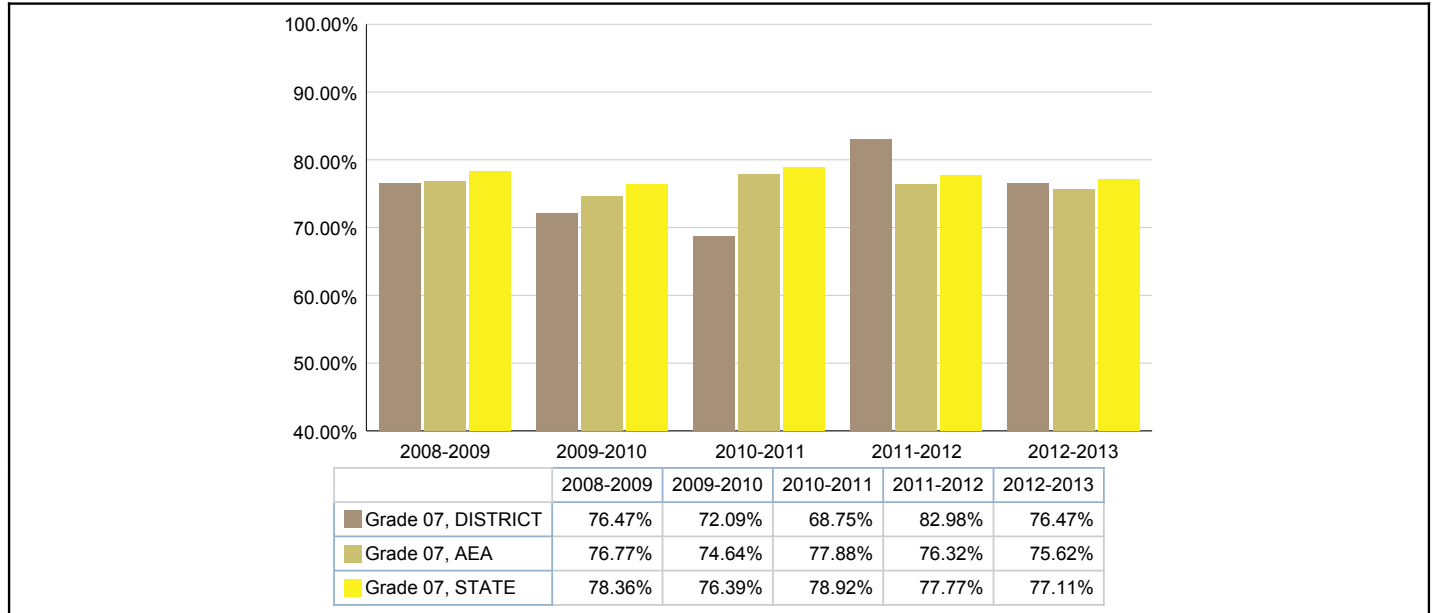


Figure 25: Percent of Students in Grade 8 Proficient in Math

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.

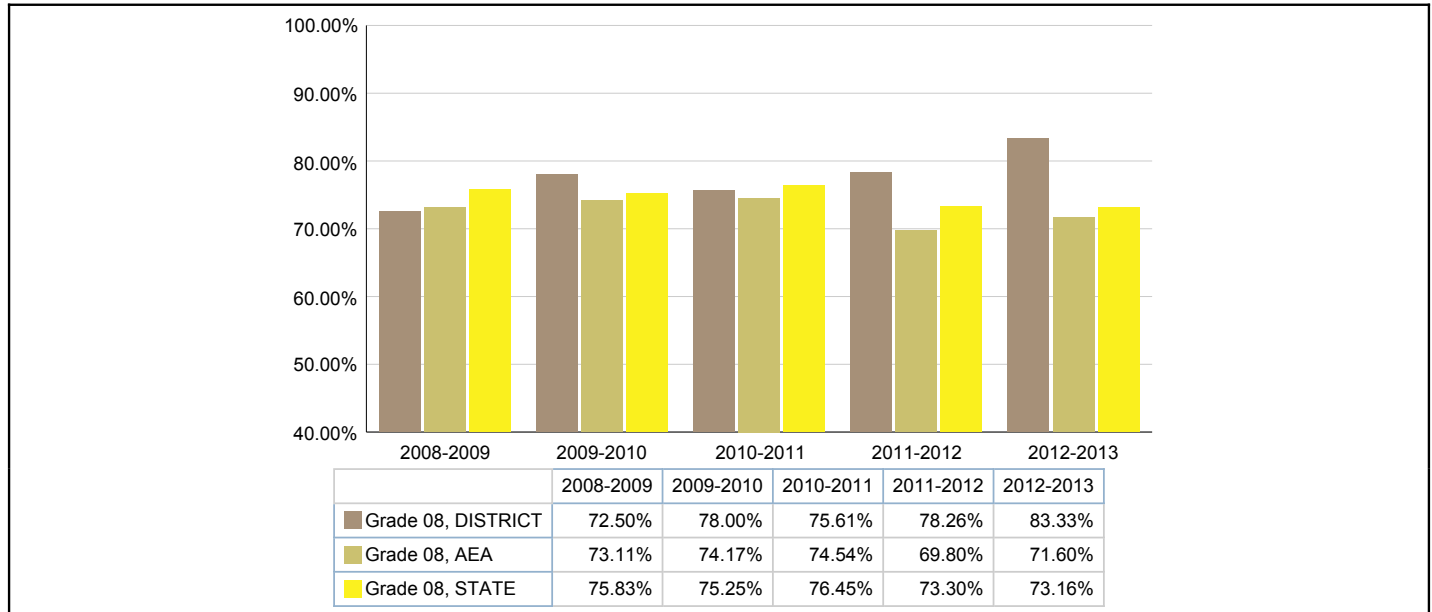


Figure 26: Percent of Students in Grade 11 Proficient in Math

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.

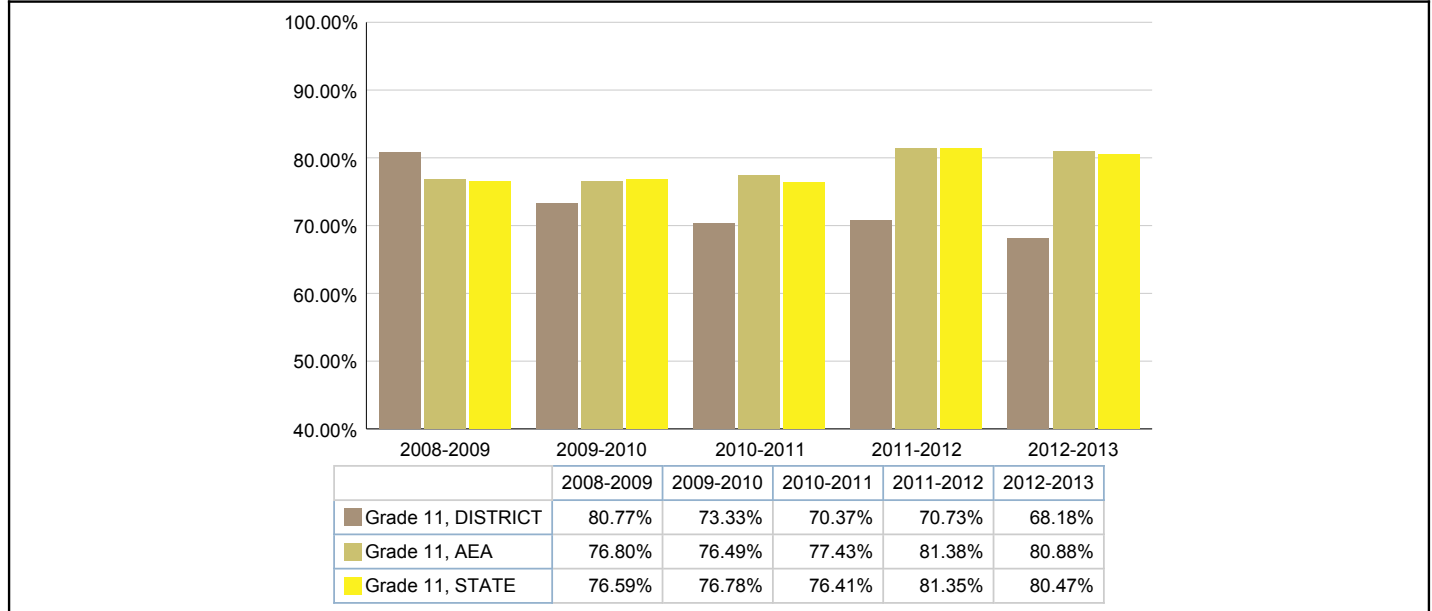


Figure 27: Percent of Students in Grade 3 -8, 11 Proficient in Math by Subgroups: All students, Minority, FRL, ELL IEP

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.

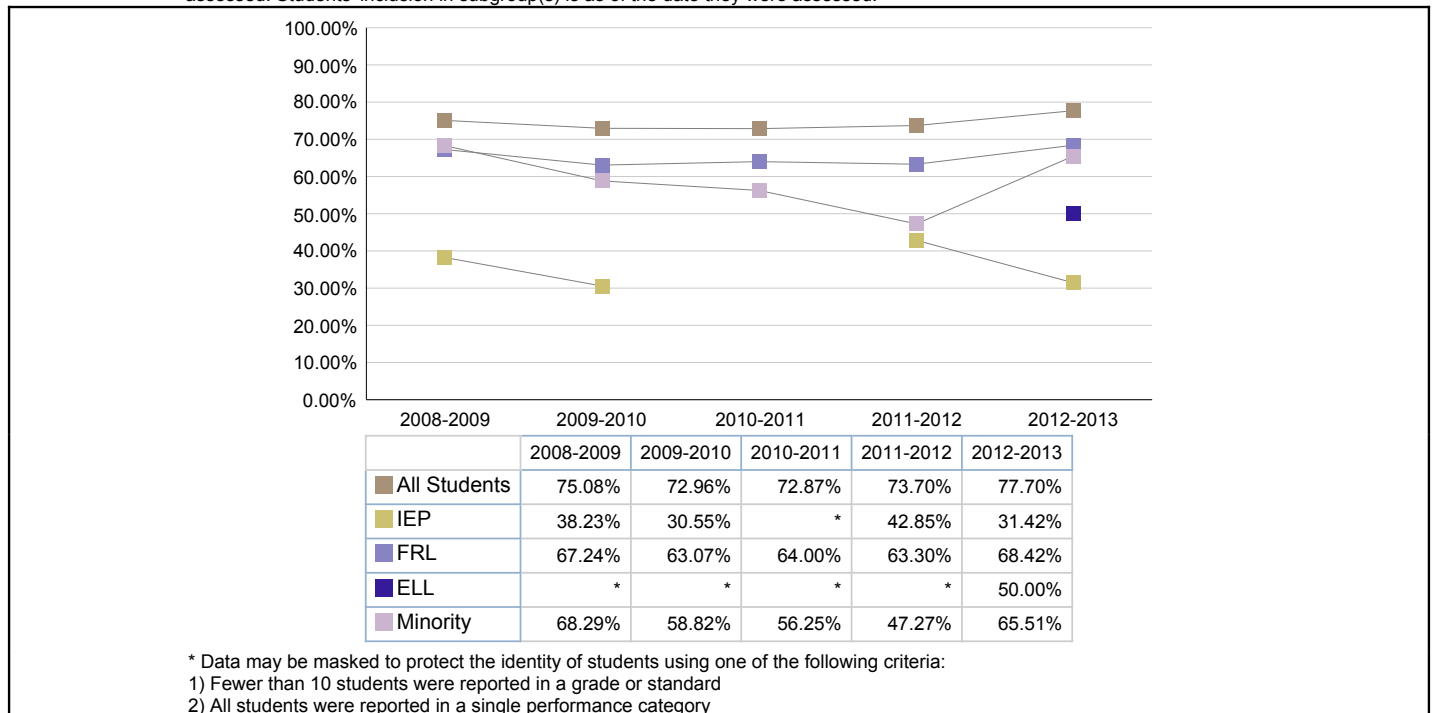
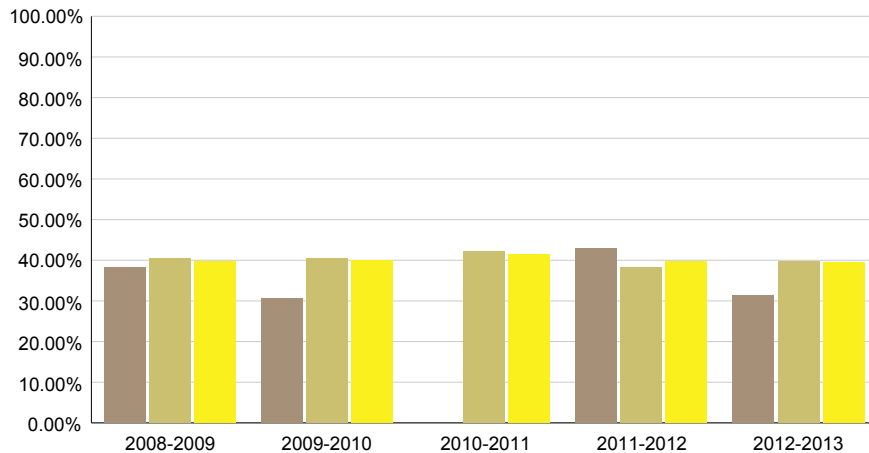


Figure 28: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Math

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.

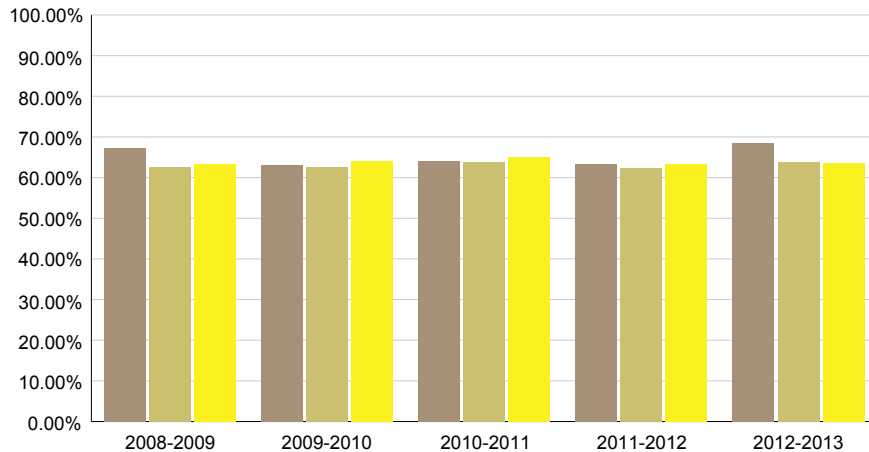


	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
DISTRICT	38.23%	30.55%	*	42.85%	31.42%
AEA	40.37%	40.41%	42.27%	38.35%	39.82%
STATE	39.80%	39.91%	41.42%	39.68%	39.55%

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

Figure 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.



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
DISTRICT	67.24%	63.07%	64.00%	63.30%	68.42%
AEA	62.49%	62.64%	63.77%	62.47%	63.94%
STATE	63.45%	64.10%	65.17%	63.33%	63.60%

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

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

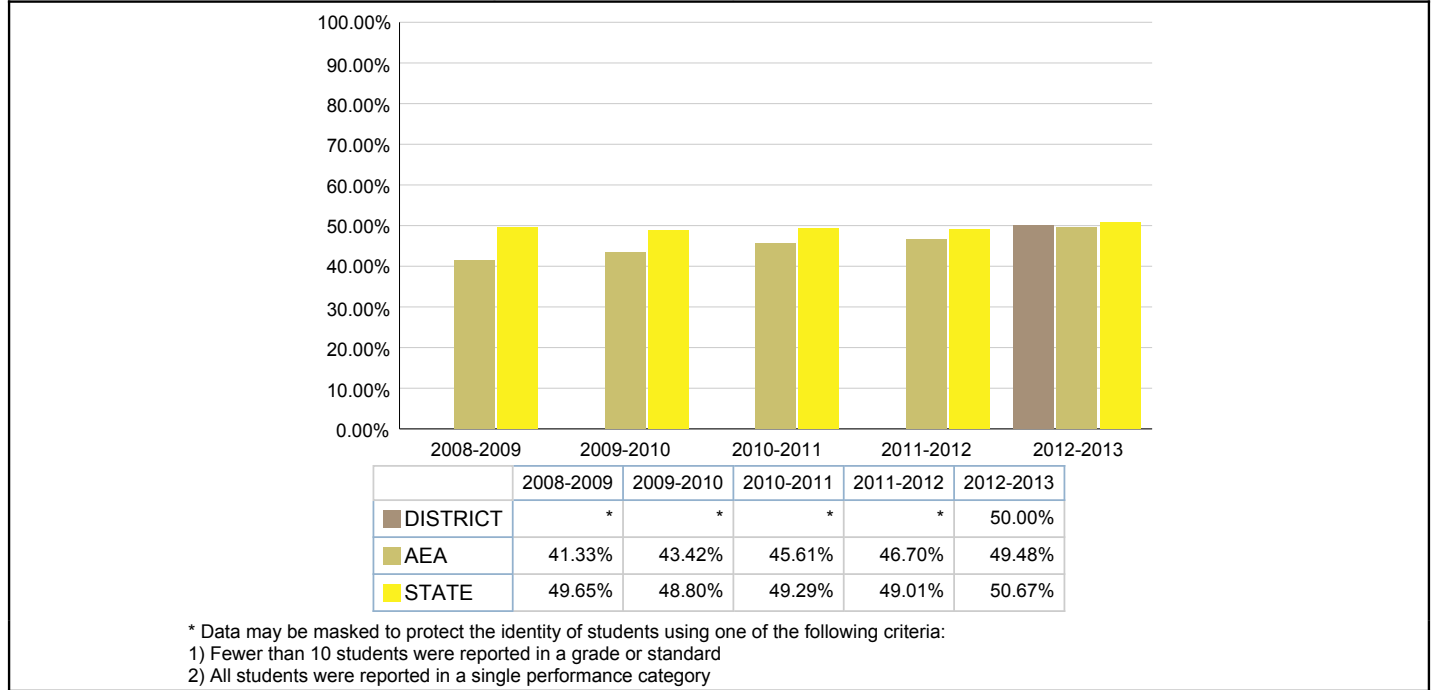


Figure 31: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Math

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

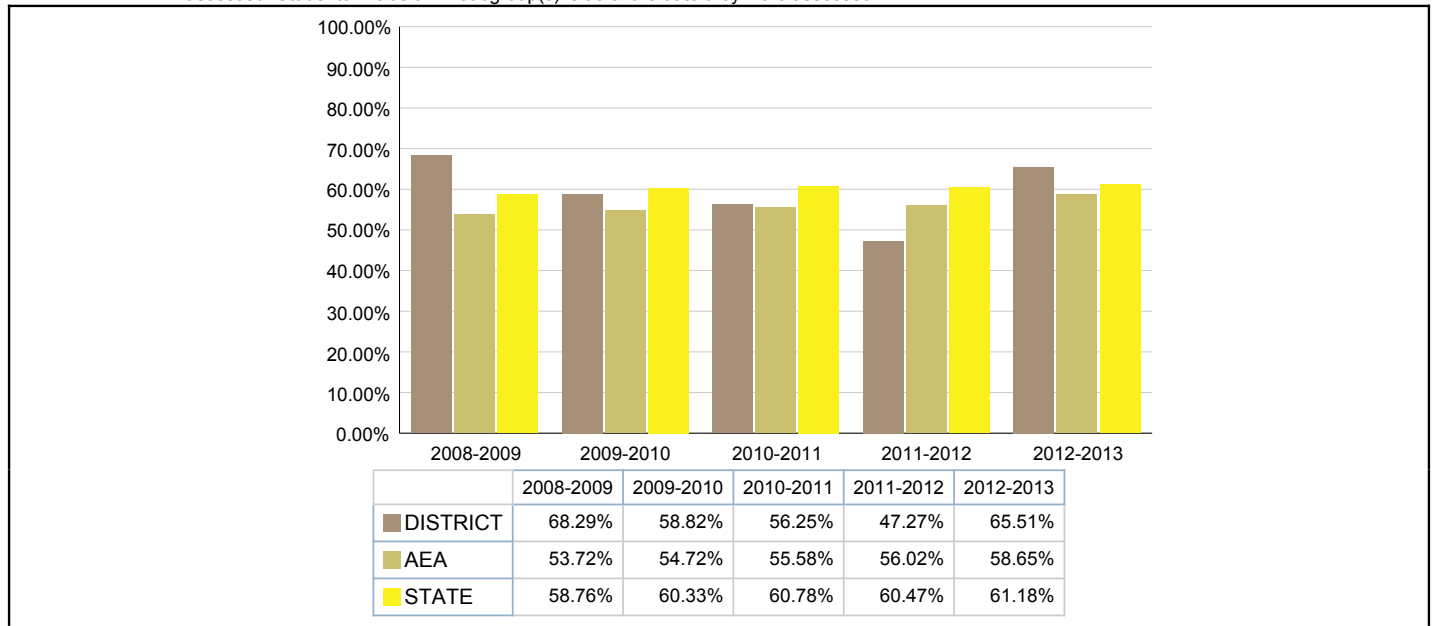


Figure 32: Percent of Students in Grade 3 Proficient in Science

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

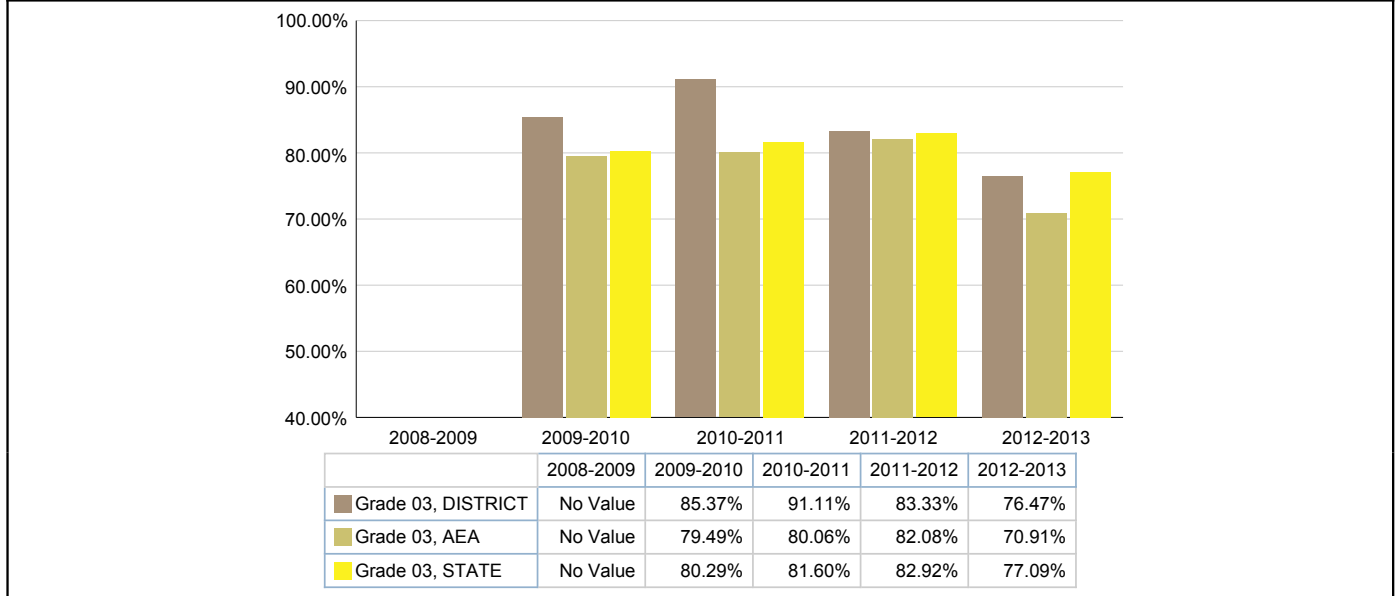


Figure 33: Percent of Students in Grade 4 Proficient in Science

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

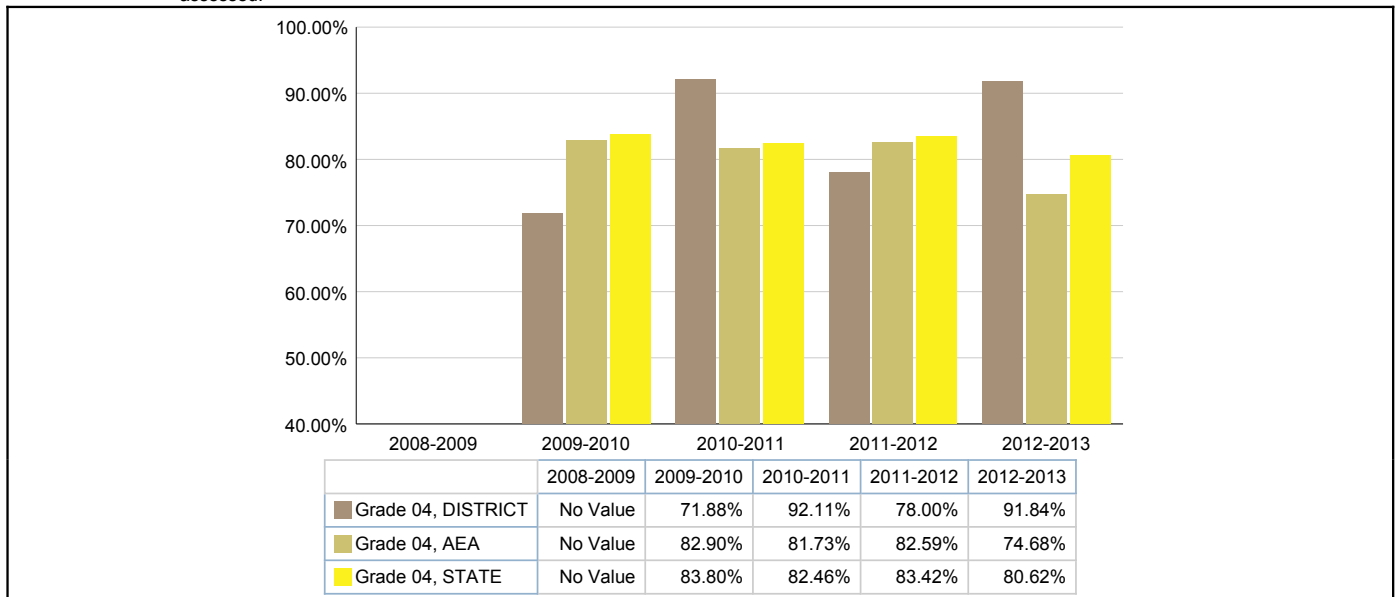


Figure 34: Percent of Students in Grade 5 Proficient in Science

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

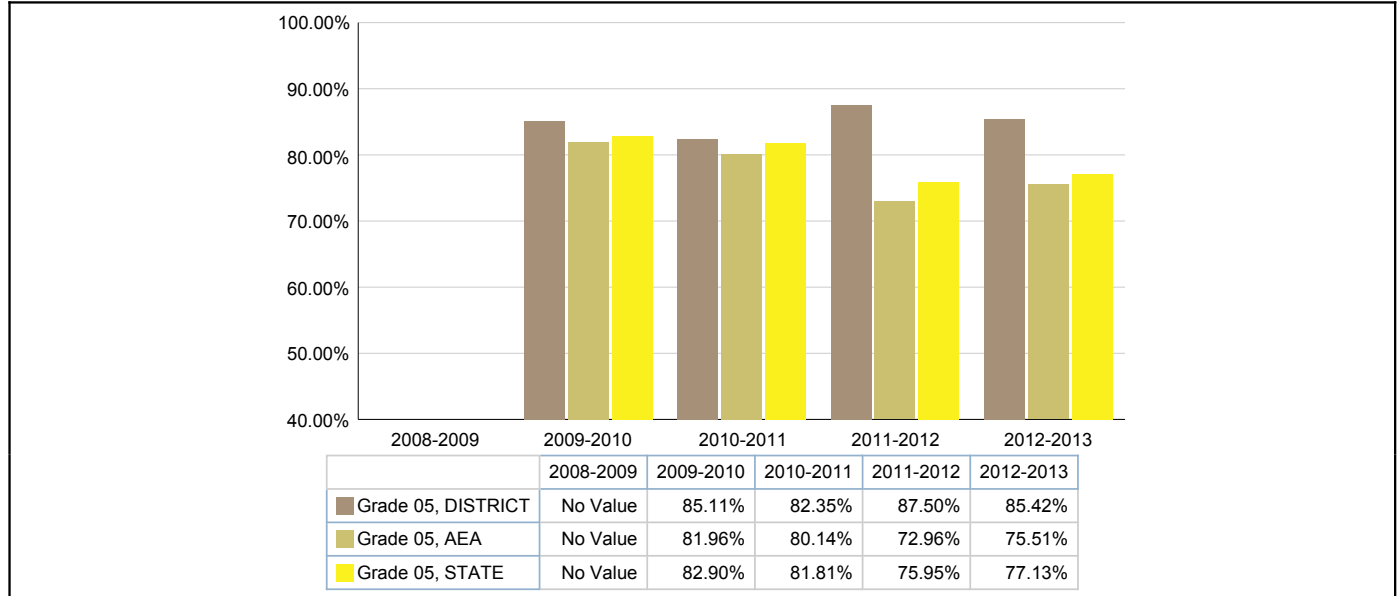


Figure 35: Percent of Students in Grade 6 Proficient in Science

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

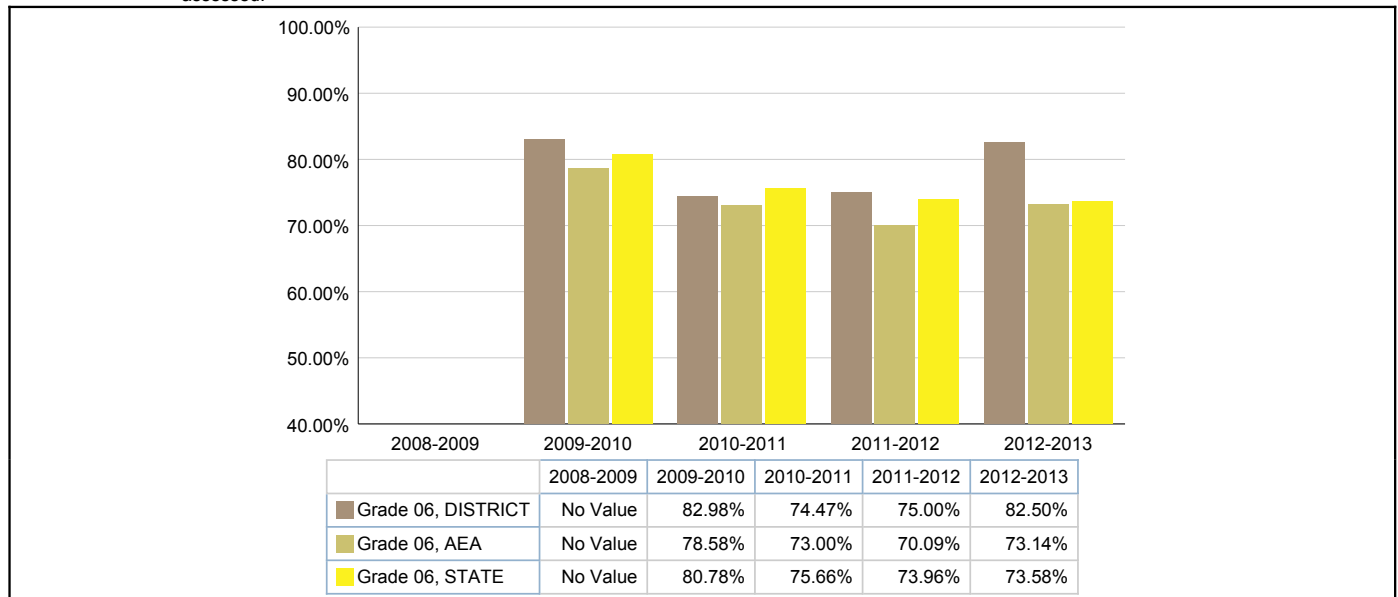


Figure 36: Percent of Students in Grade 7 Proficient in Science

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

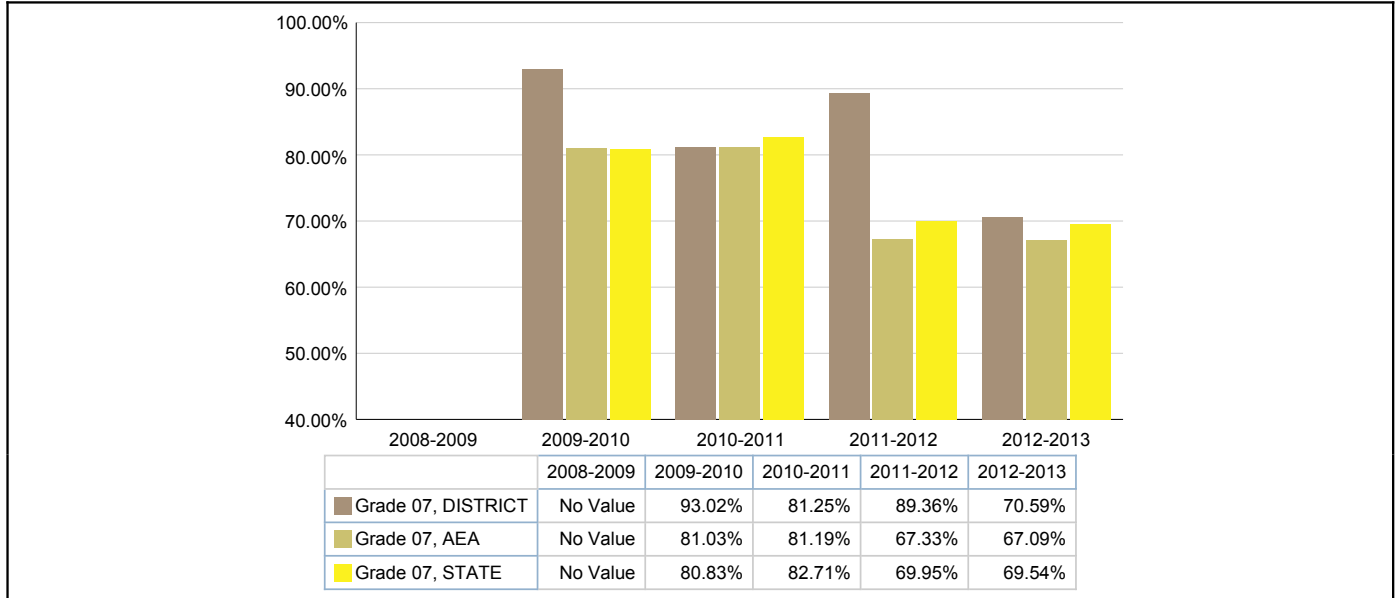


Figure 37: Percent of Students in Grade 8 Proficient in Science

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

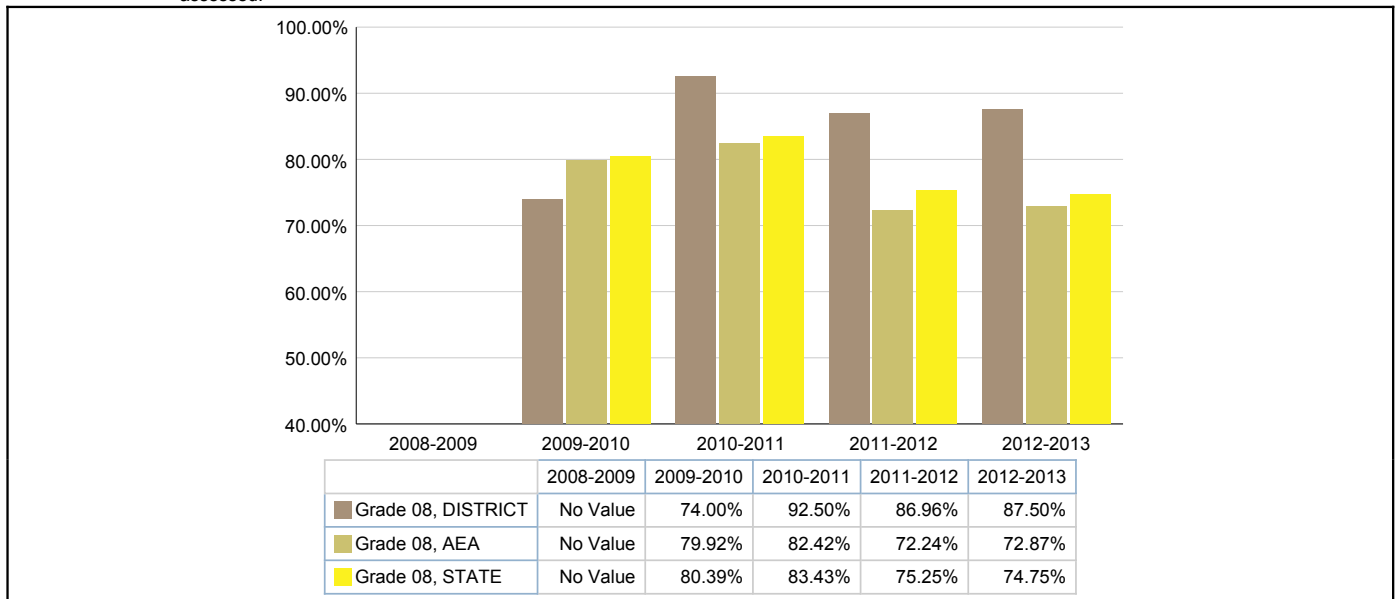


Figure 38: Percent of Students in Grade 11 Proficient in Science

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

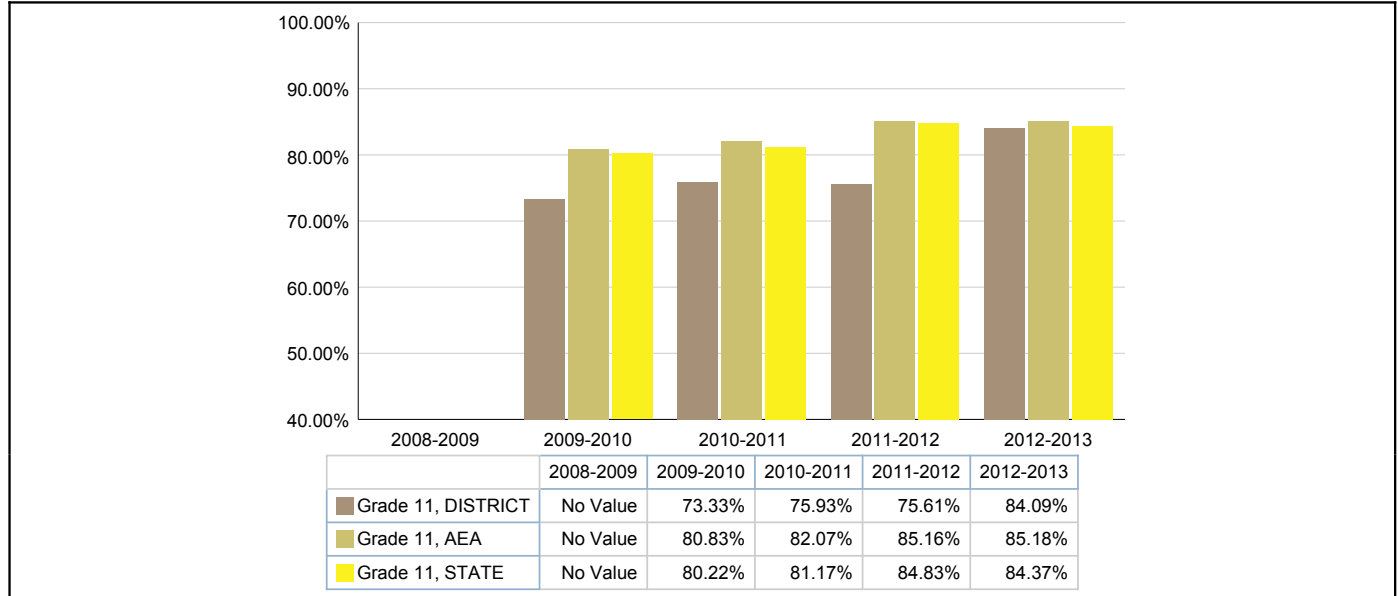


Figure 39: Percent of Students in Grade 3 - 8, 11 Proficient in Science by Subgroups: All students, Minority, FRL, ELL IEP

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

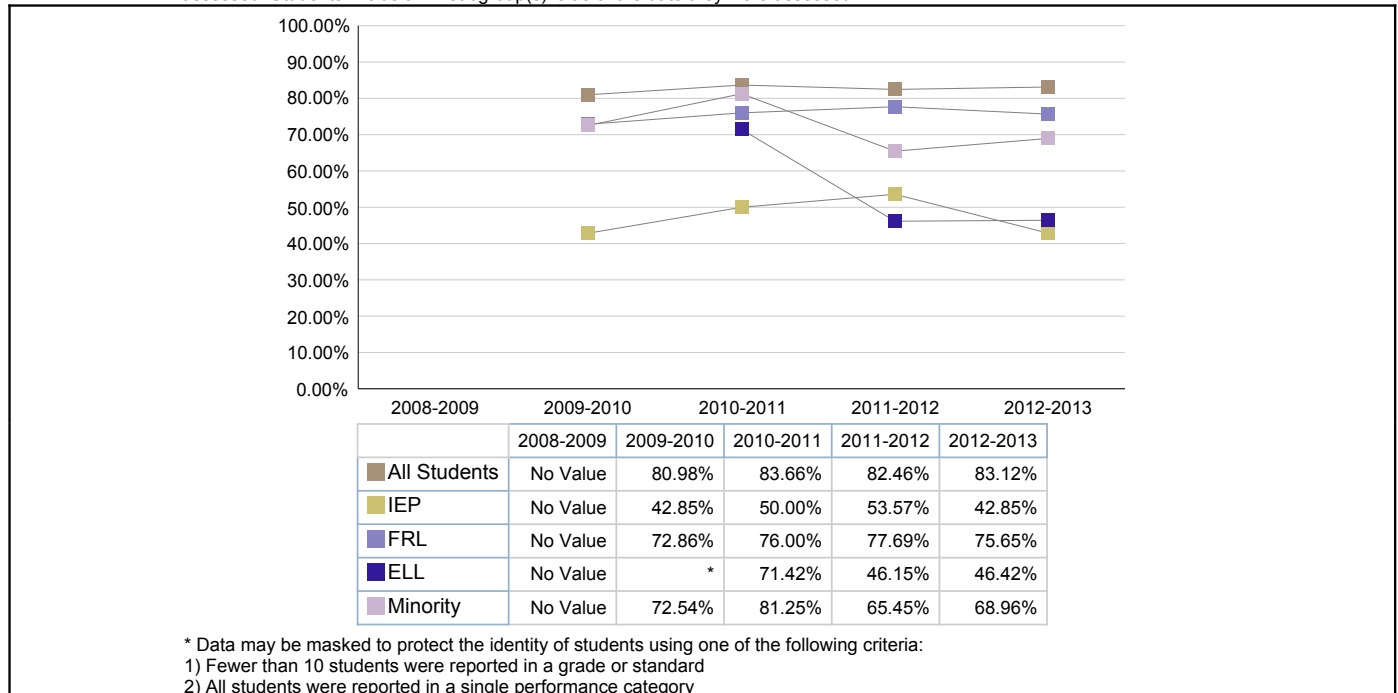


Figure 40: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Science

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

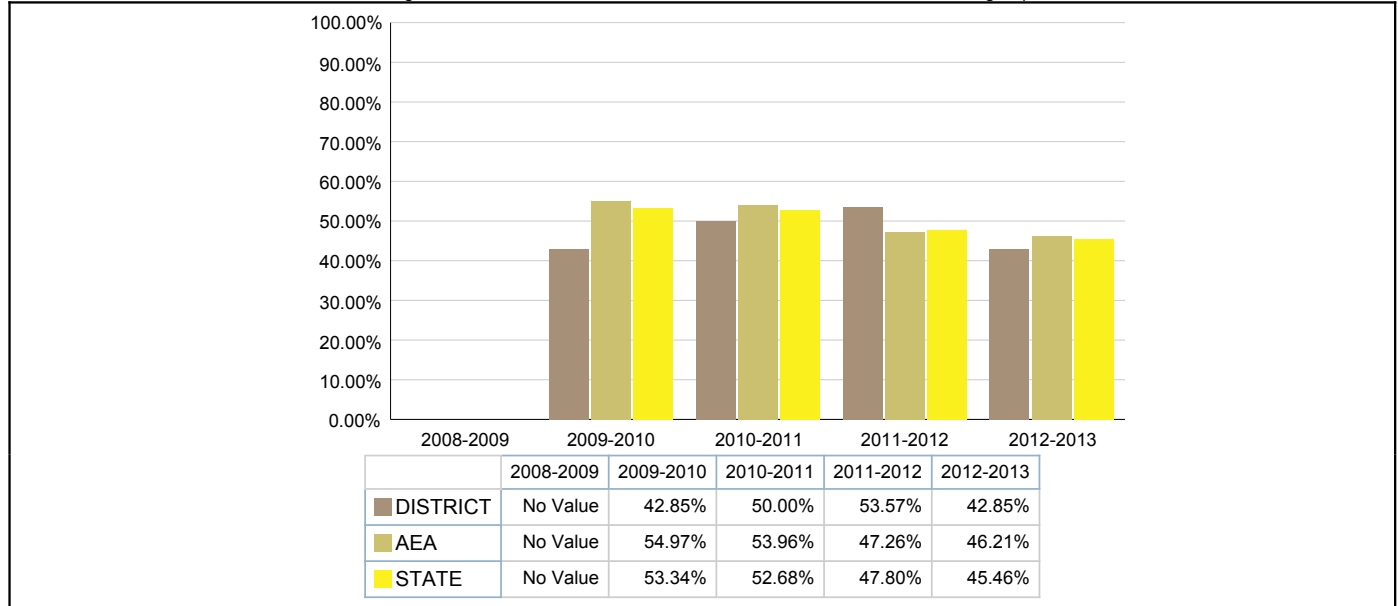


Figure 41: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Science

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

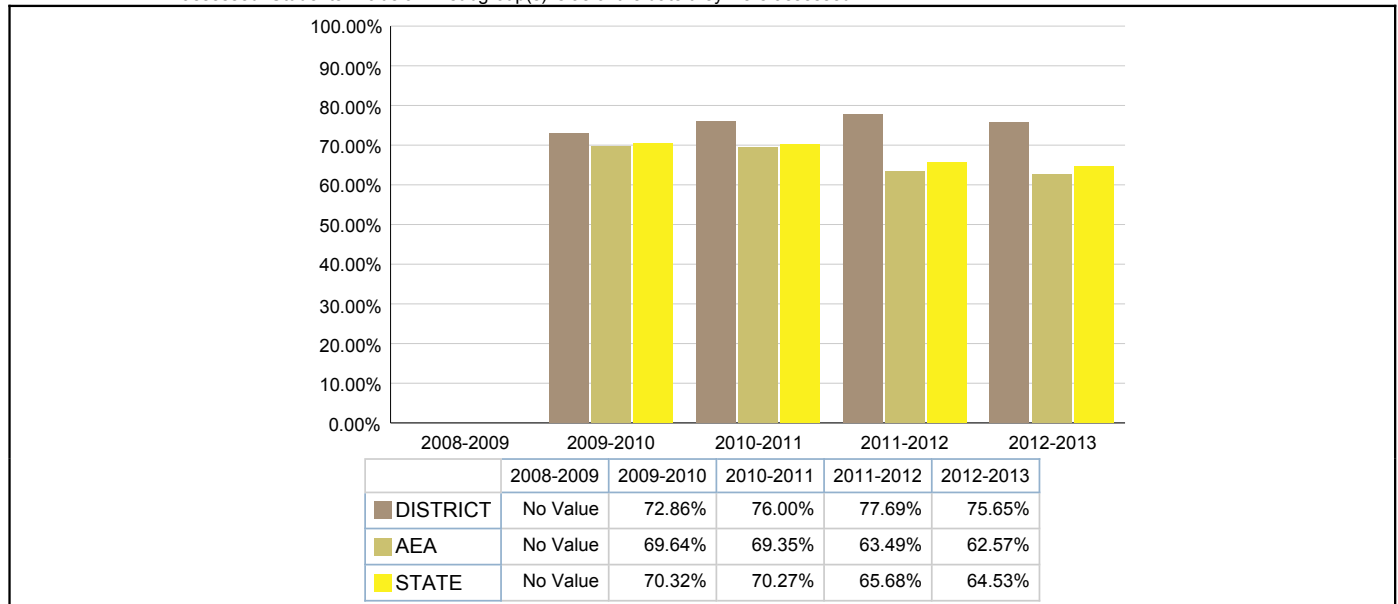


Figure 42: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Science

Data Source: AYP Assessment File
 Definitions:

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

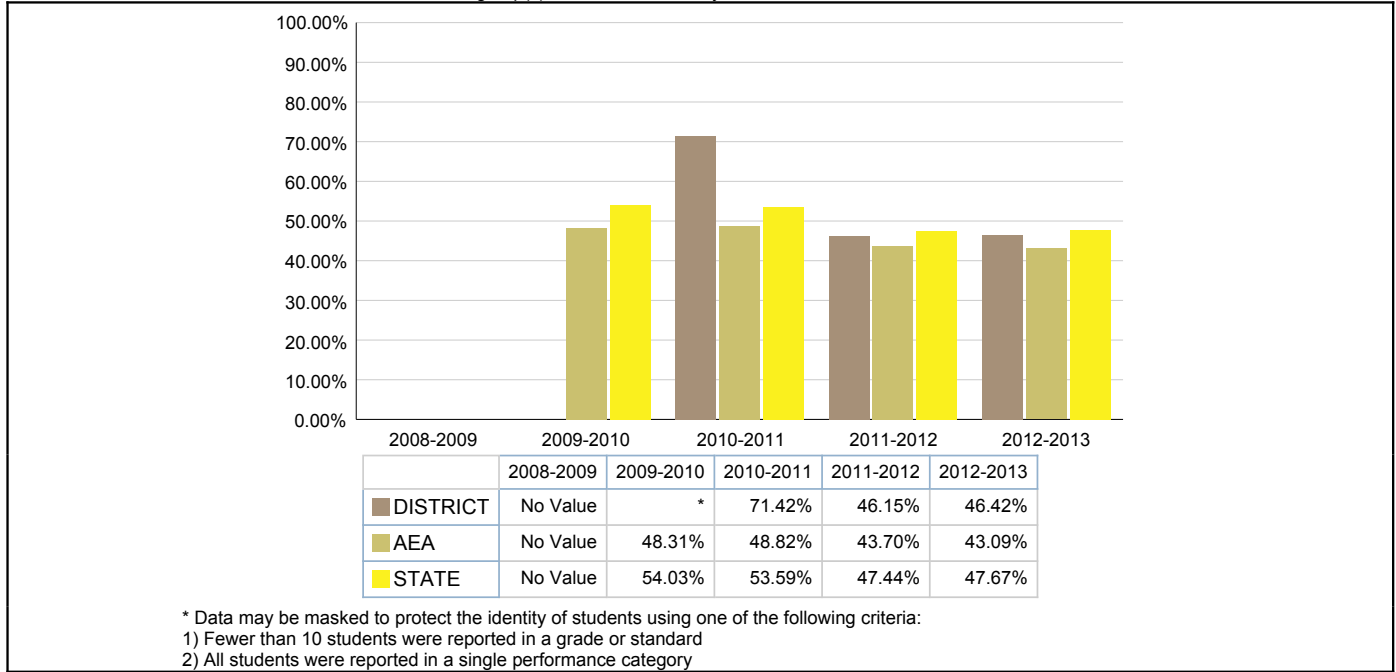


Figure 43: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Science

Data Source: AYP Assessment File
 Definitions:

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

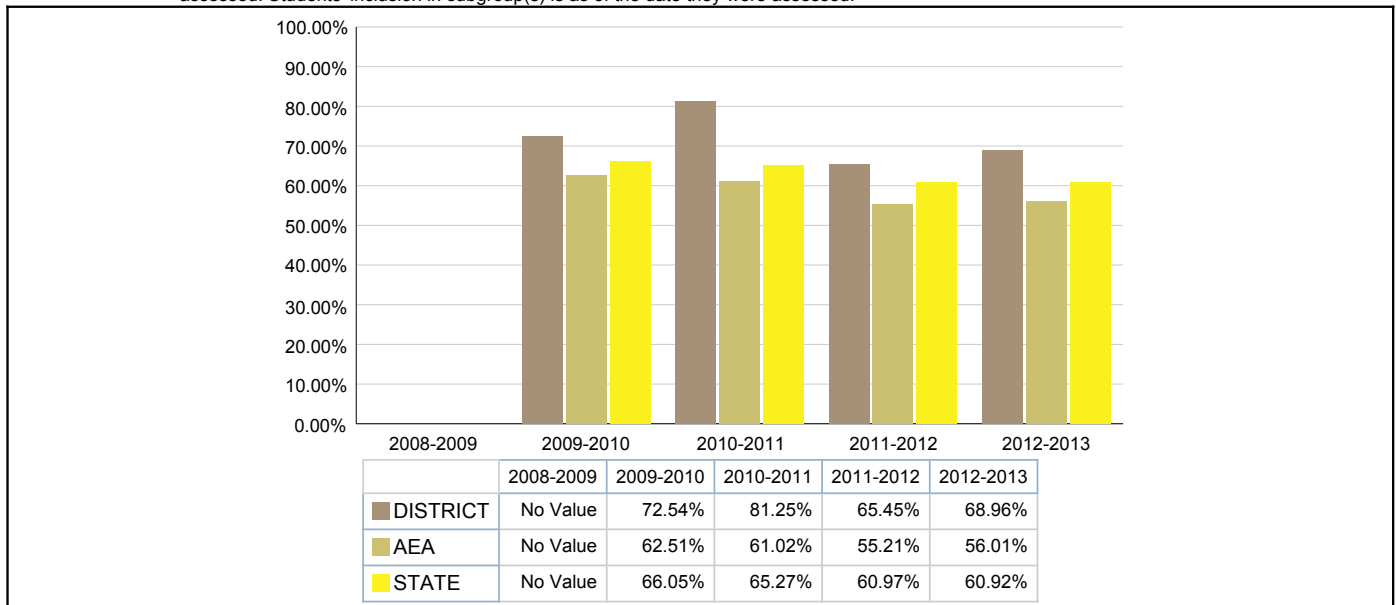


Figure 44: Percent of Students in Grade 11 College Ready in Reading, Math, Science

Data Source: AYP Assessment File

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

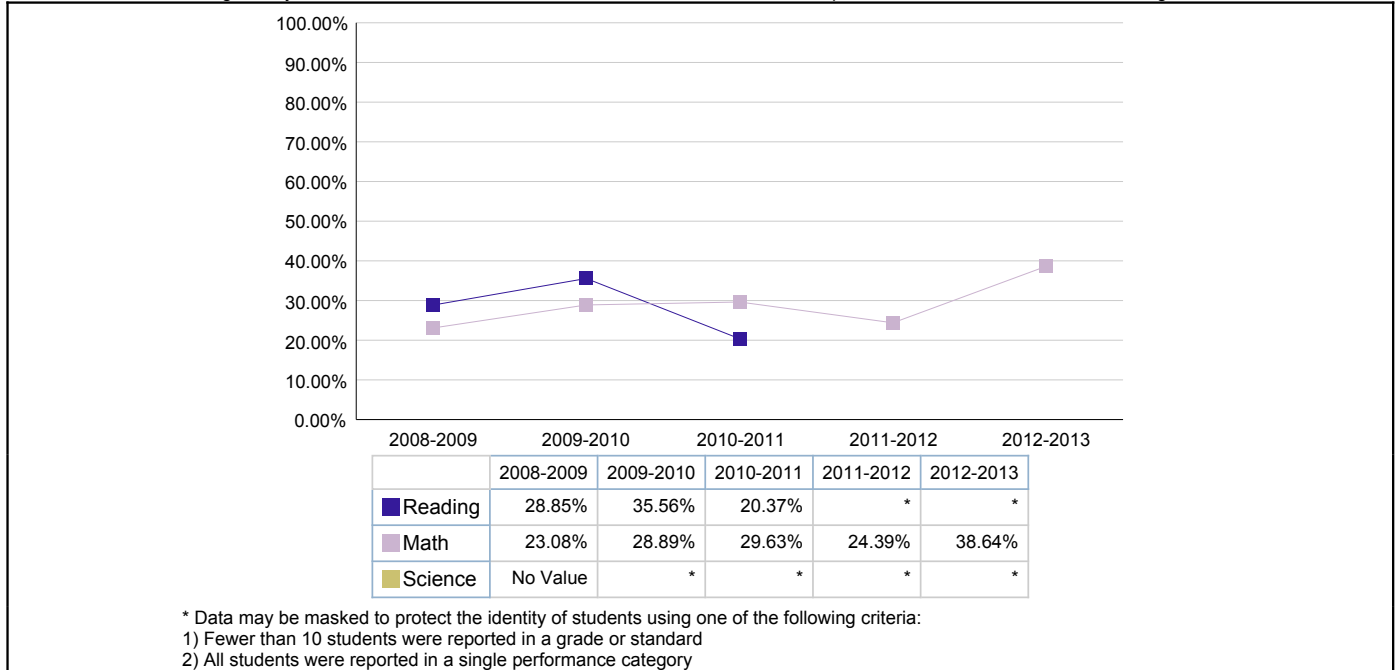


Figure 45: School Year 2012-2013 High School Carnegie Units Offered by District

Data Source: Winter EASIER/SRI

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

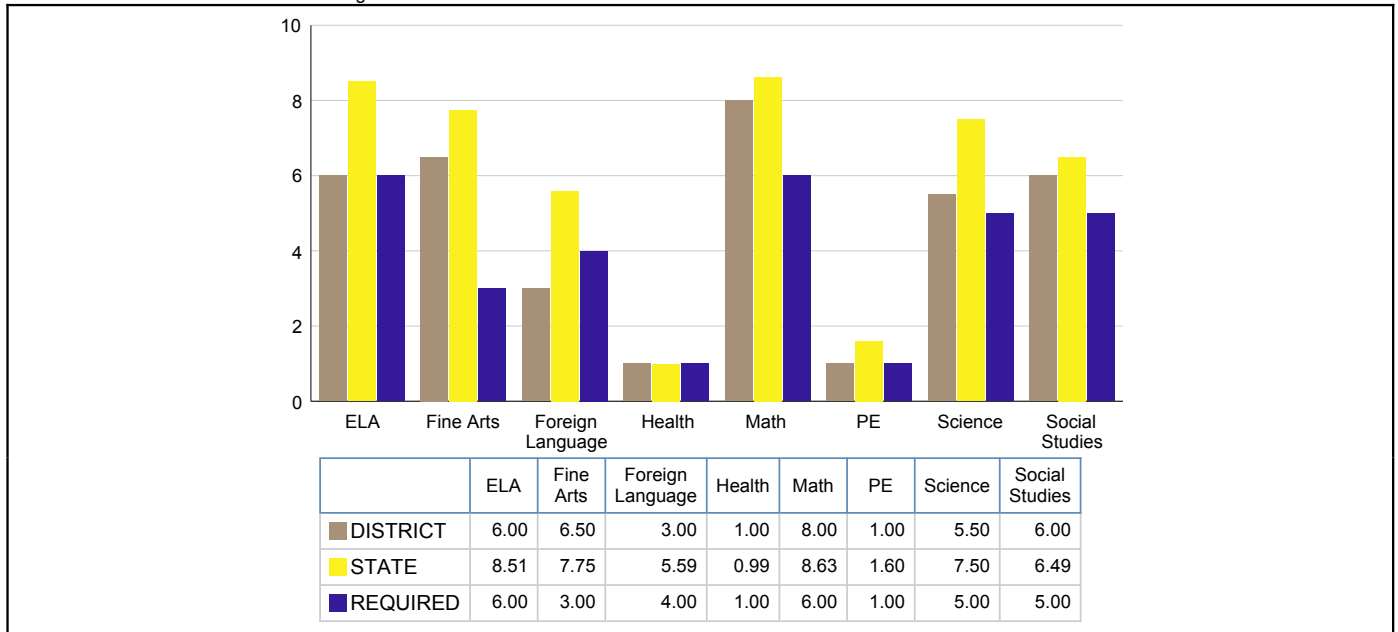


Figure 46: By Subgroup, High School Graduation Rate for Class of 2012

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

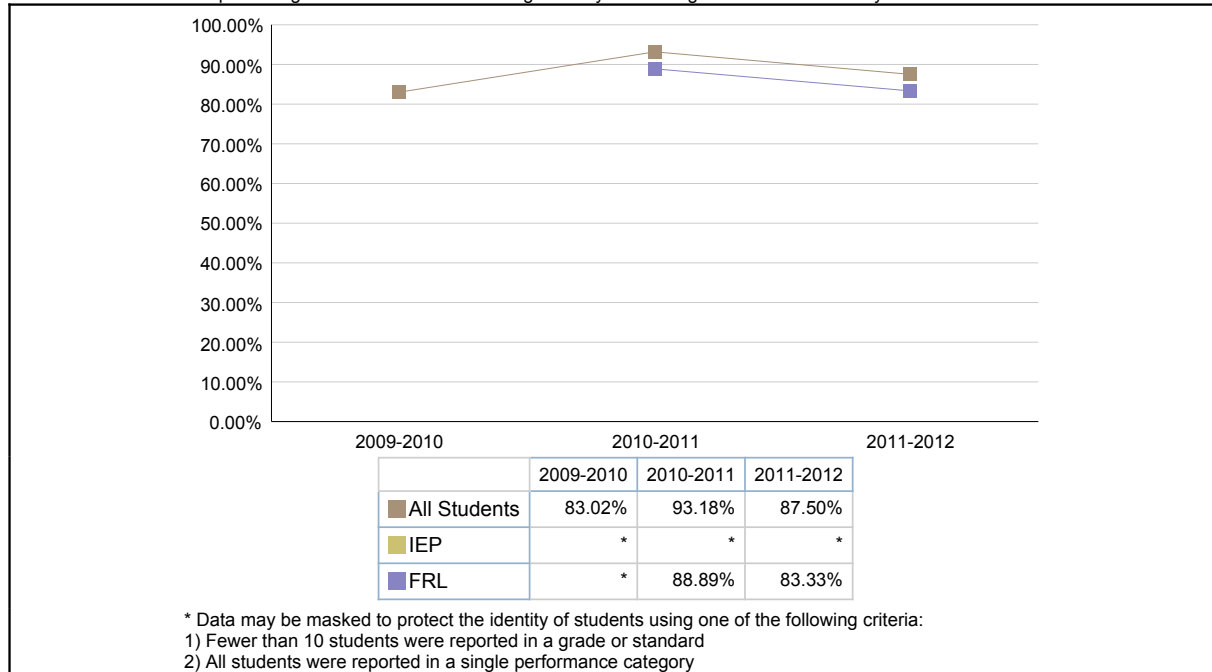


Figure 47: Percent of Students Receiving Disciplinary Removals

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

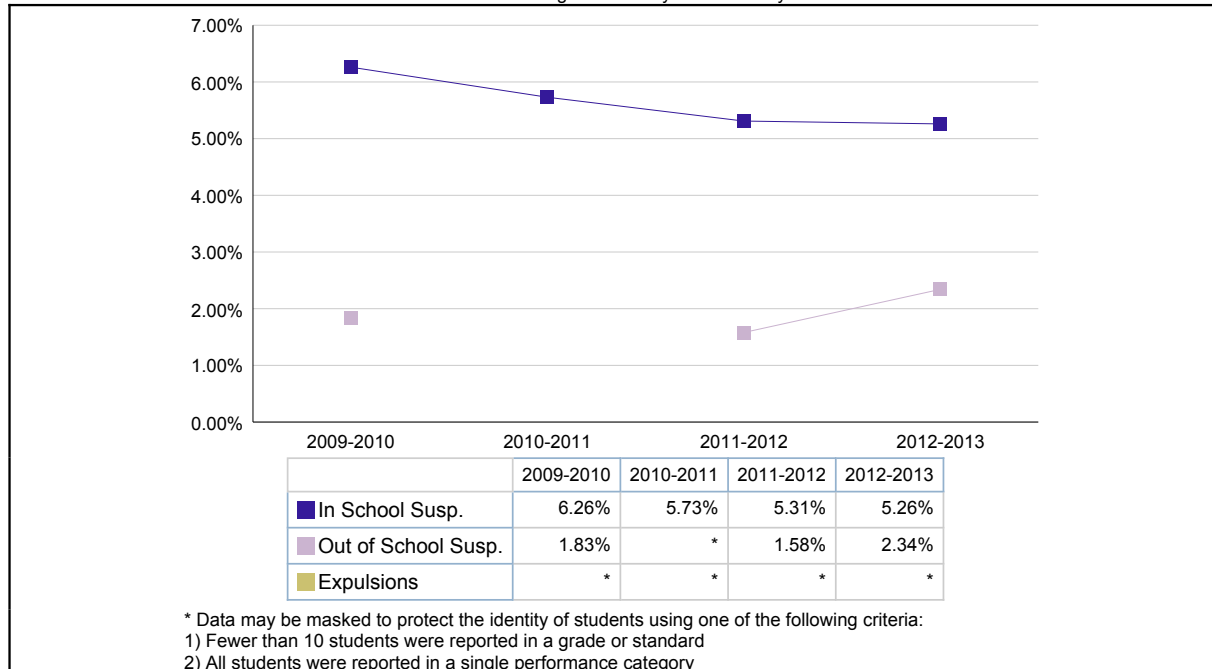
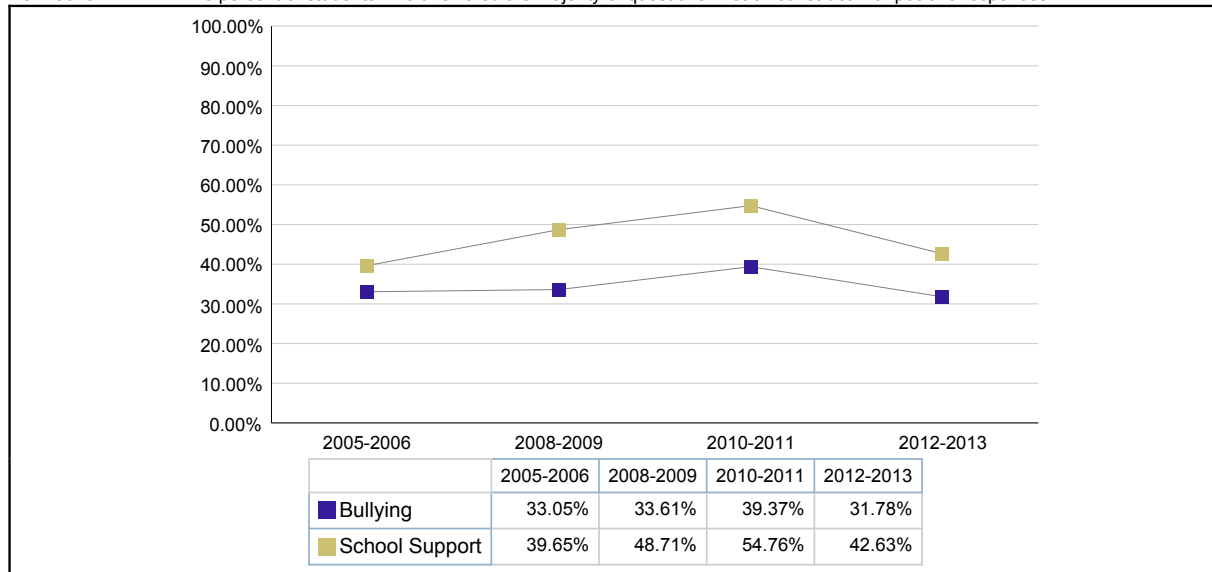


Figure 48: Percent of Students with Positive Responses to Questions in the Construct

Data Source: Iowa Youth Survey

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





SI 2.5 - School Improvement Data Report

REPORT PURPOSE

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

DATA THAT ARE INCLUDED / EXCLUDED

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

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

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

REPORT USES

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

REPORT SECURITY

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

EXPORT TO MICROSOFT EXCEL OR ADOBE READER

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

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

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

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