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DEPARTMENT OF EDUCATION
BRAD A. BUCK, DIRECTOR

April 4, 2014

Superintendent Kim Huckstadt
Maquoketa Community School District
612 S. Vermont
Maquoketa, IA 52060

Dear Superintendent Huckstadt:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at Maquoketa Community School District (CSD) on January 22-23, 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 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, the **Maquoketa 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 **Maquoketa 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:

Holly Barnes, School Improvement Consultant
Deb Samson, Special Education Consultant
Dale Simonsen, Special Education Cadre

Mississippi Bend Area Education Agency Representatives:

Georgie Koenig, Sector Coordinator
Leigh McEwen, Quality Learning Consultant

Local Education Agency Representatives:

Neil Gray, Principal, Camanche CSD
John Jorgensen, Curriculum Director, Clinton CSD
Christine Meyer, Principal, Calamus-Wheatland CSD

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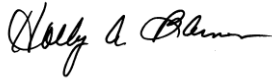
It is our hope this report will provide guidance to enhance student achievement in the district and support continuing conversations among staff and community members about the local education system, how and what students are learning, and how *more* students can learn at higher levels.

As part of Maquoketa Community 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/iowalandingpage/landing.aspx&logo=https://portal.ed.iowa.gov/iowalandingpage/Images/ThemeBlue/banner_top.png#topHeader.

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

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

Sincerely,



School Improvement Consultant
Bureau of School Improvement
Iowa Department of Education



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

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

Comprehensive Site Visit Iowa Department of Education



Maquoketa CSD Maquoketa, Iowa

**Team Findings
January 22-23, 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 Maquoketa Community School District (MCSD), in full partnership with community, is committed to providing life-long learning opportunities which enable all learners to develop their full potential. The site visit team noted this statement appeared to be clearly articulated, communicated, and supported by the school board. All focus groups shared a common understanding of the Iowa Core and the District's expectations for engaged teaching and learning to meet those standards for all students.
2. A common thread among interviewees was the district's openness in regard to its strengths and concerns relative to student achievement. There was a strong sense that all were well-informed and actively involved as stakeholders. Administrators, board members, teachers, support staff, community members, etc. were all aware of the measurable progress the district has made in recent years as well as where the district needs to go. District student achievement data is clearly articulated and used to drive not only student learning, but also staff learning. All stakeholders interviewed expressed a shared accountability and active responsibility for the district's on-going success and desire to do what's best for students and community. Many stakeholders mentioned their strong support for the 1-1 initiative, connections with the community, and the on-site connection with Eastern Iowa Community College. The Board of Education continues to make a positive impact through their connection and presence as engaged liaisons with each building and with their support for administrators.

Recommendations for Improvement:

3. Focus groups shared the district's vision, mission, and goals may lose some clarity and effectiveness as they progress from the board to administrators to teachers and community. As the district moves forward with a new superintendent, newer curriculum and transitioning staff, it might be beneficial for the district to revisit the vision, mission, and goals to ensure these statements continue to reflect the goals the district hopes to achieve.

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:

4. The leadership in MCSD is strong across all areas. The experience of administrators and positivity toward the current superintendent is an important component of the school district as a whole. Principal collaboration is evident in many aspects including initiative mapping and professional development planning. Communication among building principals as well as central office administration appears to be effective.
5. Teachers are given leadership opportunities should they wish to pursue them. Building Leadership Teams (BLTs) meet to discuss initiatives as well as create and analyze results of surveys for staff to give feedback. Teachers are on many committees for different purposes. They felt as though their thoughts and ideas are respected and acted upon as much as possible to help move the district forward. They are encouraged to write grants for needed funding to enable the building and district to provide a more effective learning environment for the students as well as to support students academically, socially, and behaviorally. The effort to build from within was evident.
6. The school board demonstrated leadership and involvement. Board meetings include budget workshops that are televised. The board members have continuous and open communication with the superintendent. They openly discuss issues as they arise. The members are present in school buildings frequently. Each board member is assigned to a school. School board members are informed of district goals and shown how data is used to inform instruction and professional development.
7. Communication among stakeholders was evident. The superintendent participates in a monthly radio program to share information with the community. The local newspaper

also provides ongoing information regarding the school district. There were comments about the ongoing communication between parents and principals as well as with community partners. The data that the district uses to inform instruction is easily accessible to those who need it and find it meaningful.

8. Students reported having leadership opportunities at the middle school and high school level. Students mentioned student council, working in groups to share ideas, the football team leadership group, Business Professionals of America (BPA), and student-organized work groups. There are clubs that provide opportunity for leadership if students elect to participate.
9. Parents interviewed reported they were given opportunities to assume leadership roles in the district in a systems perspective through the School Improvement Advisory Committee (SIAC) and Parents Association Caring for Kids (PACK). They also felt they were educational leaders in being able to support their children in school.

Recommendations for Improvement:

10. None noted.

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:

11. Administrators, learning support teachers, and classroom teachers reported collaborative relationships exist in the district. Examples included the following:

- Partner Districts: Andrew CSD, Delwood CSD, Easton Valley CSD and Sacred Heart School
- Community Preschools: Sunshine, Little Shepherd, Kids of the Kingdom
- Head Start
- Clinton Community College
- Mississippi Bend Area Education Agency
- City of Maquoketa - School Resource Officer
- 7th District Court: Juvenile Court Liaison
- Lutheran Family Services
- Hillcrest Family Services: Lawther Academy
- Alcohol Reduction Grant - ASAC
- Department of Human Services
- Clinton/Jackson County Empowerment Board
- Iowa State Extension
- State and Federal Department of Education
- Infinite Campus Student Information System
- Study Wiz
- Parent Association Caring for Kids
- District Equity Committee
- Community Mentoring Program
- Advisory Committees: SIAC, VEAC
- Maquoketa Area Chamber of Commerce & Business
- Maquoketa Area Foundation: Education Fund

- Maquoketa Art Experience
 - KMAQ Radio/Maquoketa Sentential Press
 - Maquoketa Area YMCA
 - Numerous Maquoketa Service Groups/Agencies
 - Service Learning Groups/ Club hOpe
12. Several interviewees (K-12) mentioned the connection and support provided by the AEA not only in Iowa Core for English/Language Arts (ELA) and Mathematics but also in analysis of data, assistance in all aspects of special education, instructional coaching, Olweus training, PBIS training, 95% group training, KU Strategies, and others.
 13. The Nurse at the high school is a CNA program partner with Clarke University and students are sent to Maquoketa for training and experience. 100% of the students enrolled in the program have successfully completed the CNA program and received certification.
 14. K-12 counselors collaborate with teachers and participate in monthly meetings with Hillcrest Family Services in Dubuque, as well as make parent contacts daily. Counselors participate in several PLC's and other curriculum content areas. The director of alternative school collaborates with military, community colleges, and other service agencies in the area. Counselors also reported collaboration with community organizations including Kiwanis, Hurstville Interpretive Center, Business Partners, and Jackson County Coalition.
 15. Multi-tiered System of Supports (MTSS) are in place and utilized by students (Zero Hour, Designated Study Time, Read 180, Math 180, WonderWorks, True Thoughts, and intervention sessions at all levels). At-risk students are further supported through enhanced programming and additional resources.

Recommendations for Improvement:

16. Advisory interviewees expressed concerns regarding students lacking relevant skills needed for the local workforce as hourly employees, examples: students are not able to read a tape measure, students do not appear to communicate well, and students have difficulty in performing necessary math functions. The district could consider the possibility of school to work opportunities, job shadowing, and/or internships. CTE teachers as well as core teachers focus on speaking and listening standards in Iowa Core ELA to help with the actual instruction and assessment of skills.

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:

17. School board and administrators have participated in professional development toward the creation of a positive school culture. These activities have set the tone and expectations for positive learning environments in all schools. The district is also described as providing strong communication around student achievement, safety and positivity, leading parents to perceive themselves as partners in their child's education and being welcome in buildings.
18. Students, parents and staff cited district efforts to provide a safe learning environment. Parents describe feeling welcome in schools. Students expressed they felt safe, respected and cared for by staff. Students know who they can approach if bullied or harassed and felt confident that adults will intervene on their behalf in such situations. All groups cited ongoing Olweus training as beneficial. Staff cited implementation of PBIS, CPI, and the True Thoughts curriculum as positively affecting the learning culture of buildings and district.
19. The district has taken positive steps to assure a safe physical environment by providing appropriate security. Doors are locked, cameras monitor hallways and Alert, Lockdown, Inform, Counter, Evacuate (ALICE) training/drills has been provided for students and staff.
20. Club hOpe was mentioned by various stakeholders as being an asset and strength for the district in building a global community, as well as preparing students for the 21st Century world of work. Also contributing to a positive learning environment are monthly Cardinal Pride meetings, the Diversity Club, Cardinal Success, mentoring programs (teacher to student and student to student), school wide events such as spelling bees and counseling services in all buildings.

Recommendations for Improvement:

21. Multiple interview groups noted use of social media being referenced as an issue. In particular, students and teachers mentioned social media and issues related to cyber bullying are more prevalent than ever before. The district is encouraged to contact Robert Reppert (rreppert@aea9.k12.ia.us) with MBAEA for assistance in this area as well as contacting the local police department.

22. High school students shared students from Easton Valley CSD were more isolated than any other group in the district. These students are part of a 23E agreement between the districts and may only participate in classes for part of the day. The district is encouraged to explore ways to better connect high school students who attend for only part of the instructional day collaboratively with students, staff, and members from each respective community. This may be a topic to explore through the district SIAC.

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:

23. In partnership with EICC, CTE has developed a series of courses that allow students to be hired upon graduation from the high school. The various welding programs (and the students' end-of-course certification) are a strength for the students, district, and community.
24. The district has developed a new Special Education Service Delivery Plan based on a Multi-Tiered System of Supports (MTSS) approach using progress monitoring data for decision making and providing a continuum of service options. This new plan incorporates the Weighted Enrollment Factor Matrix in determining caseloads.
25. The root cause analysis completed as part of the restructuring process has resulted in more cohesiveness across buildings and in the administrators working together. Similar data are being gathered across the district. The root cause analysis has reinforced the need to make sure that core instruction is solid for all students.

Recommendations for Improvement:

26. While the district's Gifted and Talented (G/T) program meets state requirements, parents and students indicated that improvements in the program could benefit students. Consider the following suggestions:
 - Iowa Online offers a wide variety of Advanced Placement courses through the Belin-Blank Institute at the University of Iowa at no charge.

- Training is available at minimal cost to train teachers who do not have advanced degrees to teach AP courses (Belin-Blank Center, University of Iowa).
- Expand the use of Personalized Education Plans (PEPs) for identified G/T students at the high school. For example, students who choose not to enroll in the G/T class (but who could be/are identified as G/T) could benefit from the development of a PEP. The PEP could be reviewed periodically with the student and monitored for progress with PEP goals.
- Inform identified 9th and 10th grade G/T students that they are eligible for Post-Secondary Options Act (PSEO) courses through the high school course registration handbook.
- Multiple high school groups reported concern with the lack of options for advanced level courses, particularly in the areas of mathematics and science. While the possibility exists for middle school students to accelerate to high school courses, options soon become depleted for these students when they become enrolled at the high school. Consider the following options to meet the needs of advanced learners:
 - Iowa Online, online Advanced Placement (AP) courses at no cost and taught by Iowa licensed teachers
 - Concurrent enrollment for college level courses and Career and Technical Education (CTE) courses with college credit
 - Increase the offering of higher level classes (e.g., Chemistry II) at the high school
 - Review the rigor of current grade level content.
 - Engage in long-range planning at the elementary, middle school, and high school levels to anticipate and be prepared for meeting the academic needs of advanced learners.
- Consider contacting Sandie Campie (scampie@aea9.k12.ia.us) for assistance in this area.

27. The district is encouraged to create a dialogue between CTE staff, administration and EICC to determine how the CTE program and EICC can mutually support and benefit from each other. There is concern that the CTE program is experiencing declining enrollment due to the district's emphasis on post-graduate credit options through EICC. The district is encouraged to consider how CTE course offerings can be vertically articulated 6-14 and how to market the district's CTE courses to surrounding districts.

28. CTE teachers indicated there are significant problems with the accuracy of CTE Plus data, that it was not useful in evaluating the program and there was no formal process to systematically use end-of-year data to inform continuous improvement. The district is encouraged to contact Fidelis Ubadigbo (Fidelis.Ubadigbo@iowa.gov) with the Iowa Department of Education, for assistance in this area.

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:

29. Stakeholders agreed the district's professional development is active and on-going, targeted and focused on improving instruction. All groups including the special needs teachers noted the focus and training on Iowa Core K-12. AEA representatives coach and assist with rewriting lessons in math and ELA. Unwrapping of standards provided direction to the K-6 team's work in purchasing a new reading series, Reading Wonders.
30. The consensus among interview groups was more time is needed for the implementation of the core. Principals report the staff is supportive of the work with Iowa Core. The school board is pleased with the information shared throughout the year with them about the professional development going on in each building. The school board visits each building at the end of the year to hear about the results of the professional development for the year.
31. All groups mentioned professional development training such as Olweus, ALICE, PBIS, CPI, Ruby Payne, etc. Based on multiple stakeholder groups, Olweus appears to be how the district does business. Olweus was brought up by students, teachers, and community members as an important part of learning for creating a positive learning climate.

Recommendations for Improvement:

32. Teachers who work collaboratively with their grade levels on a regular basis want that time to be protected within the contract day. Few teachers who are in co-teaching

situations have formal professional development regarding this topic. The district is encouraged to seek professional development training as well as provide clear expectations and support teacher needs. The district is encouraged to contact Georgie Koenig (gkoenig@aea9.k12.ia.us) at MBAEA for assistance in this area.

33. The level and consistency of training general education teachers and associates who work with students with behaviors is inconsistent and varied. Teachers and associates shared need for ongoing professional development to be able to meet the needs of the students with behavior issues in their classrooms. Consider contacting Georgie Koenig (gkoenig@aea9.k12.ia.us) at MBAEA for assistance in this area.

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 has implemented an ongoing process to review the progress toward achieving the goals for students with IEPs. This process includes having AEA staff review every IEP each month with the results being shared with building leadership. This process helps to create more consistency in the data that is gathered. Additionally, training for the development of ambitious goals has been provided as another way of closing the achievement gap. In developing ambitious goals, team members use a projected rate of improvement that is 1.5 times the average rate of improvement for students' grade levels.
35. Administration provides the school board with yearly initiative maps. In the spring an adult science fair format is used to inform the board regarding the progress on the initiatives.
36. Basic Educational Data Survey (BEDS) data and site interviews indicate that appropriate Highly Qualified Teachers (HQT) components are being implemented with integrity in the district. Special education teachers are using the Co Teaching and Consultation models
37. 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:
 - A district-wide procedure is in place to review enrollment rates of poor and minority students assigned to inexperienced, unqualified, or out-of-field teachers.
 - 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
38. The percentage of Maquoketa CSD students in the proficient range of achievement on the 2012-2013 Iowa Assessments is higher than Mississippi Bend AEA and/or State of Iowa Averages in the following areas:
 - 3rd grade reading
 - 3rd grade and 5th mathematics
 - 3rd grade science

- See Appendix, Accreditation Site Visit Data Report, figures 9, 20, 22, and 32 for additional information.

Recommendations for Improvement:

39. The district may want to enforce the policy regarding the frequency with which teachers are to enter grades on Infinite Campus. Clearly indicating to parents when grades will be entered can help to avoid miscommunication and establish realistic expectations.
40. Files reviewed and non-instructional support staff interviewed indicated inconsistency in evaluation of support staff. The district is encouraged to examine its support staff evaluation process, including review of district policy, evaluation criteria, evaluation instrument, and expectations for feedback. Once developed, evaluation guidelines could be shared with all administrators and support staff to ensure shared understanding of expectations and consistency in implementation of the evaluation process.
41. The District shall review its policies, practices, and programs to assure that students with IEPs have access to same age peers and the general education curriculum.
42. The percentage of Maquoketa CSD students scoring in the proficient range of achievement on the 2012-2013 Iowa Assessments is lower than Mississippi Bend AEA and State of Iowa averages in the following areas:
 - 4, 5, 6, 7, 8, and 11 grade reading
 - 4, 6,7,8, and 11 grade mathematics
 - 4, 5, 6, 7, 8, and 11 grade science

See Appendix of the Accreditation Site Visit Data Report for additional information.

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

Title I

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

Title IIA (Teacher and Principal Training and Recruiting Fund)

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

Title III (English Language Learners)

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

Title XC (Education of Homeless Children and Youth)

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



SI 2.5 - School Improvement Data Report
Maquoketa Community School District (4041)
Table of Contents

Whole Grade Sharing	2
Enrollment Trend	2
Enrollment Trend by Subgroup	2
Annual Instructional Minutes	3
Average Daily Attendance	4
SINA / DINA Locations	4
% Kindergarteners Scoring At Benchmark, DIBELS/DIBELS Next	4
Reading Proficiency for each grade 3-8, 11	6
Grades 3-8,11 By Subgroup	9
Disability	10
Free/Reduced Lunch	10
English Language Learners	11
Minority	11
Math Proficiency for each grade 3-8, 11	12
Grades 3-8,11 By Subgroup	15
Disability	16
Free/Reduced Lunch	16
English Language Learners	17
Minority	17
Science Proficiency for each grade 3-8, 11	18
Grades 3-8,11 By Subgroup	21
Disability	22
Free/Reduced Lunch	22
English Language Learners	23
Minority	23
College Ready	24
High School Carnegie Units Offered	24
Graduation Rate	25
Disciplinary Removals	25
Iowa Youth Survey	25
Report Definition	27

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.

Share Type	Sending District	Grades Sent	Receiving District
One Way WGS	Andrew Community School District (0243)	G9-12	Maquoketa Community School District (4041)
	Delwood Community School District (1675)	G7-12	Maquoketa Community School District (4041)

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.

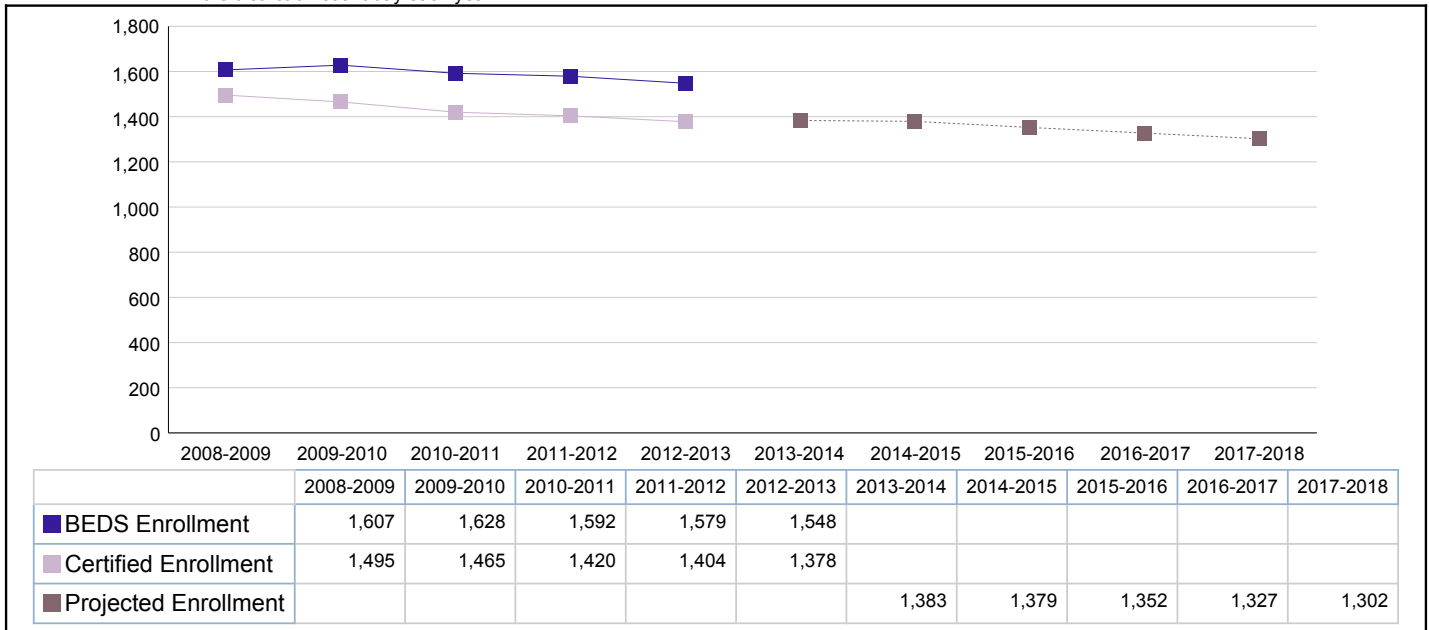


Figure 3: Preschool through 12th Grade BEDS Enrollment by Subgroups: All Students, Minority, FRL, ELL, IEP

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.

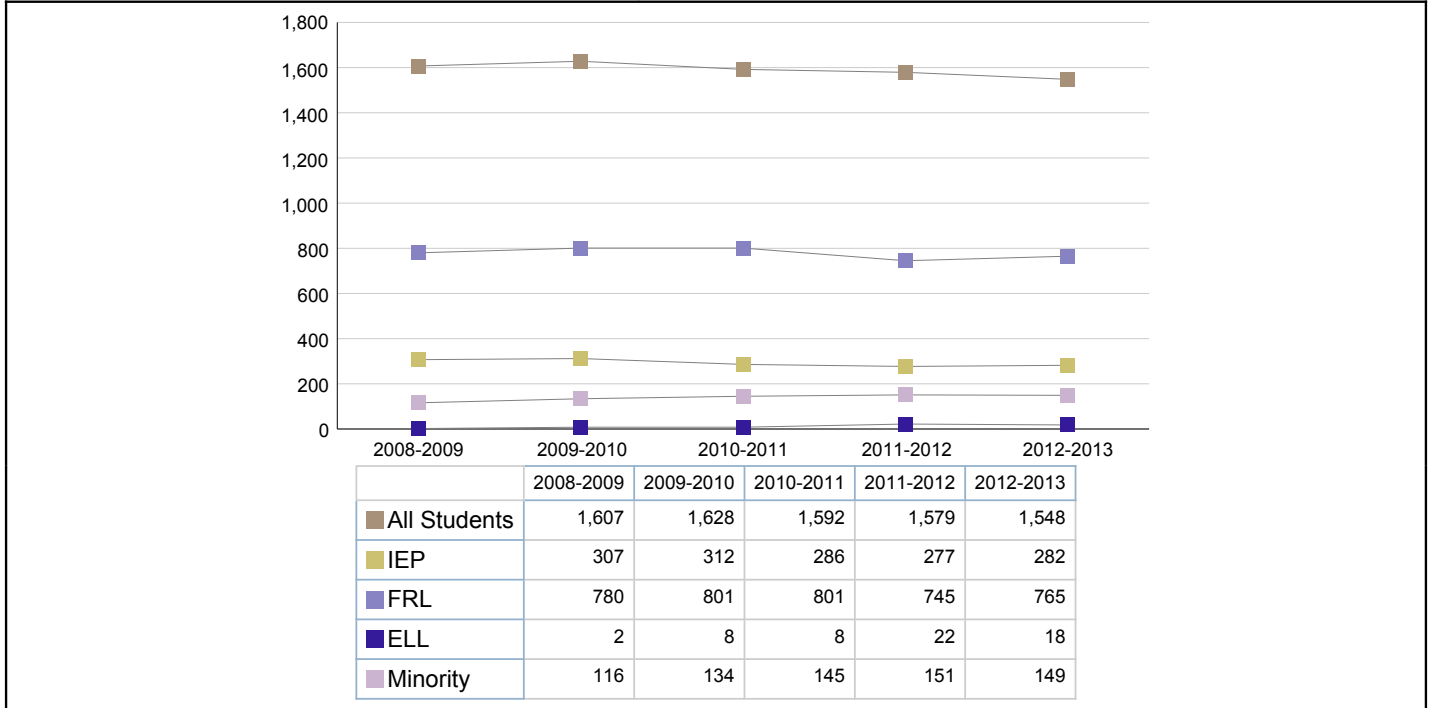


Figure 4: Annual Instructional Minutes

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
4041	Briggs Elementary School (4041-0418)	65,295
4041	Cardinal Elementary School (4041-0409)	67,305
4041	Maquoketa Community High School (4041-0109)	68,251
4041	Maquoketa Middle School (4041-0209)	67,980
	<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.

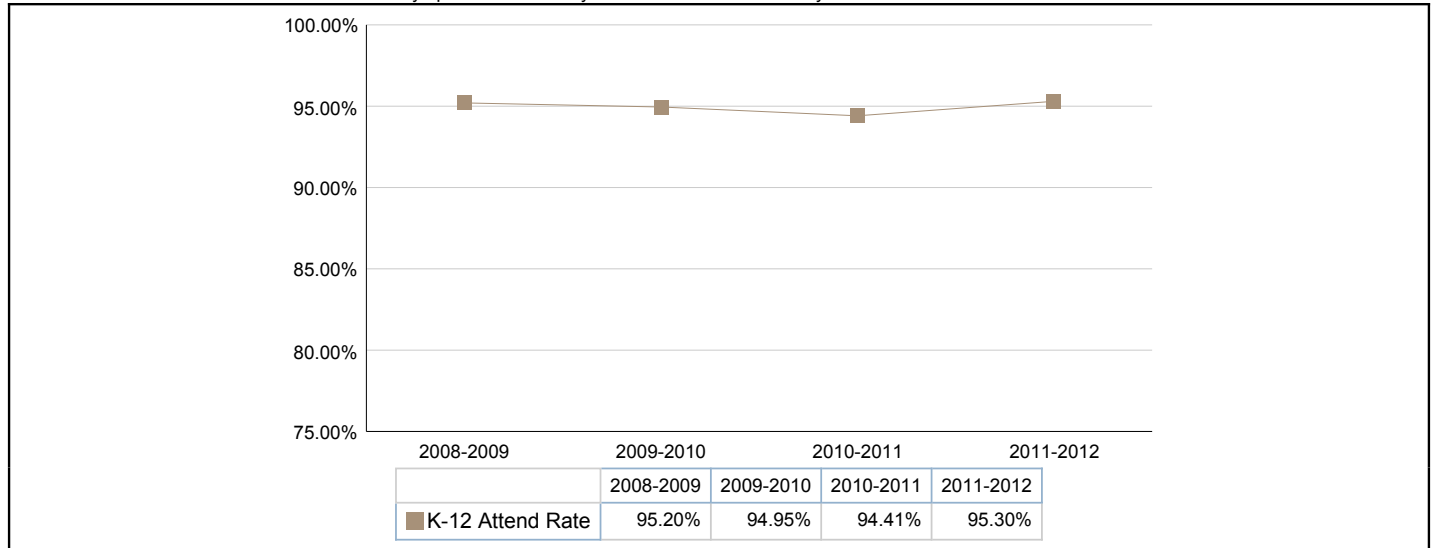


Figure 6: Schools/Districts in Need of Assistance Status

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
4041	Briggs Elementary School (4041-0418)	School wide	SINA-4	SINA-4
4041	Cardinal Elementary School (4041-0409)	School wide	MET	MET
4041	Maquoketa Community High School (4041-0109)	No Value	SINA-1	SINA-1
4041	Maquoketa Community School District (4041)	Yes	DINA-1	Removed-Watch
4041	Maquoketa Middle School (4041-0209)	No Value	SINA-6	SINA-7

District	School Name	Title 1 Status	Math Part.	Reading Part.	Other
4041	Briggs Elementary School (4041-0418)	School wide	MET	MET	MET
4041	Cardinal Elementary School (4041-0409)	School wide	MET	MET	MET
4041	Maquoketa Community High School (4041-0109)	No Value	MET	MET	MET
4041	Maquoketa Community School District (4041)	Yes	MET	MET	MET
4041	Maquoketa Middle School (4041-0209)	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.

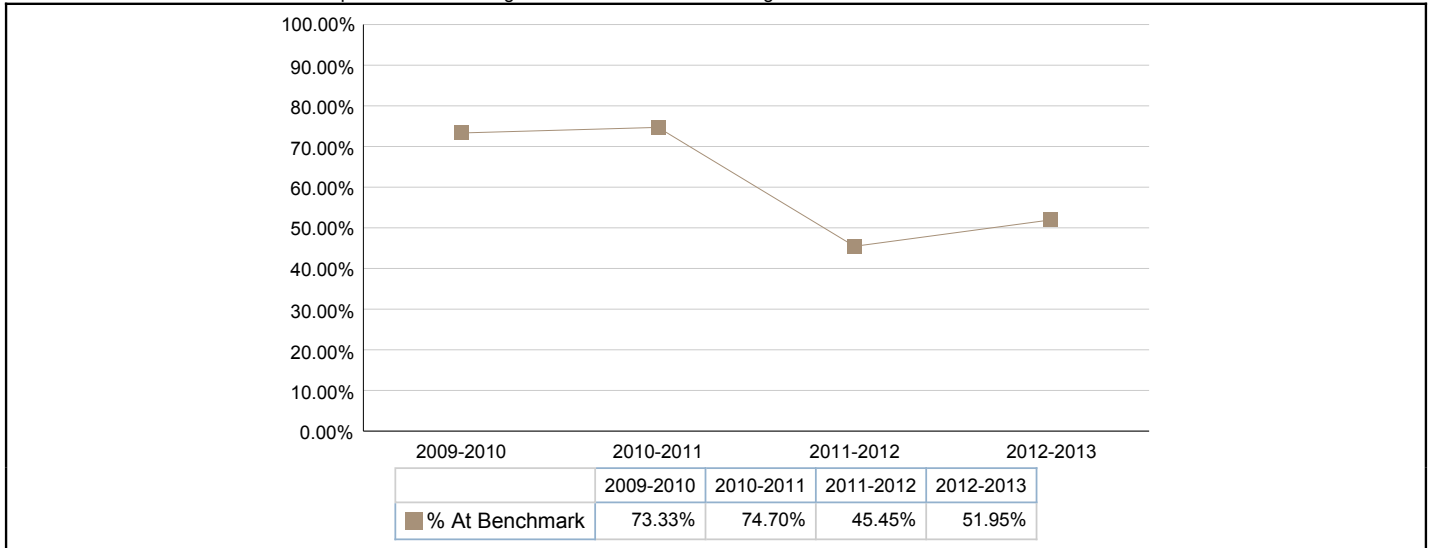


Figure 8 **Percent of Students in Grade 3 Proficient in Reading**

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.

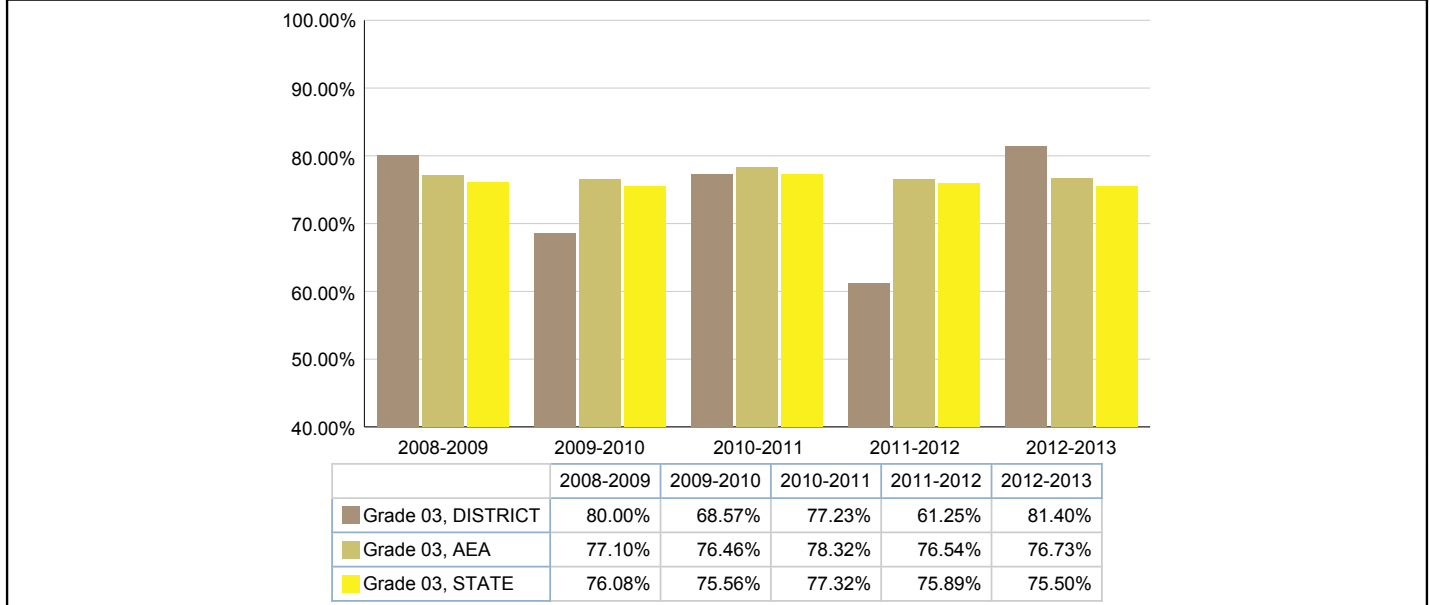


Figure 9 **Percent of Students in Grade 4 Proficient in Reading**

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.

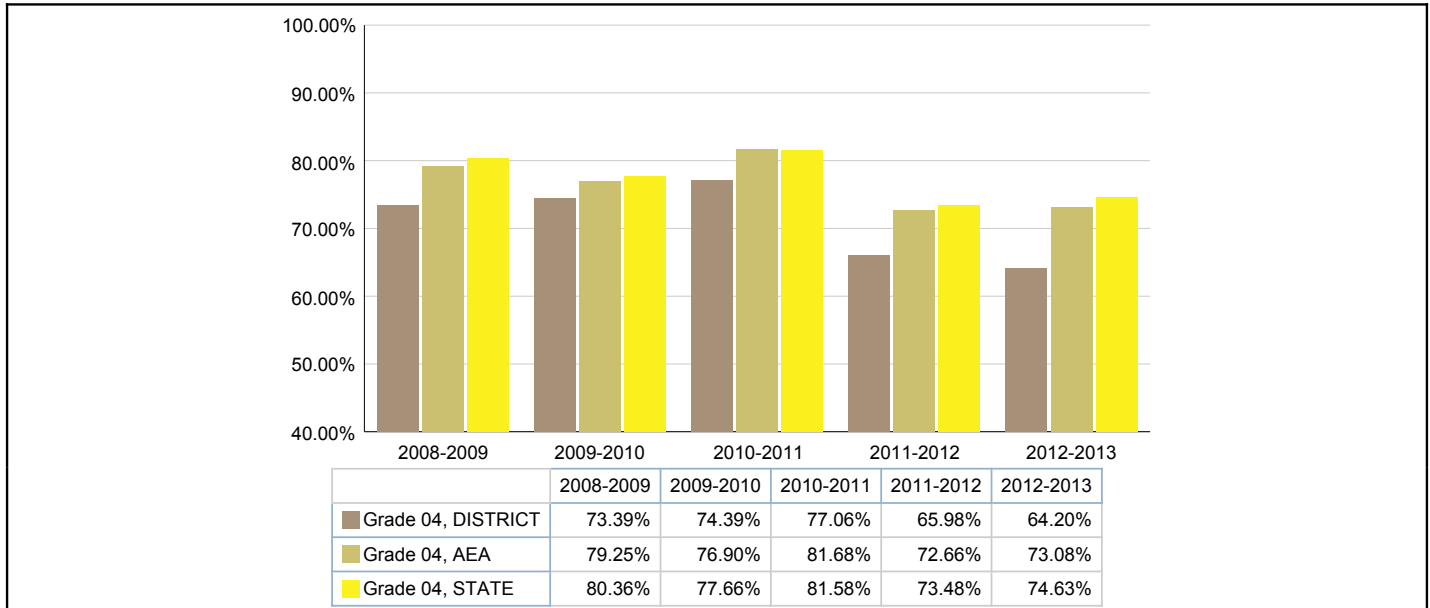


Figure 10 **Percent of Students in Grade 5 Proficient in Reading**

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.

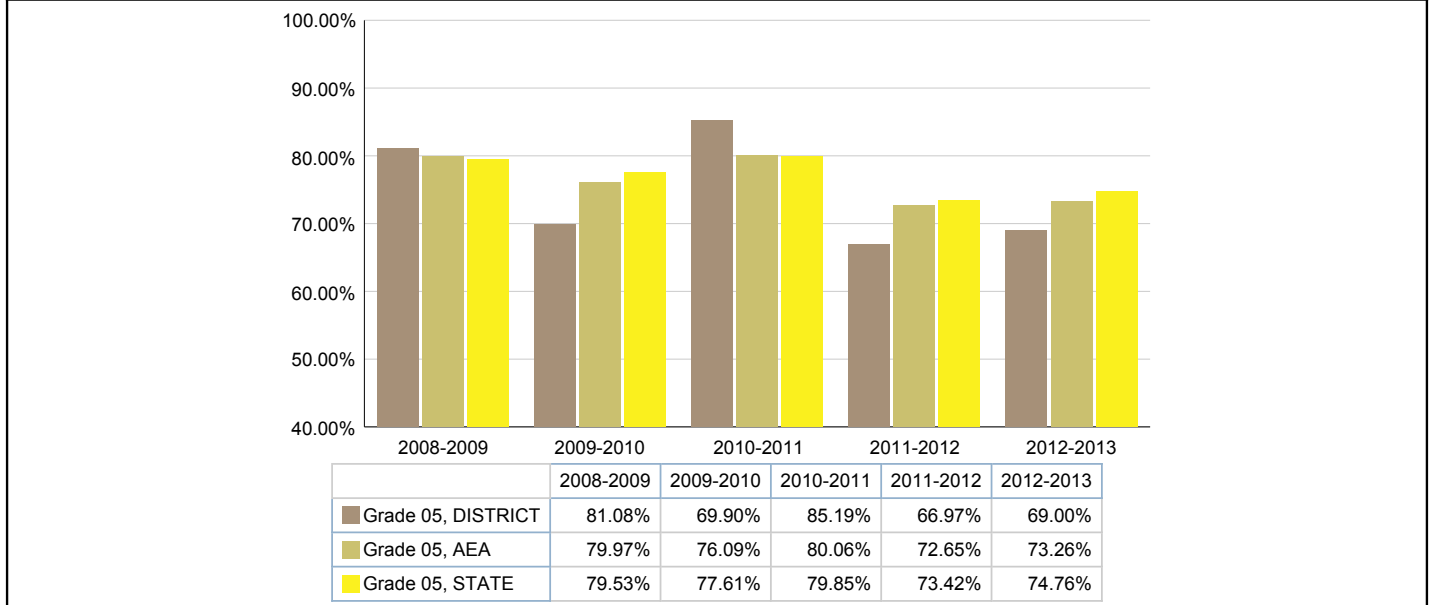


Figure 11 **Percent of Students in Grade 6 Proficient in Reading**

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.

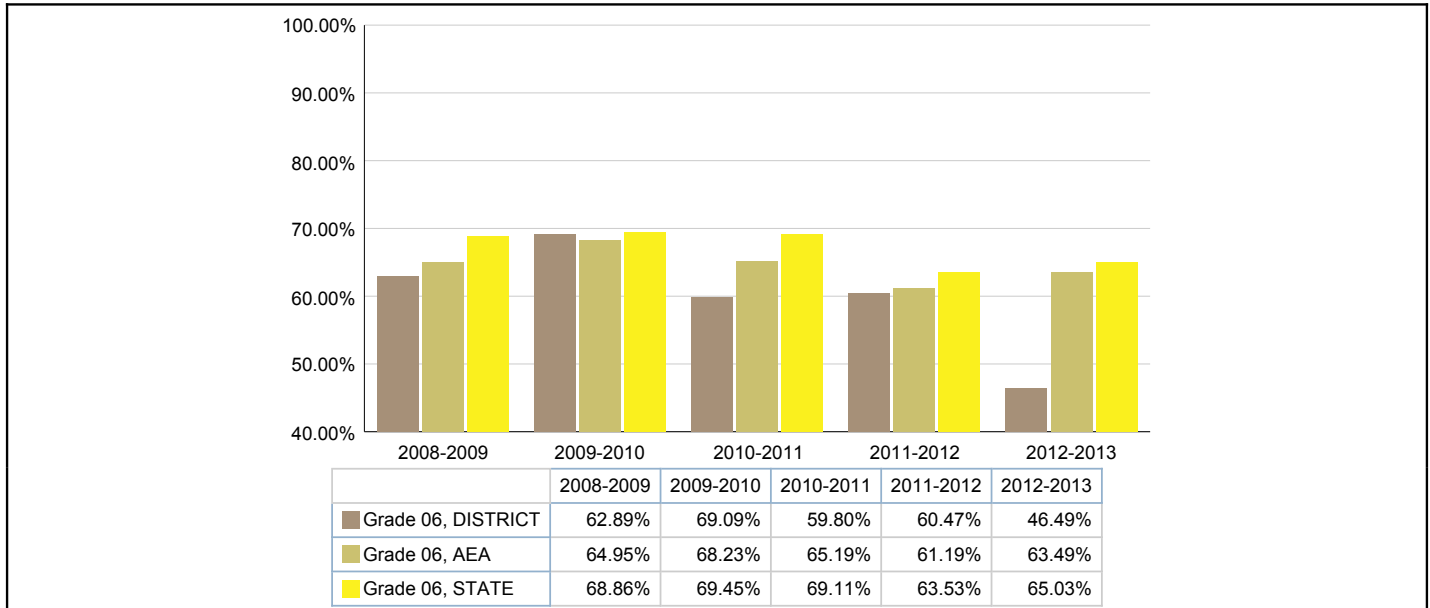


Figure 12 Percent of Students in Grade 7 Proficient in Reading

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.

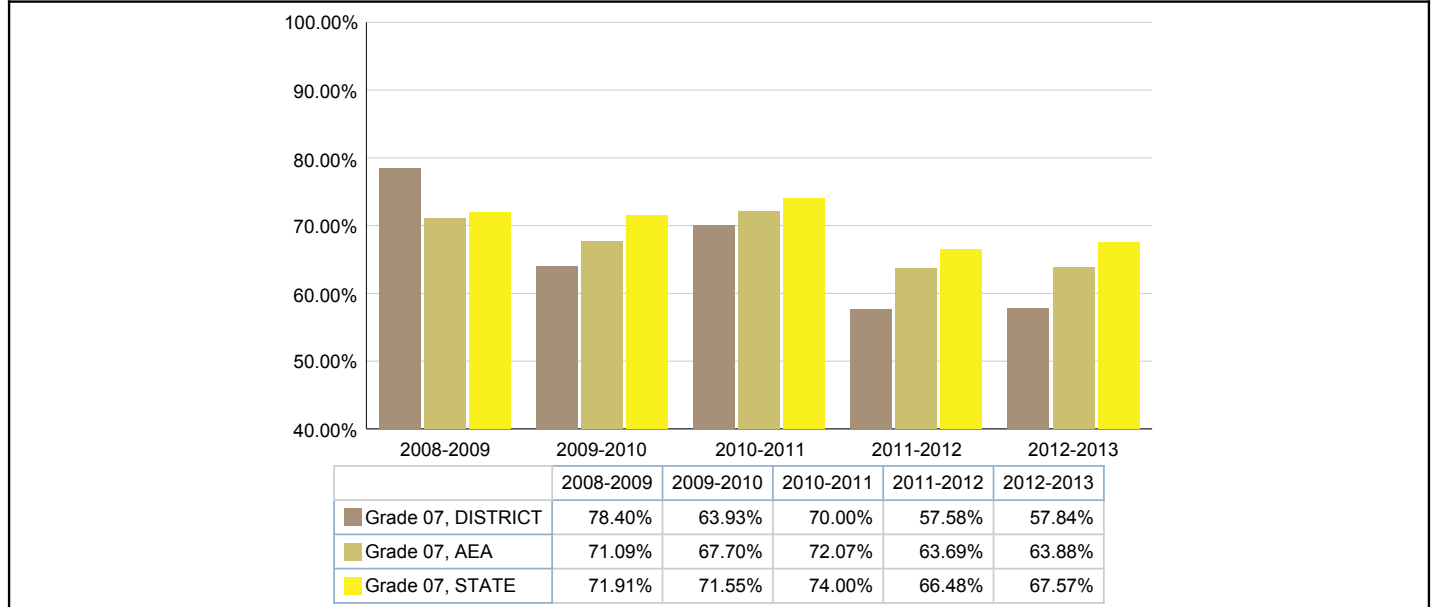


Figure 13 Percent of Students in Grade 8 Proficient in Reading

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.

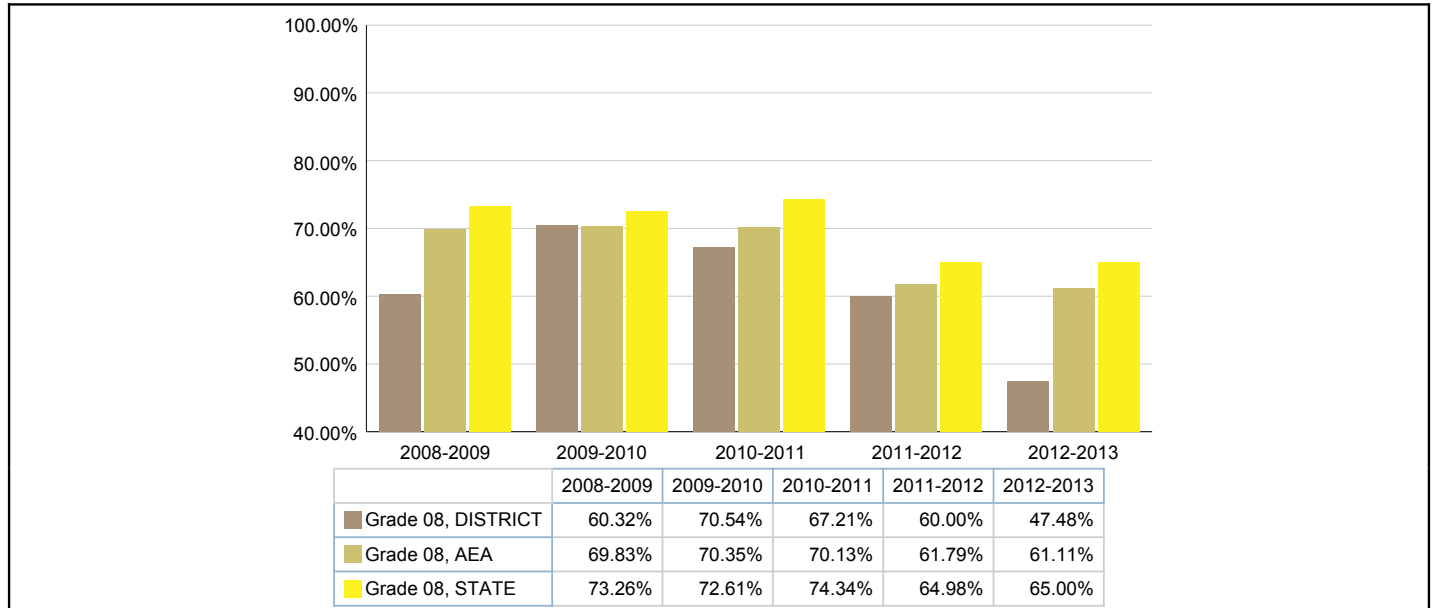


Figure 14 **Percent of Students in Grade 11 Proficient in Reading**

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.

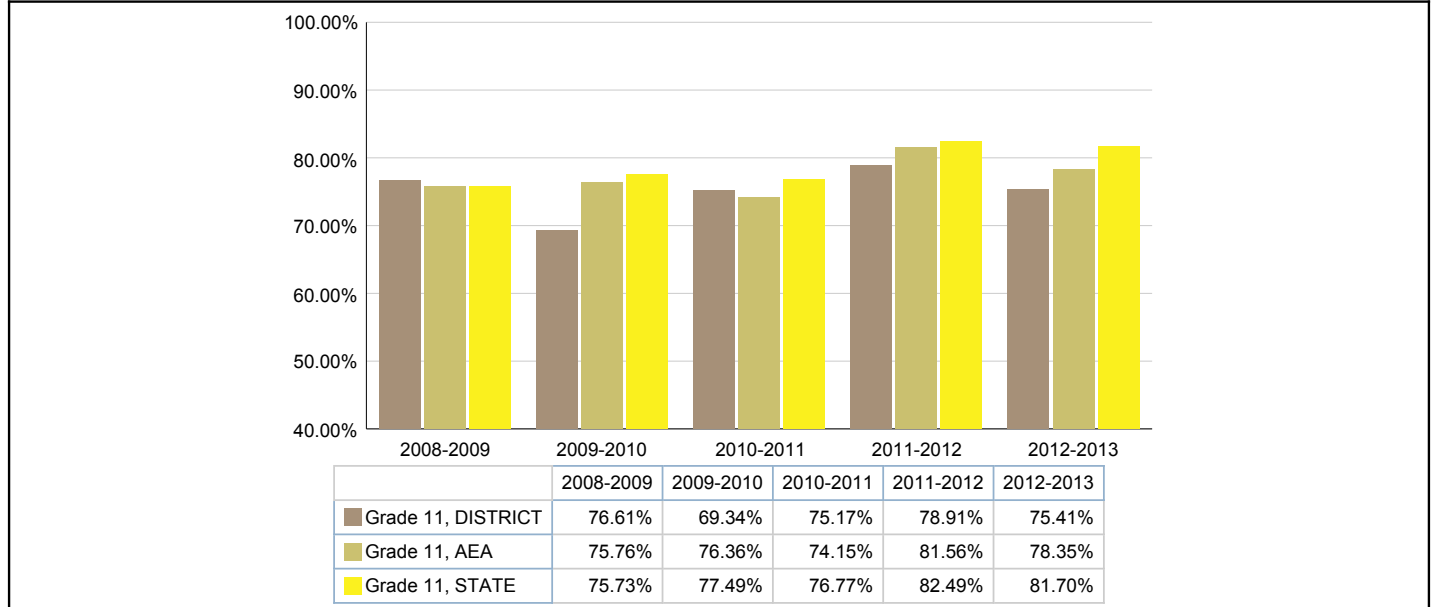


Figure 15: **Percent of Students in Grade 3 - 11 Proficient in Reading by Subgroups: All students, Minority, FRL, ELL IEP**

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.

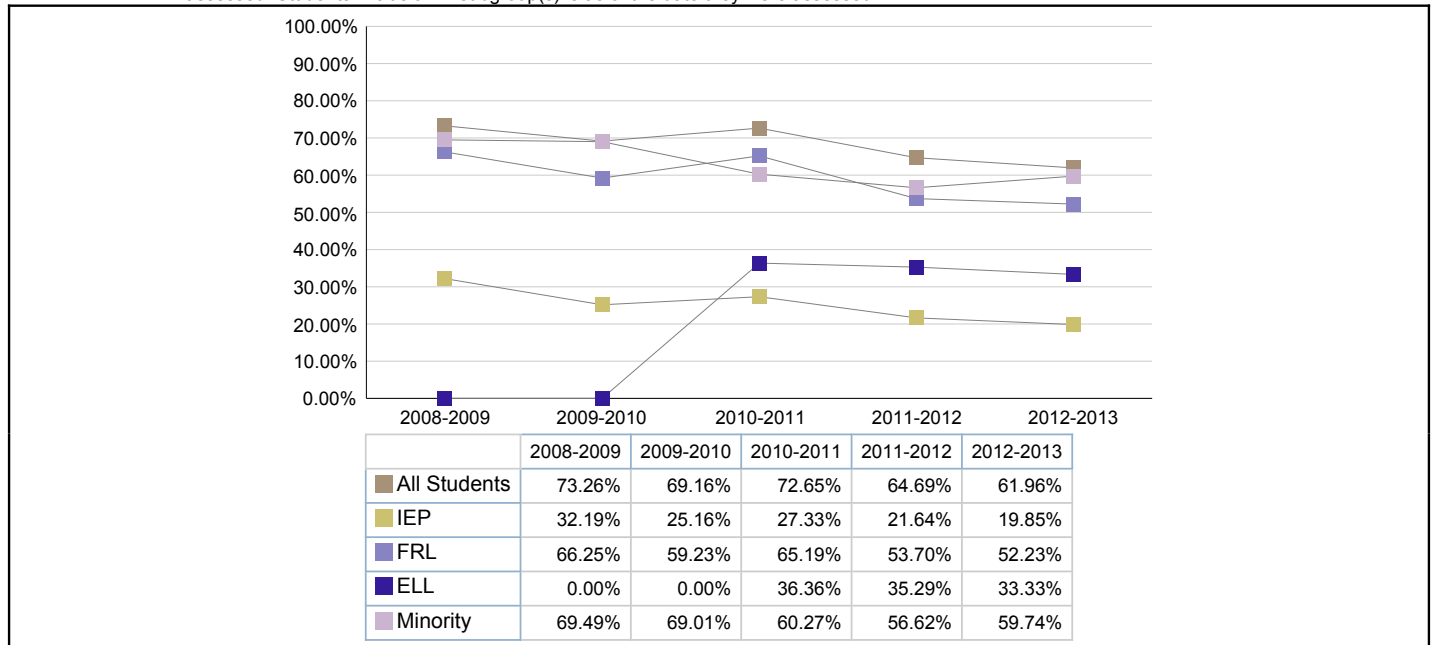


Figure 16: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Reading

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

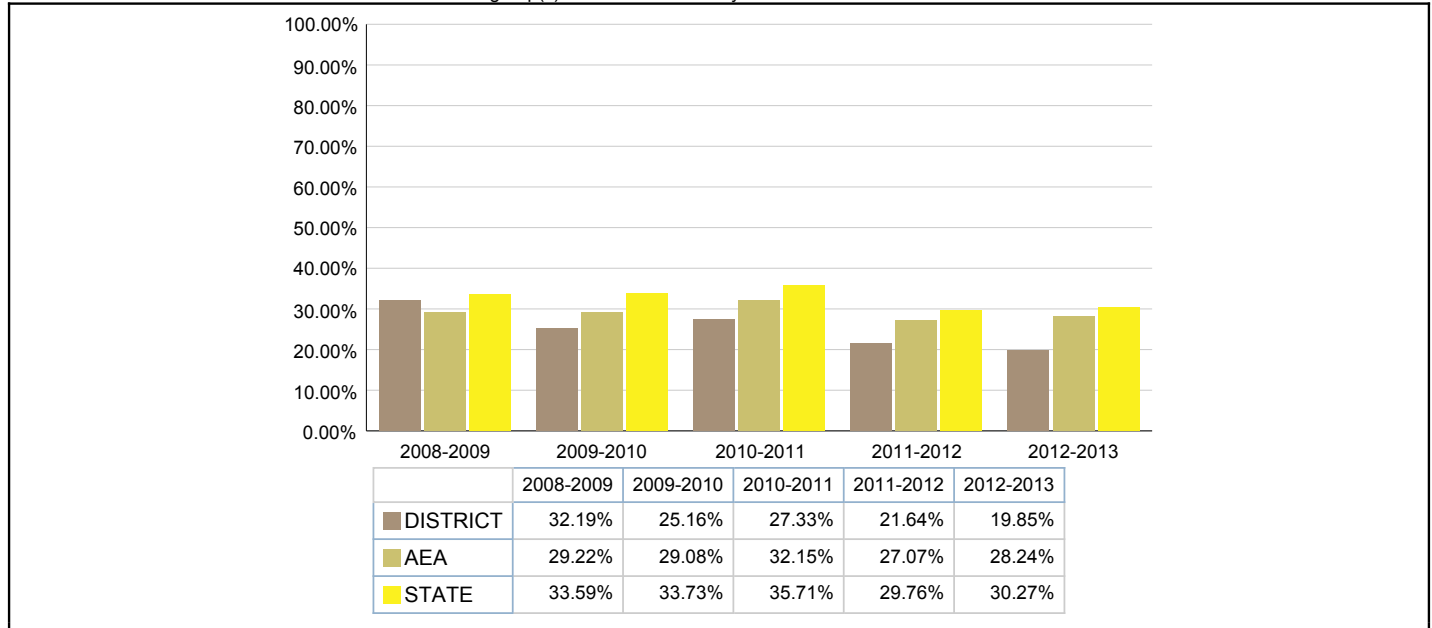


Figure 17: Percent of Free/Reduced Lunch Students Grades 3-8, 11 Proficient in Reading

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

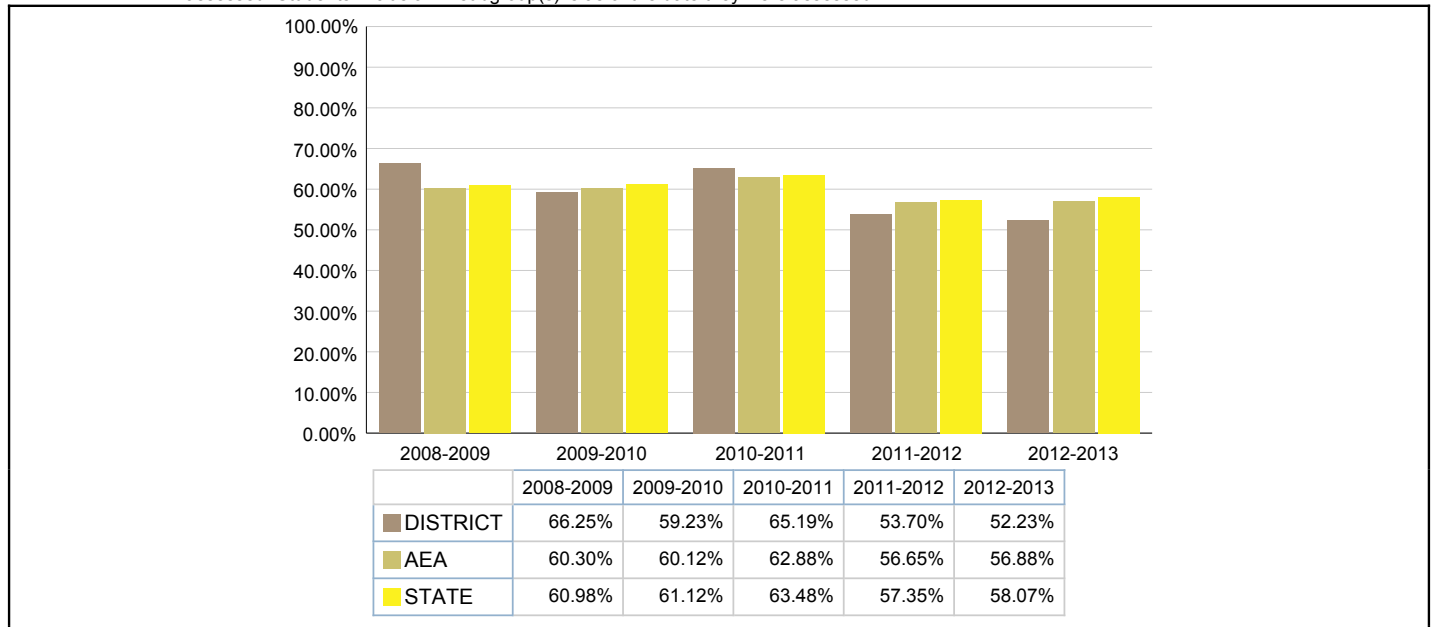


Figure 18: Percent of English Language Learner Students Grades 3-8, 11 Proficient in Reading

Data Source: AYP Assessment File
 Definitions:

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

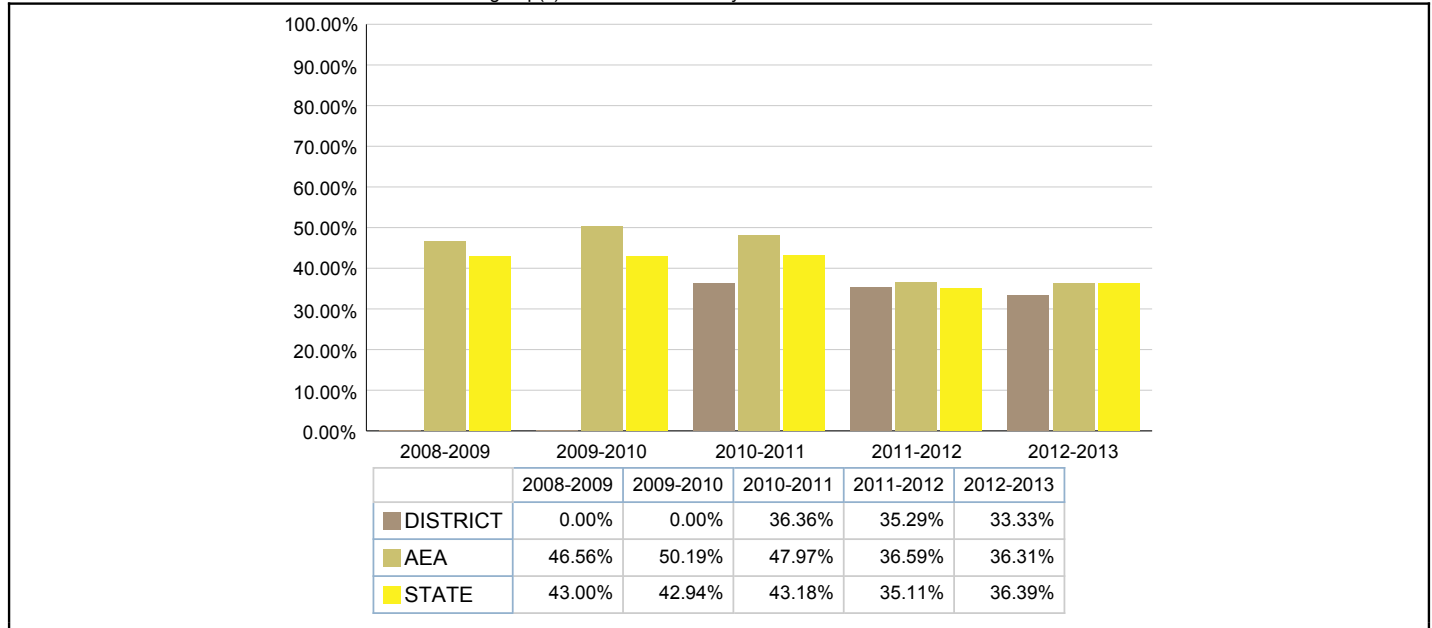


Figure 19: Percent of Minority (Non-White) Students Grades 3-8, 11 Proficient in Reading

Data Source: AYP Assessment File
 Definitions:

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

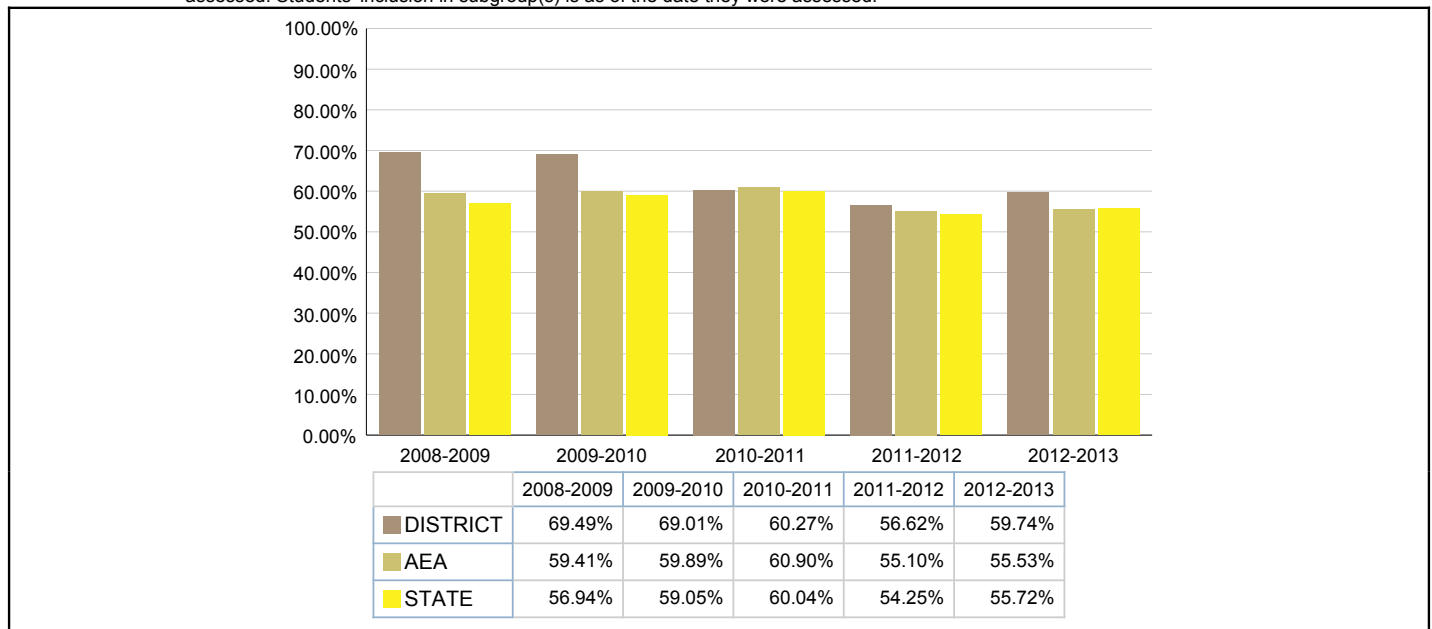


Figure 20: Percent of Students in Grade 3 Proficient in Math

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

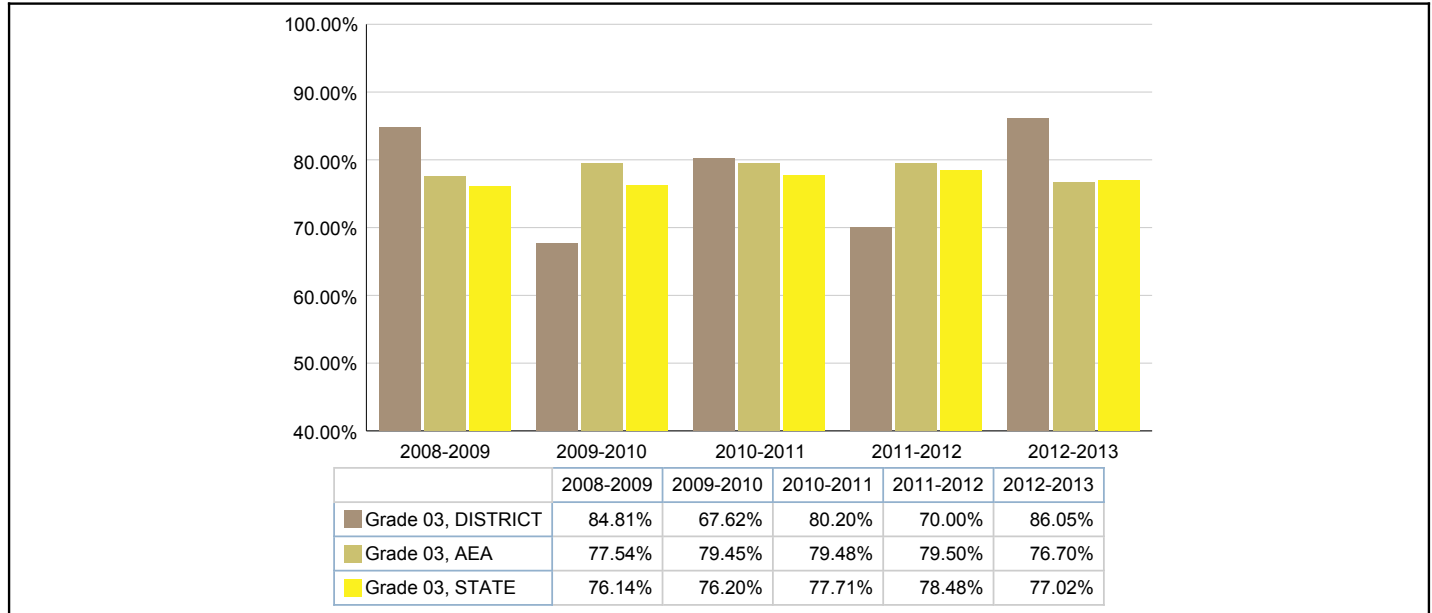


Figure 21: Percent of Students in Grade 4 Proficient in Math

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

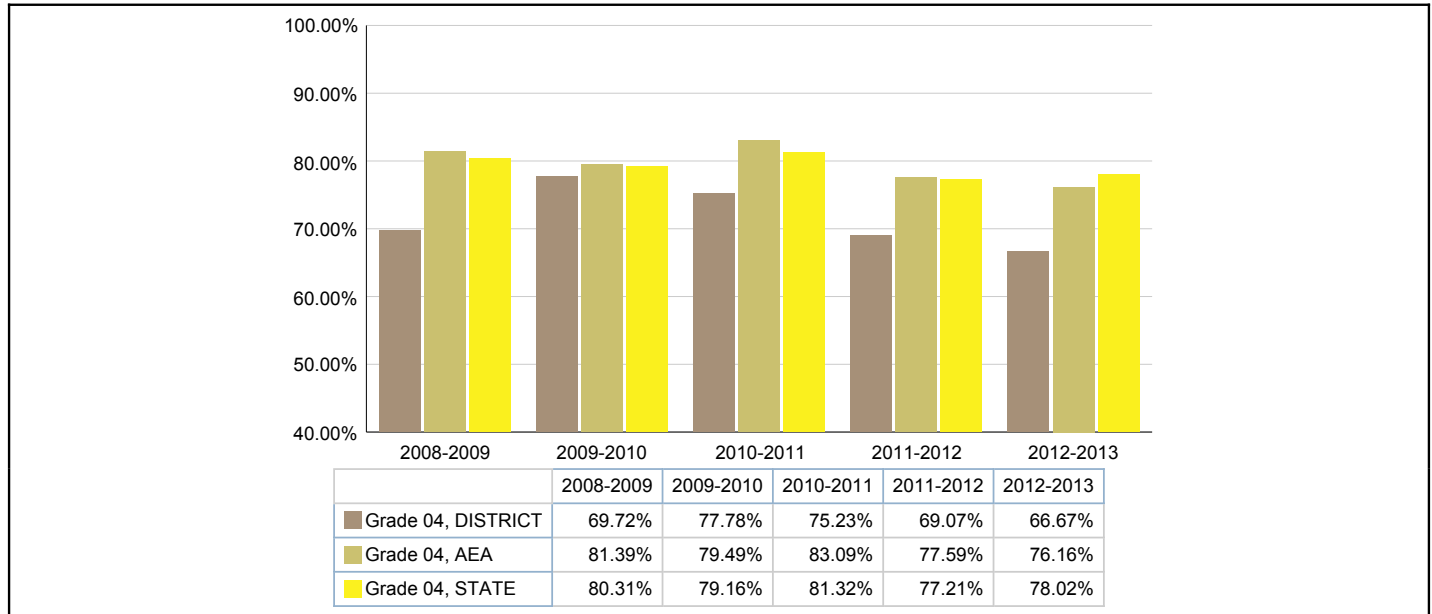


Figure 22: Percent of Students in Grade 5 Proficient in Math

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

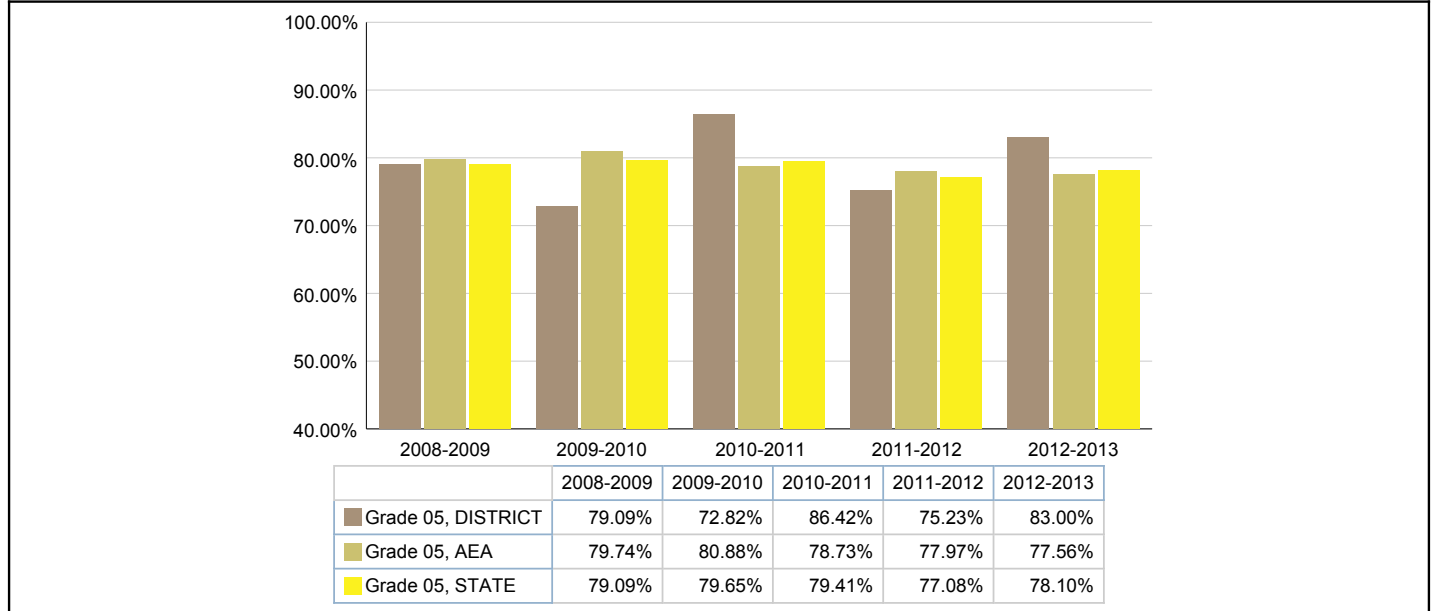


Figure 23: Percent of Students in Grade 6 Proficient in Math

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

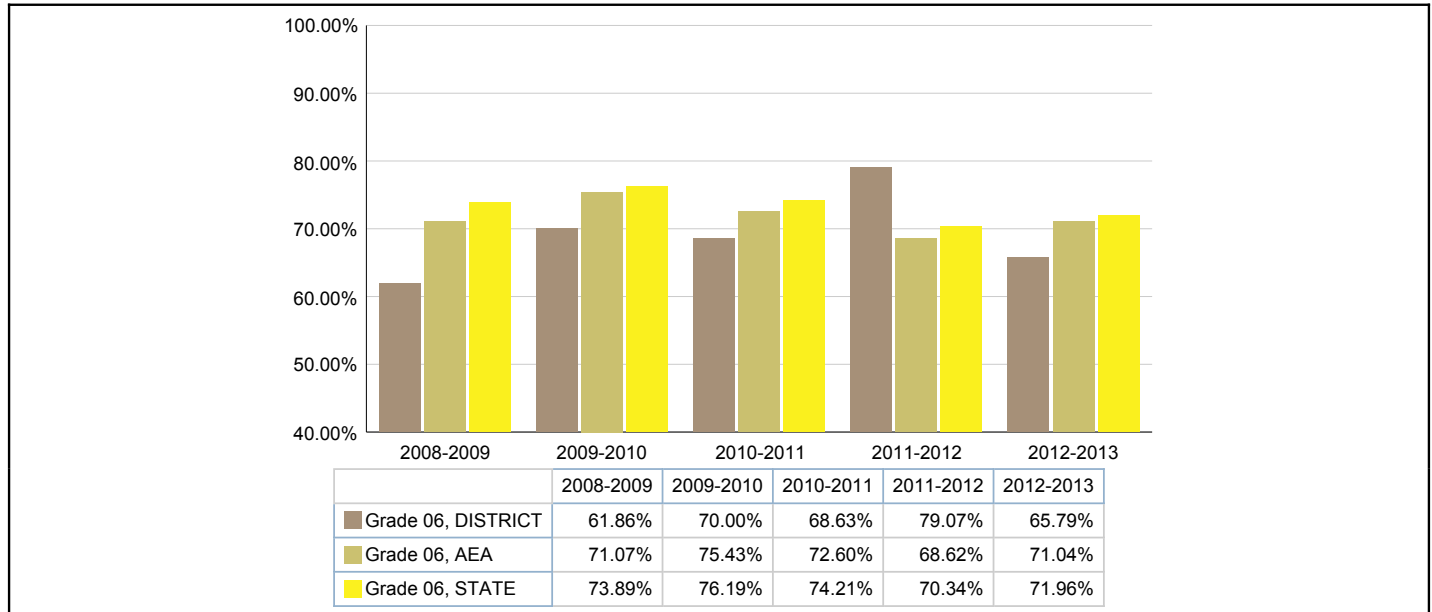


Figure 24: Percent of Students in Grade 7 Proficient in Math

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

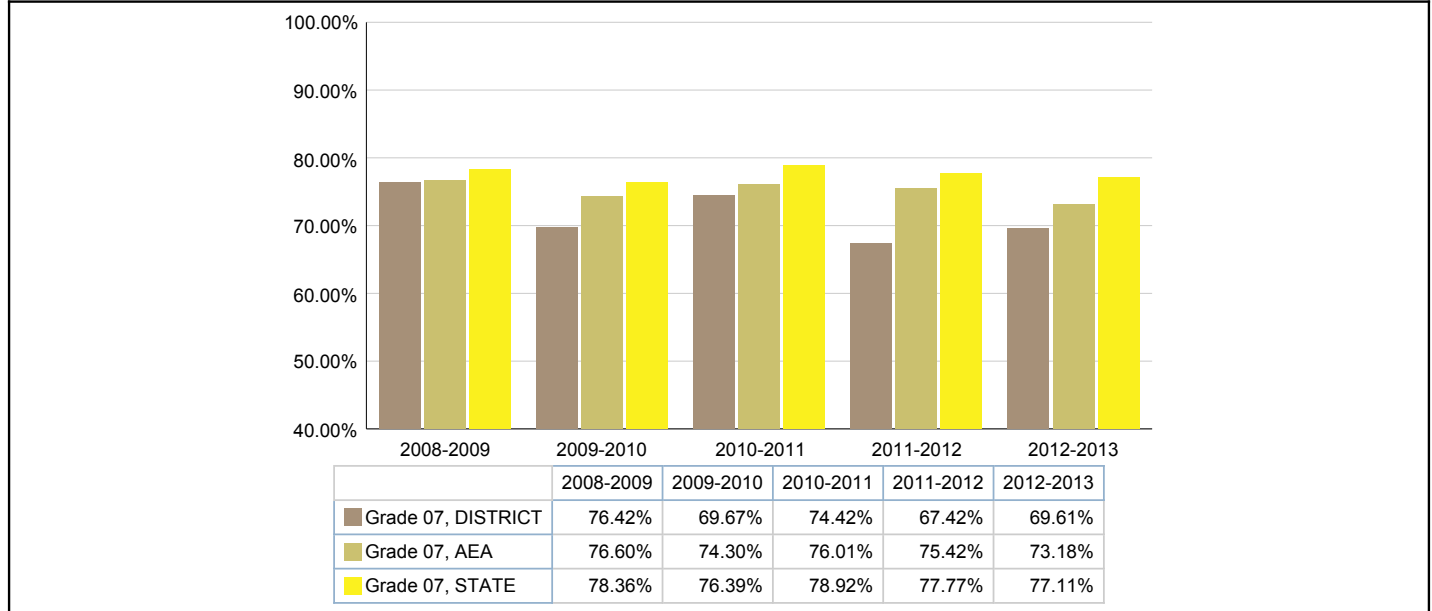


Figure 25: Percent of Students in Grade 8 Proficient in Math

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

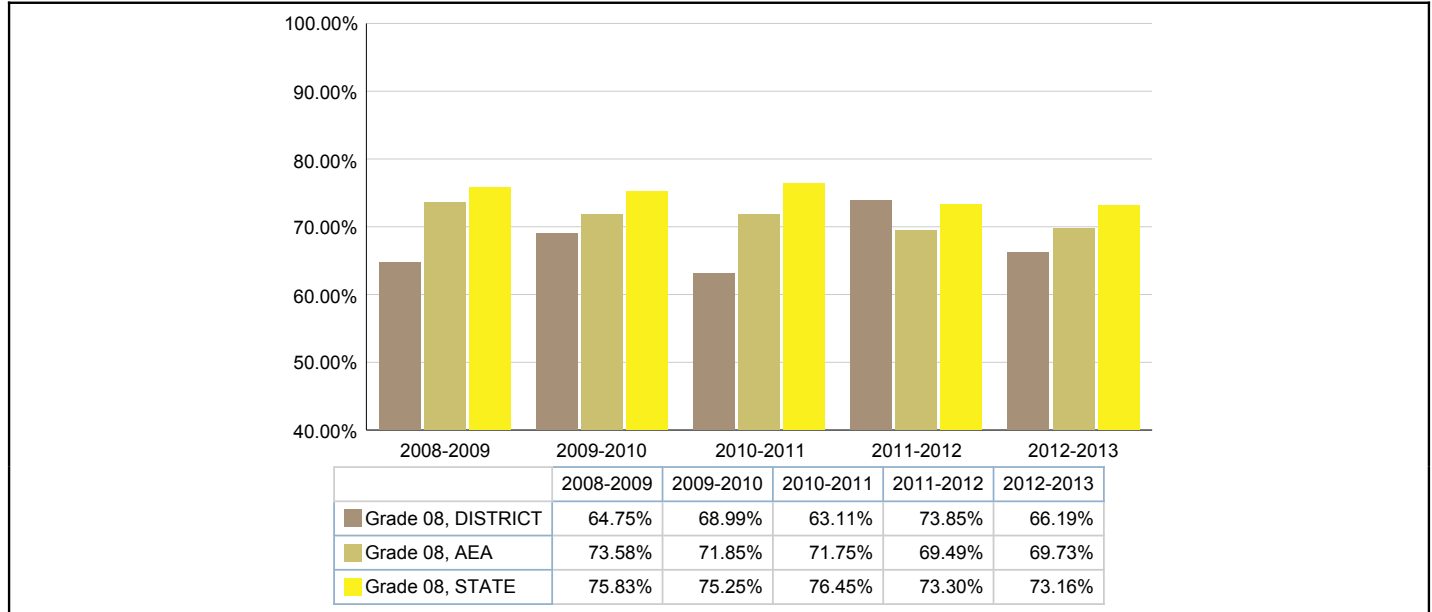


Figure 26: Percent of Students in Grade 11 Proficient in Math

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

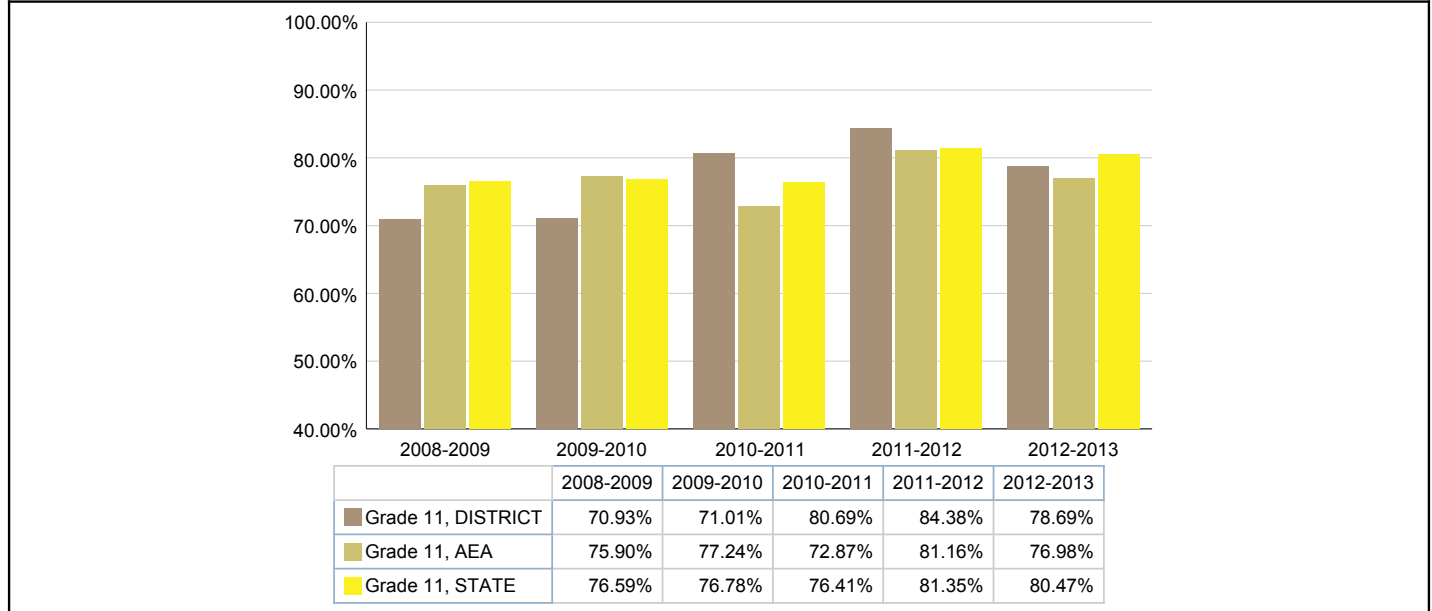


Figure 27: Percent of Students in Grade 3 -8, 11 Proficient in Math by Subgroups: All students, Minority, FRL, ELL IEP

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

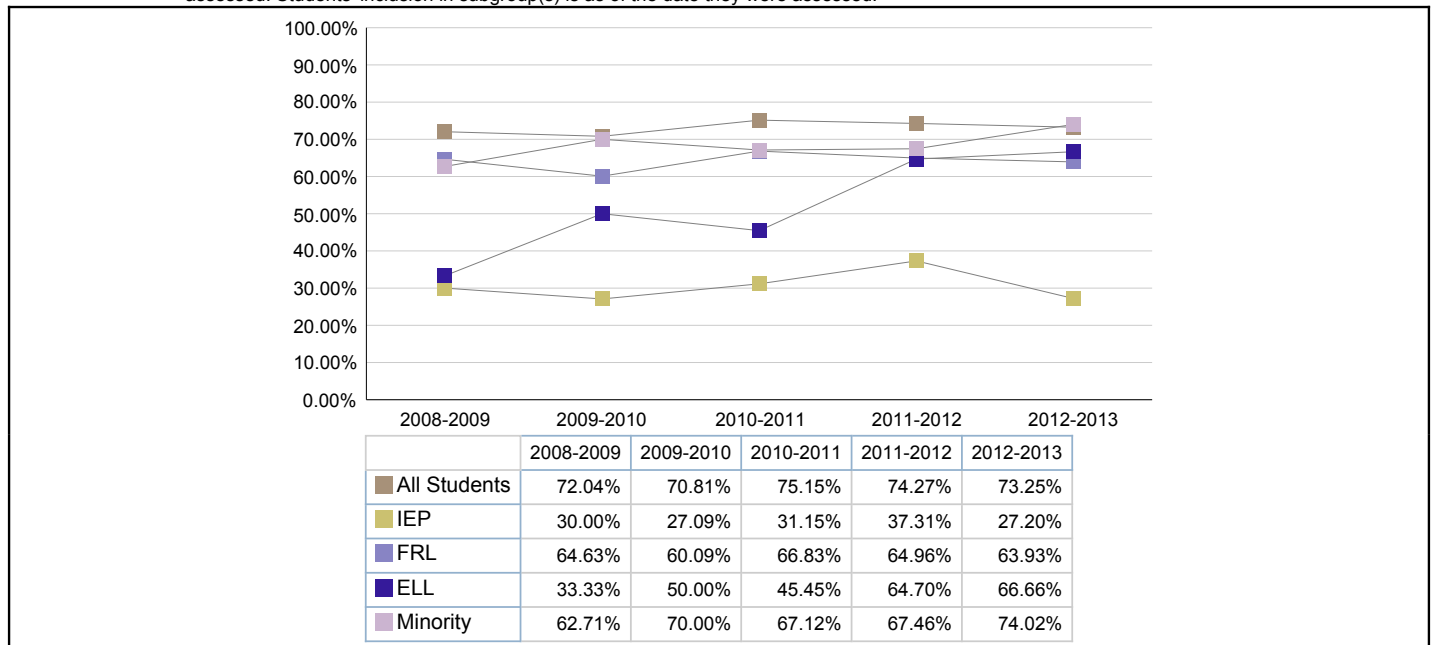


Figure 28: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Math

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

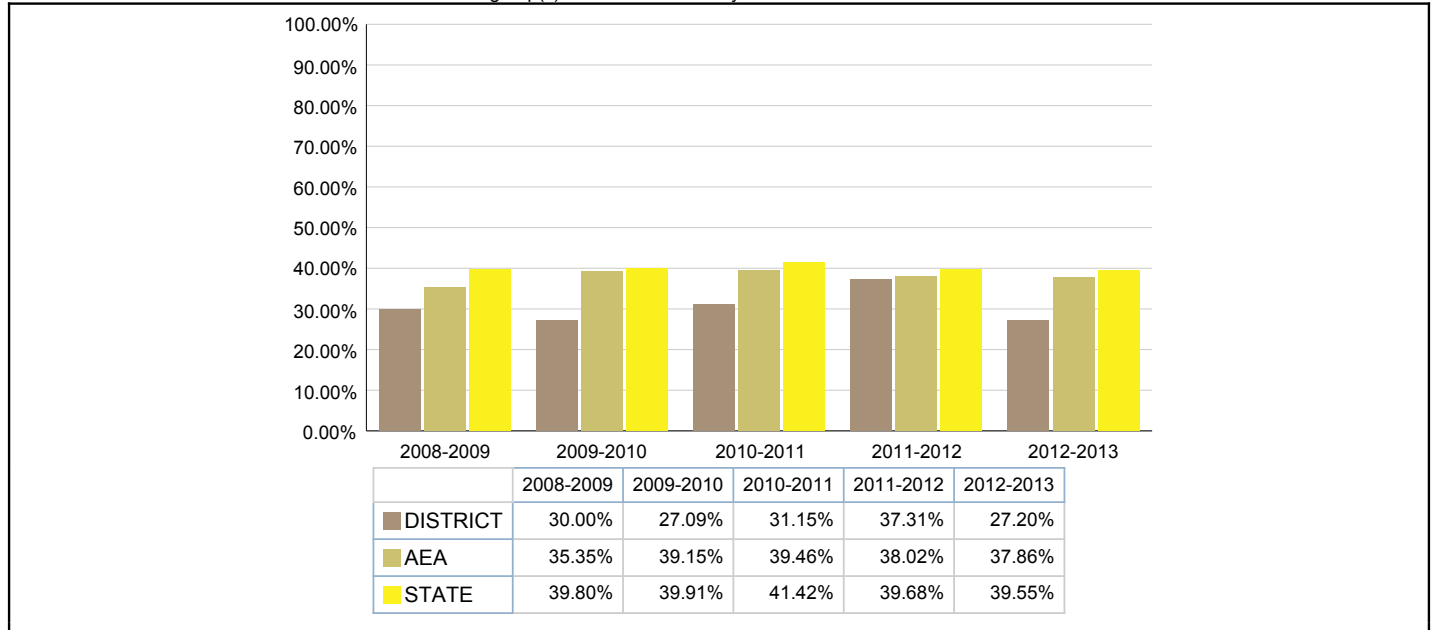


Figure 29: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Math

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

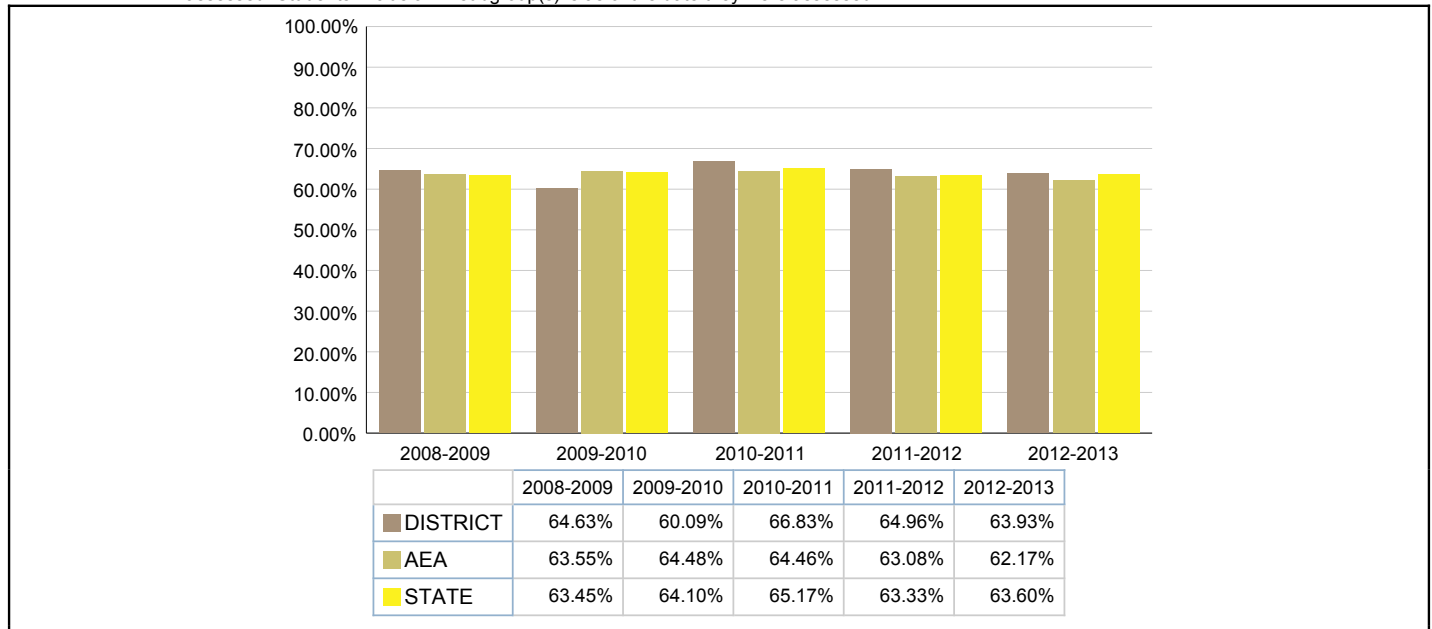


Figure 30: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Math

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

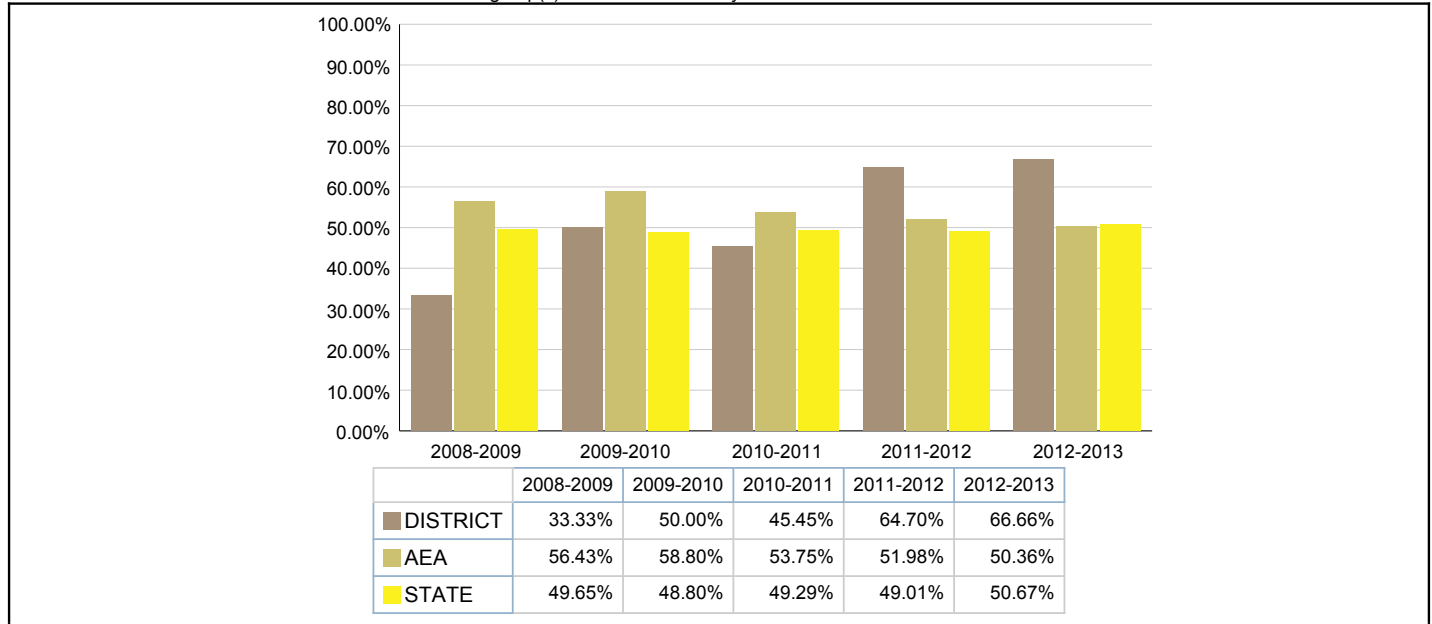


Figure 31: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Math

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

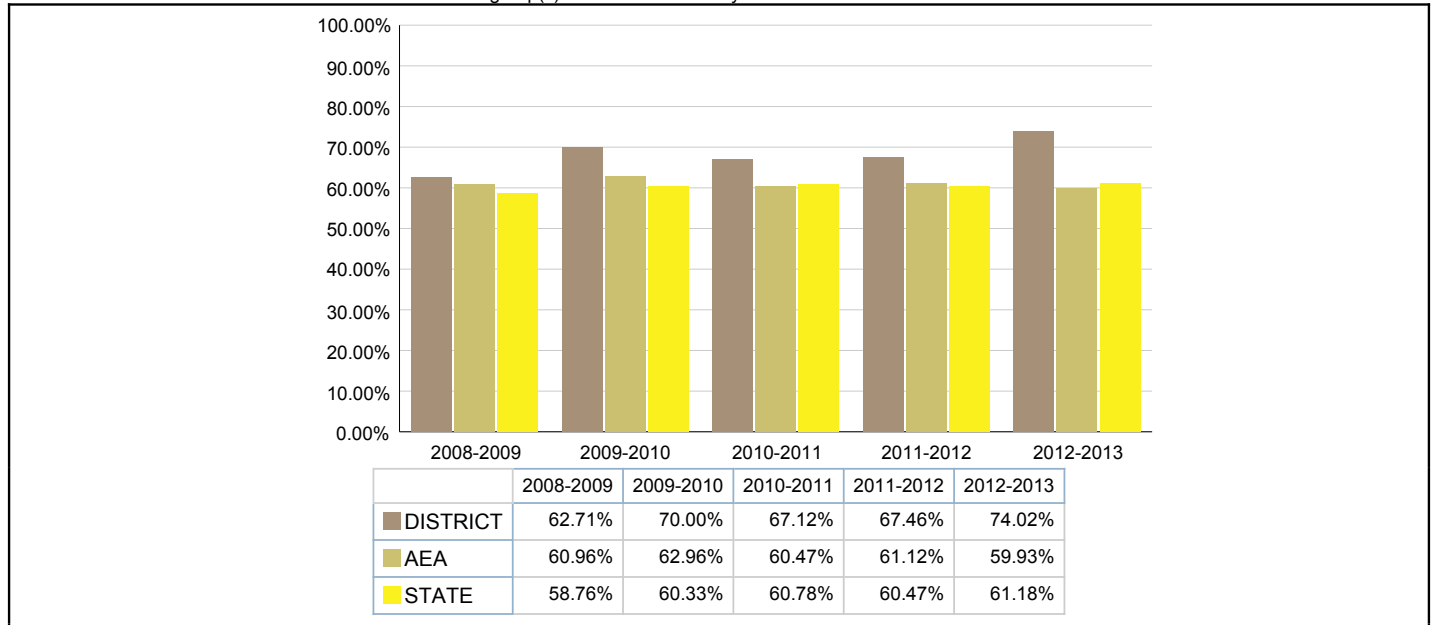


Figure 32: Percent of Students in Grade 3 Proficient in Science

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

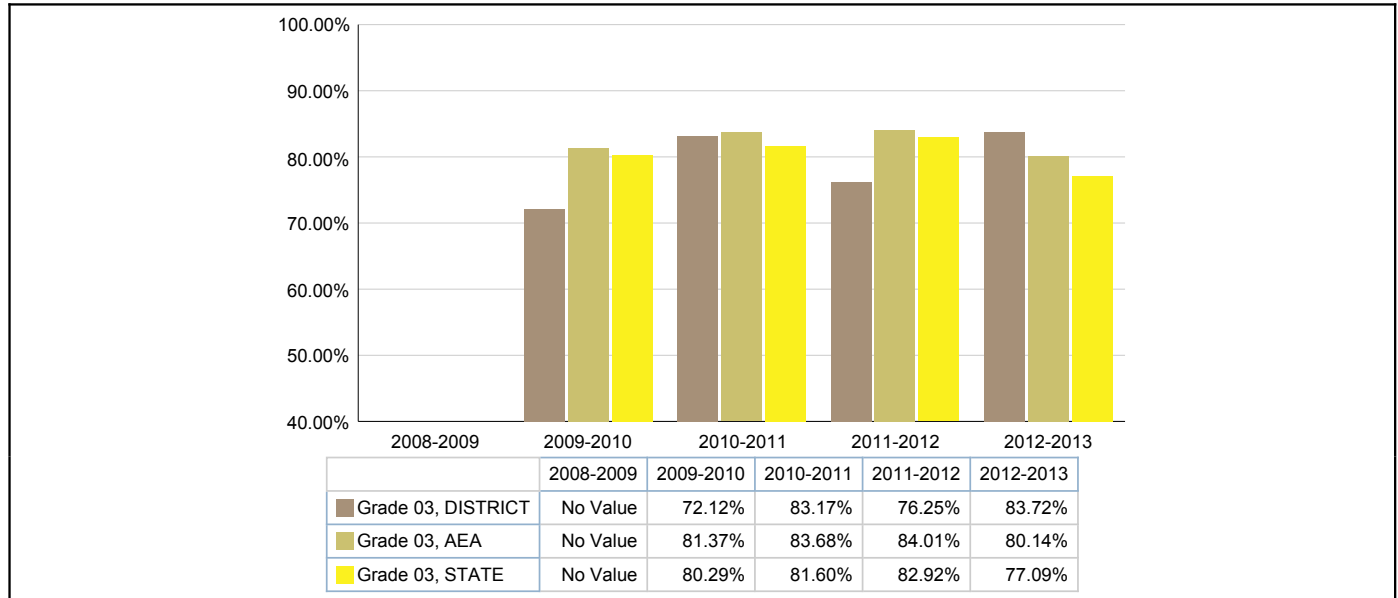


Figure 33: Percent of Students in Grade 4 Proficient in Science

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

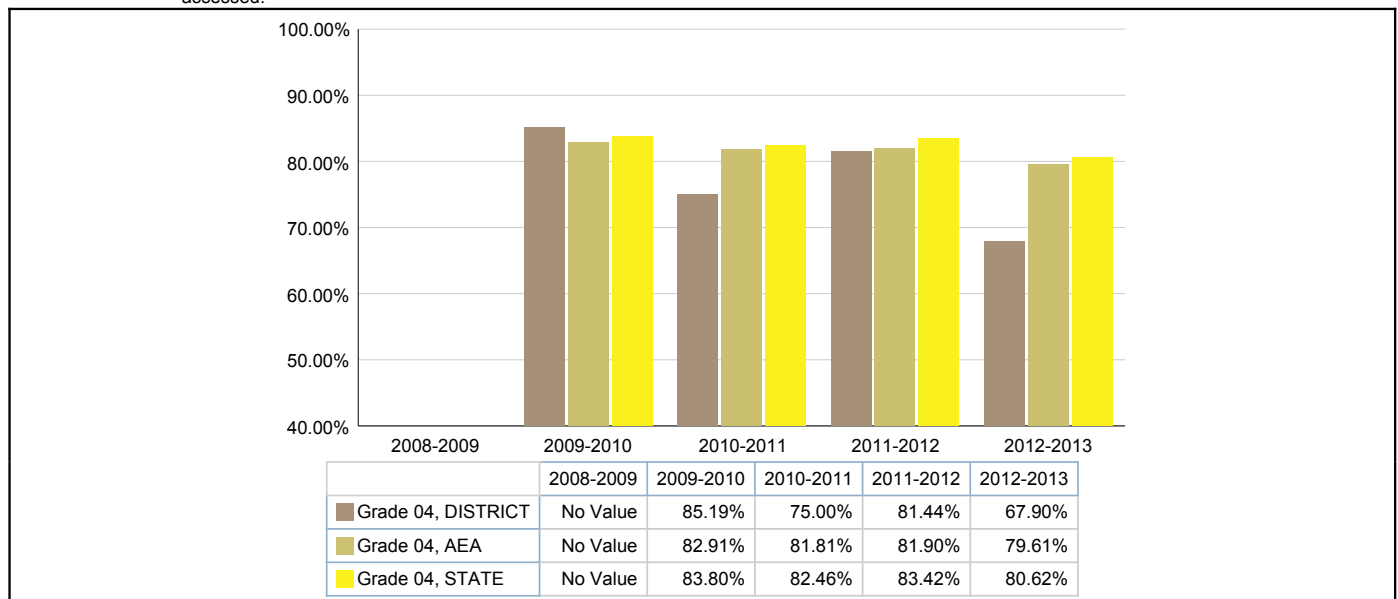


Figure 34: Percent of Students in Grade 5 Proficient in Science

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

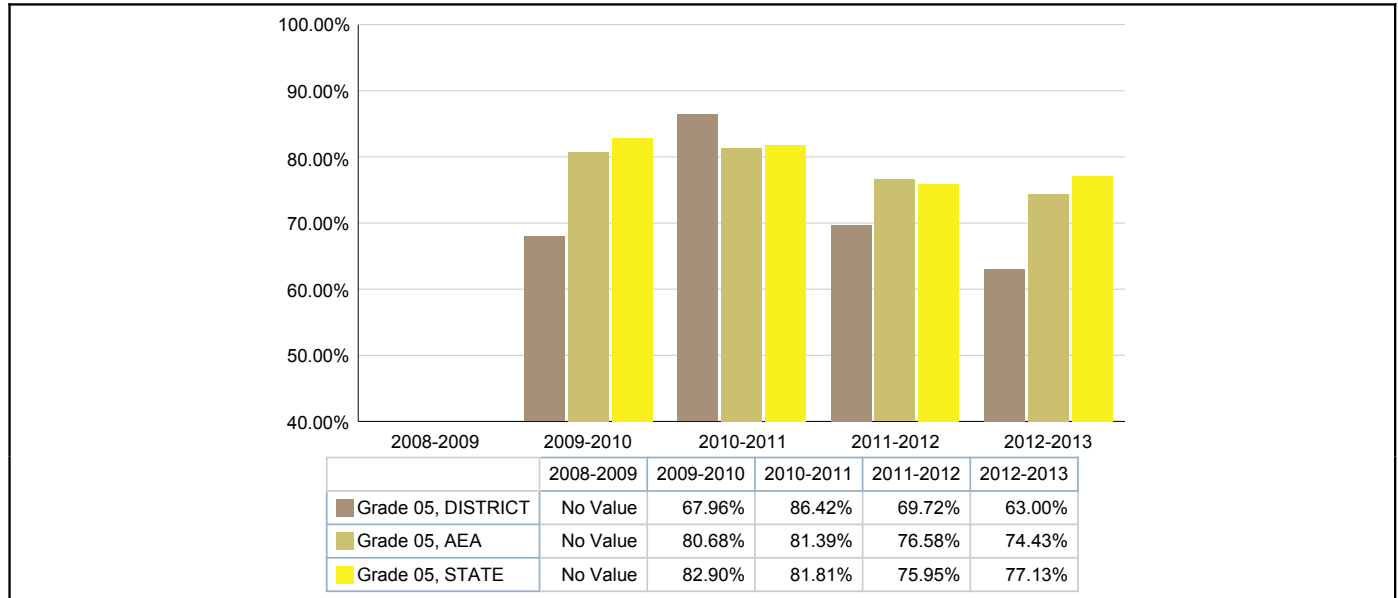


Figure 35: Percent of Students in Grade 6 Proficient in Science

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

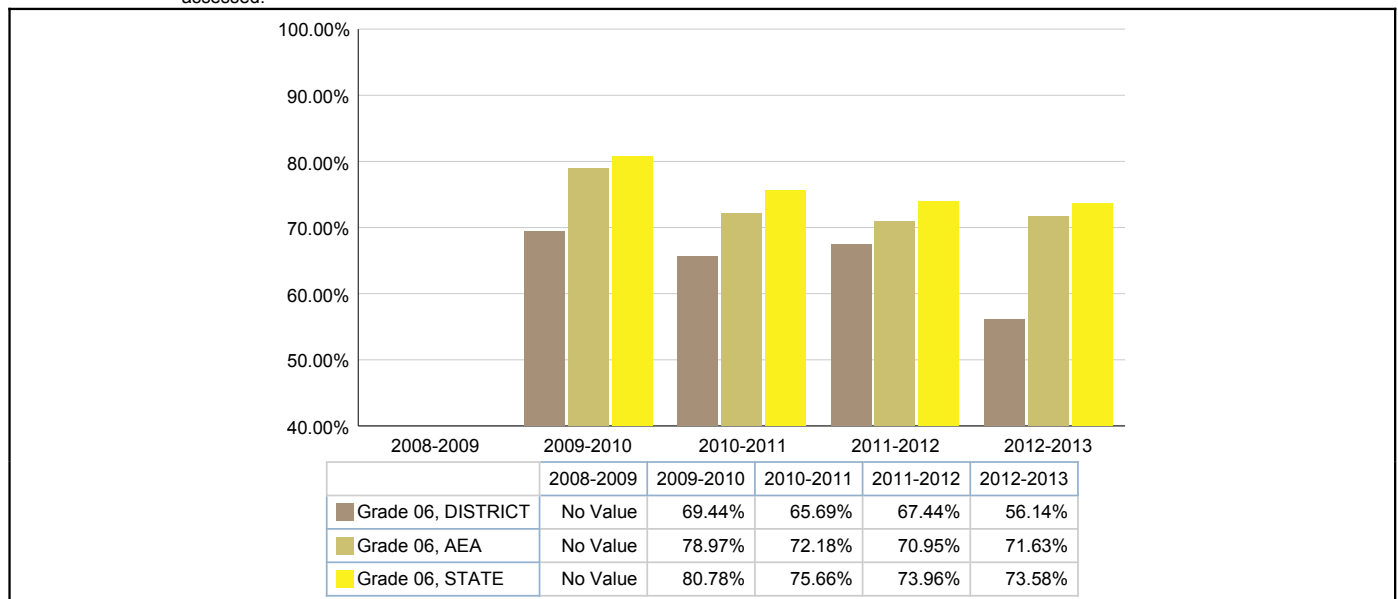


Figure 36: Percent of Students in Grade 7 Proficient in Science

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

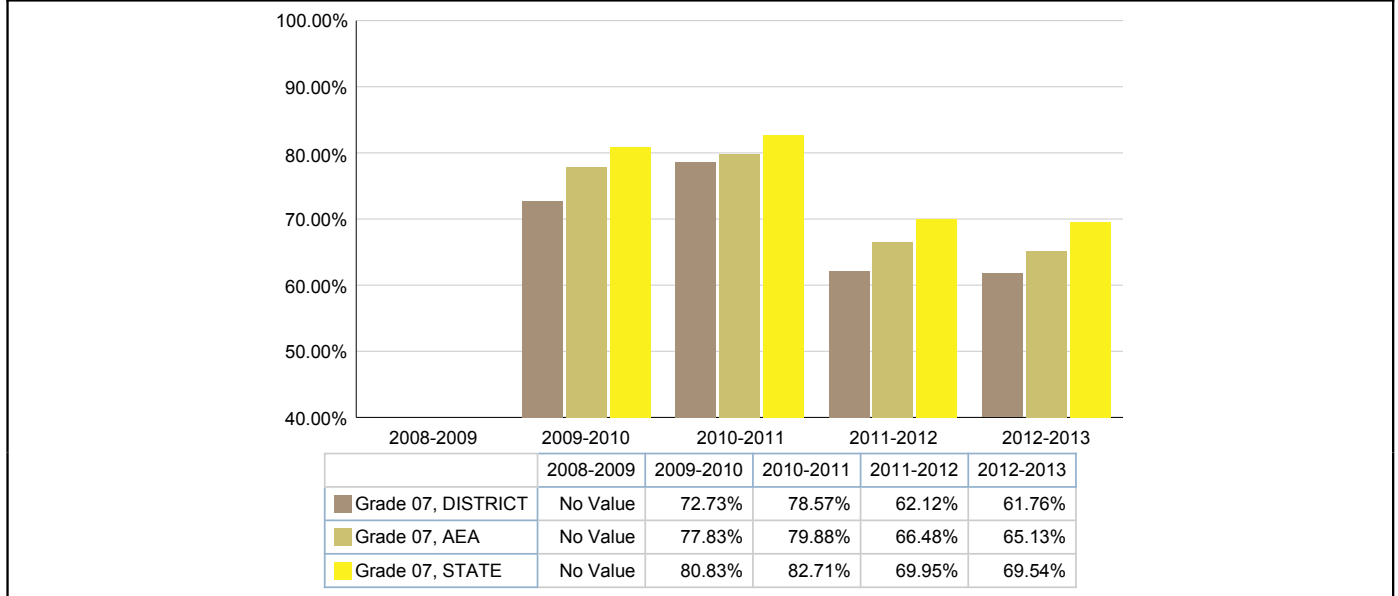


Figure 37: Percent of Students in Grade 8 Proficient in Science

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

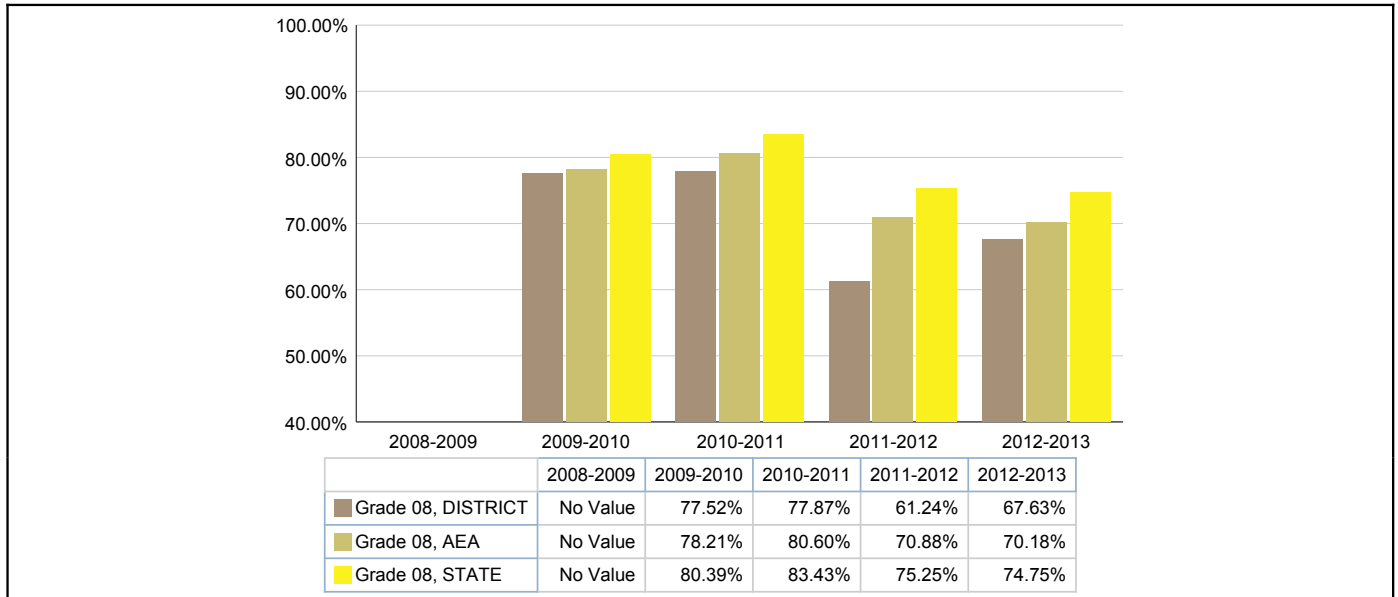


Figure 38: Percent of Students in Grade 11 Proficient in Science

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

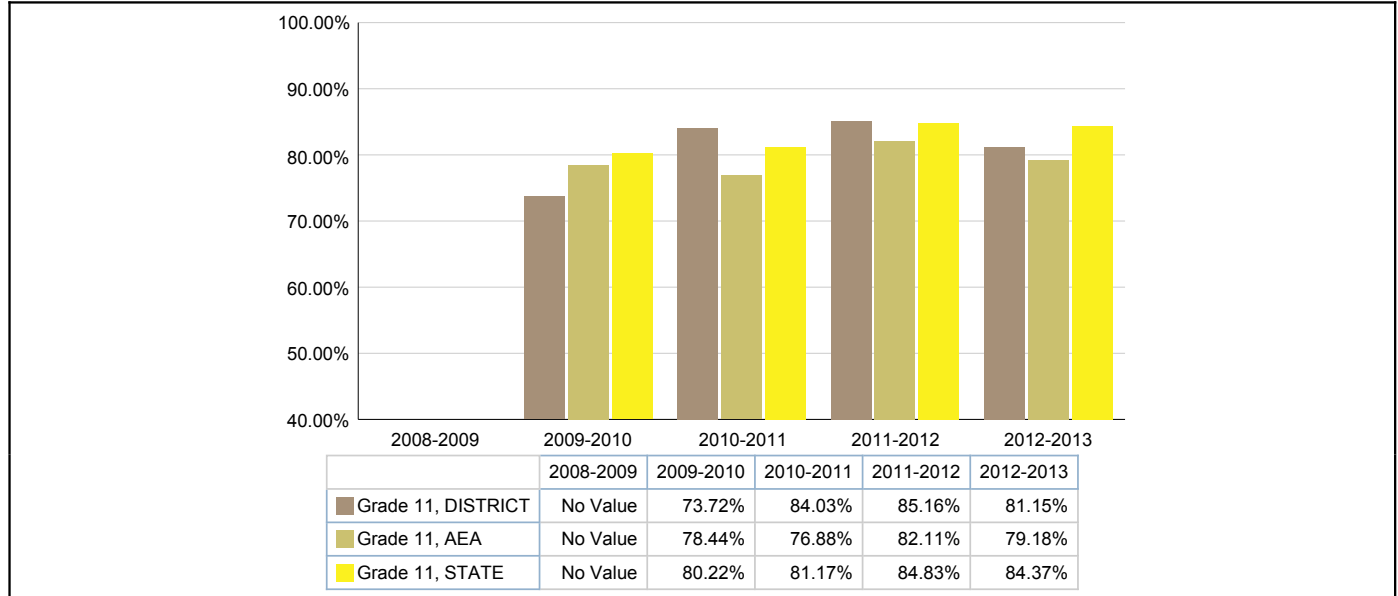


Figure 39: Percent of Students in Grade 3 - 8, 11 Proficient in Science by Subgroups: All students, Minority, FRL, ELL IEP

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

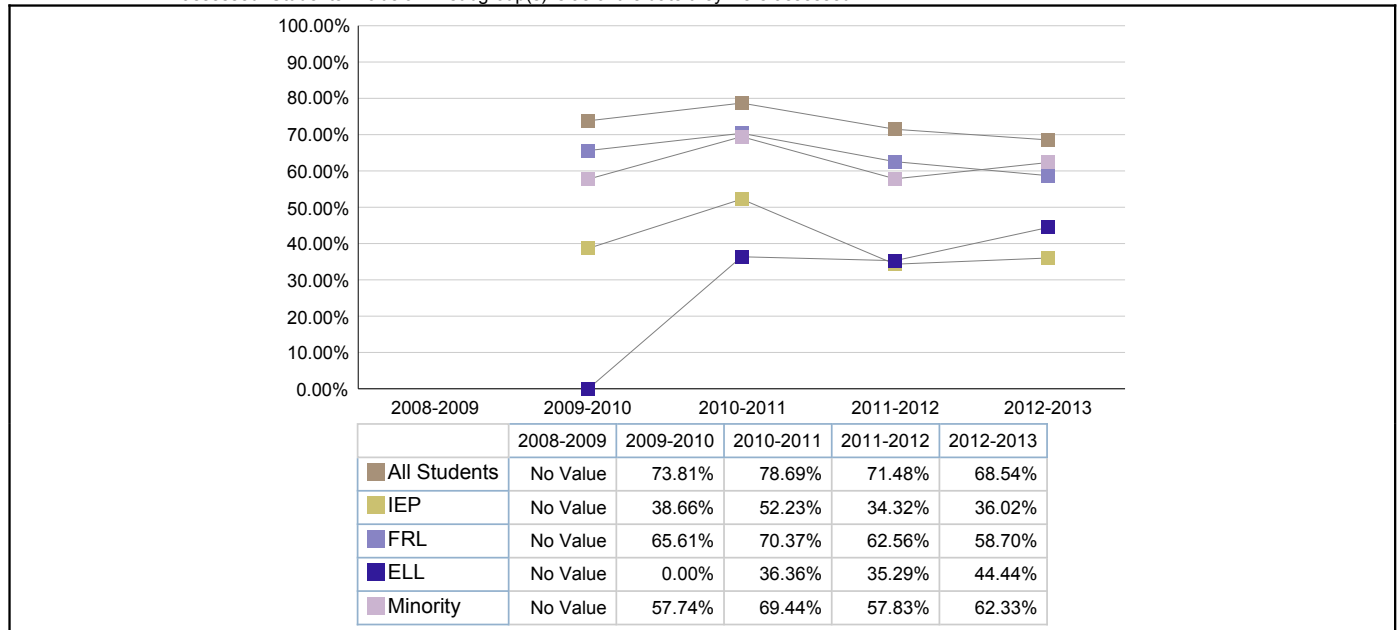


Figure 40: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Science

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

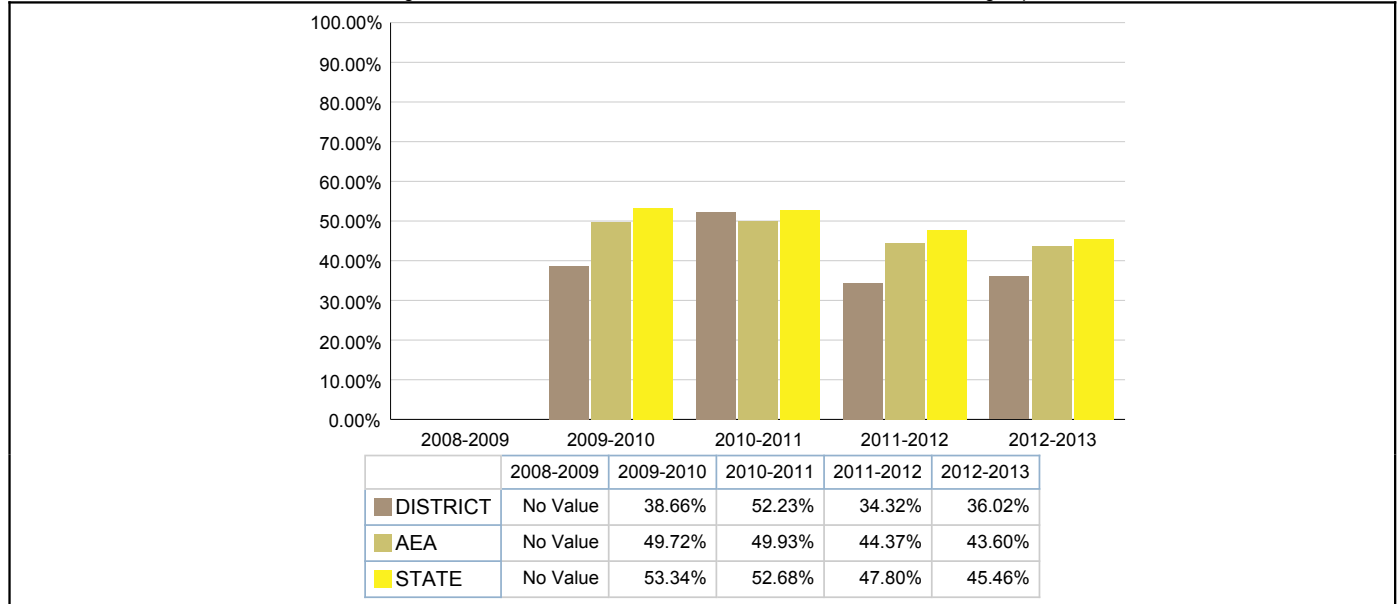


Figure 41: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Science

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

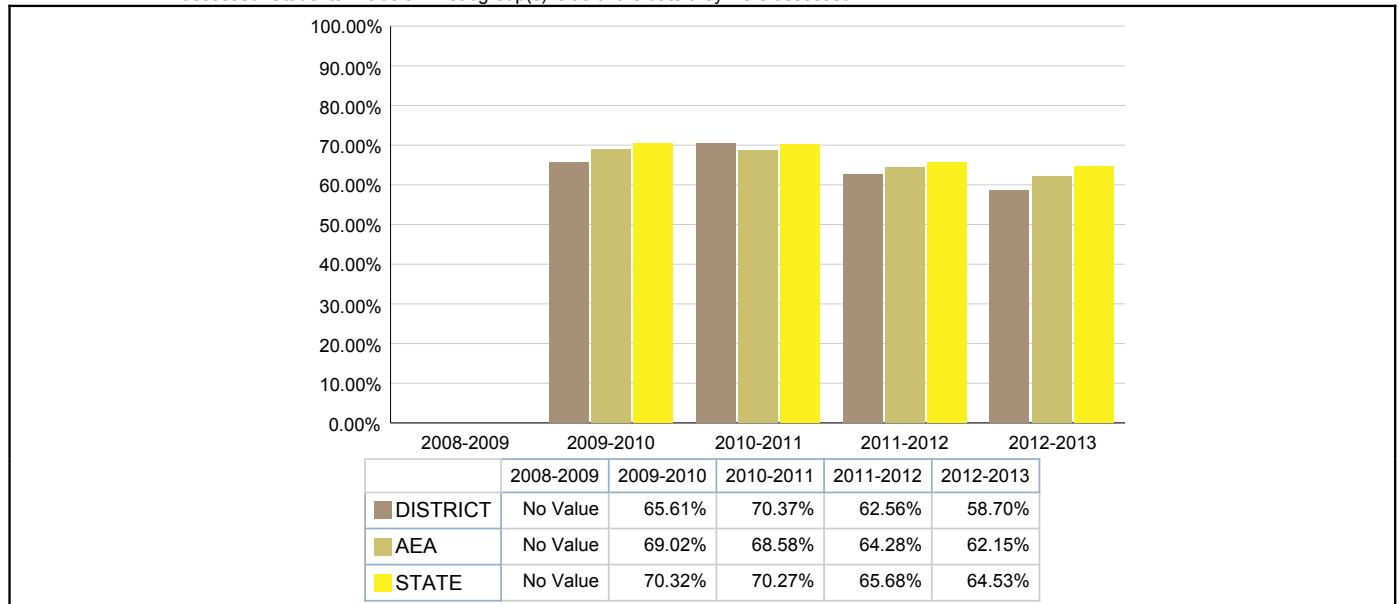


Figure 42: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Science

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

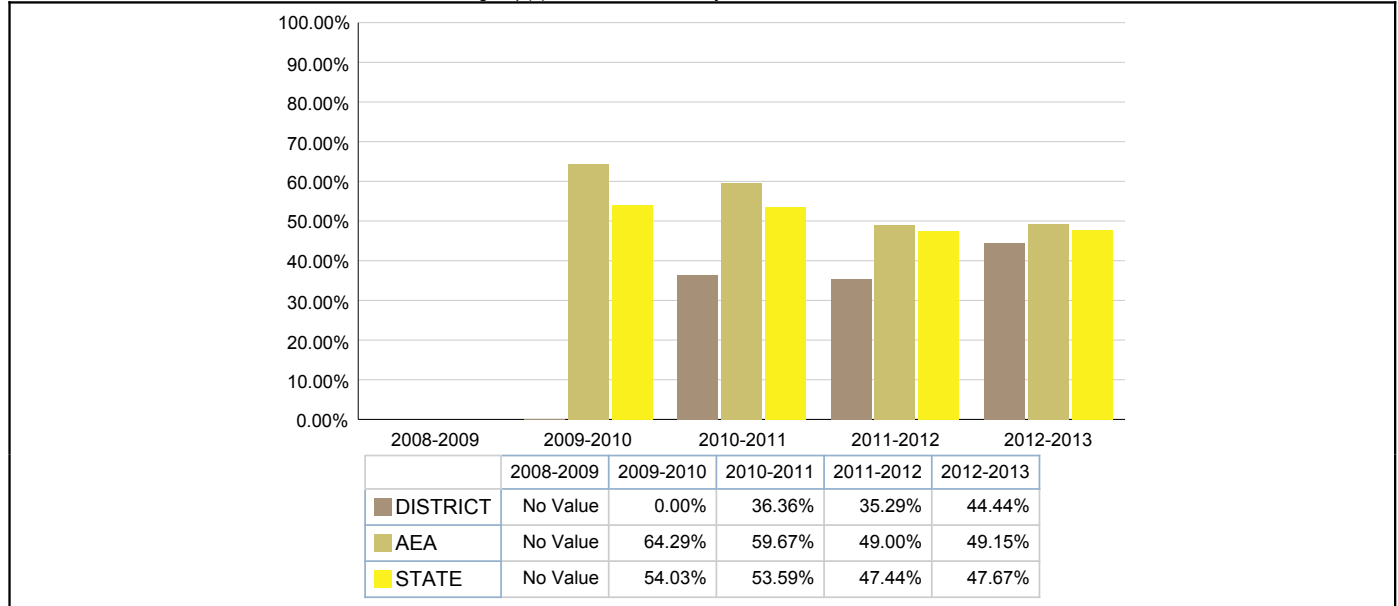


Figure 43: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Science

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

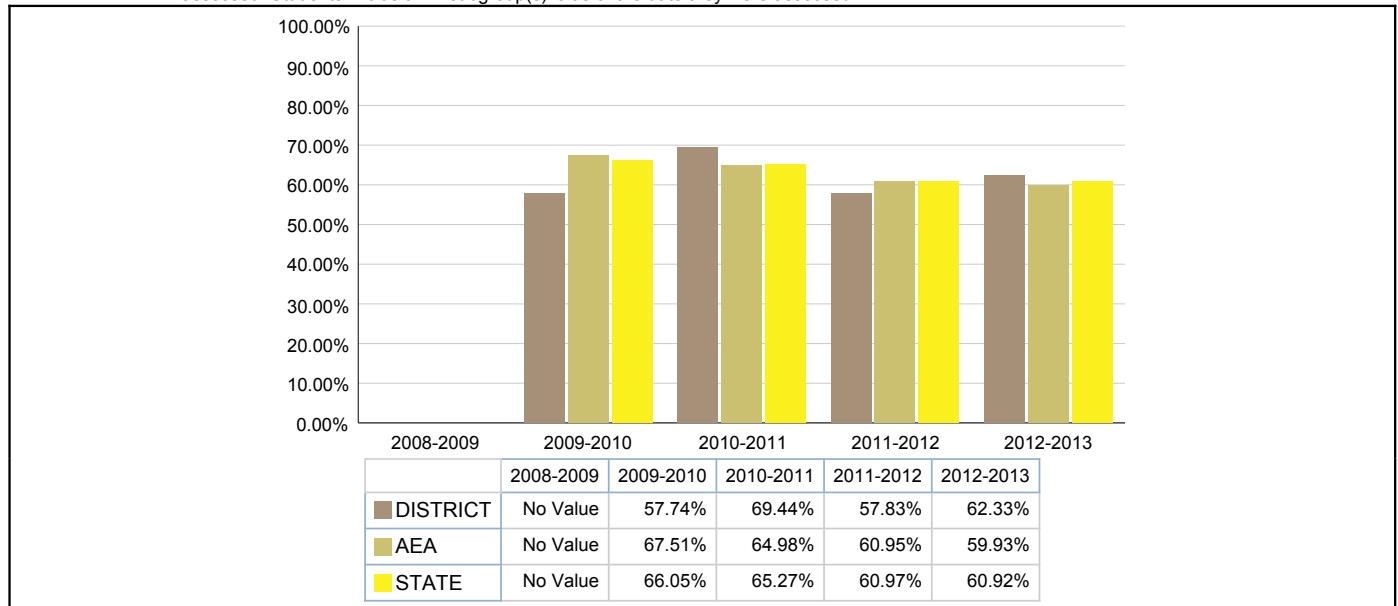


Figure 44: Percent of Students in Grade 11 College Ready in Reading, Math, Science

Data Source: AYP Assessment File

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

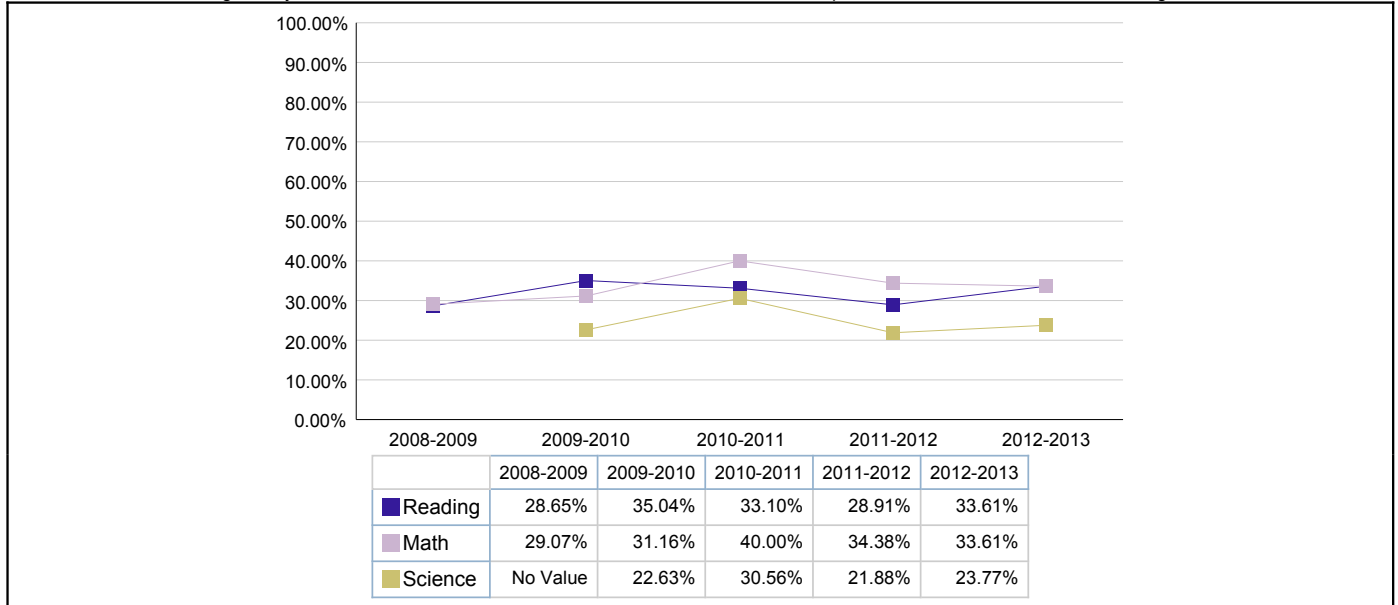


Figure 45: School Year 2012-2013 High School Carnegie Units Offered by District

Data Source: Winter EASIER/SRI

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

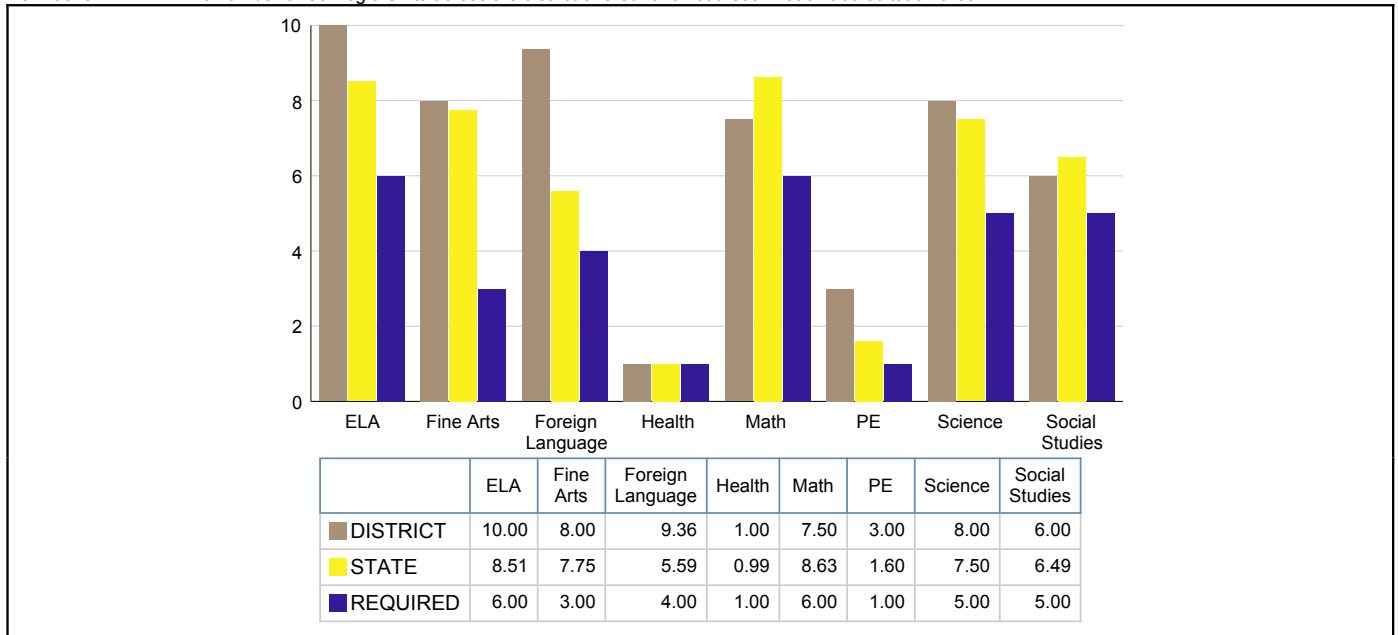


Figure 46: By Subgroup, High School Graduation Rate for Class of 2012

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.

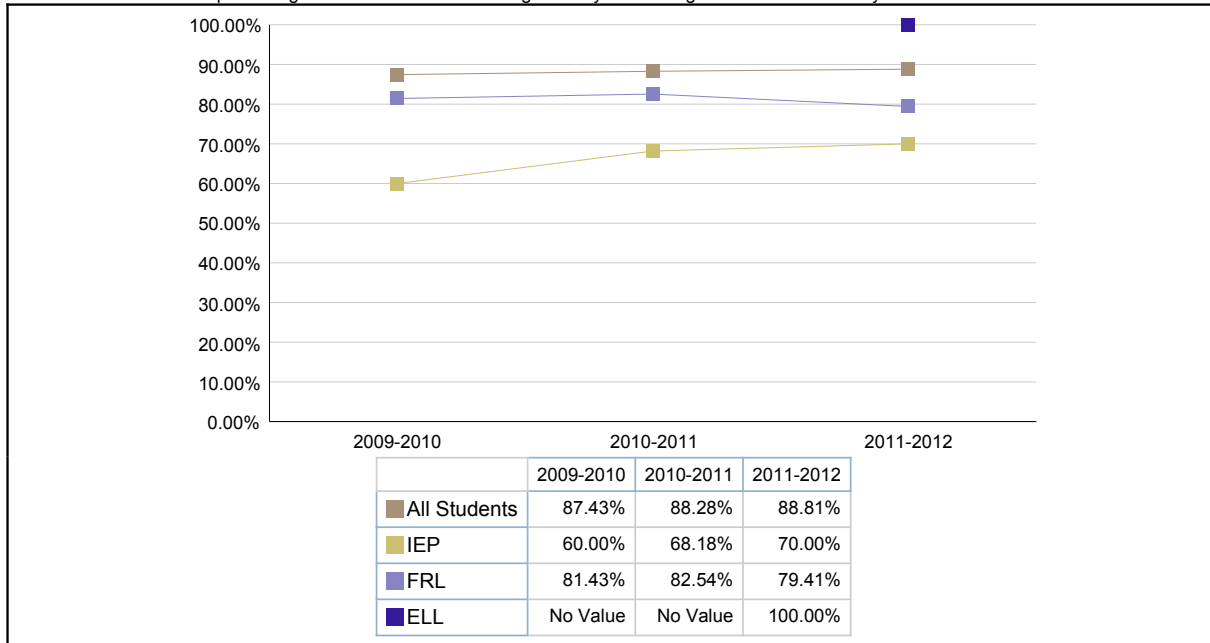


Figure 47: Percent of Students Receiving Disciplinary Removals

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.

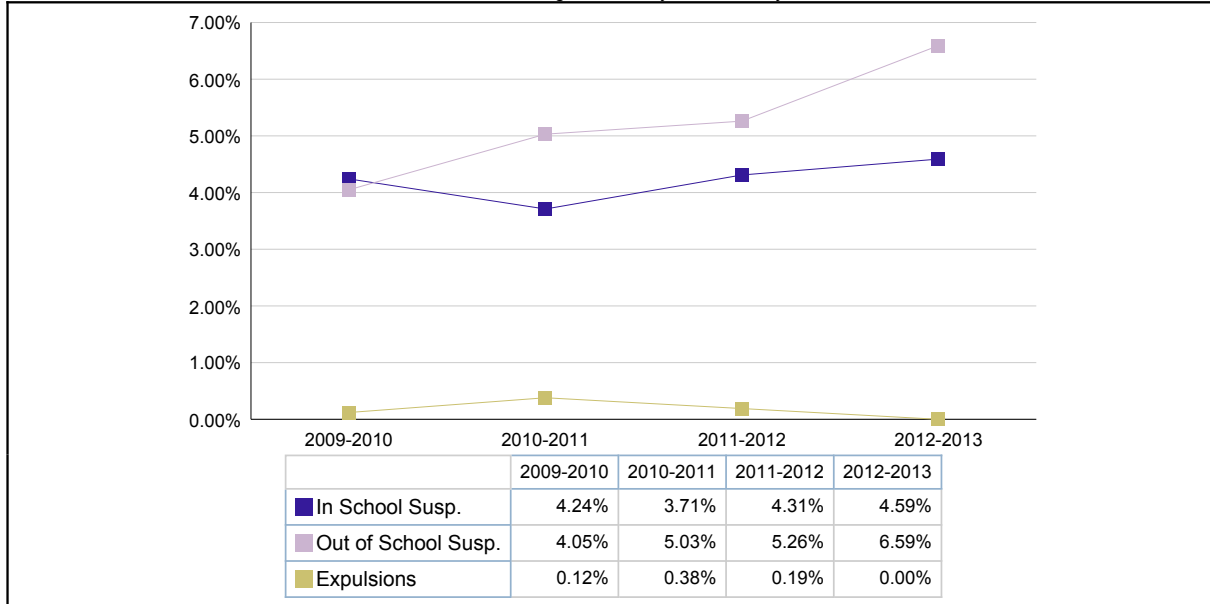
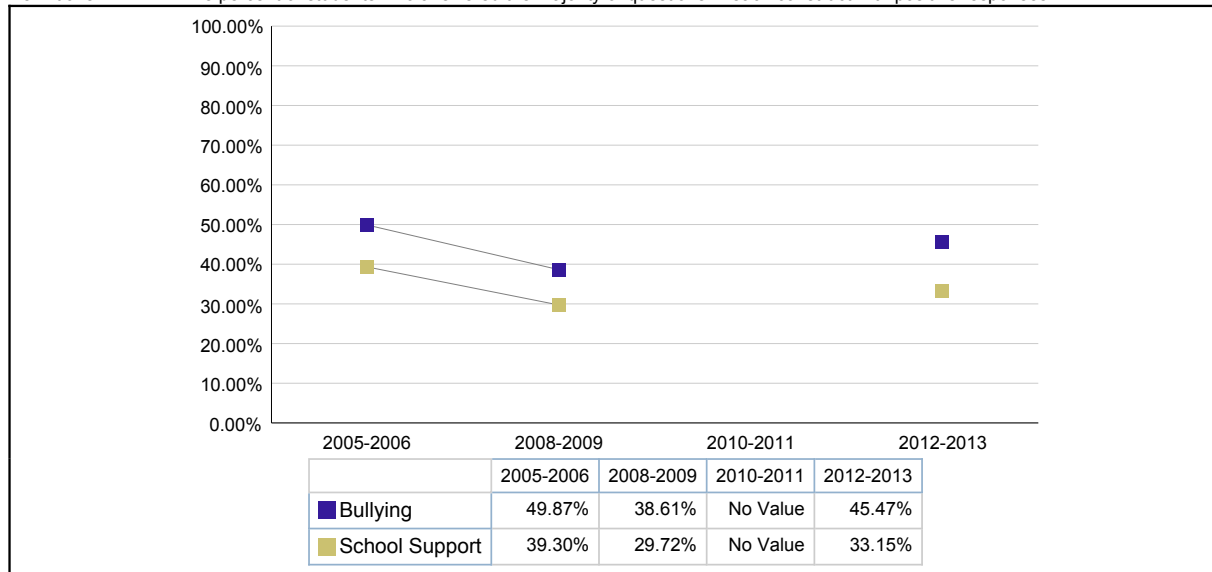


Figure 48: Percent of Students with Positive Responses to Questions in the Construct

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