February 11, 2013

Gary Richardson, Superintendent
MOC-Floyd Valley Community School District
1301 8th Street SE
P. O. Box 257
Orange City, Iowa 51041

Dear Superintendent Richardson:

Attached is the report of findings for the Comprehensive School Improvement Site Visit
conducted at MOC-Floyd Valley Community School District (CSD) on January 15-17, 2013.
The report is based upon a variety of interviews conducted with district staff and stakeholder
groups during the indicated dates, and review of documents submitted to the Department and on-
site.

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

Based on the findings from a comprehensive site visit, including a desk audit, on-site document
review, and interviews, MOC-FV 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 MOC-FV 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:
Elizabeth Calhoun, Consultant
Del Hoover, Career and Technical Education (CTE) Consultant
Jeanne Lichty, Special Education Cadre
Pat Thieben, Career and Technical Education (CTE) Consultant

Northwest Area Education Agency Representatives:
Dana Oas, Regional Facilitator\Supervisor
Judy Sweetman, Instructional Coach

Local Education Agency Representatives:
Mary Black, Elementary Principal, West Monona 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 MOC-Floyd Valley CSD's continuous improvement process, the district must review its current CSIP section of C-Plan and provide revisions as needed. Revisions should be based on the district's needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the CSIP section of C-Plan must be completed by September 15, 2013. Directions for revision and submission of the CSIP section of C-Plan can be found at: https://www.edinfo.state.ia.us/securelogin.asp.

The Department would appreciate the district's feedback regarding its site visit experience. This feedback will inform the Department's efforts to continuously improve the comprehensive site visit process. A short online survey has been developed and is available at the following site **https://www.surveymonkey.com/s/School_Improvement_2012-2013_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 MOC-FV CSD staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,

Elizabeth Calhoun
School Improvement Consultant
Bureau of School Improvement
Iowa Department of Education

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

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

Comprehensive Site Visit
Iowa Department of Education

MOC-Floyd Valley Community School District

Team Findings
January 15-17, 2013

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

The previous site visit was conducted on February 26-28, 2008, and led by Elizabeth Calhoun. During the 2008 visit, the district was cited for 11 noncompliance items. During the current site visit the district had a certified enrollment of 1,343.2 serving grades PK-12. See Appendix A for additional information.

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. Teachers, staff, students, school board members, and administrators in the Maurice-Orange City-Floyd Valley (MOC-FV) Community School District (CSD) indicated the district's Eight Core Values and Belief Statements are the basis of the way they relate to others and interact with teachers to help create a safe and respectful climate for all students. The core values and belief statements are found in every classroom, in student and staff handbooks, and in newsletters. Hospers Elementary utilizes a core value weekly through lesson plans and activities which included the custodian's participation in the weekly theme. The activities are planned and led by the staff. Orange City Elementary School utilizes two core values a quarter through lesson plans and activities. The staff studied each value prior to embedding them into their lesson plans. The Core Values are as follows:
   - Caring
   - Cooperation
   - Work Ethic
   - Responsibility
   - Respect
   - Excellence
   - Integrity
   - Creativity

3

2. MOC-FV high school was one of two Iowa schools nationally ranked on *U.S. News & World Report's* list of the best high schools. Nearly 22,000 schools were evaluated in the report, which looked at student proficiency, availability of advanced placement courses and college readiness. MOC-FV was ranked eighth in Iowa and 1, 926th nationally. MOC-FV high school was also recognized as a "Blue Ribbon" school in 2011. The visiting team commends the district for these accomplishments.

Recommendations for Improvement:

None noted at this time.

Leadership

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

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

Noted Strengths:

3. All interview groups reported administrators are approachable, open, and receptive to questions and suggestions. Stakeholders also reported administrators followed through quickly on concerns including bullying and harassment. Administrators are available before and after school, during bus pick up and drop off, in the hallways, lunchroom, and district-wide events. Interviewees reported the efforts of the administrators have positively affected the climate of the school.

4. Interviews with the principals and superintendent reported school board members are an active part of the district. The board members work to responsibly manage district finances, provide constructive community feedback to administrators and teachers, and are active participants in the annual school board convention in Des Moines. Additionally, the board invites local state legislators yearly to a board meeting. The board members present their concerns to the legislators and ask questions of them.

5. Multiple groups interviewed spoke of teacher leadership opportunities that exist in the district. Leadership opportunities included:
   - Took turns leading Professional Learning Communities (PLC) (each teacher serves on two)
   - Designated as curriculum specialists in a content area
   - Attended summer Authentic Intellectual Work (AIW) academies and taught the rest of the middle school and high school staff
   - Served on the Teacher Quality Team

- Attended Iowa Core trainings and teach the remaining staff
- Took turns facilitating and leading AIW teams in the high school (some meet daily) and middle school (first year)
- Alignment training K-12 using the Iowa Curriculum Alignment Tool (I-CAT) by the end of this school year

6. Interviews with teachers and administrators indicated students have opportunities for building leadership and citizenship skills. Some of these opportunities included:
    - Student Senate in the middle school voted in by platform (ten per grade)
    - Student Council in the high school
    - Orchestra
    - Marching and Concert Band (middle and high school)
    - Speech
    - Drama
    - Vocal
    - FFA
    - Quiz Bowl
    - National Honor Society
    - Dance Team
    - Drill Team
    - Athletics

7. Interviews with parents, teachers, School Improvement Advisory Committee (SIAC) members, and administrators indicated a strong communication link between school, home, and community through the following:
    - Website
    - JMC (student management system)
    - SIAC
    - Newsletters
    - Parent Teacher Conferences
    - *Northwest Iowa Review*
    - *Capital Democrat*
    - Weekly radio program (superintendent)
    - Open door policy
    - Email
    - Phone calls

Recommendations for Improvement:

8. The visiting team had concerns regarding the districts' career planning efforts. Iowa Code 279.61 mandates every student have a Student Curriculum Plan beginning in 8th grade and modify that plan every year in high school. The mandate includes the curriculum plan for completing high school but also the components of the state designated college and career planning system. Student interviews revealed the perception that I Have a Plan Iowa (IHAPI) is a "hoop to jump through". During other stakeholder interviews, the groups needed to be cued regarding IHAPI and the completion of the Guideways. Parent interviews indicated a concern regarding a lack of career planning support for their students. The district might consider reviewing its career planning activities and its implementation of IHAPI.

9. Student interviews indicated students are not always consciously aware of leadership activities which exist within the district. Students did recognize the Career and Technical Student Organization (CTSO) FFA, but did not appear to have a great deal of knowledge. The 2012 Plus CTE reports the district has only one CTSO, FFA. CTSO's have the potential to create student rich leadership opportunities. The district might consider adding CTSOs which represent the four other service areas offered by the district (Family and Consumer Sciences, Industrial Technology, Business, and Health Science).

10. Interviews with middle and high school students and PK-12 teachers indicated a desire for more leadership opportunities. The students mentioned student senate and council, but that is only open to approximately ten per cent of the student body. Consider exploring, communicating, and researching leadership opportunities for students within the district [i.e., History Day, Science and Technology Fair].

11. The Career and Technical Education (CTE) advisory committee needs to have more input into the program. Members indicated they had not participated in identifying critical competencies, reviewing assessments to align to the critical competencies, and identifying proficiency levels for the students.   In addition, they had not seen any CTE data to help drive decision making about the program. Consider reviewing all CTE data and the components of the Program of Study (POS) yearly with members and obtain their input on levels of proficiency and identifying critical competencies.

12. A review of district demographic data indicates a minority population of approximately 16%. The visiting team observed the make-up of its advisory committees (SIAC and CTE) appear to lack minority representation. The visiting team recommends district leadership explore ideas and strategies to recruit minority representation for advisory committees. Minority input will become increasingly important as the district becomes more diverse. Contact Flora Lee, flee@nwaea.org, at Northwest Area Education Agency (NWAEA) for assistance and support in this area.

13. Interviews with the CTE advisory committee and district leadership indicate the CTE advisory committee meets once per year. While this does meet minimal compliance it is not considered best practice. The district might consider convening the committee more often and engage the group in:
    - Advice regarding the CTE program including career planning, placement, curricula planning, resources and projects, and activities
    - Recommendations on physical facilities and adequacy of equipment, teaching materials and supplies
    - Assist with program related activities such as recruitment of students and updating instructors on industry trends and developing program competencies.
    - Provide career observation experiences.
    - Evaluate the effectiveness of CTE program(s).
    - Review and suggest content for Programs of Study (POS) (required by Perkins legislations). Review and approve (required by Perkins legislation) including helping to identify critical competencies, reviewing and approving assessments to align with competencies, and determining technical skill proficiency levels.

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:

14. Interviews with administrators and school board members indicated the district, Unity Christian High School (UCHS), and Northwest Iowa Community College (NCC) are launching a new venture to help students seeking degrees in certain areas. The newly-formed STEM-Career and College Academy was launched with a luncheon on January 11, 2013. The new Career Academy is the result of collaboration between the three educational institutions to address the shortage of high school graduates seeking 4-year-college degrees in the fields of science, technology, engineering and mathematics (STEM). The Academy will also help to address the need to further develop a skilled workforce (i.e. health science and business/manufacturing/industry). The visiting team commends the district for its vision in establishing this new Academy.

15. MOC-FV CSD enjoys a number of collaborative relationships among staff, students, parents, and the neighboring communities. Examples of collaboration included the following:
    - REACH-OUT is an annual fundraising event between Unity Christian and MOC-FV schools for a family in the community with medical needs. The evening includes a silent auction, taco supper, selling of t-shirts, and basketball games for high school boys and girls.
    - Project 65 is a meal provided for senior citizens with the music department providing the entertainment.
    - MOC-FV football team goes to one of the after school programs at First Reformed Church's Kids Connections to help students.
    - Sharing athletic facilities with Northwestern College
    - Spring service day for the surrounding communities of Maurice, Hospers, Alton, Newkirk, Granville, and Orange City.

- The Bridge (shelter)
- Speakers from the surrounding communities
- Field trips to surrounding communities
- Daycare, Head Start, private faith based preschools, and four year old preschool collaboration with Alton and Orange City
- Northwestern College student-teachers and district collaboration (i.e., tutoring and early field experiences).
- Project Lead the Way (PLTW) collaboration among district, NCC, and UCHS.
- NWAEA (i.e., Superintendent rounds, Instructional coach/strategist model, professional development, etc).
- Wellness Center collaboration with Orange City and district
- Sharing of business manager with West Sioux CSD
- Counselors participate with a multi-disciplinary team within the county which included the Sioux County Sheriff, health professionals, Department of Human Services, and Home Health.
- Parent group providing funding and volunteers
- Career Day collaboration with NCC

Recommendations for Improvement:

16. Interviews with middle school students indicated a desire for an opportunity to participate in theatre. The visiting team recommends the middle school staff collaborate with the theatre department at Northwestern College to develop a theatre program to address this issue.

17. Interviews with general education and special education teachers indicated a desire to return to the multi-age "team" time at the high school. Teachers indicated it developed the "family" attitude of respect for all students. One student's comment included: "I now have two brothers". The visiting team recommends the teachers, students, and administrators brainstorm the possibility of reinstating this program.

Learning Environment

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

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

Noted Strengths:

18. As stated in the last state accreditation visit (2008), the district offers a positive environment for learning. Students, parents, school board, administrators, SIAC, and teachers expressed pride, mutual trust and respect for their school, teachers, and administration. Interviewees shared the belief the caring and supportive staff is among the district's greatest strengths. Parents appreciate the accessibility of teachers, administrators, and other support personnel. Parents stated teachers are responsive to student and family needs. The employees are caring and dedicated to the well being of students. The staff showed pride and loyalty toward their school emphasizing their appreciation for the positive working climate and culture in the district. All of the facilities are clean, attractive, well-equipped, and student work is posted throughout the hallways and classrooms.

19. Interviews with teachers and administrators reported both elementary buildings have implemented the Anti-Bullying Program, "Stop, Walk, and Talk". The common vocabulary enables teachers and staff (i.e., bus drivers, cooks, and aides) to guide students through conflicts.

20. Teachers, parents, and administrators interviewed reported a number of programs demonstrate the district's commitment to helping all students succeed. Some of the programs included:
    - APL (classroom management strategies)
    - Student Teacher Advisory Room (STAR) Groups (middle school)
    - Tiered assignments based on ability
    - Credit Recovery
    - Students attend parent-teacher conferences

21. Interview groups noted the district provides a safe, secure environment. Numerous techniques and procedures to maintain safety, including but not limited to the following:
    - All doors are locked
    - Security cameras on buses, parking lots, and entrances
    - Buzzer under secretary desks to either call 911 or to lockdown the building
    - Two-way radios on playground
    - Teachers and/or administrators in hallways
    - Before and after school supervision

22. All interview groups indicated the presence of technology has increased in the district. Some examples included the following:
    - SMART table in the kindergarten
    - Microsoft OneNote (networking tool for collaborating on missing assignments)
    - Two computer labs and two mobile labs in each elementary building
    - Document cameras
    - SMART board and clickers in every content area classroom K-8
    - Shutterfly grade level sites
    - Scanners
    - Google Document forms
    - Blogs at the high school
    - 1:1 initiative at the high school with juniors and seniors
    - Moodle
    - Success Maker at the elementary
    - Twitter

23. Interviews with learning support staff indicated the technology directors in several school districts organized a Technology Users Group. The purpose of the group is to provide a network of support and opportunities for professional learning. Monthly meetings are hosted at MOC-FV high school. The agenda is set for the next meeting at each meeting. Usually there is a time for round-table discussions. Most meetings also include a presentation by a member of the group or outside professionals in person or via the web. Approximately fifteen districts and/or schools participate at some level during the school year on a monthly basis.

24. Interviews with teachers and through document review provided evidence a wide choice of CTE classes are available to students. Additionally, the district's graduation requirement included having students take three (3) units of CTE.

Recommendations for Improvement:

25. As indicated in the Comprehensive School Improvement Site Visit from 2008, the district continues to be at the early stages of using the Collaborative Consultative Model and additional professional development may be needed before it can be fully implemented. The staff would benefit from formal training in order to fully implement the collaborative consultative model with fidelity. Teachers need to develop a shared understanding of best practice and expectations related to the models. Training could include specially designed instruction and collaboration techniques and strategies to facilitate implementation of the consultative teaching model (e.g., effective use of collaboration time between general and special education teachers, considerations when implementing a "reverse consultation model"). Although the teachers indicated the Collaborative Consultative Model is used at the middle and high school level, the special education and general education teachers do not appear to have a clear understanding of the

instructional service model they are implementing. Examples of inappropriate implementation of this model at the middle school and high school level included:

- Special education teachers assign grades for a subject in which she/he has no content endorsement. Special education teachers at all levels indicated they assign the grade for the pull-out core content classes.
- Documentation is not available to indicate that special education teachers regularly consult with general education teachers in such areas as individualized education plan (IEP) goal attainment, application of skills in the general education setting, specially designed instruction, and progress monitoring, etc. No common planning time for general and special education teachers is consistently available to review and evaluate progress monitoring of IEP goals with the general education and special education teachers.
- Special education teacher schedules reflected they deliver primary instruction in core content areas in which they are not endorsed as the highly qualified teacher.
- High school special and general education teachers have inconsistent understanding of   implementation of the Collaborative Consultative Model.

This is an area for targeted technical assistance from NWAEA.   Contact Deb Krager, dkrager@nwaea.org, at the NWAEA to coordinate assistance.

26. Students stated they felt safe in the school and classrooms but suggested digital or online bullying/harassment is taking place. The 2010 Iowa Youth Survey indicated 70% of students (juniors) noted teachers only sometimes, once in a while or never put a stop to bullying. Thirty-six per cent of students (juniors) had been bullied in one way or another. The visiting team suggests reviewing the data for the 2012 Iowa Youth Survey to determine if this trend continues and address the issue through instructional and behavioral strategies. Contact Marlin Jeffers, mjeffers@nwaea.org and/or Flora Lee, flee@nwaea.org at NWAEA for assistance and support in this area.

27. As the district continues to integrate technology across the curriculum (i.e., 1:1 initiative), consider conducting an evaluation of program effectiveness to provide timely resources and support to the staff. Further consider using your PLCs to enhance technology integration of all staff, particularly technology to AIW. Contact Judy Sweetman, jsweetman@nwaea.org and/or Steve McHugh, smchugh@nwaea.org for assistance and support in this area.

28. The visiting team noted the district technology plan was written in 1996. As the district develops its new technology plan, consider the following in order to ensure the district attains and maintains a "technological edge:"

- Create a three-to five-year technology plan to help establish a clear vision for integrating technology into instruction for teachers to use as an instructional tool and students to demonstrate real-world learning. Include ideas for how students could use technology to collaborate, process information, demonstrate creativity, construct knowledge, and use digital tools to gather, analyze, and evaluate information.
- Determine priorities for future purchases of hardware and software including a cycle for these purchases.
- Indentify ongoing professional development needs for technology integration to include both operation of equipment/software and its use as an instructional tool.
- Develop a plan for monitoring and assessment of technology integration, in addition to assessment of students' technology skills.

- Address inequities in accessibility to hardware and software among the buildings.

Contact Vic Jaras, vic.jaras@iowa.gov, consultant at the Department of Education and/or Jon Wibbels, consultant at NWAEA, jwibbels@nwaea.org, for assistance and support in this area.

Curriculum and Instruction

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

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

Noted Strengths:

29. Interviews indicated the PLCs and teacher quality teams meet to review student data to make changes in instruction. Recent recommendations and changes included the implementation of the following:
    - Cognitively Guided Instruction (CGI) at the elementary level for mathematics
    - Gradual Release of Responsibility Model at the elementary level
    - APL (classroom management)
    - AIW at the middle school and high school
    - Flipped teaching at the high school
    - Daily 5/Café at the elementary level for reading
    - Exploratory in technology

30. Administrators, teachers, school board members, and students reported multiple offerings of coursework available to students in the high school setting. Examples included:
    - Dual credit classes at Northwestern College
    - Dual credit onsite
    - Online dual credit classes
    - Advanced Placement onsite

31. The one-to-one initiative for juniors and seniors and other uses of technology are evident and students felt they were kept current with technology as they prepare to be college and career ready. Some teachers are using the "flipped" classroom presentation where lectures are put online for the students to review thus freeing up the instructor to work directly with students in the classroom. Other instructors are filming demonstrations that are put online to show students how to do experiments, etc.

Recommendations for Improvement:

32. Although the district does require students to take CTE courses, it is required three (3) units be taken in two different areas. Consider removing the two different areas requirement so students can become concentrators or even complete a program within a CTE area.

33. Document review indicated the eighth grade technology education is included in the eighth grade Industrial Technology and Guidance exploratories. The visiting team recommends the district be more intentional in including all of the technology education content standards across all curricular areas (i.e., Chapter 12 guidelines) in the course. Contact Mona Yanacheak, myanacheak@nwaea.org, NWAEA consultant, for assistance and support 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:

34. Interviews indicated the district engaged in the following professional development activities:
    - Book Studies on *Whatever It Takes* by Richard DuFour, *Focus* by Mike Schmoker, *Daily5/Café* by Joan Moser and Gail Boushey
    - Professional Learning Communities (PLCs)
    - Iowa Core team members attend trainings
    - CTE teachers attend professional learning opportunities related to their career areas
    - CGI
    - AIW
    - Classroom visitations in and outside of district

35. Principals conduct walk throughs and are visible in the classrooms. Principals give immediate feedback through email. The teachers indicated they work with building principals as a team.

Recommendations for Improvement:

36. Paraeducators and other non-instructional support staff reported they would benefit from increased opportunities to become knowledgeable about behavior management, training to decrease students' dependency for assistance, and additional professional development activities. Paraeducators reported they would benefit from increased

opportunities to become knowledgeable about the curriculum teachers are implementing to enhance student achievement. Consider the possibility of training provided by district teacher leaders or assistance from NWAEA. Contact Dana Oas, doas@nwaea.org, for assistance and support in this area. The district is encouraged to ensure that all non-instructional support staff are provided training in school-wide or district-wide initiatives in which their support could enrich implementation and outcomes for students such as in the area of technology.

37. Interviews with teachers and students indicated some of the technology in the district is being used for lower level instructional tasks (i.e., Power Point presentations and workbook type activities with SMART board technology). Additionally, stakeholder groups expressed a vision that in five years from now they could look back and say "technology integration has been done well". The visiting team recommends professional development in the characteristics of effective instruction which would include how to use the technology to advance student learning. Contact Judy Sweetman, jsweetman@nwaea.org , NWAEA consultant, for assistance and support in this area

38. The visiting team recognizes attempts by the district to work with students to ensure their success. However, instructional support staff, general education and special education teachers, and students interviewed expressed the following concerns:
    - Some middle school students are not able to access at-risk services because of conflict with band and chorus.
    - Middle school at-risk services shares a room with English Language Learners (ELL) with limited space
    - High School at-risk program consists of the lunch "detention"
    - High School teachers sharing classrooms limits opportunities for creative instructional activities
    - Alternative program appears to be credit recovery only

The visiting team recommends a complete review of the PK-12 At-Risk program. Include a broad view of stakeholders including school board members, SIAC, teachers, parents, and students. Contact Susan Walkup, susan.walkup@iowa.gov, at the Iowa Department of Education and/or Flora Lee, flee@nwaea.org, at NWAEA for assistance and 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 its CSIP section of C-Plan is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

Noted Strengths:

39. 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 teachers are highly qualified, low teacher turnover, and all students have equal access to all teachers.

40. The percentage of the school's students scoring in the proficient range of achievement on the Iowa Assessments is higher than NWAEA and/or State of Iowa averages in reading, mathematics, and science in all reported grade levels. See Appendix A (Figures 7-27).

41. Teachers and students reported frequent use of formative assessment to monitor student learning. Examples included:
    - SMART boards and clickers
    - Retaking tests on which they did poorly

Recommendations for Improvement:

42. Multiple interview groups acknowledged the changing demographics of MOC-FV CSD. The percentage of students in low socio-economic status has increased in the district as well as state wide. Some school districts are not prepared to meet the complex issues and needs accompanying this demographic change. To better meet the needs of these students, MOC-FV CSD might benefit from a more formal Response to Intervention (RtI) program utilizing evidence-based instructional interventions at the targeted and intensive

levels as well as progress monitoring, and data-based decision-making. Contact Flora Lee, flee@nwaea.org, NWAEA consultant, for assistance and support in this area.

43. The percentage of the district's subgroups (i.e. students with disabilities, free/reduced, ELL, and minority) scoring in the proficient range of achievement on the Iowa Assessments is lower than NWAEA and/or State of Iowa averages in reading, mathematics, and science in some reported grade levels. See Appendix A (Figures 28-39).

44. Administrators, SIAC, and teachers spoke of the use of data to set goals and determine professional development plans. However, limited evidence was found of program evaluation utilizing data to demonstrate the impact of programs and initiatives on student learning and student success. Administrators and instructional staff are encouraged to establish procedures and practices to develop and use program evaluation, particularly in district programs such as CTE, at-risk, and gifted and talented, or initiatives (e.g., co-teaching, 1:1 computer). For each program or initiative, consider setting clear program goals that answer the question, "What do we want as a result of the program, initiative, or support service?" Identify clear, aligned, measurable goals. Establish a process and procedure to follow in monitoring progress (formative) and evaluating program impact (summative). Based on results, determine which program elements to sustain, which program elements need modification to become more effective, and which program elements to abandon or replace. A report format could then be developed to share program information with SIAC, school board, CTE Advisory Committee and other stakeholders. Contact Kathy Perret, kperret@nwaea.org, consultant at NWAEA for assistance and support. Contact Pat Thieben, pat.thieben@iowa.gov, CTE consultant at the Department of Education for CTE support and assistance.

MOC-Floyd Valley Community School District's Compliance Status for Applicable Federal Programs:

Title I Program

The district has no citations for the Parents Right-to-Know [P.L. 107-110 ESEA Sec. 1111(h) (6)]. This section applies to the entire district that uses Title 1 funds 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 IID (Enhancing Education through Technology, E2T2)

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

Title III (English Language Learners)

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

Title XC (Education of Homeless Children and Youth)

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

Areas of Non-Compliance: Chapter 12

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

Chapter 12 Non-compliance Issues	Additional Information
PE8. The school district does not implement its evaluation procedures for all administrators. 281-IAC 12.3(3) and Iowa Code 279. 23A	The superintendent has not been evaluated the past two years.

Areas of Non-Compliance: Outside of Chapter 12

Outside of Chapter 12 Non-compliance Issues	Additional Details
EDGAR2. An inventory list that identifies the equipment purchased with Perkins funds and the equipment's location.	Not a complete list was given. Location was not given.

Appendix A
Accreditation Site Visit Data Report
MOC-Floyd Valley (4149)
Site Visit Year: 2012-2013

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

Figure 1: 2012-2013 Whole Grade Sharing

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

This district does not whole grade share.

Figure 2: Preschool through 12th Grade Enrollment Trend

Data Source: Fall EASIER (Student Reporting in Iowa)
Definitions: BEDS enrollment is a count of students that are attending in the district on count day each year.
                Certified enrollment is a count of students residing in the district on count day each year.

	2005-06	2008-09	2011-12
BEDS Enroll	1301	1410	1421
Certified Enroll	1316	1342	1342
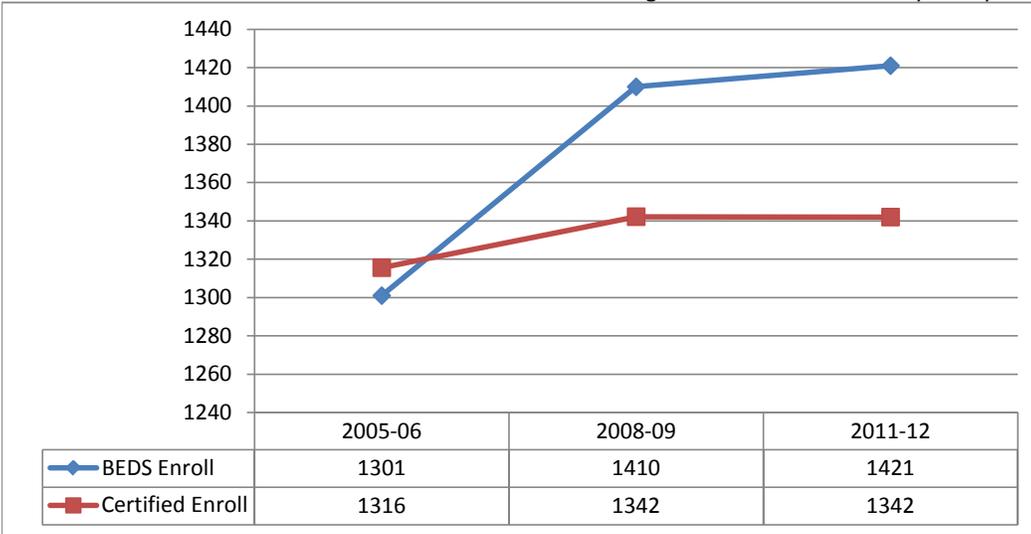
Figure 3: 2012-2013 Annual Instructional Minutes

Data Source: Spring BEDS
Definitions: Total number of instructional minutes offered during the school year.

District	School	Total Annual Instructional Minutes
4149	Hospers Elementary School (Hospers) - 0418	73,440
4149	MOC-Floyd Valley High School (Orange City) - 0109	75,220
4149	MOC-Floyd Valley Middle School (Alton) - 0209	74,475
4149	Orange City Elementary School (Orange City) - 0409	75,165
	State Average	*71,405*

Figure 4: School Year 2010-2011 Average Daily Attendance

Data Source: Spring EASIER (Student Reporting in Iowa)
Definitions: Total number of student days present divided by total number of student days enrolled.

	2008-09	2009-10	2010-11
K-12 Attend Rate	96.40	95.75	95.92
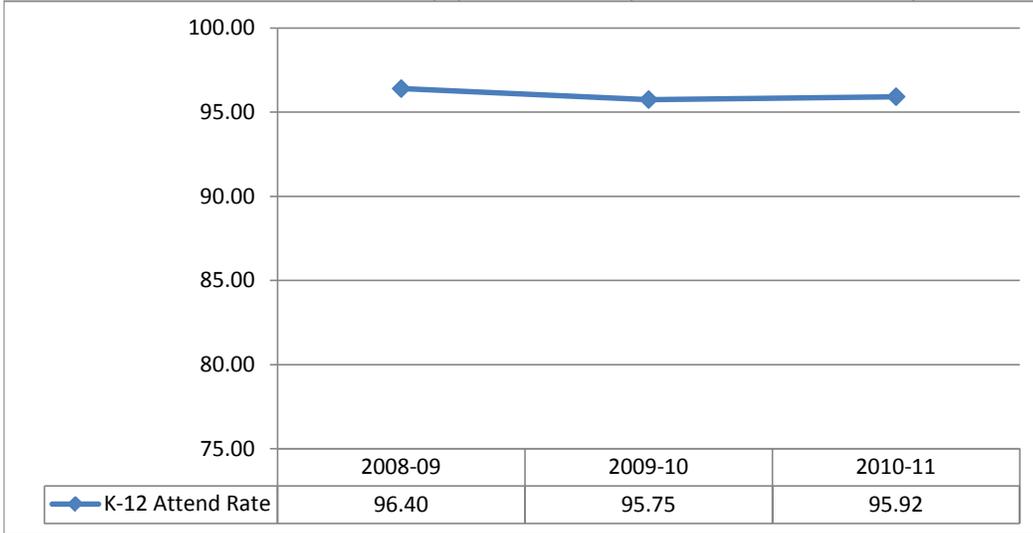
Figure 5: 2012-2013 Schools/Districts in Need of Assistance Status

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

District	School Name	Math AMO	Read AMO
4149	MOC-Floyd Valley Middle School	NA	SINA-1

District	School Name	Math Part.	Read Part.	Other
4149	MOC-Floyd Valley Middle School	NA	NA	NA

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

Data Source: Fall EASIER (Student Reporting in Iowa)
Definitions: Districts are required to assess all kdg students using a literacy assessment and data are reported to the state on each kdg student's score. If a district uses DIBELS/DIBELS Next for this assessment scores are reported below because of the confirmed validity/reliability of the assessment.
                At benchmark is equivalent to a score greater than 7 on DIBELS and greater than 9 on DIBELS Next.

	2009-10	2010-11	2011-12
% At Benchmark	54.24	86.07	80.00
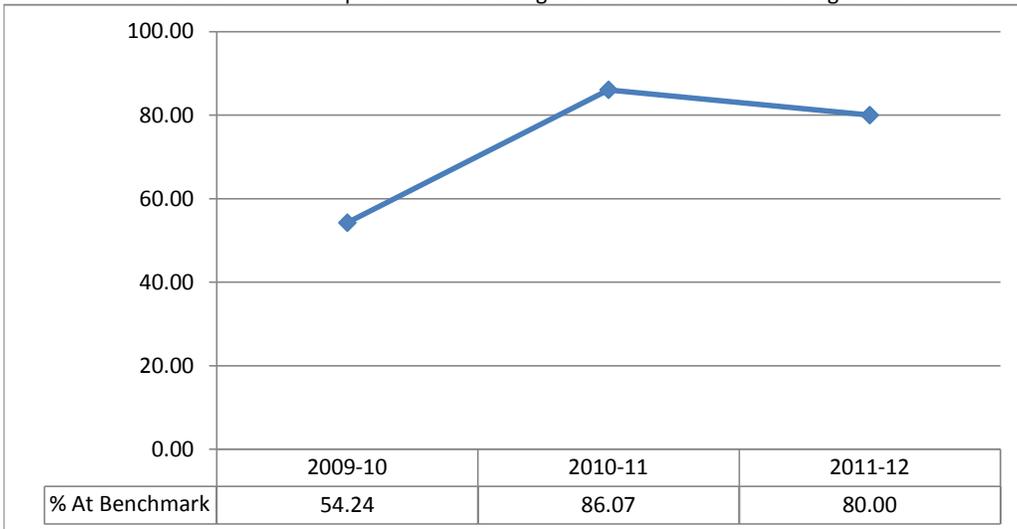
Figure 7: Percent of Students in Grade 3 Proficient in Reading

Source: AYP assessment file

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

	2008-2009	2009-2010	2010-2011	2011-2012
3rd Grade, District	89.53	93.18	88.64	91.86
3rd Grade, AEA	77.14	76.78	76.25	77.13
3rd Grade, State	76.42	75.63	77.48	75.90
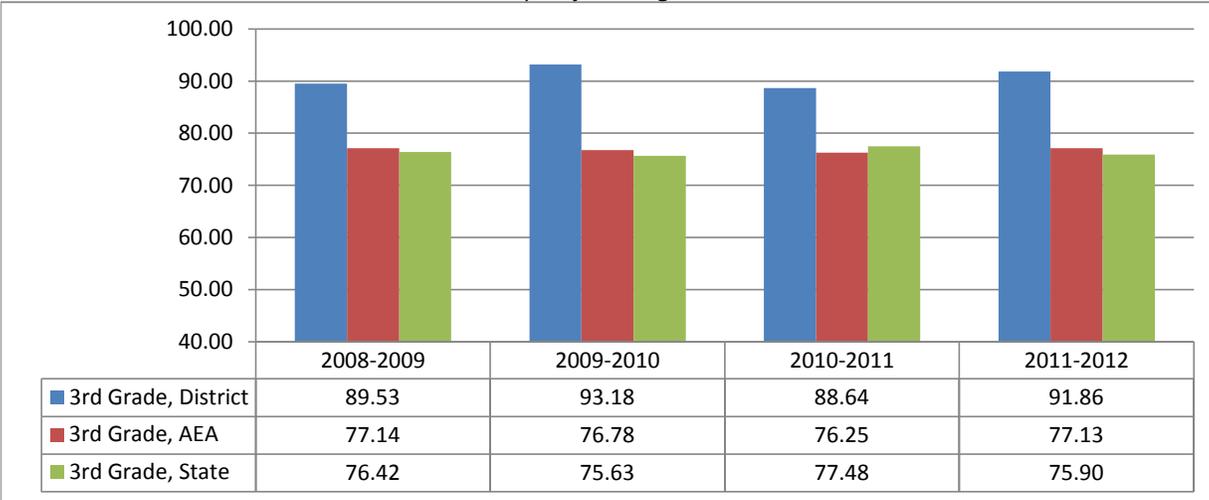
Figure 8: Percent of Students in Grade 4 Proficient in Reading

Source: AYP assessment file

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

	2008-2009	2009-2010	2010-2011	2011-2012
4th Grade, District	90.91	84.71	92.13	88.64
4th Grade, AEA	79.20	76.54	81.43	72.33
4th Grade, State	80.37	77.66	81.58	73.48

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

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

	2008-2009	2009-2010	2010-2011	2011-2012
5th Grade, District	95.88	81.72	87.63	91.86
5th Grade, AEA	77.50	77.47	78.58	73.39
5th Grade, State	79.54	77.61	79.86	73.42

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

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

	2008-2009	2009-2010	2010-2011	2011-2012
6th Grade, District	78.57	85.86	75.49	72.92
6th Grade, AEA	67.89	67.12	66.36	62.51
6th Grade, State	68.88	69.45	69.12	63.54

Figure 11: Percent of Students in Grade 7 Proficient in Reading
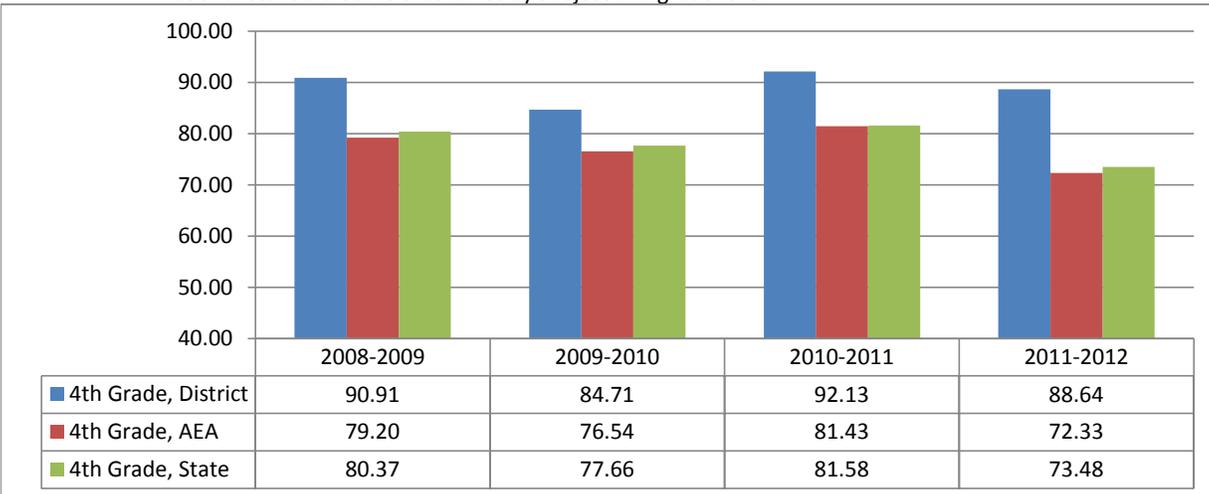
Source: AYP assessment file

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

	2008-2009	2009-2010	2010-2011	2011-2012
7th Grade, District	83.84	87.50	88.46	70.87
7th Grade, AEA	70.03	73.27	72.16	65.19
7th Grade, State	71.93	71.56	74.01	66.48

Figure 12: Percent of Students in Grade 8 Proficient in Reading
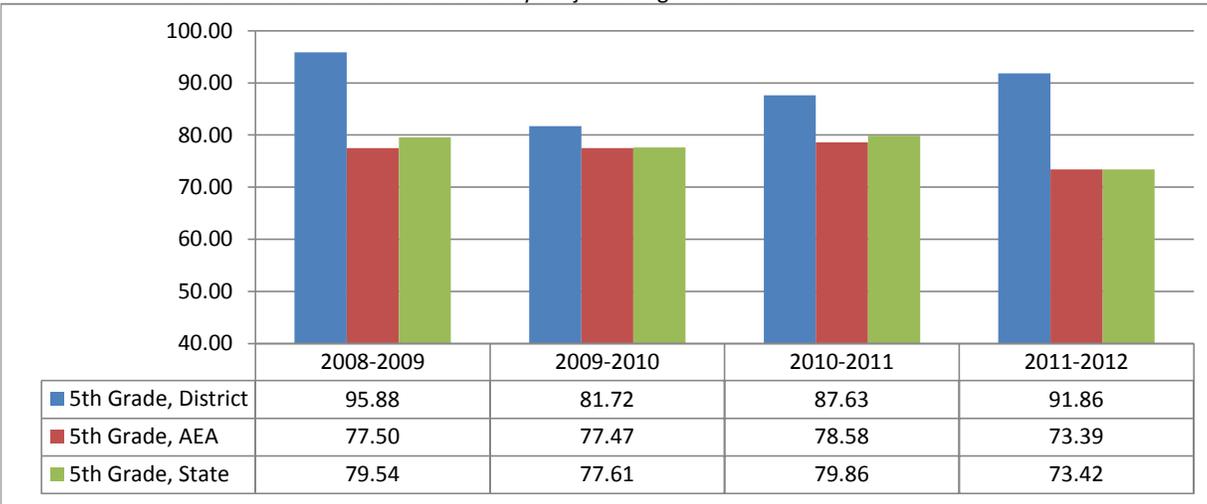
Source: AYP assessment file

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

	2008-2009	2009-2010	2010-2011	2011-2012
8th Grade, District	81.55	86.41	89.89	82.18
8th Grade, AEA	72.31	73.12	73.93	62.55
8th Grade, State	73.27	72.61	74.35	64.99

Figure 13: Percent of Students in Grade 11 Proficient in Reading
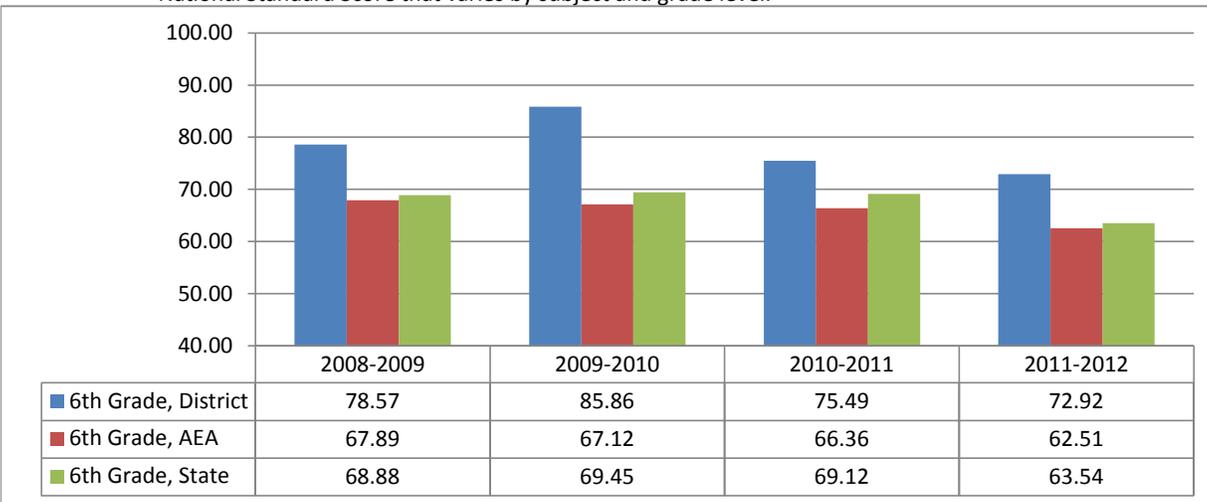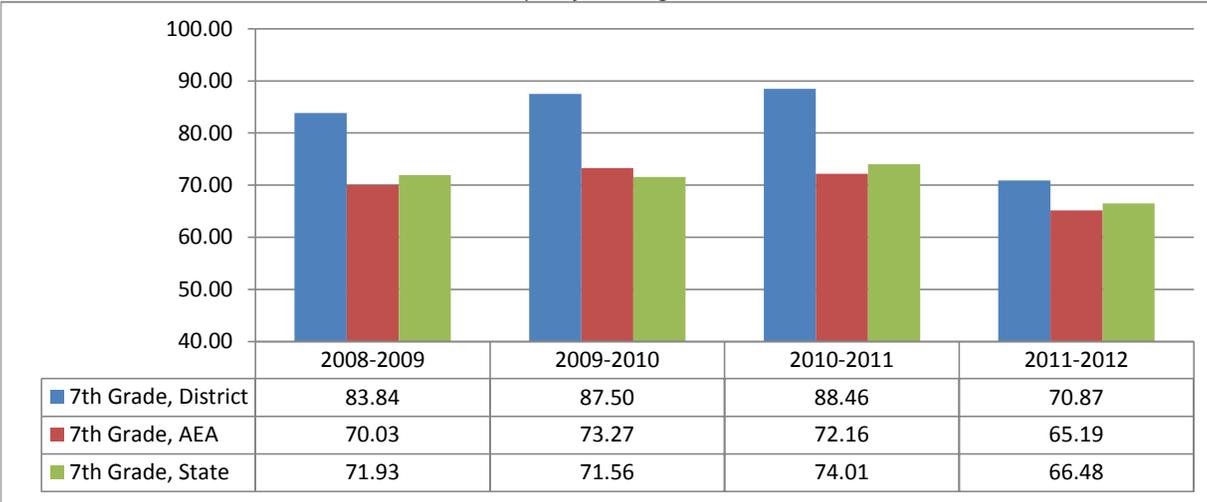
Source: AYP assessment file

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

	2008-2009	2009-2010	2010-2011	2011-2012
11th Grade, District	83.33	93.07	87.04	90.38
11th Grade, AEA	75.44	80.04	77.29	84.27
11th Grade, State	75.73	77.49	76.76	82.50

Figure 14: Percent of Students in Grade 3 Proficient in Math
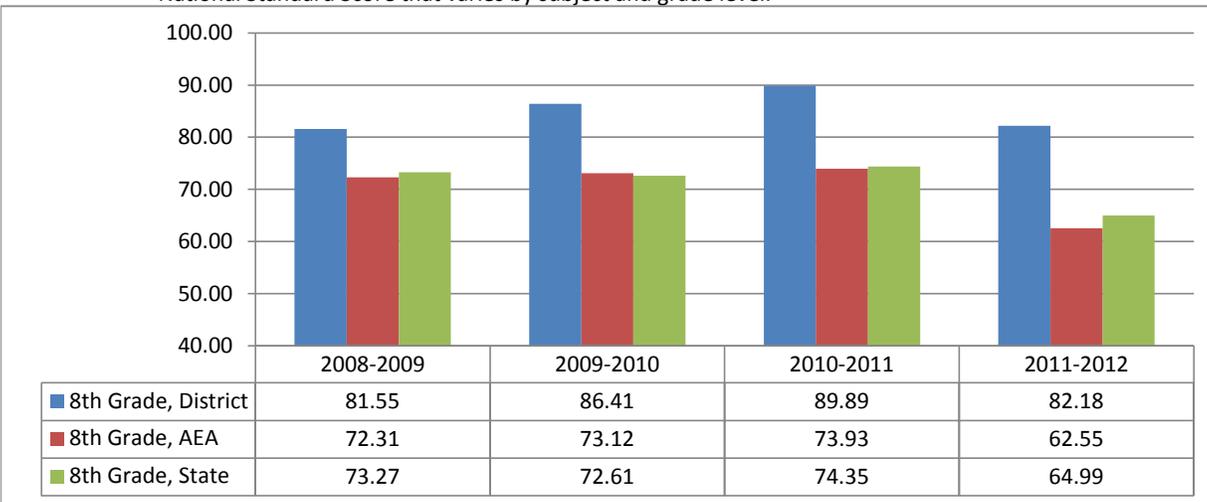
Source: AYP assessment file

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

	2008-2009	2009-2010	2010-2011	2011-2012
3rd Grade, District	92.94	88.64	94.32	83.72
3rd Grade, AEA	77.06	76.57	78.75	81.99
3rd Grade, State	76.40	76.29	77.98	78.56

Figure 15: Percent of Students in Grade 4 Proficient in Math
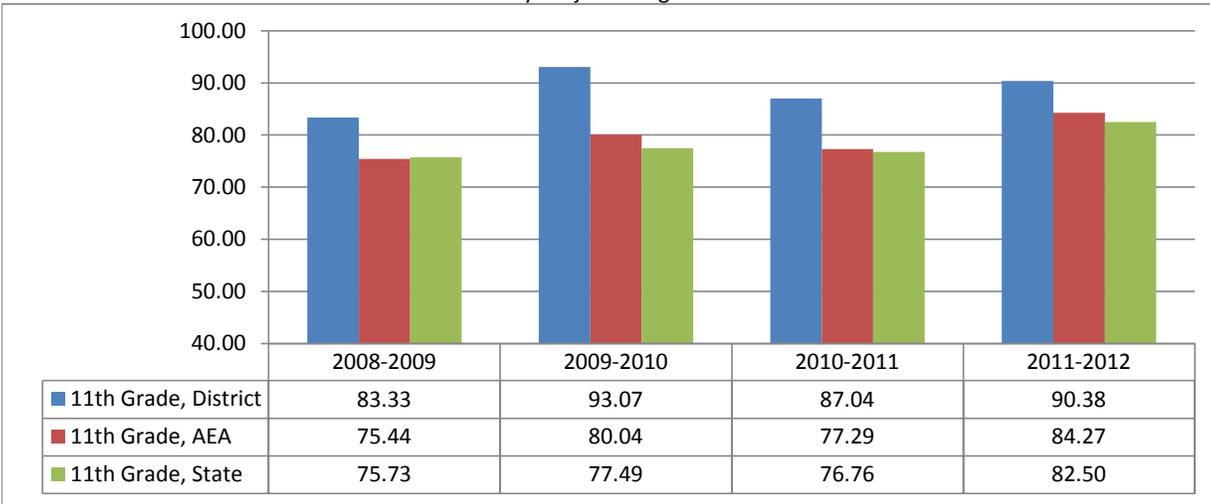
Source: AYP assessment file
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	2008-2009	2009-2010	2010-2011	2011-2012
4th Grade, District	91.95	83.72	92.13	89.77
4th Grade, AEA	78.63	76.86	79.65	77.73
4th Grade, State	80.32	79.17	81.33	77.22

Figure 16: Percent of Students in Grade 5 Proficient in Math
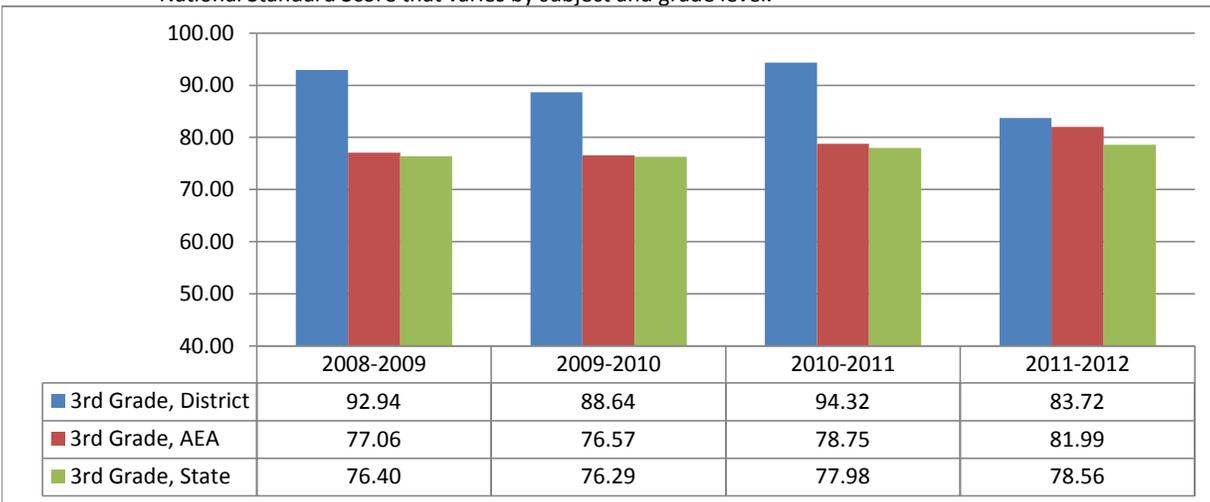
Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

	2008-2009	2009-2010	2010-2011	2011-2012
5th Grade, District	86.60	88.04	87.63	83.72
5th Grade, AEA	77.12	77.18	76.84	74.92
5th Grade, State	79.10	79.65	79.41	77.09

Figure 17: Percent of Students in Grade 6 Proficient in Math
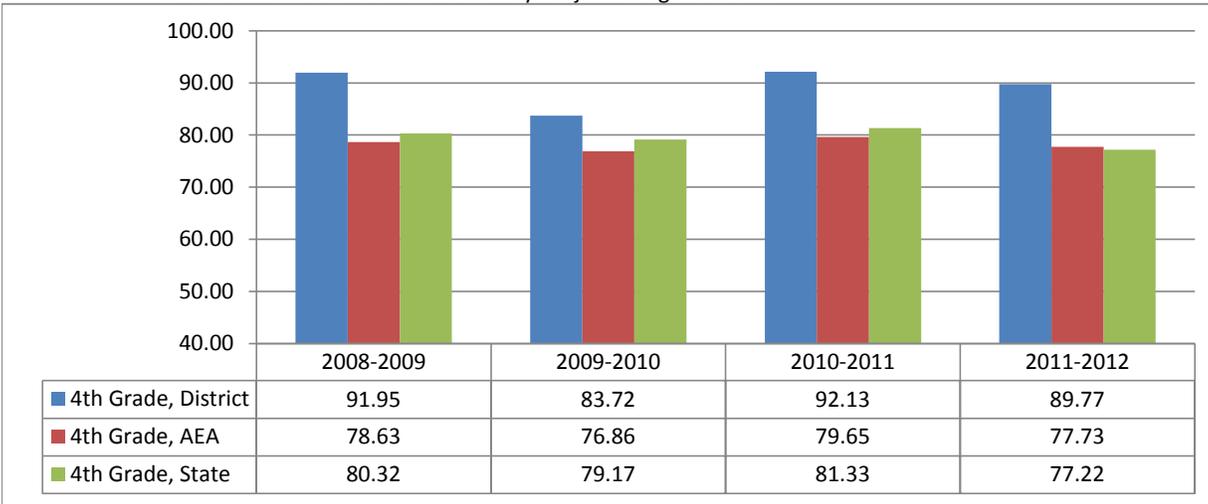
Source: AYP assessment file

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

	2008-2009	2009-2010	2010-2011	2011-2012
■ 6th Grade, District	85.71	88.89	85.29	81.25
■ 6th Grade, AEA	71.37	74.22	69.69	66.43
■ 6th Grade, State	73.90	76.19	74.22	70.34

Figure 18: Percent of Students in Grade 7 Proficient in Math
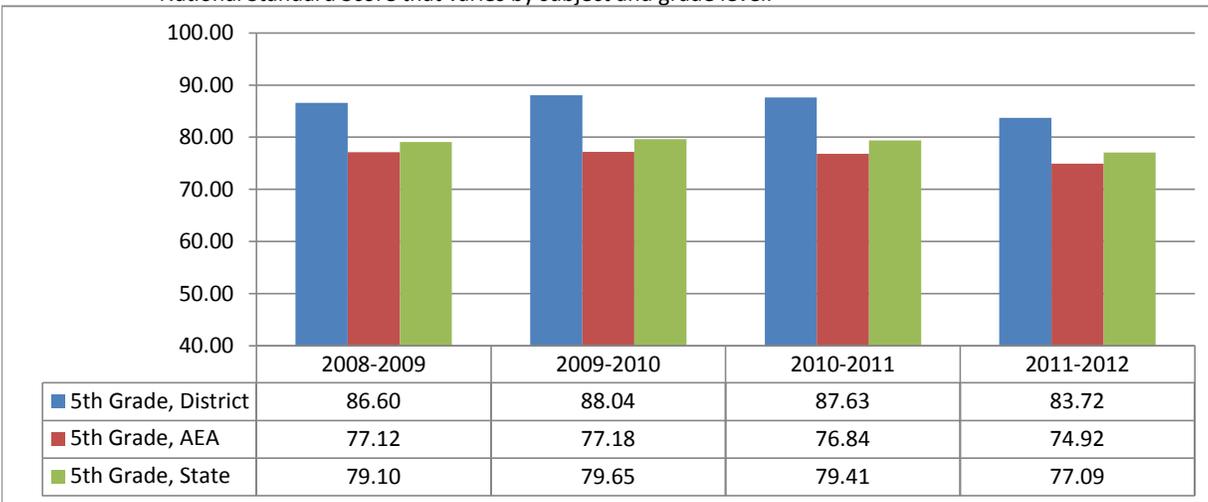
Source: AYP assessment file

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

	2008-2009	2009-2010	2010-2011	2011-2012
■ 7th Grade, District	88.89	81.82	90.38	82.52
■ 7th Grade, AEA	77.08	75.44	77.98	74.05
■ 7th Grade, State	78.37	76.39	78.93	77.78

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

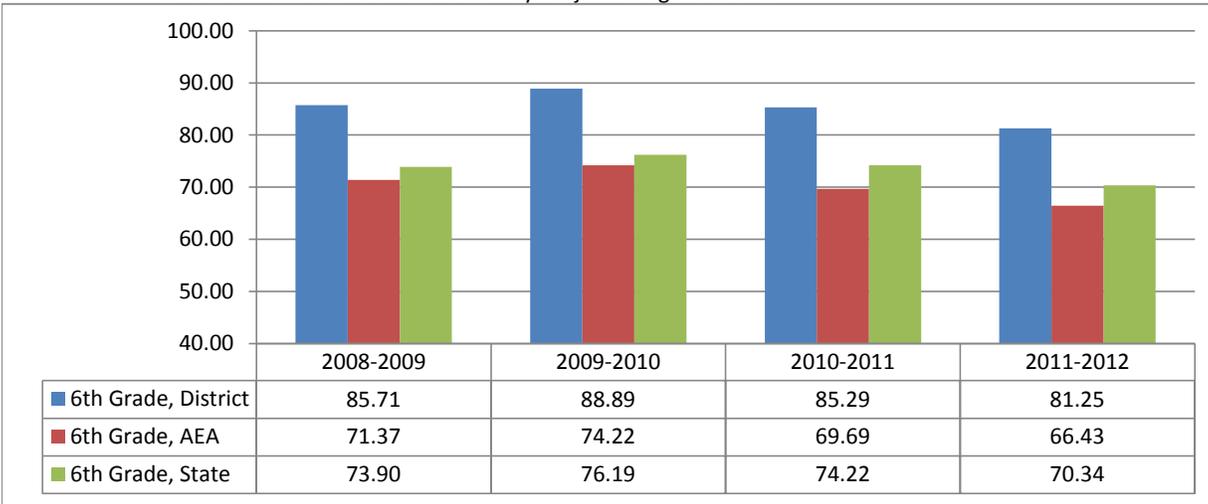Source: AYP assessment file

Definition: Student achievement data in this report is based on attending district and includes students taking the
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                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.

	2008-2009	2009-2010	2010-2011	2011-2012
■ 8th Grade, District	84.47	86.41	85.39	89.11
■ 8th Grade, AEA	75.80	73.49	76.38	70.59
■ 8th Grade, State	75.84	75.25	76.46	73.31

Figure 20: Percent of Students in Grade 11 Proficient in Math
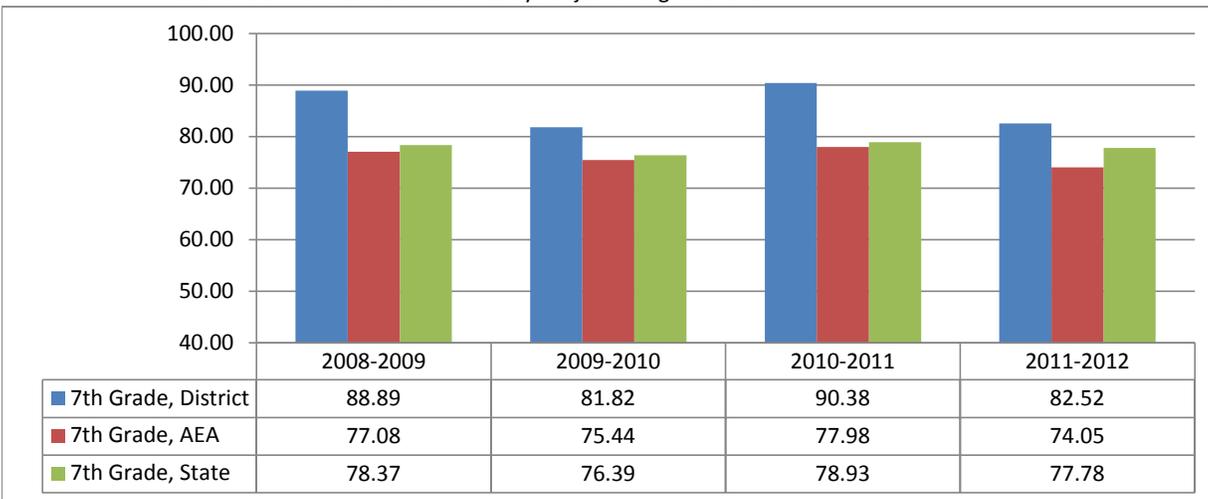
Source: AYP assessment file

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

	2008-2009	2009-2010	2010-2011	2011-2012
■ 11th Grade, District	84.26	93.07	83.33	90.38
■ 11th Grade, AEA	77.28	78.23	77.05	81.03
■ 11th Grade, State	76.58	76.77	76.41	81.36

Figure 21: Percent of Students in Grade 3 Proficient in Science
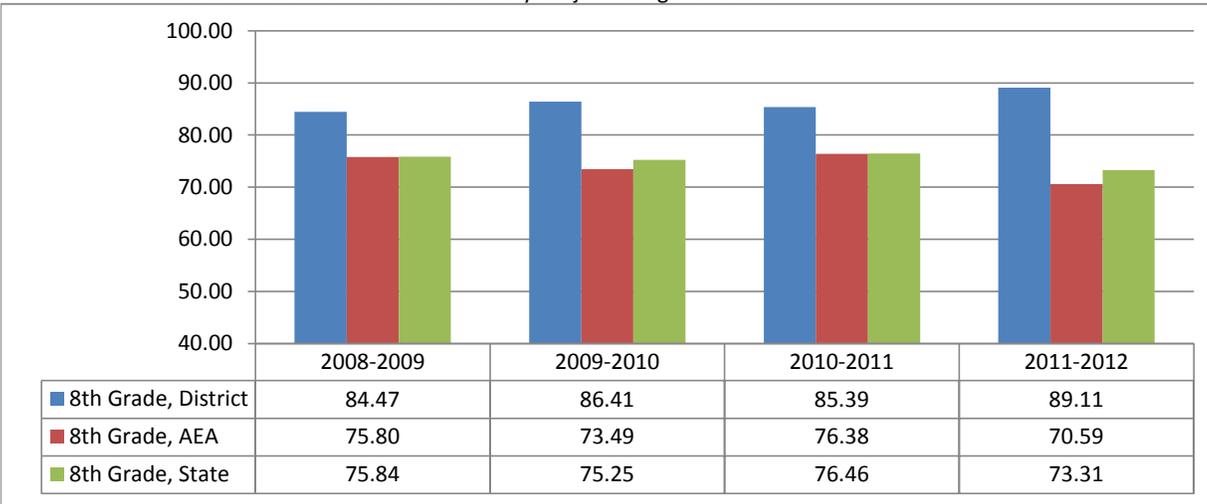
Source: AYP assessment file

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

	2009-2010	2010-2011	2011-2012
3rd Grade, District	93.10	90.91	93.02
3rd Grade, AEA	81.47	81.33	83.35
3rd Grade, State	80.28	81.56	83.07

Figure 22: Percent of Students in Grade 4 Proficient in Science
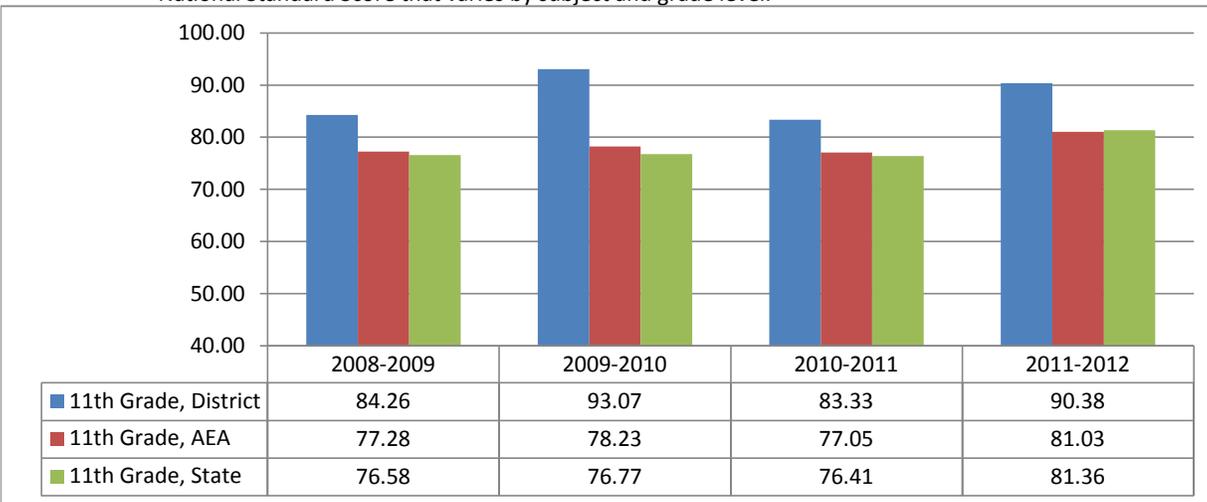
Source: AYP assessment file

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

	2009-2010	2010-2011	2011-2012
4th Grade, District	90.59	92.05	95.45
4th Grade, AEA	83.73	83.08	83.70
4th Grade, State	83.80	82.47	83.42

Figure 23: Percent of Students in Grade 5 Proficient in Science
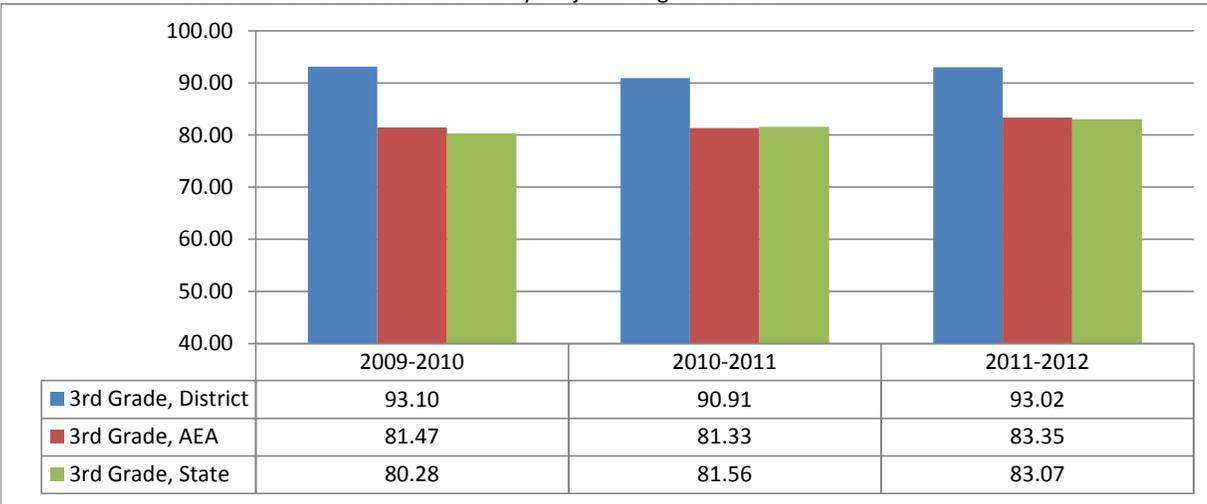
Source: AYP assessment file

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

	2009-2010	2010-2011	2011-2012
5th Grade, District	89.13	89.69	95.35
5th Grade, AEA	84.69	81.31	74.52
5th Grade, State	82.89	81.82	75.96

Figure 24: Percent of Students in Grade 6 Proficient in Science
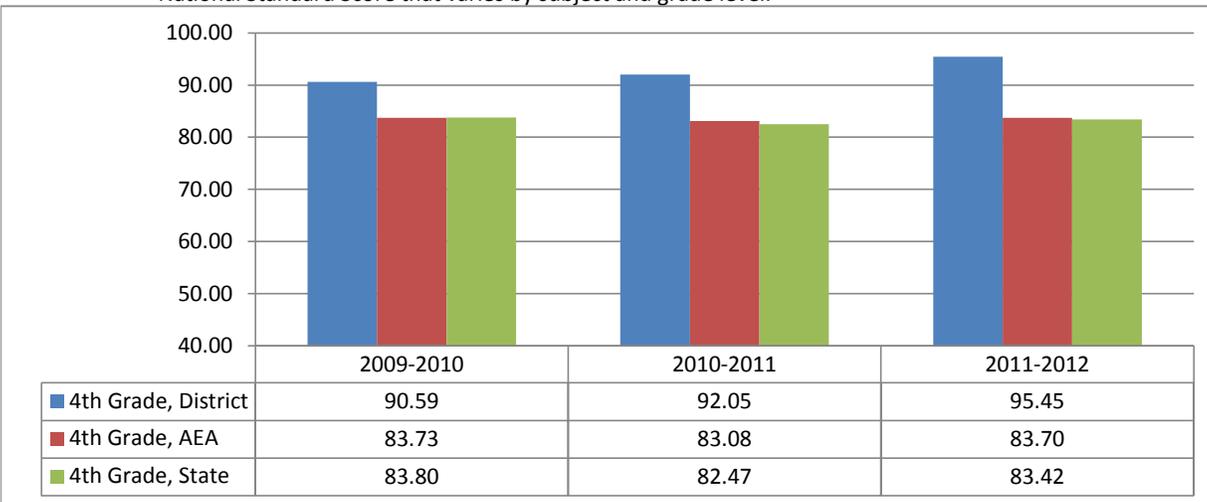
Source: AYP assessment file

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

	2009-2010	2010-2011	2011-2012
6th Grade, District	96.97	87.25	92.63
6th Grade, AEA	82.86	77.38	73.36
6th Grade, State	80.78	75.66	73.96

Figure 25: Percent of Students in Grade 7 Proficient in Science
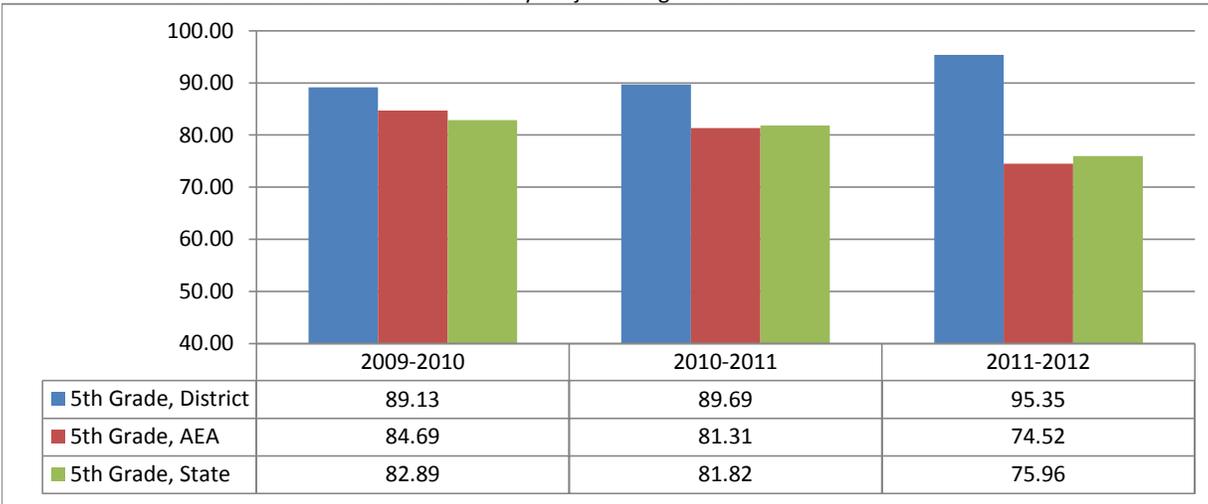
Source: AYP assessment file

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

	2009-2010	2010-2011	2011-2012
■ 7th Grade, District	94.32	95.19	80.58
■ 7th Grade, AEA	83.28	83.83	69.05
■ 7th Grade, State	80.83	82.71	69.95

Figure 26: Percent of Students in Grade 8 Proficient in Science
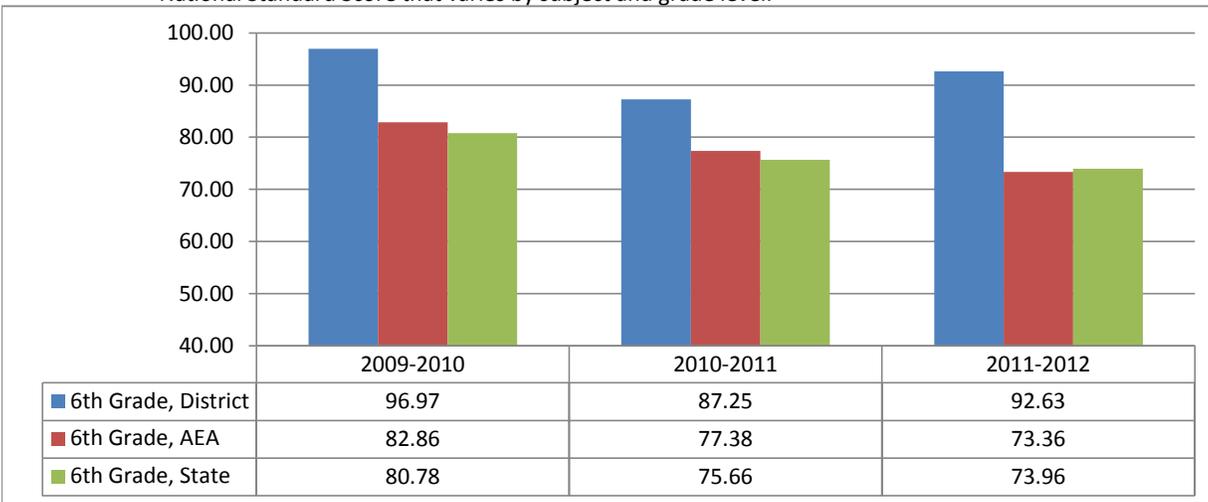
Source: AYP assessment file

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

	2009-2010	2010-2011	2011-2012
■ 8th Grade, District	95.15	94.38	89.11
■ 8th Grade, AEA	81.28	84.54	75.78
■ 8th Grade, State	80.39	83.43	75.26

Figure 27: Percent of Students in Grade 11 Proficient in Science
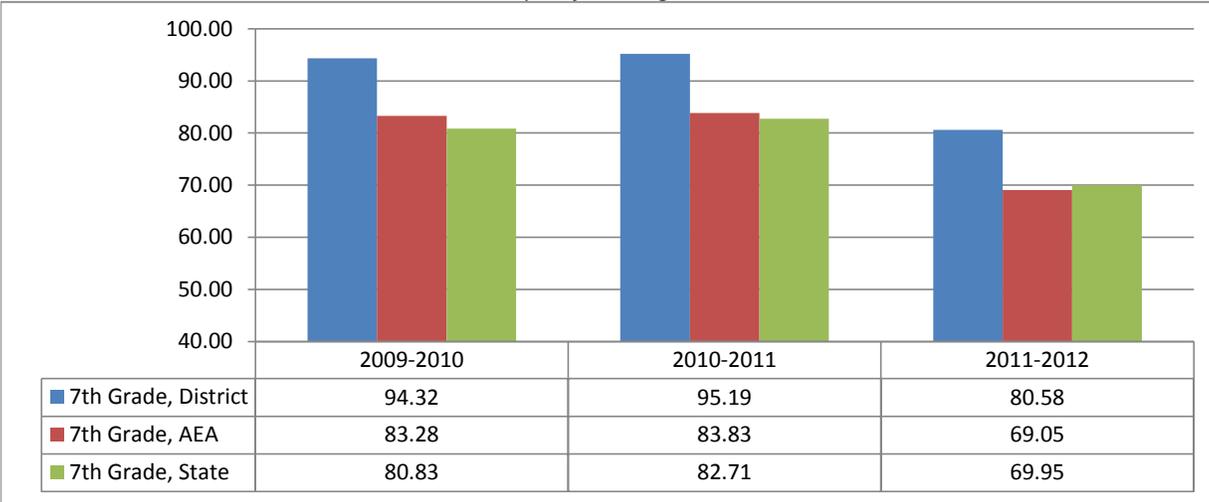
Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level.

	2009-2010	2010-2011	2011-2012
11th Grade, District	94.06	90.74	89.42
11th Grade, AEA	83.00	83.87	86.30
11th Grade, State	80.22	81.17	84.84

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

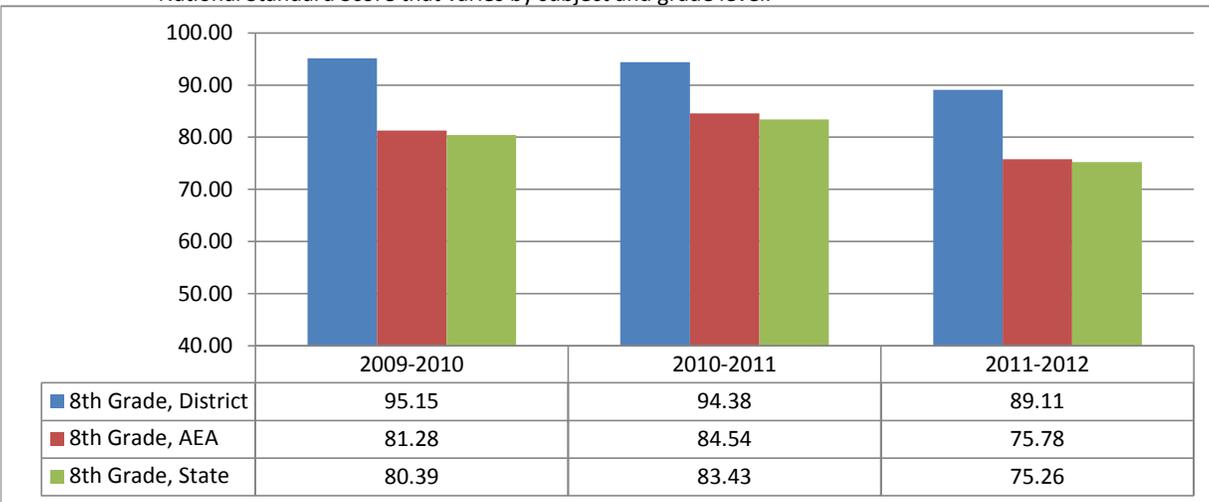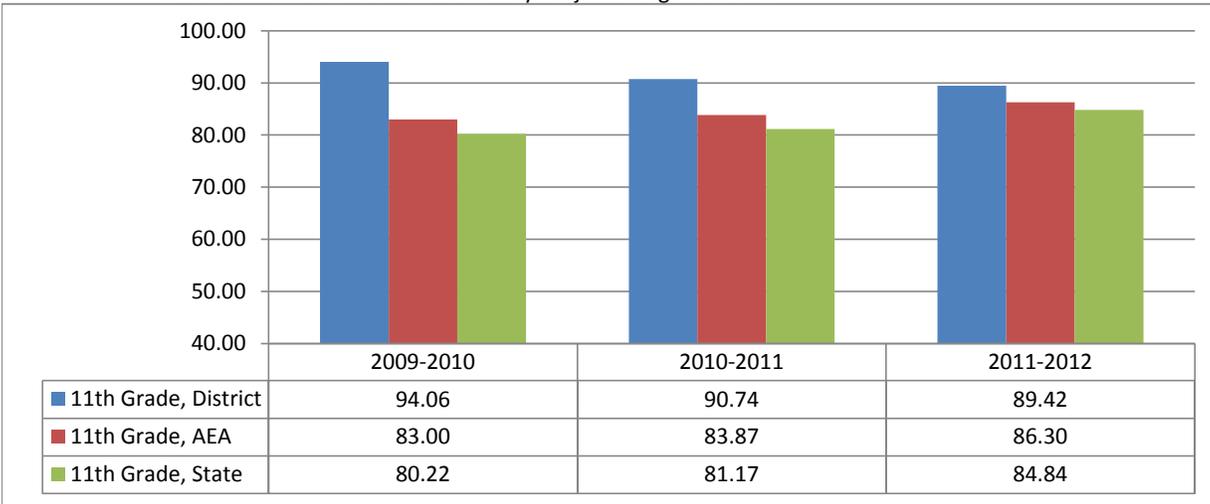Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency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

	2008-09	2009-10	2010-11	2011-12
IEP, District	56.10	53.52	53.97	47.76
IEP, AEA	34.86	36.27	37.32	36.62
IEP, State	31.32	31.82	33.65	30.55

Figure 29: Percent of Free/Reduced Lunch Students Grades 3-8, 11 Proficient in Reading
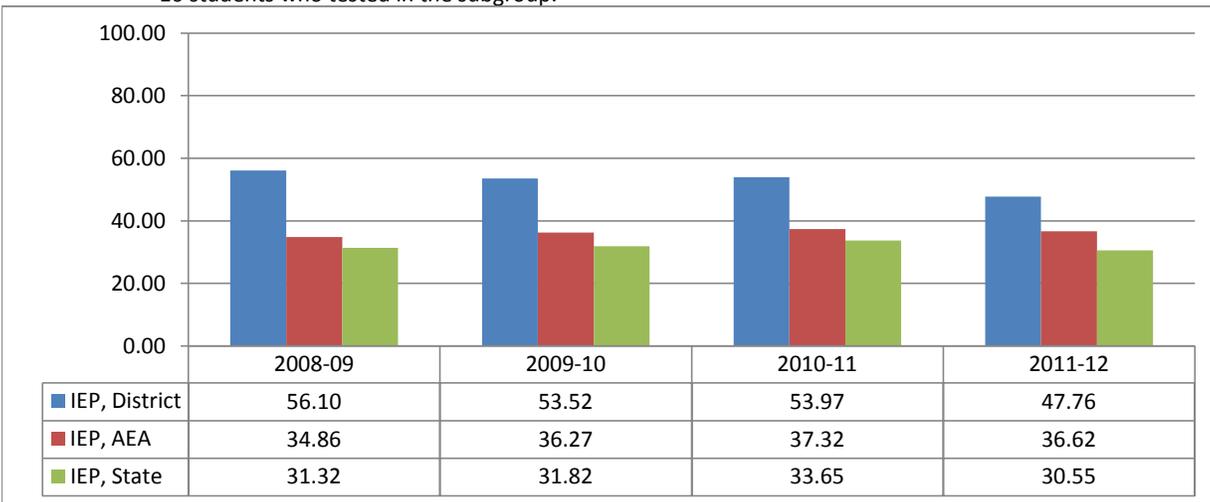
Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

	2008-09	2009-10	2010-11	2011-12
FRL, District	67.46	76.28	73.77	74.73
FRL, AEA	60.42	61.76	63.35	61.70
FRL, State	59.43	59.78	62.16	58.98

Figure 30: Percent of English Language Learner Students Grades 3-8, 11 Proficient in Reading
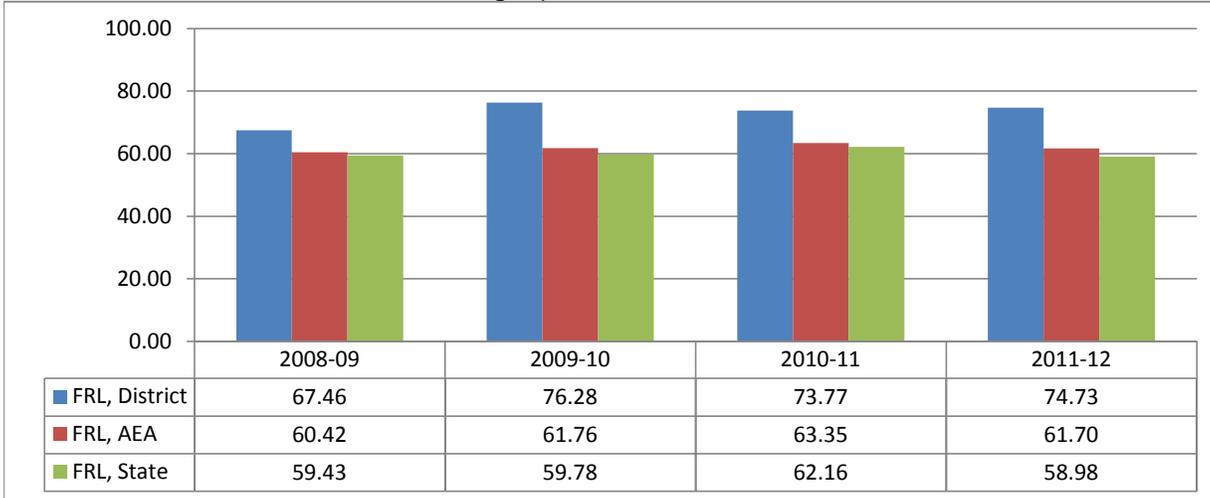
Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

	2008-09	2009-10	2010-11	2011-12
ELL, District	58.14	70.59	66.10	66.67
ELL, AEA	45.82	46.74	48.40	46.26
ELL, State	40.82	39.98	41.05	35.58

Figure 31: Percent of Minority (Non-White) Students Grades 3-8, 11 Proficient in Reading
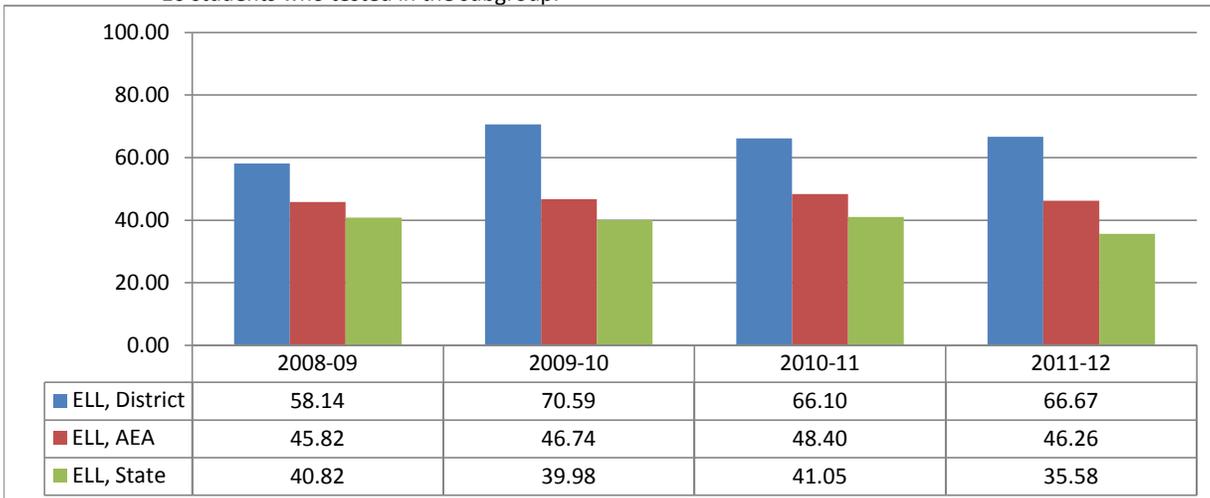
Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

	2008-09	2009-10	2010-11	2011-12
Minority, District	60.67	75.47	67.52	62.07
Minority, AEA	55.59	58.98	58.51	57.51
Minority, State	55.50	57.52	58.93	56.24

Figure 32: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Math
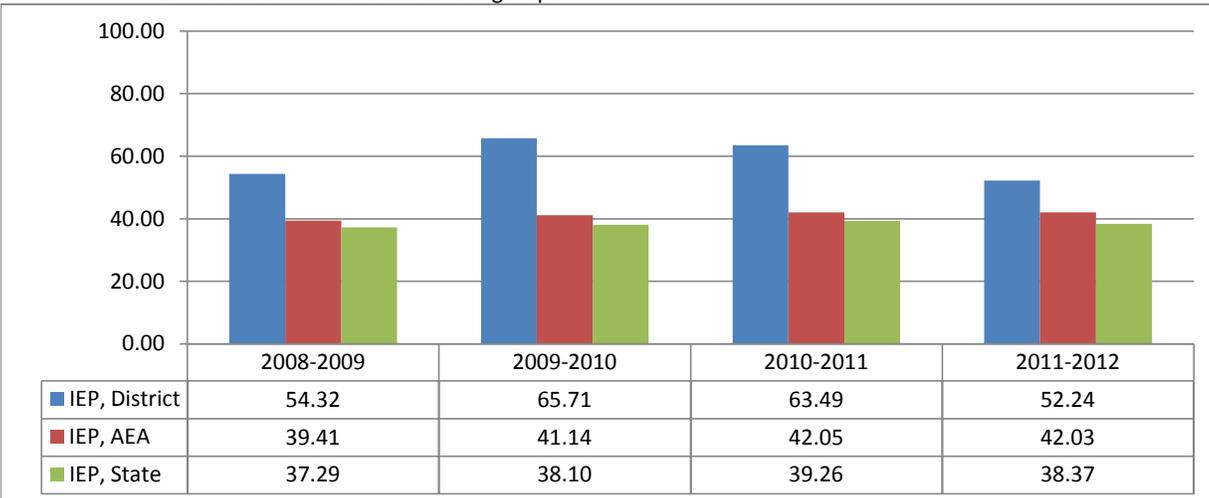
Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

	2008-2009	2009-2010	2010-2011	2011-2012
IEP, District	54.32	65.71	63.49	52.24
IEP, AEA	39.41	41.14	42.05	42.03
IEP, State	37.29	38.10	39.26	38.37

Figure 33: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Math
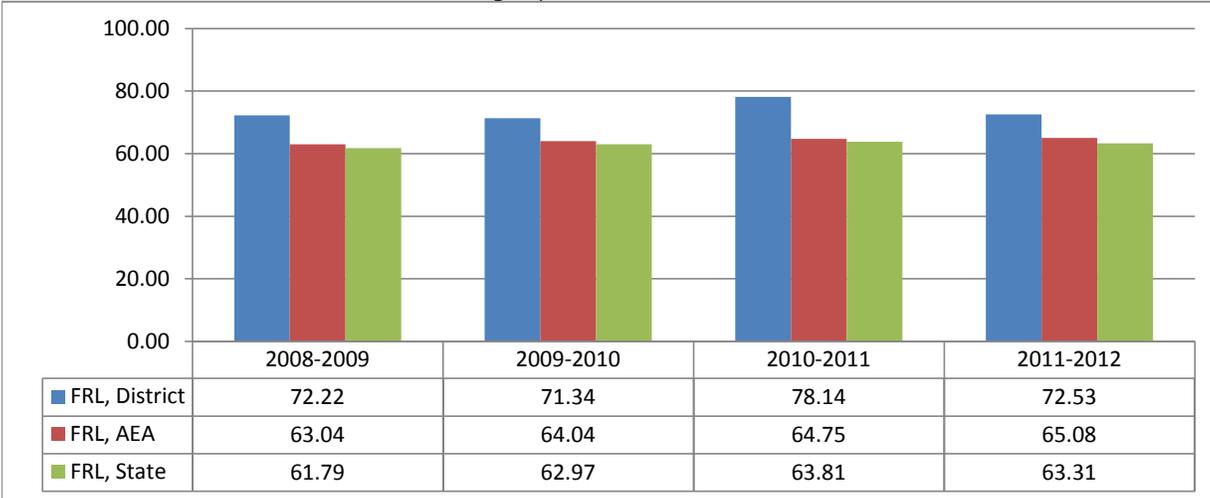
Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

	2008-2009	2009-2010	2010-2011	2011-2012
FRL, District	72.22	71.34	78.14	72.53
FRL, AEA	63.04	64.04	64.75	65.08
FRL, State	61.79	62.97	63.81	63.31

Figure 34: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Math
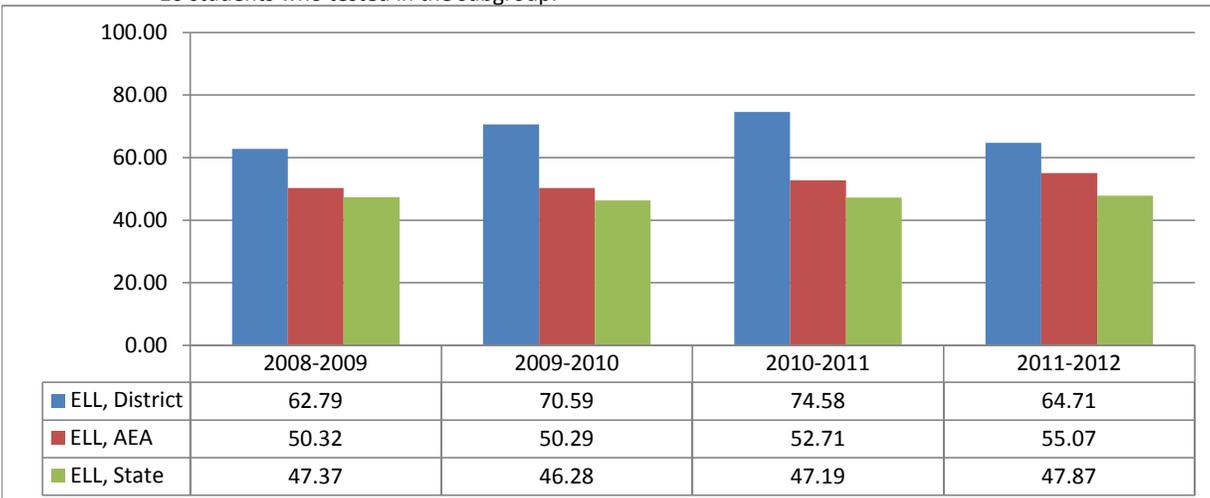
Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

	2008-2009	2009-2010	2010-2011	2011-2012
ELL, District	62.79	70.59	74.58	64.71
ELL, AEA	50.32	50.29	52.71	55.07
ELL, State	47.37	46.28	47.19	47.87

Figure 35: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Math
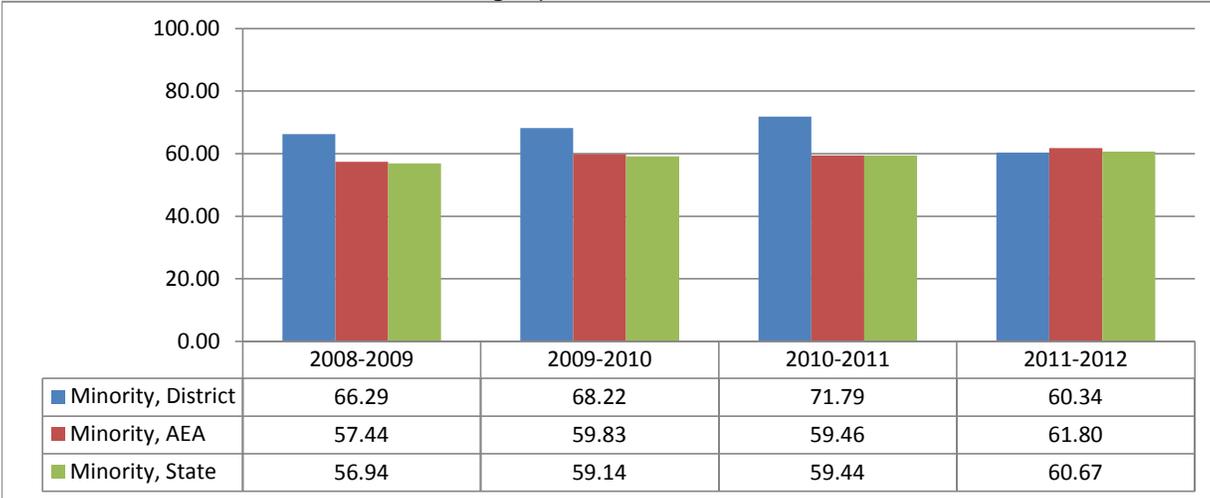
Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

	2008-2009	2009-2010	2010-2011	2011-2012
Minority, District	66.29	68.22	71.79	60.34
Minority, AEA	57.44	59.83	59.46	61.80
Minority, State	56.94	59.14	59.44	60.67

Figure 36: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Science
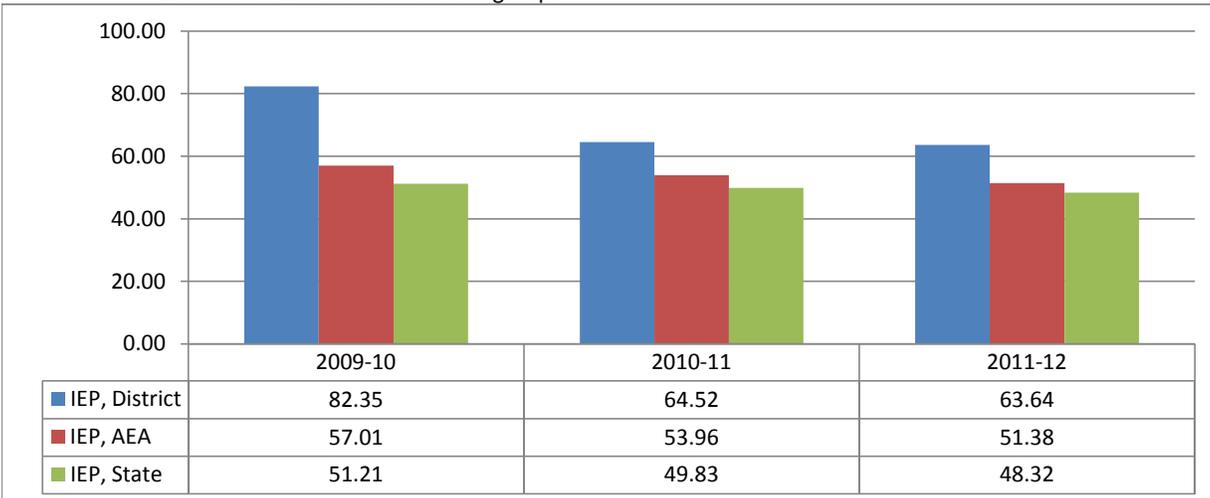
Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

	2009-10	2010-11	2011-12
IEP, District	82.35	64.52	63.64
IEP, AEA	57.01	53.96	51.38
IEP, State	51.21	49.83	48.32

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

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

	2009-10	2010-11	2011-12
FRL, District	84.71	82.97	83.52
FRL, AEA	73.60	72.49	69.78
FRL, State	69.22	68.92	66.85

Figure 38: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Science
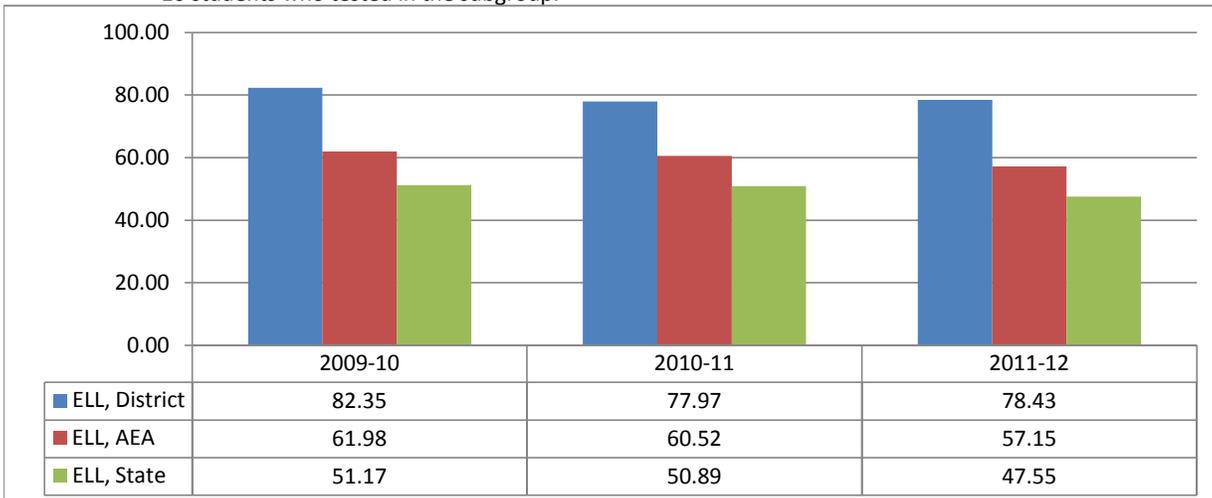
Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

	2009-10	2010-11	2011-12
ELL, District	82.35	77.97	78.43
ELL, AEA	61.98	60.52	57.15
ELL, State	51.17	50.89	47.55

Figure 39: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Science
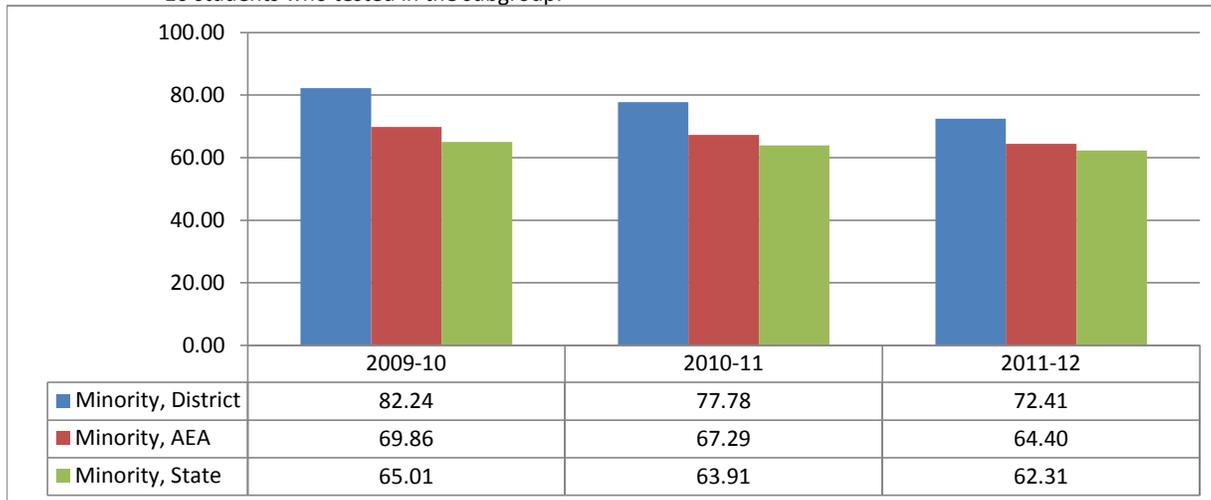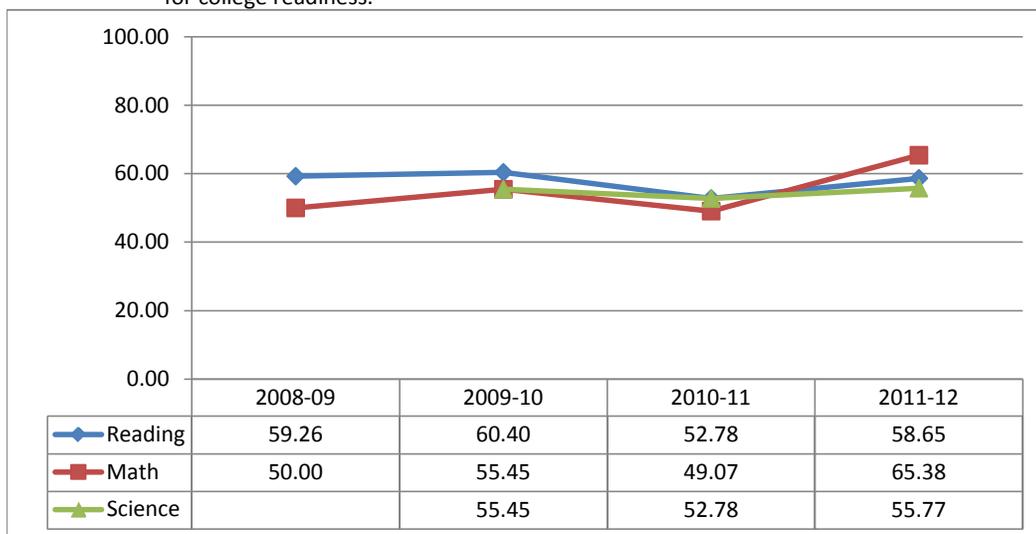
Source: AYP assessment file
Definition: Student achievement data in this report is based on attending district and includes students taking the alternate assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED in 2008-2009 to 2010-2011 is at or above the 41st percentile. In 2011-12, proficiency is defined by a minimum National Standard Score that varies by subject and grade level. Student demographic data is pulled from the district student information system to create the bar code. Missing data indicates there are fewer than 10 students who tested in the subgroup.

	2009-10	2010-11	2011-12
Minority, District	82.24	77.78	72.41
Minority, AEA	69.86	67.29	64.40
Minority, State	65.01	63.91	62.31

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

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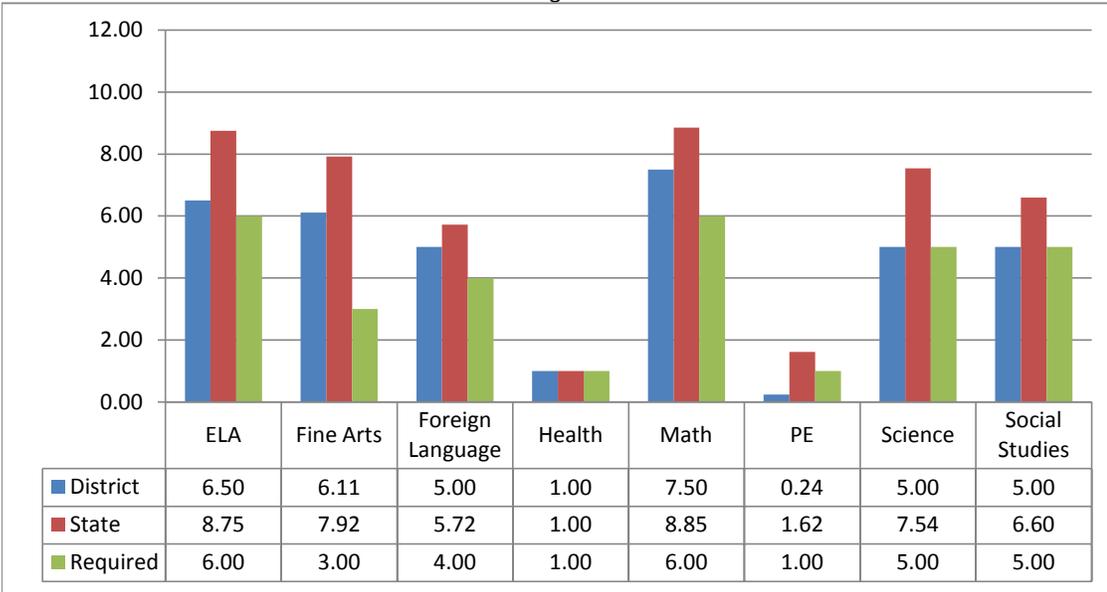Definitions: College ready is defined as the ITED/Iowa Assessment NPR/NSS score that predicts to the ACT benchmark for college readiness.

	2008-09	2009-10	2010-11	2011-12
Reading	59.26	60.40	52.78	58.65
Math	50.00	55.45	49.07	65.38
Science		55.45	52.78	55.77

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

Data Source: Winter EASIER (Student Reporting in Iowa)
Defintions: The number of district-submitted Carnegie Units for all of the courses in each accreditation area.

	ELA	Fine Arts	Foreign Language	Health	Math	PE	Science	Social Studies
District	6.50	6.11	5.00	1.00	7.50	0.24	5.00	5.00
State	8.75	7.92	5.72	1.00	8.85	1.62	7.54	6.60
Required	6.00	3.00	4.00	1.00	6.00	1.00	5.00	5.00

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

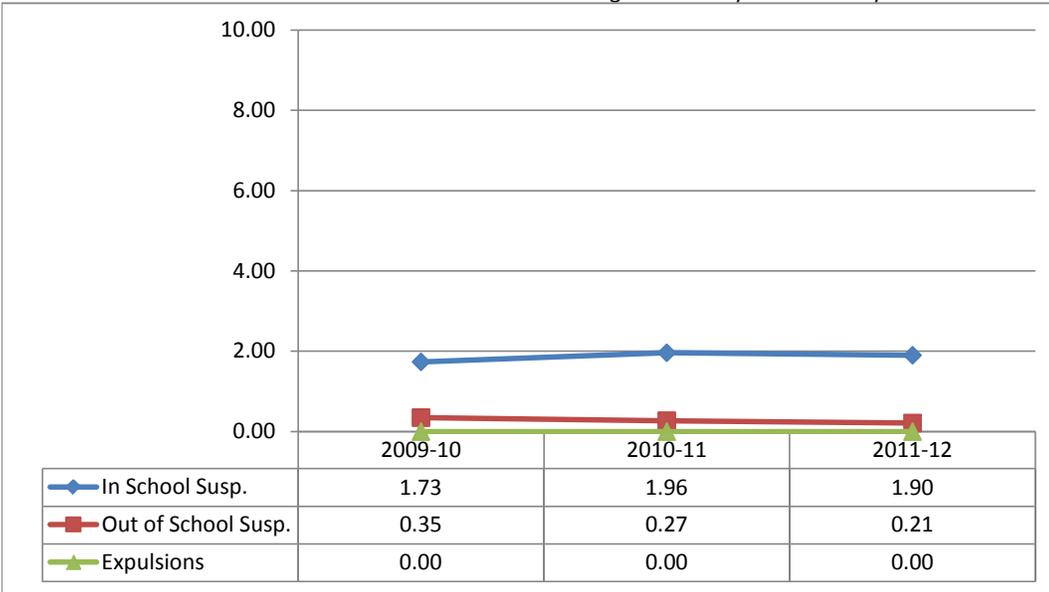Data Source: Spring EASIER (Student Reporting in Iowa)
Defintions: The percentage of students remaining in the cohort who started 9th grade in school year 1 and graduated at
the end of school year 4. Missing data indicates there are fewer than 10 students in the cohort in the subgroup.

	Grad Rate
All Students	96.97
IEP	
FRL	94.44
ELL	

Figure 43: Percent of Students Receiving Disciplinary Removals

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

	2009-10	2010-11	2011-12
In School Susp.	1.73	1.96	1.90
Out of School Susp.	0.35	0.27	0.21
Expulsions	0.00	0.00	0.00

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

Data source: Iowa Youth Survey
Defintions: The percent of students who answered questions in each construct with positive responses.

	2005-06	2008-09	2010-11
Bullying	46.75	43.54	45.26
School Safety	94.41	90.07	94.49
School Support	58.28	62.32	58.17