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DEPARTMENT OF EDUCATION
BRAD A. BUCK, DIRECTOR

March 24, 2014

Superintendent Kevin Hatfield
West Branch Community School District
148 N Oliphant
West Branch, IA 52358

Dear Superintendent Hatfield

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at the West Branch Community School District on February 11-13, 2014. The report is based upon a variety of on-site interviews conducted with district staff and stakeholder groups during the indicated dates, and review of documents submitted to the Department.

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

Based on the findings from a comprehensive site visit, including a desk audit, on-site document review, and interviews, the **West Branch 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 **West Branch 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:

- Fred Kinne, Consultant – School Improvement
- Kathleen Aller – Special Education Cadre
- Margaret Jensen Connet – Equity Consultant, School Improvement
- Barb Anderson – Consultant – Learning Strategies and Supports
- Isaiah McGee – Equity Consultant, School Improvement

Area Education Agency Representatives:

- Erin Welsh, School Psychologist – Grant Wood AEA
- Sharon Clark, School Psychologist – Grant Wood AEA

Local Education Agency Representatives:

- Sharon Dickman, Superintendent – Olin Consolidated School District
- Alan Marshall, Superintendent – Center Point Community School District
- Greg Thomas, Associate Superintendent – Marion Independent School District
- Ken Morris, Equity Director – Cedar Rapids Community School District
- Elizabeth Campbell – Administrator – Central City Community School District

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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 West Branch Community School District continuous improvement process, the district must review its current C-Plan and provide revisions as needed. Revisions should be based on the district's needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the C-Plan must be completed by September 15, 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 West Branch Community School District staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



Fred E. Kinne, 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



West Branch Community School District

**Team Findings
February 11-13, 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. Interview groups and the overview presentation indicated extensive work by several stakeholder groups in the process of creating a new Vision, Mission, and Destination statement.
 - **Vision:** We are a future-focused community of learners dedicated to meeting the learning needs of all students!
 - **Mission:** Preparing Students to Live and Learn with Passion and Purpose.
 - **Destination:** Teaching engaging, technology, enriched, intellectually challenging lessons designed to help all student be Career and College ready!

This work has assisted West Branch Community School District (CSD) to share a commonality of direction within the district.

2. District constituents are included in the collection and dissemination of the data required to create and maintain a long range facilities plan. The site visit team commends the use of surveys and public forums to gather and share data concerning this plan.

Recommendations for Improvement:

3. No recommendations 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 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. School Board interviews indicated appreciation for district administrations' leadership, in particular with their vision for student achievement and communication with all district constituents. Community members and parents shared an appreciation for the genuine and timely communication efforts of the board, administration and staff.
5. The West Branch CSD appears to value the importance of a comprehensive counseling program for all students. The district employs a full time counselor in all three buildings and has a well defined K-12 program.
6. Teacher leadership opportunities available at West Branch CSD include, but not limited to are:
 - School Improvement Advisory Committee (SIAC)
 - Building Leadership Teams
 - Lighthouse study membership
7. Student leadership opportunities are prevalent at West Branch CSD. Some examples shared were:
 - Student Council
 - National Honor Society
 - The Silver Cord program
 - Various activity leadership roles
 - Academic tutoring

Recommendations for Improvement:

8. The Career and Technical Education (CTE) instructor interview identified a number of concerns. Based on this conversation the site visit team recommends the district:
 - Engage its CTE staff with a review of the impending collaboration with the Regional Center. This includes:
 - transportation issues with getting students to and from the center
 - potential elimination of CTE programs on campus and viewing the collaboration as a supplement to current offerings
 - potential elimination of their specific program and job
 - Organize CTE committee participants to assure mandated membership and consistent attendance at meetings, either with the program level committee or within the consortium
 - Assure all CTE instructors receive IEP and 504 accommodations information and updates on a regular basis

9. The School Improvement Advisory Committee (SIAC) is established in the West Branch CSD. However, the committee does not function as mandated by 281-IAC 12.8. In addition, the SIAC interviewees indicated limited data is shared with the committee and recommendations are not being made relating to the four criteria mandated:
 - Major educational needs
 - Student learning goals
 - Long range goals in reading, mathematics, and science achievement
 - Harassment or bullying prevention goals, programs, training and other initiatives.

The site visit team recommends district leadership review SIAC mandates and share with the committee its responsibilities to state regulations.

10. Although leadership opportunities are available to students the site visit team could find little indication if district leadership is aware if opportunities are available to all students in the district. To assure opportunities are available to all students the site visit team recommends administration collect data on current student leadership, disaggregate the data and determine if it appears opportunities are available to all.

11. The use of PowerSchool and Active Grade is an example of transition success, but in the eyes of many parents interviewed there is a discrepancy from building to building and teacher to teacher on the consistency and immediacy of information being put into PowerSchool and Active Grade. The site visit team recommends building administrators review staff expectations, define “reasonable” updating schedules and monitor if expectations are being met. Expectations then need to be shared with parents.

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:

12. The West Branch CSD has many collaborative relationships with the community.
Examples provided were:
 - Local law enforcement assistance with ALICE training
 - National Parks service
 - West Branch Ministerial Group
 - Local Fire Department
 - Fine Arts and Activities Booster Clubs
 - Public and National Libraries
 - KCC and U of I Regional Center
 - Board Meetings at City Hall
 - Robotics with Proctor and Gamble in Iowa City
 - SPED working w/ UNI with Accessible Instructional Materials (AIM)
 - SPEL (Special Education Literacy)
 - Pilot school with FAST and IGDIS Phase 1 with DE
 - FAST is Formative Assessment System for Teachers, IGDIS is Individual Growth and Development Indicators, and are used primarily with preschool and younger students.
 - Access to the Read Box for providing a book exchange with students and families
 - One School One Book for students--See #11 in Equity Report.

13. The district has been proactive in planning for support of families without internet access.
Examples include:
 - Working with the local internet provider
 - Students/families using the public library
 - Ability to check out Hot Spots from the district

Recommendations for Improvement:

14. Special educators described a variety of collaborative service delivery practices. Most teachers have recent professional development with the co-teaching model. Co-teaching is an effective way of collaborating and requires scheduling options, on-going teacher support/training (“protected” planning time, e.g.) and monitoring of student performance in order to be effective and efficient. The site visit team encourages the district to continue to determine multiple opportunities for general and special educators to share responsibility for all learners. The district should consider developing a plan to identify teachers interested in collaboration and/or co-teaching to provide a focus for increased in-class collaboration and reduction of “pull-out” special education service delivery. In addition the district is encouraged to formulate a plan to provide professional development for new teachers in this area. For more information contact Keith Stamp, Regional Administrator, Grant Wood AEA. You may also want to consider accessing the Department of Education website for resources related to Multi-Tiered System of Supports (MTSS) <https://www.educateiowa.gov/multi-tiered-system-supports-mtss>

15. Least Restrictive Environment (LRE) ratios in West Branch appear to be appropriate. Administrators are appreciative of staff that are “thinking outside of the box” and finding meaningful opportunities for inclusion for students with more intensive IEP support. The site visit team recommends administrators consider using these educators as a model for supporting colleagues in collaborating with special education staff to further the efforts to more fully include more significantly cognitively challenged students. Continue to investigate opportunities for inclusion of students with special needs into general education and assure that they are receiving instruction aligned with Iowa Core Standards and Benchmarks. For example, consider variations of the use of block scheduling time frames for individual students at the high school level. In addition, two concerns regarding the instruction of middle school IEP students were shared. First, due to block scheduling, students are not receiving specially designed instruction from the special education teacher daily. Second, it was reported students do not receive direct instruction in their goal area(s), but are given assistance completing classroom assignments while in the special education classroom. Consider utilizing all opportunities for accessing current resources, including Emily Thatcher, at the Iowa Department of Education, Alternative Assessment Consultant, email: emily.thatcher@iowa.gov; (515) 242-5988.

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:

16. In the district overview, data was shared regarding culture and climate data (Iowa Youth Survey, Olweus data, incident data) as part of a continuous improvement process to inform practice regarding conditions for learning at West Branch. Multiple interviewees reported the district-wide implementation of the Olweus Bully Prevention program contributes to a safe and conducive learning environment. In addition, interview groups indicated the Leader In Me training and framework has been valuable in expanding the bullying prevention efforts to contribute to a safe, healthy, caring learning environments. The district has recently added "Help a Bear", an electronic reporting method to provide students an anonymous way to report concerns regarding student behavior.
17. Secondary students spoke highly about the integration of technology into their educational experience. They mentioned iPads and iPods are assigned to students and they can reserve them from the library. Home internet access was not mentioned as a concern for those without because teachers will make homework available to students on another format they can access without wifi. Some teachers shared the use of technology has improved their relationships with students, as the students educate them on applications and programs unfamiliar to them.

Recommendations for Improvement:

18. Middle school and high school students indicated a learning environment relatively safe and bullying/harassment free. Some concerns shared with the interview team included indications of bullying/harassment on daily bus routes and cyber bullying incidents disrupting the daily learning environment. The site visit team recommends the district engage students and bus drivers in an attempt to gather information in these two areas of concern and formulate a plan of resolution if the concerns are founded.

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:

19. Multiple interview groups indicated the districts' move to standard-based grading initially has been a successful one. The district educated parents and students on standards-based grading and all three buildings are using common language and process. Middle school students, in particular, seem to have internalized the process.

Recommendations for Improvement:

20. The District Developed Service Delivery Plan (DDSDP) for Special Education needs to be reviewed. Special educators were not able to describe or share how the plan was developed or is implemented. Following the site visit the district needs to invite stakeholder representatives to assist in a review of the existing plan in order to develop a current DDSDP which reflects a:
 - full continuum of services for students ages 3 to 21
 - means for determining and reviewing teacher caseloads
 - system for review of the plan to include decisions regarding service delivery for students with IEPs and school building level service delivery (e.g. specially designed instruction impacted by block scheduling)
 - support to teachers in interpreting and meeting the expectations of the plan aligned with data to support evaluation of its effectiveness for student learning.

21. A community perception exists that “West Branch is not a diverse community” therefore diversity is not considered a major area of concern. However, considering the proximity to other districts with diverse populations, and the potential shifts in student demographics within the district, the site visit team believes a need exists to create and share with the community a broader definition of diversity that recognizes varying differences including socio-economic status, sexual orientation, political affiliation, religion, creed, etc. Consider utilizing the book Cultural Proficiency: A Manual for School Leaders by Dr. Randall Lindsey during professional development to assist staff in bringing more cultural awareness into classroom environments and to help to prepare students for living in a diverse society. Ongoing conversations, possibly during PLC time, regarding the cultural proficiency scale will assist the district in identifying areas for further inquiry. For addressing the needs of students living in poverty, professional learning opportunities for staff are recommended such as conducting a poverty simulation with all staff (contact Iowa State Extension and Outreach: Cedar County), or reviewing Eric Jensen’s books; Teaching with Poverty in Mind or Engaging Students with Poverty in Mind. Another resource is the Midwest Equity Assistance Center which provides free assistance to school districts including workshops, seminars, conferences, technical assistance information dissemination and professional development. <http://www.meac.org/>
22. The district overview and multiple interviews indicated a need for commonality of language for various teams, programs and initiatives. The district is encouraged to work on common language and alignment of initiatives (PLC, iTeam, Iowa Core, etc). Common language and transparency will assist in clarifying vision and understanding. One suggestion would be to construct a glossary of terms and acronyms to share with all constituents.
23. Following document review and conversation with the ELL Coordinator the following areas of concern were noted:
- The coordinator is not properly endorsed and services needed for these students to be successful in the academic setting need to be provided by a properly endorsed individual; non-compliance 281—IAC 12.4(8)
 - While identification placement, exit criteria and possible under identification or early exit of students who should qualify for ELL service based on state mandate is present, interviewees were not able to articulate them

The site visit team recommends the district contact Lynn Tiemann, GWAEA, for assistance.

24. Based on disproportionality of some group’s representation in special education services, the site visit team recommends the district review their enrollment pattern data in special education, Section 504, ELL, TAG, by race, ethnicity, gender, and other protected classes. Data show 21.8% of the Hispanic population are identified as special education students. There are 32 students in the district identified as Hispanic (3.98%) and 7 of them are identified for special education (6.1%). This is a ratio of 1.5. Contact your regional administrator for assistance.

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:

25. West Branch PD is determined by the use of student achievement and behavioral data. District goals are determined and PD is designed at the district and matriculated to the building level. In addition, several staff members expressed appreciation for their administrator/districts' support of engaging in professional development opportunities that are program or content specific. This is in addition to district designed PD.

Recommendations for Improvement:

26. Interviews and provided documents indicated PD is well focused at the district and building levels. Interviews also indicated the need for future PD centered on cultural competency and the use of technology to improve student learning. The site visit team recommends leadership review current and future PD and considers allocating time for these two areas in the future.

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.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

Noted Strengths:

27. West Branch CSD views the Iowa Assessments as a useful snapshot while studying demographic breakdown of student achievement data. Measures of Academic Progress (MAP) is used and valued by staff, students and parents for individual progress monitoring and planning for individual progress in achievement. The Iowa Youth Survey results are incorporated into their planning for 21st Century learning practices.

28. 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.

29. The percentage of West Branch CSD students in the proficient range of achievement on the 2012-2013 Iowa Assessments is higher than State of Iowa Averages in the following areas:
 - Grade 5-8, 11 Reading – See pages 5-8 of Appendix A
 - Grade 4-8, 11 Mathematics – See pages 11-14 of Appendix A
 - Grade 5-8, 11 Science – See pages 17-20 of Appendix A

Recommendations for Improvement:

30. Although a district wide Section 504 plan exists, the interview team was unsure of how it is utilized. Consider the following modifications:
 - Monitor data of all demographic groups identified as eligible for Section 504 and receiving assistance.
 - Schedule time once a semester for fact to face updates of Section 504 accommodations with appropriate staff and continue to build on the Google Doc accountability tool already developed. Consider using signatures and the date which can be shared with parents to document the accommodations have been shared with appropriate staff.
 - Develop a process for monitoring implementation of Section 504
 - Consider implementing a method to ensure and document Section 504 Parent Rights are reviewed with families annually.

31. The collection and study of course enrollment trend line data is a Chapter 12 requirement (#11-Document Review Checklist). Evidence provided by the district contained three years of trend line data concerning course enrollment data. However, there was no evidence provided of how this data is used. The district is required to develop a process and timeline for using this data to assure students in the West Branch CSD are being served equitably. Non-compliance; No evidence exists for the annual review of district, attendance center, and course enrollment data. 281—IAC 12.1(1). Contact Fred Kinne; fred.kinne@iowa.gov for suggestions.
32. Interviewees indicated staff was committed to using data to identify and monitor student progress on an individual student basis. However, interviewees reported they did not review disaggregated sub-group data. The District is encouraged to develop and implement procedures system-wide to create greater teacher and counselor ownership of academic and climate-related data, as well as to build the capacity of counselors and teachers to collect, analyze, interpret, and take action based on both individual and sub-group level student data. Below are some suggested areas to consider:
- Behavioral
- Olweus
 - Help a Bear
 - Leader in Me
 - Supplemental Intensive Plans
- Student Achievement
- Course enrollment data
 - Standards Based Grading
 - Technology for student learning
 - Technology – long range purchasing
33. The percentage of West Branch CSD students in the proficient range of achievement on the 2012-2013 Iowa Assessments is lower than State of Iowa averages in the following areas:
- Grade 3-4 Reading – See pages 5-8 of Appendix A
 - Grade 3 Mathematics – See pages 11-14 of Appendix A
 - Grade 3-4 Science – See pages 17-20 of Appendix A

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

Title IIA (Teacher and Principal Training and Recruiting Fund)

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

Title III (English Language Learners)

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

Title XC (Education of Homeless Children and Youth)

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



SI 2.5 - School Improvement Data Report
West Branch Community School District (6930)
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	5
Grades 3-8,11 By Subgroup	8
Disability	9
Free/Reduced Lunch	9
English Language Learners	10
Minority	10
Math Proficiency for each grade 3-8, 11	11
Grades 3-8,11 By Subgroup	14
Disability	15
Free/Reduced Lunch	15
English Language Learners	16
Minority	16
Science Proficiency for each grade 3-8, 11	17
Grades 3-8,11 By Subgroup	20
Disability	21
Free/Reduced Lunch	21
English Language Learners	22
Minority	22
College Ready	23
High School Carnegie Units Offered	23
Graduation Rate	24
Disciplinary Removals	24
Iowa Youth Survey	24
Report Definition	26

Figure 1: Whole Grade Sharing

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

This district does not whole grade share.

Figure 2: Preschool through 12th Grade Enrollment Trend

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

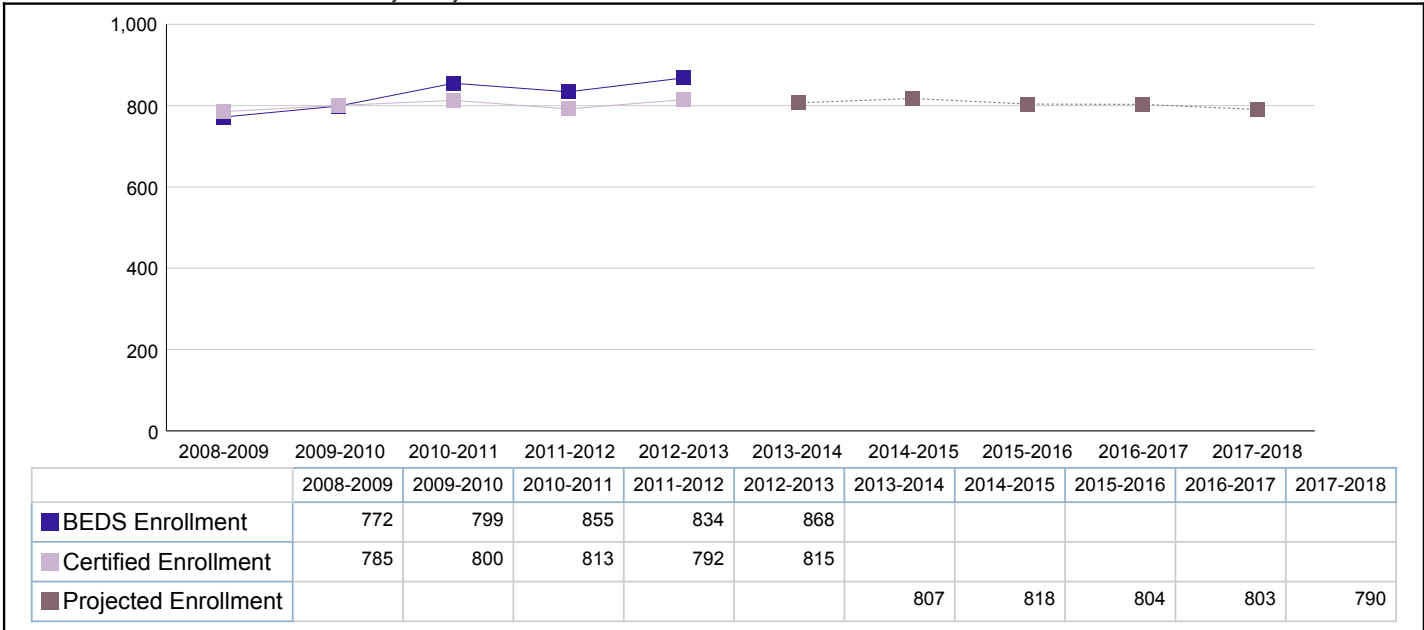


Figure 3: Preschool through 12th Grade BEDS Enrollment by Subgroups: All Students, Minority, FRL, ELL, IEP

Data Source: Fall EASIER/SRI

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

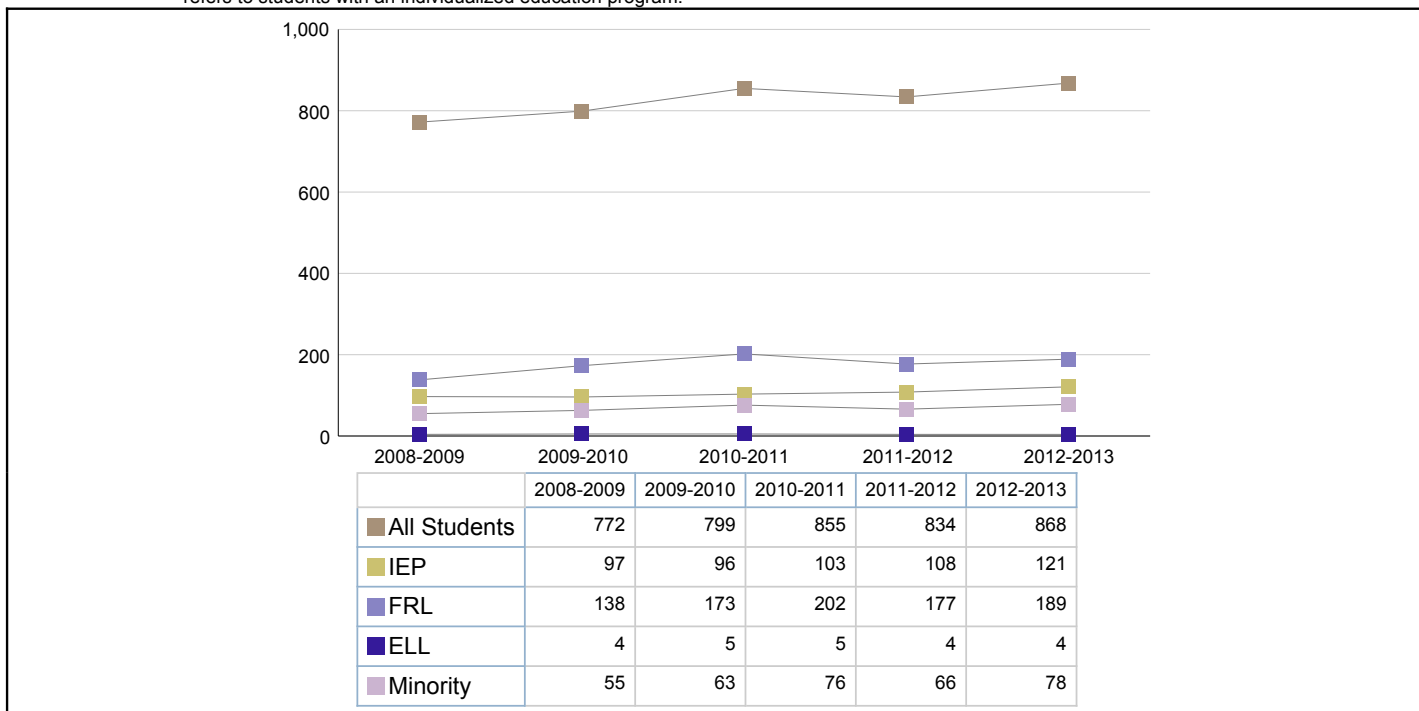


Figure 4: Annual Instructional Minutes

Data Source: Spring BEDS

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

District	School	Total Annual Instructional Minutes
6930	Hoover Elementary School (6930-0409)	66,700
6930	West Branch High School (6930-0109)	65,240
6930	West Branch Middle School (6930-0209)	65,675
	<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.

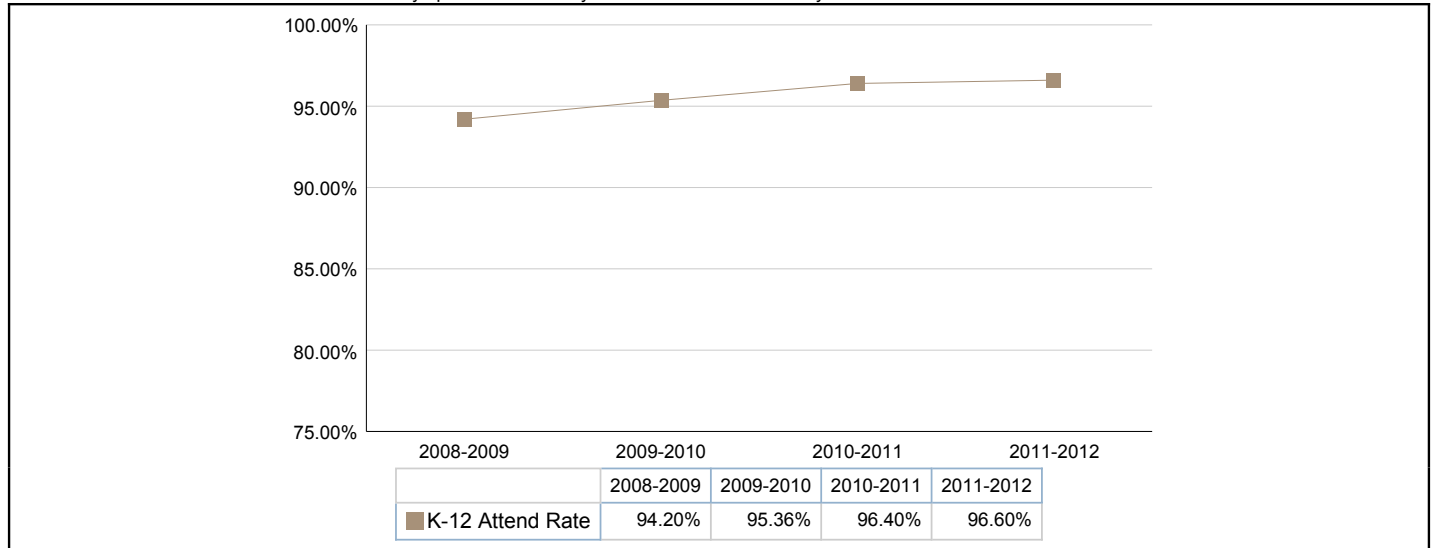


Figure 6: Schools/Districts in Need of Assistance Status

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
6930	Hoover Elementary School (6930-0409)	Targeted	SINA-1	SINA-1
6930	West Branch Community School District (6930)	Yes	MET	MET
6930	West Branch High School (6930-0109)	No Value	MET	MET
6930	West Branch Middle School (6930-0209)	No Value	Watch	SINA-1

District	School Name	Title 1 Status	Math Part.	Reading Part.	Other
6930	Hoover Elementary School (6930-0409)	Targeted	MET	MET	MET
6930	West Branch Community School District (6930)	Yes	MET	MET	MET
6930	West Branch High School (6930-0109)	No Value	MET	MET	MET
6930	West Branch Middle School (6930-0209)	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.

This district does not have any DIBELS data.

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.

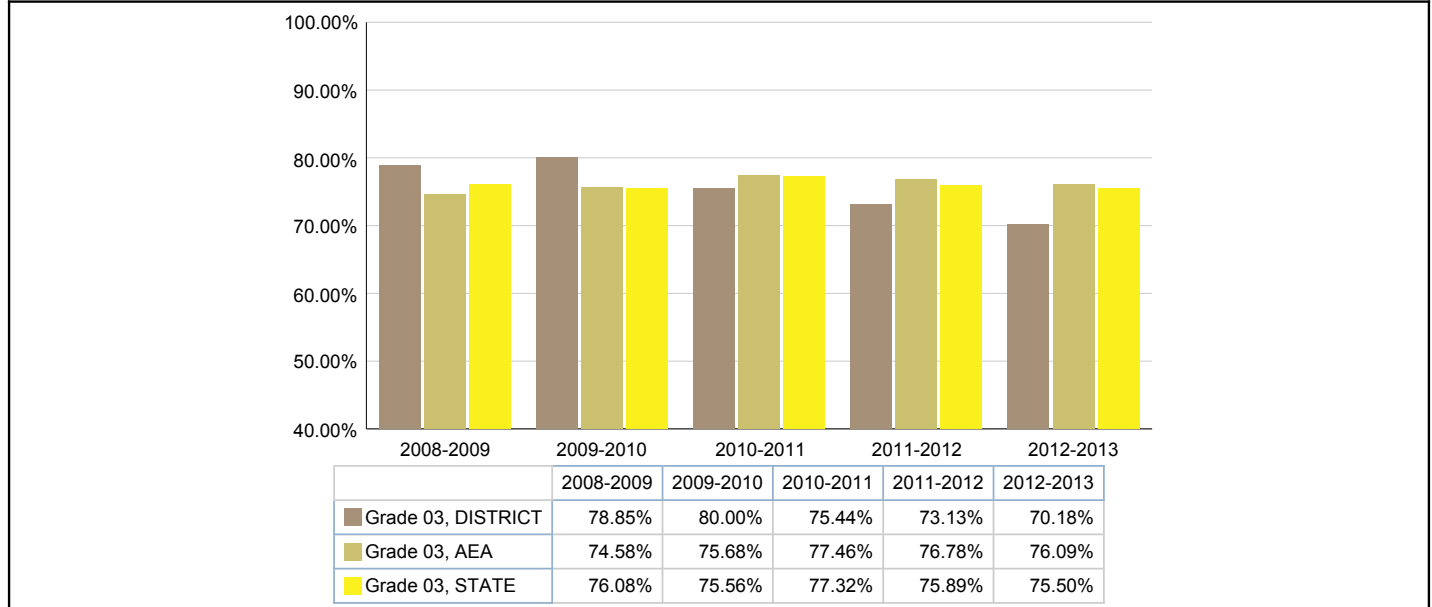


Figure 9 Percent of Students in Grade 4 Proficient in Reading

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.

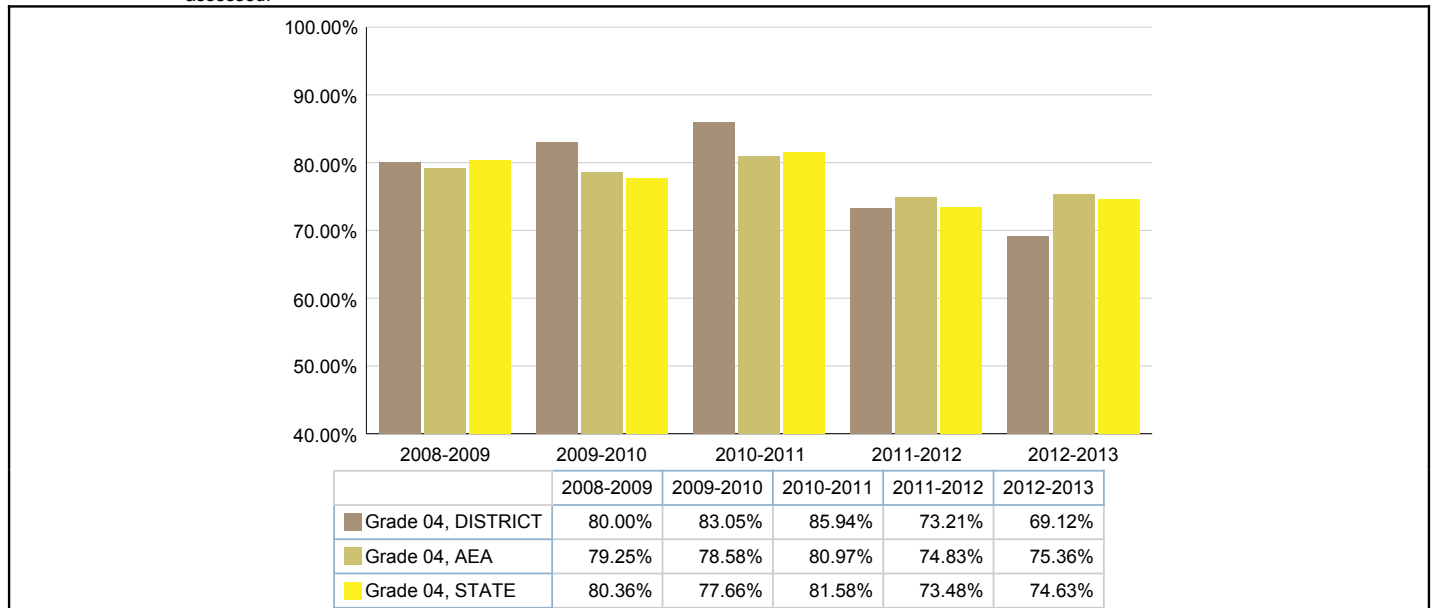


Figure 10 Percent of Students in Grade 5 Proficient in Reading

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.

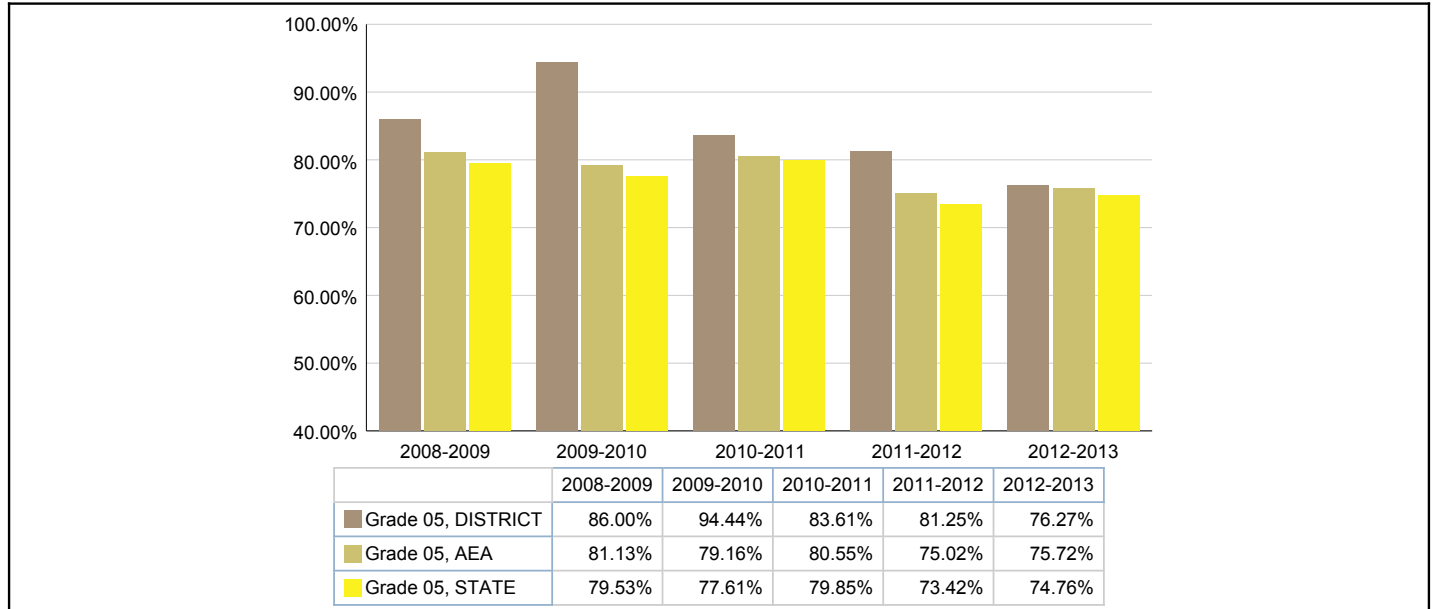


Figure 11 Percent of Students in Grade 6 Proficient in Reading

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.

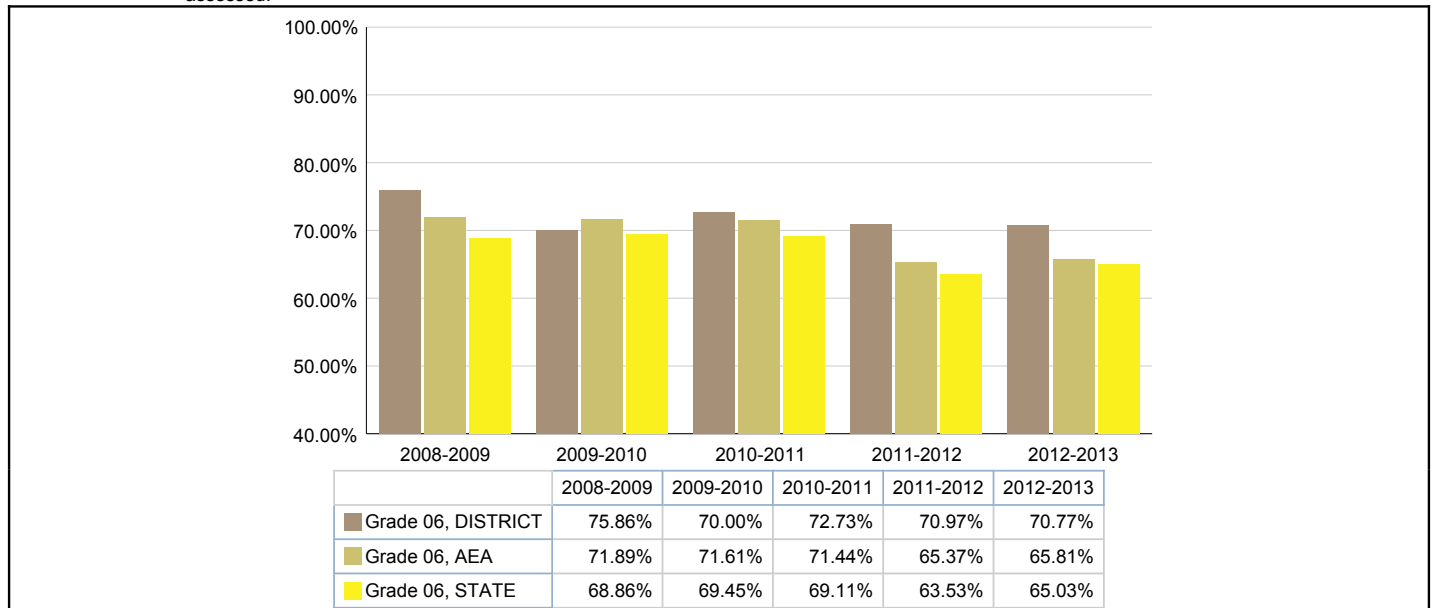


Figure 12 Percent of Students in Grade 7 Proficient in Reading

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.

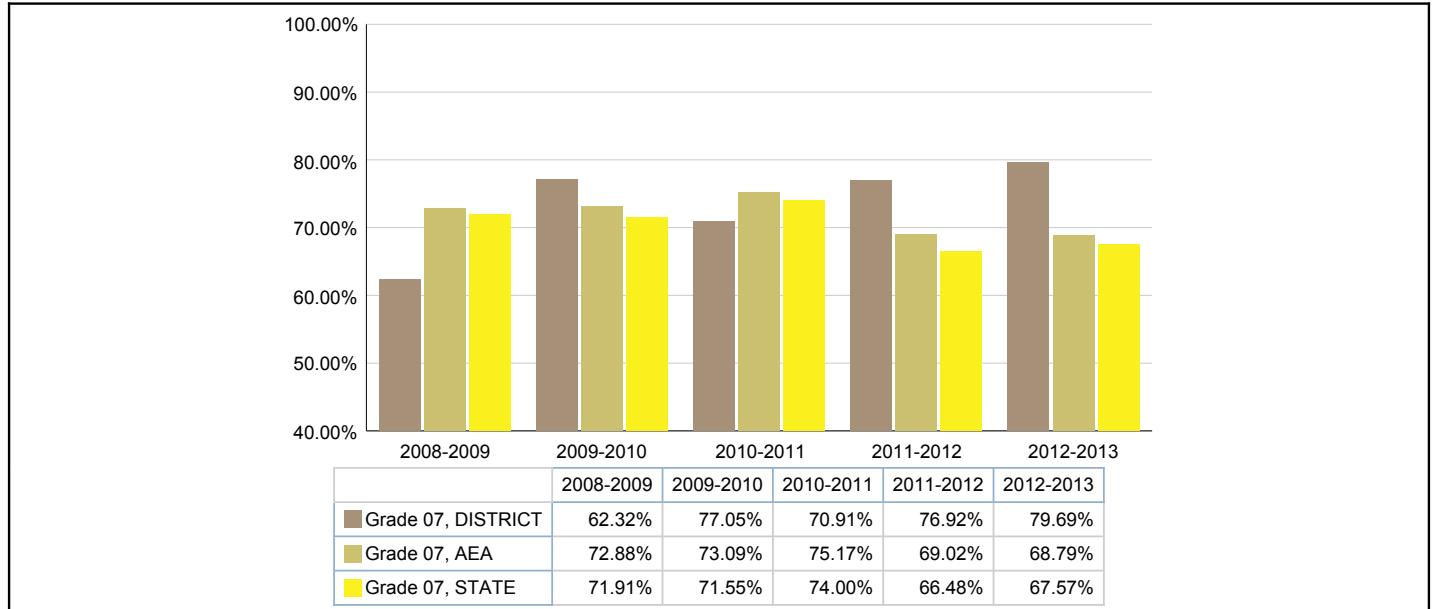


Figure 13 Percent of Students in Grade 8 Proficient in Reading

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.

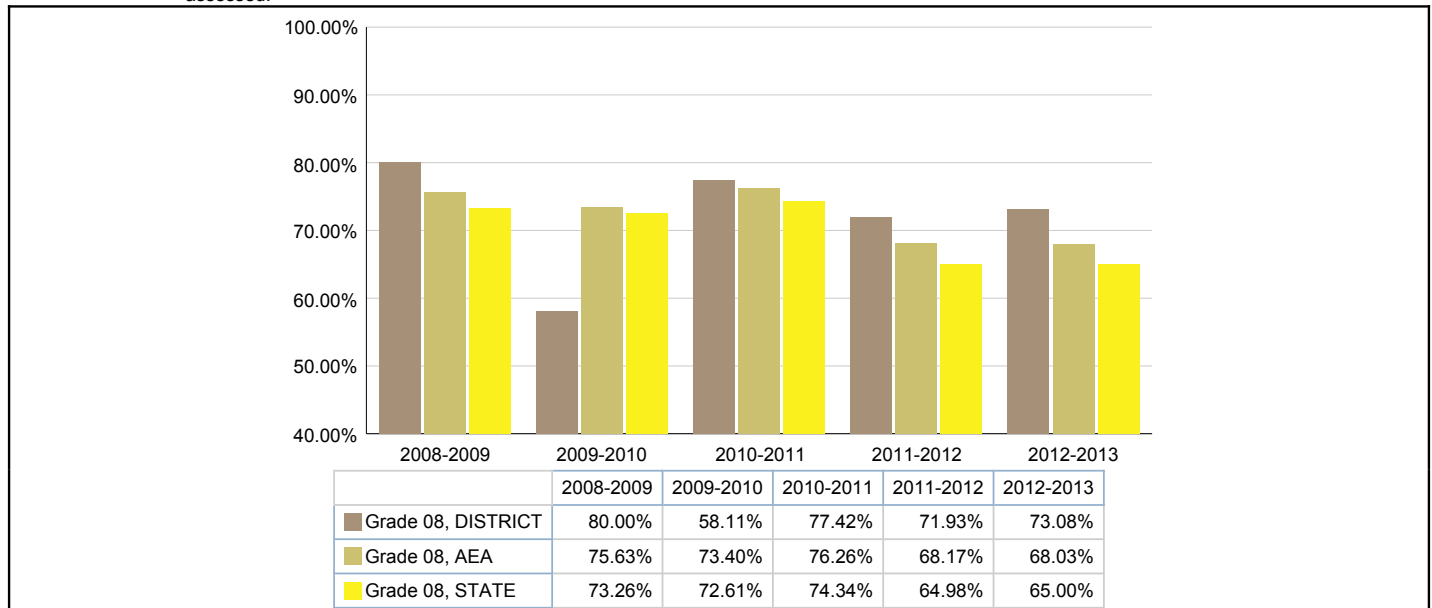


Figure 14 **Percent of Students in Grade 11 Proficient in Reading**

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.

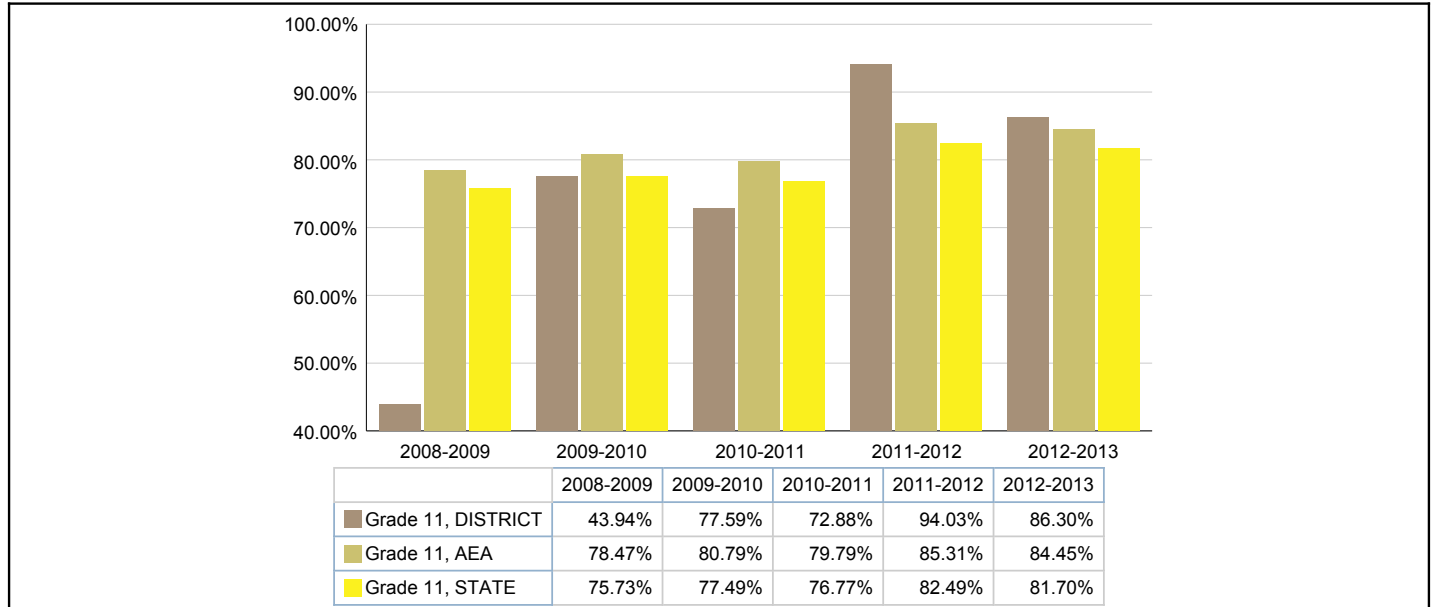


Figure 15: **Percent of Students in Grade 3 - 11 Proficient in Reading by Subgroups: All students, Minority, FRL, ELL IEP**

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.

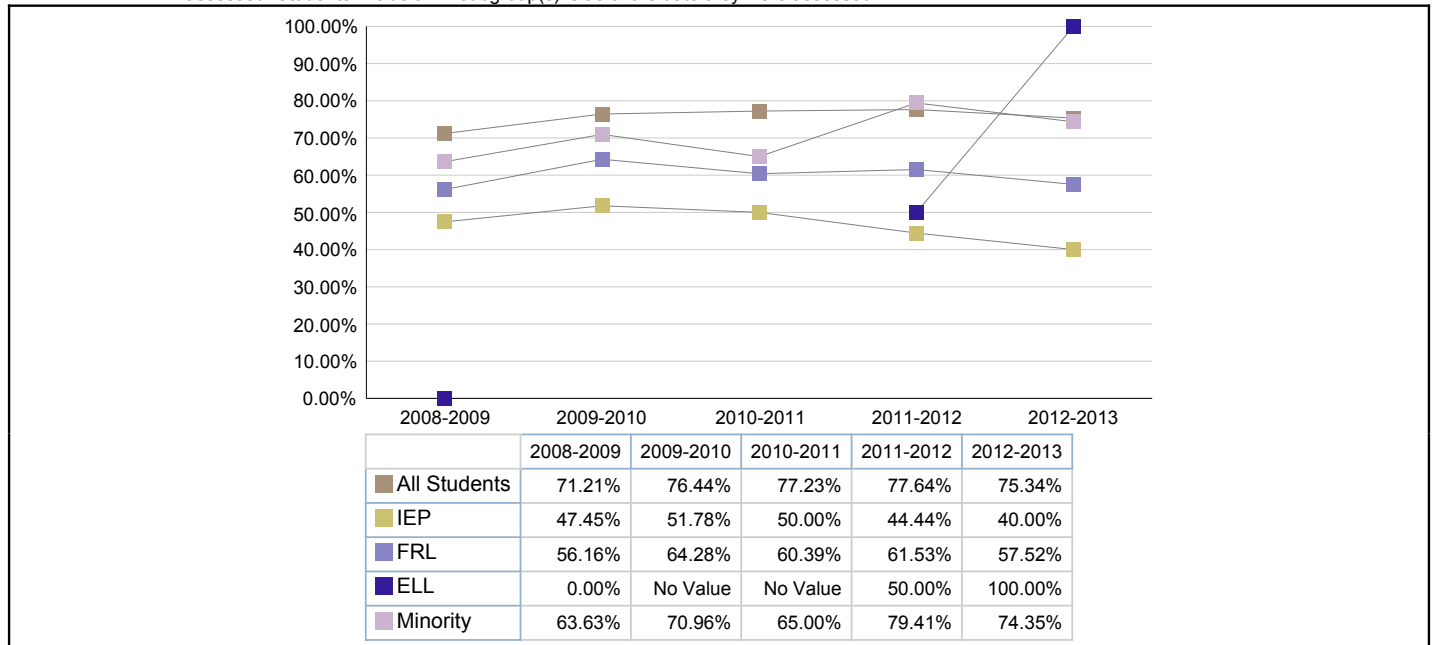


Figure 16: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Reading

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.

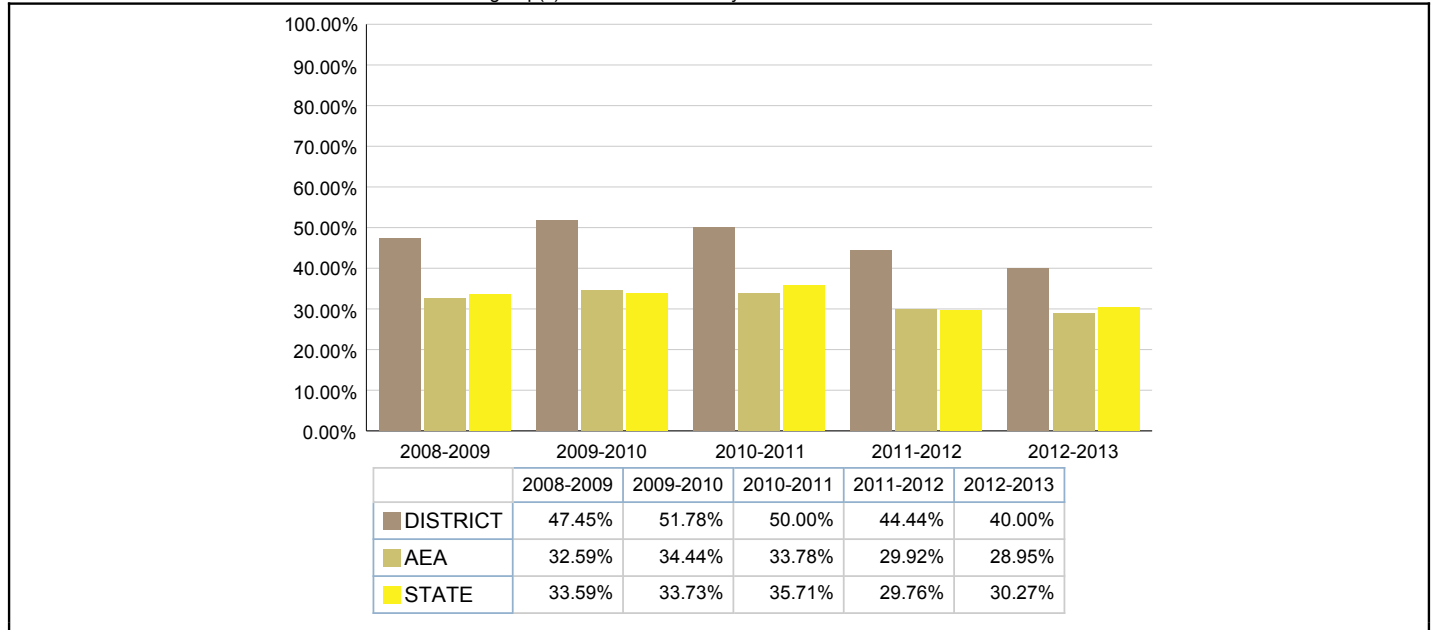


Figure 17: Percent of Free/Reduced Lunch Students Grades 3-8, 11 Proficient in Reading

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.

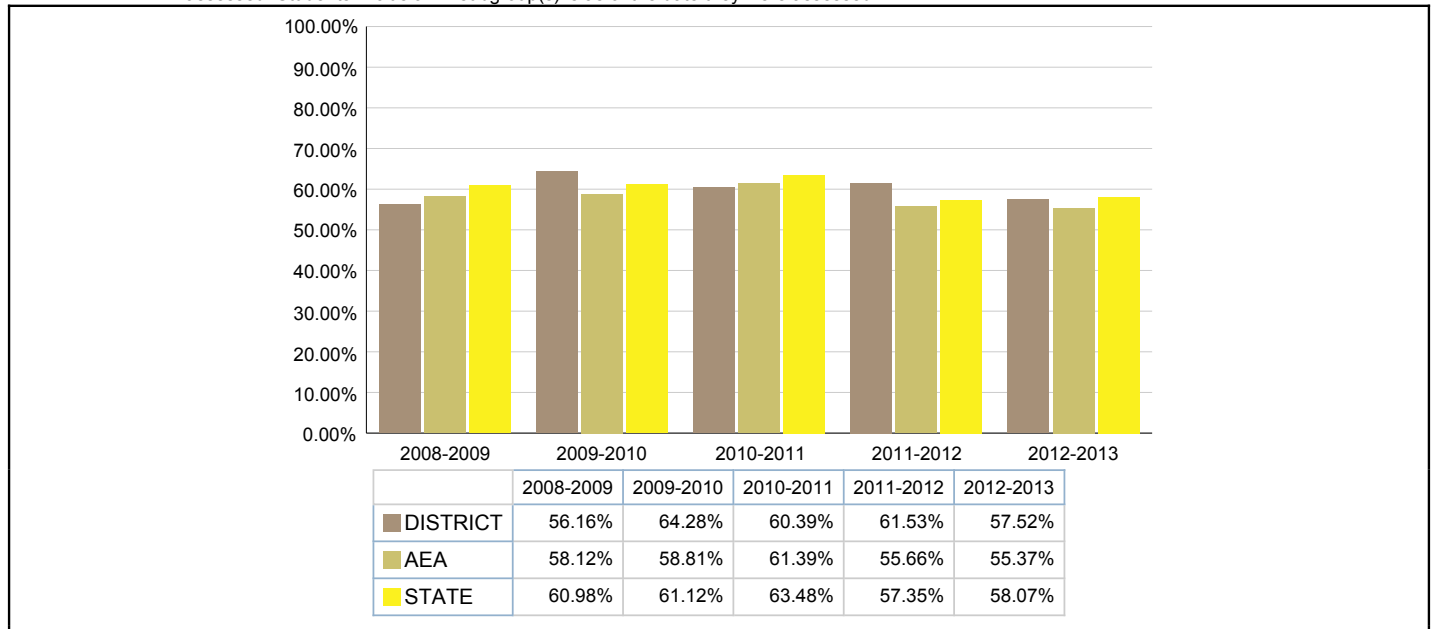


Figure 18: Percent of English Language Learner Students Grades 3-8, 11 Proficient in Reading

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.

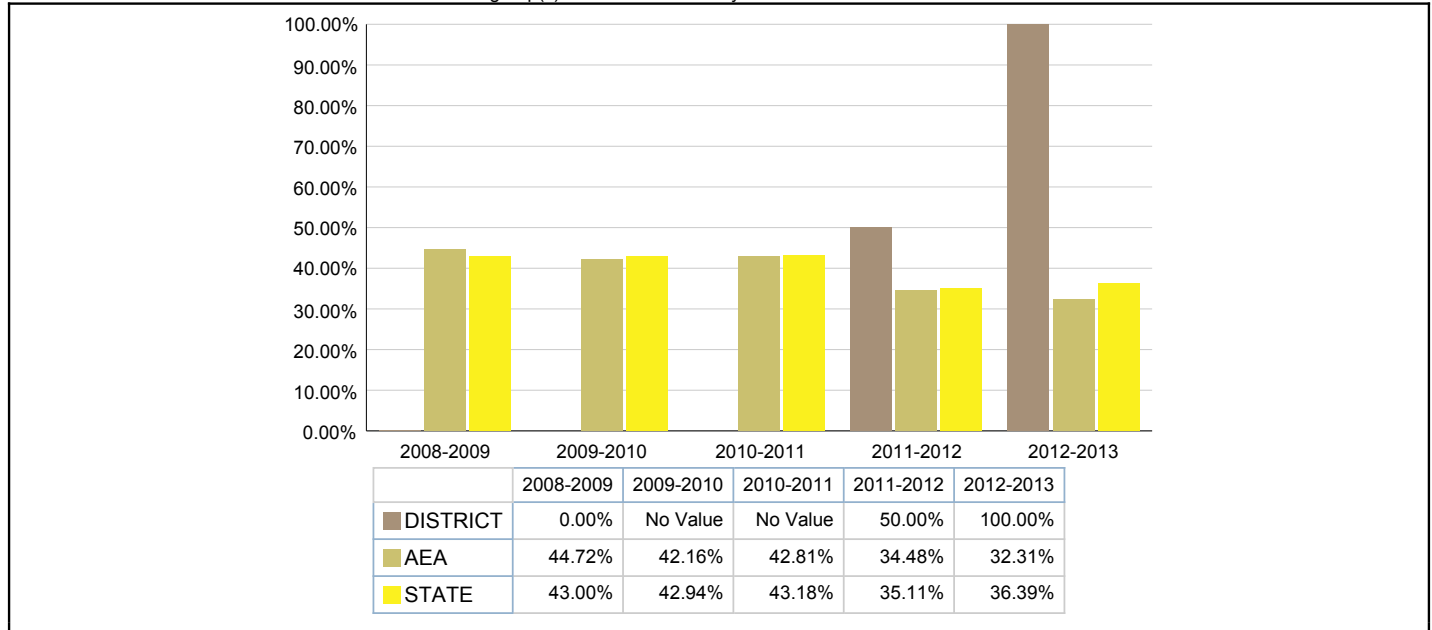


Figure 19: Percent of Minority (Non-White) Students Grades 3-8, 11 Proficient in Reading

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.

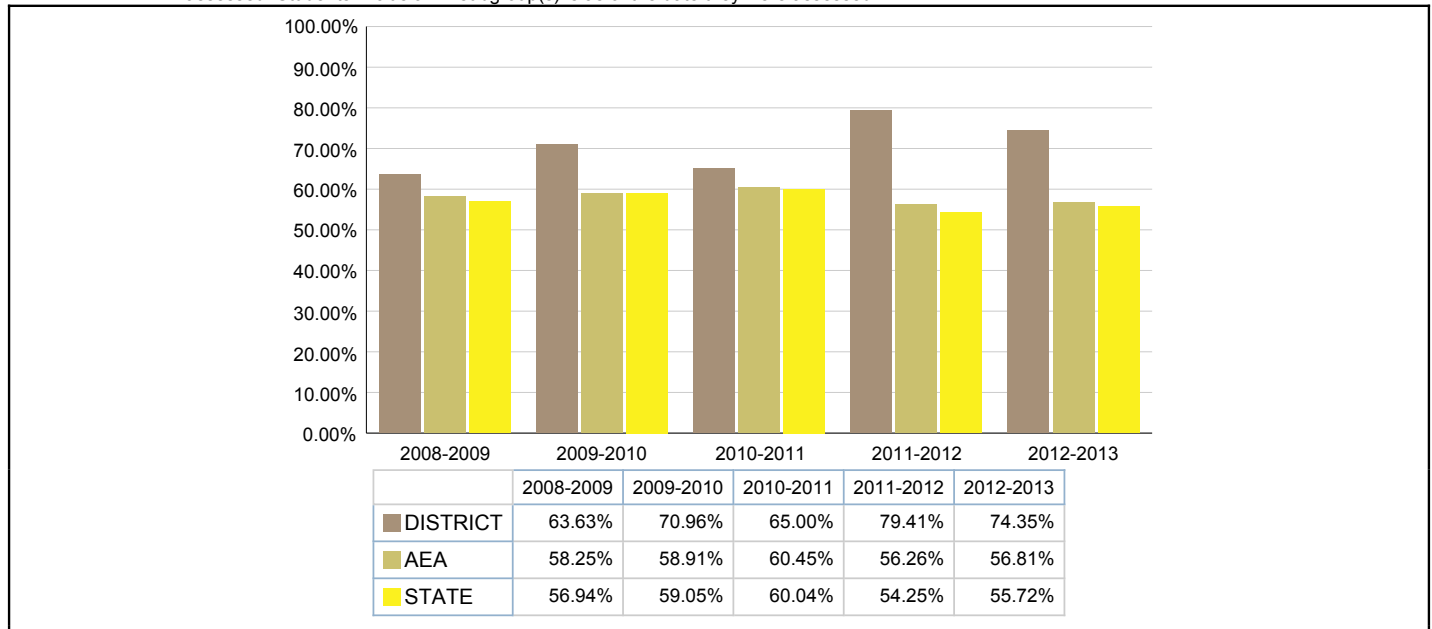


Figure 20: Percent of Students in Grade 3 Proficient in Math

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.

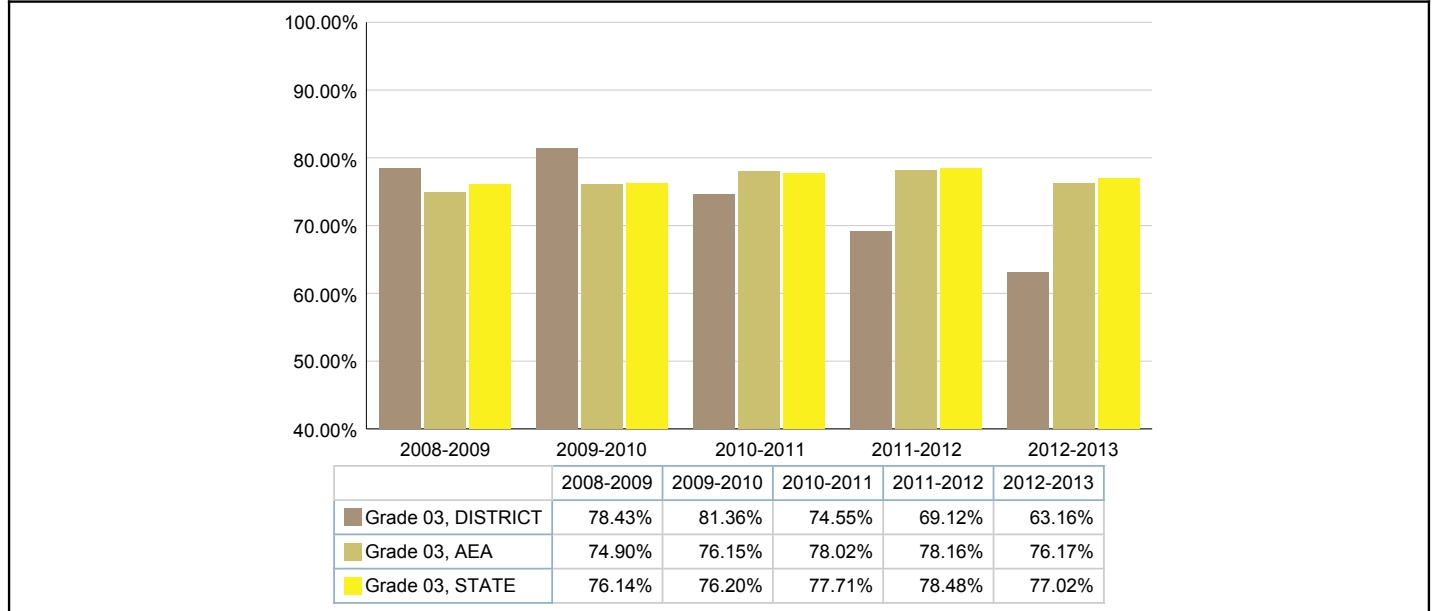


Figure 21: Percent of Students in Grade 4 Proficient in Math

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.

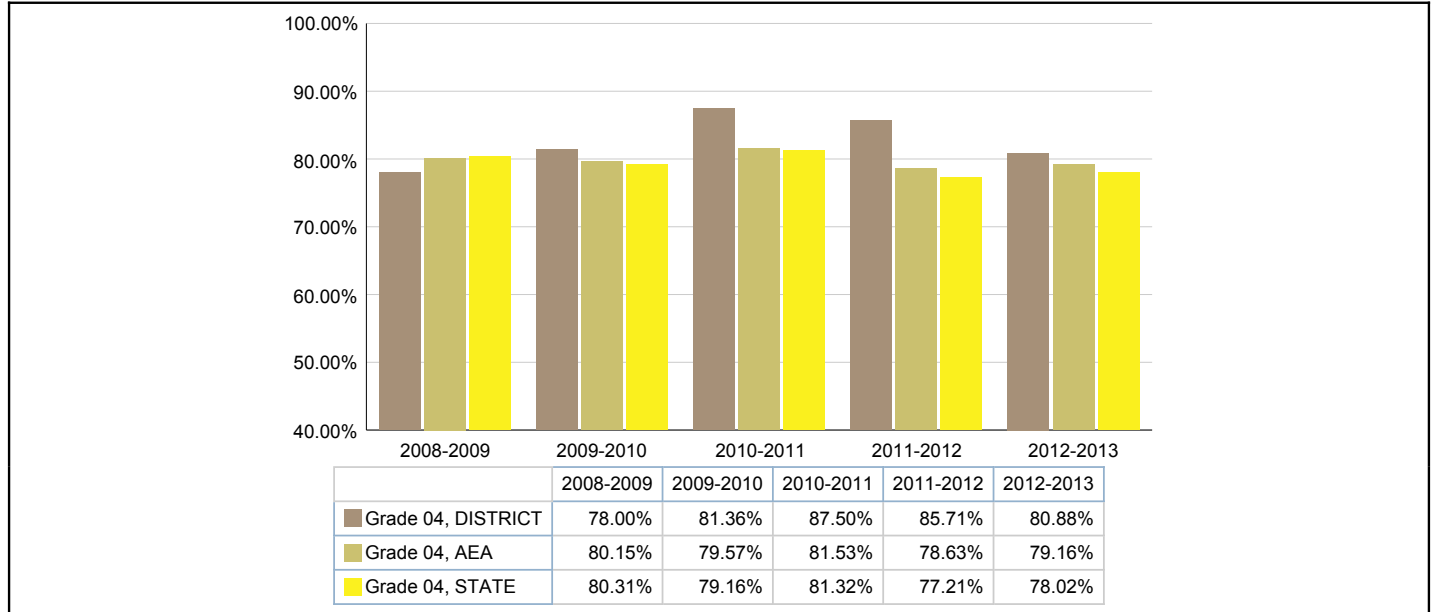


Figure 22: Percent of Students in Grade 5 Proficient in Math

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.

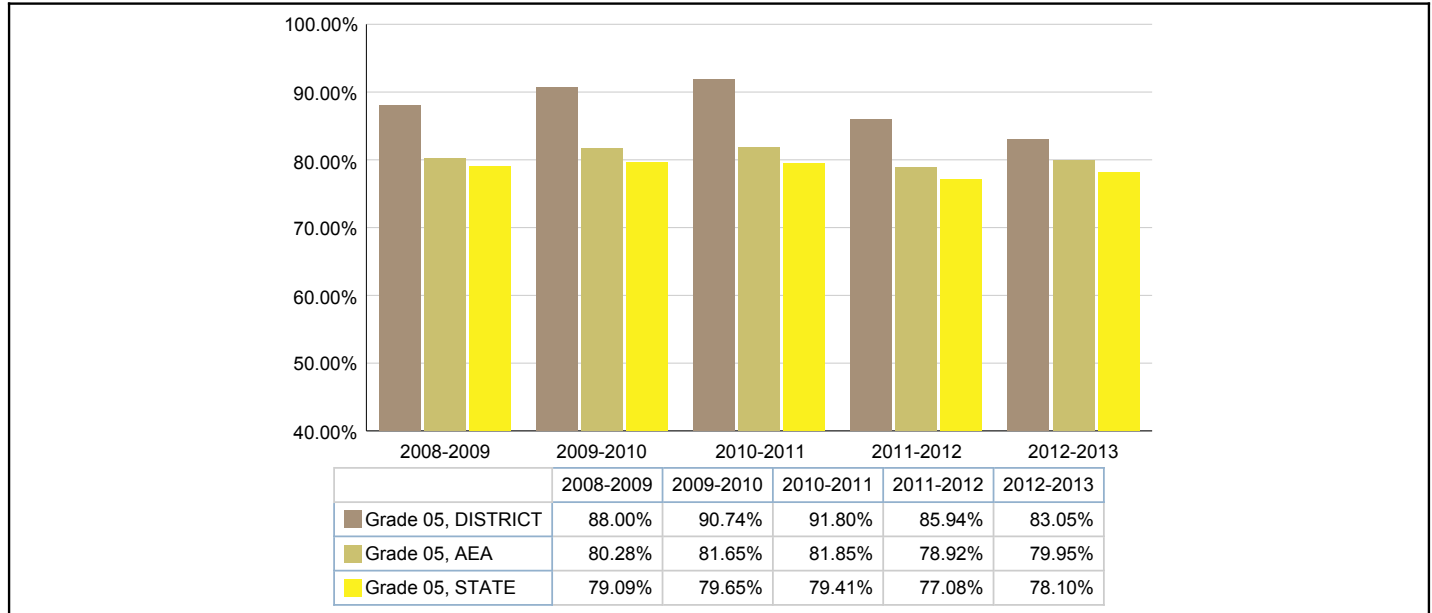


Figure 23: Percent of Students in Grade 6 Proficient in Math

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.

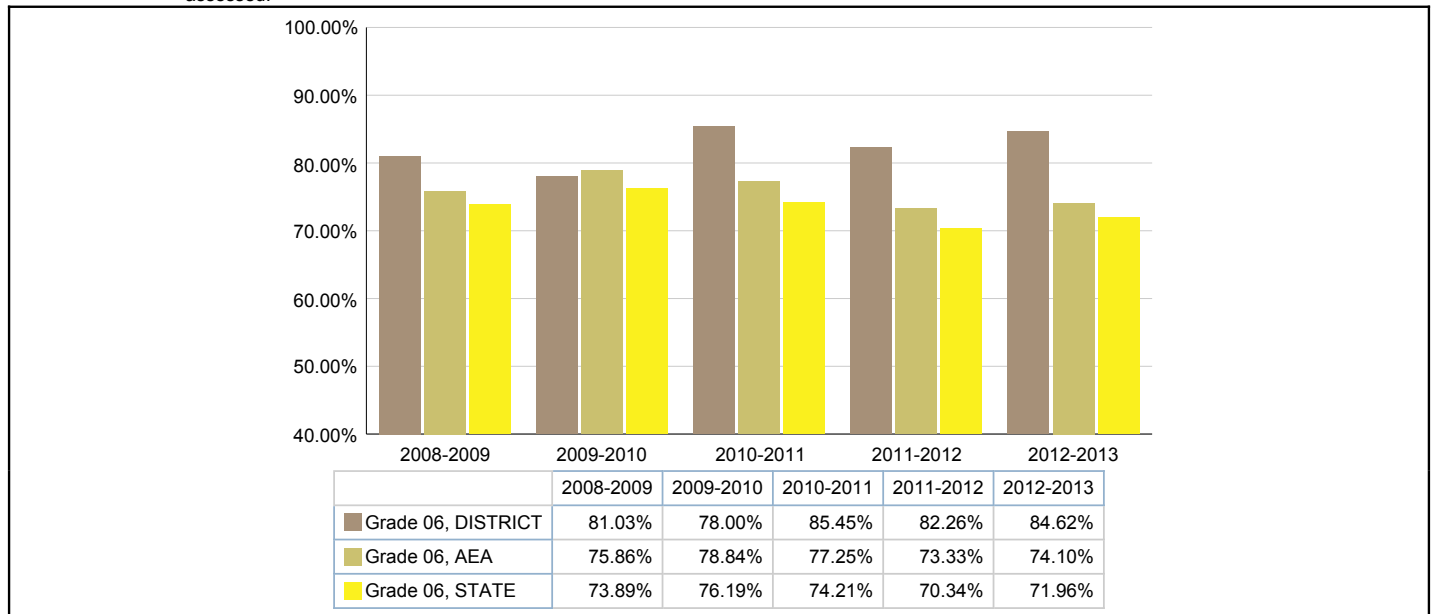


Figure 24: Percent of Students in Grade 7 Proficient in Math

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.

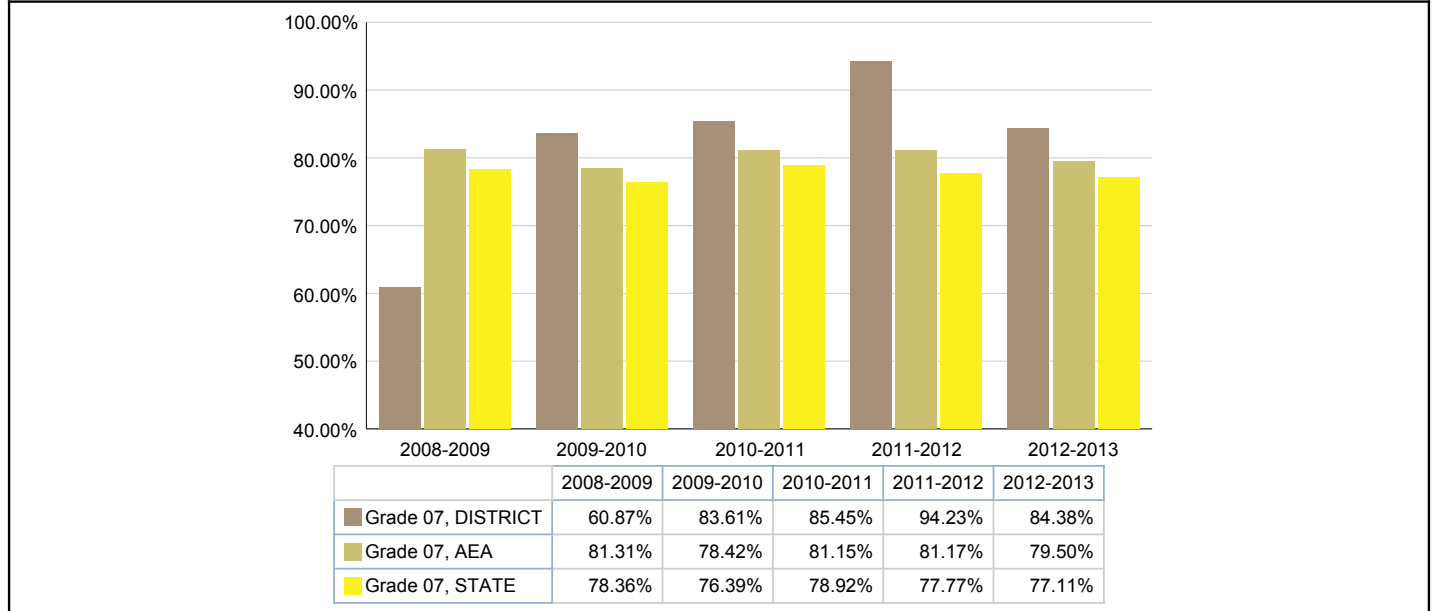


Figure 25: Percent of Students in Grade 8 Proficient in Math

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.

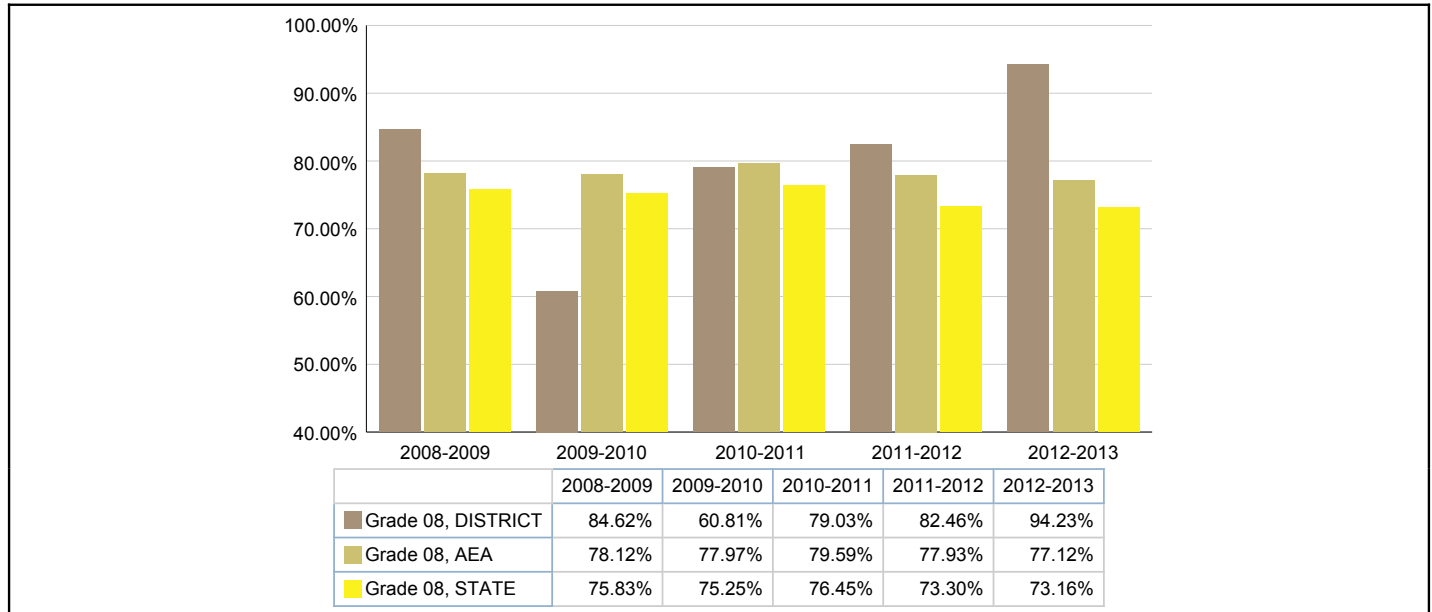


Figure 26: Percent of Students in Grade 11 Proficient in Math

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.

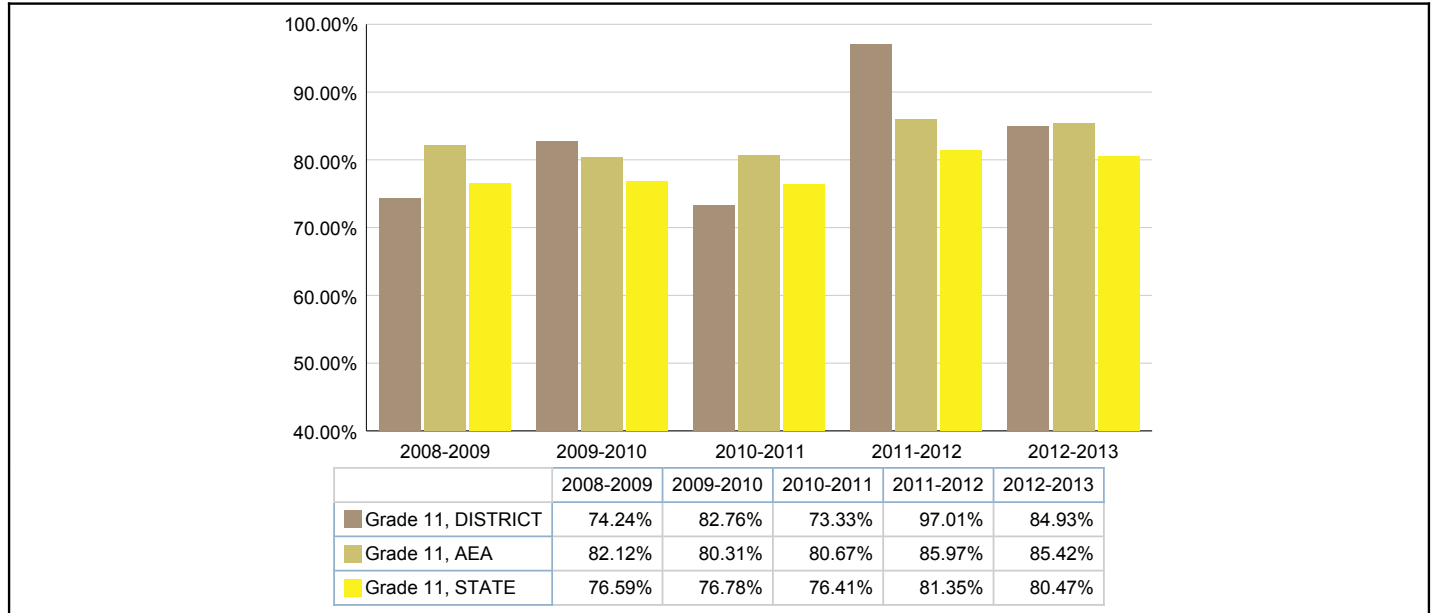


Figure 27: Percent of Students in Grade 3 -8, 11 Proficient in Math by Subgroups: All students, Minority, FRL, ELL IEP

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.

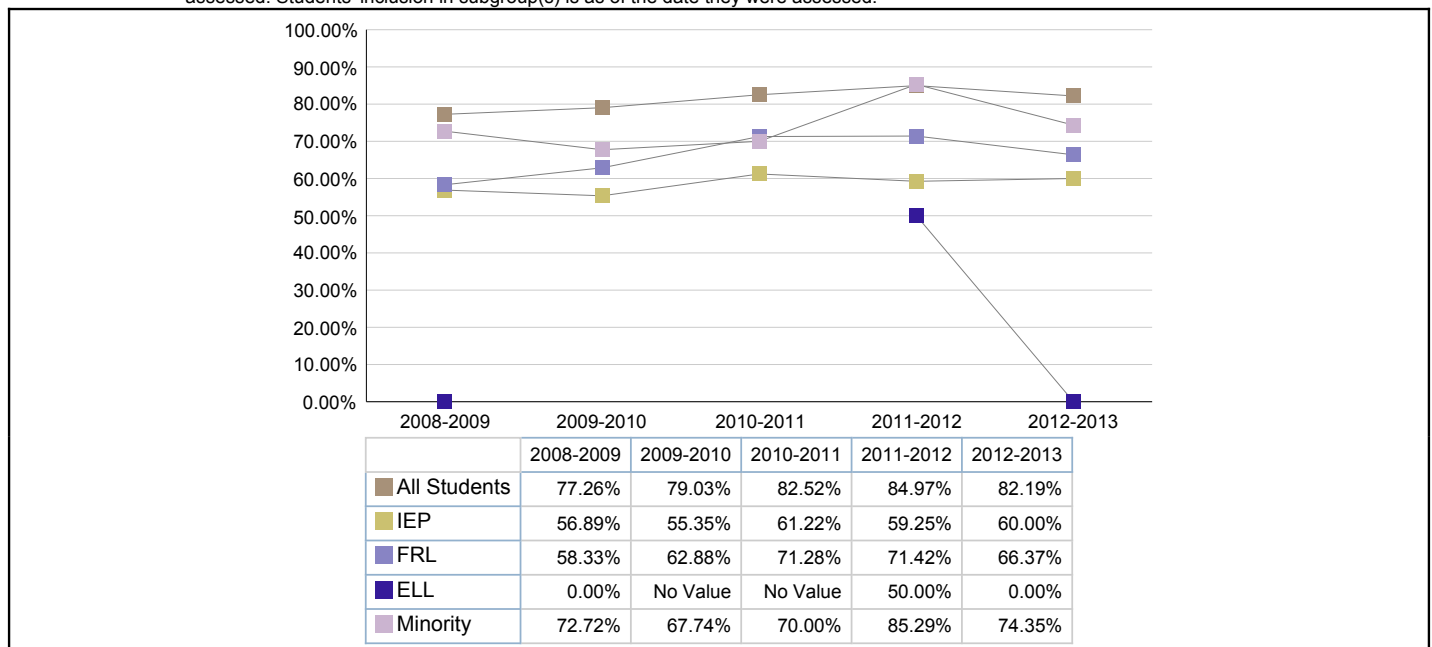


Figure 28: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Math

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.

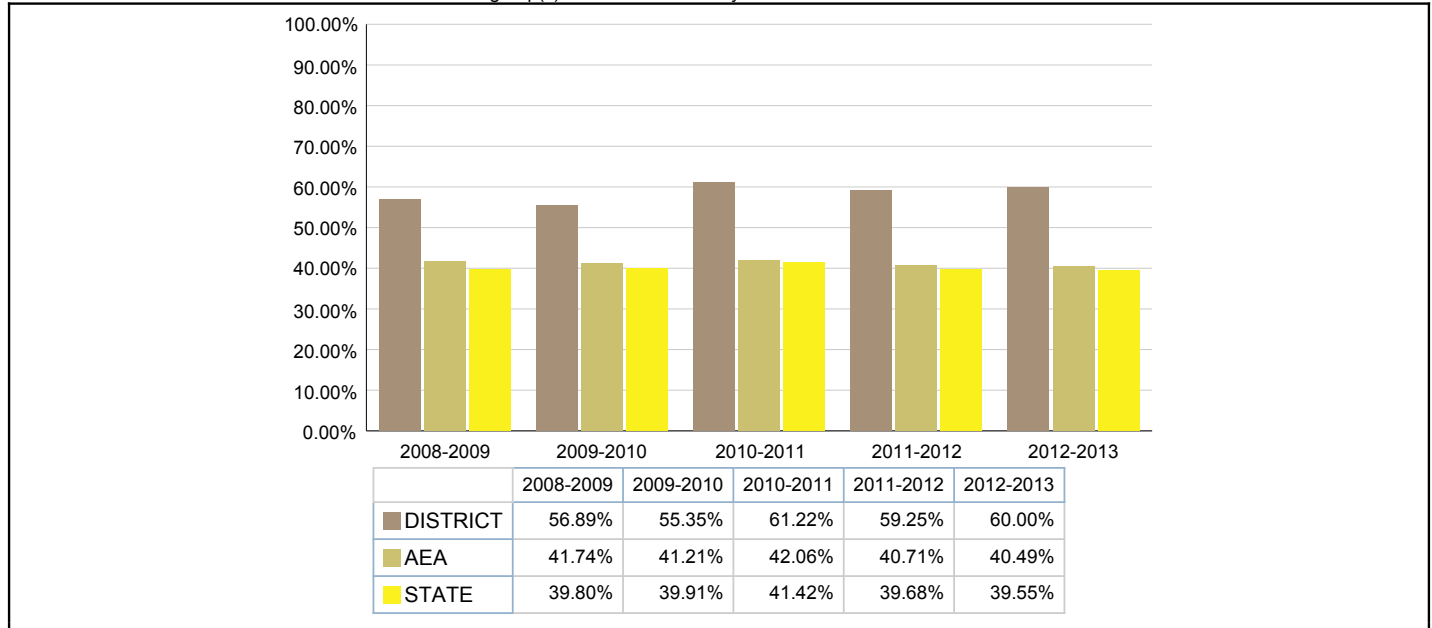


Figure 29: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Math

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.

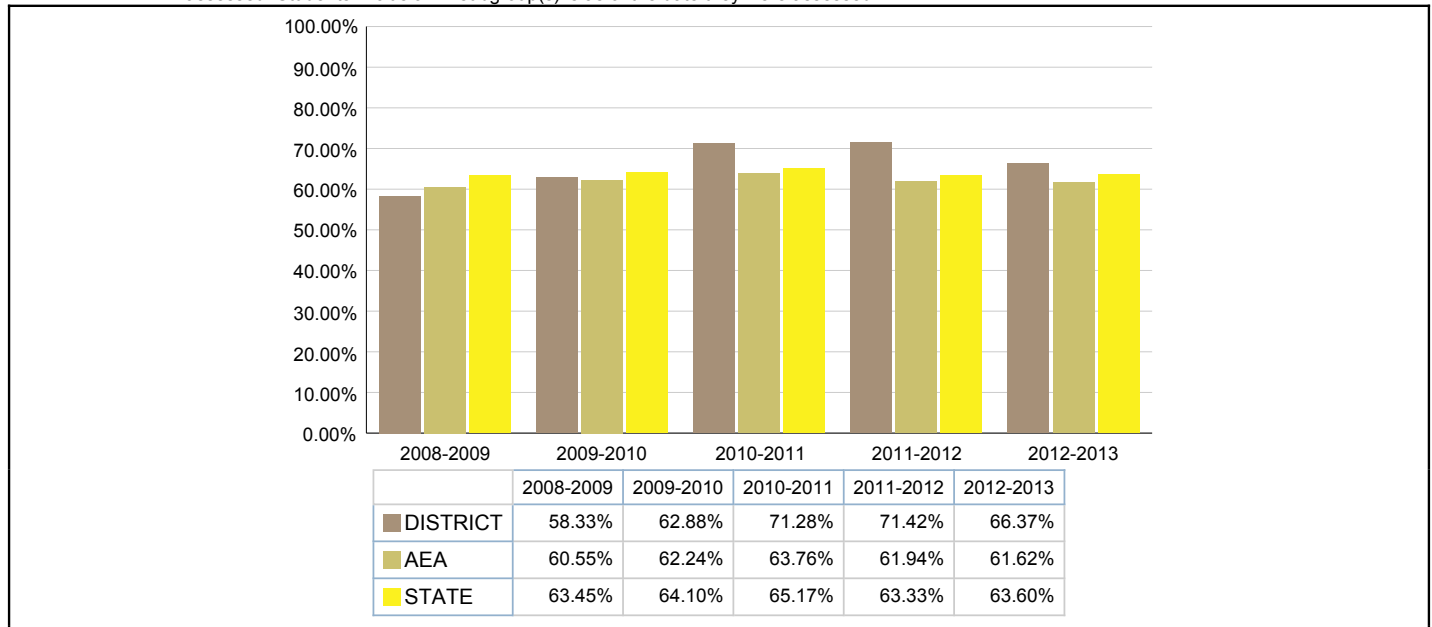


Figure 30: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Math

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.

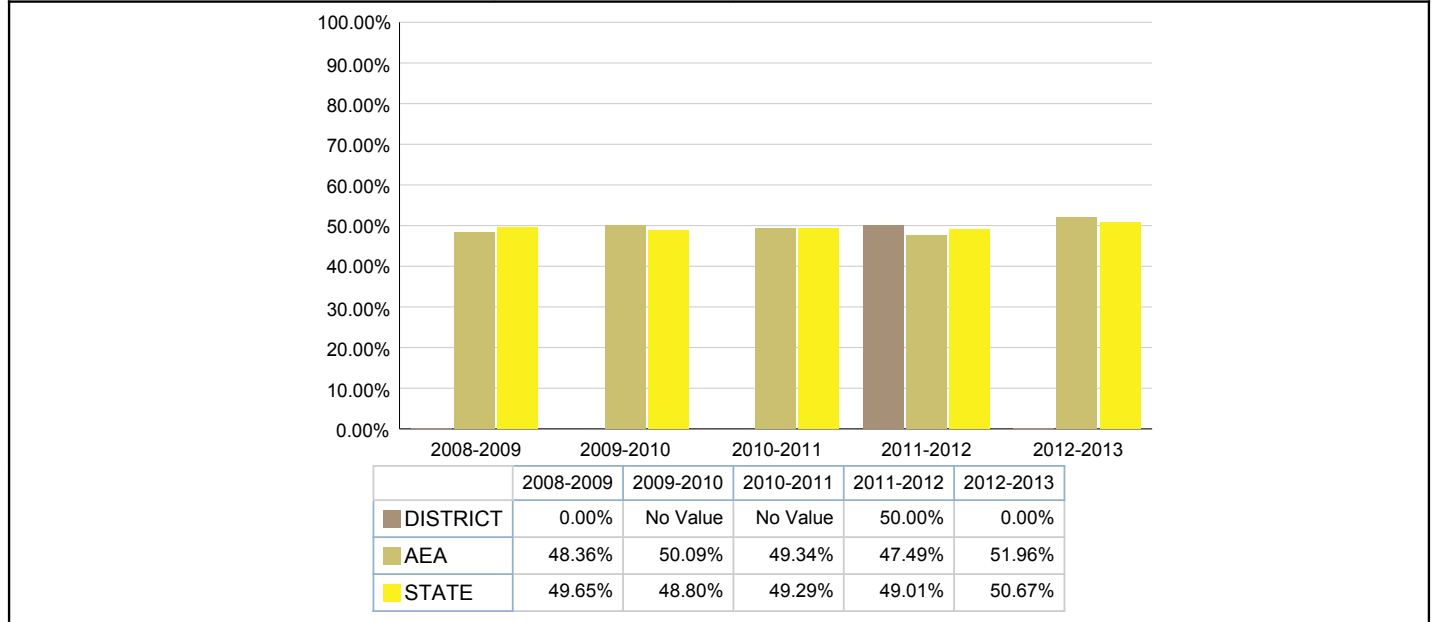


Figure 31: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Math

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.

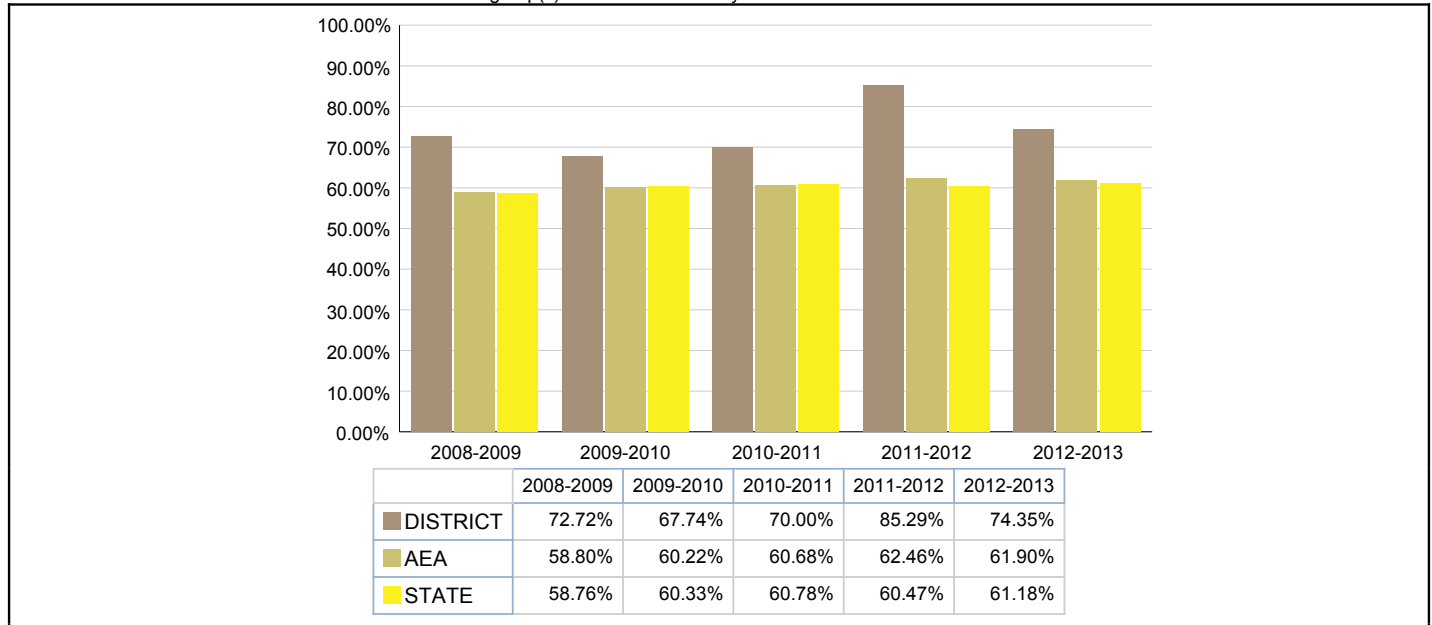


Figure 32: Percent of Students in Grade 3 Proficient in Science

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.

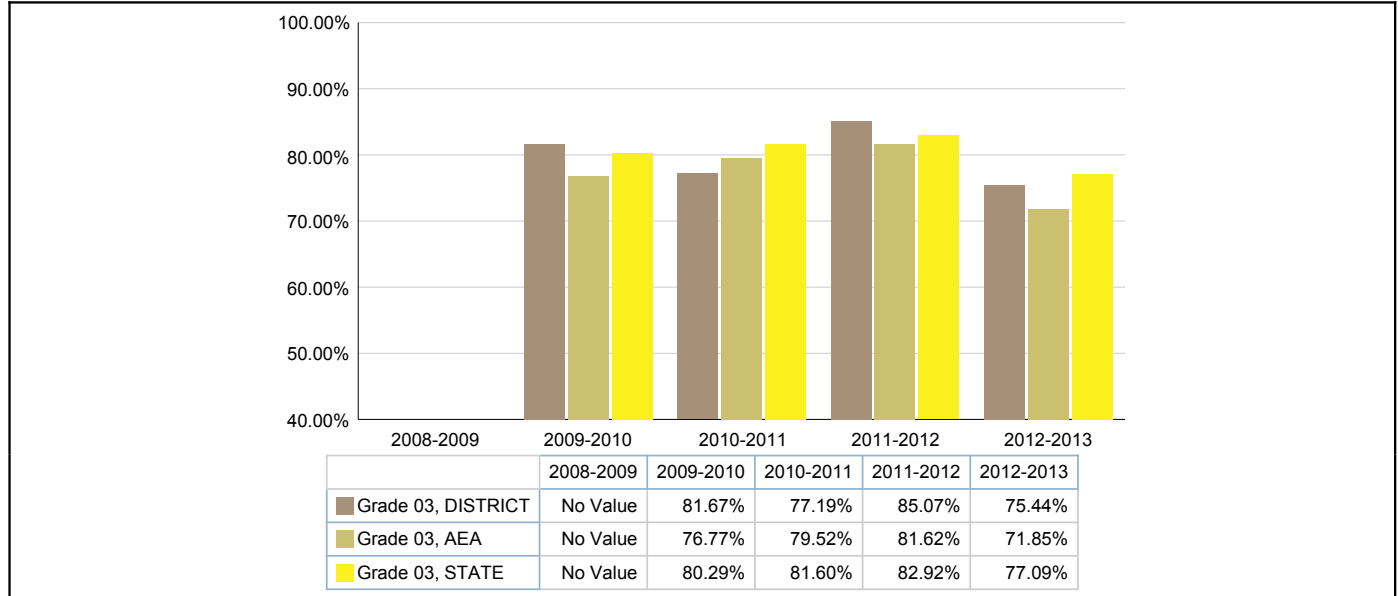


Figure 33: Percent of Students in Grade 4 Proficient in Science

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.

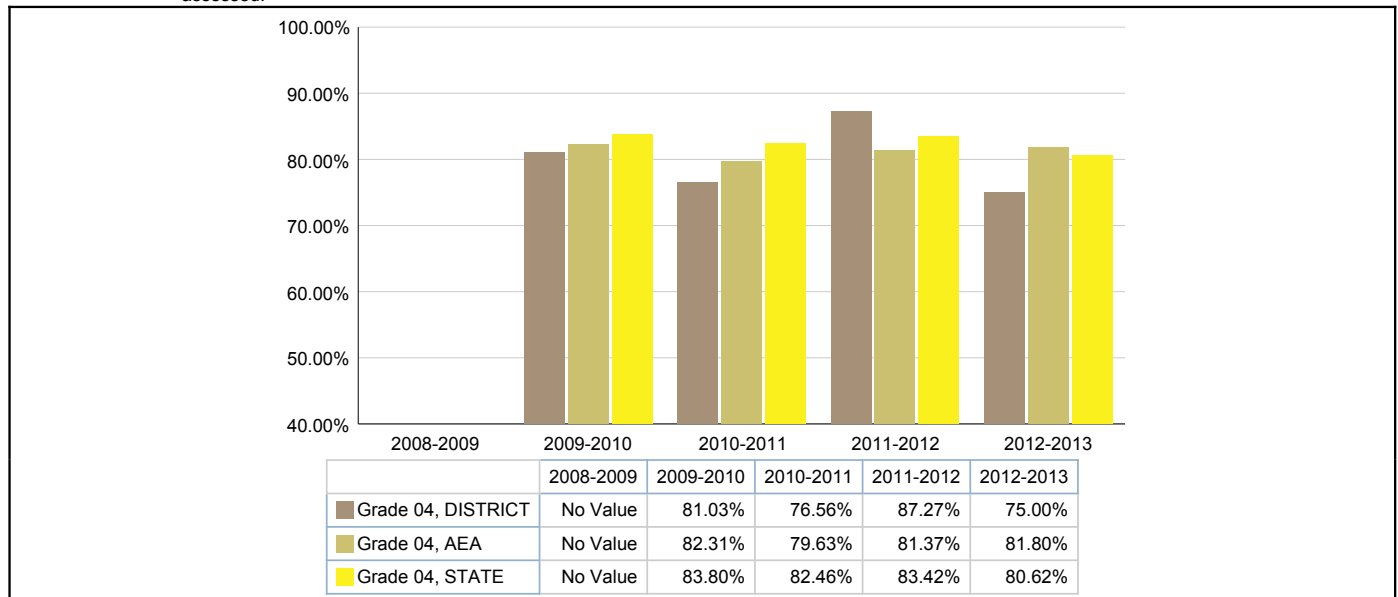


Figure 34: Percent of Students in Grade 5 Proficient in Science

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.

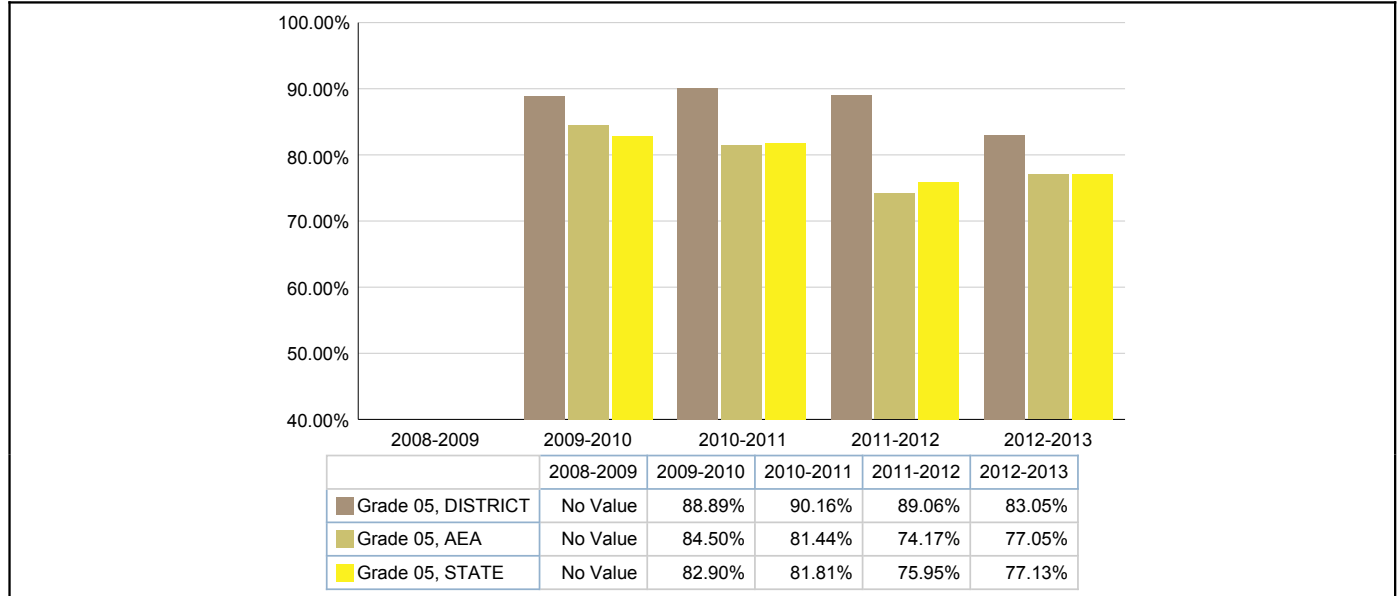


Figure 35: Percent of Students in Grade 6 Proficient in Science

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.

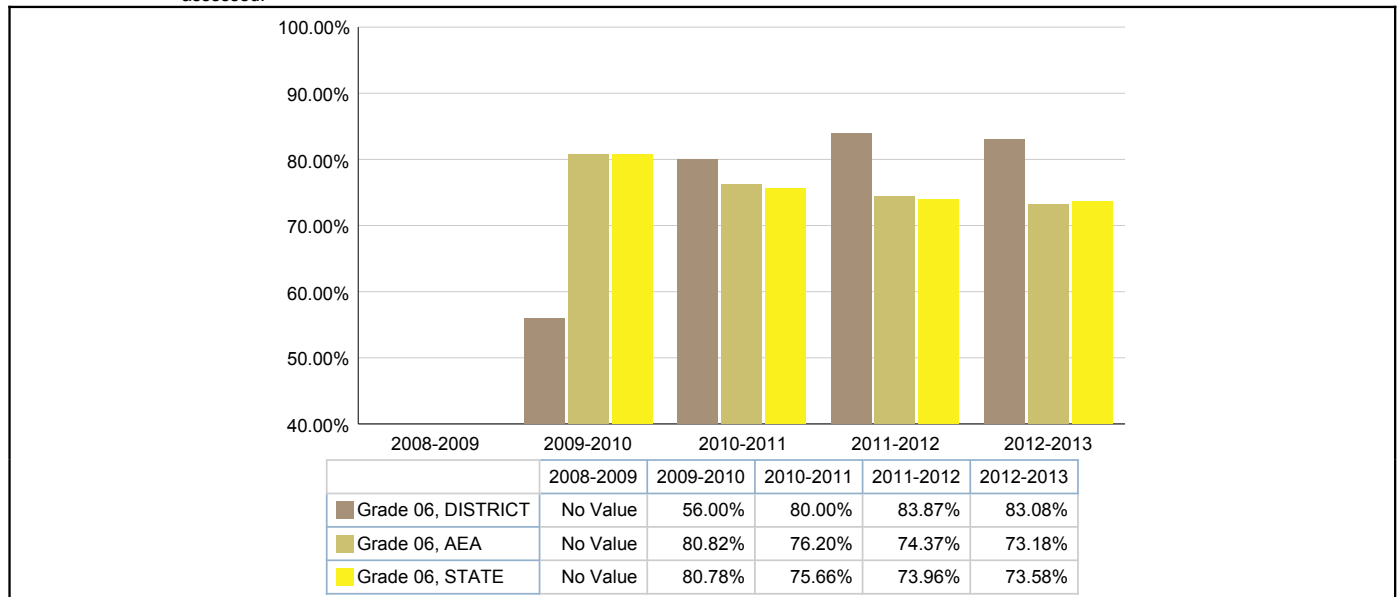


Figure 36: Percent of Students in Grade 7 Proficient in Science

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.

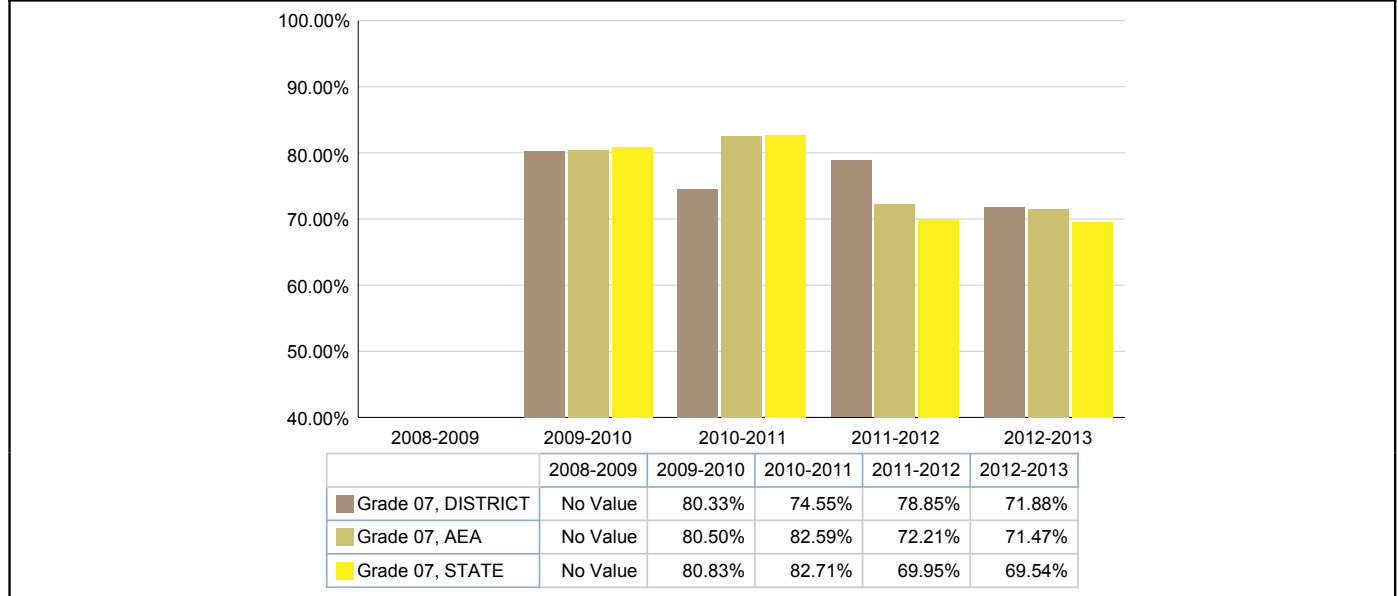


Figure 37: Percent of Students in Grade 8 Proficient in Science

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.

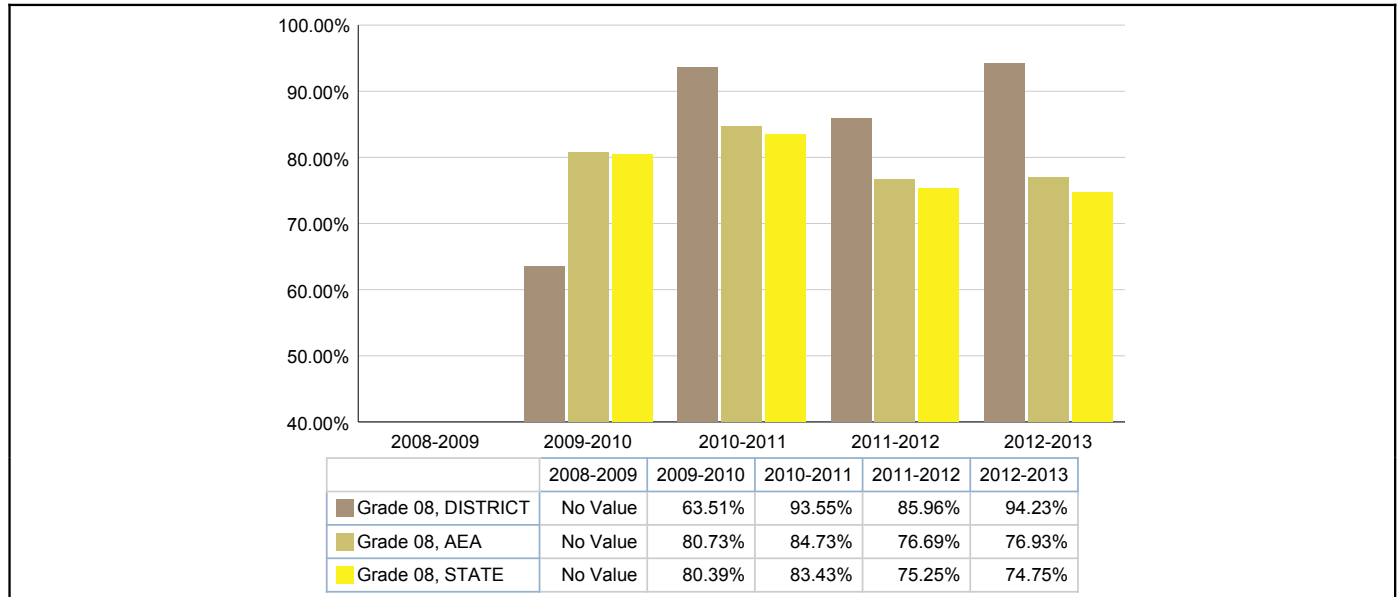


Figure 38: Percent of Students in Grade 11 Proficient in Science

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.

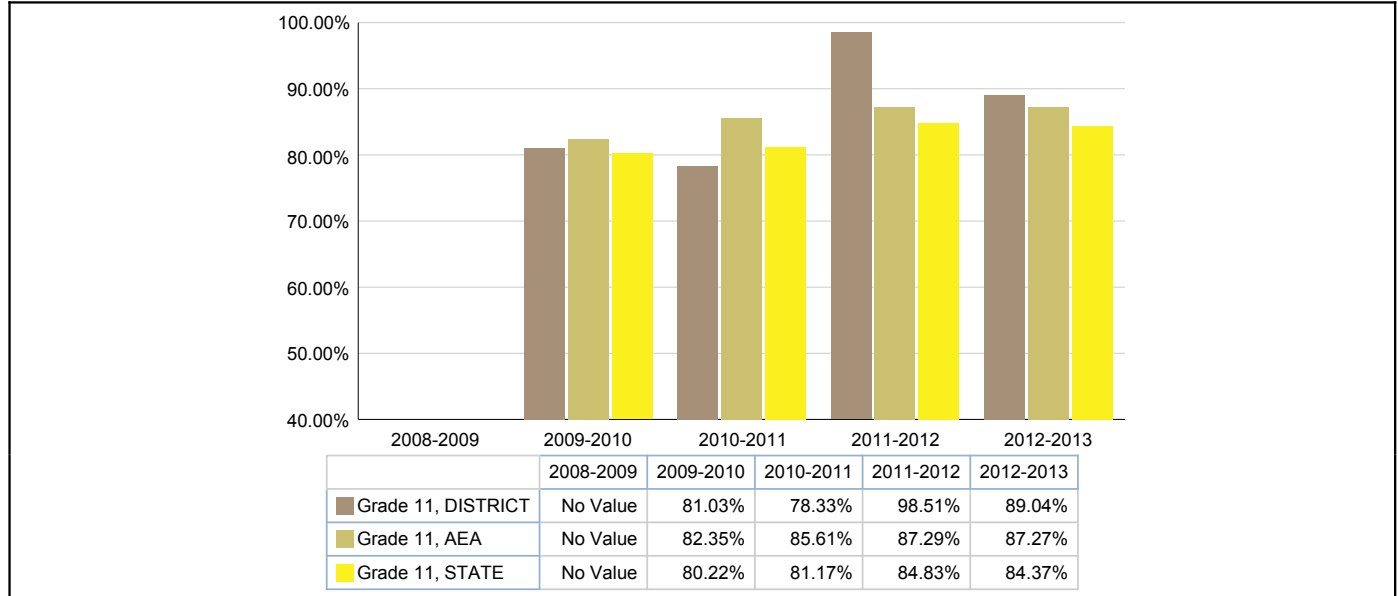


Figure 39: Percent of Students in Grade 3 - 8, 11 Proficient in Science by Subgroups: All students, Minority, FRL, ELL IEP

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.

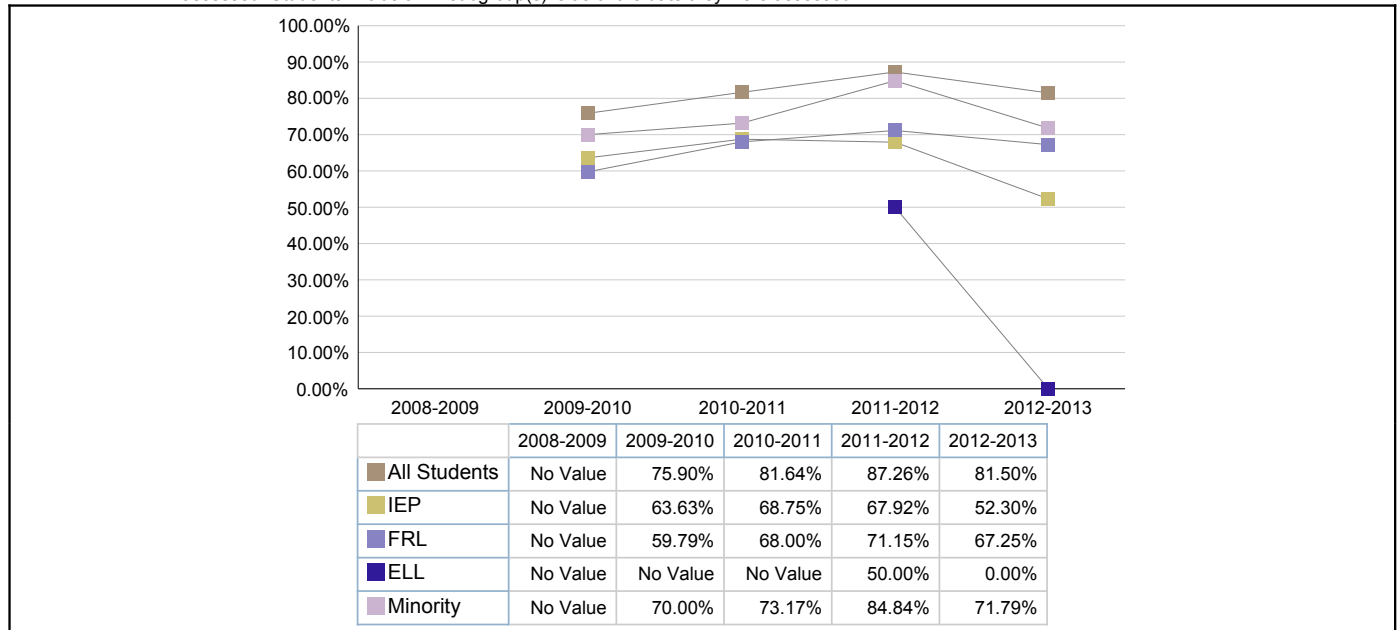


Figure 40: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Science

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.

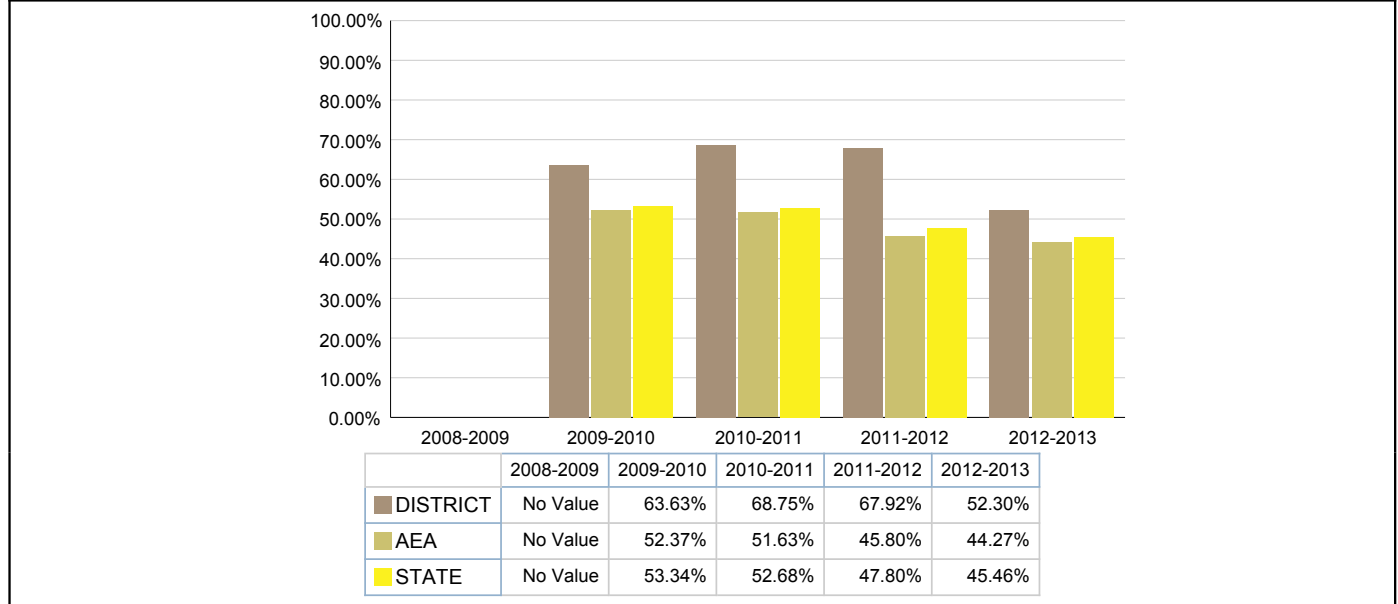


Figure 41: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Science

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.

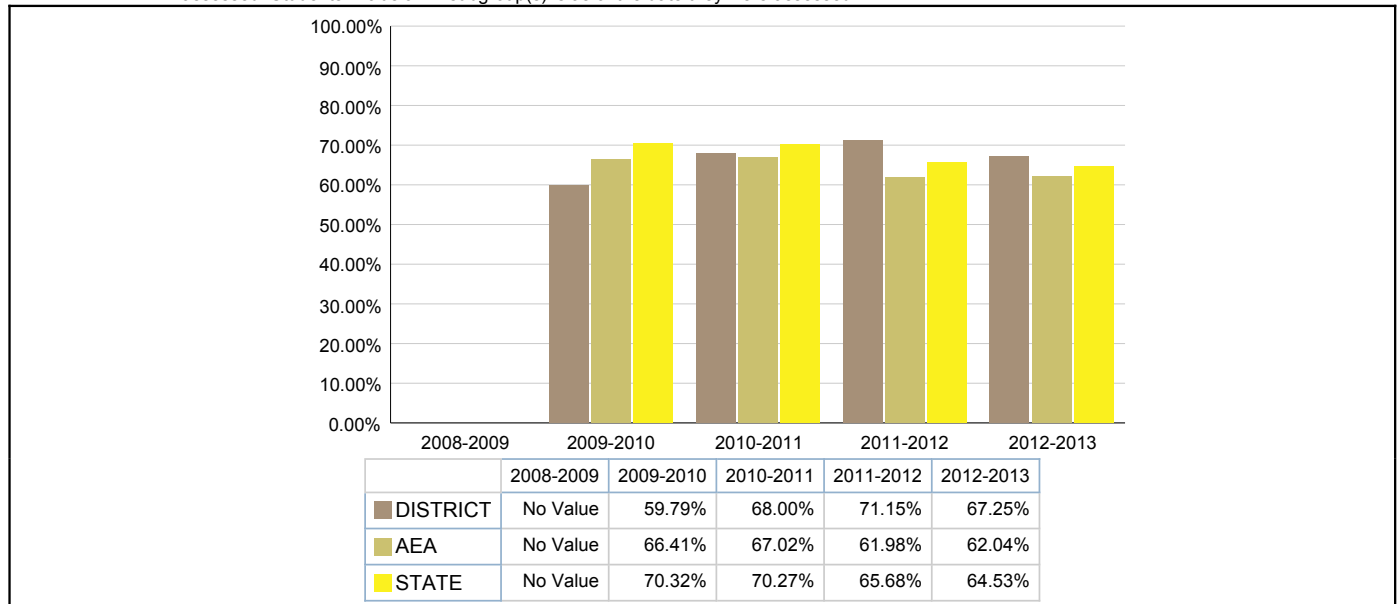


Figure 42: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Science

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.

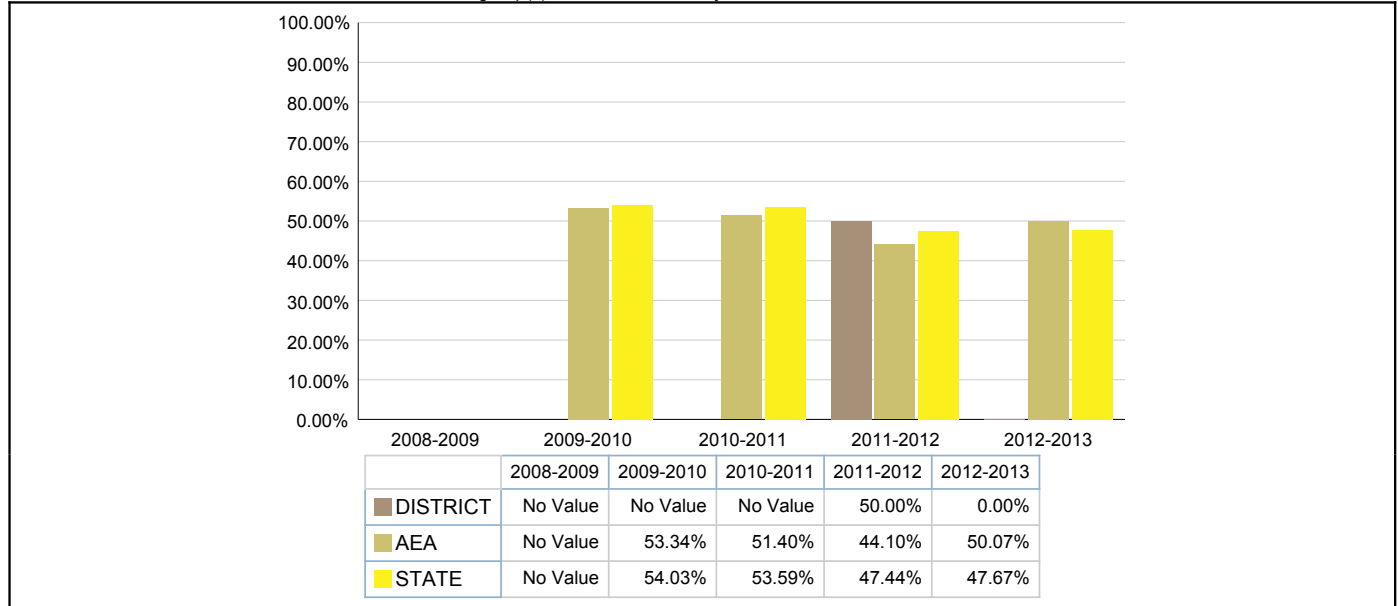


Figure 43: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Science

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.

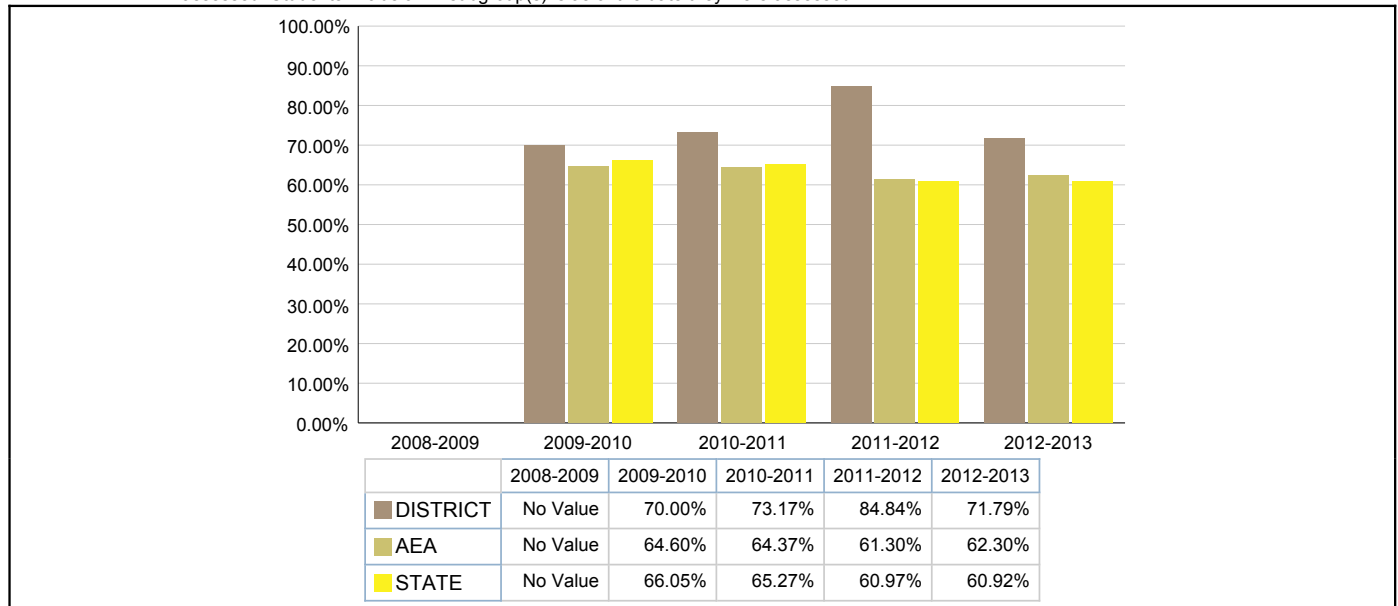


Figure 44: Percent of Students in Grade 11 College Ready in Reading, Math, Science

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.

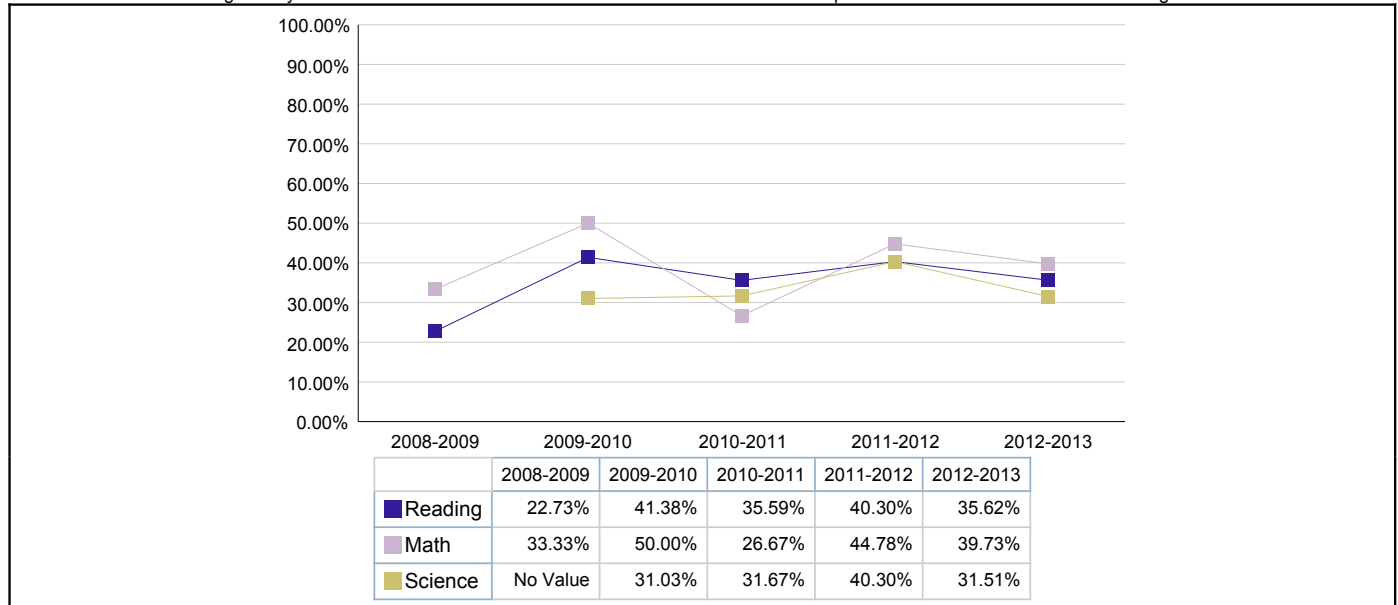


Figure 45: School Year 2012-2013 High School Carnegie Units Offered by District

Data Source: Winter EASIER/SRI

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

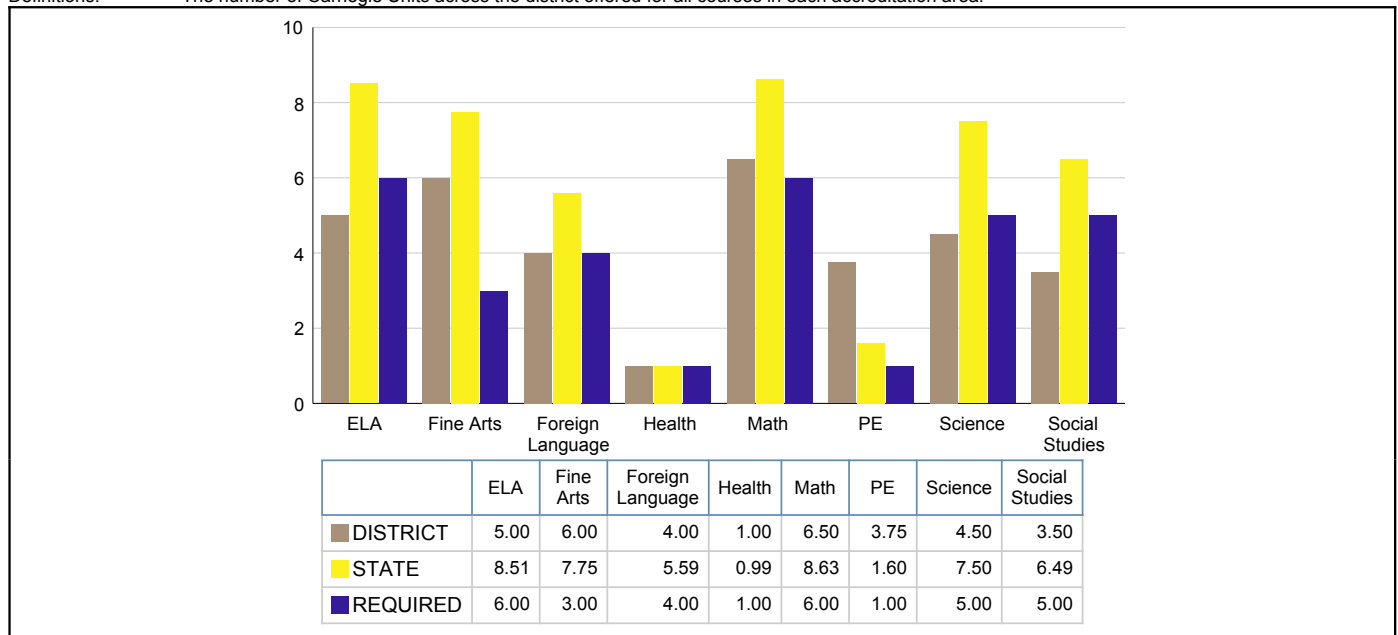


Figure 46: By Subgroup, High School Graduation Rate for Class of 2012

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.

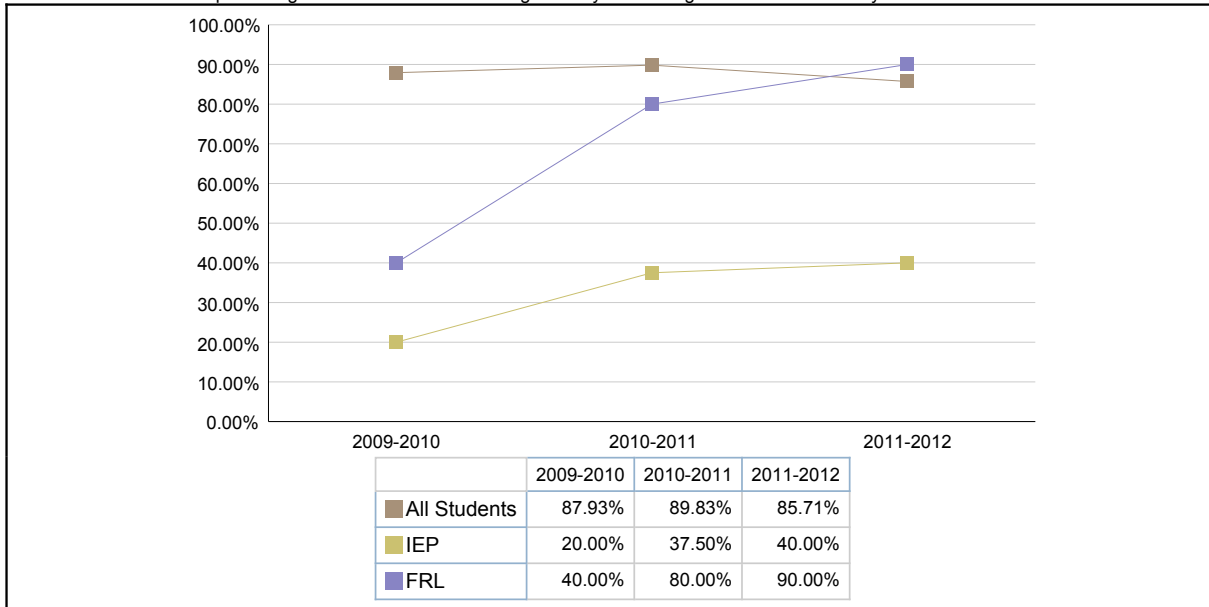


Figure 47: Percent of Students Receiving Disciplinary Removals

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.

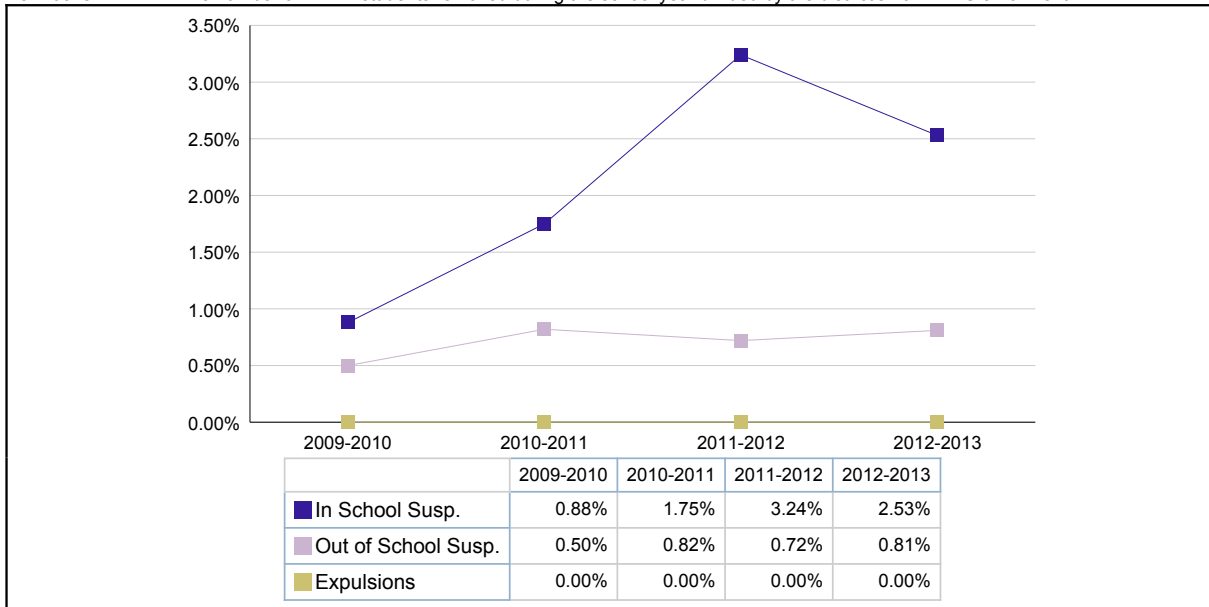
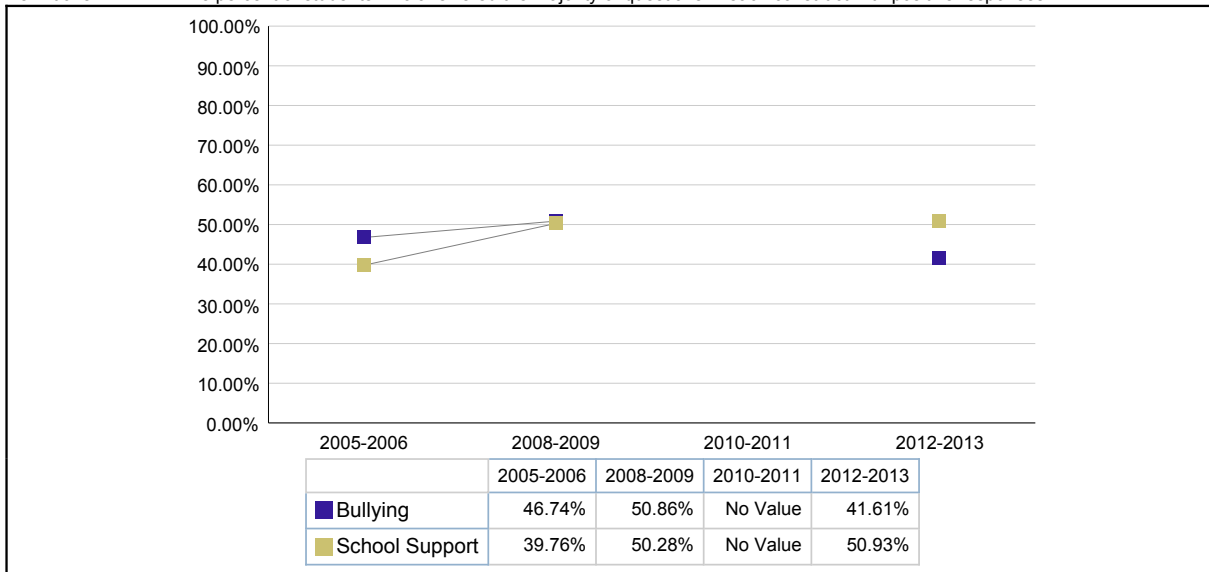


Figure 48: Percent of Students with Positive Responses to Questions in the Construct

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