

District Profile Of Needs

NORTH CEDAR COMMUNITY SCHOOL DISTRICT 2001-02

Date of Next

Site Visit: 2005-06

GOALS

Student Learning Goals	<ol style="list-style-type: none">1. Master the basic skills for continued learning in reading, interactive communication, math, science, technology, and vocational education.2. Learn to be flexible in order to adapt to a changing environment and society.3. Become good citizens who respect and value themselves and others.4. Acquire a sense of social, civic, global, environmental, economic, and moral responsibility.5. Reach their full potential through development of a positive self-concept.6. Have the ability to think analytically, critically, and creatively.7. Develop a good work ethic incorporating goal setting, teamwork, self-discipline, and organizational and leadership skills.8. Understand the benefits of developing and maintaining a healthy lifestyle.9. Learn the skills that foster a democratic society.10. Demonstrate an understanding and appreciation of the creative and performing arts.
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Long – term	Decrease the percent of students in the lower achievement band in math, science, and reading at all grade levels by at least 2% per year.				Page 8
	Our curriculum committees developed district-wide assessments and progress reports the last two years and revised them again last year. We will continue to refine those local assessment methods to align with the standards and benchmarks that have been written for all curriculum areas.				Page 8
	Continue to develop the curriculum of the North Cedar Schools to align with the standards and benchmarks that have been developed. This will include the incorporated areas of career education, multicultural and gender fair, technology integration, global education, and higher order thinking skills, study skills, and communication skills.				Page 10
				Ensure that the learning environment in all four of our buildings is safe, disciplined, and caring in order to permit maximum student learning and promote personal and social development.	Page 9
				Continue to work with the community to review the facility needs of the district to provide the best facilities available to our students. We will continue to have community meetings with our patrons as we move to the board goal of having a central campus in our district with all facilities located at the same site.	Page 9

REPORTS	PRIORITY	OBJECTIVE	OTHER		ACTION PLAN REFERENCE
<p>Annual Improvement (most recent) 2001-02</p>	<p>Increase our 2001-02 composite scores at the intermediate and high performance levels for grades 4, 8, and 11 by progressive increments through the year 2007 based on the standardized test results. We will continue to use federal and state early intervention money to maintain small class size in our primary grade levels.</p> <p>Assess the results of low socioeconomic students, students who have an IEP and review difference in male/female test results at all grade levels on the standardized test results.</p> <p>Our curriculum committees developed district-wide assessments in the 1999-2000 school year. We will use these assessments annually and review the progress of our students and also review the assessment methods to determine any revisions needed.</p>				<p>Page 8</p> <p>Page 8</p> <p>Page 8</p>
					<p>Page 10</p>
				<p>Students who face academic challenges will continue to be provided alternative programs to help them complete their education. This also includes a review and modification to our gifted and talented program. Additionally, we will continue to work with Kirkwood Community College for the GED program available to students who drop out of school and we plan to continue out 28E agreement with Kirkwood and the Tipton Community School District for participation in the new Directions</p>	<p>Page 9</p>

				<p>Alternative High School located in Tipton.</p> <p>Continue to monitor student discipline referrals to the office for the year and reduce those in order to increase student learning and promote personal and social development.</p> <p>The school board has selected architectural and financial firms to work with the district to develop a long-range facility plan for the district. A bond issue is scheduled for the winter of 2001-02 for a new building.</p>	<p>Page 9</p> <p>Page 9</p>
<p>Annual Improvement (last year) 2000-01</p>	<p>Increase our 2000-01 composite scores at the intermediate and high performance levels for grades 4, 8, and 11 by progressive increments through the year 2001 based on the standardized test results. We will continue to use federal and state early intervention money to maintain small class size in our primary grade levels.</p> <p>Our curriculum committees developed district-wide assessments in the 1999-00 school</p>	<p>Increase our 2000-01 composite scores at the intermediate and high performance levels for grades 4, 8, and 11 by progressive increments through the year 2001 based on the standardized test results. We will continue to use federal and state early intervention money to maintain small class size in our primary grade levels.</p> <p>Our curriculum committees developed district-wide assessments in the 1999-00 school</p>	<p>Increase our 2000-01 composite scores at the intermediate and high performance levels for grades 4, 8, and 11 by progressive increments through the year 2001 based on the standardized test results. We will continue to use federal and state early intervention money to maintain small class size in our primary grade levels.</p> <p>Our curriculum committees developed district-wide assessments in the 1999-00 school</p>	<p>Assess the results of low socio-economic students, students who have an IEP and review difference in male/females test results at all grade levels on the standardized test results.</p> <p>Students who face academic challenges will continue to be provided alternative programs to</p>	

	year. We will use those assessments this year and review the progress of our students and also review the assessment methods to determine any revisions needed.	year. We will use those assessments this year and review the progress of our students and also review the assessment methods to determine any revisions needed.	year. We will use those assessments this year and review the progress of our students and also review the assessment methods to determine any revisions needed.	help them complete their education. This also includes a review and modification to our gifted and talented program.	
Staff Development	Curriculum workshops, in-service planning time, and staff development will be aligned with six district goals.			Staff development will be aligned with six district goals, in-service training.	Pages 8-10
Assessment Method	ITBS/ITED Gates-McGinitie Grade equivalencies for free and reduced students, IEP students, and male/female students.			Student academic and discipline referrals. At-risk program referrals. Substance abuse referrals. Student survey to determine effectiveness of at-risk, gifted and talented, voc-ed, and drug education.	Page 8-10

ACTION PLANS

AREAS	(A) READING	(B) MATH	(C) SCIENCE	(D) OTHER
(1) School – Community Planning				School board has selected architectural and financial firms to work with district to develop a long-range facility plan for district. Bond issue scheduled for winter of 2001-02 for new building.
(2) Professional Development Services	Information will be gathered to determine staff development resources needed for next several years to align staff development with six district goals.			
(3) Curriculum, Instruction and Assessment Services	Refine local assessment method to align with standards/benchmarks written for all curriculum areas. Continued work of curriculum committee will focus on the school improvement goals and modify the curriculum as necessary to be in alignment with our standards and benchmarks.			
(4) Diverse Learning Needs	Assess results of low socio-economic students who have IEP and review difference in male/female test results at all grade levels on standardized test results.			Make GED program available for dropouts. Review and modify gifted and talented program. Continue agreement with Tipton for alternative high school.
(5) Inclusive Schools				
(6) Media Services				
(7) School Technology				
(8) Leadership Services				
(9) Management Services				

PRIORITIES FROM MOST RECENT DISTRICT SERVICE PLAN

AREAS	READING	MATH	SCIENCE	OTHER
(1) School – Community Planning				Offering a parenting group. Ensure that North Cedar parents take full advantage of day-care or preschool options available.
(2) Professional Development Services	Support activities of Cedar County Staff Development Consortium.	Support activities of Cedar County Staff Development Consortium.	Support activities of Cedar County Staff Development Consortium.	Educate regular classroom teachers on meeting the needs of the At-Risk and special education population.
(3) Curriculum, Instruction and Assessment Services	Support the districts efforts in the areas of reading, math, and science.	Support the districts efforts in the areas of reading, math, and science.	Support the districts efforts in the areas of reading, math, and science.	Implement a K-12 careers curriculum.
(4) Diverse Learning Needs				Provide North Cedar staff and students with quality media materials and an efficient van delivery service.
(5) Inclusive Schools				Gather data related to North Cedar students attitude about learning and issues related to services provided by North Cedar. Help district better meet social/emotional/behavioral needs of students.
(6) Media Services				Provide North Cedar staff and students with quality media materials and an efficient van delivery service.
(7) School Technology				Provide quality staff development to assist teachers in integrating technology into the classroom. Determine district needs related to implementing its Technology Plan.
(8) Leadership Services				Provide leadership training opportunities for North Cedar staff.
(9) Management Services				Provide an efficient method of doing payroll.

STUDENT ACHIEVEMENT DATAFor
READING, MATH AND SCIENCE**ACHIEVEMENT IN THE BASICS**

The North Cedar Community School uses the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development as an accountability and improvement measure at the district level. For accountability to the North Cedar community, we report achievement test results in reading and math at grades 4, 8, and 11 and in science grades 8 and 11. We are also reporting our progress in the use of technology as a teaching and learning tool.

Students in the North Cedar Community Schools post generally high test scores. Testing experts' stress that this information is best used to identify areas of strength and weakness for individual students and classes and to measure annual growth of the students in their core subjects. Because of the way tests are designed, administered and demographics factors that influence results, standardized test scores alone are not a reliable method for comparing teachers, schools or districts. However, we also realize this is one of the few methods available for patrons to compare how their school is doing in relation to neighboring schools. We also realize that some schools in Iowa, "teach the test" in that the core of their curriculum is geared solely to improving the test results. We do not do that as there are many topics our students need to learn that are not covered on the basic skills tests.

An additional concern is that both the science and math portions of the tests include as much reading skill as either math or science. If a student is a marginal reader but may be very talented in science or math, they will not score very well on the basic skills tests since so much reading is involved in the problem solving questions of the test.

North Cedar administrators and teachers use test data in planning curriculum, developing school improvement plans and making instructional decisions. The district focuses on improvement goals, including looking at the percentage of students scoring below the 40th percentile rank with a goal of reducing that number.

We are required to report the percentages of our students who take the achievement tests in reading and math:

4th Grade - 81 of 82 or 99%

8th Grade - 71 of 71 or 100%

11th Grade - 56 of 62 or 90%

All 36 students who qualify for free or reduced lunches took the tests.

Six of the 13 students in special education took the tests.

All four minority students took the tests.

READING

Long-Range Goal:

All students will be proficient in reading comprehension skills.

Annual Improvement Goal for 2000-2001:

We will improve our student percentages of low performance level in reading by at least 2% next year for grades 4, 8 and 11.

Report: We did meet the annual improvement goal at both the 4th and 11th grade levels on that measure. However, we did not meet the improvement goal at the 8th grade level. We will continue to monitor this goal over time and take appropriate measures to improve the test results of our students.

This year, we also developed our own district-wide assessment for reading. The results of that test are listed below.

Annual Improvement Goal for 2001-2002:

We will continue to address the goal of increasing by 2% the percentage of students in grades 4, 8 and 11 who are proficient in reading comprehension skills. This goal includes our efforts to intervene early to help meet the reading needs of our K-3 students.

Action Plan to Meet the Goal:

We met our improvement goal at the 4th and 11th grade level but not at 8th grade. We will study the reasons for the lower performance at those grade levels, identify specific reading skills to target and work on interventions to implement them.

Additionally, it should be noted that the students are tested at the same grade levels each year. Thus one other factor listed latter in the report, is to look at the annual growth of these students from the previous year. We are not testing the same students each year so a class make come through one year that has a lot of students who excel academically and the following year those students being tested may not have the same academic background as those the previous year. Thus the test results may fluctuate greatly each year.

Reading Proficiency: Using Iowa Percentile Ranks - compares North Cedar students to other students in Iowa.

Students who are in the intermediate or high achievement levels on the ITBS and ITED:

Grade: %Proficient in 2000-2001

4 77%

8 51%

11 75%

Three-Year Averages:	Low Performance	Intermediate Performance	High Performance
Grade 4			
1998-1999 (61 students)	31%	57%	12%
1999-2000 (77 students)	27%	62%	11%
2000-2001 (81 students)	23%	62%	15%
Grade 8			
1998-1999 (73 students)	16%	75%	9%
1999-2000 (80 students)	25%	65%	10%
2000-2001 (71 students)	49%	40%	11%
Grade 11			
1998-1999 (62 students)	22%	68%	10%
1999-2000 (67 students)	34%	60%	6%
2000-2001 (56 students)	25%	55%	20%

Reading Proficiency: Using National Percentile Ranks – compares North Cedar students to other students in throughout the United States.

Students who are in the intermediate or high achievement levels on the ITBS and ITED:

Grade:	%Proficient in 2000-2001
4	72%
8	69%
11	77%

Traditionally, Iowa students score very high when compared to other students throughout the country. Our test scores reflect that trend.

Two-Year Averages:	Low Performance	Intermediate Performance	High Performance
Grade 4			
1999-2000 (77 students)	26%	51%	23%
2000-2001 (81 students)	23%	49%	28%
Grade 8			
1999-2000 (80 students)	20%	62%	18%
2000-2001 (71 students)	31%	56%	13%
Grade 11			
1999-2000 (67 students)	28%	63%	9%
2000-2001 (56 students)	23%	50%	27%

Reading Proficiency:

Students who are in the intermediate or high achievement levels on our locally developed assessment tests.

Grade:	%Proficient in 2000-2001
4	78%
8	81%
11	81%

These proficiency figures are higher than the percentages from the Iowa Tests of Basic Skills and the Iowa Tests of Educational Development. We will continue to evaluate the local assessment tests in comparison to the state level tests we administer to our students.

MATHEMATICS

Long-Range Goal:

All students will be proficient in mathematics problem solving.

Annual Improvement Goal for 2000-2001:

We will improve our student percentages of low performance level in mathematics by at least 2% next year for grades 4, 8 and 11.

Report: We did meet the annual improvement goal at the 11th grade on that measure. We did not meet the goal with the 4th and 8th grade students. We will study the reasons for the lower performance at those grade levels, identify specific reading skills to target and work on interventions to implement them.

This year, we also developed our own district-wide assessment for mathematics. The results of that test are listed below.

Annual Improvement Goal for 2001-2002:

We will continue to address the goal of increasing by 2% the percentage of students in grades 4, 8 and 11 who are proficient in mathematics problem solving.

Action Plan to Meet the Goal:

We did meet our improvement goal at the 11th grade levels. Our 4th graders scored at the same level as the previous year's students. Our 8th grade scores were very poor. We will study the reasons for the lower performance at that grade level, identify specific mathematics skills to target and work on interventions to implement them. Additionally, we have restored the Title I math position that will provide assistance to students in improving their math skills.

Additionally, it should be noted that the students are tested at the same grade levels each year. Thus one other factor listed latter in the report, is to look at the annual growth of these students from the previous year. We are not testing the same students each year so a class make come through one year that has a lot of students who excel academically and the following year those students being tested may not have the same academic background as those the previous year. Thus the test results can fluctuate greatly each year.

Mathematics Proficiency: Using Iowa Percentile Ranks – compares North Cedar students to other students in Iowa.

Students who are in the intermediate or high achievement levels on the ITBS and ITED:

Grade:	%Proficient in 2000-2001
4	66%
8	58%
11	79%

Three-Year Averages:	Low Performance	Intermediate Performance	High Performance
Grade 4			
1998-1999 (61 students)	33%	56%	11%
1999-2000 (77 students)	34%	60%	6%
2000-2001 (81 students)	34%	57%	9%
Grade 8			
1998-1999 (73 students)	16%	75%	8%
1999-2000 (80 students)	29%	53%	18%
2000-2001 (71 students)	42%	42%	16%
Grade 11			
1998-1999 (62 students)	10%	74%	16%
1999-2000 (67 students)	30%	48%	22%
2000-2001 (56 students)	21%	50%	29%

Mathematics Proficiency: Using National Percentile Ranks – compares North Cedar students to other students in throughout the United States.

Students who are in the intermediate or high achievement levels on the ITBS and ITED:

Grade:	%Proficient in 2000-2001
4	75%
8	76%
11	77%

Traditionally, Iowa students score very high when compared to other students throughout the country. Our test scores reflect that trend.

Two-Year Averages:	Low Performance	Intermediate Performance	High Performance
Grade 4			
1999-2000 (77 students)	26%	46%	28%
2000-2001 (81 students)	33%	42%	25%
Grade 8			
1999-2000 (80 students)	29%	53%	18%
2000-2001 (71 students)	24%	58%	18%
Grade 11			
1999-2000 (67 students)	26%	43%	31%
2000-2001 (56 students)	23%	34%	43%

Mathematics Proficiency:

Students who are in the intermediate or high achievement levels on our locally developed assessment tests.

Grade:	%Proficient in 2000-2001
4	94%
8	78%
11	64%

These proficiency figures are significantly higher at the 4th grade level than the percentages from the Iowa Tests of Basic Skills and at the 11th grade level they are significantly lower than the Iowa Tests of Educational Development. We will continue to evaluate the local assessment tests in comparison to the state level tests we administer to our students.

One-Year Averages:	Low Performance	Intermediate Performance	High Performance
Grade 4			
2000-2001 (78 students)	6%	75%	19%

Seven special education students who did not take the Iowa Tests of Basic Skills did take our local assessment test.

One-Year Averages:	Low Performance	Intermediate Performance	High Performance
Grade 8			
2000-2001 (68 students)	22%	66%	12%

Three less students who had taken the Iowa Tests of Basic Skills did not take our local assessment test.

One-Year Averages:	Low Performance	Intermediate Performance	High Performance
Grade 11			
2000-2001 (53 students)	36%	43%	21%

Three less students who had taken the Iowa Tests of Educational Development did not take our local assessment test.

SCIENCE

Long-Range Goal: All students will be proficient in scientific knowledge and skills.

Report: We did not meet the annual improvement goal at the 8th and 11th grades on the basic skills tests. We will monitor this goal over time plus we are developing other assessment models we will use to measure the progress of our students.

Currently we have only one district-wide assessment for science, that being our standardized tests. This is our second year for this annual improvement goal. We will be developing our own district-wide assessment this year that will help us better measure the progress of our students.

Annual Improvement Goal for 2000-2001:

We will continue to address the goal of increasing by 2% the percentage of students in grades 8 and 11 who are proficient in scientific knowledge and skills.

Additionally, it should be noted that the students are tested at the same grade levels each year. Thus one other factor listed latter in the report, is to look at the annual growth of these students from the previous year. We are not testing the same students each year so a class may come through one year that has a lot of students who excel academically and the following year those students being tested may not have the same academic background as those the previous year. Thus the test results can fluctuate greatly each year.

Science Proficiency: Using Iowa Percentile Ranks – compares North Cedar students to other students in Iowa.

Students who are in the intermediate or high achievement levels on the ITBS and ITED:

Grade:	%Proficient in 2000-2001
8	62%
11	72%

Grade 8	Low Performance	Intermediate Performance	High Performance
1999-2000 (80 students)	20%	67%	13%
2000-2001 (71 students)	41%	46%	13%

Grade 11	Low Performance	Intermediate Performance	High Performance
1999-2000 (67 students)	16%	57%	27%
2000-2001 (56 students)	28%	52%	20%

Science Proficiency: Using National Percentile Ranks – compares North Cedar students to other students in throughout the United States.

Students who are in the intermediate or high achievement levels on the ITBS and ITED:

Grade:	%Proficient in 2000-2001
8	72%
11	87%

Traditionally, Iowa students score very high when compared to other students throughout the country. Our test scores reflect that trend.

Grade 8	Low Performance	Intermediate Performance	High Performance
1999-2000 (80 students)	14%	66%	20%
2000-2001 (71 students)	28%	59%	13%

Grade 11	Low Performance	Intermediate Performance	High Performance
1999-2000 (67 students)	14%	47%	39%
2000-2001 (56 students)	13%	32%	55%

READING, MATH AND SCIENCE RESULTS BY CATEGORY

The results on the previous pages paint an overall picture of reading and math achievement, but it's important to break out results based on student characteristics to ensure equity of achievement. The information below show reading and math achievement based on gender, ethnicity and income level. While the district tracks achievement of all of our students, we only report data on subgroups when the numbers in those groups are large enough to maintain confidentiality. The results for science are not broken into these categories this year but will be in future reports.

Results by Ethnicity:

2000-2001: We only had four minority students in grades 4, 8 and 11 take the basic skills tests. One of the four students scored at less than proficient in both math and reading but the other three were all proficient or advanced in both subject areas.

1999-2000: We only had four minority students in grades 4, 8 and 11 take the basic skills tests. One of the four students scored at less than proficient in both math and reading but the other three were all proficient or advanced in both subject areas.

Results by Gender:

2000-2001: At the fourth grade level, the girls scored much better in reading proficiency. The girls were 84% proficient in reading while the boys were only 70% proficient. In math, the boys were 63% proficient while the girls were 69% proficient.

At the eighth grade level, the boys were only 63% proficient in reading while the girls were 74% proficient in reading. In math, the boys were 74% proficient while the girls were 79% proficient.

At the eleventh grade level, both boys and the girls scored over 76% proficient in reading and 78% proficient in math.

There does not appear to be any significant differences in the test scores of our students based upon the test results for the females and males in the district.

1999-2000: At the fourth grade level, both the boys and girls scored over 70% proficient in reading. In math, the boys were 73% proficient while the girls were only 60% proficient.

At the eighth grade level, both boys and girls were over 75% proficient in reading. In math, the boys were only 67% proficient while the girls were 76% proficient.

At the eleventh grade level, the girls' scores were higher in both subject areas with 77% proficient in reading and 76% proficient in math. The boys were 60% proficient in reading and 62% proficient in math.

There does not appear to be any significant differences in the test scores of our students based upon the test results for the females and males in the district.

Results by Income Level: We also keep track of how our students perform based upon their family income. Students who qualify for free or reduced price lunches are scored separately from those who do not qualify for free/reduced meals.

2000-2001: At the fourth grade level, eight of the twenty-one students who qualify for free/reduced meals scored less than proficient in reading and nine of the twenty-one scored low in math.

At the eighth grade level, four of the seven students who qualify for free/reduced meals scored less than proficient in math but only one scored low in reading.

At the eleventh grade level, four of the eight students who qualify for free/reduced meals scored less than proficient in math but only two scored low in reading.

Based upon the information available, it does appear that there are any significant factors involved in the academic performance in mathematics of our students based upon the financial qualifications for free/reduced price meals.

1999-2000: At the fourth grade level, seven of the seventeen students who qualify for free/reduced meals scored less than proficient in either math or reading.

At the eighth grade level, four of the fourteen students who qualify for free/reduced meals scored less than proficient in either math or reading.

At the eleventh grade level, four of the seven students who qualify for free/reduced meals scored less than proficient in either math or reading.

Based upon the information available, it does appear that there are any significant factors involved in the academic performance of our students based upon the financial qualifications for free/reduced price meals.

Results by IEP: We also keep track of how our students perform based upon the fact some of our students are in special education classes and have an Individual Educational Plan (IEP). Students who are in our resource program and only receive special education services about one hour per day are included in the total reports for each grade level. However, students who are in our Special Class with Integration (SCI), and spend the majority of their day in the special education classroom, are reported separately.

2000-2001: We had six students in our SCI classrooms take the basic skills tests in grade 4, 8 and 11. Not surprisingly, five of the six students were less than proficient in math and four of the six were less than proficient in reading. Since these students face serious academic challenges, we will continue to monitor the progress of our SCI students through their IEP's to help with their academic achievement.

1999-2000: We had nine students in our SCI classrooms take the basic skills tests in grade 4, 8 and 11. Not surprisingly, six of the nine students were less than proficient in math and five of the nine were less than proficient in reading. Since these students face serious academic challenges, we will continue to monitor the progress of our SCI students through their IEP's to help with their academic achievement

ADDITIONAL STATE INDICATORS

3.6 % Dropouts – The percentage of students considered dropouts for grades 7 – 12.

71 % Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.

75 % Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

100 % Core Program of Studies – The percentage of high school graduates who completed a core program of four years of English/Language Arts and three or more years each of Math, Science and Social Studies.

FEEDBACK FROM LAST SITE VISIT

Date of visit: _____

AREAS	SITE VISIT	NONCOMPLIANCE AREAS
Needs Assessment	<p><u>Areas of Strength</u> – Those interviewed indicated that the series of town meetings used to gather information on mission, vision, beliefs, and student learning goals was an effective way to bring people into the planning process. These town meetings were a particular strength cited in the process to merge the Lincoln and Clarence-Lowden districts.</p> <p>The district was able to obtain a high rate of return on established alumni surveys, an important piece of needs assessment data for future planning, according to the administration.</p> <p>In response to an identified, ongoing need, the district employs at-risk personnel in every building.</p> <p>The district participated in a survey of student resiliency, which provided guidance on the assessment of and planning for the affective and behavioral needs of students.</p> <p>Those staff interviewed at the middle school indicated that daily core team meetings allow for faster identification of student needs and result in more effective intervention with these students.</p> <p><u>Suggestions for Improvement</u> – The district is encouraged to clarify the role of the district leadership team within the scope of district planning and functioning. The district is encouraged to broaden the scope of the team into a group that processes district level data for use in decision-making and planning. This planning group can serve multiple advisory function. The areas of vocational education, Title I, at-risk, and Safe and Drug Free Schools all have advisory requirements that can be fulfilled using this team.</p> <p>The district is encouraged to continue to align the process to identify and prioritize district needs with existing student achievement and management data, including data from alumni on their satisfaction with the program.</p> <p>The district is encouraged to become data-driven in all decision-making processes. The district should work to first identify what information is needed to make a decision, then to assess whether the information is available. The AEA can assist the district with the assessment of needs in a variety of areas. There may be a need to stop the collection of certain types of data if those data are not currently used. Staff members</p>	<p>One or more required constituencies are not found on the district advisory team. Students should be included.</p>

	<p>interviewed indicated that they need additional training on the use of data for decision-making. The district is encouraged to consider implementing a consistent process for the collection and analysis of various forms of data for decision-making.</p> <p>The district is encouraged to increase certified and classified staff input into the processes of establishing goals and identifying staff development needs. Current feedback appears to be primarily informal. Staff development programming should directly align to identified student and staff learning needs and established goals.</p> <p>The district is encouraged to expand its use of existing student achievement data when identifying needs and establishing goals. There does not appear to be a central repository for this data in the system.</p>	
<p>Planning</p>	<p><u>Strengths</u> – Based on data reviewed and feedback from those interviewed by the team, the established long-range goals in the comprehensive school improvement plan appear to be reasonable and measurable.</p> <p>Many of the essential components for a functional planning process are in place, including content standards and benchmarks in all curricular areas and long-range/annual improvement goals.</p> <p>The district maintains on-going K-12 curriculum committees for the purpose of developing and articulating the curricula to support established standards and benchmarks. All certified staff members are on at least one curriculum committee.</p> <p>The district is beginning to use the study group concept to focus certain staff members on identified classroom and professional development needs. An example of this activity is the study group at the middle school addressing differentiated classroom learning strategies.</p> <p><u>Suggestions for Improvement</u> – The district is encouraged to continue to work to establish goals that are measurable, meaningful, based on student achievement data, written in terms of expected student outcomes and aligned to identified needs. As goals are established, all stakeholders need to be aware of the goals and involved in the support of activities to align with the goals. The district is encouraged to seek alignment between student learning goals, long-range goals, annual improvement goals, professional growth goals, and building goals. Alignment between these statements is currently unclear.</p> <p>The district may want to consider the development of grade level expectations based on established standards and benchmarks to aid in the communication of learning expectations to all stakeholders. A curricular mapping process could assist with this development. Learning</p>	<p>There was no evidence of incorporation of technology, MC/GF, career education, global education, HOTS, learning skills and communication skills into contents standards, benchmarks, or supporting materials.</p>

	<p>expectations should be clearly communicated to both students and parents.</p> <p>Those interviewed indicated that there might be a need to review the purpose and use of the early release schedule for staff development. Some interviewed had concerns about the productivity of these sessions. The district should consider assessing staff needs relating to this issue.</p> <p>Information from interviews and review of district data supported the need for future district-wide professional development support in the following areas: expanding support for diverse learners, specifically English Language Learners and Talented and Gifted students, authentic student assessment, instruction strategies to support established benchmarks, curricular mapping, and the integration of technology into the classroom.</p> <p>There was some indication by various stakeholder groups that some teachers were not consistently applying district-wide expectations and procedures relating to classroom/student discipline. The district may want to assess this issue with parents and students and if inconsistency is found, to establish a plan of action to enhance consistency in this area.</p>	
Implementation	<p>Strengths -- The district is exploring possible regional collaboration on professional development activities with neighboring districts. Those interviewed were excited about the possibilities this opportunity could provide.</p> <p>The participation of students in various co- and extra-curricular activities is consistently high. Staff and parents interviewed reflected that this participation is a strength of the system and leads to positive student outcomes.</p> <p>District staff report parent participation in various aspects of school functioning is exceptional. This participation includes parent conference attendance, attendance at school functions, and regular volunteer support for the classrooms.</p> <p>Staff members interviewed viewed special education and at-risk programming support as an extension of the classroom, helping to provide accommodations for those learner's needs, rather than as stand-alone programs with no connection to the classroom.</p> <p>Those interviewed reflected satisfaction with the way the district approaches the accommodation of learning needs, particularly at the elementary level. As special needs student progress through the system, they often develop self-advocacy skills because of this program support.</p>	None.

	<p>Service learning is a regular component of the overall program at the middle and high schools. Examples of this type of learning include the stream study and the educational assistant's program.</p> <p><u>Suggestions for Improvement</u> – As a part of implementing strategies to improve student learning, the district should consider creating a regular process to create conversations about student learning with various stakeholder groups, including staff, parents, students, and community members. This was cited as a specific need by elementary and high school staff members.</p> <p>The district should ensure that programming and support services for gifted and talented students, particularly at the high school level, identify those students' cognitive and affective needs and differentiate appropriate programming for identified students.</p> <p>Now that the district has formalized committee structures for the school improvement advisory committee and the subject area curriculum committees, the district should work to further define the function of those committees within the context of district-wide decision-making. The district should involve the AEA in these conversations, as well as consider AEA personnel for possible ad hoc or regular committee membership.</p> <p>As the district continues to develop curricular standards and benchmarks systems in each curricular area, the district should ensure that instructional practice and curricular materials align with and support the established standards and benchmarks systems.</p> <p>Several interview groups expressed a concern about the limited time for staff development programming. The result of this limited time results in a very narrow focus for district-wide staff development. The district is encouraged to align staff development programming to support the strategies designed to meet established goals. The district is also encouraged to consider alternatives to full district or building programming like a study group approach or on-demand individualized opportunities.</p>	
Evaluation	<p><u>Areas of Strength</u> – The district uses a professional growth development model for professional evaluation. Teachers report that, by establishing annual and individualized development goals, they have more ability to structure a plan for growth based on their needs.</p> <p>In an attempt to enhance programming for at-risk students, the district is engaging in a system-wide program review for these students to evaluate the effectiveness of current program support.</p>	None.

	<p>The students and parents interviewed believed that they were receiving adequate and current information on academic progress and that teachers were very accessible for this information.</p> <p>District counselors ensure that the system of district-wide assessment is implemented and regularly assist with the collection and analysis of district-wide assessment data.</p> <p>The middle school summarizes the progress reports issued to students each grading period in an attempt to create individual interventions for lack of student academic progress.</p> <p><u>Suggestions for Improvement</u> – Staff and administration reflected that the personnel evaluation system is not currently linked to other components of district functioning like established goals, staff development, curriculum development, and instructional strategies. The district is encouraged to develop and implement a regular process of evaluation for non-certified staff members that is based on established and updated job descriptions.</p> <p>The district is encouraged to increase staff involvement in the analysis of student achievement data. This data provides information relating to content coverage and effective instruction. Staff should analyze existing district-wide achievement data to align this information with evaluation of established benchmarks.</p> <p>The board is encouraged to access boardmanship training for new board members through Grant Wood AEA. This training could serve to help new members integrate into the existing board meeting process.</p> <p>The district should continue the development of a comprehensive district assessment plan, which is a requirement for the Annual Progress Report to be submitted by September 15, 2001.</p> <p>The staff members interviewed indicated a need for further training and support on the board area of assessment literacy and specifically on the further development of multiple assessments beyond ITBS and ITED. The AEA provides training support to address this concern.</p> <p>Action plans identifying strategies to meet overall district goals should include a component to evaluate progress made toward these goals and should identify success indicators for these strategies.</p>	
Reporting	<p><u>Areas of Strength</u> – The district actively distributed Annual Progress Report information throughout the district, including data in newspaper articles and making the entire document available in various businesses in all four communities in the district.</p>	None.

	<p>Parents reflected that teachers generally make information on student progress available on a regular basis.</p> <p>Staff and parents report a high parent participation rate in parent/teacher conferences.</p> <p><u>Suggestions for Improvement</u> – Once data sources are identified relating to goals, strategies, and student achievement progress, the district needs to ensure that this data is given to the appropriate groups for use in decision-making.</p> <p>The district should ensure that academic expectations, specifically content standards, benchmarks and any possible grade levels expectations are clearly communicated to parents and students. These standards can also serve to assist new teacher’s integration into the system. There should also be an accountability system in place for staff members to ensure the support and delivery of established standards and benchmarks and the reporting of progress toward benchmarks.</p> <p>The district is encouraged to enhance the description of due process procedures in all handbooks. The current descriptions do not detail the process that will be made available for appealing decisions on discipline, harassment, and other issues. The district may want to review entire handbooks to ensure current information and relevant policies are adequately described. One district publication referenced a different school district’s name in the content of the procedure.</p> <p>The process used to aggregate data for reporting purposes should serve to create a linkage between evaluation of progress toward goals and future planning or goal setting efforts.</p>	
Other	<p><u>Areas of Strengths</u> – There are some physical accessibility issues in some buildings. The district is encouraged to conduct a self assessment of building accessibility issues using the Americans with Disabilities Act self-assessment included with this visit report. This is an optional activity on the part of the district, but information gained through this self-assessment could provide useful information on future infrastructure needs specifically if the district has an interest in developing a twenty year facilities plan as described by district administrators.</p>	<p>No policy exists describing who has access to student records. 281-IAC 12.3(4). Procedures for records access are unclear.</p> <p>A review of all certified staff members found several minor issues relating to teacher certification. These issues are detailed in the Chapter 12 noncompliance matrix at the end of this document. 281-IAC 12.4(8)</p> <p>Some necessary board policies related to special education are missing. Please refer to the noncompliance matrix at the end of this document for further details. 281-IAC 42</p> <p>Several special education noncompliance issues were found. Please refer to the noncompliance matrix at the end of this document for further details. 281-IAC 42</p>

		<p>The board of education should develop policies relating to the adoption of a process to gather ongoing and long-range needs assessment data and opportunities for local community feedback on an ongoing basis. These can be one policy or separated into multiple policies. 281-IAC 12.8(1)"b"(1)</p> <p>Written job descriptions do not exist for certain supervisory positions (athletic director, some directors of non-certified areas). The district should develop job descriptions for all supervisory personnel. 281-12.3(3)</p>
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FEEDBACK FROM LAST APR

District: North Cedar 2001-02

**ANNUAL PROGRESS REPORT
Technical Assistance Suggestions**

District: North Cedar 2001-02

Goals and Student Achievement (Page 1)

Areas identified for technical assistance (check):	Reading	Math	Science
Setting Achievable Goals	_____	_____	_____
Establishing Measurable Goals	_____	_____	_____
Connect Annual Improvement Goals To Longer Range	_____	_____	_____

- Other: Report did not compare grade level achievement to state or national norms.
 District did not meet annual improvement goal for math or reading.
 Report did not provide disaggregated data for sub-groups.
 Report did not provide three-year trend data.
 Report did not include three levels of proficiency for grades 4, 8, 11 in reading, math, and science.

High School Data (Page 2)

- Technical assistance suggestions (check):
- _____ percentage of 7-12 dropouts, disaggregated
 - _____ percentage of students intending post-secondary enrollment
 - _____ percentage of students achieving score indicating success on post-secondary measure
 - _____ percentage of graduates completing core program