

# District Profile Of Needs

TIPTON COMMUNITY SCHOOL DISTRICT 2001-2002

Date of Next  
Site Visit: 2005-06

## GOALS

<b>Student Learning Goals</b>	<ol style="list-style-type: none"><li>1. Master the basic skills necessary for a lifetime of successful learning in reading, interactive communication, mathematics, science, technology, vocational education, and fine arts.</li><li>2. Develop a good work ethic incorporating goal setting, teamwork, self-discipline, organizational skills, and leadership skills.</li><li>3. Display an understanding of economic, social, environmental, and civic responsibilities.</li><li>4. Develop and foster a positive self-concept, respect for others, and healthy behavior patterns.</li><li>5. Develop skills to access and use information effectively.</li><li>6. Develop the skills to think analytically, critically, positively, and creatively.</li><li>7. Read and communicate effectively.</li><li>8. Demonstrate an understanding and appreciation of the creative and performing arts.</li><li>9. Learn and understand the benefits of developing and maintaining a healthy lifestyle through physical and nutritional education.</li></ol>
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GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
<p>Long – term</p>	<p>Improve student achievement through increased academic accountability and expanded learning opportunities.</p> <p>Provide a quality process for making internal decisions.</p> <p>Increase parent and community involvement in learning.</p>			<p>Provide a safe and caring learning environment for students and staff.</p>	<p>Pages 3-4</p>

GOALS	READING	MATH	SCIENCE	OTHER	ACTION PLAN REFERENCE
Annual Improvement (most recent) 2001-02	1.1 Investigate and report district/community early childhood services and their impact on school readiness. 1.2 Continue to implement a K-8 literacy assessment and reporting process. 1.3 Establish district performance standards in language arts/reading, math, science, and social studies and develop academic support services. 1.4 Develop standard-based course syllabi and assessments for grades 6-12. 1.5 Establish performance standards for licensed staff to improve student academic achievement. 1.6 Focus on vocabulary and spelling improvement with use of quality tools. 1.7 Survey, develop, educate, and implement a K-12 TAG program.  2.1 Design a staff development program focused on student achievement. 2.2 Continue to use a research-based process to evaluate new programs and strategies. 2.3 Investigate open enrollment out to determine if numbers can be reduced. 2.4 Evaluate the effectiveness of recent initiatives (i.e., Alternative School, Middle School, and Block Scheduling, Summer School).  3.1 Develop a K-12 reporting process for student achievement. 3.2 Develop a district task force to investigate graduation requirements and make recommendations to Board of Education.			4.1 Use data to ensure a safe, nurturing, harassment-free school environment for all students.  4.2 Support a school wide effort to reduce student use of drugs, alcohol, and tobacco.	Pages 3-4
Annual Improvement (last year) 2000-01	Our annual improvement goals for reading and math are to increase the number of grade 4, 8, and 11 students who can perform at the intermediate level or above on ITBS/ITED by 1% each year for the next five years.	Our annual improvement goals for reading and math are to increase the number of grade 4, 8, and 11 students who can perform at the intermediate level or above on ITBS/ITED by 1% each year for the next five years.			
Staff Development	Develop a staff development program based on student achievement.				Page 4
Assessment Method	NWEA ITBS/ITED Observation Survey Local Reading Assessment BRI (Johns)	NWEA ITBS/ITED Iowa Algebra Aptitude Test Observation Survey		ACT/SAT Work Keys Plan Enthusiasm Survey Keyboarding Profile	Page 10

**ACTION PLANS**

A. NEEDS	B. OVERLAPPING	C. MATH	D. SCIENCE	E. OTHER
(1) School – Community Planning	<p>Review/revise district student learning goals.</p> <p>Review current district data for progress on the state indicators and the district long range and annual improvement goals.</p> <p>Review/revise annual improvement goals.</p> <p>Building level improvement plans demonstrate goals aligned with student learning goals, and district long-range goals.</p>			<p>Conduct community needs assessment to identify major educational needs, including safe, drug-free, and inclusive learning environments, and the needs of at-risk and ELP students.</p> <p>Examine and condense results of the need assessment.</p> <p>Review/revise district mission, vision, beliefs, and philosophy.</p>
(2) Professional Development Services	Train staff to administer BRI Training on latest strategies, reading ideas.	Investing in Title I math, training as needed for math manipulatives.	Teachers representing K-12 to Grant Wood Science Consortium.	
(3) Curriculum, Instruction and Assessment Services	Establish performance standards for licensed staff focused on student academic achievement.			
(4) Diverse Learning Needs				<p>Hired an ELP 1.0 FTE, survey staff, parents, students, and community members, develop a K-12 ELP program.</p> <p>K-12 Use data to ensure a safe, nurturing, harassment-free school environment for all students. We will begin to chart Office referrals, Suspensions/Expulsions, Resiliency Survey, Youth Survey.</p>

				<p>K-12 Full time Juvenile Court Liaison, Project Alert, TATU, Red Ribbon Week, Community Teen Center, Dare.</p> <p>6-8 Office Referral Data, Character Education, Tiger Talk, Anger Management, Conflict Resolution Team, Rock-In-Prevention Assembly.</p>
(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				<p>Conduct needs assessment with community.</p> <p>Involve community in further development of CSIP and share information with the community related to CSIP.</p> <p>AEA staff involvement in District Improvement Team.</p>
(2) Professional Development Services	<p>Support activities of Cedar County Staff development Consortium.</p> <p>Provide quality staff development on-site.</p> <p>Support teacher use of new and innovative materials or classroom strategies.</p>	<p>Support activities of Cedar County Staff development Consortium.</p> <p>Provide quality staff development on-site.</p> <p>Support teacher use of new and innovative materials or classroom strategies.</p>	<p>Support activities of Cedar County Staff development Consortium.</p> <p>Provide quality staff development on-site.</p> <p>Support teacher use of new and innovative materials or classroom strategies.</p>	
(3) Curriculum, Instruction and Assessment Services	<p>Continue curriculum review cycle.</p> <p>Provide regular and on-going support to middle school teachers in the areas of reading, math, and science.</p>	<p>Continue curriculum review cycle.</p> <p>Provide regular and on-going support to middle school teachers in the areas of reading, math, and science.</p>	<p>Continue curriculum review cycle.</p> <p>Provide regular and on-going support to middle school teachers in the areas of reading, math, and science.</p>	
(4) Diverse Learning Needs				<p>The level of OT/PT services available to Tipton continues to be an on-going concern especially at the elementary level.</p>
(5) Inclusive Schools				<p>Gather data related to Tipton students attitude about learning and issues related to services provided by Tipton.</p>

				Help district better meet social/emotional/behavioral needs of students.
(6) Media Services				Determine most appropriate way for new teachers at Tipton to become better educated about the AEA concept in general and specific services available to them from Grant Wood.
(7) School Technology				Provide on-going support to the district Technology Coordinator.  Provide on-going support to Tipton staff person who will coordinate the district's use of its ICN room.
(8) Leadership Services				Provide leadership training opportunities for Tipton staff.
(9) Management Services				District needs efficient method of doing payroll and grades.

## STUDENT ACHIEVEMENT DATA

For  
READING, MATH AND SCIENCE

### Math

**Long Range Goal:**

We will increase student achievement in reading, mathematics, and science, specifically increasing the percentage of students performing in the intermediate and high levels on district-wide assessments in grades 4, 8, and 11.

**Annual Improvement Goal for 2000-2001:**

We will continue to address the previous goal of increasing by 1 percent the percentage of all students in grades 4, 8 and 11 who are proficient in math skills.

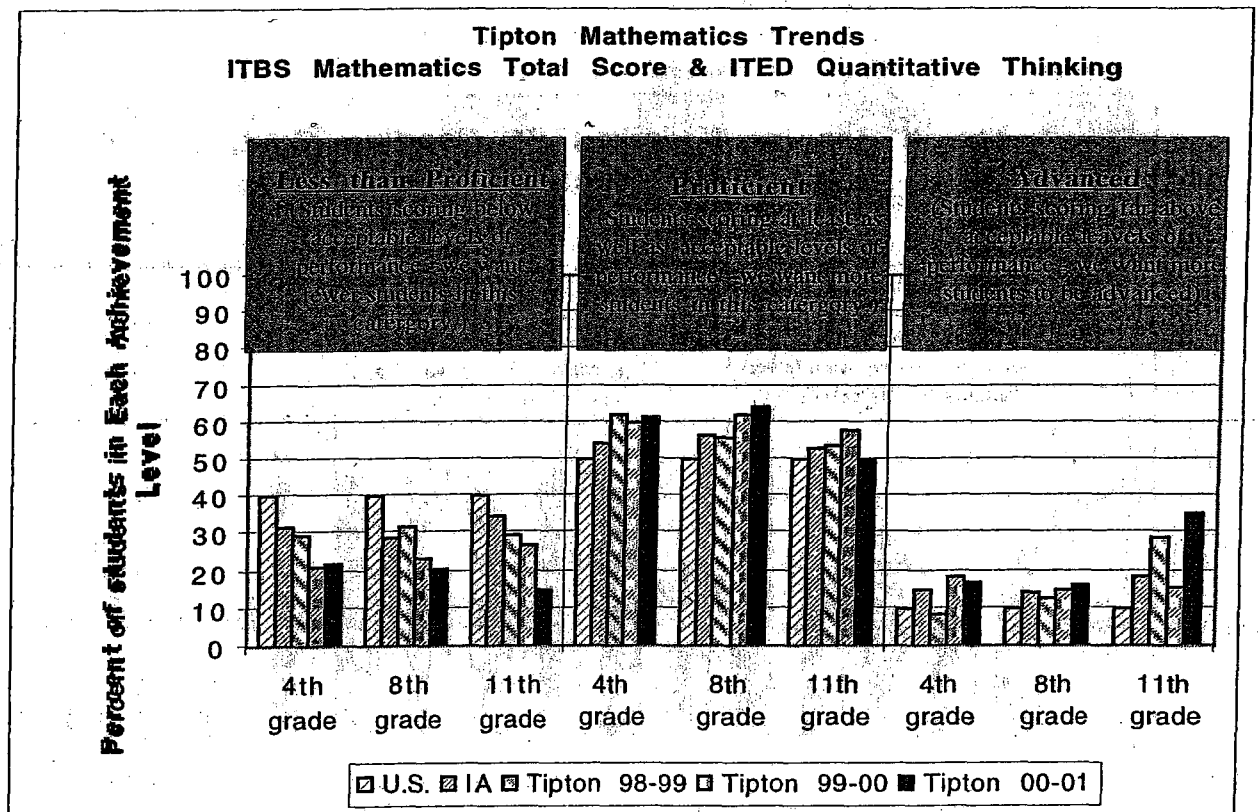
**Report:** This goal was met in all of the selected grades with 4<sup>th</sup> grade moving

from 74.6 percentile to 78.5 and in the 8<sup>th</sup> grade, which moved from 72.7 to 78.2 and in the 11<sup>th</sup> grade from 77.8 to 79.2% in the high proficiency.

**Annual Improvement Goal for 2001-2002**

Decrease by 1% the amount of students in the Low Proficiency for the next 5 years.

**Action Plan:** In grades K-8, we plan to increase our focus on problem solving skills, promote higher level thinking skills, and develop and implement rubrics for problem solving tasks. At the high school, we plan to provide An Accelerated Math Program and examine enrollment trends in upper level courses in order to encourage participation in and enthusiasm for math.



**Math Proficiency:**

Grade	% of Proficient in 2000-2000
4	78.4
8	79.7
11	85

Generally more Tipton 4<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade students scored at the intermediate or high

achievement levels than students did nationally.

There were significantly more Tipton students scoring at the high level of math performance when compared to Iowa students.

## Reading

### Long Range Goal:

We will increase student achievement in reading, mathematics, and science, specifically increasing the percentage of students performing in the intermediate and high levels on district-wide assessments in grades 4, 8, and 11.

### Annual Improvement Goal for 2000-2001:

We will continue to address the previous goal of increasing by 1 percent the percentage of all students in grades 4, 8 and 11 who are proficient in reading comprehension skills.

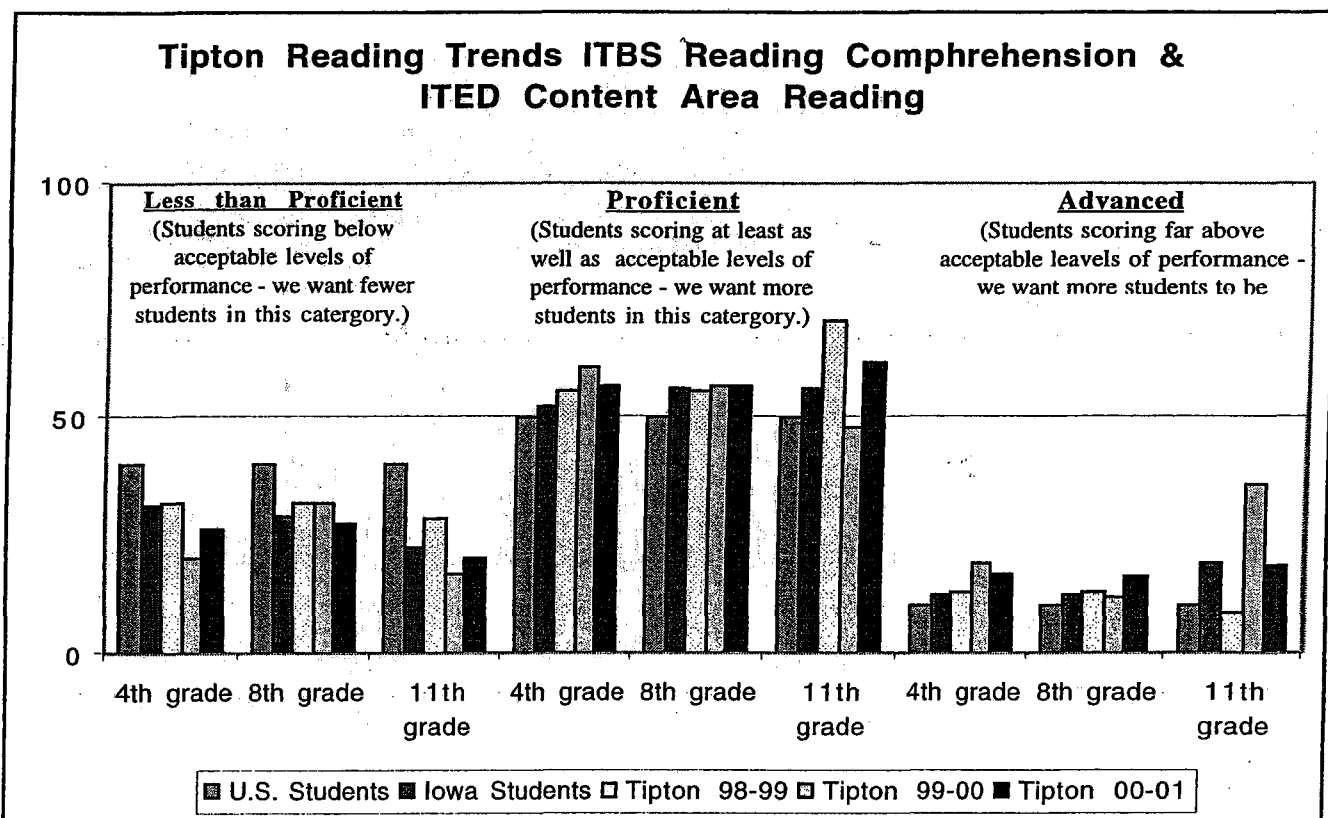
**Report:** This goal was met in the 4<sup>th</sup> grade by moving from 74 percentile to 76.7 and in the 8<sup>th</sup> grade, which moved

from 68.4 to 72.4. This goal was not met in the 11<sup>th</sup> grade with a slight decrease from 80.98 to 80% in the high proficiency.

### Annual Improvement Goal for 2001-2002

Decrease by 1% the amount of students in the Low Proficiency for the next 5 years.

**Action Plan:** We will continue to implement Guided Reading at grades K-5 in order to provide students with a solid foundation for academic access. Title 1 reading efforts will be doubled in grades K-6. Reading Recovery teacher will be moved from 1/2 time to a full time emphasis.



### Reading Proficiency:

Grade	% of Proficient in 2000-2001
4	73.8
8	72.4
11	80

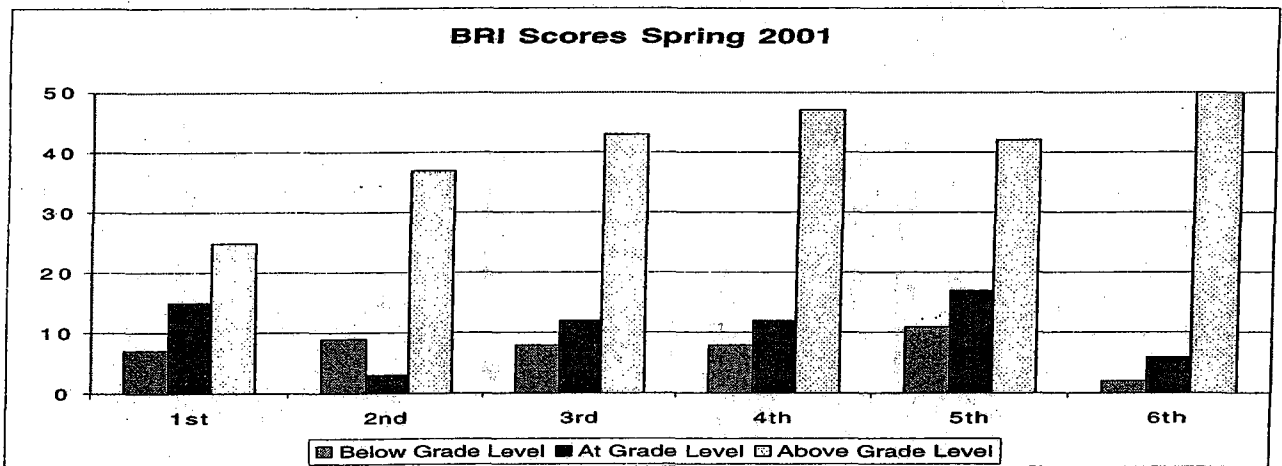
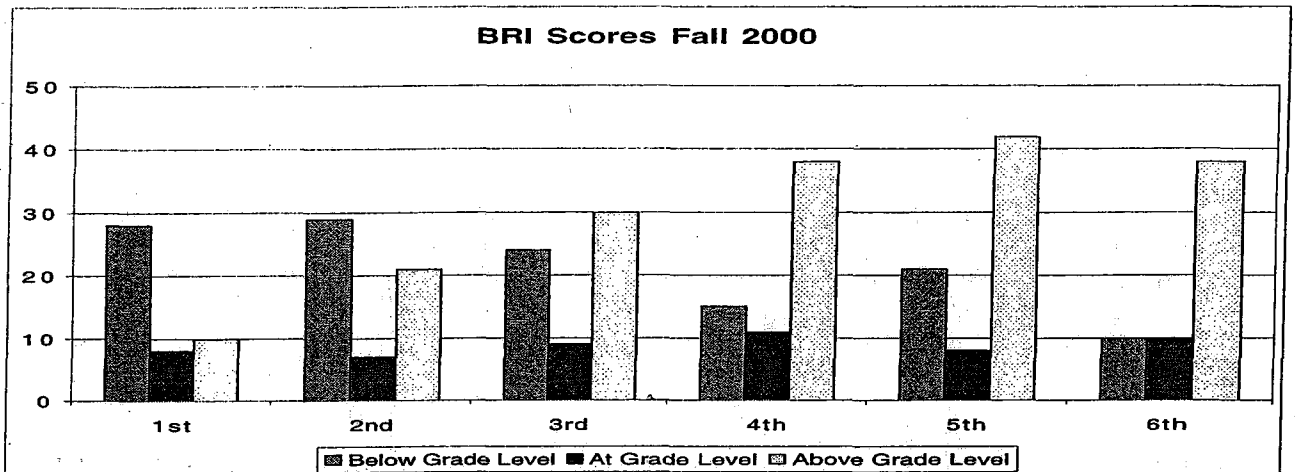
More Tipton 4<sup>th</sup>, 8<sup>th</sup>, and 11<sup>th</sup> grade students scored at the intermediate or high achievement levels than students did nationally.

Fewer Tipton students scored in the low achievement level when compared to Iowa students

The percentage of 11th graders in the high achievement level decreased in 2000.

## Multiple Reading Assessments

The District began using Basic Reading Inventory (BRI) also known as Johns to offer a multiple assessment and multiple formats for reading. The John's reading inventory was given to each student. This assessment allows for the student to read individually to each teacher. Scores and improvement were the basis of admittance to summer school in grades 1-6. All classes had 82% of their students reading at or above grade level in the spring testing. Low scores in the 1<sup>st</sup> & 2<sup>nd</sup> grade may indicate a need to work closer with pre-school and parents on expectations of students entering our system. Class improvements varied from 46% to 11% improvement through out he school year.



## Science

### Long Range Goal:

We will increase student achievement in reading, mathematics, and science, specifically increasing the percentage of students performing in the intermediate and high levels on district-wide assessments in grades 4, 8, and 11.

### Annual Improvement Goal for 2000-2001:

No goal was set

**Report:** During 2001-2002, a science annual improvement goal will be developed. The District's K-12 Science Collaborative Team plans to work on a science performance assessment to help in setting an appropriate goal.

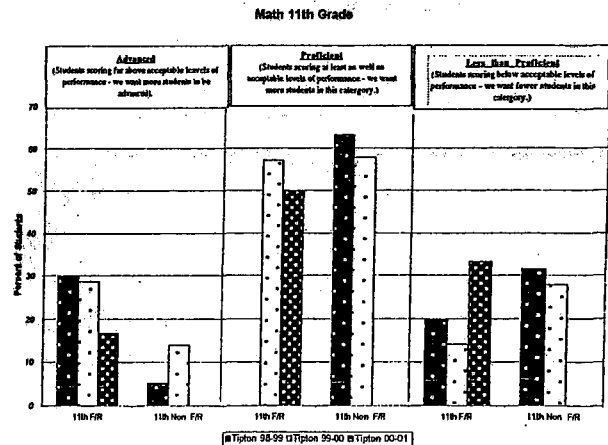
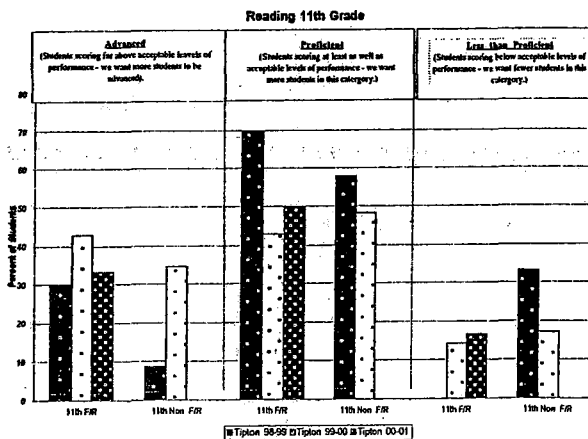
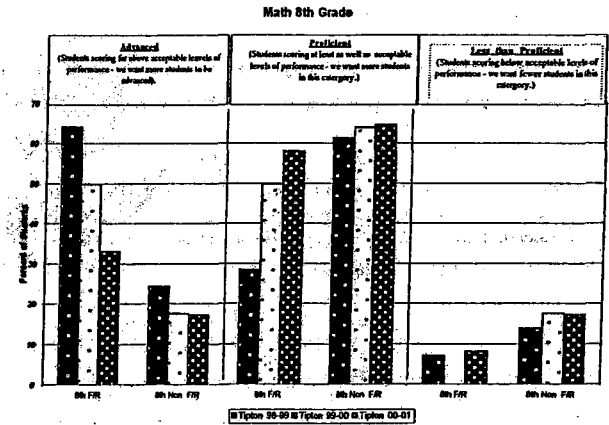
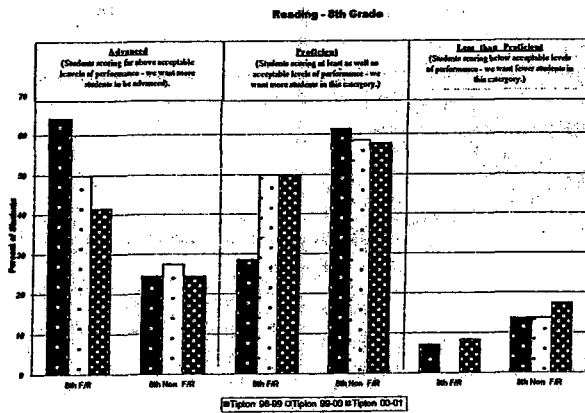
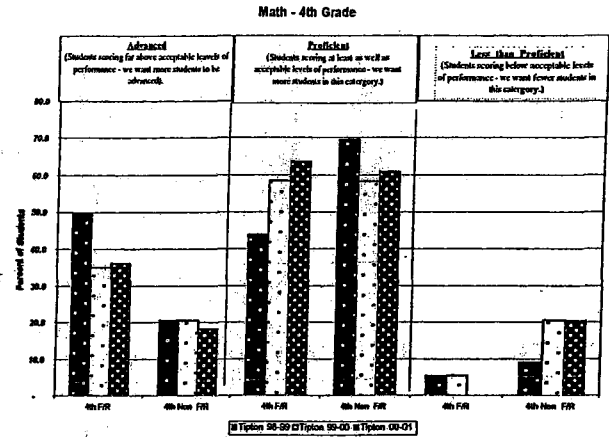
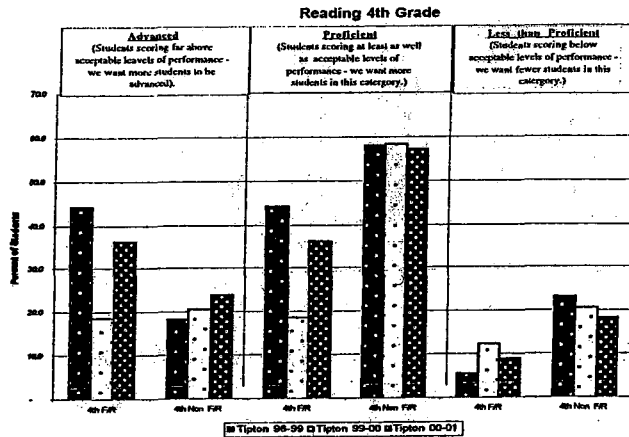
### Annual Improvement Goal for 2001-2002

Establish baseline data for science by grade level, gender, and socio-economics.

**Action Plan:** Currently no baseline has been obtained from either ITBS or ITED for science. The district will secure baseline data in science to begin setting annual performance goals.

# Results by Socio-economic Status

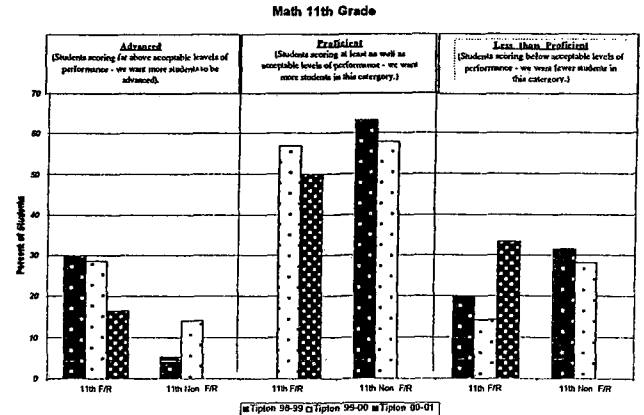
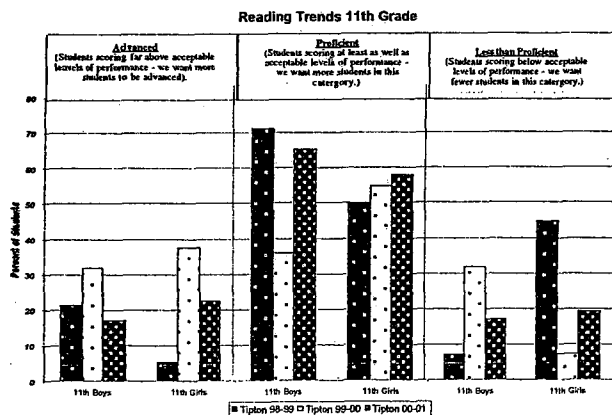
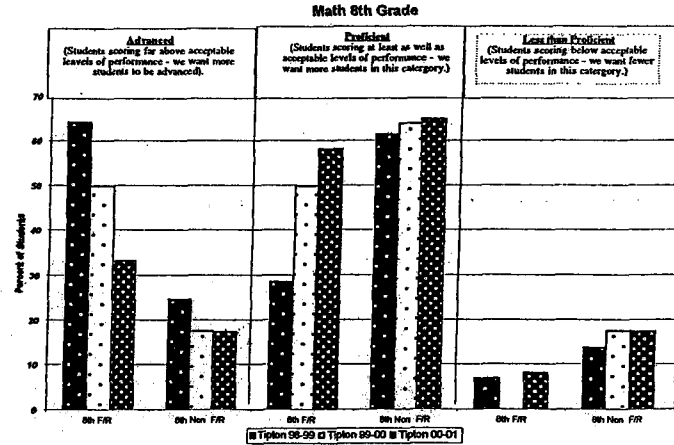
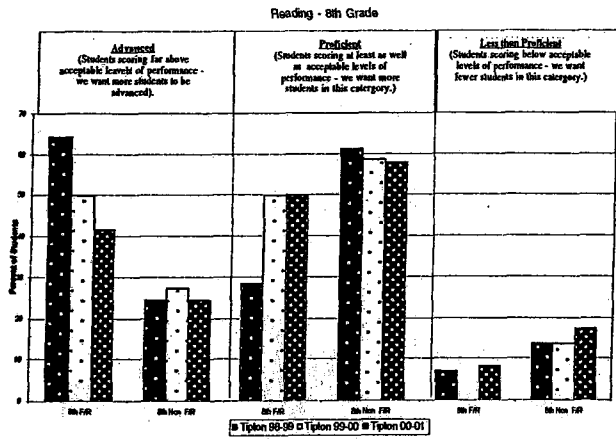
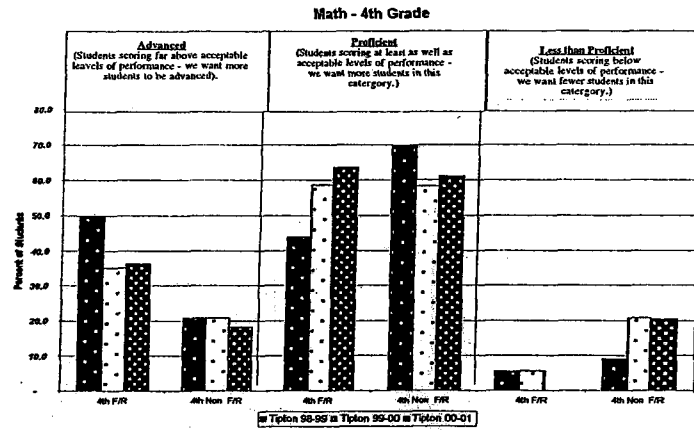
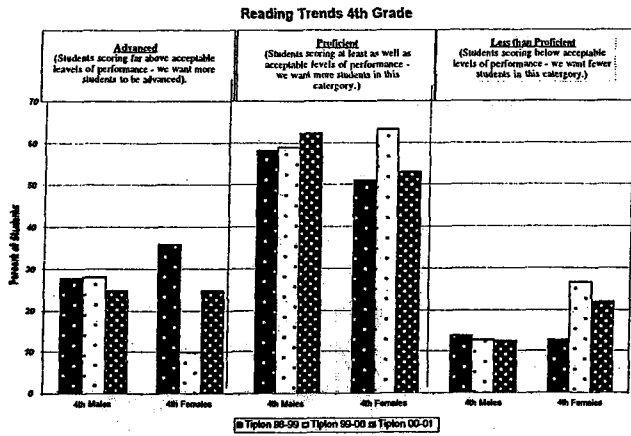
In both reading and math, a higher percentage of Tipton students who are eligible for free or reduced lunch scored in the low performance level than did students who were not eligible. The District is implementing several strategies designed to help these students increase their academic skills, including Title 1 services, at-risk programs, reading and math initiatives, mentoring programs, and staff development focusing on meeting the needs of diverse learners.



# Reading & Math Results by Category

## Results by Gender

An analysis of the ITBS and ITED reading achievement data revealed no significant differences. In math, although no significant gender differences were observed in the low achievement level, a greater gap as noted at the high achievement level at grades 8 & 11.



**ADDITIONAL STATE INDICATORS**

2.0 % Dropouts – The percentage of students considered dropouts for grades 7 – 12.

77 % Post-Secondary Education – The percentage of high school seniors who intend to pursue post-secondary education/training.

60 % Post-Secondary Success Probability – The percentage of high school students achieving a score or status on a measure indicating probable post-secondary success.

61 % 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> – The district has enough data currently available to be able to prioritize educational needs and establish goals for improvement.</p> <p>The district appears to be moving toward data-based decision-making in all areas.</p> <p>K-3 teachers are aggregating and using information from the Basic Reading Inventory to modify instructional approaches for students at those grade levels.</p> <p>Teachers at the middle school researched the concept of a flexible block schedule by observing other sites and reviewing best practice literature before the actual implementation of this strategy.</p> <p>The district Improvement Team (DIT) aggregated data on student achievement and management to use for decision-making and long-range goal setting.</p> <p>The district is beginning to use the item analysis provided by the Iowa Testing Program as a way to assess curricular coverage for portions of the curriculum measured by those assessments.</p> <p><u>Suggestions for Improvement</u> – The district is encourage to continue to clarify the role of the District Improvement Team (DIT) within the scope of overall district planning and functioning. The district is encouraged to broaden the scope of the Team into a group that looks at using various forms of information on an ongoing basis. This planning group can serve multiple advisory functions. 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, thereby streamlining the number of advisory committees, a useful trend in a small district. The district should ensure the inclusion of representatives from divers learner groups.</p> <p>The district is encouraged to become more data-driven in all decision-making processes. The district should work to first</p>	<p>There is no evidence that a long-range data collection process exists and is used. 281-12.8(1)"b"(1). This process should include the following:</p> <ol style="list-style-type: none"> <li>a. provisions for collecting, analyzing, and reporting information from local, state, and national resources;</li> <li>b. provisions for reviewing information over time on state and locally determined indicators, student learning goals, and specific data required by state and federal programs; and</li> <li>c. additional factors influencing student achievement.</li> </ol> <p>Not all required constituents are included in the District Improvement Team (students).281-IAC 12.8(1)"a"(2)</p> <p>The district must establish a district or program level career and technical advisory committee, either as a stand-alone committee or as a function of the District Improvement Team, Iowa Code 258.9</p>

	<p>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.</p> <p>The district is encouraged to increase certified and classified staff input into the processes of establishing goals and identifying staff development needs.</p> <p>Established student learning goals and curricular content standards and benchmarks should apply to all students, including alternative school students and students served by programs such as special education, talented and gifted, and Title I. These expectations can be modified as necessary for individual students.</p> <p>The district should enhance student and parent involvement in the processes addressing policy and procedure development, quality instruction, goal-setting, school climate program structure, course diversity, technology use, and media center access.</p>	
<p>Planning</p>	<p><u>Areas of Strength</u> – The district is in the process of establishing action plans for all established goals. These action plans will include implementation of strategies to meet goals/standards/benchmarks, timelines for implementation, indicators of success, resource allocation including personnel, and responsible parties.</p> <p>The district is progressing toward the notion that deciding what content is important to teach, then allocating classroom, text, and other resources to support this content is the way to develop a functional curriculum.</p> <p>District staff are in an ongoing process of establishing content standards and benchmarks, supporting instructional activities, and designing methods of authentic student assessment.</p> <p>According to those interviewed, the joint planning time at the elementary and middle schools serves to enhance teacher collaboration on instruction and the intervention of specific student learning problems.</p> <p>Teachers at the middle school voiced support for the curricular mapping process occurring at this level.</p>	<p>The CSIP contains no evidence of any kind of multicultural/gender fair (MC/GF) goals. 281-IAC 12.2(2)</p> <p>The talented and gifted program is out of compliance. Documents pertaining to gifted and talented programs must include the following: 281-IAC 12.5(12)</p> <ol style="list-style-type: none"> <li>a. a K-12 identification system,</li> <li>b. gifted and talented program goals,</li> <li>c. gifted and talented student performance measures,</li> <li>d. valid and systematic procedures for identification,</li> <li>e. day-to-day differentiation in the instructional program for identified students,</li> <li>f. periodic staff development on gifted and talented is provided for all classroom teachers and gifted and talented staff members,</li> <li>g. services provided address both the cognitive and affective needs of identified students,</li> <li>h. program is reviewed and evaluated, and</li> <li>i. procedures for maintaining a gifted and talented budget exist.</li> </ol>

	<p>The process to review and revise curricular areas is clearly defined and organized. The district employs a staff member specifically for this purpose.</p> <p><u>Suggestions for Improvement</u> – The district should 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 need to be involved in the support of activities designed to meet the goals. The district should work to align student learning goals, long-range goals, annual improvement goals, professional growth goals, board goals, and building goals.</p> <p>The district is encouraged to expand the regular opportunities for curriculum committees, building staff member groups, and/or discipline areas groups to meet to ensure proper articulation of the curricula with established standards, benchmarks, and assessments.</p> <p>Information from interviews and review of district data supported the need for future district-wide professional development in the following areas: technology integration, working with diverse learners (including current best practices), bullying/harassment issues, the middle school concept, articulation of learning expectations, instruction aligned to learning expectations, and alternative assessment strategies.</p> <p>There is a need for a formal induction process for new teachers that goes beyond orientation.</p> <p>The district will need to have a district-wide assessment plan in place by September 15, 2001.</p>	
Implementation	<p><u>Areas of Strengths</u> – Students reflected that those traits that they most enjoy about their teachers include providing a hands-on focus, helping when help is needed, establishing fairness in approach, communicating clear expectations, respecting them as students, offering project-focused activities, developing small group-focused activities, creating opportunities for students to show knowledge in ways other than tests, and incorporating real-life relevance into curricula.</p> <p>Interviewees indicated that counseling and at-risk programs are</p>	There is no evidence that staff development activities prepare all employees to implement MC/GF approaches. 281-IAC 12.7(1)

strong throughout the system. Those interviewed were particularly complimentary of the high school guidance program.

The district regularly collaborates with Kirkwood Community College, the Work Experience Coordinator at Grant Wood AEA, and businesses in the community.

The district is making a continued effort to offer a full continuum of services to special education students rather than to rely on other districts to serve certain levels of special education students outside of the district.

The district is participating in the science curriculum collaborative through Grant Wood AEA. The district also regularly accesses the science kits through Grant Wood.

Students at grade 6-8 were able to cite multiple examples of the integration of media in the classroom.

Each member of the District Improvement Team will receive training through Grant Wood AEA on leadership development.

The district is working to implement assessment activities to measure the effectiveness of instruction toward established benchmarks.

Suggestions for Improvement – The district should consider further development of specific and measurable strategies in action plans to implement and evaluate progress toward establishing goals, specifically long-range and annual improvement goals related to student achievement. These action plans should have established timelines for completion of each strategy, success indicators, resources to support the activity (including state and federal funding streams), and person accountable for the implementation of each strategy.

As the district continues to develop curricular standards and benchmarks systems in each curricular area, the district should ensure those instructional practices, curricular materials, and assessments align with and support the established standards and benchmarks systems. One set of content standards and benchmarks should apply to all students for each curricular area. The

	<p>modification for students with learning difficulties should occur at the classroom level as appropriate activities o support established standards and benchmarks are offered to all students.</p> <p>Several interview groups expressed a concern about the limited time for staff development programming. The impact of this limited time is a 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.</p> <p>The district should continue to assist teaches to integrate technology into the curriculum and to develop instructional applications of technology in the classroom.</p> <p>The focus of the special education program is traditional. The district should continue to work to expand the functioning of the Child Study Teams across the district in an attempt to properly implement the solutions focused process for all diverse learners.</p> <p>The district should examine the support for at-risk students at the high school level before placement in the alternative school.</p> <p>Interviewees indicated that there was at least the appearance of inconsistent implementation of procedures and policies at various levels, particularly on issues like student discipline, classroom behavioral expectations, good conduct-related violations, and harassment issues.</p>	
Evaluation	<p><u>Areas of Strengths</u> – The district includes the development of professional growth goals as a portion of the professional evaluation system. This allows some tailoring of the evaluation process to individual teacher needs.</p> <p>The staff indicated a desire to use the item analysis portion of the district-wide standardized assessment in an effort to determine adequate assessment coverage of the developed curriculum. Curricular mapping activities could allow the district to determine the portion of the curriculum measured by ITBS/ITED, which then allows for the development of other forms of assessment to be developed for benchmarks not covered by the ITBS/ITED.</p>	None.

	<p>Students at various levels maintain portfolios of work designed to assist students and parents in monitoring progress in areas not covered by standardized testing.</p> <p>As a result of an identified need to improve the talented and gifted program, the district commissioned an outside review of the TAG program in an effort to assess the current state and chart a future direction for the program.</p> <p>The district hired substitute teachers for every teacher at grades K-3 during the process to assess students using the Basic Reading Inventory.</p> <p><u>Suggestions for Improvement</u> – The district should reevaluate its use of Iowa Testing materials in grades 1 and 2. This practice may be a remnant from a time when there was no other district-wide assessment to measure these students’ progress.</p> <p>The district is encouraged to increase staff involvement in the analysis of student achievement data.</p> <p>As the district continues to develop curricula around established benchmarks, assessment processes need to be in place to detail student progress toward these benchmarks, and to report this progress to parents and students. Individualized Education Program (IEP) Results could provide some of this information for students served by IEPs.</p> <p>The staff members interviewed indicated a need for further development of multiple assessments beyond ITBS and ITED. The AEA provides training support to address this concern.</p>	
Reporting	<p><u>Areas of Strengths</u> – Those interviewed indicated that technology upgrades, specifically e-mail and voice mail access, have improved the communications between administration, teachers, and parents.</p> <p>Parents of students in special education are consistently included in student progress monitoring and reflect that they are a partner in the process of IEP development.</p> <p>The district is regularly represented at the DECAT planning board, the countywide empowerment area board, and the Cedar county staff development collaborative.</p>	<p>The district did not report the information contained in the Annual Progress Report (APR), including all of the mandated state indicator information, directly to the community. 281-IAC 12.8(3)</p> <p>The APR did not include any data on science including three performance levels, data from grades 8 and 22, long range or annual improvement goals, % proficient, or comparability to state and national norms. 281-12.8(1)“f”(1)</p>

	<p><u>Suggestions for Improvement</u> – The district should consider planning for additional formal internal and external communication opportunities relating to student achievement and decision-making. The district may want to consider the inclusion of communication strategies in the CSIP action plans. Some internal and external stakeholder groups felt excluded from the “information loop.” The school is accountable to the community for decisions made and should ensure that the community is provided with information that allows it to stay generally informed about decision-making.</p> <p>Once data sources are identified relating to goals, strategies, and student achievement progress, the district needs to ensure that these data are given to the appropriate groups for use in decision-making.</p> <p>With Internet access widely available to staff and parents, the district should work to use this tool to regularly communicate pertinent information to the staff and public.</p>	
Other	<p><u>Areas of Strengths</u> – There are community members serving as volunteers throughout the district.</p> <p><u>Suggestions for Improvement</u> – The district may want to assess the issue of substance abuse with students in an effort to identify the severity of the problem and possible ways to intervene on this issue if it is a problem.</p>	<p>The district may want to assess the issue of substance abuse with students in an effort to identify the severity of the problem and possible ways to intervene on this issue if it is a problem.</p>

**FEEDBACK FROM LAST APR**

District: Tipton 2001-02

**ANNUAL PROGRESS REPORT  
Technical Assistance Suggestions**

District: Tipton 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: District did not meet reading goal.

District did not disaggregate data for race/ethnic, disabilities, migrant, or ELL.

District did not report programs with Early Intervention goals.

District did not report science scores for grades 8, 11 with three proficiency levels.

**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