



STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
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DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

February 14, 2011

Jim Verlengia, Acting Superintendent
Colo-Nesco Community School District
400 Latrobe
McCallsburg, Iowa 50154

Dear Superintendent Pillman:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at Colo-Nesco Community School District (CSD) on December 14, 15, and 16, 2011. The report is based upon a variety of interviews conducted with district staff and stakeholder groups during the indicated dates, and review of documents submitted to the Department and on-site.

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

Statement of Accreditation:

Based on the findings from the comprehensive site visit, Colo-Nesco CSD maintains State of Iowa accreditation; however, non-compliance issues were identified. These issues are included in the Chapter 12 Non-compliance Matrix and the Outside of Chapter 12 Non-compliance Matrix contained in the site visit report. **Based upon the site visit findings, Colo-Nesco CSD's State of Iowa accreditation is compromised.** The district is notified that failure to resolve the issues in accordance with an approved corrective action plan and agreed upon timelines places the district's accreditation in jeopardy. The Iowa Department of Education will conduct on-going follow-up to monitor the district's progress. Areas of non-compliance included the following: school calendar, school board policies, administrator and teacher evaluation, Career and Technical Education, Gifted and Talented program, At-Risk program, school counseling program, school library program, School Improvement Advisory Committee, foreign language, family and consumer sciences, attendance and course enrollment data, licensure, Equal Employment Opportunity/Affirmative Action plan, 8th grade technology assessment, and special education.

The report reflects consensus of the following team members:

Department of Education Representatives:

Paul Cahill, Administrative Consultant
Julie Melcher, School Improvement Consultant
Peggy Van Kirk, Special Education Cadre

Area Education Agency Representatives:

Corrine Breitsprecker, Math Consultant
Karla Jones, Partnership Director
Diane Schnelker, Assessment Consultant

Local Education Agency Representatives:

Jason Ellingson, Superintendent/Curriculum Director, Collins-Maxwell CSD
Ted Garringer, Elementary Principal, Glidden-Ralston CSD
Dave Kapfer, High School Principal, Boone CSD
Pam Nystrom, Elementary Principal/Curriculum Director, Boone CSD
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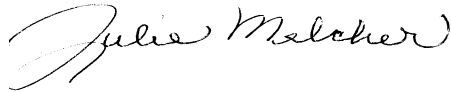
It is our hope this report will provide guidance to enhance student achievement in the district and support continuing conversations among staff and community members about the local education system, how and what students are learning, and how *more* students can learn at higher levels.

As part of Colo-Nesco CSD's continuous improvement process, the district must review its current CSIP and provide revisions as needed. Revisions should be based on the district's needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the CSIP must be completed by September 15th, 2011. Directions for revision and submission of the CSIP can be found at: <https://www.edinfo.state.ia.us/securelogin.asp>.

The Department would appreciate the district's feedback regarding its site visit experience. This feedback will inform the Department's efforts to continuously improve the comprehensive site visit process. A short online survey has been developed and is available at the following site: <https://www.surveymonkey.com/s/W58H5LZ>. 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 Colo-Nesco CSD staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



School Improvement Consultant
Bureau of Accreditation and Improvement Services
Iowa Department of Education



Del Hoover, Deputy Administrator
Bureau of Accreditation and Improvement Services
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



Colo-Nesco Community School District

Team Findings

December 14, 15, and 16, 2011

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. Some learning support staff members reported the district's mission is incorporated into everything they do. Examples included the following:
 - Virtues
 - Social Skills
 - Hygiene
 - Study skills
 - Organization

Recommendations for Improvement:

2. The superintendent, administrators, and school board members reported the district has established a mission statement: *"The Colo-Nesco Community School District is committed to guiding and nurturing the academic, emotional, physical, and social development of all students, while promoting life-long learning and citizenship in today's rapidly changing world."* The accreditation site visit team received limited evidence through interviews that the district mission is known, understood, or embraced by all district stakeholders. Conversations about district and building level change efforts revealed limited attention to what the mission means in this district. District administrators, staff, School Improvement Advisory Committee (SIAC) members, students, parents, and school board members are encouraged to do the following:
 - Further define the mission within each stakeholder group by engaging people in on-going conversations. For example, what does the mission mean to building administrators, staff, students, parents, SIAC, Professional Learning Communities (PLCs), and Professional Development Committee? What assumptions do people hold? What are the non-negotiables?

- Plan for consistently communicating the mission through the use of a communication plan.
- Examine underlying assumptions about the district's mission.
- Use the mission as the foundation for district decision-making. This was noted as a recommendation for improvement in the 2001 site visit report, as well as in the 2006 report.
- Use the mission to leverage further change to positively impact student achievement.

Commitment to, and promotion of, the academic, emotional, physical, and social development of each and every student is essential to achieve the district's mission. Stakeholders must commit to this without excuses or reservations.

3. Interviews did not reveal the existence of established school board goals. The school board is encouraged to seek facilitation from an external resource to assist in this process. The establishment of board goals aligned with the district's mission demonstrates to the public the board takes its role and responsibility seriously. It would also demonstrate to administrators, teachers, students, parents, and the community that accountability is expected throughout the system. Consider contacting the Iowa Association of School Boards (IASB) or the district's Partnership Director from Heartland AEA, Kristi Upah (kupah@aea11.k12.ia.us, 515-232-7583), to coordinate assistance.

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 Comprehensive School Improvement Plan (CSIP).
- 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 members reported its meetings are rotated among district attendance centers. Each center hosts four monthly meetings. The board noted this as an effort to provide greater accessibility by the public to board meetings and a way to increase communication among the board, district, and stakeholders.
5. Indicators of shared leadership were evident in interviews with various groups, such as the following:
 - SIAC members reported receiving agendas and meeting minutes from the superintendent.
 - Teachers and learning support staff described how district leaders provide resources including, but not limited to, laptops, opportunities to attend conferences, and support to implement new ideas.
 - High school teachers and PreK-12 instructional support staff described their availability to students, representing their commitment to student learning.
 - Middle school students, teachers, and learning support staff reported opportunities to participate in leadership activities including, but not limited to, Professional Learning Communities (PLCs), Bullying Prevention Committee, and Building Assistance Teams (BATs).
 - PLCs, initiated in 2010-11, were formed by teachers and are supported by administration to build capacity to lead.

Recommendations for Improvement:

6. School board members reported presentations from administrators, teachers, staff, and students have not been regularly scheduled on meeting agendas but the board is interested in being better informed about district and building programs and initiatives. The school board is encouraged to identify an organizer for presentations that could be provided to speakers to help them prepare for sharing with the board. For example, presenters could focus on the following:
 - What is the purpose (goal) of the program or initiative?
 - What is being learned about implementation?
 - What data are being collected and analyzed to determine if the program or initiative is achieving its goals?

Using a consistent format for presentations could support school board members in increasing their knowledge about programs and initiatives and their understanding of the outcomes.

7. When asked about how recent district financial issues have been communicated to the public, the superintendent, school administrators, and school board members reported little information had been communicated at the current time and they were awaiting a report. The superintendent, administrators, and school board members are encouraged to develop a communication plan that is flexible and sensitive to the communication needs of the public. For example, develop a plan that incorporates attention to the following:
 - Who? (target audience)
 - Needs to know what? (topic and content)
 - By when? (timeline)
 - Through what means? (multiple venues, e.g., email, hardcopy, district website and newsletter, local newspaper, radio, television, etc.)

Consistent use of a communication plan by the board, superintendent, administrators, school committees, student groups, and others can improve communication with district stakeholders and improve relationships. In the 2006 site visit report it was recommended the district work to improve the sharing of information with the public and engage the community in dialogue about the future of the school system.

8. Document review indicated the superintendent is the district's equity coordinator; however, interviews revealed limited knowledge of this. The role and function of the equity coordinator may be unclear to stakeholders. The responsibilities of the equity coordinator should be clearly delineated through the job description and communicated to staff, students, parents, and the community. A district equity coordinator can be proactive in a number of areas, including the following:
 - Annually monitor the district's website and annual publications to ensure they include accurate information about the district's non-discrimination and anti-bullying and harassment policies, the identity and contact information for the equity coordinator, and information about the civil rights-related grievance procedure.

- Communicate annually to parents, students, and staff about their rights and responsibilities related to non-discrimination and harassment policies.
- Monitor student course enrollment and achievement trends by racial/ethnic background, gender, and disability, and facilitate periodic conversations with administrators and staff regarding those trends.
- Make an annual equity report with recommendations to the school board.
- Facilitate periodic conversations with students and staff on ways the district might respect, reflect, and celebrate diversity. This was noted as an area in need of improvement in the district's 2006 site visit report.
- Plan periodic professional development for staff on diversity and equity-related issues.

Consider accessing resources regarding equity on the Iowa Department of Education web site at:

http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=485&Itemid=1213.

9. School board members reported an informal process for acclimating new board members to their role. The school board is encouraged to establish and implement a more structured process and procedure. As part of the process, consider collecting information from current board members about what board members need to know and be able to do. Use this information to guide the development of board member induction. Consider the following suggestions:

- Provide a workshop for school board candidates prior to candidacy to clarify the role and responsibility of board members.
- Access resources to assist in developing board member skills after election, such as resources for board member development available from IASB in its School Board Member Handbook. Board members could rotate the facilitation of these study materials at periodic board meetings.
- Request the superintendent provide training in data analysis.
- Request the district's business manager provide training in school finance.
- Regularly allocate time on board meeting agendas to study and dialogue about professional reading related to curriculum (e.g., Iowa Core), instruction, assessment, Iowa Professional Development Model (IPDM), or leadership. Select an area of focus, plan the study, and sustain the focus until completion before moving to another topic.
- Meet periodically with neighboring district board of education members to network and discover how other school boards are dealing with similar concerns.
- Assign veteran board members as mentors to new board members.

Consider contacting the district's Partnership Director from Heartland AEA to coordinate assistance.

10. SIAC members demonstrated limited understanding of the committee's function and responsibility. Examples included the following:

- Members were not clear about the role of the committee and its responsibilities.
- Members could provide no information about the schedule of future meetings.
- Members provided no information about membership rotation.

- Membership of the SIAC does not include students, persons with disabilities, or racial/ethnic diversity.
- Members reported limited knowledge of making annual recommendations to the school board regarding annual achievement goals for reading, mathematics, science, and anti-bullying and harassment concerns.

The district is encouraged to consider the following actions:

- Periodically review the role and responsibility of the committee with its members (this was noted as an area in need of improvement in the 2006 site visit report). Please refer to the Chapter 12 Rule Interpretation Matrix for detailed information: http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1558&Itemid=2342#SiteVisits.
- Provide training in data analysis (this was noted as an area in need of improvement in the 2006 site visit report).
- Formally document committee recommendations to the board.
- Document district efforts to gain representation of students, persons with disabilities, and racial/ethnic diversity on the SIAC.
- Monitor progress of the approved SIAC recommendations.
- Review past SIAC accomplishments with new members.
- Assign veteran SIAC members as mentors to new members.
- Periodically celebrate SIAC successes.
- Plan membership rotation.

Consider contacting the district's Partnership Director from Heartland AEA to coordinate assistance regarding data analysis. Please refer to the Chapter 12 Non-compliance Matrix at the end of this report. Additionally, ensure membership balance among school employees, students, parents, and community.

11. A systemic approach to leadership is a key component of school improvement. Interviewees were unable to articulate a systems approach in staff evaluation and communication throughout the system. District administrators could communicate a shared sense of purpose by doing the following:
 - Ensure the staff evaluation system provides for the professional growth of all personnel including career teachers and that it is consistently implemented annually. Please refer to the Chapter 12 Non-compliance Matrix at the end of this report.
 - Ensure a two-way communication process between the educational system and all stakeholders is in place. For example, not all teachers believe decisions made by committees are considered by administration; and students do not appear to be included on advisory committees that address issues affecting them.
12. Instructional support staff reported a consistent evaluation procedure for PreK-12 paraeducators is not implemented. The district is encouraged to review the evaluation instrument for instructional support staff to determine the level of alignment between the instrument and specific job descriptions. A next step would be to revise the evaluation tool incorporating specific job functions for each position. Paraeducators need to be informed early in the school year as to the expectations, roles and responsibilities, and evaluation procedures.

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:

13. Parents reported teachers, administrators, and board members were all accessible and responsive via phone, email, or in the community.

14. Multiple interview groups reported the district has established partnerships in the community. Examples included the following:
 - Iowa State University (ISU) research survey of the district's communities
 - Zearing Community Building used for 8th grade graduation
 - School gym facilities shared with Amateur Athletic Union (AAU) teams
 - Programs or resources shared with Ames, Nevada, West Marshall, and Des Moines Area Community College (DMACC)
 - Mittens, hats, and books provided by churches for students
 - Physicals for students provided by Zearing Health Clinic staff

15. Teachers and paraeducators reported there are effective collaborative relationships among staff members to support student and professional learning. Examples included the following:
 - Teachers and paraeducators discuss the needs of specific students and necessary accommodations and modifications for the classroom.
 - Elementary classroom teachers work with Extended Learning Program (ELP) teachers to design projects to enrich classroom instruction.
 - Communication among general and special education teachers and paraeducators is specific and occurs regularly.
 - The middle school principal covers for teachers so they can observe in other classrooms.
 - Google docs, email, and Skype are tools used to enhance communication among teachers in different buildings.

- Elementary teachers are working together to more effectively implement the new math program.

16. Special education and general education teachers using the collaborative/consultative teaching model reported commitment to the approach. Teachers described the advantages of this model:

- There is greater alignment between what is taught in the general education classroom and the special education classroom.
- The model allows teachers to know each other as individuals, share instructional strategies, feel less isolated, help each other, and act as sounding boards for each other when trying new strategies.
- Special education teachers believe they have improved knowledge and understanding of the academic and behavioral expectations of students in the general education classroom.
- Special education teachers and their collaborating general education teachers stated the importance of sharing instructional strategies to increase student achievement.
- Both groups of teachers emphasized the importance of working together to develop independence in their students.

Recommendations for Improvement:

17. Parents reported the need for increased opportunities to meet with high school teachers to discuss student issues. Consider the following suggestions:

- At parent/teacher conferences provide opportunities for parents to meet with multiple high school teachers regarding student progress. Currently, one teacher is assigned to share progress about students in all subject areas. Although parents could schedule another time to meet with other teachers, it is often inconvenient. This was noted as an area in need of improvement in the district's 2006 site visit report.
- Parents would appreciate the ability to have a more active role in assisting their student in making course selections. Currently, parents finalize their student's schedule after decisions have been made.

Learning Environment

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

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

Noted Strengths:

18. Parents, teachers at all levels, middle and high school students, and paraeducators reported the school takes measures to help students feel safe. Examples included the following:

- Teachers visible in the hallways during passing times
- Outside doors locked during the school day
- Video cameras placed at the school entry
- Students knowing to report concerns to school counselor, teachers, student members of the Bullying Prevention Committee
- Staff building relationships with students
- Morning meetings in the elementary
- Bullying Prevention Committee, middle school and district-wide
- Olweus Program

The district has made improvement in addressing bullying and harassment issues and concerns since its last site visit report in 2006.

19. Parents and high school students reported teachers provide additional academic support. Examples included the following:

- Before, during, and after school assistance is available upon student request.
- The resource room is available before and after school for all students.

20. Multiple interview groups reported the Colo-Nesco district offers an environment conducive to learning. Examples included the following:

- A family environment exists in the schools.
- Teachers and students know each other.
- A majority of students are comfortable visiting with teachers about personal, as well as academic, issues.
- Teachers understand the social and academic needs of their students.

21. Parents reported the district is sensitive to the special needs of students. In addition to teacher providing accommodations in the classroom and the provision of accommodations and modifications for test-taking, examples included the following:

- Summer programs are available at the elementary level.
- Small group instruction for reading is available at the elementary level.
- Support is provided for visually disabled students.
- Extra adult support for students with behavior challenges is provided.

22. General education and special education teachers and parents reported the district works to ensure smooth transitions for students from one level or building to the next. Examples included the following:

- Teachers' participation in Individualized Education Program (IEP) transition meetings for receiving students
- Student visits to new buildings to meet teachers and review schedules
- Parents of incoming 9th graders invited to orientation at the high school
- Kindergarten round-up
- Big Buddy Program
- Ambassador Program
- Fall picnic
- Freshmen orientation

Recommendations for Improvement:

23. Multiple interview groups raised questions about the effectiveness of the block schedule at the high school. The district is encouraged to continue to study and monitor the implementation of the current model. Consider the following suggestions:

- Examine to what level the current block schedule meets the original intended outcome or goal for establishing the block schedule
- Examine the current use of instructional time
- Examine the current use of student work time
- Examine the current fidelity with which interactive teaching strategies are implemented
- Examine the current effects of the model on student achievement.

Consider contacting the district's Partnership Director from Heartland AEA to coordinate assistance from the AEA's assessment team. Issues regarding the effective use of instructional time and instructional practices were noted the district's 2006 site visit report.

24. Learning support staff and instructional support staff reported a concern about the district's school library program. For example, students are receiving instruction in outdated library skills (e.g. Dewey Decimal System). Additionally, many books and reference materials are

outdated. Book fairs provide minimal resources for updating materials. The district is encouraged to consider the following suggestions:

- Continue to eliminate outdated materials
- Continue to work towards implementation of an automated library management system
- As the district budget improves, develop and implement a system-wide plan for updating all collections (fiction, non-fiction, reference) (Please refer to the Chapter 12 Non-compliance Matrix at the end of this report)

Continue to collaborate with the media and instructional service area at Heartland AEA and contact the district's Partnership Director to coordinate assistance from Michele Richardson.

25. The district has an established Olweus program at grades 5-8. The district is encouraged to consider expanding the program to provide age-appropriate program components at the elementary and high school levels. Consider contacting Heartland AEA or Cyndy Erickson, Learning Supports Consultant at the Iowa Department of Education (Cyndy.erickson@iowa.gov, 515-669-2226), for assistance.

Curriculum and Instruction

In an improving district/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 and clear expectations for what is taught. 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 needed to effectively implement characteristics of effective instruction. The staff accepts responsibility for the students' learning of the essential curriculum (e.g., Iowa Core Curriculum). Instructional time is allocated to support student learning. Evidence includes, but is not limited to, the following:

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

Noted Strengths:

26. Learning support staff reported the middle school has developed a 2009-2012 curriculum map for technology integration. It is aligned to the Iowa Core's 21st century skills.
27. The district leadership team, learning support staff, and high school students reported high school students have alternative curricular options available. Students have the opportunity to attend the Des Moines Area Community College (DMACC) Hunziker Center for Career Academy courses not offered within the district. Online courses are also available for high school students.
28. Teachers and support staff reported a focus on real-world applications occurring across the district. Examples included the following:
 - Over the past several years the interior design class redecorated the teachers' lounge, the girls' locker room, and the high school entrance.
 - The yearbook class developed an iMovie for the comprehensive school improvement site visit team.
 - A new math curriculum, Everyday Math, is being implemented. It focuses on real-life applications of knowledge and skills.
29. Special education teachers, general education teachers, and paraeducators collaborate to develop curriculum for students with special needs. Examples included the following:
 - Teachers share training ideas with support staff.
 - Teachers share materials and strategies.
 - Teachers engage in collaborative and consultative activities.

- Both general education and special education teachers work to implement the reading and math interventions developed through the Instructional Decision Making (IDM) process.
30. Some teachers reported explaining the day’s learning target to students at the beginning of each class in terms of what students need to know and be able to do as a result of the lesson. The teachers then use student response “clickers” to obtain formative assessment data to monitor student learning and guide instruction.
31. Elementary and middle school teachers (K-6) reported implementation of the new math curriculum, Everyday Math. Classroom teachers are sharing instructional strategies with special education teachers and paraeducators, collaborate for implementation, and have formed PLCs to support implementation at the elementary level.

Recommendations for Improvement:

32. Components of a developing guidance program were evident in document review and interview with learning support staff. Work needs to continue to create an articulated K–12 program that includes the following:

- An identified, embedded curriculum
- Opportunities for individual student planning, including attention to *I Have A Plan Iowa* regular review and updating (i.e., the plans currently do not appear to be updated annually in collaboration with students and their parents)
- Defined services to address immediate student needs and future needs (e.g., post-secondary planning and other opportunities)
- A plan for assessing and continually improving the program
- Delivery of the School Counseling program by an appropriately licensed teacher

Suggestions that might assist in the creation of an articulated K–12 program include the following:

- Registration/attendance of district staff at the January/February Heartland AEA professional development class, **School Counseling Program Refinement** (Activity number CN005392111101).
- Establishment of a K-12 Guidance Advisory Committee.
- Reference to the Iowa Department of Education resource document, **Iowa School Counseling: A Program Framework**, that is available for download from the DE website at:
http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=716&Itemid=1549.
- Contact the district’s Partnership Director to coordinate assistance, perhaps onsite, with the further development, implementation, and evaluation of the school counseling program.

Please refer to the Chapter 12 Non-compliance Matrix found at the end of this report.

33. Multiple interview groups, including parents, students, and teachers, reported needed improvement in both accessibility and quality of technology available to all students in the district. Specific issues mentioned included the following:

- Online classes are difficult to access (e.g., bandwidth).
- Teachers and paraeducators have received training at Heartland AEA but do not have the current technology available to apply the training, nor do students have enough computer accessibility in resource rooms for assignments/projects.
- Neither elementary school has a computer lab or laptop cart for student computer access. Teacher laptops must be used for student projects/assignments.
- High school teachers reported having no input in the technology resources distributed to them.

The district is encouraged to review current progress toward implementation of its technology integration plan, written in 2009, and to collect and analyze data from stakeholder groups. Upon review, the district may want to contact its Partnership Director from Heartland AEA for assistance in conducting a technology needs assessment.

34. Learning support staff and parents indicated freshman and sophomore students in the district's Extended Learning Program (ELP), as well as all junior and senior students, are not made readily aware of Post-Secondary Education Options (PSEO) courses. The district's board policy 604.6 states the district is responsible for communicating these opportunities. The district is encouraged to clearly communicate those opportunities through the student handbook, ELP program components, parent/teacher conferences, open house, the student career planning process through students' four-year plans, and other venues. For example, the high school course registration handbook omits information about 9th and 10th grade students identified as gifted and talented having access to PSEO courses.
35. The district's ELP is designed and implemented to meet the specific needs of the gifted and talented students. A review of the district's ELP program documents prompted further review of identification, assessment, and service delivery processes. Upon further review and interviews, the following items need to be addressed:
- Establish an identification process and entrance criteria, including assessments, for grades K-4.
 - Identify one or more appropriate assessments in addition to the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED) to use to identify students for entry into the ELP.
 - Establish differentiated approaches for ELP K-4 students. Currently, the K-4 ELP consists of whole group instruction.
 - Provide professional development specifically designed for ELP teachers and their general education colleagues focused on ELP components such as identification, differentiated program, characteristics of gifted learners, and options for differentiation and acceleration.

The district is encouraged to contact its AEA Partnership Director from Heartland AEA to coordinate assistance to address these needs. Refer to the Chapter 12 Non-compliance Matrix found at the end of this report.

36. The Iowa Core, which has been aligned with Common Core standards, require all districts to be engaged in on-going curriculum review and alignment work. Teacher interview groups reported a five-year curriculum review cycle. Further, they reported the limited use of the Iowa Curriculum Alignment Toolkit (I-CAT) to determine alignment of 21st century skills for

the district, as well as science for grades K-12. Teachers reported I-CAT will be utilized during each subsequent curriculum review process, following the cycle. Further, it was reported vertical and horizontal alignment of curriculum would be beneficial for instructional planning and delivery. The district is encouraged to recognize the immediate need of horizontal and vertical alignment with the Iowa Core so its implementation can begin. The district is reminded of the state deadline for all students to have full knowledge of the Iowa Core. Staff should begin implementing the Iowa Core, grades 9-12 at minimum, so all students have the best access and opportunity to learn the essential skills and concepts necessary to be prepared for college and career after school.

37. Middle school and high school students reported a need for daily classes to provide challenging and engaging content to ensure they are academically prepared for high school and post-secondary education. Consider the following suggestions:
- Engage teachers and administrators in collaboration to analyze I-CAT data to make needed improvements in core content and instructional delivery.
 - Review ACT standards and benchmarks for college and career readiness. For example, recent ACT data demonstrate declining trends and averages of Colo-Nesco students compared to the state trends and averages.
 - Use professional development time for studying the characteristics of effective instruction available through the Iowa Core: <http://moodle.aea11.k12.ia.us/moodle/>.
38. Special education teachers and staff reported a need for additional CTE options to meet the learning needs of identified students. Administrators are asked to increase CTE options as follows:
- Provide information to special education staff regarding CTE programming available for students through the sharing arrangement with Nevada Community Schools.
 - Support CTE programming for special education students by providing opportunities and resources for job shadowing, job exploration, and job training in the community and surrounding area.
 - As funds become available or through the use of Carl Perkins Grant funds, update hardware and software programs in the high school special education classroom to give students the opportunity to use state and federal job planning and job seeking programs to assist with developing vocational and life skills.
 - Continue partnerships with community agencies such as Vocational Rehabilitation. In addition, consider contacting the district's Partnership Director from Heartland AEA to coordinate assistance with the AEA's transition consultant .

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:

39. Prek-12 general education teachers, the district leadership team, and learning support staff stressed the importance of building and implementing PLCs as a way of supporting ongoing professional development. PLC teams are expected to use the common PLC agenda form to support planning for, and facilitation of, each PLC session. Each PLC team is required to develop a SMART (specific, measurable, attainable, results-oriented, timebound) goal as a component of their team learning process. Also, PLC meeting notes are required to be submitted to the building principal after each PLC session.

40. Several interview groups reported collaboration across the district. Teachers spoke to the improved professional practice gained from collaboration with colleagues. Consider the following examples:

- PLCs focus on building-level issues.
- District Extended Learning Program (ELP) teachers have common planning and delivery of instruction at the elementary level.
- K-6 teachers worked together with vendor trainers to implement the Everyday Math curriculum program.

41. Multiple interview groups expressed the value of professional development in Project CRISS® and how CRISS® is being sustained across the district. Examples included the following:

- New teachers receive two days of training prior to the start of the school year for the purpose of learning CRISS® instructional practices.
- The district has four CRISS® trainers.

- CRISS® is viewed as a foundation of support for implementing the Iowa Core's characteristics of effective instruction.

Recommendations for Improvement:

42. Systemic alignment and support of programs are key components of the school improvement process. Several interview groups indicated a lack of continuity from kindergarten to grade 12 for system-wide initiatives. Examples included the following:

- PBIS (K-8)
- IDM (K-8)
- Olweus anti-bullying program (5-8)
- Character building (K-8)
- Intervention strategies (K-8)

The district is encouraged to review the components of the Iowa Professional Development Model (IPDM) to better understand systemic alignment and support of system-wide initiatives. A comprehensive focus on program evaluation will allow the district to gauge program effectiveness. Further, district, building, administrator, and individual teacher professional development plans should be aligned and supported by the IPDM. Monitoring the implementation effectiveness of district initiatives was noted as an area in need of improvement in the district's 2006 site visit report.

43. A component of the IPDM, as well as the school improvement process, is the collection and analysis of data. Based on interviews, there appears to be a lack of a consistent process to collect and analyze data. For example:

- It was not clear how data were being used to measure the effectiveness of general education core instruction.
- Middle school students reported the literacy block at the end of the day was not beneficial to their learning.
- Benchmark data were collected three times per year in grades K-8, yet there was no clear purpose on how the data were used to guide instructional decision-making.
- Interview groups did not indicate how data were being used to guide instruction.
- At the high school level, attendance center and course enrollment data are not used to inform decisions about placement of students in courses.

The district is encouraged to develop a consistent data collection and analysis process. The use of IDM shows promise for the district, yet there was no indication of how data were being used to inform decisions beyond initial student placement groups. Further, data should be used to determine the focus and teacher assignment for the district's PLCs. Consider contacting the district's Partnership Director from Heartland AEA to coordinate assistance with the AEA's assessment team. This was noted as an area for improvement in the 2006 site visit report.

44. The instructional support staff reported an absence of professional development opportunities. For example:

- Limited knowledge or training of bullying/harassment policies.

- No consistent bloodborne pathogen training.
- Lack of technology training
- Lack of information regarding programs implemented building-wide, such as Olweus.

The district is encouraged to identify professional development for instructional support staff that aligns with the district's mission and goals for student learning. Systemic support of initiatives requires professional development for all staff members involved in student learning.

Monitoring and Accountability

In an improving district/school, the district/school establishes a comprehensive system that monitors and documents performance of student progress, curriculum, instruction, programs, and initiatives. Results from assessments drive the goal setting and decision-making processes. Leadership supports a system that regularly analyzes student performance and program effectiveness. Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data. Evidence includes, but is not limited to, the following:

- A system for district-wide student assessments, including multiple measures that are valid and reliable, is implemented.
- Decision-making for the continuous improvement of instruction and student learning using student achievement and teacher implementation data is employed.
- The district's/school's cycle of program evaluation as noted in its CSIP is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

Noted Strengths:

45. Student performance data on academic and district initiatives are collected at all grade levels. Evidence includes but is not limited to the following:

- Iowa Test of Basic Skills (ITBS)/Iowa Test of Educational Development (ITED)
- Iowa Youth Survey (IYS)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS)
- Reading benchmarks (K-8), mathematics benchmarks (K-8), writing assessments (5-8)
- Iowa Algebra Aptitude Test
- State Collaborative on Assessment and Student Standards (SCASS)

46. Administrators and teachers reported the results of the Iowa Youth Survey (IYS) were used to generate a district-wide initiative to reduce or eliminate bullying and harassment. The initiative includes the following:

- Olweus training (middle school)
- Established Bullying Prevention Committee (middle school)
- Student training on how to address bullying and harassment with peers (high school)
- Increased teacher presence in the hallways to monitor student behavior (district-wide)

High school teachers stated administrators are serious about reducing and addressing reports of bullying and harassment immediately.

47. Although individual student areas of noncompliance were identified during the district's Special Education program procedural compliance review completed last fall, evidence has been submitted as of November 9, 2010 that these corrections have been made. The DE has also received a copy of the AEA letter stating that the district level Corrective Action Plan (CAP) has been fully implemented within the required timelines and all requirements have been met.

Recommendations for Improvement:

48.

**Colo-Nesco Community School District
ANNUAL PROGRESS DATA
Iowa Tests of Basic Skills and Iowa Tests of Educational Development
Percent of Students Proficient and Above
*All Students**

| Grade | Reading | | | Mathematics | | |
|-------|---------|--------|--------|-------------|--------|--------|
| | 07-08 | 08-09 | 09-10 | 07-08 | 08-09 | 09-10 |
| 3 | 93.76% | 88.57% | 83.87% | 100.01% | 82.86% | 83.87% |
| AEA11 | 74.9% | 76.13% | 76.31% | 74.53% | 76.37% | 75.76% |
| State | 74.56% | 76.09% | 75.53% | 75.03% | 76.16% | 76.2% |
| 4 | 62.5% | 97.06% | 86.11% | 68.75% | 97.06% | 82.86% |
| AEA11 | 76.72% | 81.66% | 78.17% | 79.29% | 81.24% | 79.38% |
| State | 76.7% | 80.39% | 77.62% | 79.03% | 80.33% | 79.17% |
| 5 | 86.49% | 75% | 94.59% | 78.37% | 78.58% | 94.59% |
| AEA11 | 77.25% | 80.14% | 78.92% | 81.34% | 80.49% | 79.95% |
| State | 76.32% | 79.56% | 77.57% | 79.39% | 79.12% | 79.66% |
| 6 | 81.26% | 80% | 70.37% | 78.13% | 80% | 70.37% |
| AEA11 | 70.42% | 70.32% | 71.98% | 78.49% | 75.83% | 77.62% |
| State | 68.29% | 68.89% | 69.4% | 76.26% | 73.9% | 76.19% |
| 7 | 71.88% | 85.3% | 75% | 78.13% | 88.24% | 82.5% |
| AEA11 | 71.3% | 74.06% | 74.2% | 76.97% | 79.43% | 78.44% |
| State | 69.55% | 71.92% | 71.53% | 75.7% | 78.39% | 76.4% |
| 8 | 73.53% | 71.88% | 80.56% | 70.59% | 69.7% | 86.11% |
| AEA11 | 71.96% | 74.22% | 74.9% | 76.85% | 76.59% | 76.97% |
| State | 70.4% | 73.29% | 72.61% | 74.44% | 75.87% | 75.28% |
| 11 | 78.13% | 72.5% | 71.43% | 59.38% | 77.5% | 64.29% |
| AEA11 | 76.11% | 75.36% | 76.72% | 74.91% | 74.55% | 75.78% |
| State | 76.45% | 75.78% | 77.5% | 76.82% | 76.64% | 76.78% |

Examining the data over time within each grade (same grade, different students), reveals notable increases in the percent proficient in both reading and math between 2007-08 and 2009-10 in grades 4, 5, and 8. Percentages are equal to and in many cases higher than those for the AEA and the State. Decreases were evident in the district data in grades 3, 6, and 11. In some cases percentages fell below those for the AEA and State.

Analyzing data from the perspective of cohorts (same students, successive grades) shows that, in general, the percentages of proficient students remain fairly static in both reading and mathematics.

These findings suggest the gains made in grades 4, 5, and 8 are neither sustained nor built upon in subsequent grade levels. Administrators and staff might study the questions: What strategies/approaches appear to be working in grades 4, 5, and 8? To what extent can these strategies be used, if not expanded upon in other grades?

Consider analyzing the Iowa tests, as well as other district-wide summative assessment and classroom formative assessments to assist in making instructional decisions through the use of the following guiding questions:

- What do we want students to learn?

- How will we know when each student has learned it?
- How will we respond when a student does not learn?
- How will we respond when a student already knows it?

Clarity about the answers to these questions will assist teachers in individualizing instruction and increasing students' academic growth.

49. Feedback from teachers, instructional support staff, learning support staff, students, SIAC, and the CTE Advisory Committee indicated data are collected, but results are rarely used to make instructional, programmatic, or organizational (e.g., mission, vision, and goal) decisions. The district is encouraged to create a comprehensive assessment plan to ensure the strategic and systematic collection, analysis, and use of student performance data in all educational decision-making. Consider accessing resources available through Heartland AEA. The district's Partnership Director from Heartland AEA can assist in this process.
50. The district approved a District Developed Service Delivery Plan on July 20, 2009. The State requires that each district assure it provides a system for delivering instructional services including a full continuum of services and placements to address the needs of eligible individuals aged three to twenty-one, and provide for the following as noted on the DE web regarding District Developed Service Delivery Plan:
http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1719&Itemid=2515.

There is limited evidence in interviews with collaborating teachers and administrators that specially designed instruction and related activities through cooperative efforts of the special education teachers and general education teachers in the general education classroom is occurring on a consistent, system-wide basis. The following steps are needed to facilitate this process:

- Provide structured, regularly scheduled collaboration time for general and special education teachers to meet and plan together
 - Professional development for both general and special education teachers in components of co-teaching, roles and responsibilities of the general and special education teacher, and skills and resources needed for implementing the model.
51. BEDS HQT data indicate the district's special education teachers use the consultative model to provide instructional and support services to special education students. Special education teachers are licensed to use consultative teaching model; however, special education and general education teachers could benefit from training in the areas of co-teaching and collaboration. In addition, special education teachers would benefit from more intensive training in the area of specially designed instruction. Please contact the district's Partnership Director from Heartland AEA to coordinate assistance and possible on-site training.
52. The district is expected to develop strategies to ensure that poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers. The district might consider the following suggestion:
- Ensure a district-wide procedure is in place to review enrollment rates of poor and minority students assigned to inexperienced, unqualified, or out-of-field teachers.

Colo-Nesco Community School District's Compliance Status for Applicable Federal Programs:

Title IIA (Teacher and Principal Training and Recruiting Fund)

The district has one or more citations of Title IIA non-compliance with CSIP program assurances identified during the visit.

Title IID (Enhancing Education through Technology, E2T2)

The district does not have one or more of the following: a definition for technology literacy or an assessment of students' technology literacy by the end of the eighth grade.

Title III (English Language Learners)

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

Title IVA (Safe and Drug Free Schools)

The district has no citations of Title IVA (SDFSC) non-compliance identified during this visit.

Title XC (Education of Homeless Children and Youth)

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

Areas of Non-Compliance: Chapter 12

The district shall submit a plan of correction for each non-compliance item listed below to the Site Visit Team Leader within 45 business days of the receipt of this report. Evidence of corrective action for non-compliance(s) may be submitted with the plan or at a later date in accordance with the noted timeline. The district may choose to use the following matrix as a format for the development of an action plan or develop its own.

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
|--|---|--------------------|-------------------------|
| <p>1. School Calendar:</p> <ul style="list-style-type: none"> • CL5 The number of instructional days provided by the school district is less than 180. No approved “innovative calendar” waiver was granted. 281 – IAC 12.1(7) • CL8 Graduating seniors are being released more than five days early, excluding weather related extensions. 281 – IAC 12.1(7) • MD1 The school district does not meet the requirement of 5.5 instructional hours in a school day. 281 – IAC 12.1(9) | <p>Feedback:</p> <ul style="list-style-type: none"> • Because of the irregularities in the school calendar, the district is not providing 180 days of instruction. For example, the 2010-2011 school calendar notes 2:00 p.m. early dismissals the day before a holiday: 11/24/10 and 12/22/10. An early dismissal at 2:00 p.m. is also scheduled the day before spring break. Early dismissal without scheduled inservice and with fewer than 5.5 hours of instruction on that day (day before a holiday) is not permitted. In view of this, seniors will not have at least 175 days of attendance. <p>Evidence Needed: Please provide the 2011-2012 school calendar demonstrating 180 days of instruction with appropriate instructional time on days students are dismissed</p> | | <p>May 1, 2011</p> |

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
|--|--|--------------------|--|
| | <p>early and note the last day for seniors. Additionally, submit school board meeting minutes denoting the board's approval of the school calendar.</p> | | |
| <p>2. Teacher Evaluation:</p> <ul style="list-style-type: none"> EV1 and EV2 Evaluation criteria and evaluation procedures for teachers do not exist. 281 – 12.3(3), Iowa Code 279.14, Iowa Code 279.23A | <p>Feedback: Policies 405.8 and 411.7 are more than five years old.</p> <p>Evidence Needed: Please submit reviewed/ revised/ approved policies (405.8 and 411.7). Also, submit a copy of the school board meeting minutes noting the board's approval of said policies.</p> | | <p>April 1, 2011</p> |
| <p>3. Administrator Evaluation:</p> <ul style="list-style-type: none"> PE8 The school district does not implement its evaluation procedures for all administrators. 281 – IAC 12.2(3) and Iowa Code 279.23A | <p>Feedback: Individual administrator professional development plans are not developed or used to review progress by the administrator and the administrator's evaluator.</p> <p>The superintendent reported he passes his goals on to building administrators and each shares in the superintendent's goals. This practice does not constitute an individual professional development plan for each administrator.</p> <p>Evidence: Submit individual professional development plans for each administrator</p> | | <p>April 1, 2011 (plans)</p> <p>Ongoing, by June 20 annually until the district's next site visit. (Use of administrators' individual professional development plan)</p> |

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
|---|---|--------------------|---|
| | for the 2010-2011 school year. The plans' use for review of progress for each administrator will be monitored by the DE each year until the district's next site visit. | | |
| <p>4. Career and Technical Education</p> <ul style="list-style-type: none"> • VED5 The district does not have an articulation agreement for each of its four vocational (CTE) service areas either directly with a post-secondary program or through a sharing agreement with another district. 281 – IAC 12.5(5)(i) • VED7 An advisory committee that assists in vocational education (CTE) planning and evaluation exists; however, there is no evidence that the committee fulfills its responsibilities. 281 – IAC 12.5(5)(i) • VED9 No evidence exists that the | <p>Feedback:</p> <ul style="list-style-type: none"> • Articulation agreements were verified for Family and Consumer Sciences (FCS) and Industrial Technology and for the Career Academy. The Agriculture Education program is offered and taught on-site, yet no articulation agreement was able to be verified. • Only advisories for FCS and Agriculture could be verified. Des Moines Area Community College (DMACC) is taking the lead on implementing a Career Academy Advisory but the committee has not yet met. <p>The documentation did not verify the advisories assist with both planning and evaluating the CTE program areas.</p> <p>No documentation for a Business Advisory was provided.</p> <ul style="list-style-type: none"> • No evidence was provided for the FCS, Business, Agriculture or Career Academy advisories to verify the | | <p>July 1, 2011</p> <p>Ongoing, by June 20 annually until the district's next site visit. (Review of CTE Advisory membership lists and meeting minutes)</p> |

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
|--|--|--------------------|---|
| <p>district has made an effort to seek committee representation from the community it represents (e.g., by gender/race/ethnicity) to assist in vocational education (CTE) and planning and evaluation. 281 – IAC 12.5(5)(i)</p> | <p>membership of the following: gender balance and race/ethnicity representation. The district must document its efforts to recruit the required representation.</p> <p>Evidence Needed: Provide evidence through the remaining 2010-2011 CTE Advisory (SIAC) minutes that the CTE program area advisories actively engaged in planning and evaluating the district's CTE programs. If some program area advisories are through the Story County Consortium or DMACC, the district must secure and provide a copy of the consortium membership lists and meeting minutes.</p> | | |
| <p>5. Gifted and Talented:</p> <ul style="list-style-type: none"> • G/T 5 The district has not qualitatively differentiated program for identified gifted and talented students. 281 – IAC 12.5(12) • G/T 7 The district does not provide any professional development with regard to gifted and | <p>Feedback: A qualitatively differentiated program for grades K-4 and 9-12 could not be verified. Additionally, specific professional development focused on the academic and affective needs of gifted and talented students could not be verified.</p> <p>Evidence Needed: Please provide a plan for G/T programming in grades K-4 and 9-12 noting data used to differentiate instruction for G/T identified students in grades K-4 and noting the scheduled</p> | | <p>August 15, 2011</p> <p>Ongoing, by June 20 annually until the district's next site visit. (Review of differentiated program for K-4 and 9-12 and review of G/T professional development for all staff)</p> |

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
|---|--|--------------------|--|
| talented programming. 281 – IAC 12.5(12) | contact time for 9-12 students with the G/T teacher and/or scheduled time for the K-4 and 9-12 G/T teacher to plan collaboratively with classroom teachers regarding instruction for G/T students. Please provide documentation of G/T focused professional development regarding the cognitive and affective needs of G/T students for all teachers. | | |
| <p>6. At-Risk</p> <ul style="list-style-type: none"> AR1 The district's identification procedures are not designed to potentially identify at-risk students throughout the school age population. 281 – IAC 12.5(13) | <p>Feedback: While documentation indicated criteria for identifying at-risk students, the procedures for implementation could not be verified.</p> <p>Evidence Needed: Please submit documentation regarding the procedures to identify at-risk students throughout the school age population by grade level. Additionally, provide verification that all staff have received training to understand each staff person's role and responsibility in implementing the identification procedures and criteria.</p> | | <p>August 15, 2011</p> <p>Ongoing, by June 20 annually until the district's next site visit. (Review of At-Risk identification criteria and procedures for implementing the criteria and annual training of staff)</p> |
| <p>7. School Improvement Advisory Committee</p> <ul style="list-style-type: none"> SIAC5 No evidence exists that the School Improvement Advisory Committee | <p>Feedback: The SIAC has not yet submitted recommendation to the school board for the 2010-2011 school year.</p> <p>The district provided a list of SIAC members; however, the list omitted</p> | | <p>April 1, 2011</p> <p>Ongoing, by June 20 annually until the district's next site visit. (Review of</p> |

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
|---|--|--------------------|--|
| <p>makes annual recommendations to the board about major educational needs; student learning goals; long range goals, including the state indicators that address reading, mathematics, and science achievement; and harassment or bullying prevention goals, programs, training, and other initiatives. 281 – IAC 12.8(1)(a)(2)</p> <ul style="list-style-type: none"> • SIAC6 No evidence exists that the district, to the extent possible, has made an effort to seek the required representation (student) balanced representation of race, gender, national origin, and disability for the School Improvement Advisory Committee. | <p>indication of the required representation for the purposes of verification (race, gender, national origin, and disability; students, parents).</p> <p>The SIAC representation presented for board approval did not include students.</p> <p>Evidence Needed: Please submit the SIAC's 2010-2011 recommendations and a copy of the board meeting minutes noting the board's receipt of the recommendations. Also, submit a list of the SIAC membership noting representation: students, parents, teachers, administrators, and representatives from the local community, as well as race, gender, national origin, and disability. If such representation is not present, document the district's efforts to recruit such representation.</p> | | <p>annual recommendations and district efforts to recruit the required representation on the SIAC)</p> |

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
|--|---|--------------------|---|
| 281 – IAC 12.2(2) | | | |
| 8. HSFL2 The foreign language program for grades 9-12 does not contain at least four sequential units. 281 – IAC 12.5(5)(g) | <p>Feedback: The high school does not teach Spanish IV. While the district offered the class and no students enrolled, the district is required to offer and teach four sequential units of a foreign language.</p> <p>Evidence Needed: The high school must submit a Waiver from Chapter 12 for Spanish IV for the 2010-2011 school year.</p> | | <p>April 1, 2010</p> <p>Ongoing, by June 20 annually until the district's next site visit. (Review the 2010-2011 Foreign Language Waiver and subsequent waivers until Spanish IV is offered and taught)</p> |
| 9. EQ5 No evidence exists to indicate the school district provides equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed. 281 – IAC 12.1(1) | <p>Feedback: Policy 102 includes reference to all the required protected classes; however, policy #500 omits reference to sexual orientation, gender identity, socioeconomic status, and creed. Additionally, policy 500 is out of date.</p> <p>Evidence Needed: Please submit revised policy 500 and school board meeting minutes noting the board's approval of the revised policy.</p> | | <p>April 1, 2011</p> |
| 10. EQ4 Data regarding district, attendance | <p>Feedback: The district could not provide district,</p> | | <p>August 15, 2011</p> |

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
|---|--|--------------------|--|
| <p>center, and course enrollment on the basis of gender, disability, race, and/or national origin do not exist for each subgroup. 281 – IAC 12.1(1)</p> | <p>attendance center, and course enrollment data disaggregated by disability, race, and or national origin, particularly at the high school level. The district must use such data to take affirmative steps to integrate students, particularly at the high school level when there are multiple sections of a course.</p> <p>Evidence Needed: The high school principal produced the disaggregated student data from JMC by the end of the visits; however, please provide district, attendance center, and course enrollment data and a description of how the district will use these data to integrate students in the 2011-2012 school year and beyond.</p> | | <p>Ongoing, by June 20 annually until the district's next site visit. (Review disaggregated student data.)</p> |
| <p>11. PM3 The school district cannot demonstrate that the board has reviewed its policies on at least a five-year cycle. 281 – IAC 12.3(2)</p> | <p>Feedback: Board policy series 200, 400, and 500 were out of date.</p> <p>Evidence Needed: Please provide copies of board meeting minutes noting the board's approval of the aforementioned policy series.</p> | | <p>August 15, 2011</p> <p>Ongoing, by June 20 annually until the district's next site visit. (The district's cycle of board policy revision will be monitored to ensure all board policy series are no older than five years.)</p> |

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
|---|---|--------------------|---|
| <p>12. School Counseling Program</p> <ul style="list-style-type: none"> • SCP5 No evidence exists that the school counseling program is regularly reviewed, revised, and designed to provide curriculum that is embedded throughout the district's overall curriculum. 281 – IAC 12.3(11)(b)(1) • SCP8 No evidence exists that the school counseling program is regularly reviewed, revised, and designed to provide systemic support through management activities that establish, maintain, and enhance the total school counseling program. 281 – IAC 12.3(11)(b)(4) | <p>Feedback: Documentation provided evidence of activities; however, the documentation was not found to be reflective of an embedded curriculum that is delivered by a licensed school guidance counselor. Additionally, no evidence was available that the school counseling program is regularly reviewed, revised, and designed to provide system support through management activities that establish, maintain, and enhance the total school counseling program. For example, there was no evidence of data being collected or used to determine the effectiveness of activities. No plan has been documented for providing responsive services to meet students' immediate and future needs by a licensed counselor, or a plan for how individual counseling is provided, when needed, by a licensed counselor.</p> <p>Evidence Needed: Provide evidence that licensed school counselor has completed documentation of an embedded school counseling curriculum that addresses all program requirements, as well as plan for the regular review, revision, design, and management of the program. Consider contacting the district's Partnership Director from Heartland AEA to</p> | | <p>August 15, 2011</p> <p>Ongoing, by June 20 annually until the district's next site visit. (Regular review of the program and monitoring to ensure the program is delivered by a licensed school guidance counselor.)</p> |

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
|--|--|--------------------|--|
| | coordinate assistance from the AEA's school counseling consultant. | | |
| <p>13. School Library Program</p> <ul style="list-style-type: none"> • LP9 No evidence exists that the school library program is regularly reviewed , revised, and designed to provide current and diverse collection of fiction, and nonfiction materials. 281 – IAC 12.3(12)(b)(6) • LP10 No evidence exists that the school library program is regularly reviewed, revised, and designed to provide a plan for annually updating and replacing library materials, supports, and equipment. 281 – IAC 12.3(12)(b)(7) | <p>Feedback: No evidence of a plan or a plan being implemented to maintain a current collection of library materials and equipment was provided. For example, library materials are outdated, it could not be confirmed that the teacher librarian has opportunities to seek input from curriculum committees regarding needed library materials, or that funds to purchase materials and equipment are provided beyond money generated through book fairs.</p> <p>Evidence Needed: Provide the district's plan for regularly reviewing, revising, and designing the school library program with attention to the following:</p> <ul style="list-style-type: none"> • How the licensed teacher librarian will serve as a member of the instructional team for each attendance center • The plan for the regular review, revision, and design of the school library program to provide methods to improve library collections; make connections with parents; support the district's school improvement plan; | | <p>August 15, 2011</p> <p>Ongoing, by June 20 annually until the district's next site visit.</p> |

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
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| | <p>provide access to or support for professional development for the teacher librarian; provide current technology and electronic resources; provide a current and diverse collection of fiction and non-fiction materials; and provide for annually updating and replacing library materials, supports and equipment. Contact the district's Partnership Director at Heartland AEA to coordinate assistance with Michele Richardson.</p> | | |
| <p>14. Junior High Program</p> <ul style="list-style-type: none"> • JHP1 The junior high program, grades 7-8, does not include each curricular area. 281 – IAC 12.5(4) • JHFCE1 The family and consumer education content area in grades 7-8 does not include all the content specifications. 281 – IAC 12.5(4)(i) | <p>Feedback: While Family and Consumer Sciences (FCS) is a content area that can be incorporated into another content area in grades 7-8, the district was unable to demonstrate the intentional incorporation of all required content specifications for FCS into another, or other, content areas.</p> <p>Evidence Needed: Provide a scope and sequence or some other documentation noting in what content area each FCS content area specification is intentionally incorporated.</p> | | <p>August 15, 2011</p> <p>Ongoing, by June 20 annually until the district's next site visit. (Review the FCS documentation for grades 7 and 8)</p> |
| <p>15. Professional Development</p> | <p>Feedback: Only an attendance center plan for the middle school was presented in</p> | | <p>August 15, 2011</p> <p>Ongoing, by June</p> |

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| <ul style="list-style-type: none"> • ACPD1 Professional development plans are not in place for each district attendance center. 281 – IAC 12.7(1)(b) • ACDP2.2 Attendance center professional development plans are not in place that address the Iowa teaching standards. 281 – IAC 12.7(2)(b) | <p>documentation. Additionally, neither the district professional development plan nor the middle school professional development plan overtly noted how the plans addressed the Iowa Teaching Standards.</p> <p>Evidence Needed: Submit professional development plans for each of the district's attendance centers and note each plans connection with the Iowa Teaching Standards.</p> | | 20 annually until the district's next site visit. |
| <p>16. Personnel Evaluation</p> <ul style="list-style-type: none"> • PE8 The school district does not implement its evaluation procedures for all administrators. 281 – IAC 12.3(3) and Iowa Code 279.23A | <p>Feedback:</p> <ul style="list-style-type: none"> • While a signed and dated summative evaluation could not be found for the superintendent, a board member was able to verify the superintendent was evaluated through closed board sessions. The board has established goals for the superintendent and the superintendent delegates various aspects of his goals onto building administrators. Board members reported they are not currently using an evaluation instrument aligned with the Iowa Standards for School Leaders. The school board is encouraged to review the superintendent/administrator evaluation instrument available on the | | June 15, 2011 |

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| | <p>School Administrators of Iowa (SAI) or Iowa Association of School Boards (IASB) websites. The district could develop its own evaluation instrument, but it must incorporate the Iowa Standards for School Leaders. Ensure the summative evaluation is signed and dated by the superintendent and the school board president. and ensure it is signed and dated. Additionally, use the SAI sample individual growth plan instrument for superintendents and administrators.</p> <p>Evidence Needed:</p> <ul style="list-style-type: none"> • Provide for on-site review of the signed and dated individual growth plan for the superintendent and each principal for the 2010-2011 school year. <p>Feedback:</p> <ul style="list-style-type: none"> • Evidence of pre and post observation of teachers at the high school level was not demonstrated. • Individual growth plans were not found for some middle school teachers, the BEDS reported school guidance counselor, or gifted and talented teachers. • A written summative evaluation was | | |

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
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| <ul style="list-style-type: none"> EV3 The school district does not implement its evaluation procedures for all teachers. 281 – IAC 12.3(3) and Iowa Code 279.14 | <p>not found for the BEDS reported school guidance counselor.</p> <p>Evidence Needed:</p> <ul style="list-style-type: none"> Collect the documentation needed to verify pre and post observation of the high school teachers reviewed at the time of the site visit; the individual growth plans for the middle school teachers, the BEDS reported school guidance counselor, and gifted and talented teachers noted on the list sent to the superintendent during the site visit; and the written, summative evaluation of the BEDS reported school guidance counselor for on-site review. | | <p>June 15, 2011</p> |
| <p>17. Employee Health Records</p> <ul style="list-style-type: none"> PE1 Personnel files show no evidence of | <p>Feedback: Health records were not found for some high school and elementary teachers, none of the substitute teachers, BEDS reported school guidance counselor,</p> | | <p>June 15, 2011</p> |

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| <p>physical exams before or within six weeks of the beginning of service. 281 – IAC 12.4(14)</p> | <p>school nurse, paraeducator, gifted and talented teachers, or teacher librarian.</p> <p>Evidence Needed: Provide health records for the aforementioned individuals (a list was sent by separate email with the individual's names during the site visit) for on-site review.</p> | | |
| <p>18. Teacher Licensure</p> <ul style="list-style-type: none"> • TL1 The school district employs Robert Alden, Folder # 326642, who is not certified to teach grades 9-12. 281 – IAC 12.4(8) • TL2 The school district employs Linda Michels, Folder #167693, who is not endorsed to teach school guidance in grades K-12. 281 – IAC 12.4(8) | <p>Feedback:</p> <ul style="list-style-type: none"> • The district was informed on December 16, 2010 that Ms Michels was to be immediately removed from the assignment to teach and implement the school guidance program. One recourse is for Ms. Michels to apply and obtain a Class B Conditional License for this assignment. • The district was informed December 16, 2010 that Mr. Alden was to be immediately removed from the assignment to teach Algebra and Geometry for high school credit to 8th grade students. • Failure to comply with the aforementioned actions risks an ethics violation on the license of the administrators involved. Neither are the teachers mentioned to be paid by the district while in these positions. | | <p>Immediately</p> <p>Superintendent notified December 16, 2010</p> |

| Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
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| | <p>Evidence Needed: Immediately provide evidence of who is currently teaching Algebra I and Geometry for high school credit to 8th grade students and the certification of this individual; and to immediately provide evidence of who is teaching and implementing the school guidance program to students in grades K-12 and the certification of this individual.</p> | | |
| <p>19. Attendance Center and Course Enrollment Data</p> <ul style="list-style-type: none"> • EQ3 No evidence exists for the annual review of district, attendance center, and course enrollment data. 281 – IAC 12.1(1) • EQ4 Data regarding district, attendance center, and course enrollment on the basis of gender, disability, race, and/or national origin do not exist for each subgroup. 281 – IAC 12.1(1) | <p>Feedback: The high school principal provided incomplete attendance center and course enrollment data on the last day of the site visit saying the district's student management system could not provide the information. He indicated no other actions had been taken to collect the needed data or that any attempts to collect this information for the purpose of decision making and placement of students had ever occurred.</p> <p>Evidence Needed: At minimum, submit a plan for the annual review of the high school attendance center and course enrollment data, how the data will be used, for what purpose, and who will be involved. Data and plans for the the 2011-2012 school year will be reviewed.</p> | | June 15, 2011 |

Areas of Non-Compliance: Outside of Chapter 12

| Outside of Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
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| <p>20. The district's policy on non-discrimination in employment omits reference to all required protected classes. Title IX 34CFR 106.9 Section 504 34 CFR 104.8, Iowa Code 216.6</p> | <p>Feedback: The following policies regarding non-discrimination in employment omitted certain protected classes:</p> <ul style="list-style-type: none"> • 102: discrepancy between 102 recently approved and 102 posted on district Web. 102 on Web omits creed and socioeconomic status. • 102.E1 recently board approved omits socioeconomic status • 302.1 states protected classes correctly, but is not yet board approved. • 303.2 states protected classes correctly, but is not yet board approved. • 405.2 (Web posted policies) omits sexual orientation and gender identity, • 411.2 (Web posted policies) omits sexual orientation and gender identity. <p>Evidence Needed: Please provide a copy of the district's revised non-discrimination statement in employment policies as noted above noting the board</p> | | <p>April 1, 2011</p> |

| Outside of Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
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| | approval date. Additionally, please submit a copy of the board minutes noting the board's approval of the policies. | | |
| <p>21. CNP4 No evidence exists that the district's Wellness policy incorporates guidelines for reimbursable school meals that are not less restrictive than regulations and guidance issued by the Secretary of Agriculture pursuant to subsections (a) and (b) of the section 10 of the Child Nutrition Act (42 U.S.C. 1779 and sections 9(f)(1) and 17(a) of the Richard B. Russell National School Lunch Act (42 U.S.C.</p> | <p>Feedback: Policy 513.#1 does not provide sufficient information regarding the requirement for guidelines for reimbursable school meals.</p> <p>Evidence Needed: Please submit the district's revised School Wellness policy noting sufficient information regarding guidelines for reimbursable school meals. Additionally, submit school board meeting minutes noting approval of the revised policy.</p> | | April 1, 2011 |

| Outside of Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
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| 1758(f)(1), 1766(a), as those regulations and guidance apply to schools. | | | |
| 22. EQD2 The district's non-discrimination statement omits reference to all required protected classes. Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C. | <p>Feedback: The district's non-discrimination notification statement: annual notification in district newsletter, <i>The Royal Informer</i>, disseminated in January 2010 and presented as documentation and was sent to all the community omits reference to socioeconomic status. Please refer to the following sample non-discrimination statement: It is the policy of the _____ Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact</p> | | August 15, 2011 |

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| | <p>the district's Equity Coordinator, <u>Name, Title, Address, Phone Number, E-mail Address</u></p> <p>Evidence Needed: Please provide a copy of the district's revised non-discrimination statement noting the board approval date. Also submit a copy of the board minutes noting the board's approval of the policy. Additionally, submit a copy of the non-discrimination statement as placed in the district newsletter for the 2010-2011 and 2011-2012 school years.</p> | | |
| <p>23. EQD3 The district's non-discrimination notification in major written publications: parent, student, employee handbooks, registration handbook, coaches' handbooks, brochures about the district, Web</p> | <p>Feedback: The district does not place its non-discrimination statement in a variety of district publications, such as the following: Preschool Handbook, Faculty Handbook, Coaches Handbook, Parent/Student Handbooks. The district has, however, placed the Equal Opportunity in Education Program policy in district handbooks and some of them omit protected classes in those policy statements.</p> <p>Please refer to the following sample non-discrimination statement:</p> | | <p>August 15, 2011</p> |

| Outside of Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
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| <p>site, and school newsletters omits reference to all required protected categories. Section 504 34 CFR 104.8, Title IX 34 CFR 106.9, OCR Guidelines IV.O and V.C.</p> | <p>It is the policy of the _____ Community School District not to illegally discriminate on the basis of race, color, national origin, gender, disability, religion, creed, age (for employment), marital status (for programs), sexual orientation, gender identity and socioeconomic status (for programs) in its educational programs and its employment practices. There is a grievance procedure for processing complaints of discrimination. If you have questions or a grievance related to this policy please contact the district's Equity Coordinator, <u>Name</u>, <u>Title</u>, <u>Address</u>, <u>Phone Number</u>, <u>E-mail Address</u></p> <p>Evidence Needed: Provide a copy of the district's revised non-discrimination policy statement noting the board approval date and the non-discrimination statement as placed in district major publications, as noted (provide copies of the revised non-discrimination statement in each major publication). On-site</p> | | |

| Outside of Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
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| | review. | | |
| <p>24. EQD4 The school district does not have an Equal Employment Opportunity/Affirmative Action Plan (EEO/AA). Iowa Code 19B.11, 281 – IAC Chapter 95</p> | <p>Feedback: While the district does have qualitative goals regarding EEO/AA and certain policies required in an EEO/AA plan, the district does not have a board approved EEO/AA plan encompassing all of the following: board policy on non-discrimination, board policy on affirmative action, board policy on harassment and bullying, name/position/phone number/email address of the EEO/AA coordinator, an administrative statement, qualitative analyses, quantitative goals, workforce analyses, quantitative analyses, and numerical goals. Access the Iowa Department of Education website for information at: http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=485&Itemid=1213 for the document, <i>Required Components of an EEO/AA Plan</i>.</p> <p>Evidence Needed: Submit the district's EEO/AA plan and a copy of the board meeting minutes noting approval of the plan.</p> | | June 15, 2011 |

| Outside of Chapter 12 Non-compliance Issues | Additional Details | Plan of Correction | Timeline for Completion |
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| <p>25. T2D3 The district's assessment of technological literacy does not include all required information. Title II-D MCLBA Sec. 2402(b)(2)(A)</p> | <p>Feedback: The district's assessment of technological literacy does not indicate how proficiency is determined, including the cut point or percentage of proficiency expected.</p> <p>Evidence Needed: Submit information regarding how proficiency is determined, including the cut point or percentage of proficiency expected on the district's assessment of technological literacy.</p> | | <p>June 15, 2011</p> |