



STATE OF IOWA

TERRY BRANSTAD, GOVERNOR
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DEPARTMENT OF EDUCATION
BRAD A. BUCK, DIRECTOR

March 9, 2015

Superintendent Tom Wood
Martensdale-St. Marys Community School District
390 Burlington
Box 350
Martensdale, IA 50160

Dear Superintendent Wood:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at Martensdale-St. Marys Community School District (CSD) on January 27-29, 2015. The report is based upon a variety of interviews conducted with district staff and stakeholder groups during the indicated dates, and review of documents submitted to the Department and on-site.

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

Based on the findings from a comprehensive site visit, including a desk audit, on-site document review, and interviews, the Martensdale-St. Marys CSD maintains State of Iowa accreditation upon resolution of non-compliance issues described in the comprehensive site visit report. The non-compliances revealed as a result of the visit are shared with the superintendent prior to leaving the district at the end of the site visit. The Martensdale-St. Marys CSD must complete corrective actions according to the timeline noted on the non-compliance web site under the Portal. Documentation of corrections must be made available to the Site Visit Team Leader. Department follow-up will be conducted to verify resolution of all noted non-compliance issues.

The report reflects consensus of the following team members:

Department of Education Representatives:

Beth Happe, Consultant, School Improvement
Susan Selby, Consultant, Title I
Stefanie Wager, Consultant, Social Studies, Curriculum
Donna Christensen, Special Education Monitoring Cadre

Area Education Agency Representatives:

Nichole Coe, Consultant, Early Childhood Special Education
Janelle Thompson, Consultant, Reading, Curriculum

Local Education Agency Representatives:

Brad Jermeland, Superintendent, Ogden CSD

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It is our hope this report will provide guidance to enhance student achievement in the school 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 the Martensdale-St. Marys CSD's continuous improvement process, the district must review its current C-Plan and provide revisions as needed. Revisions should be based on the district's needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the C-Plan must be completed by September 15, 2015. Directions for revision and submission of the C-Plan can be found at: <https://portal.ed.iowa.gov/iowalandingpage/Landing.aspx>.

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 [here](#). 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 staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



Beth Happe, School Improvement Consultant
Bureau of School Improvement
Iowa Department of Education



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

cc: Site Visit Team Members
School Board President
Iowa Department of Education Official File
AEA Office
Pradeep Kotamraju, CTE Director

**Comprehensive Site Visit
Iowa Department of Education**



Martensdale-St. Marys

**Team Findings
January 27-29, 2015**

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. Board members shared the vision, mission and goals were addressed in recent years and noted they feel strongly about the message in each. The vision, "*A caring community that nurtures individuals to become productive lifelong learners,*" and the mission, "*Provide a safe and progressive learning environment to enhance student growth,*" both depict the hopes for students in the district. In addition, multiple interview groups reported knowledge of the vision and mission of the district and decisions are not made without ensuring connection to the vision/mission and in consultation with several stakeholder groups, such as School Improvement Advisory Committee (SIAC) or Quality Support Team, as it is named at Martensdale-St. Marys.
2. Special education teachers, parents and administrators stated the district supports the belief that the inclusion of students with special needs should be district-wide and based on the concept of providing services in the least restrictive environment to enable students with disabilities to be educated to the fullest extent within the regular classroom, when appropriate. When all teachers (e.g., general and special education) share this responsibility, it reflects a district philosophy of opportunities for all students. EdInsight proficiency data further indicates students with Individualized Education Programs (IEPs), generally is higher than AEA and State averages (e.g., 2013-14 Percentage of students with disabilities in grades 3-8 and 11 data: Reading - MSM 35.48%, state 33.33%; Mathematics - MSM 51.61%, state 41.74%; Science - MSM 64.51%, state 49.48%). It was reported the practice of inclusion for core instruction is believed to have a direct impact on student achievement.
3. Administrators and teachers have made deliberate efforts to communicate with stakeholders about the Iowa Core and district initiatives through several avenues. Examples included: Pizza with the Principal, newsletters, and the school website.

Recommendations for Improvement:

4. Iowa Code requires a needs assessment every five years. Going forward, as the district considers a needs assessment, interviewees reported a desire for additional information on major educational needs, such as: instructional materials/text books, curriculum and program review processes, student learning goals, data analysis, equipment, and technology.

Leadership

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

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

Noted Strengths:

5. Multiple interviewees spoke positively about district leadership. Some examples included:
 - Parents felt their administrator was easily approachable and if issues or concerns arose, especially regarding bullying, the administrator would listen to concerns and act immediately.
 - Parents and teachers noted their opinions and suggestions are valued.
 - Parents noted when a concern cannot be addressed, the administrators will research the concern and get back to them in a timely manner.
 - Multiple groups noted the ability of the leadership team to work together to accomplish the goals of the district.
 - Multiple groups appreciated the open door policy and the principals' efforts to provide resources to support student learning.
 - Special education teachers and paraeducators reported administrators support adult learning by allowing off-site professional development opportunities and efforts to secure materials and supplies.

6. The board members stated support for the district's administrators. They also noted the role of superintendent/principal requires the district leader to face the enormous task of effectively performing multiple roles and responsibilities of the dual role position. Recognizing the importance of strong district administration, the board has made the commitment to hire an elementary principal to be in place for 2015-16 forward.

Recommendations for Improvement:

7. While staff reported their voices are heard and they are able to provide input through surveys, staff meetings and informal avenues, the visiting team did not find evidence of a systemic process in place to ensure teachers have a formalized, continuous leadership role at the district and building levels. With the hiring of an additional principal, it might be an opportune time to create an elementary Building Leadership Team (BLT), secondary BLT, and District Leadership Team (DLT). Commonly, the DLT is comprised of the administrative team and representatives from the BLTs and Building Assistance Teams (BATs). Formal creation of leadership teams empowers staff in the decision making process. In order to utilize these teams to their fullest potential, the district is encouraged to consider the following questions:
 - What is the role of the team?
 - What will the teams be responsible for doing?
 - How will the team be involved in data analysis and goal setting?
 - How will the teams be involved in professional development and curriculum study in the district?
 - What professional development opportunities will be given to team members to help them grow in their leadership roles in the district?
 - How will membership change or be determined for the teams?
 - How might the use of teams ultimately affect student achievement?

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:

8. Parents reported all administrators, teachers, and office staff are easily approachable. They receive responses to emails and phone calls in a timely manner, and especially appreciate the positive notes and phone calls to recognize students' achievements. Parents noted many staff members attend student events to show support. At the elementary level, parents reported daily folders are sent home to keep parents apprised of student work and classroom happenings. At the secondary level it was reported the JMC parent portal is an efficient means to track student progress and grades, follow classroom assignments, and communicate with teachers.
9. Teachers and administrators stated paraeducators are a valued resource and they care about the students. Paraeducators clearly articulated understanding of appropriate roles and responsibilities when working with students with IEPs. They felt supported by both the classroom teacher and special education teacher. They noted feeling they are a valued part of the team and indicated appreciation when their input is included as a part of the decision making process.
10. Multiple interview groups stated community is a strength of the district. They described examples of how staff, parents, and community members work well together, support one another, and care about each other. One staff member said, "We're like one big family. The trust level is high." Parents stated there are multiple venues for district stakeholders to be involved in district planning and activities. Examples included:
 - Quality Support Team (School Improvement Advisory Committee – SIAC)
 - Communication Committee
 - Fundraising efforts
 - Classroom volunteers
 - Athletic events
 - Booster Club
 - Parent Teacher Organization (PTO)

11. Multiple interview groups expressed appreciation for the partnership between the district and Heartland Area Education Association (AEA). AEA personnel have provided professional learning opportunities for staff including a poverty simulation and small group work around student data and decision making which have addressed needs of students.

Recommendations for Improvement:

12. While the district is implementing 36 hours of collaboration annually, the visiting team noted a more formalized structure may benefit students and staff. If collaboration is implemented with intention and purpose and done so in a constructive and meaningful manner, with concise follow-up actions and reflection, teaching and student learning will improve.

Consider the following. Practitioner collaboration is of high quality when:

- All teachers and/or teams are engaged in learning together in a collective way and throughout the school year. This collective learning provides opportunities for all teachers and/or teams to work together on a regular basis and deepen the school and/or district professional development initiative into the day-to-day work of teaching.
- The collective learning is facilitated and planned to include various roles (such as leader, task keeper, time keeper, recorder), agendas, minutes, and follow-up actions and provides adequate time (30 to 45 minutes) for in-depth learning.
- New learning builds knowledge and skills around the identified instructional practice and includes theory, demonstration, and practice.
- The collaborative team may spend the designated time planning, practicing, debriefing lessons; organizing, analyzing, and summarizing data to plan instruction; solving problems related to the school and/or district instructional initiative; reading, reflecting, and sharing articles or research that supports the instructional initiative.
- The learning should provide teachers and/or teams an opportunity to develop short-term and long-term plans.
- Leadership at all levels continually engages in the evaluation and improvement of practitioner collaboration and professional development (e.g., the study of teacher implementation, student work samples, teacher videos, etc.).

Learning Environment

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

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

Noted Strengths:

13. Multiple interview groups indicated concerted efforts are made district wide to ensure smooth transitions for students that include supports for transitioning from elementary to middle school and high school to post-secondary planning. Specific examples noted were parent/student orientation to middle school that includes walk-throughs of the students' schedules and college planning night. In addition, special education teachers have developed practices to ensure successful transitions for their students. Examples included living and work skills/experiences and the opportunity to meet their future teachers for the following year.
14. Special education teachers spoke of the importance of meeting students' social and emotional needs. The district is commended for the proactive guidance programming and utilization of an at-risk teacher and programming for PK-12 students and families. School counseling is provided at all levels and allows opportunities for large group, small group, and individual assistance. In addition, parents acknowledged the value of career and college planning assistance offered through the guidance program.
15. Multiple interview groups, including students, reported a positive learning environment within the district. Students specifically reported that although teasing occurs, they felt there was limited bullying and that if it occurred it was dealt with immediately.
16. Students and administrators noted a high school advisory period or "seminar" has been beneficial in building relationships for the students and staff members assigned to each group.

Recommendations for Improvement:

17. Multiple interviewees stated older technology and equipment is still in use in the district. Teachers and parents could not articulate how it is determined when to replace older devices or update the operating system for the devices. The visiting team recommends the district develop a systemic process, including a proposed replacement cycle for technology, equipment, and furniture. Please contact Instructional Technology Consultant Tyler Youngers, tyoungers@heartlandaea.org for planning and support.

Curriculum and Instruction

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

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

Noted Strengths:

18. Career and Technical Education (CTE) teachers reported examples of working with core academic area teachers to make certain cross disciplinary learning was taking place while ensuring the implementation of the 21st century skills within the Iowa Core.
19. High school students noted a variety of instructional practices and how they impacted their learning. Examples included working through a higher level piece of music, integration of current events topics, foreign language assistance, and student-choice and teacher interest in those choices.
20. The district has made a concerted effort to expand their CTE Programs of Study (e.g., Industrial Technology). These efforts have given students more access to career and technical courses.

Recommendations for Improvement:

21. Teachers and students reported a need for greater access to elective and concurrent enrollment courses. It was reported some students may have to take a study hall as electives may not be offered at a specific period or the student may have already taken the elective offered. The lack of electives is further evidenced by the district's EdInsight report which indicates that students are offered 3.5 units of Fine Arts compared to the state average of 7.82. It is recommended the district take steps to ensure an equitable scheduling process that will allow more opportunities for students to participate in elective courses. Parents appreciate opportunities for courses at DMACC Southridge and Central

Academy, although it was noted by parents the lack of transportation excluded some students from these opportunities.

22. Several interview groups reported a lack of new materials in the school library. This was also evident in the desk audit analysis of library collection by age (e.g., average age: Social Science 1994, Language 1987, Natural Science 1995, Technology 1993, The Arts 1996, and Literature 1982). It was also reported the library is not available to students throughout the day as it is used for a classroom some periods. It is recommended the district consider developing a systematic process to regularly update library materials and explore ways to provide access to the librarian, or an associate, in the library throughout the day.
23. Teachers noted use of multiple technology tools in their classrooms. Examples included teacher laptops, classroom projectors, interactive whiteboards, applications such as Dragon Dictation, and Google Drive. Students reported access to technology, however, often access seems limited by the lack of reliable computers and wireless connectivity issues. Students also reported when computers are used, it is generally for word-processing or to find answers to a worksheet. The visiting team recommends exploring ways to utilize technology to promote higher level learning. Please contact Instructional Technology Consultant Tyler Youngers, tyounger@heartlandaea.org, for planning and support.

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:

24. Teachers indicated the district/building administrators supported specific professional development opportunities such as content area conferences, Heartland AEA professional development and observing teachers within and outside the district.
25. Teachers mentioned direct impact at the classroom instructional level from the book studies. *The Book Whisperer* study group encouraged more engaged writing reflections and teacher feedback opportunities for students. *The Brain Based Learning* book study group mentioned direct use in the classroom. Administrators indicated the desire for utilizing research-based materials that directly relate to implementation of the Iowa Core and student learning.

Recommendations for Improvement:

26. There is an excitement and enthusiasm for professional development from the faculty, support staff, and board members. There is an expectation for professional development that will move the school forward in its efforts to continue to improve student achievement. Interviewees noted the book studies this school year have been opportunities for collaboration among staff.
However, consider the following information about professional development:
 - Professional development that is based on student achievement data, sustained over time, and built on research-based strategies has a greater potential for improving student achievement.
 - Professional development should be based on what is learned from analysis of student achievement data. Using Iowa Assessments and Formative Assessment System for Teachers (FAST) data in a planned and purposeful manner will illuminate the areas that need to be addressed.

- Professional development initiatives need to be sustained over time. This will mean the work to implement the new learning with fidelity will last more than one year.
- Research-based strategies are those that, when implemented with fidelity, are shown to increase student achievement.

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 the C-Plan is implemented.
- Summative evaluation processes are used to determine whether professional development has resulted in improved student learning.

Noted Strengths:

27. The elementary teachers implemented the FAST assessments this year and the DIBELS assessment in past years. Teachers utilize data to determine interventions for students and to make adjustments to core instruction in the classroom. Classroom teachers also use student data to group students to maximize learning opportunities.
28. Basic Educational Data Survey (BEDS) data and site interviews indicate that appropriate Highly Qualified Teachers (HQT) components are being implemented in the district. Special education teachers are using the Reverse Consultation model.
29. The district reported the following assurances to guarantee poor and minority students are not taught at a higher rate than other students by inexperienced, unqualified, or out-of-field teachers. Examples included:
 - All general education teachers at the high school level are appropriately licensed for teaching assignments.
 - First and second year teachers participate in a mentoring and induction program.
30. The percentage of Martensdale-St. Marys CSD students in the proficient range of achievement on the 2013-2014 Iowa Assessments is higher than Heartland AEA and/or State of Iowa Averages in the following areas:
 - Reading, Grades 5, 6, 7, & 11
 - Mathematics, Grades 5, 6, 8 & 11
 - Science, Grades 3, 5, 6 & 11

See the School Improvement Data Report, figures 8-43 for additional information.

Recommendations for Improvement:

31. It appeared a district level process for identifying gifted and talented students is not universally understood and/or communicated. Furthermore, district level data reflect a high percentage of students identified as gifted and talented. It is recommended the district explore ways to streamline this process and better communicate the purpose and goals of the program to parents/guardians and staff. Contact Mary Schmidt, Professional Learning and Leadership Consultant, Heartland AEA, mschmidt@heartlandaea.org.
32. The percentage of Martensdale-St. Marys CSD students scoring in the proficient range of achievement on the 2013-2014 Iowa Assessments is lower than Heartland AEA and State of Iowa averages in the following areas:
 - Reading, Grades 3, 4, & 8
 - Mathematics, Grades 3, 4 & 7
 - Science, Grades 4, 7 & 8

See the School Improvement Data Report Appendix figures 8-43 for additional information.

Martensdale-St. Marys CSD Compliance Status for Applicable Federal Programs:

Title I

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

Title IIA (Teacher and Principal Training and Recruiting Fund)

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

Title III (English Language Learners)

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

Title XC (Education of Homeless Children and Youth)

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

Martensdale-St. Marys Noncompliance Findings

(EQD3) The district does not have a nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters Section 504 34 CFR 104 (Statement missing in some major handbooks.)

(HSPPE2) The physical education program for grades 9-12 does not contain one unit. 281—IAC 12.5(5)(f) (A minimum of 1/8 unit must be offered and taught each semester.)



SI 2.5 - School Improvement Data Report
Martensdale-St Marys Community School District (4122)
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Figure 1: Whole Grade Sharing

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

This district does not whole grade share.

Figure 2: Preschool through 12th Grade Enrollment Trend

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

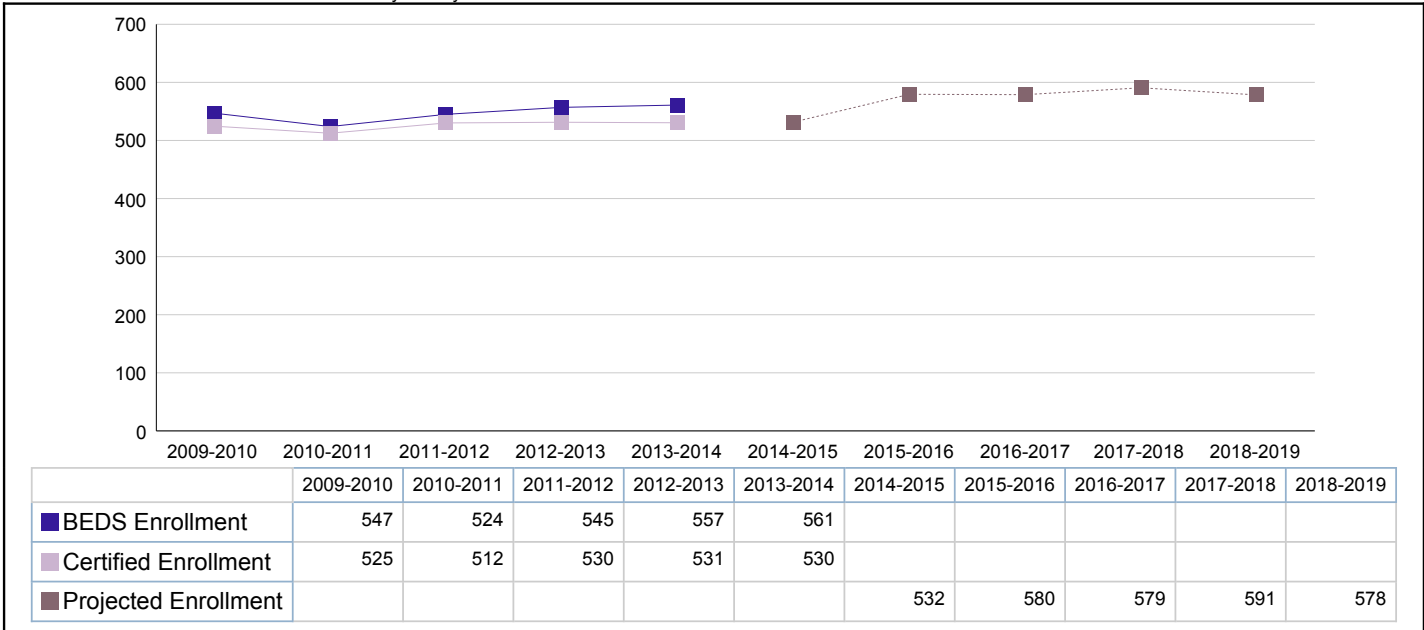


Figure 3: Preschool through 12th Grade BEDS Enrollment by Subgroups: All Students, Minority, FRL, ELL, IEP

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

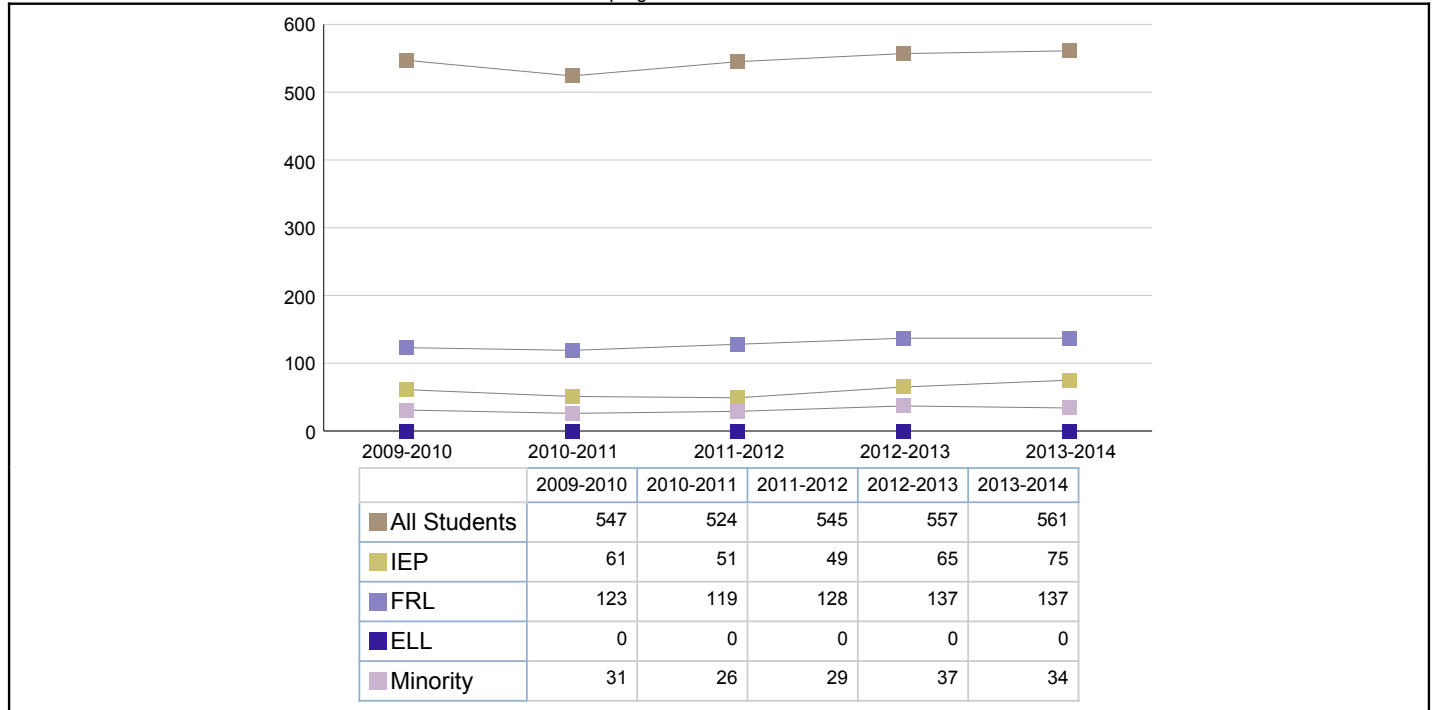


Figure 4: Annual Instructional Minutes

Data Source: Spring BEDS
 Definitions: Total number of instructional minutes offered during the school year, including full and partial day minutes.
 2014-2015 Hours or Days Collection: Hours
 Hearing Date: 03/10/2014

District	School	Total Annual Instructional Minutes
4122	Martensdale-St Marys Jr-Sr High School (4122-0172)	68,310
4122	Martensdale Elementary School (4122-0409)	67,410
	<i>State Average</i>	67,549

Figure 5: Average Daily Attendance

Data Source: Spring EASIER/SRI
 Definitions: Total number of student days present divided by total number of student days enrolled.

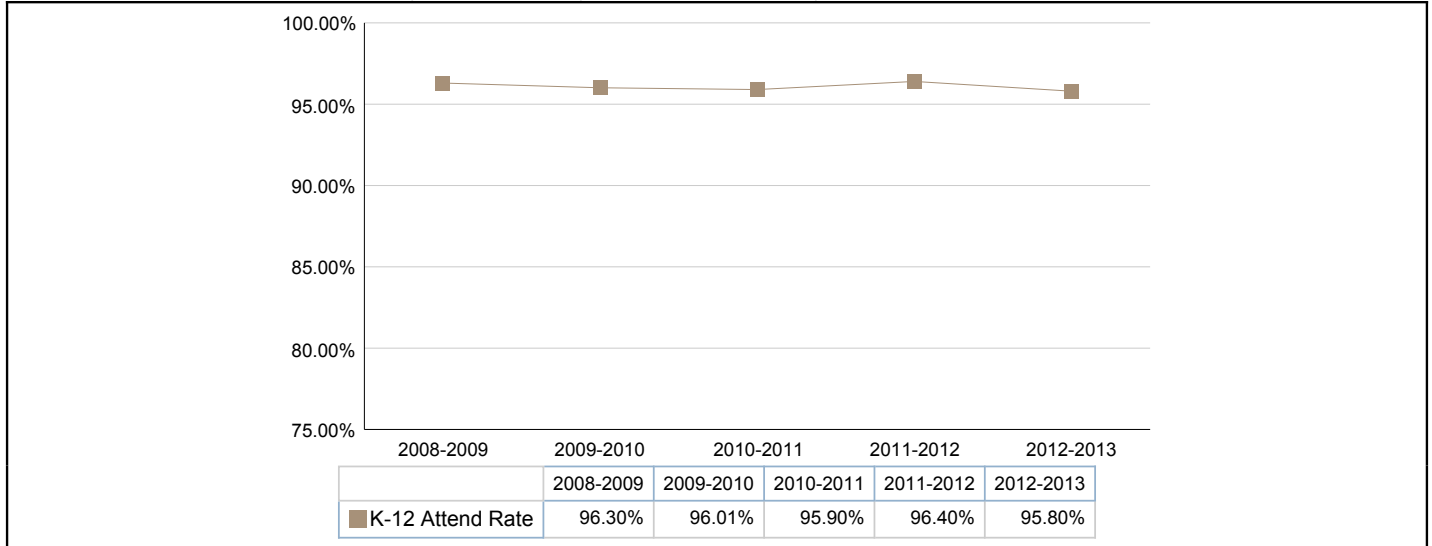


Figure 6: Schools/Districts in Need of Assistance Status

Data Source: AYP Assessment File
 Definitions: SINA/DINA status is based on assessment participation, annual measureable objectives, and other academic indicators. A status of delay is used to indicate that a location has met for a particular indicator, but it is its first year of meeting.

District	School Name	Title 1 Status	Math AMO	Reading AMO
4122	Martensdale Elementary School (4122-0409)	Targeted	MET	MET
4122	Martensdale-St Marys Community School District (4122-0000)	No Value	MET	MET
4122	Martensdale-St Marys Jr-Sr High School (4122-0172)	No Value	Removed-Watch	Watch

District	School Name	Title 1 Status	Math Part.	Reading Part.	Other
4122	Martensdale Elementary School (4122-0409)	Targeted	MET	MET	MET
4122	Martensdale-St Marys Community School District (4122-0000)	No Value	MET	MET	MET
4122	Martensdale-St Marys Jr-Sr High School (4122-0172)	No Value	MET	MET	MET

Figure 7: Percent of Kindergarteners Scoring At Benchmark on DIBELS/DIBELS Next Initial/First Sounds Fluency

Data Source: Fall EASIER/SRI
 Definitions: Districts are required to assess all kdg students using a literacy assessment by October 1st. If a district uses DIBELS/DIBELS Next for this assessment, scores are reported below.
 At benchmark is equivalent to a score greater than 7 on DIBELS and greater than 9 on DIBELS Next.



Figure 8 Percent of Students in Grade 3 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

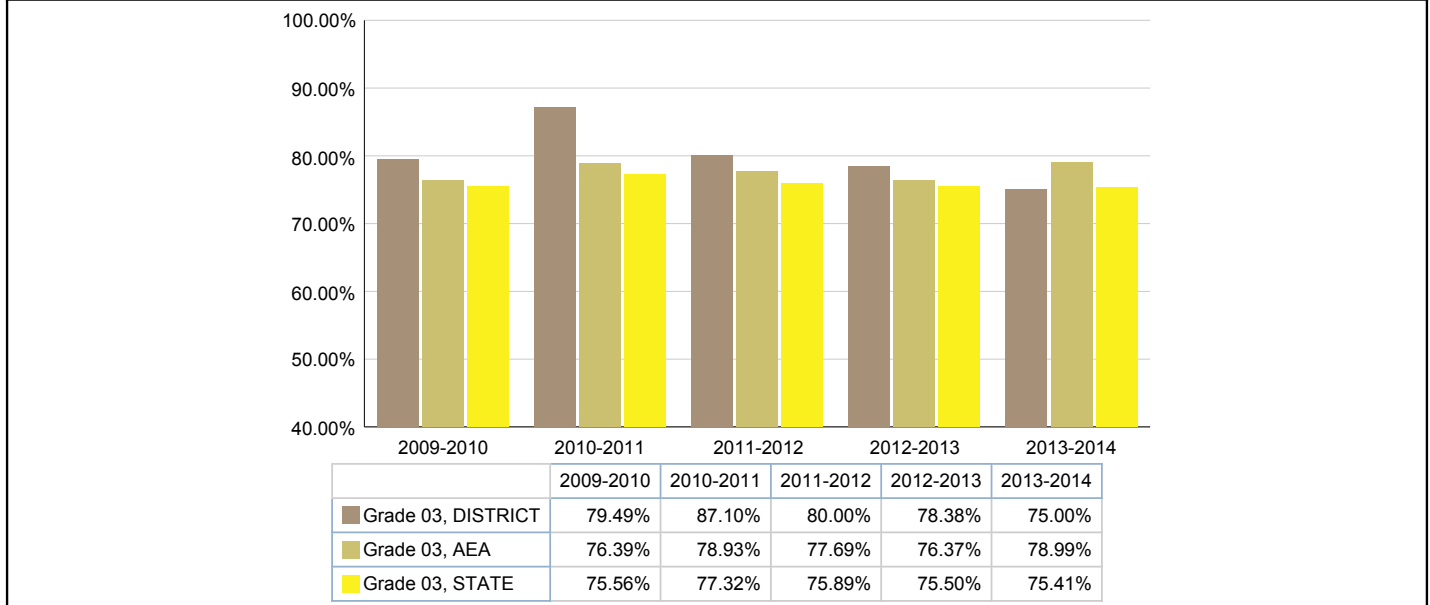


Figure 9 Percent of Students in Grade 4 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

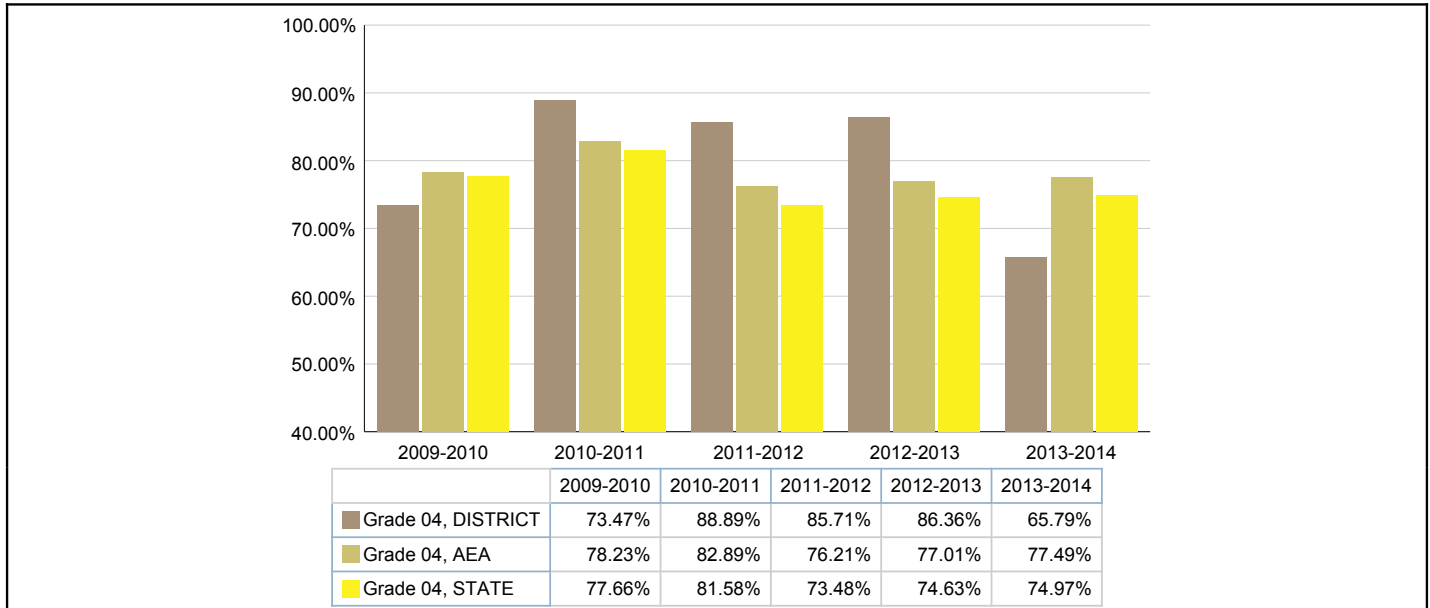


Figure 10 Percent of Students in Grade 5 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

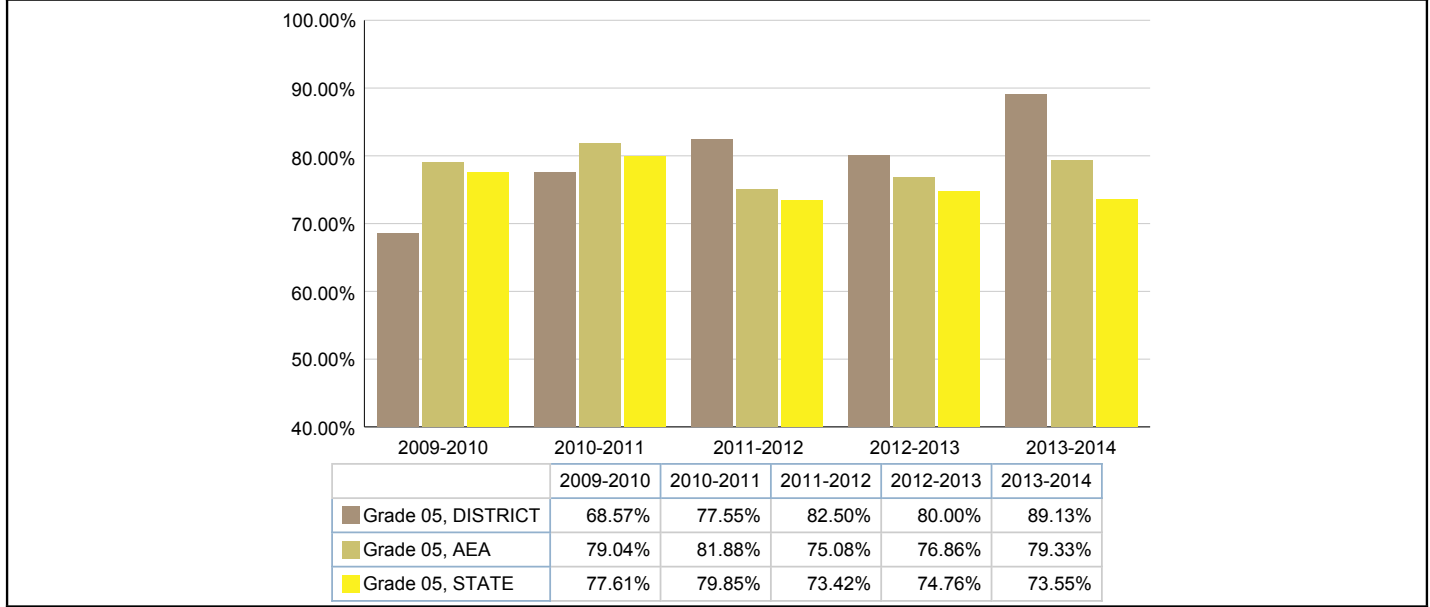


Figure 11 Percent of Students in Grade 6 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

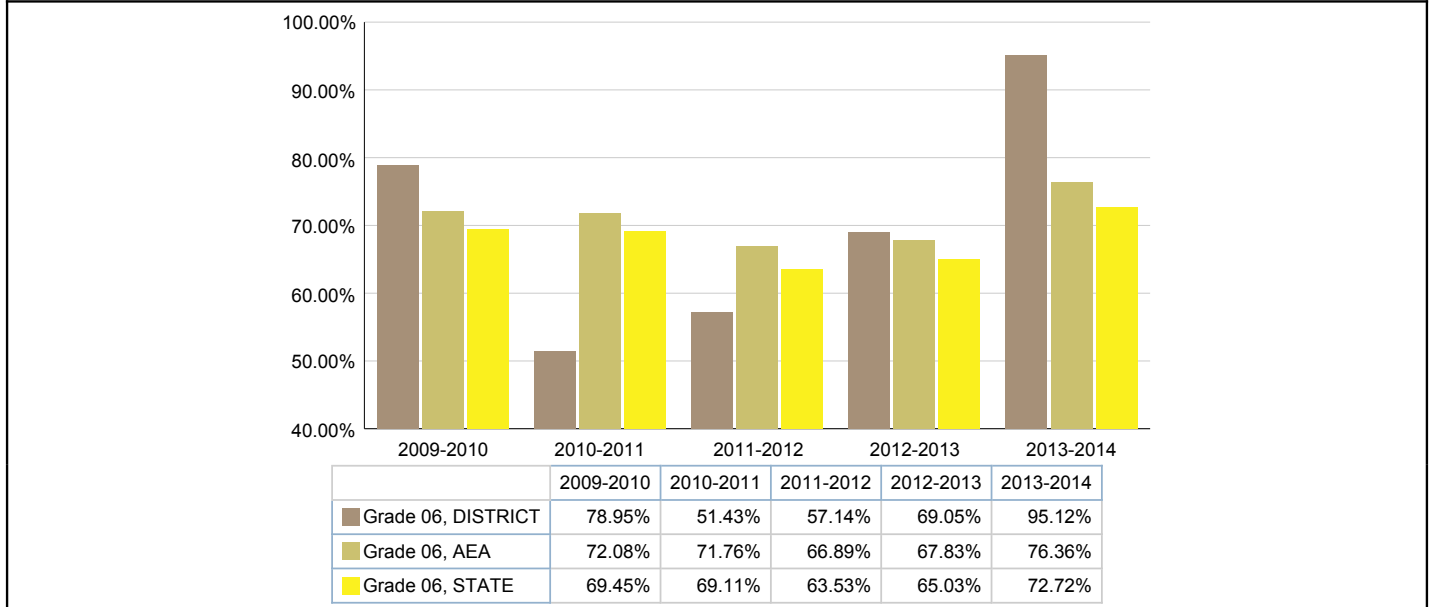


Figure 12 Percent of Students in Grade 7 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

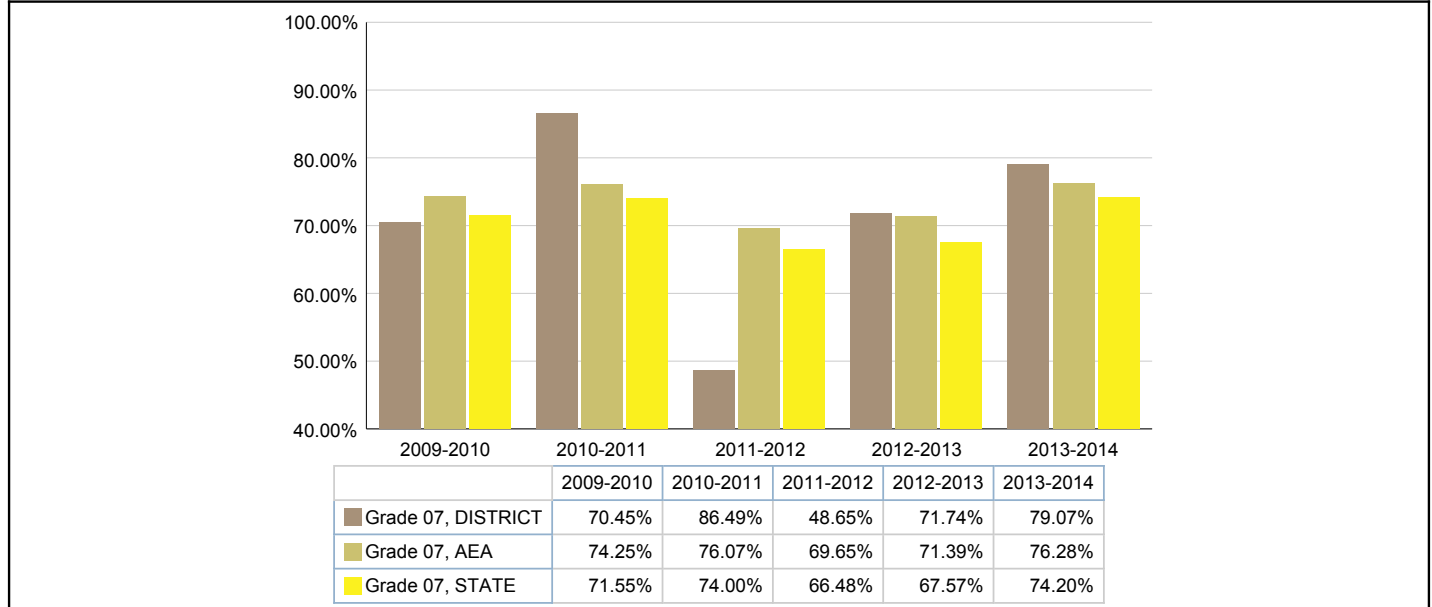


Figure 13 Percent of Students in Grade 8 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

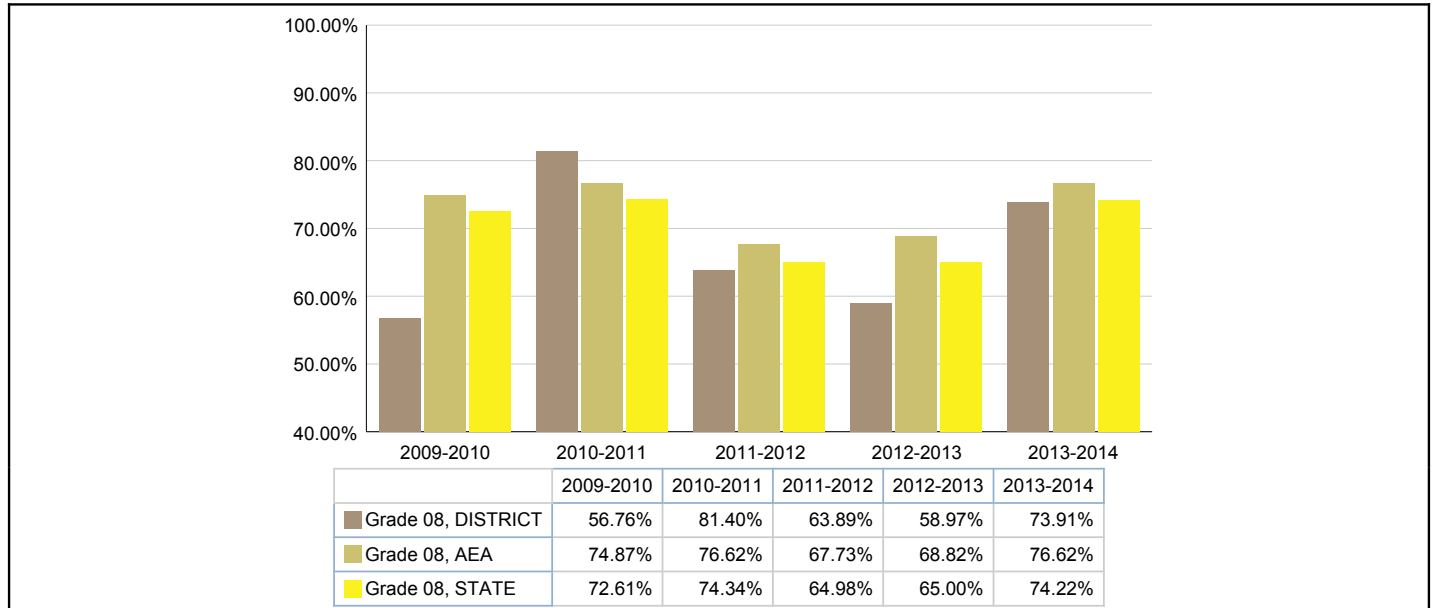


Figure 14 **Percent of Students in Grade 11 Proficient in Reading**

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

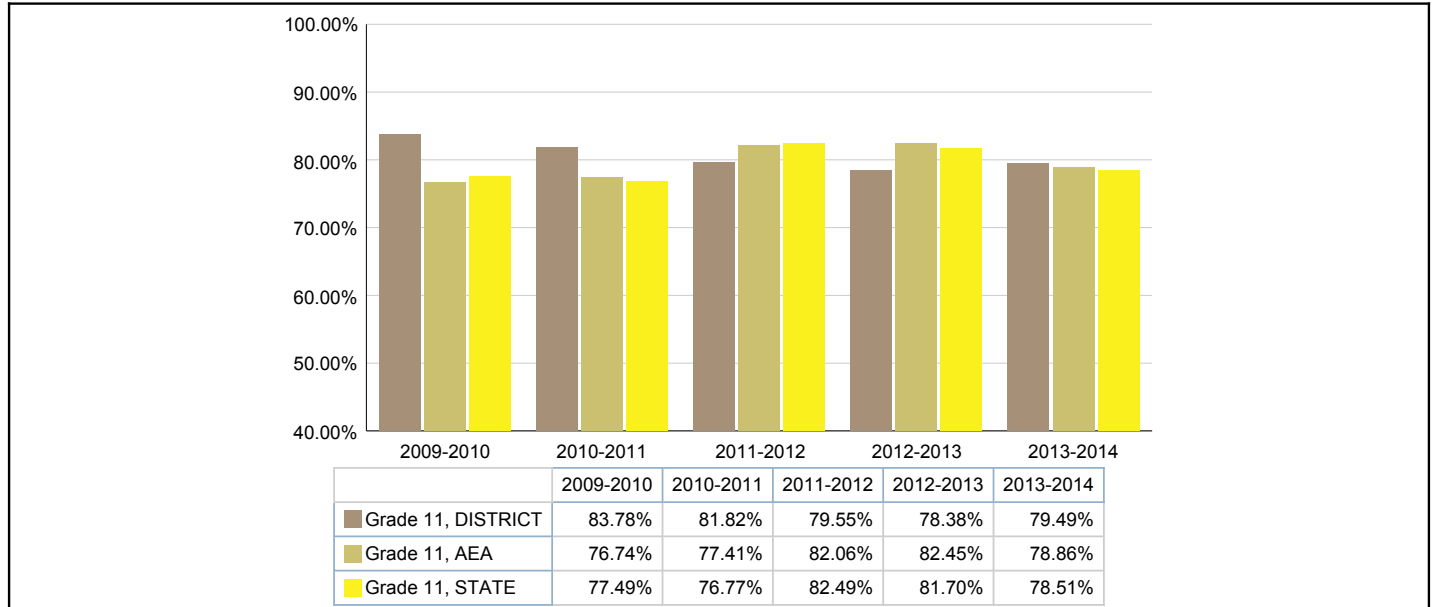


Figure 15: **Percent of Students in Grade 3 - 11 Proficient in Reading by Subgroups: All students, Minority, FRL, ELL IEP**

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

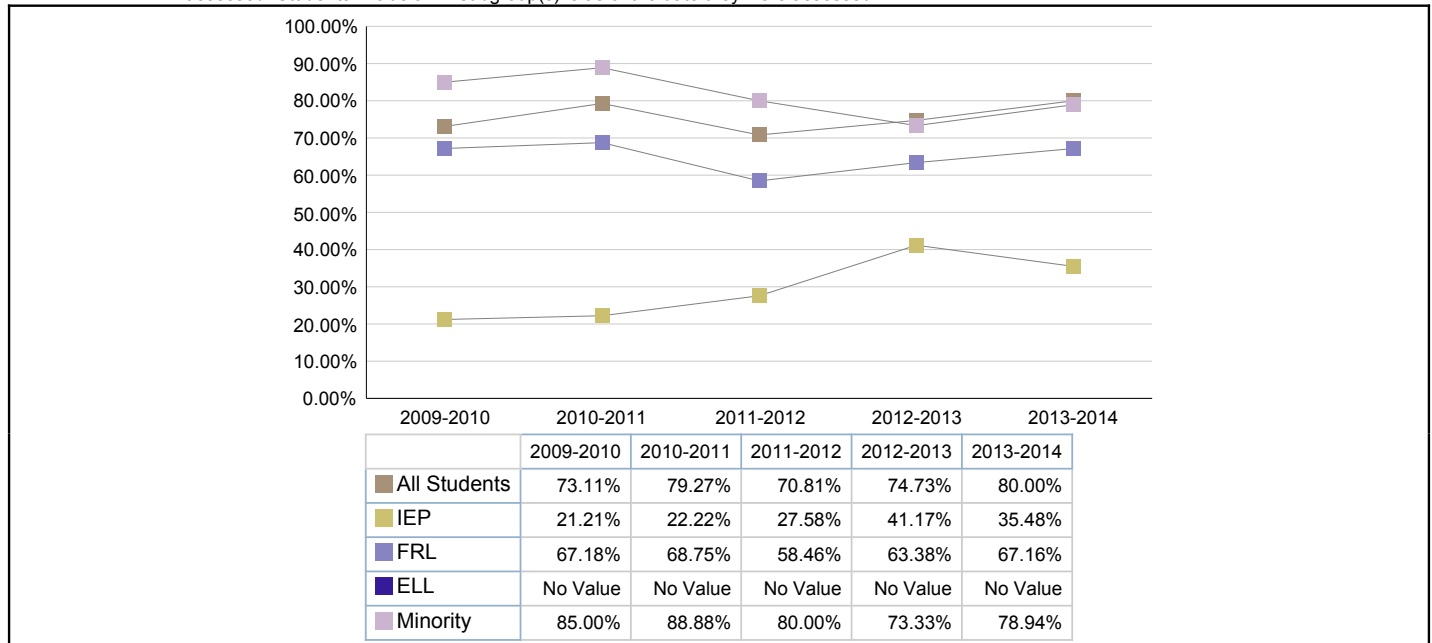


Figure 16: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

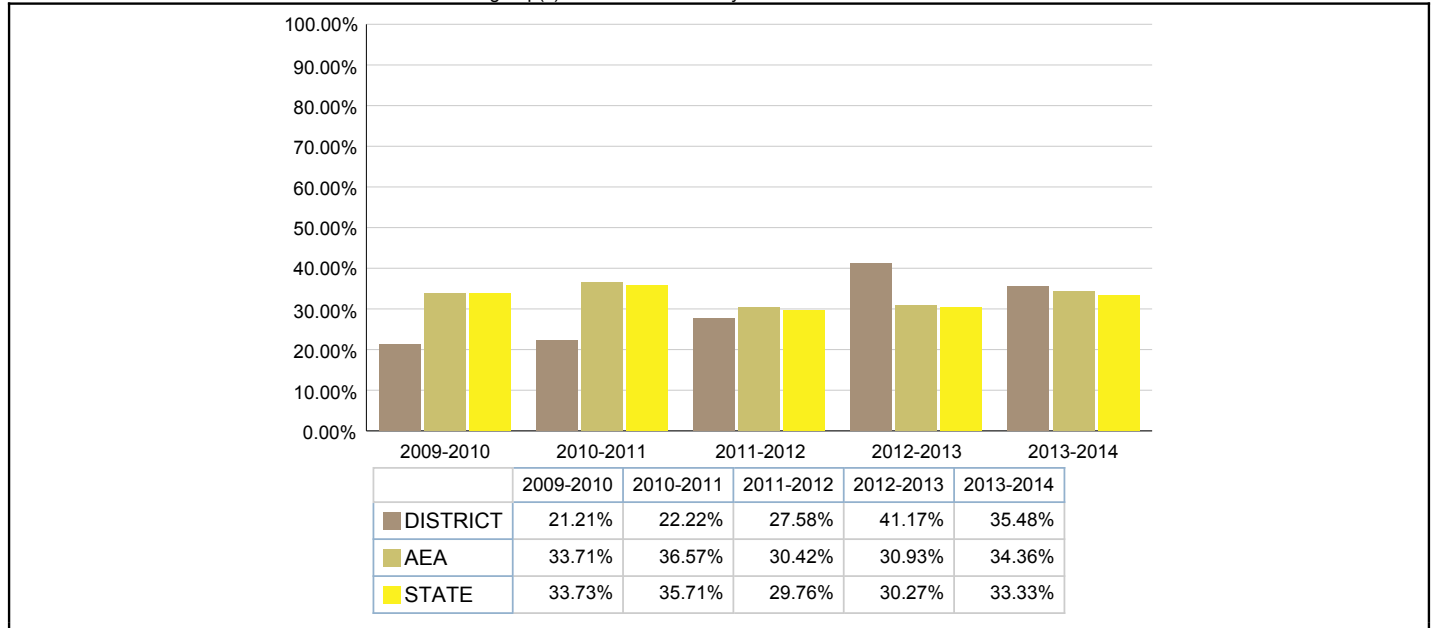


Figure 17: Percent of Free/Reduced Lunch Students Grades 3-8, 11 Proficient in Reading

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

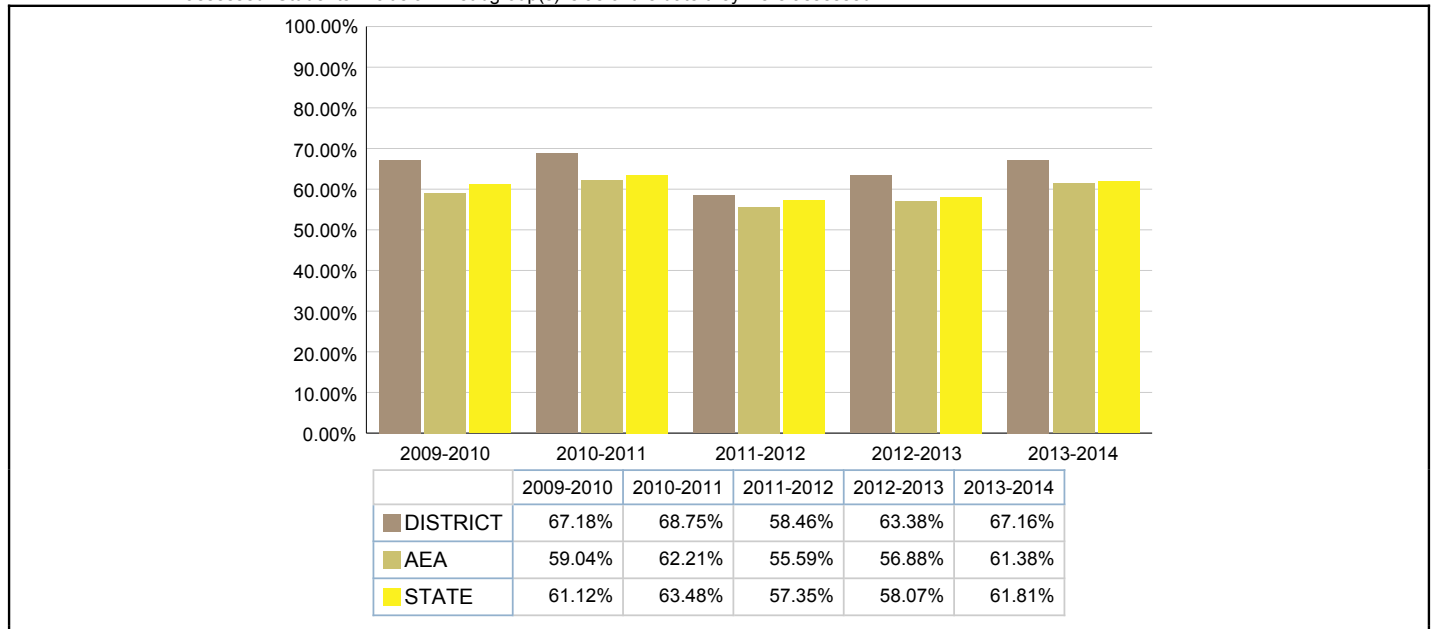


Figure 18: Percent of English Language Learner Students Grades 3-8, 11 Proficient in Reading

Data Source: AYP Assessment File
 Definitions:

Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

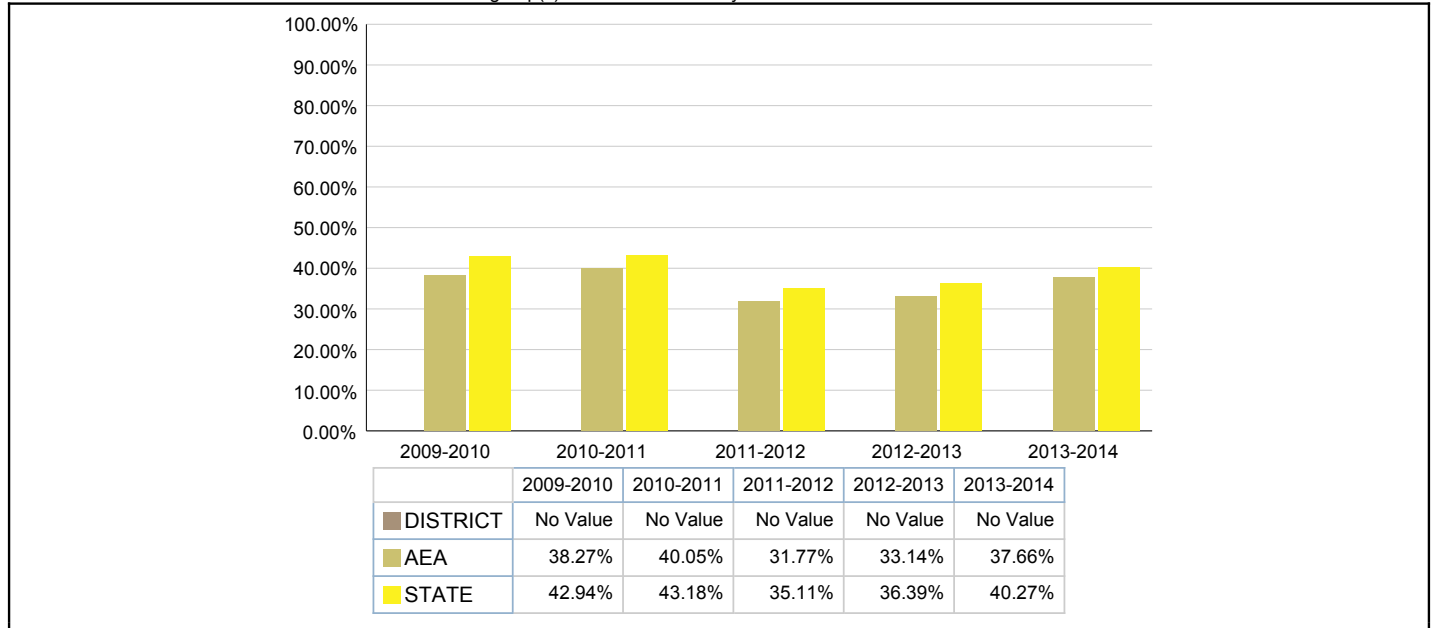


Figure 19: Percent of Minority (Non-White) Students Grades 3-8, 11 Proficient in Reading

Data Source: AYP Assessment File
 Definitions:

Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

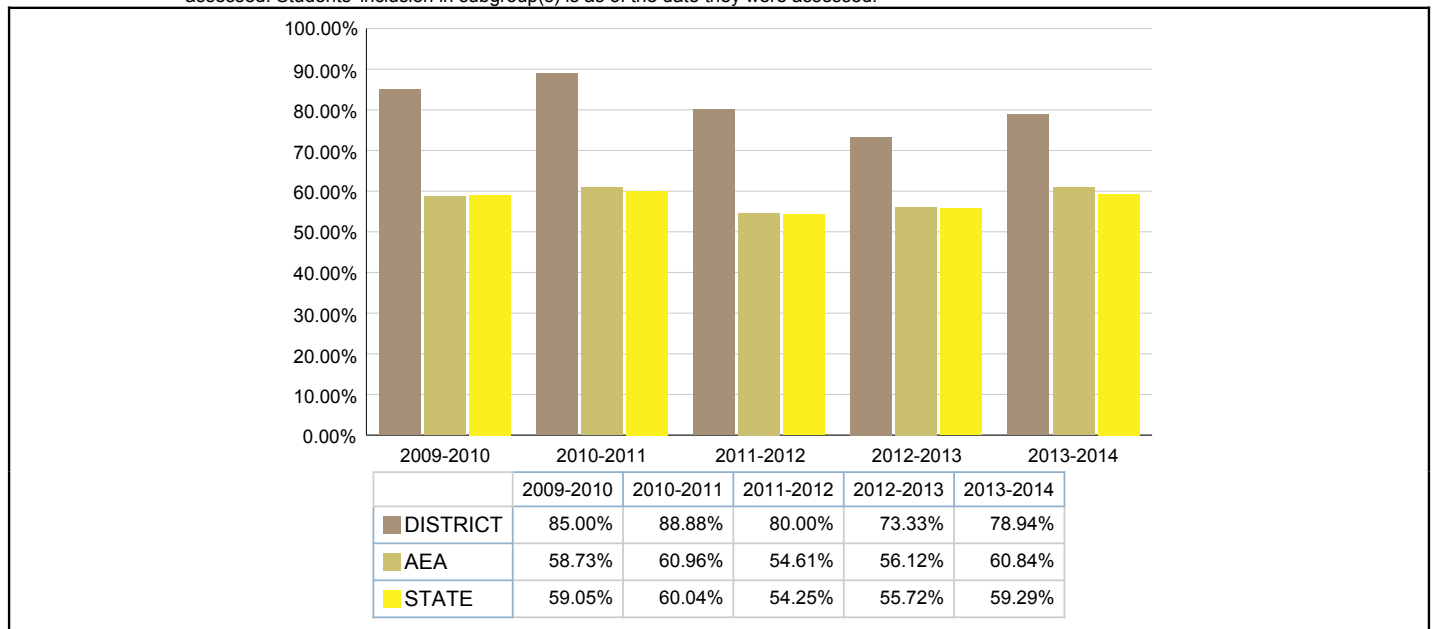


Figure 20: Percent of Students in Grade 3 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

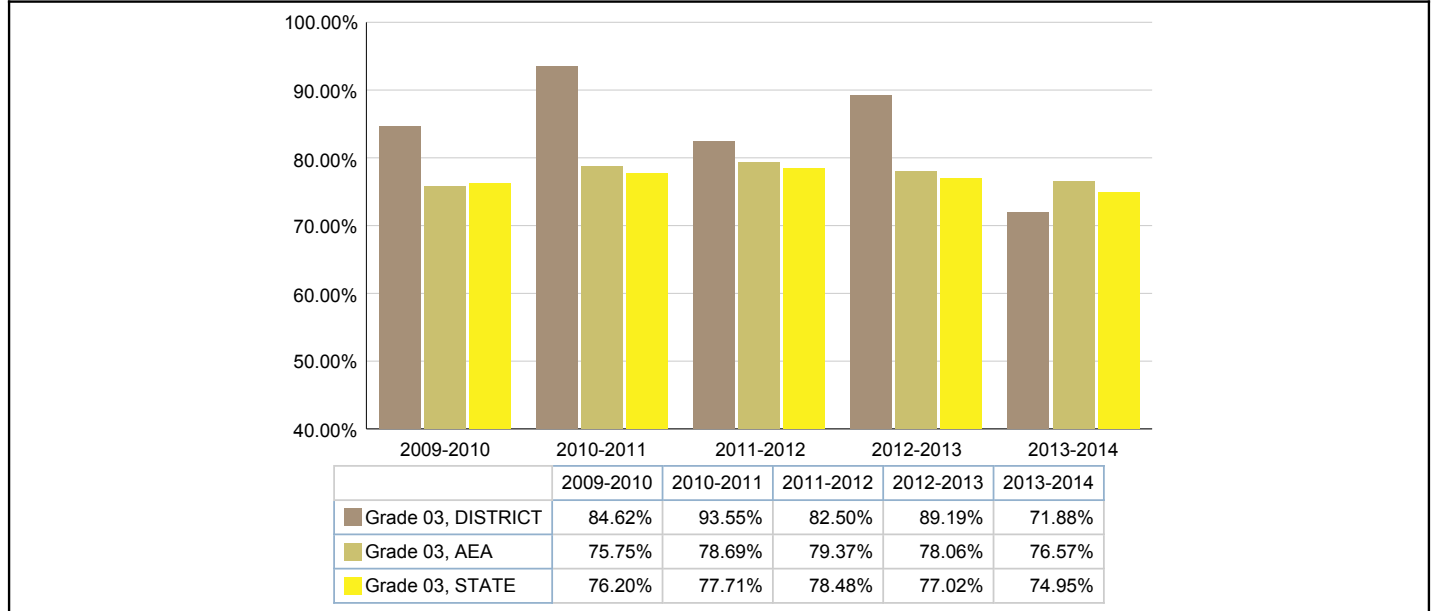


Figure 21: Percent of Students in Grade 4 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

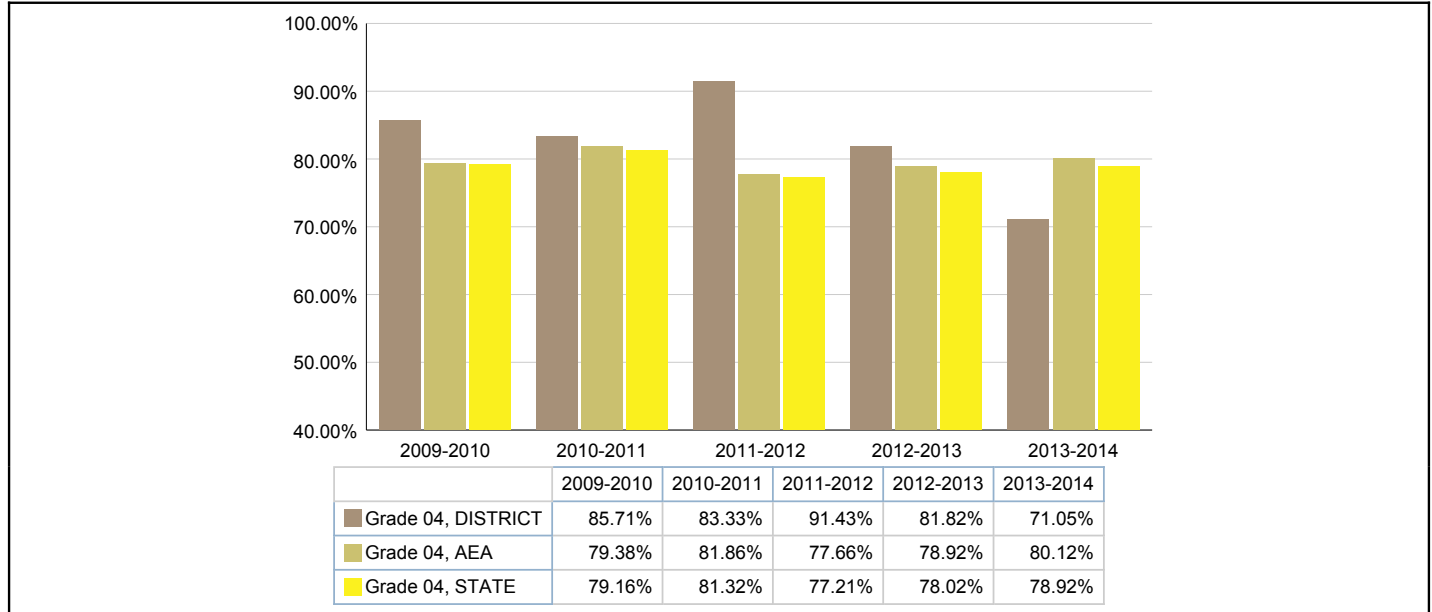


Figure 22: Percent of Students in Grade 5 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

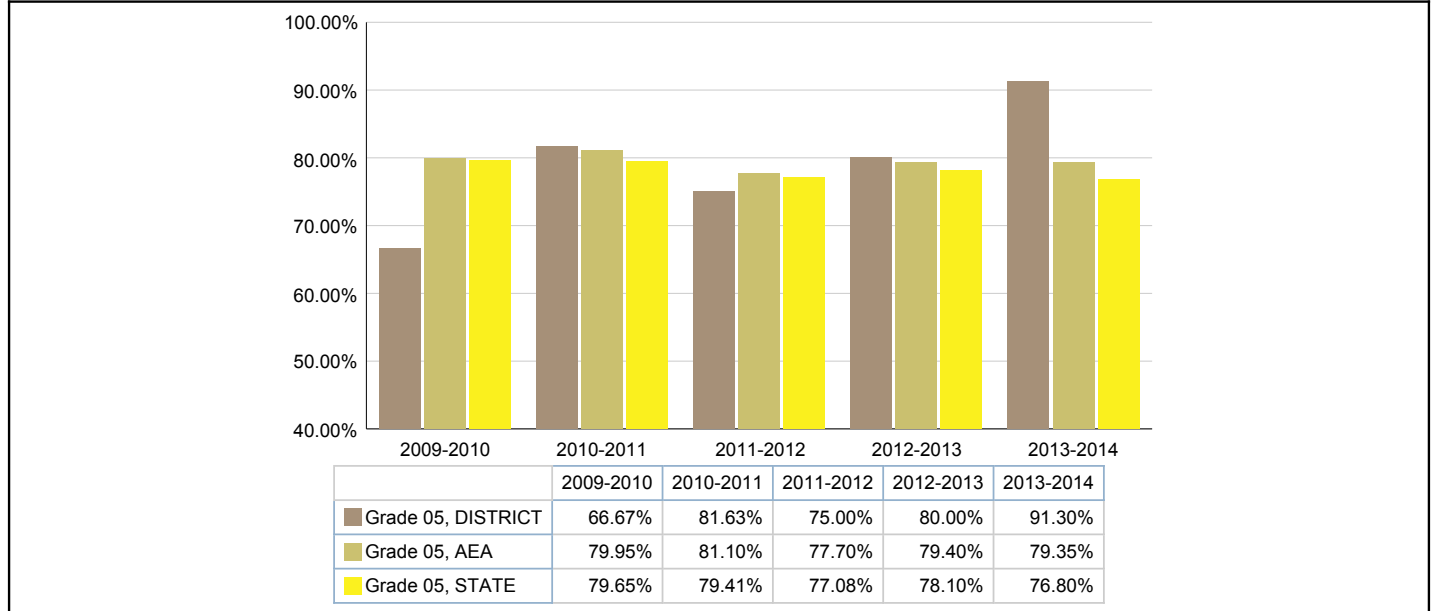


Figure 23: Percent of Students in Grade 6 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

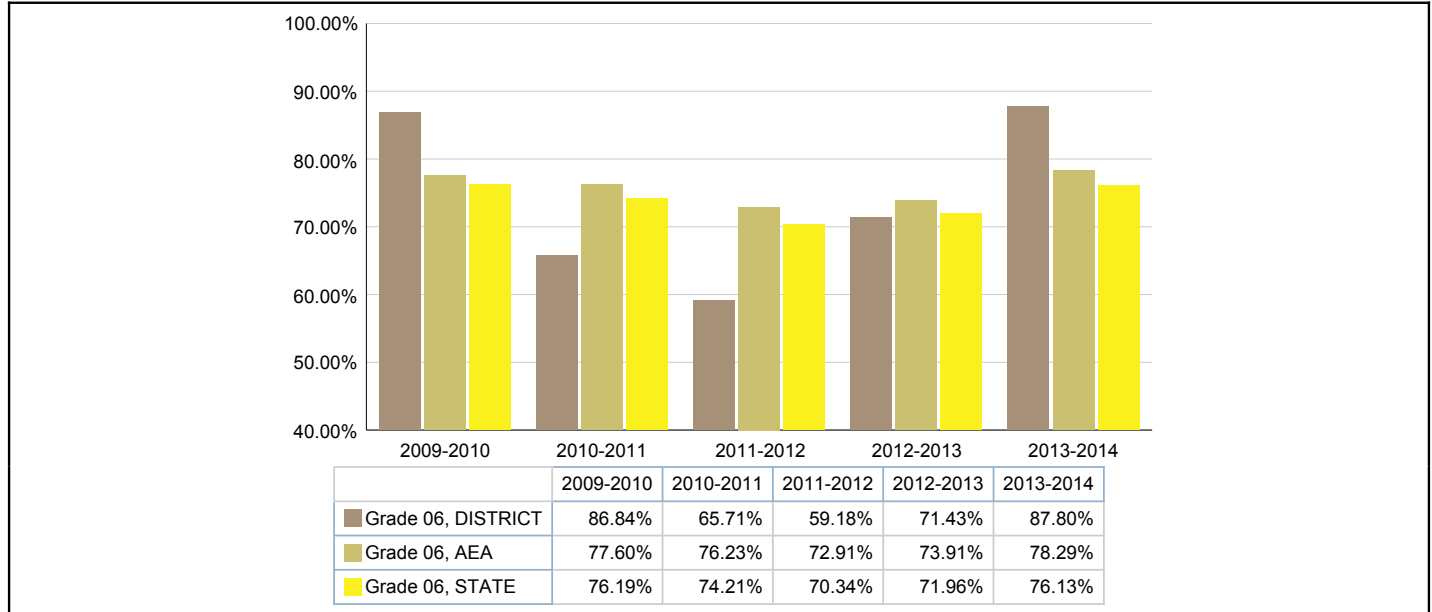


Figure 24: Percent of Students in Grade 7 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

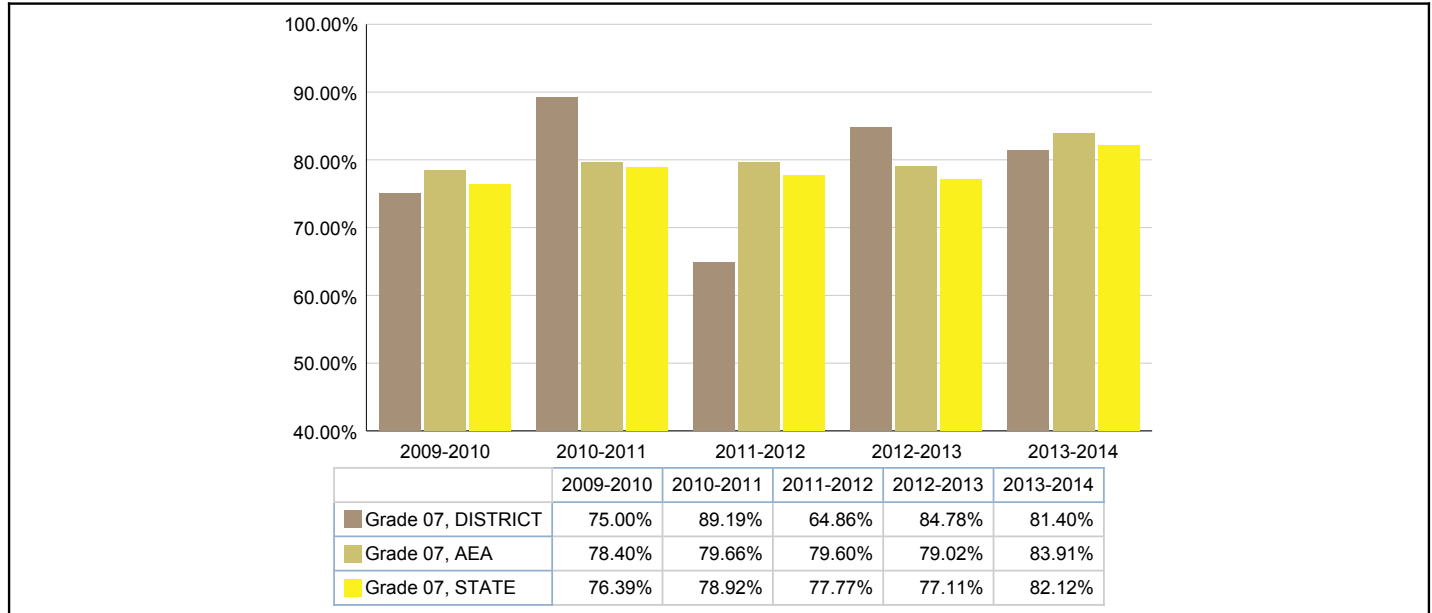


Figure 25: Percent of Students in Grade 8 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

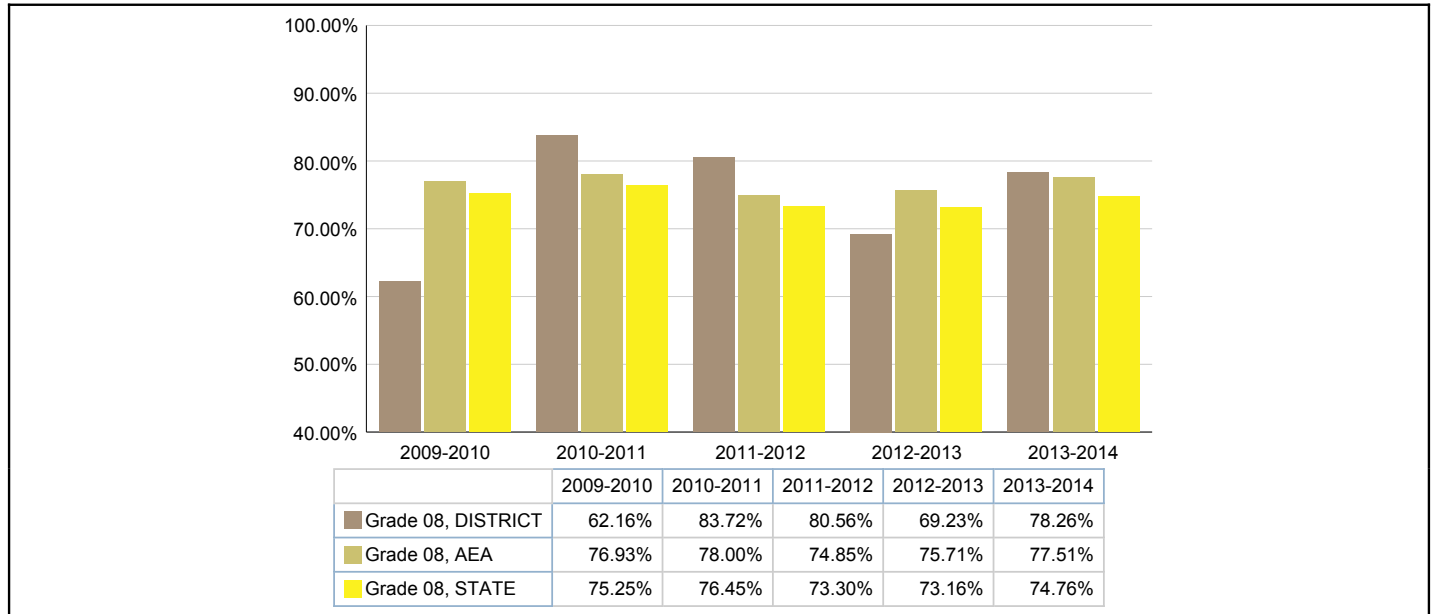


Figure 26: Percent of Students in Grade 11 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

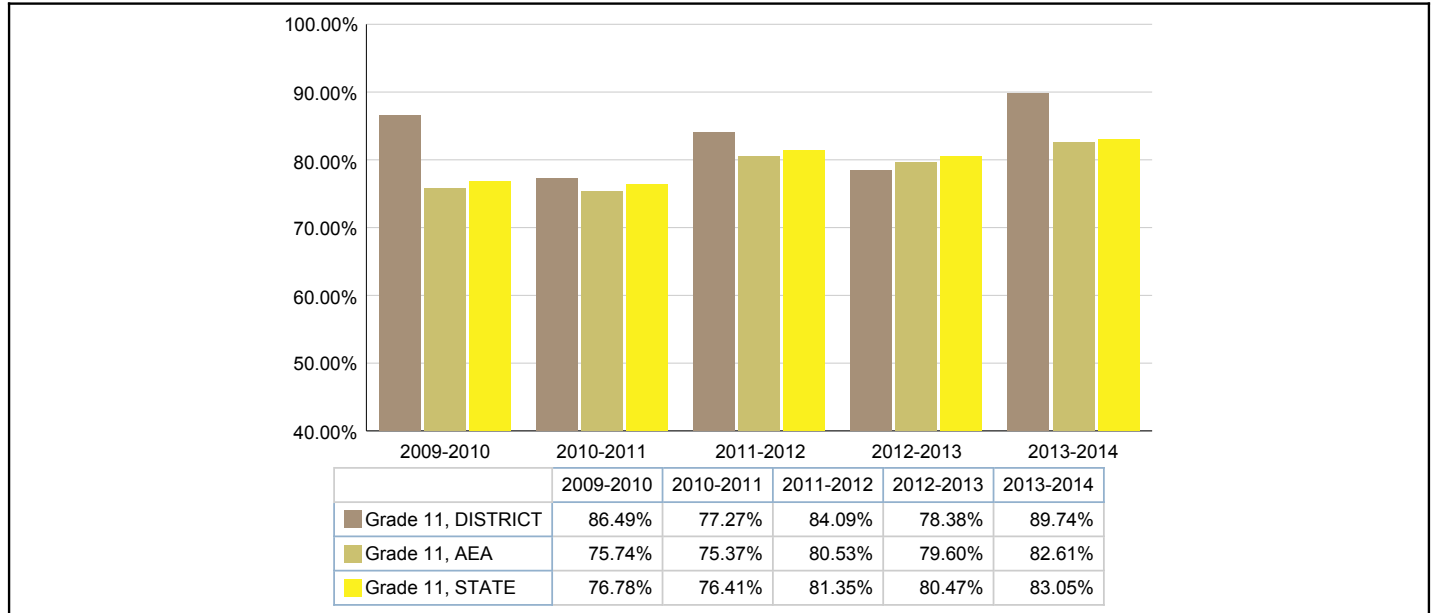


Figure 27: Percent of Students in Grade 3 -8, 11 Proficient in Math by Subgroups: All students, Minority, FRL, ELL IEP

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

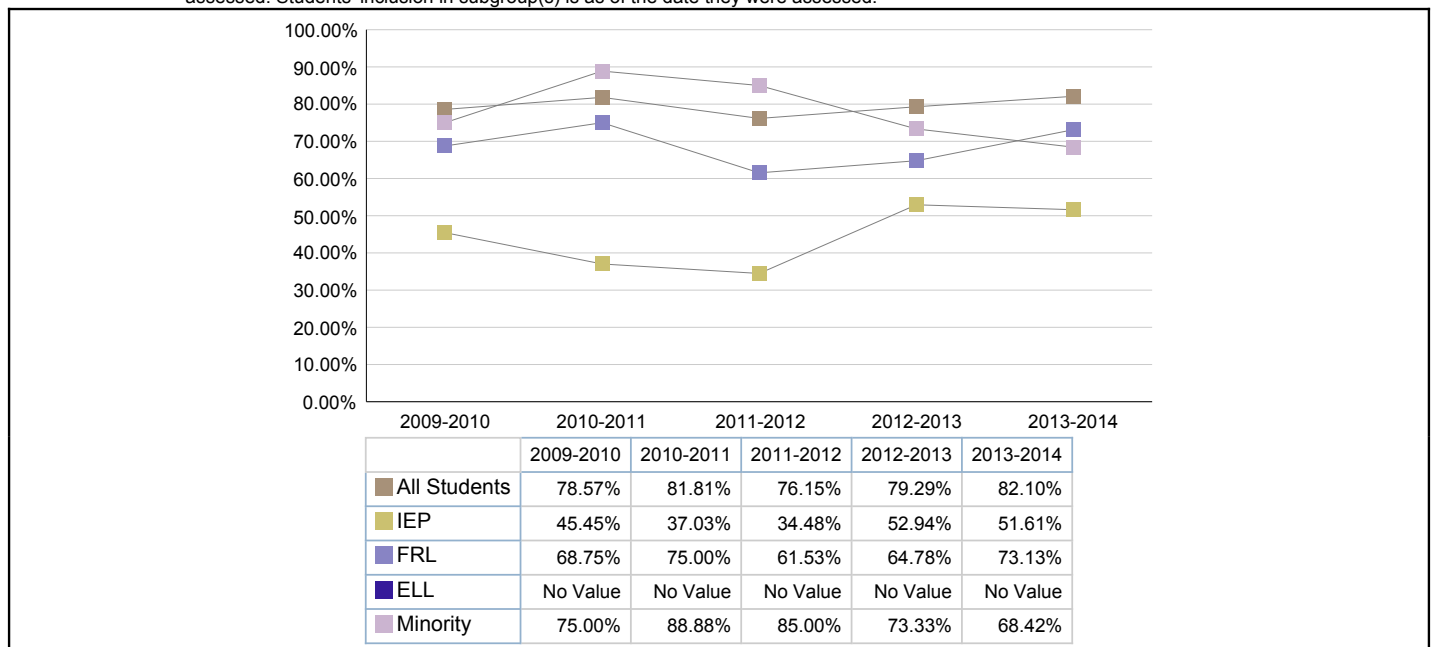


Figure 28: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

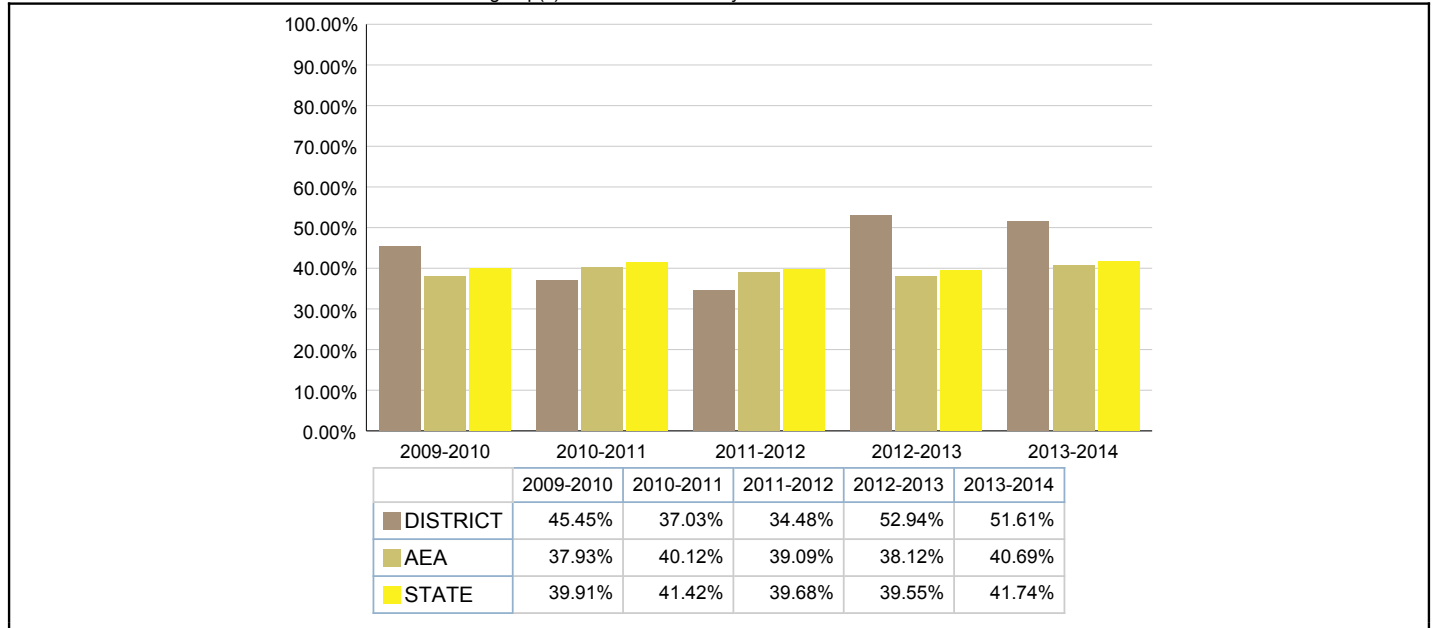


Figure 29: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

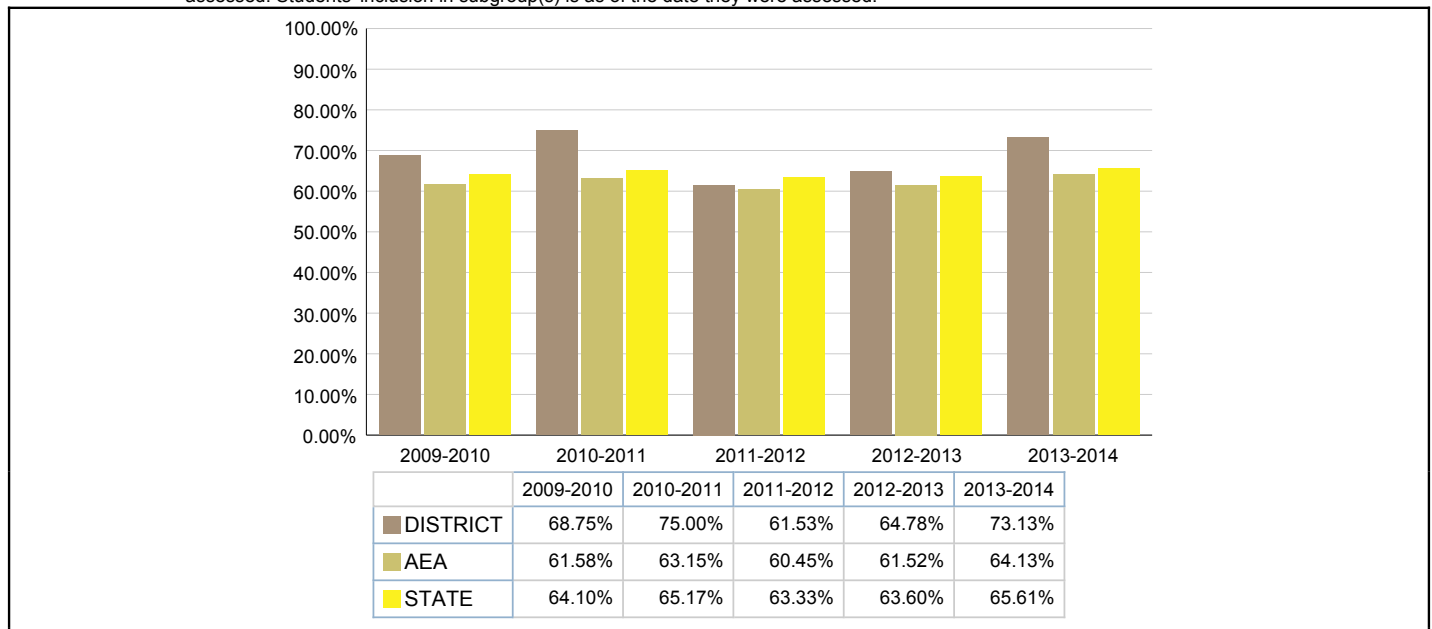


Figure 30: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

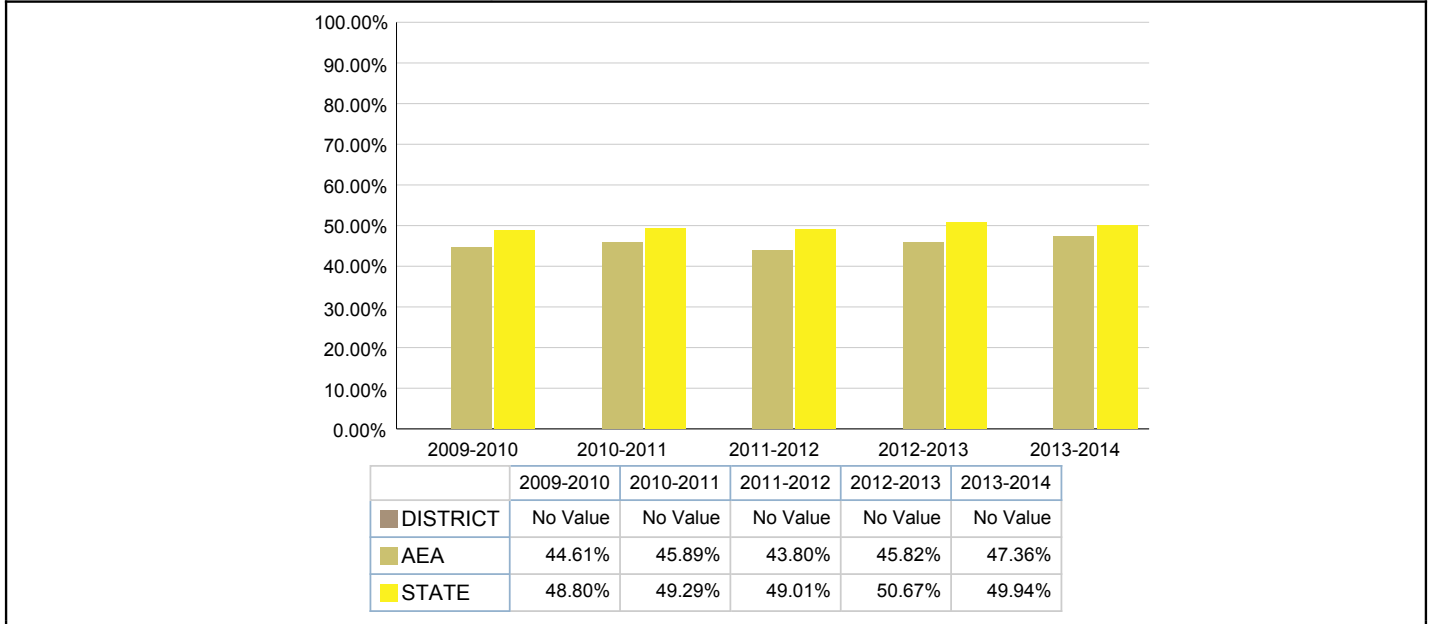


Figure 31: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Math

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

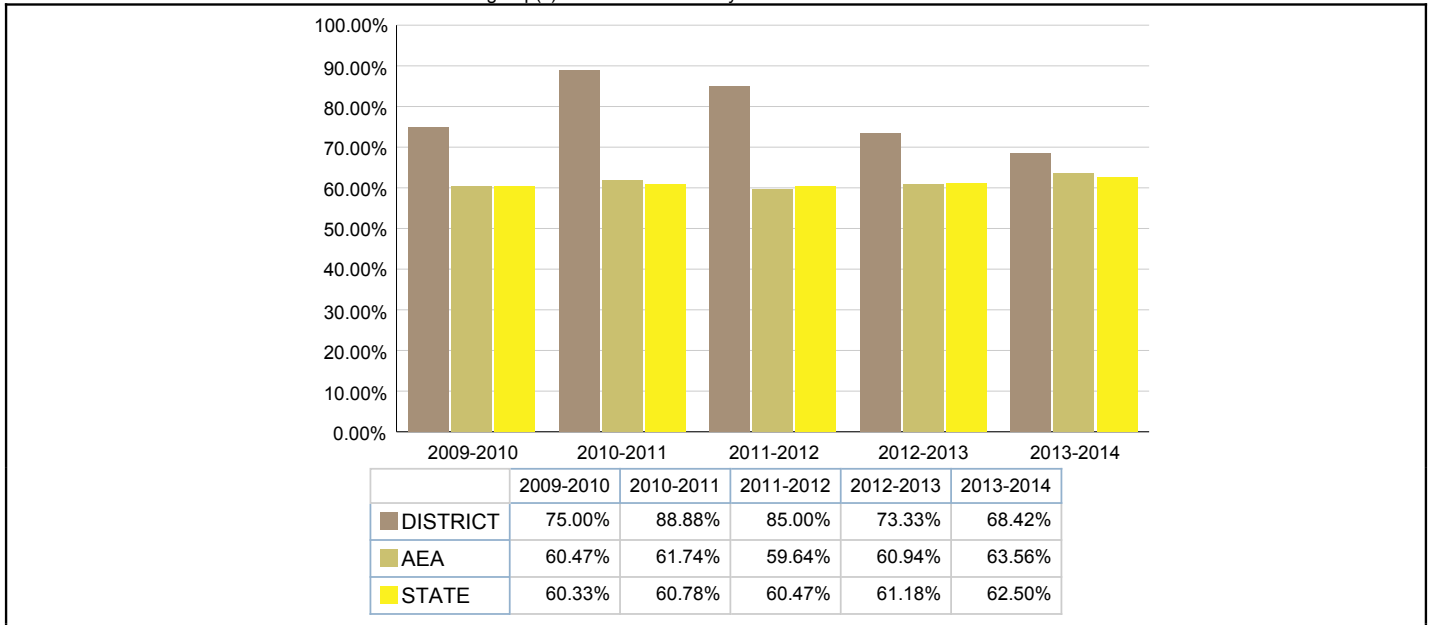


Figure 32: Percent of Students in Grade 3 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

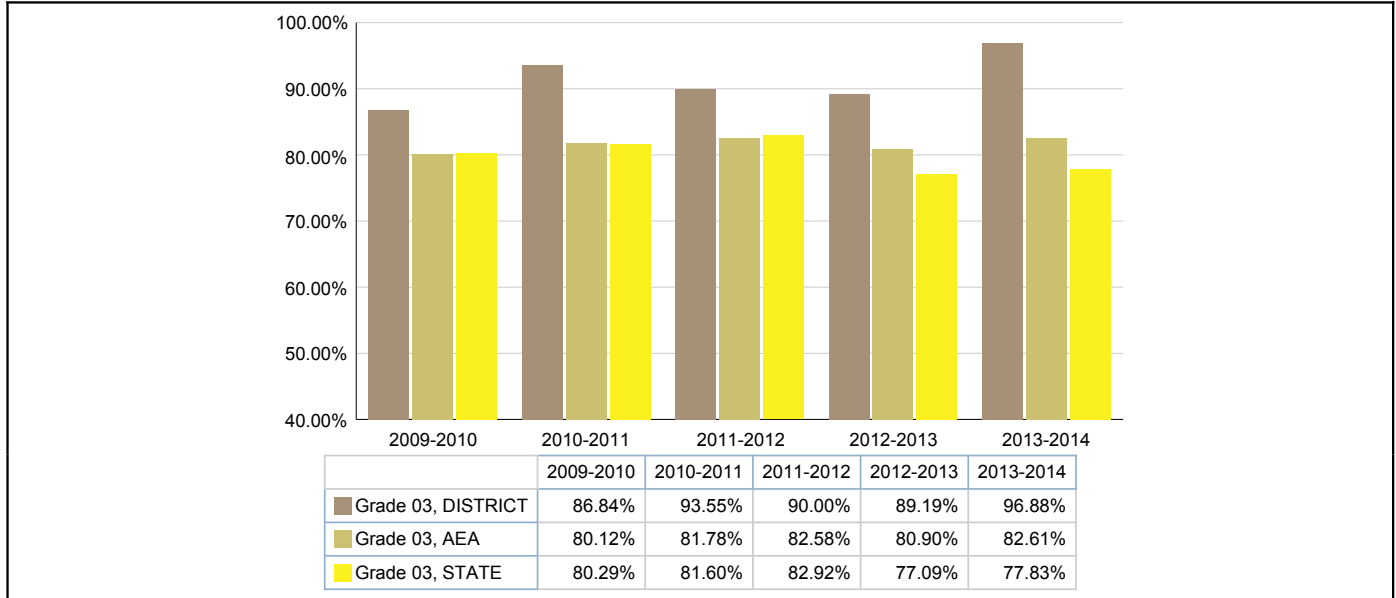


Figure 33: Percent of Students in Grade 4 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

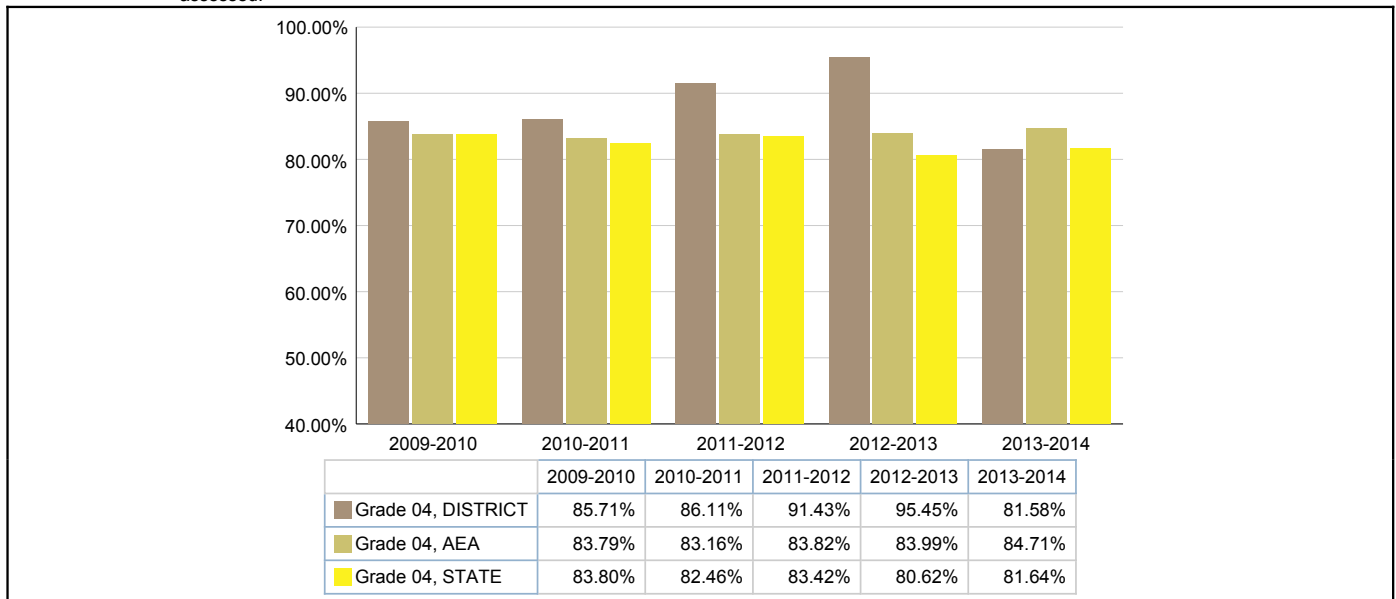


Figure 34: Percent of Students in Grade 5 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

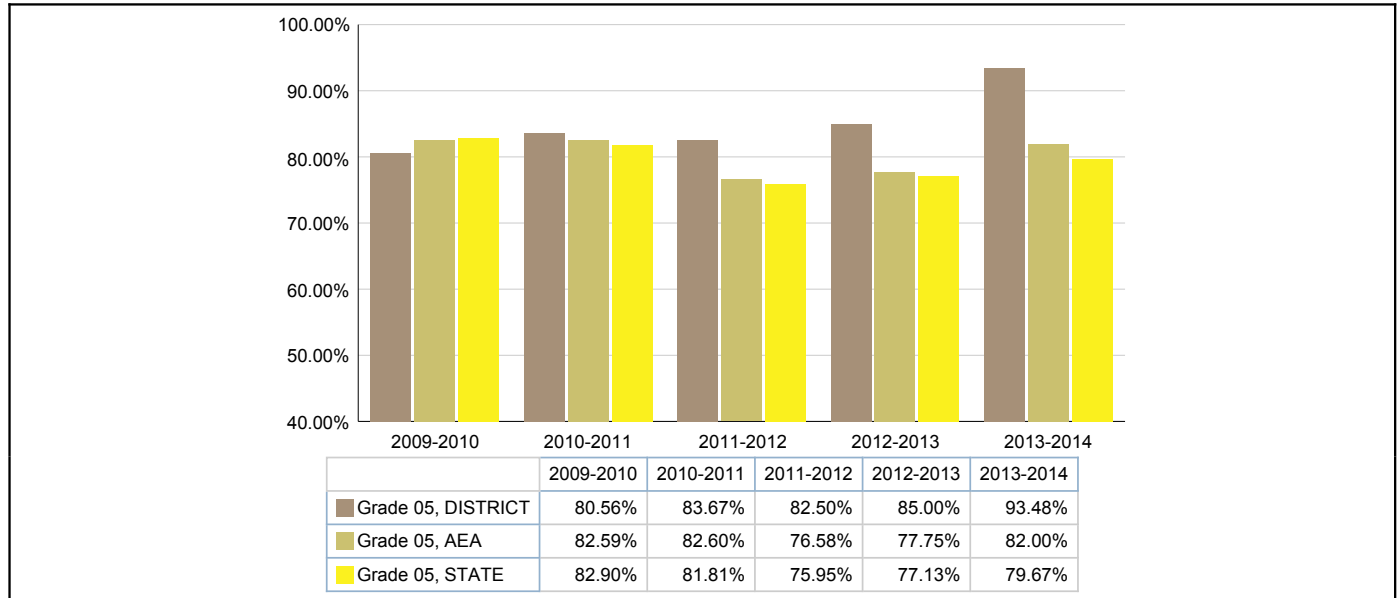


Figure 35: Percent of Students in Grade 6 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

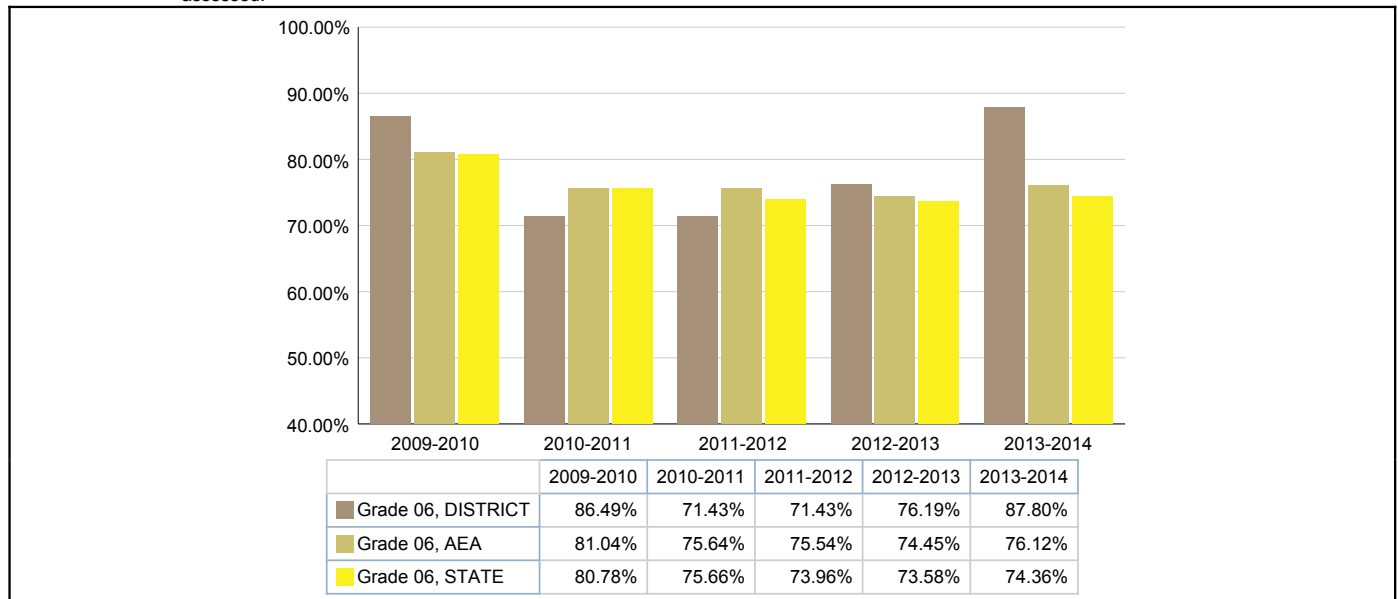


Figure 36: Percent of Students in Grade 7 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

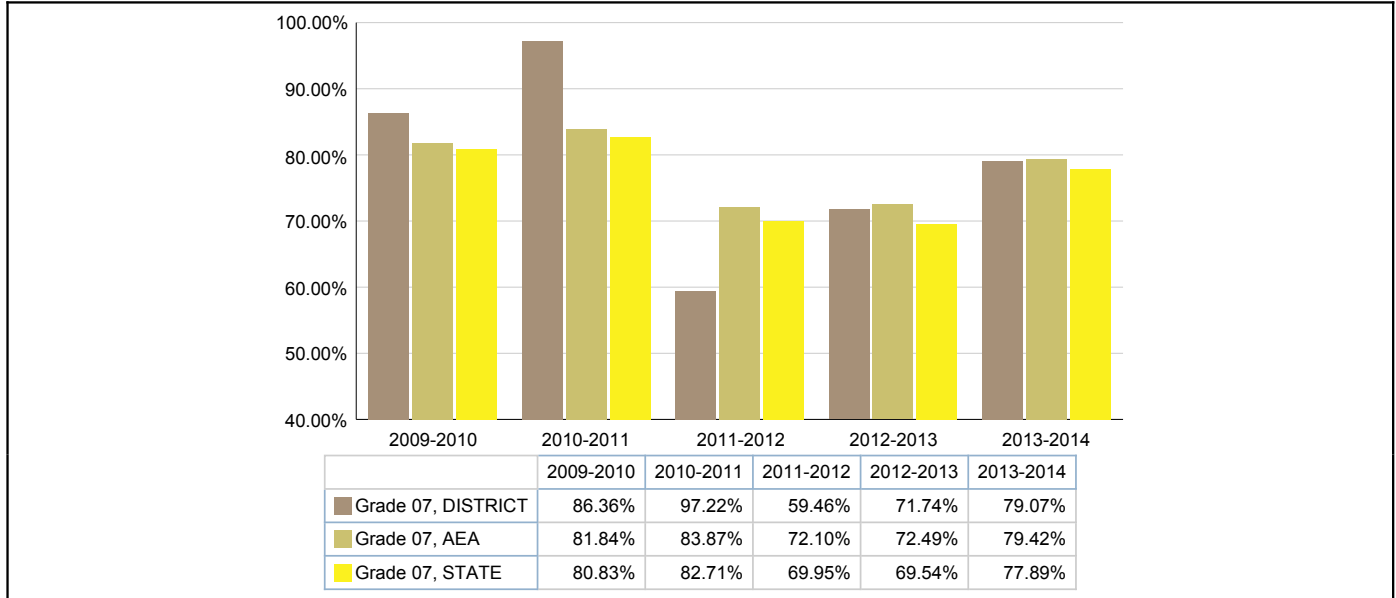


Figure 37: Percent of Students in Grade 8 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

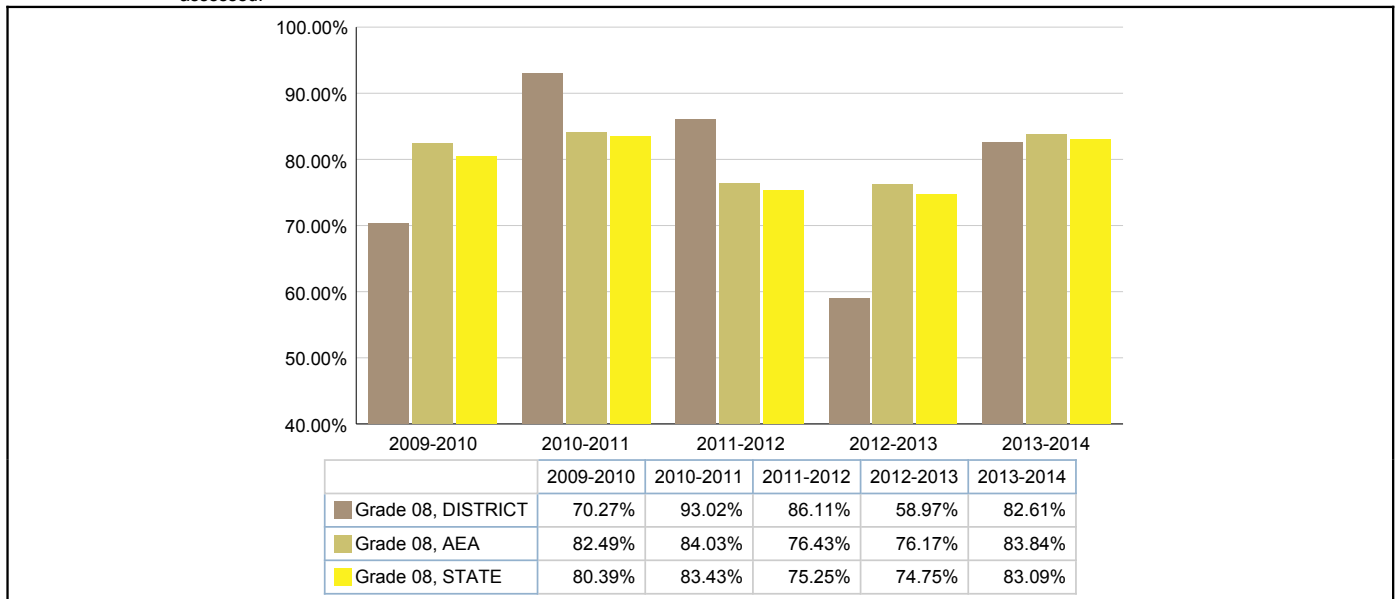


Figure 38: Percent of Students in Grade 11 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed.

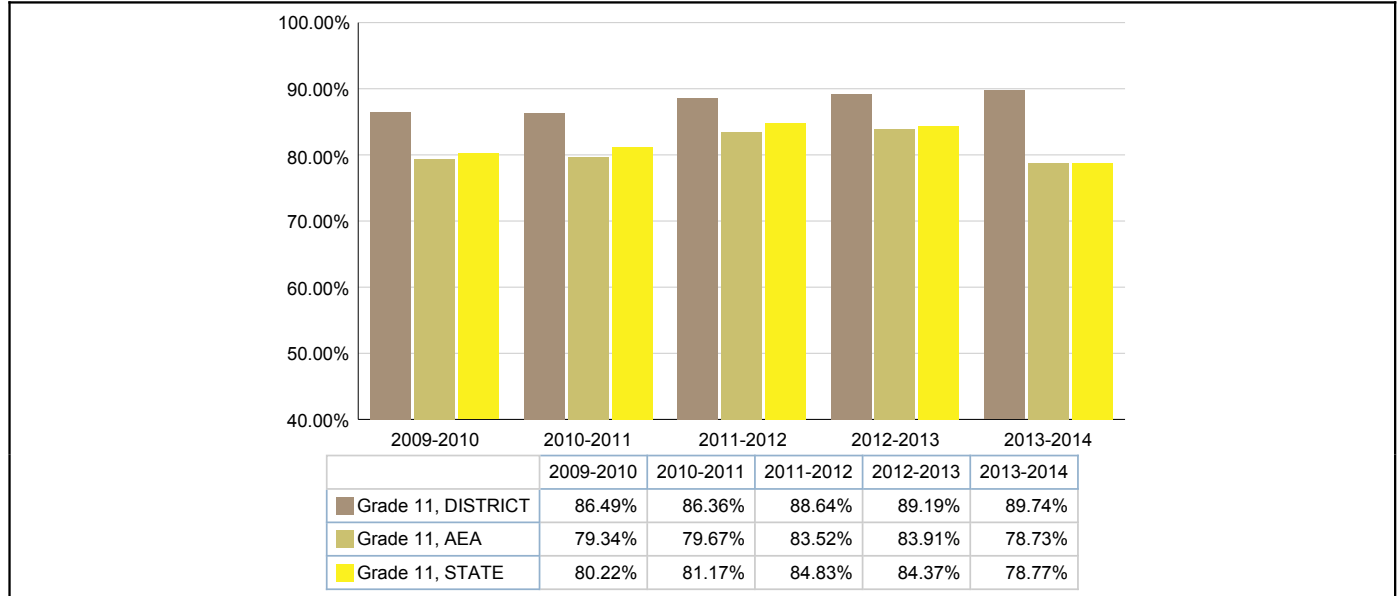


Figure 39: Percent of Students in Grade 3 - 8, 11 Proficient in Science by Subgroups: All students, Minority, FRL, ELL IEP

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

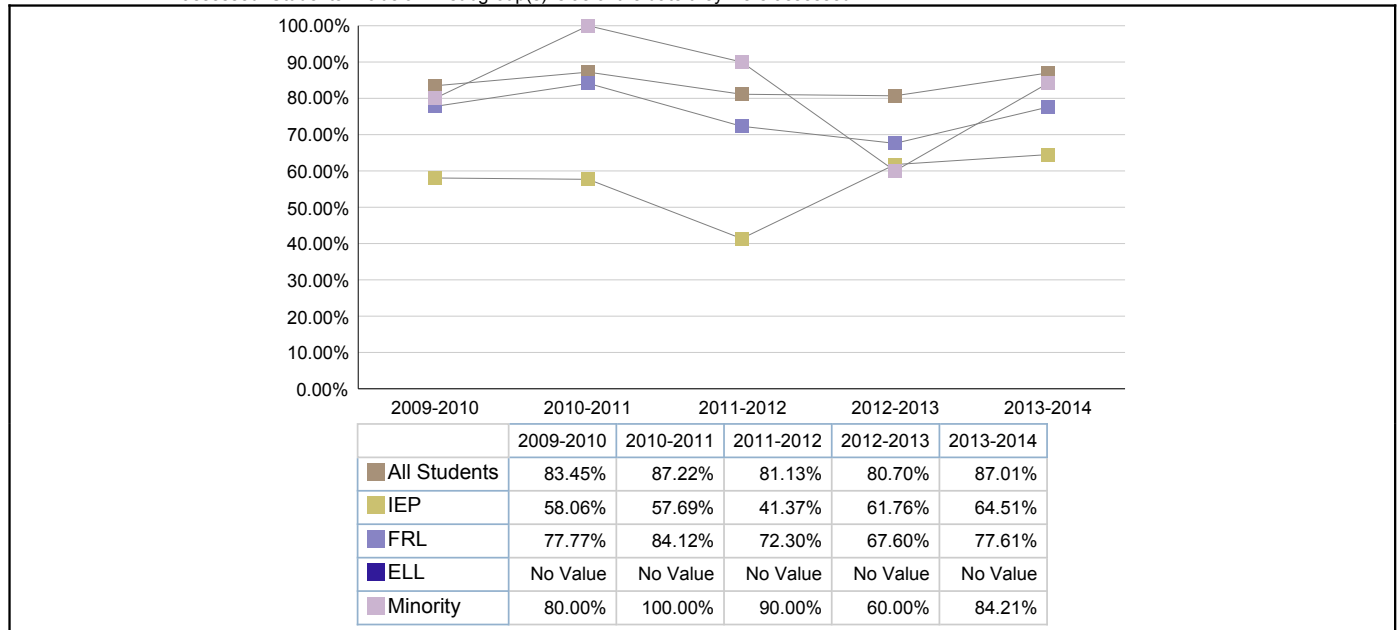


Figure 40: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Science

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

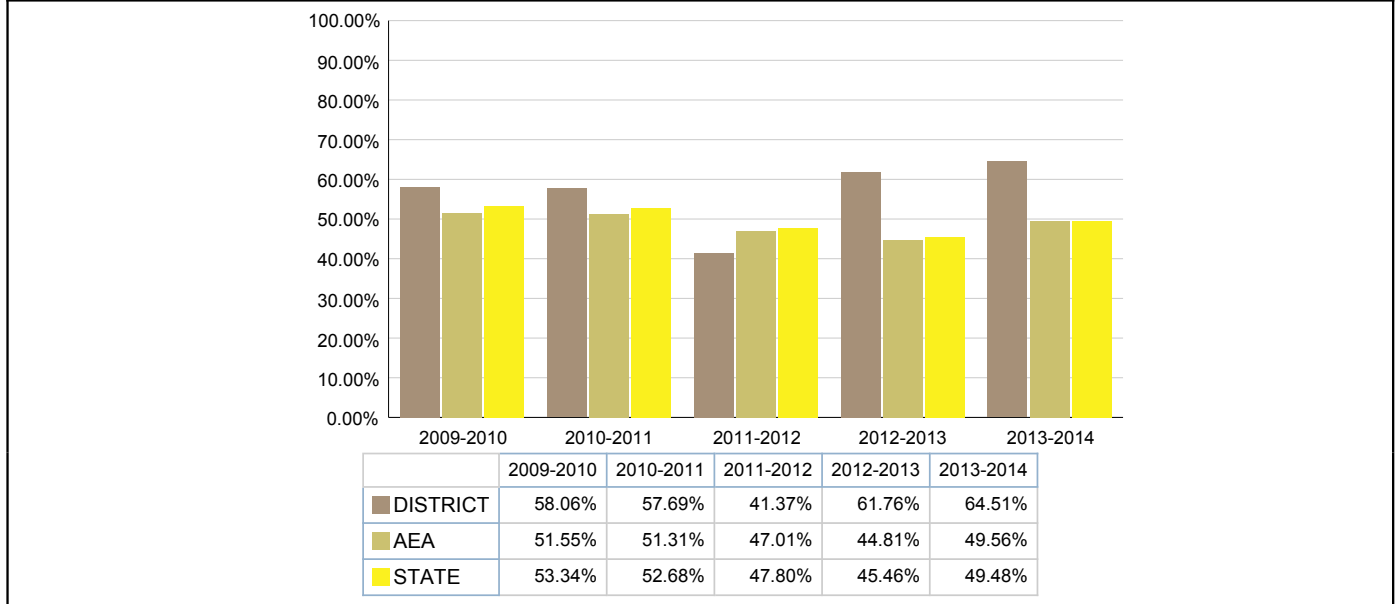


Figure 41: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

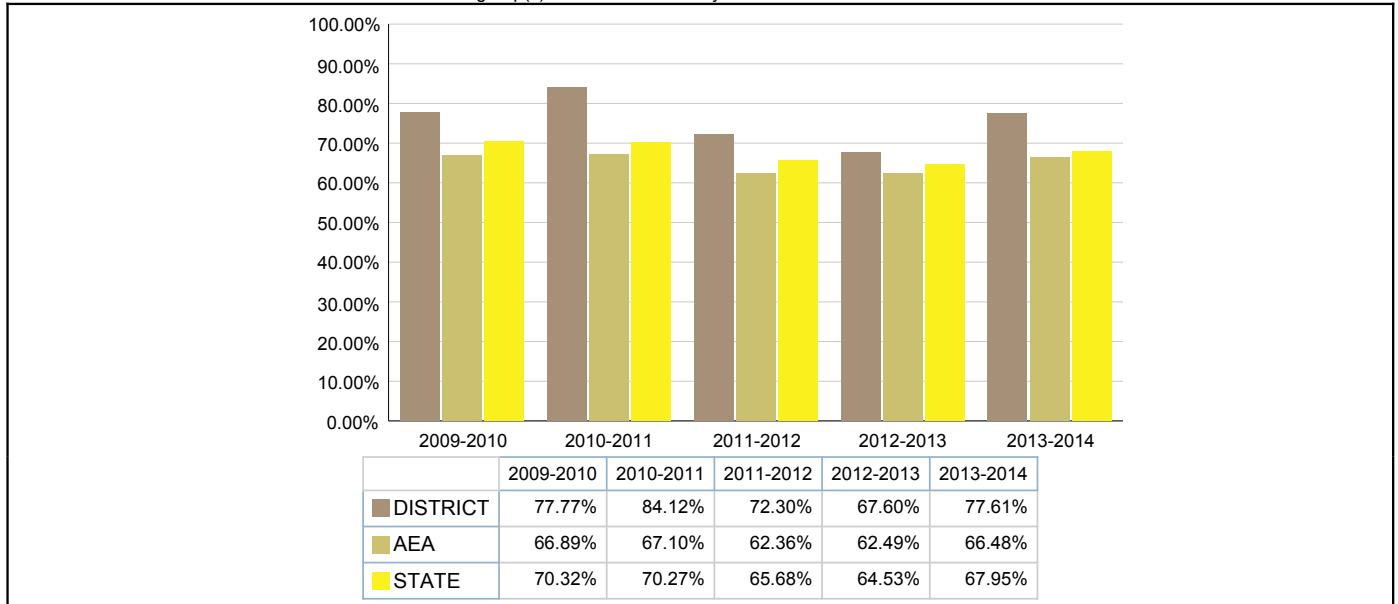


Figure 42: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

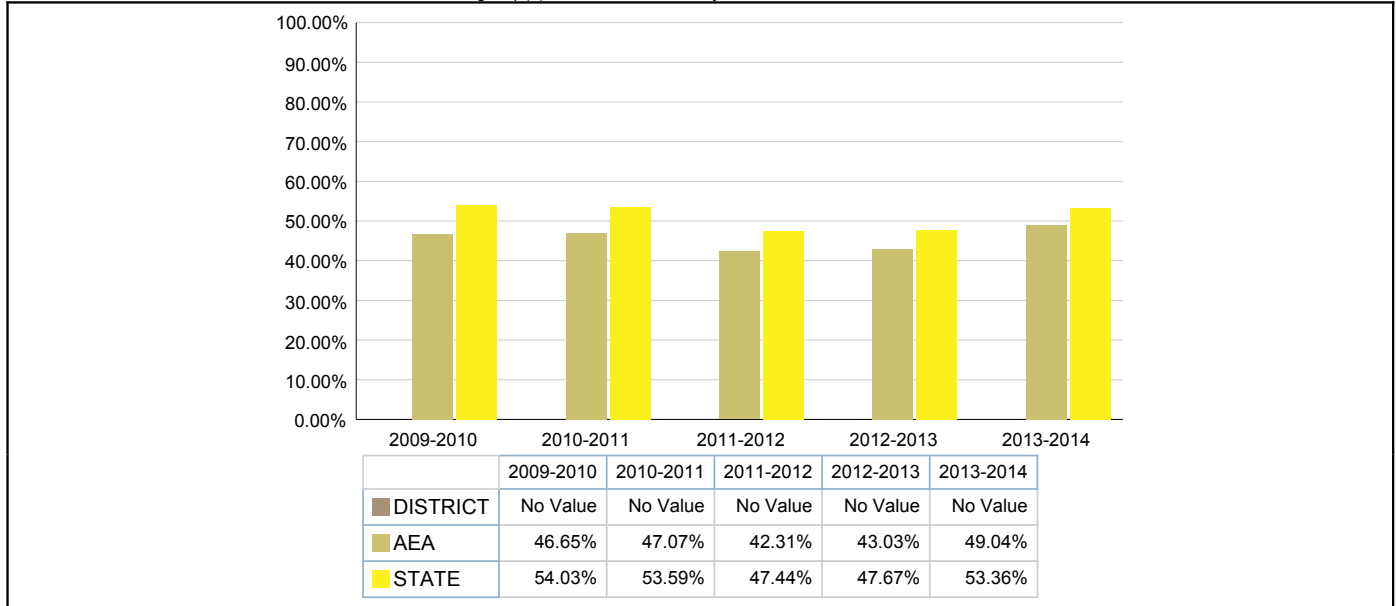


Figure 43: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Science

Data Source: AYP Assessment File
 Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency definition was changed to a minimum National Standard Score that varies by subject, grade level, and when the student is assessed. Students' inclusion in subgroup(s) is as of the date they were assessed.

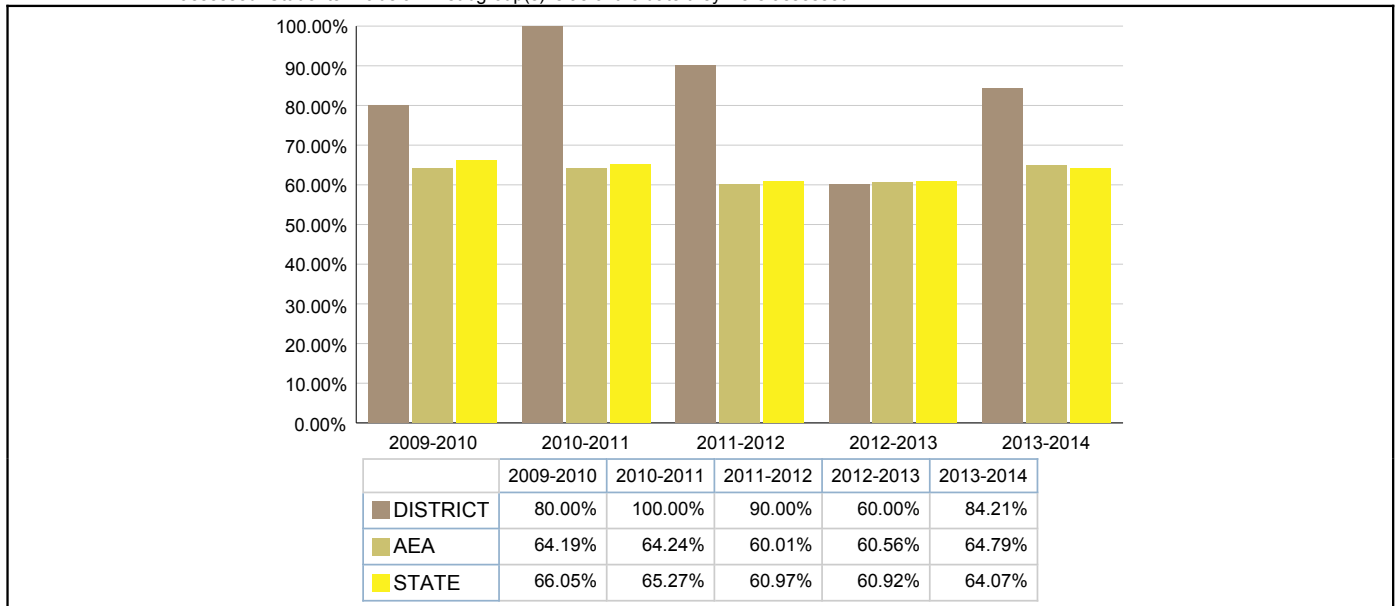


Figure 44: Percent of Students in Grade 11 College Ready in Reading, Math, Science

Data Source: AYP Assessment File

Definitions: College ready is defined as the Iowa Assessment National Standard Score that predicts to the ACT benchmark for college readiness.

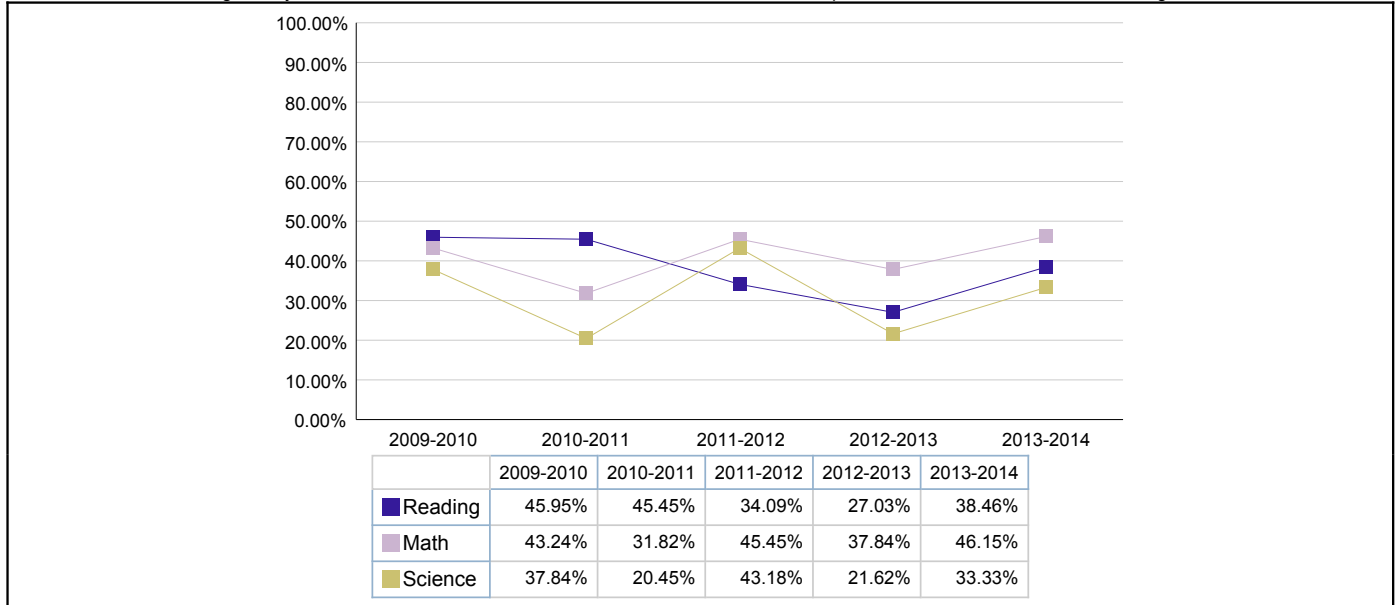


Figure 45: School Year 2013-2014 High School Carnegie Units Offered by District

Data Source: Winter EASIER/SRI

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

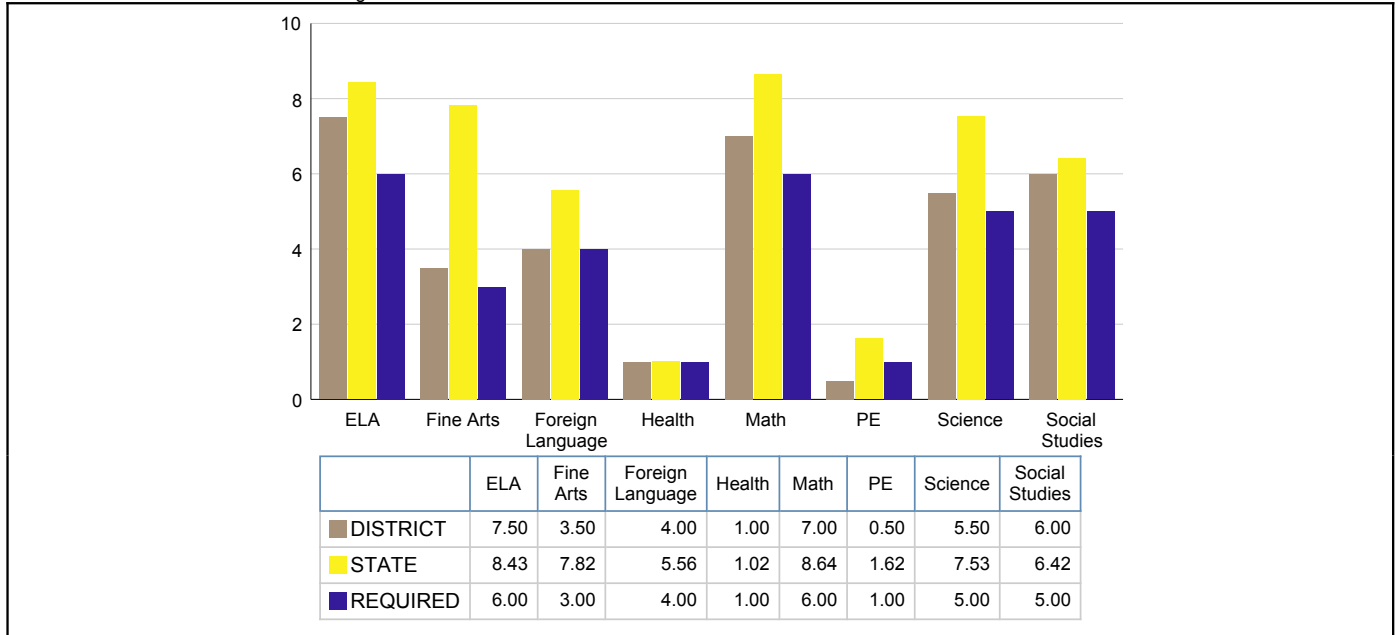


Figure 46: By Subgroup, High School Graduation Rate for Class of 2013

Data Source: Spring EASIER/SRI
 Definitions: The percentage of students who start 9th grade in year 1 and graduate at the end of year 4.

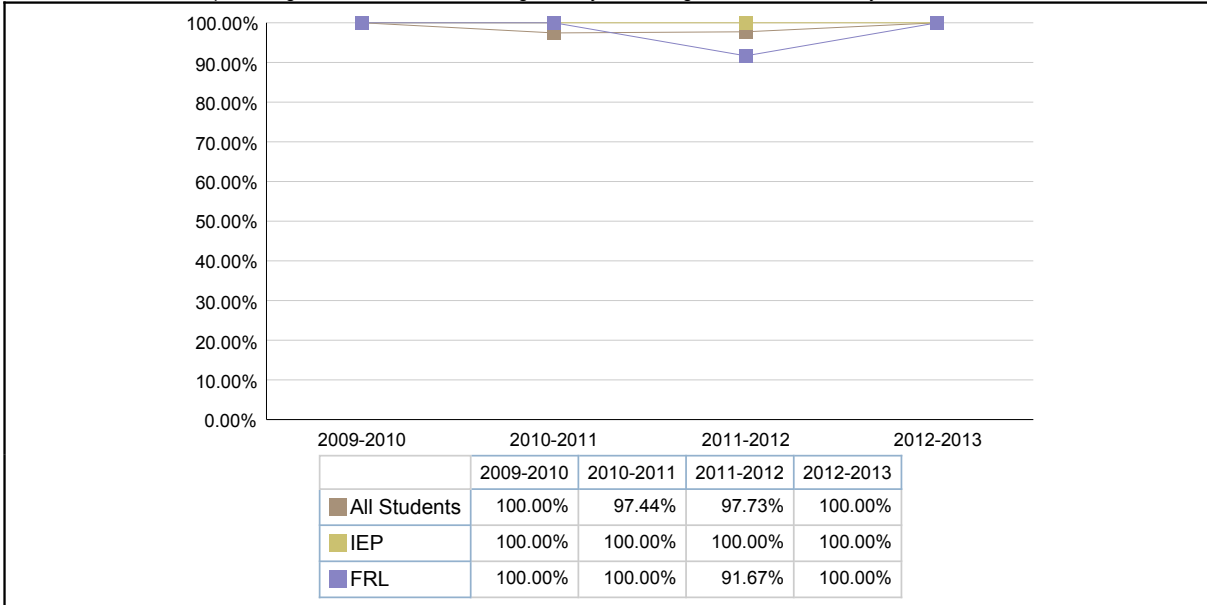


Figure 47: Percent of Students Receiving Disciplinary Removals

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

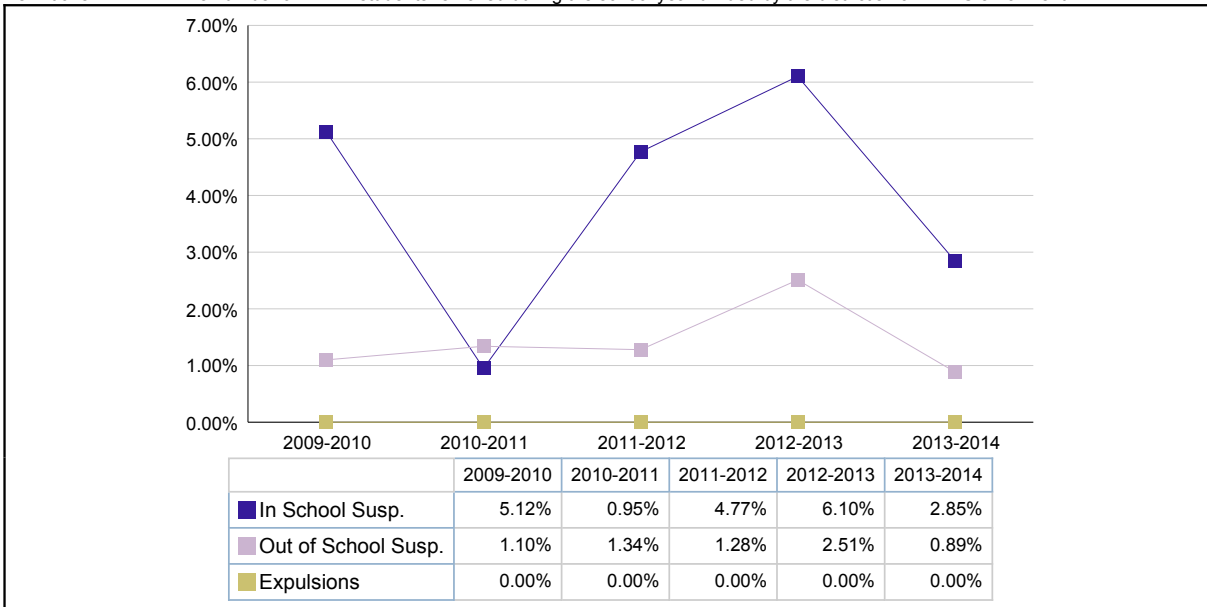
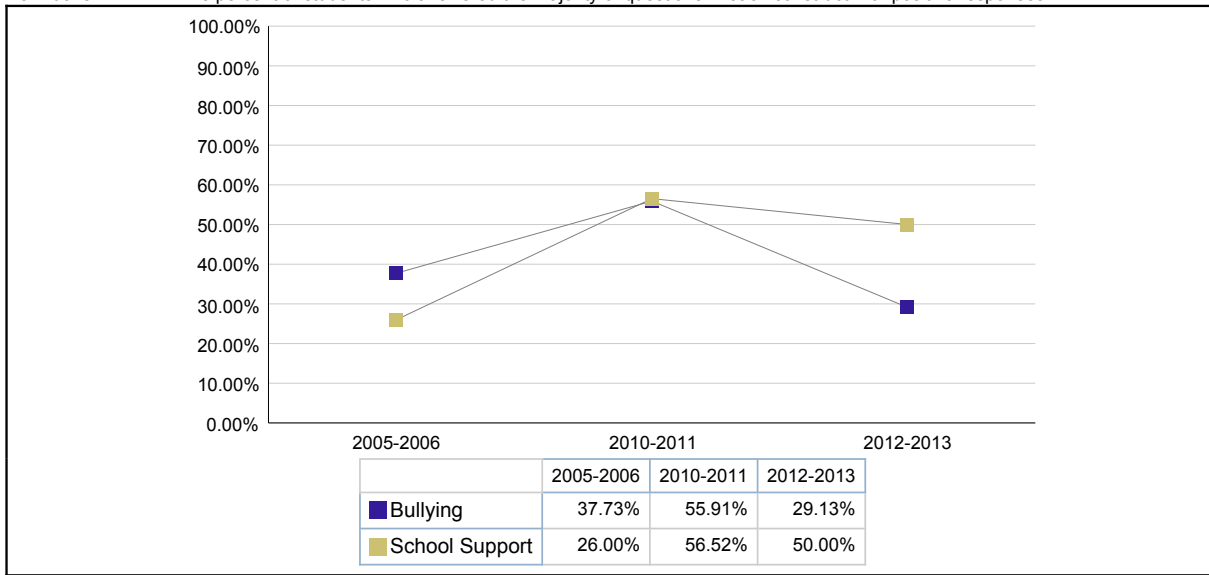


Figure 48: Percent of Students with Positive Responses to Questions in the Construct

Data Source: Iowa Youth Survey

Definitions: The percent of students who answered the majority of questions in each construct with positive responses.





SI 2.5 - School Improvement Data Report

REPORT PURPOSE

The SI 2.5 – School Improvement Data Report allows users to display district-level data on many different topics that are commonly reviewed during school improvement site visits. When available, five years of historical data are displayed in the report.

DATA THAT ARE INCLUDED / EXCLUDED

This report contains longitudinal district-level data for the following topics:

- Whole grade sharing
- Enrollment trend (overall and by subgroups)
- Annual instructional minutes
- Average daily attendance
- SINA/DINA locations
- DIBELS
- Reading proficiency (by grade levels and subgroups)
- Math proficiency (by grade levels and subgroups)
- Science proficiency (by grade levels and subgroups)
- College ready rates. Cut scores for College Readiness are available in the "Iowa Assessments to ITBS/ITED Subtest Crosswalk" in the "Report Definitions" folder of EdInsight Reports.
- High school Carnegie units offered
- Graduation rate
- Disciplinary removals
- Iowa Youth Survey

Several sections of this report rely on the data collection for Student Reporting in Iowa (SRI), which was formerly known as EASIER.

REPORT USES

The data in this report can be used by anyone with access to EdInsight to monitor changes across time on each of the topics. The Department of Education uses this report during accreditation site visits, and makes a redacted version of the report public with each site visit report.

REPORT SECURITY

Any user with EdInsight access may run this report for any district. Users with small cell size access in a particular district may view small cell size data for his/her own district, but will see a redacted version of the report for other districts.

EXPORT TO MICROSOFT EXCEL OR ADOBE READER

This report may be exported to Microsoft Excel or Adobe Reader using Cognos View options found in the upper right hand corner of the report display.

In some cases, Microsoft Internet Explorer may require modification to security settings to permit the Excel program to launch. If this is necessary, in Internet Explorer:

- 1) Select 'Tools' from the menu bar
 - a. Choose 'Internet Options' from the drop-down menu
- 2) Click on the 'Security' tab
 - a. Highlight 'Local intranet' at the top of the tab
 - b. Click on the 'Sites' button
- 3) Click on the 'Advanced' button
- 4) Enter the EdInsight web address into the zone box
 - a. Click the 'Add' button
 - b. Click the 'Close' button
- 5) Click the 'OK' button on the Local intranet pop-up box
- 6) Click the 'OK' button on the Internet Options pop-up box
- 7) Close out of the browser, reopen, and try exporting to Excel

For additional assistance or concerns regarding this report, please contact edinsight@iowa.gov