

# **Comprehensive Site Visit Iowa Department of Education**



## **Treynor Community School District**

**Team Findings  
January 21 – 23, 2014**

Iowa Department of Education  
Grimes State Office Building  
400 E. 14<sup>th</sup> St  
Des Moines, Iowa 50319-0146

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## Vision, Mission, and Goals

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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. The Treynor Community School District (CSD) mission guides teaching and learning as is demonstrated in the district data for both college readiness and Iowa Assessment results. The Treynor CSD stakeholders understand and share a commitment to the district's motto regarding expectations that states, "Excellence is Expected, and Excellence is Achieved". Most interview groups referred to the motto and instructional staff noted it is infused into the instruction. The site visit team noted the presence of the motto throughout the district buildings.
2. The board, general education staff, and principals stated a common goal is to implement Iowa Core with fidelity. For example, a large portion of district professional development is devoted to alignment and implementation of Iowa Core. All the teachers are using a program called Planbook.edu which allows them to identify gap areas.
3. The district has made assessment of student achievement, district effectiveness, and the allocation of time and resources a priority. For example, the district has developed a Strategic Planning document with goals for the next 1-5 years. The strategic plan is a continuous working document with frequent input from stakeholders.

### **Recommendations for Improvement:**

4. None noted at this time.

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## Leadership

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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. Treynor CSD leaders appear to have a visible presence and promote two-way communication between the educational system and stakeholders. For example, interviewees reported school administrators is visible and has an open door policy. Student groups reported they feel comfortable talking to administrators and the superintendent. In addition, parents reported they are provided opportunities for input and receive feedback through two-way communication. They reported feeling comfortable contacting any administrator or staff and receive replies from each.
6. The School Improvement Advisory Committee (SIAC) reported their group is divided into sub-groups that focus on specific areas for improvement (e.g., technology, facilities, Career and Technical Education [CTE], etc.). These small groups then analyze data and provide feedback. The SIAC also noted they have seen their recommendations come to fruition in the district.
7. Treynor CSD staff appear to appreciate administrative feedback. For example, multiple staff members reported the value of the walkthroughs performed by the administrators to improve their instructional practices. They noted feedback is provided verbally, electronically, or in hard copy.
8. Multiple groups reported the ability for students to contribute and lead is built and supported through opportunities such as the Circle of Support program and Conflict Managers. Several stakeholder groups took pride and ownership in the district (e.g., Student Tech Team, Conflict Managers). In addition, students noted other leadership

opportunities which included:

- Student Council
- Apprenticed Computer Experts (ACE) team (for technology assistance)
- Service Learning
- Peer tutors
- Reading buddies
- Junior Optimist Octagon International (JOOI)
- Leadership Academy (7th graders)
- Boys State
- Girls State

### **Recommendations for Improvement:**

9. Treynor CSD's SIAC meets annually to provide recommendations. Although this meets the minimum requirements for accreditation purposes, it may not be the best utilization of community, district, student, and parent input. Multiple stakeholders reported a desire to meet more frequently. The district may want to consider meeting more often in an effort to increase attendance and utilize a more engaged group of stakeholders available to the district.
10. The district has consistently performed a needs assessment every five years. Feedback from stakeholders suggested the district conduct more frequent needs assessments. The site visit team would encourage the district to follow through with this recommendation. The more venues for stakeholders to express needs would be a positive for the district. As the educational landscape continues to change at a rapid rate, this added feedback will aid the district in flexibility of services for changing demographics. For assistance, contact Jennifer Williams, GHAEA, at [jwilliams@ghaea.org](mailto:jwilliams@ghaea.org) for assistance with developing a survey.
11. Although paraprofessionals stated they receive verbal feedback from teachers regarding their job performance, they reported not receiving a job description, an evaluation, or information regarding who their supervisor is (i.e., general or special education teacher or a principal). In addition, there appear to be situations in which the paraeducators perceived they are performing tasks reserved for certified staff (e.g., "given leeway [by a certified teacher via e-mail] to reduce assignments"; a paraeducator described working with small groups as "co-teaching"). Although these activities may not constitute delivery of instruction, the use of terminology indicates a misunderstanding of the paraeducators' role in the classroom. The district is encouraged to establish a schedule for the regular evaluation of paraeducators, align practice with policy and specific job functions, establish procedures, and communicate expectations. Timely evaluations can positively influence work performance and attitudes, as well as student achievement. It is a powerful mechanism to influence instruction and support school improvement efforts. For assistance, visit the Iowa Department of Education website at: <https://www.educateiowa.gov/pk-12/learner-supports/paraeducators>
12. Review of district personnel files indicated evidence of certified support staff (counselor) receiving informal evaluations regarding job performance; however, they are not formally evaluated on a regular basis with the Iowa teaching standards as required by Iowa Code. The evaluation tool must be tied to the eight teacher standards. Although the current evaluation tool does give job performance feedback, it is not tied to the eight standards. The district needs to develop a tool which is aligned with the eight teaching standards to provide feedback to support staff. See the non-compliance items noted in this report. For assistance, contact Matt Ludwig, Education Consultant, at [matt.ludwig@iowa.gov](mailto:matt.ludwig@iowa.gov).

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## Collaborative Relationships

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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. Interview groups reported a strong presence of parent/community volunteerism. Interviewees noted, "We have a ton of volunteers." The district reported they have over 200 parent/community volunteers. In addition, strong community partnerships were reported. Parent reported the joint effort of two separate community entities working collaboratively to provide a robust Financial Literacy Program. Other examples of community partnerships included:
  - Booster clubs
  - Optimists
  - American Legion
  - Treynor State Bank
14. Teachers use Planbook.edu to post lesson plans online. Instructional support teachers use the online Planbook for alignment of supplemental and intensive instructional opportunities for Title I students.
15. Treynor CSD has embraced the collaborative nature of social media to open new and unique venues for informing stakeholders. Communication happens in a variety of ways which included:
  - Facebook
  - Twitter
  - Newsletter
  - Website
  - Area newspaper

### **Recommendations for Improvement:**

16. Interviewees reported the perception exists of inconsistency in district wide scheduled collaboration. For example, paraprofessionals, instructional support staff (i.e. GT, title I, media) and special education teachers reported infrequent direct collaboration time with general education teachers they work with. Most communication occurs through emails, copies of lesson plans in mailboxes, and informal conversations. Paraeducators have limited collaboration opportunities with special education teachers. It is encouraged that the development of the Individualized Education Program (IEPs), including the goals, is a collaborative process involving the general education staff, parents, administrator(s), special education staff, students and paraprofessionals, when appropriate. Additionally, the district may want to encourage district-wide collaboration between instructional staff and technology personnel in an effort to help integrate technology instruction into the learning environment.
17. The district appears to have a peer review plan in place, but information gathered from interviews indicates the district is in the very early stages of implementation. Although this is a new requirement, the expectation is districts need to move towards putting a system in place. The district may want to investigate ways to gain staff input and outside expertise to put peer review in place. For assistance, contact Jan Norgaard, GHAEA, at [jnorgaard@ghaea.org](mailto:jnorgaard@ghaea.org) or for additional guidance consult the Iowa Department of Education website at <https://www.educateiowa.gov/documents/newsroom/2013/06/2013-01-25-extended-guidance-practitioner-collaboration-and-peer-review>.
18. Although Treynor CSD meets the minimum requirements of code regarding homelessness, the district might want to evaluate the policies and practices regarding homeless students. For example, the home liaison named in district documents differs from that which is listed on the Iowa Department of Education website. Also, the format of the poster used for community notification of services for homeless children and families appears outdated. The district may want to review their procedures and update their materials and utilize information found on the Iowa Department of Education website at: <https://www.educateiowa.gov/pk-12/title-programs/title-x-part-c-homeless-education>

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## Learning Environment

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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:**

19. Multiple interview groups cited Capturing Kids Hearts training as ensuring a safe learning and social environment for the students at Treynor CSD. All certified staff were given the opportunity to be trained in this program. Students noted a change in their relationships with teachers stating teachers make a daily connection with each student be actions such as shaking student's hands or other personal acknowledgements.
20. Treynor CSD appears to provide support for students in a variety of ways. For example, students reported bullying at the high school is below average and is not as much of a concern as it was in middle school. In addition, multiple interview groups noted the guidance counselors are utilized and provide social/emotional support for addressing student needs. For example, counselors conduct individual meetings with secondary students, forming student groups based on need, and teaching social/emotional skills in the classroom. A parent stated her child had a specific struggle and the guidance counselor formed a support group to address the need. Additional support opportunities included:
  - Training students to be Conflict Managers,
  - Circle of Supports
  - Rock In Prevention
  - Weekly Cardinal Connections
21. Students, teachers, parents, and SIAC members all mentioned pride and a sense of community at Treynor CSD. The site visit team noted the clean and orderly school environment. Safety appears to be a priority as well. The district has installed buzzer systems on all major entrances over the summer. Multiple groups reported improvement in security which includes monitored entrances and 911 radios.

### **Recommendations for Improvement:**

22. When asked to what degree students at Treynor CSD are bullied or harassed, middle school students indicated bullying is about average where as high school students indicated it was below average. The district may want to continue to revisit the tenants of the Olweus program with a specific focus on bullying at the middle school specifically targeting cyber bullying prevention. Websites with resources include:  
<http://www.stopbullying.gov/>; <http://www.nasponline.org/resources/bullying/index.aspx>;  
<http://www.pacer.org/bullying/resources/activities/>;  
<http://www.schoolclimate.org/bullybust/>  
For assistance, contact Steve Schwiesow, GHAEA, at [sschwiesow@ghaea.org](mailto:sschwiesow@ghaea.org) or Deb Zebill, GHAEA, at [dzebill@ghaea.org](mailto:dzebill@ghaea.org).
23. The site visit team noted the use of terms such as “IEP students” or “disabled students” during the site visit interviews. The district may want to consider raising the awareness among staff and students of people first language, (i.e., a student with a hearing impairment vs. a hearing impaired student). The use of people first language will demonstrate respect of diverse groups and preserves the dignity of staff, students, and parents.



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## Curriculum and Instruction

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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:**

24. The district has increased their classroom technology over the last five years. For example, each classroom is supplied with a projector, and all students in grades 6-12 are included in a 1:1 computer initiative, with iPads for students in grades 6-8 and laptops for students in grades 9-12. In addition, teachers reported using Planbookedu.com for lesson planning and alignment. Other web based tools utilized included [www.turnitin.com](http://www.turnitin.com), [www.edmodo.com](http://www.edmodo.com), and [www.schoolology.com](http://www.schoolology.com).
25. The Treynor CSD staff accepts responsibility for the students' learning of the essential curriculum and appears to have the knowledge and skills needed to implement characteristics of effective instruction. All interview groups reported a consistent focus on Iowa Core. Most interview groups discussed the importance of Iowa Core and the alignment benefits it brings to the district curriculum. In addition, students reported teachers were willing to ensure students understand and are learning the desired content. High school students stated teachers are always available before and after school. Middle school students reported some teachers use multiple ways to teach standards in order for students to understand content.
26. The district values academic rigor and provides opportunities for students to expand upon their learning. For example, interviewees reported the use of service learning projects to teach students the value of service to the community. Students, SIAC and teachers all were proud of the service projects initiated by the schools. Some other examples included:
  - Earn college credit (e.g., a student will be graduating with 25 this year)

- Project Lead the Way
  - HEX course offerings for middle school students
  - Efforts to implement service learning
  - Partnering with Treynor State Bank to offer instruction in financial literacy K-12
27. Treynor CSD appears to strive for alignment of content, instruction, and assessments. For example, administrators reported exploring standards based report cards at the elementary level. This practice would allow the district to assess the intended and enacted curriculum more closely and communicate student success in Iowa Core.

### **Recommendations for Improvement:**

28. Students reported a desire for more Advanced Placement (AP) courses. In addition, students reported a need for an additional foreign language course. Students stated multiple times throughout the interview they would like to have more cultural diversity in their curriculum. Administrators and parents also expressed concern regarding the lack of diversity. The district may want to consider ways to broaden the course offerings to address the diversity needs for graduates going out into a global society.
29. Multiple interview groups spoke of the high value of education in the district/community-- including post-high school. Although over 90% of the district's graduates attend a 2 or 4-year institution, parents expressed concern regarding career explorations options not offered by the district. For example, there is limited skill preparation for students entering the workforce directly after high school or entering non degree trades. The district may want to consider ways to support career training through CTE options at the high school level. For assistance, contact Murray Fenn, CTE Consultant, GHAEA, at [mfenn@ghaea.org](mailto:mfenn@ghaea.org).
30. The current District Developed Service Delivery Plan (DDSDP) for students with IEPs consists of pullout services and one-on-one paraeducators. Staff indicated this has been effective. Middle school students stated a lack of consistency in utilizing differentiated instruction. It was reported co-teaching is not practiced in the district. A limited continuum of services is available for students with IEPs. When the district receives the written site visit report and re-visits their current practices, they may want to consider reevaluating their current use of resources and delivery system. In that process, perhaps professional development would be beneficial regarding the Least Restrictive Environment continuum of special education services (e.g., services outside of the resource room, effective collaboration, co-teaching).
31. CTE teachers reported the following ideas to improve the program. The site visit team encourages the district to pursue these ideas:
- Moving Family and Consumer Science (FCS) program from Comprehensive to Early Childhood
  - Industrial Technology teachers partnering with industry in the area to enhance and focus the program
  - Include OSHA certification for students
  - Promote CTE programs as options to a 4-year college
32. With the adoption of Common Core English Language Arts Standards, the need to provide a broad range of high-quality, increasingly challenging literary and informational texts at all grade levels is essential for student success. Although the library program meets minimum compliance, it is unclear to the site visit team if a process is in place to develop a viable, cohesive, and comprehensive K-12 information literacy curriculum or

that a thorough process was used to solicit information regarding updating the collection to better meet instructional needs. For example, the library program does not appear to be embracing the emerging technologies such as ebooks and textbooks online. The district may want to conduct a comprehensive evaluation of the program and look for ways to modernize the system to match the direction of the district. If a comprehensive school library plan does not exist, the district is encouraged to develop one. This plan would help the district address a variety of school library needs. Guidance for this plan can come from School Library Guidance document on the Department of Education's website: <https://www.educateiowa.gov/documents/learner-supports/2013/04/07-08-school-library-program-guidelines-handout-format>

33. The Treynor CSD Gifted and Talented (GT) program needs to continue to develop high school programming. The district has had to utilize a part-time staff member for the K - 12 program. While the district's GT program meets minimum state requirements, interviewees indicated improvements in the program could benefit students. Consider the following suggestions:
- Training is available at minimal cost for teachers who do not have advanced degrees to teach AP courses (Belin-Blank Center, University of Iowa).
  - Develop Personalized Education Plans (PEPs) for all identified students K - 12. The PEP could be reviewed periodically with the student and monitored for progress with PEP goals and to help individualize and guide your GT program.
  - Inform identified 9th and 10th grade students they are eligible for Post-Secondary Options Act (PSEO) courses through the high school course registration handbook.
  - Expand the GT learning opportunities for high school students such as Odyssey of the Mind or other enrichment opportunities.
  - Engage in long-range planning at the elementary, middle school, and high school levels to anticipate and be prepared for meeting the academic needs of advanced learners.
  - Allocate planned, scheduled time for the GT teacher to collaborate with general education teachers on ways to meet the needs of students identified as GT in the regular classroom.
  - Establish a district-wide GT parent advisory to provide an opportunity for learning, input, and feedback to support the growth of students identified as GT.

For assistance, contact Rosanne Malek, Iowa Department of Education, at [Rosanne.malek@iowa.gov](mailto:Rosanne.malek@iowa.gov).

34. Although the district has a Lau plan that meets compliance, the document review process uncovered some components of the plan that need correction. For example, districts are required to use the TELPA exam for identification and the IELDA for progress monitoring. The site visit team recommends use of TELPA to identify/placement ELL students and I-ELDA for progress monitoring as required by Title III. In addition, the terminology within the plan needs to be consistent throughout the document. For example, in some instances the term English Language Learner (ELL) is used and other times English as a Second Language (ESL) is used. The district may want to consider developing and utilizing a district committee to evaluate and revise the district Lau plan. For assistance, contact Kerry Aistrope, Regional Administrator, GHAEA, at [kaistrope@ghaea.org](mailto:kaistrope@ghaea.org).

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## Professional Development

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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:**

35. Treynor CSD professional development is focused and based on research-based strategies. Documents and interviews reflect focused professional development in Iowa Core and alignment to assessments. The district has devoted much of the required 36 hours of collaboration to support the implementation of the Iowa Core. In addition, interviewees reported professional development is planned and facilitated by teachers in collaboration with administrators. This is a shift from previous practice and appears to be supported by staff.
36. District administrators provided three continuous days of teacher training in Capturing Kids Hearts. This program provides the following:
  - Relationship building
  - Social contracts
  - Affirmations
  - Common language

### **Recommendations for Improvement:**

37. School board members reported limited participation in board-focused professional development. The board is encouraged to consider the benefits of establishing commitment to continued professional development for the purpose of deepening its knowledge and skills in matters impacting policy decisions. Examples include, but are not limited to:
- Allocate time monthly to study and dialogue about a chapter in the Iowa Association of School Board's (IASB) *Leadership for Student Learning*.
  - Monthly study and conversation of pertinent professional topics (e.g., curriculum; Iowa Core; instruction, assessment, Iowa Professional Development Model, or leadership). Select an area of focus, plan the study, and sustain the focus until completion before moving to another topic.
  - Make conferences and other IASB training opportunities a priority.

For assistance, visit the IASB website at: [www.ia-sb.org](http://www.ia-sb.org) .

38. Paraeducators reported they are not always involved in district professional development opportunities. The district is encouraged to ensure instructional support staff are provided training to support the work they do with students. (i.e., 1:1 computers, CPI/Mandt training, etc.). In addition, the district may want to consider offering Capturing Kids Hearts training to non-certified staff (i.e., paraeducators, kitchen staff, bus drivers, secretaries, custodians, etc.)
39. Although poverty indices within the district indicate a low number of students may be impacted by the culture of poverty as compared to surrounding districts, interviewees reported the free and reduced lunch indicator has increased over time. Data on free and reduced lunches serves as an indicator of the frequency of poverty impacting some students and families (8.9% in 2012-2013). Poverty represents one of three constant cultural challenges (poverty, disability, cultural differences) to high student achievement in public schools. Overcoming the influence of poverty in schools has been addressed in current research emphasizing the strategies schools have used to improve learning. A study of this research may be useful in determining effective instructional strategies to increase student achievement for students impacted by poverty. This knowledge could also assist the district in developing professional development offerings to improve teaching strategies to meet student-learning needs. The district may want to take advantage of some of the free internet resources such as Teaching Tolerance at: <http://www.tolerance.org/> or utilize a book study regarding the most current research on instructional strategies to meet the needs of students such as the work of Ruby Payne or Eric Jensen.

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## Monitoring and Accountability

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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:**

40. Basic Educational Data Survey (BEDS) data and site interviews indicate that appropriate Highly Qualified Teachers (HQT) components are being implemented with integrity in the district. Special education teachers are using the Consultation and Reverse Consultation model.
41. The district reported the use of strategies that ensure 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
42. Assessments are used for a variety of purposes. Star Reading and Mathematics assessments provide valuable feedback to teachers. Both general education teachers and instructional support teachers reported the use of data to support student learning and to determine the need for supplemental or intensive instruction. The district has developed and is using graduation competency tests as a requirement for graduation. These tests have been revised in order to remain current and relevant. There is a trend of students scoring high on the ACT (i.e., above the state and nation).
43. SIAC members reported their recommendations are acted upon by school administrations. Several members stated they were able to follow specific initiatives which started with the SIAC committee through to implementation (e.g., 1:1 computer initiatives) SIAC felt they had good, accurate data to dig into in their meeting. They noted breaking into smaller groups with data to provide feedback to the administration as a efficient approach to data analysis.
44. The percentage of Treynor CSD students in the proficient range of achievement on the 2012-2013 Iowa Assessments is the same or higher than GHAEA and/or State of Iowa Averages in the following areas:

- a. 3rd, 4th, 5th, 6th, 7th, 8th, and 11th grade reading
- b. 3rd, 5th, 6th, 7th, 8th, and 11th grade mathematics
- c. 3rd, 4th, 5th, 6th, 7th, 8th, and 11th grade science

See Appendix A, Accreditation Site Visit Data Report, figures (8-14, 20-26, 32-38) for additional information.

### **Recommendations for Improvement:**

45. The percentage of Treynor CSD students below the proficient range of achievement on the 2012-2013 Iowa Assessments is lower than GHAEA and/or State of Iowa Averages in the following areas:

- 3rd grade mathematics

See Appendix A, Accreditation Site Visit Data Report, figures (8-14, 20-26, 32-38) for additional information.

46. Although Treynor CSD has consistently scored above the state and GHAEA on the Iowa Assessments, the district has achievement gaps between students with IEPs and students without IEPs and between students qualifying for free and reduced lunch and students who do not qualify. For example, the following chart shows the percent proficient gap for the 2012-2013 school year for reading, mathematics, and science.

Percent of Students in Grades 3-8, 11 Proficient on Iowa Assessments

	12-13 Reading	12-13 Mathematics	12-13 Science
All Students	86.33%	84.89%	90.64%
Students with IEPs	65.00%	50.00%	75.00%
Students qualifying FRL	78.78%	75.75%	81.81%

AYP Assessment File (See Data Report at the end of this report)

To learn strategies to assist in closing the gap, district staff could participate in GHAEA professional development regarding Specially Designed Instruction (SDI).

47. Statistically, a small percentage (i.e., about 1%) of students with IEPs qualify for Alternative Assessment. Considering the district's low number of students with IEPs (about 5%), there exists a possible concern regarding appropriate assignment of alternative assessment to students. The visiting team recommends the district special education teams (including GHAEA personnel) review the guidelines for alternative assessment to ensure fidelity of participation. For assistance, contact Ron Russell, GHAEA, at [rrussell@ghaea.org](mailto:rrussell@ghaea.org) or consult the Iowa Department of Education website: <https://www.educateiowa.gov/pk-12/special-education/assessment-testing/iowa-alternate-assessment-1-iaa>.
48. The district has a low percentage of students in the following demographics: free and reduced lunch, special education, and at-risk. The district currently has no identified students in some demographics such as, ELL and homeless. The district may want to become more proactive in planning for meeting the needs of students identified in these areas. The team noted district plans such as ELL, homeless, and District Developed Service Delivery Plan need to be updated. As demographics change in the state, the district will need to take a more proactive stance on serving non-traditional students. In addition, as state laws change (such as early literacy requirements), the district will need



to be prepared to put programs in place to meet those requirements. For assistance, contact Jan Norgaard, GHAEA

49. Evidence exists the district is conducting detailed analysis of test data. For example, review of district documentation revealed a detailed data note book with information about students who are in need of assistance according to standardized test scores. The district may want to consider developing a data wall for this information. The wall could compare Iowa Assessment data and Star Reading/Mathematics data. The staff could schedule collaboration time to analyze the data and evaluate student progress. In addition, the district may want to reflect on the use of NWEA paper and pencil tests as the second assessment. Evidence indicated the test is used more as compliance rather than utilizing the data gathered. The district might consider upgrading to the electronic version and expanding the grade levels where testing occurs. This assessment could assist in progress monitoring and collecting growth data if used more extensively intended. For assistance, contact Sherry Huffman, Assessment Consultant, GHAEA, at [shuffman@ghaea.org](mailto:shuffman@ghaea.org).
50. Administrators and support staff reported the district Student Advocate Team (SAT) has been improved. As the district evaluates and monitors the process, the team may want to consider incorporating the tenants of Response to Intervention (RtI)/Multi-Tiered System of Supports (MTSS). The district might consider the following features of a strong student support system:
- All students are part of the general education system and have access to the general education curriculum.
  - There is shared responsibility for student achievement across the entire school community.
  - The best way to address student-learning abilities that exceed core instruction is to be proactive; therefore, any process of instructional decision-making must allow for the earliest possible assistance.
  - Differentiated instruction is an essential part of the core instruction program.
  - Accurate reliable data are essential to determine the instructional abilities of all students and to match resources to those abilities.
  - Instructional decisions are based on multiple sources of data.
  - The effectiveness of instruction is routinely monitored; on-going formative data are used to indicate when changes in instruction are needed.
  - Parents are vital members of the team to support students.
  - Administrators and teacher leadership teams are vital in the instructional leadership and data based decision-making of a district and school.
  - Quality professional development is required to support implementation of a systemic effort to support RtI/MTSS and insure teachers have adequate tools and strategies.
  - Students and teachers have the necessary supports and resources to meet the needs of all students.

For assistance, contact Eric Neessen, Regional Administrator, GHAEA, at [eneessen@ghaea.org](mailto:eneessen@ghaea.org).



**Treynor Community School District's 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.



# Iowa Department of Education



## Treynor Comm School District - Site Visit Display

**District verified non-compliance items have been reviewed with the district superintendent on 1/23/2014 12:21:59 PM.**

Name of person certifying form	Title of person certifying form	Phone number of person certifying form
Kevin Elwood	Superintendent	712-487-3414

**Team Leader: Janet Boyd Start Date: 1/21/2014 End Date: 1/23/2014 Date Results Posted: 1/23/2014 12:13:37 PM Final State Certified Date: 3/7/2014 3:21:12 PM**

<b>Noncompliance finding</b>	(EV3) The school district does not implement its evaluation procedures for all teachers. 281—IAC 12.3(3) and Iowa Code 279.14
<b>Additional Details:</b>	The counselor evaluation does not have a direct link to the 8 Iowa Teaching Standards.
<b>District Action Plan:</b>	The administrative team is currently working to revise our counselor evaluation forms so that a direct link to the 8 Iowa Teaching Standards is shown and documented as part of the counselor evaluation.
<b>Projected Date of Completion:</b>	2/1/2014
<b>Additional Documentation Required and person responsible:</b>	Once the counselor evaluation forms have been revised as stated above, Mr. Elwood will email a copy of the updated forms to Janet Boyd for her review and approval.
<b>Approval Dates:</b>	District Approved:1/30/2014 10:36:53 AM State Approved:3/7/2014 3:20:38 PM
This noncompliance finding has been corrected by the district.	



**SI 2.5 - School Improvement Data Report**  
**Treynor Community School District (6453)**  
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#### Figure 1: Whole Grade Sharing

Data Source: Spring BEDS

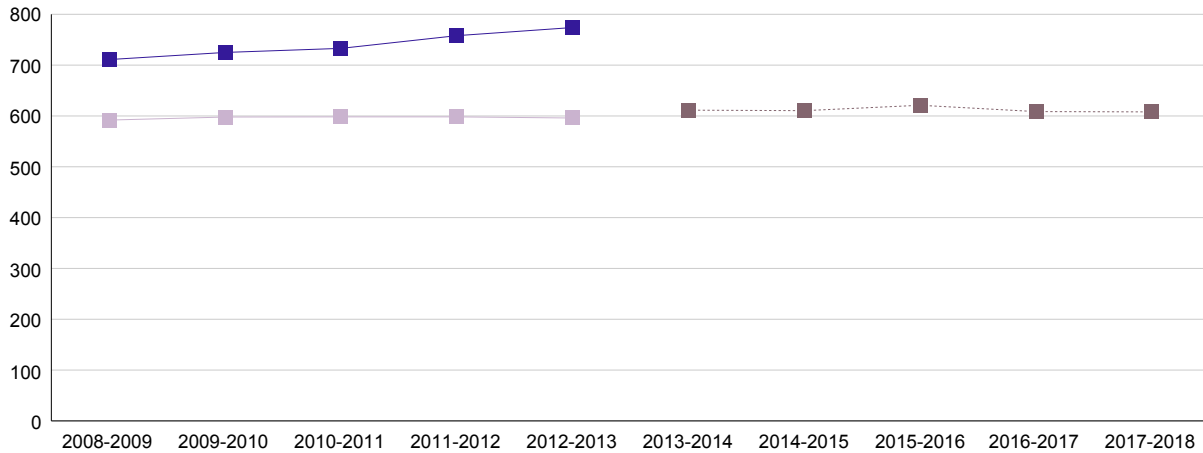
Definitions: Whole grade sharing occurs when all of the students in any grade in two or more school districts share an educational program for all of a school day under a written agreement.

*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.

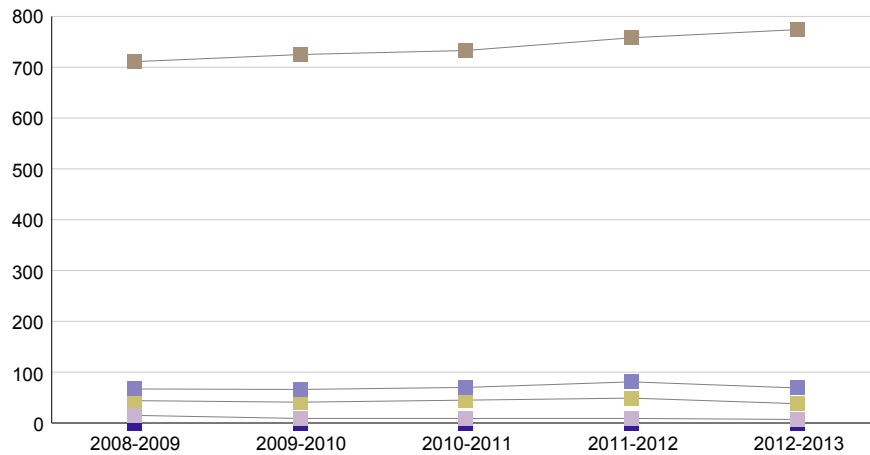


	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
■ BEDS Enrollment	711	725	733	758	774					
■ Certified Enrollment	592	598	598	598	596					
■ Projected Enrollment						611	610	621	609	608

**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.



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Students	711	725	733	758	774
IEP	44	41	45	49	38
FRL	67	66	70	81	69
ELL	0	0	0	0	0
Minority	15	9	9	9	7

**Figure 4: Annual Instructional Minutes**

Data Source: Spring BEDS

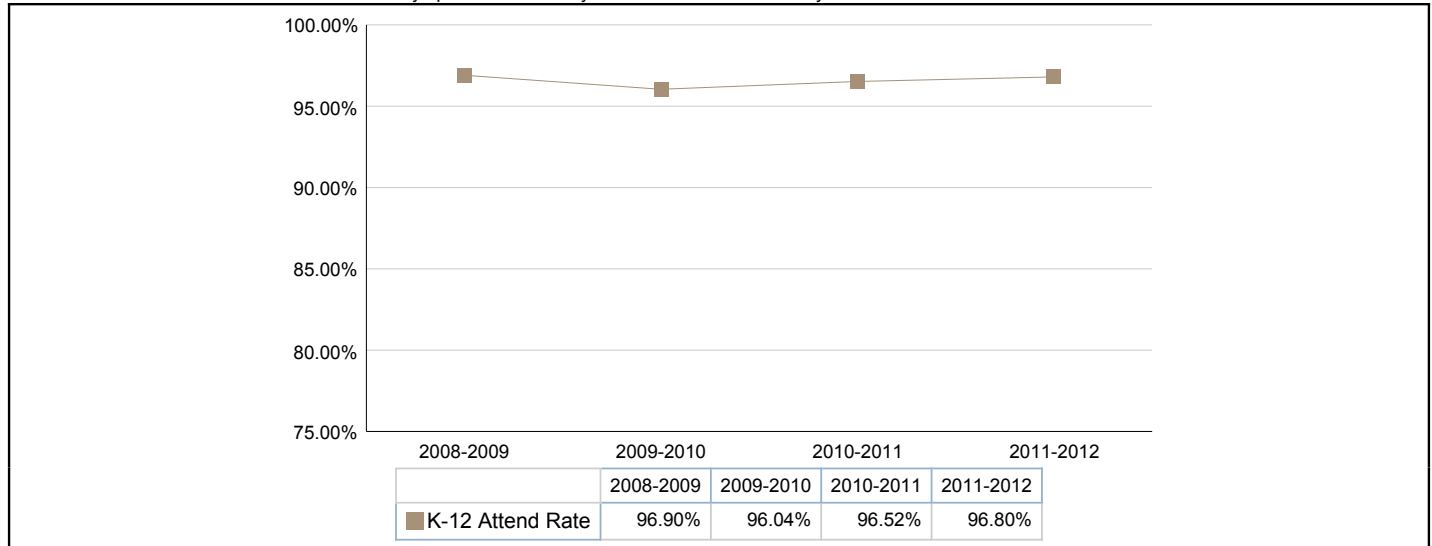
Definitions: Total number of instructional minutes offered during the school year, including full and partial day minutes.

District	School	Total Annual Instructional Minutes
6453	Treynor Elementary School (6453-0409)	68,660
6453	Treynor High School (6453-0172)	68,660
6453	Treynor Middle School (6453-0209)	68,660
	State Average	66,791

**Figure 5: Average Daily Attendance**

Data Source: Spring EASIER/SRI

Definitions: Total number of student days present divided by total number of student days enrolled.



**Figure 6: Schools/Districts in Need of Assistance Status**

Data Source: AYP Assessment File

Definitions: SINA/DINA status is based on assessment participation, annual 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
6453	Treynor Community School District (6453)	Yes	MET	MET
6453	Treynor Elementary School (6453-0409)	Targeted	MET	MET
6453	Treynor High School (6453-0172)	No Value	MET	MET
6453	Treynor Middle School (6453-0209)	No Value	Watch	MET

District	School Name	Title 1 Status	Math Part.	Reading Part.	Other
6453	Treynor Community School District (6453)	Yes	MET	MET	MET
6453	Treynor Elementary School (6453-0409)	Targeted	MET	MET	MET
6453	Treynor High School (6453-0172)	No Value	MET	MET	MET
6453	Treynor Middle School (6453-0209)	No Value	MET	MET	NA

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

Data Source:  
Definitions:

Fall EASIER/SRI  
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.



	2009-2010	2010-2011	2011-2012	2012-2013
% At Benchmark	89.66%	76.67%	95.00%	82.69%

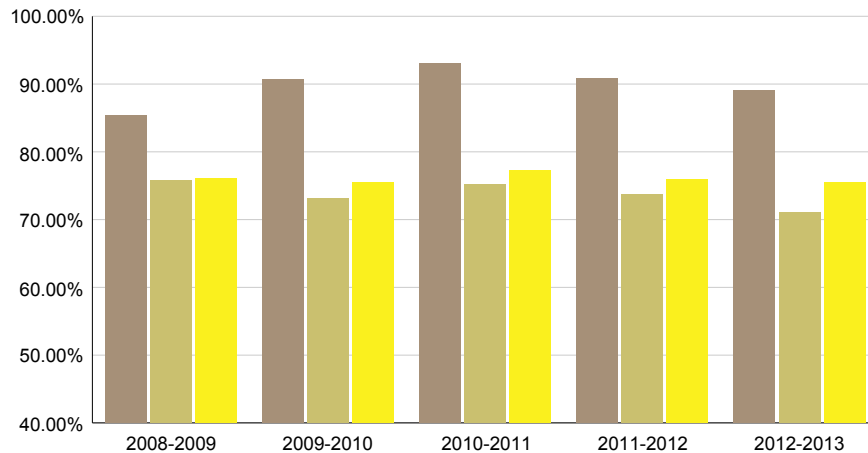
**Figure 8**

Data Source:  
Definitions:

### Percent of Students in Grade 3 Proficient in Reading

AYP Assessment File

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.



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Grade 03, DISTRICT	85.45%	90.74%	93.10%	90.77%	89.06%
Grade 03, AEA	75.72%	73.08%	75.18%	73.76%	71.06%
Grade 03, STATE	76.08%	75.56%	77.32%	75.89%	75.50%

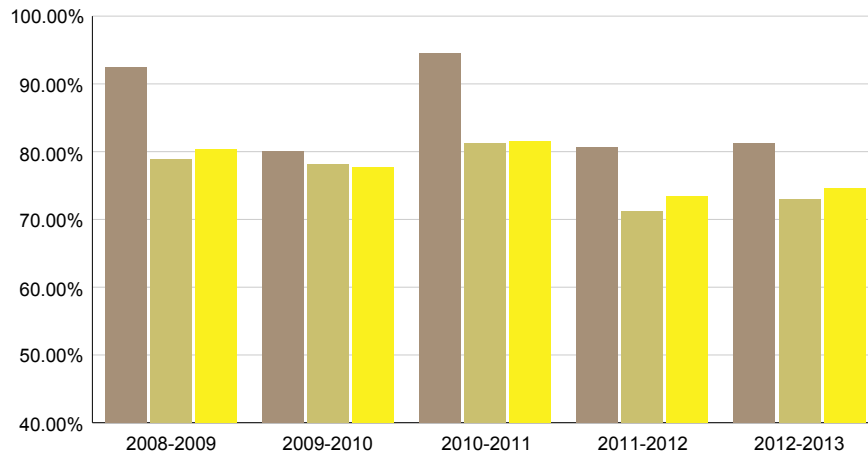
**Figure 9**

Data Source:  
Definitions:

### Percent of Students in Grade 4 Proficient in Reading

AYP Assessment File

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.



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Grade 04, DISTRICT	92.45%	80.00%	94.55%	80.65%	81.25%
Grade 04, AEA	78.86%	78.20%	81.22%	71.19%	73.01%
Grade 04, STATE	80.36%	77.66%	81.58%	73.48%	74.63%

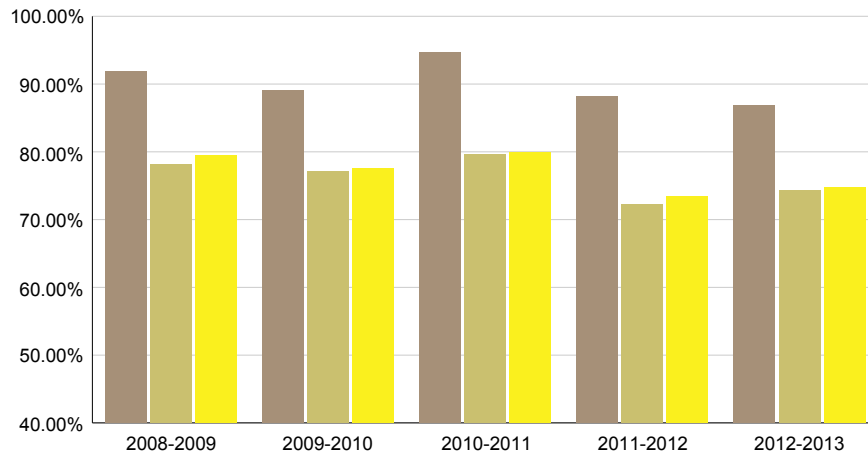


**Figure 10**

Data Source:  
Definitions:

### Percent of Students in Grade 5 Proficient in Reading

AYP Assessment File  
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.



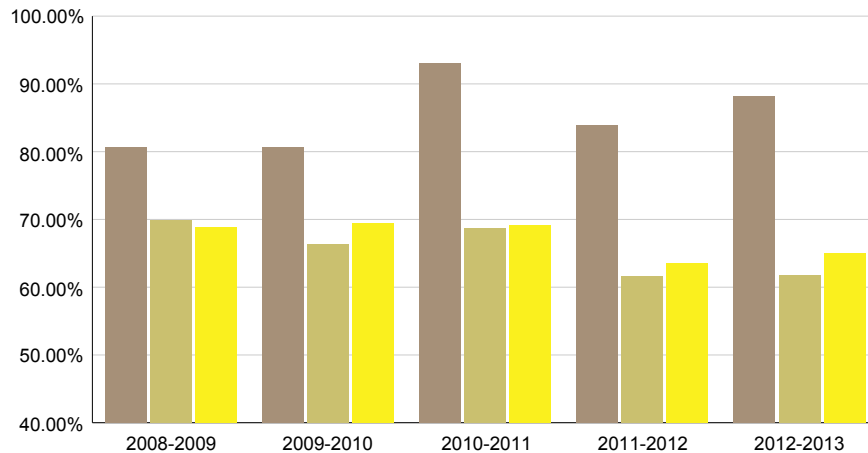
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Grade 05, DISTRICT	91.94%	89.09%	94.74%	88.14%	86.89%
Grade 05, AEA	78.20%	77.06%	79.59%	72.23%	74.35%
Grade 05, STATE	79.53%	77.61%	79.85%	73.42%	74.76%

**Figure 11**

Data Source:  
Definitions:

### Percent of Students in Grade 6 Proficient in Reading

AYP Assessment File  
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.



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Grade 06, DISTRICT	80.70%	80.65%	92.98%	83.93%	88.14%
Grade 06, AEA	69.85%	66.37%	68.76%	61.57%	61.70%
Grade 06, STATE	68.86%	69.45%	69.11%	63.53%	65.03%

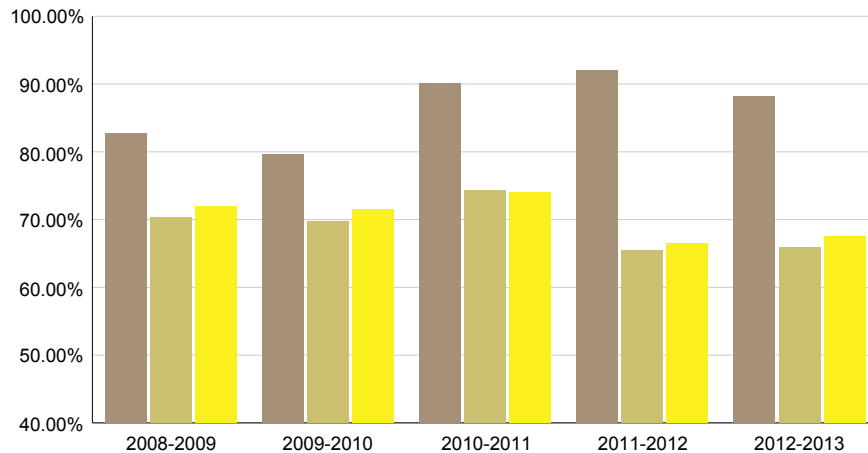
**Figure 12**

Data Source:  
Definitions:

### Percent of Students in Grade 7 Proficient in Reading

AYP Assessment File

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.



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Grade 07, DISTRICT	82.76%	79.66%	90.16%	92.06%	88.24%
Grade 07, AEA	70.35%	69.72%	74.34%	65.51%	65.95%
Grade 07, STATE	71.91%	71.55%	74.00%	66.48%	67.57%

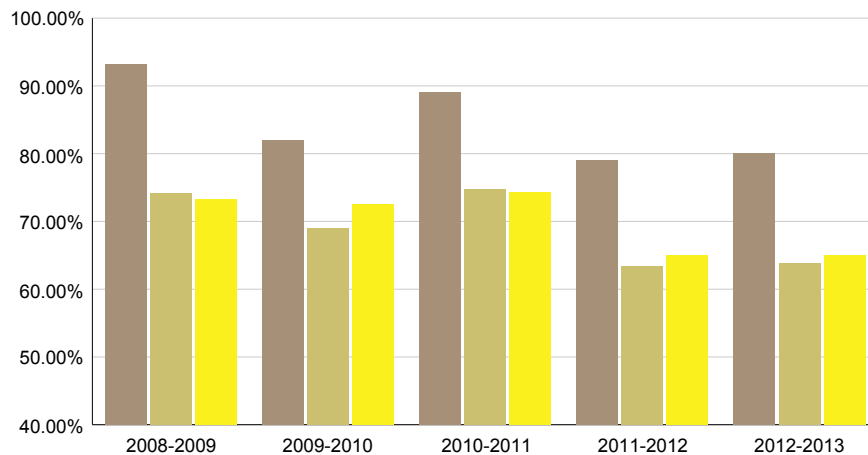
**Figure 13**

Data Source:  
Definitions:

### Percent of Students in Grade 8 Proficient in Reading

AYP Assessment File

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.



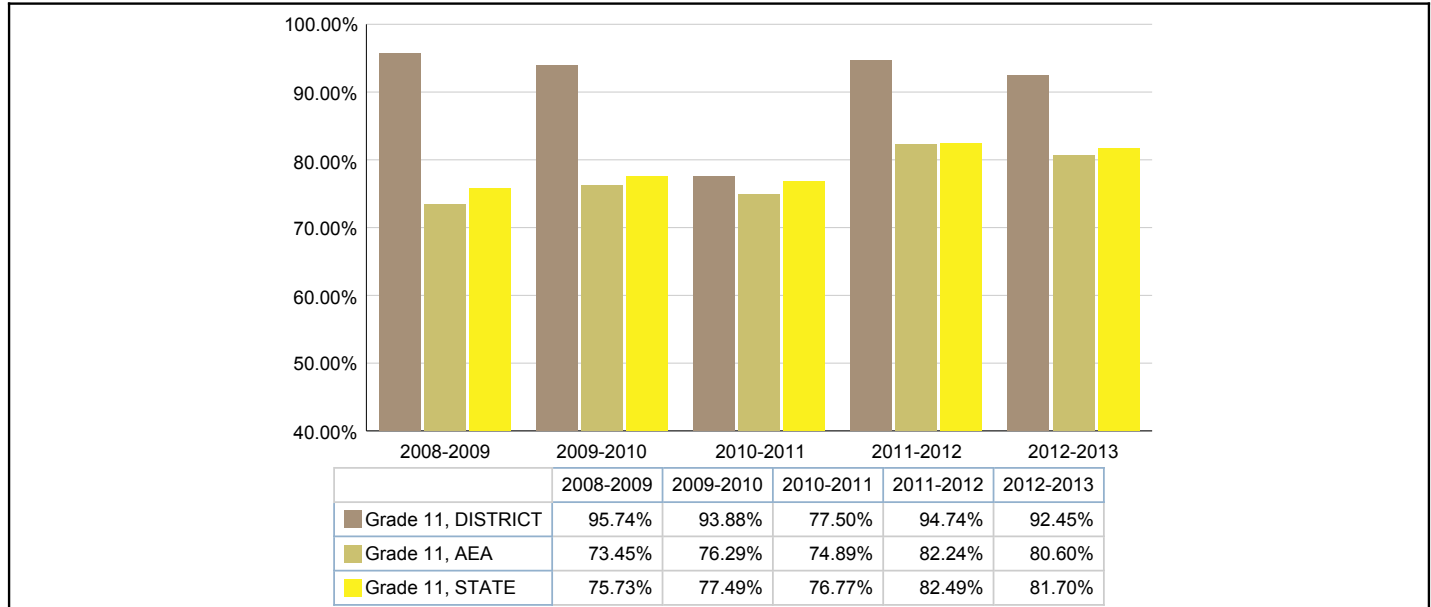
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Grade 08, DISTRICT	93.22%	81.97%	89.09%	79.03%	80.00%
Grade 08, AEA	74.11%	69.00%	74.70%	63.34%	63.81%
Grade 08, STATE	73.26%	72.61%	74.34%	64.98%	65.00%

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

Data Source:  
Definitions:

AYP Assessment File

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.

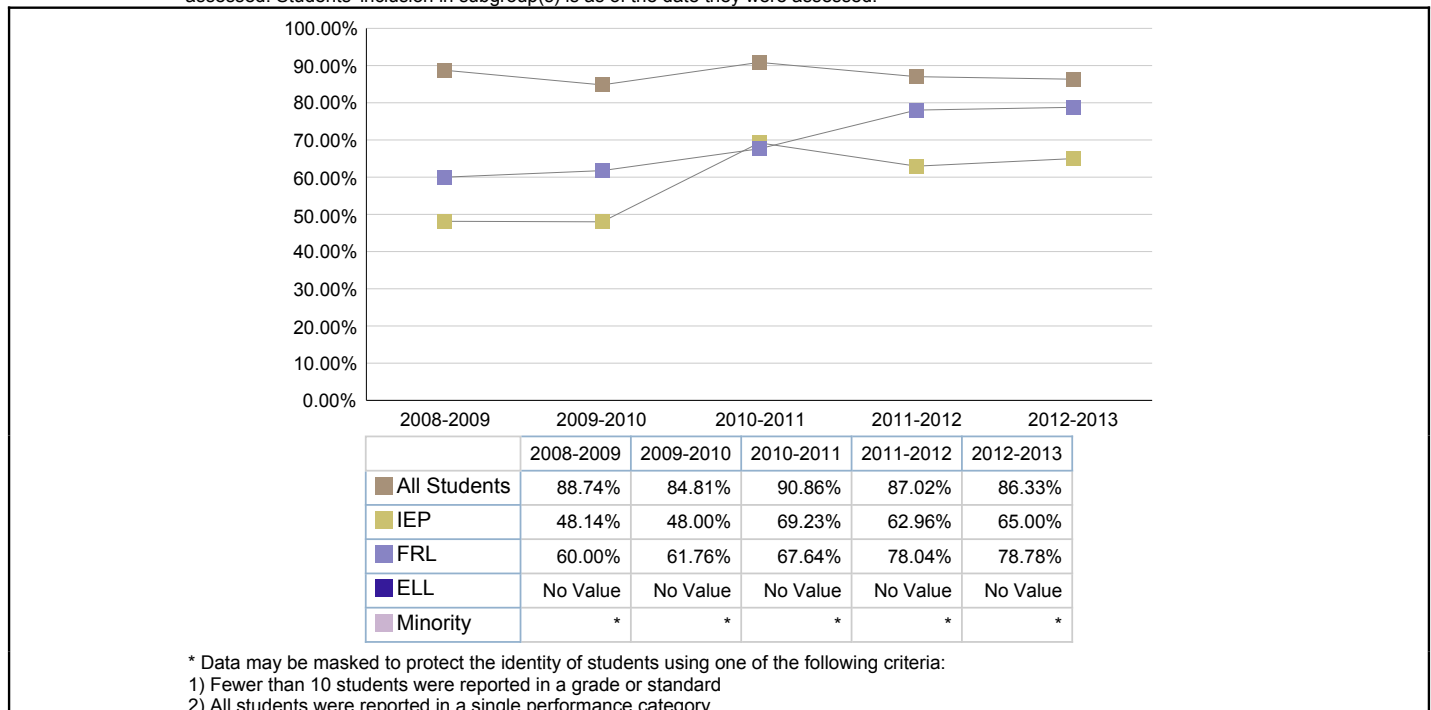


**Figure 15:** Percent of Students in Grade 3 - 11 Proficient in Reading by Subgroups: All students, Minority, FRL, ELL IEP

Data Source:  
Definitions:

AYP Assessment File

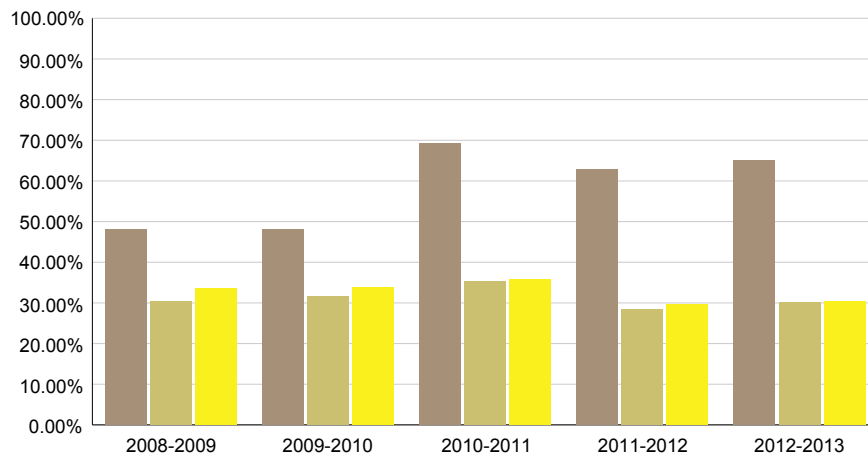
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**Figure 16: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Reading**

Data Source: AYP Assessment File

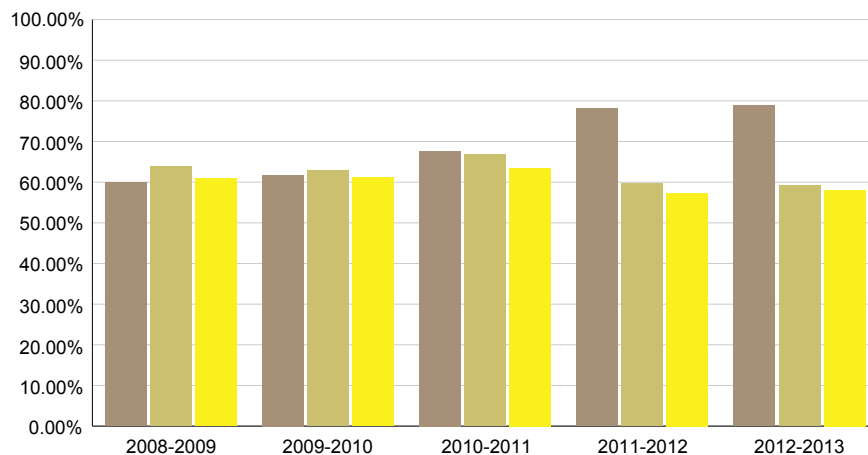
Definitions: Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the 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.



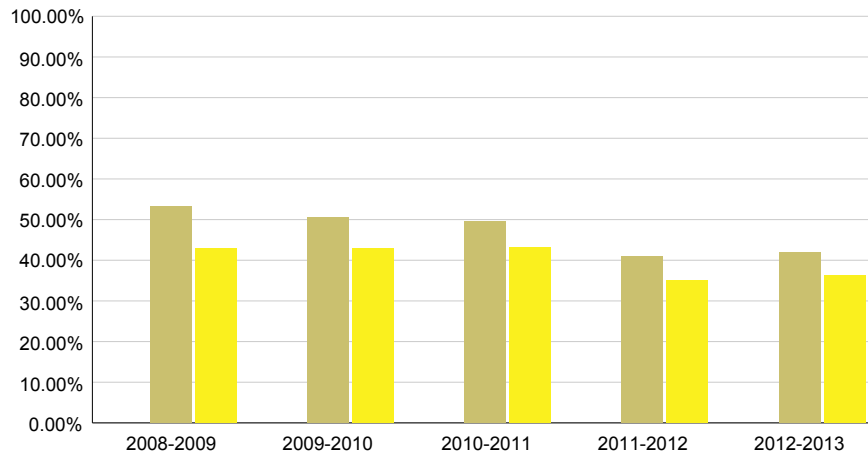
## SI 2.5 - School Improvement Data Report Treyner Community School District (6453)

[Report Definition](#)

**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.

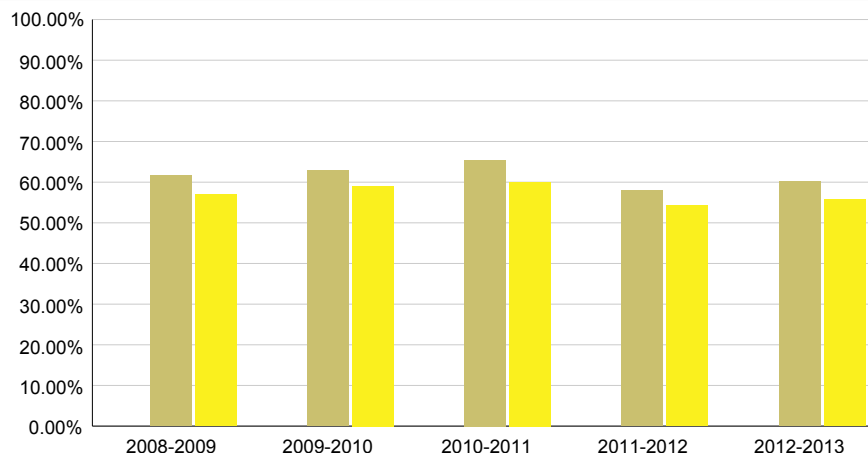


	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
DISTRICT	No Value	No Value	No Value	No Value	No Value
AEA	53.23%	50.62%	49.53%	41.00%	41.96%
STATE	43.00%	42.94%	43.18%	35.11%	36.39%

**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.



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
DISTRICT	*	*	*	*	*
AEA	61.63%	62.78%	65.45%	58.01%	60.15%
STATE	56.94%	59.05%	60.04%	54.25%	55.72%

\* Data may be masked to protect the identity of students using one of the following criteria:

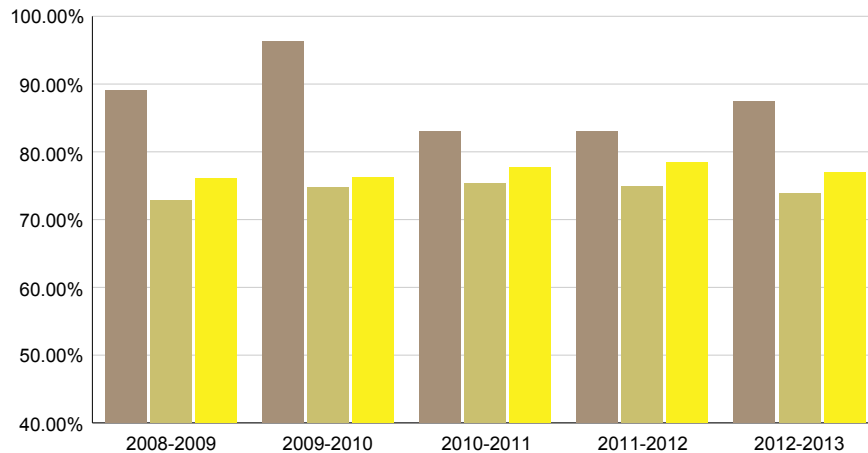
- 1) Fewer than 10 students were reported in a grade or standard
- 2) All students were reported in a single performance category

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

Data Source:  
Definitions:

AYP Assessment File

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:  
Definitions:

AYP Assessment File

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.

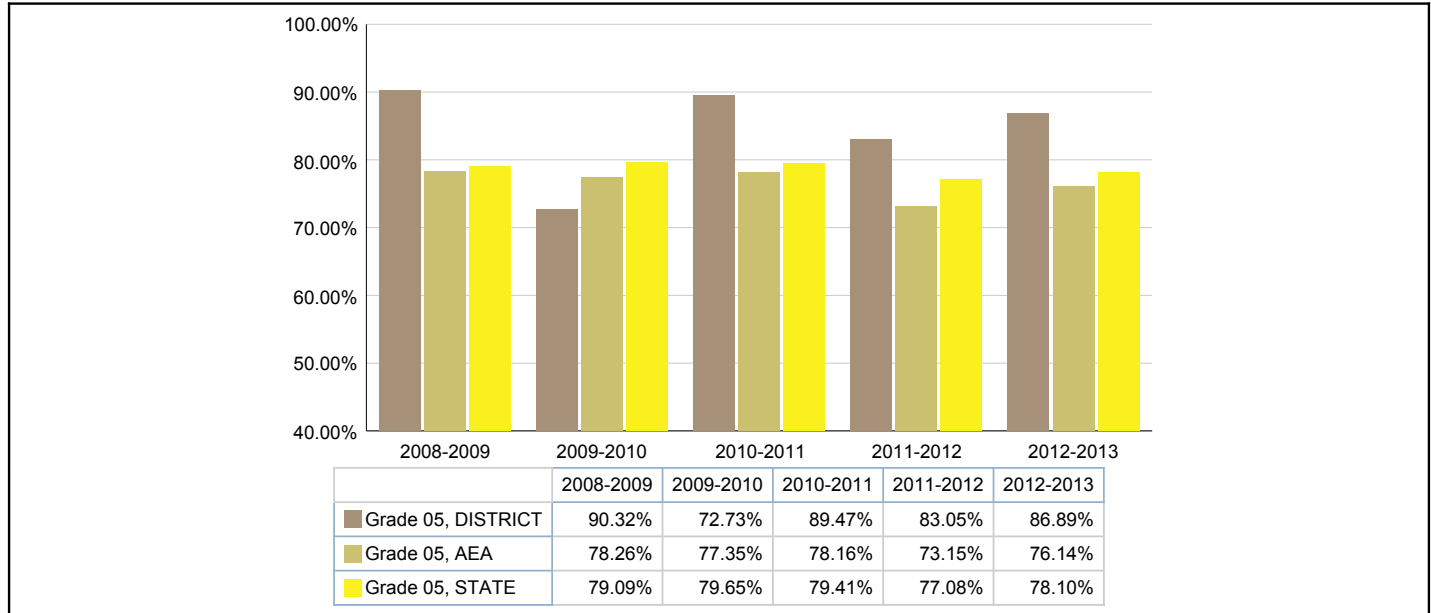


**Figure 22: Percent of Students in Grade 5 Proficient in Math**

Data Source:  
Definitions:

AYP Assessment File

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.

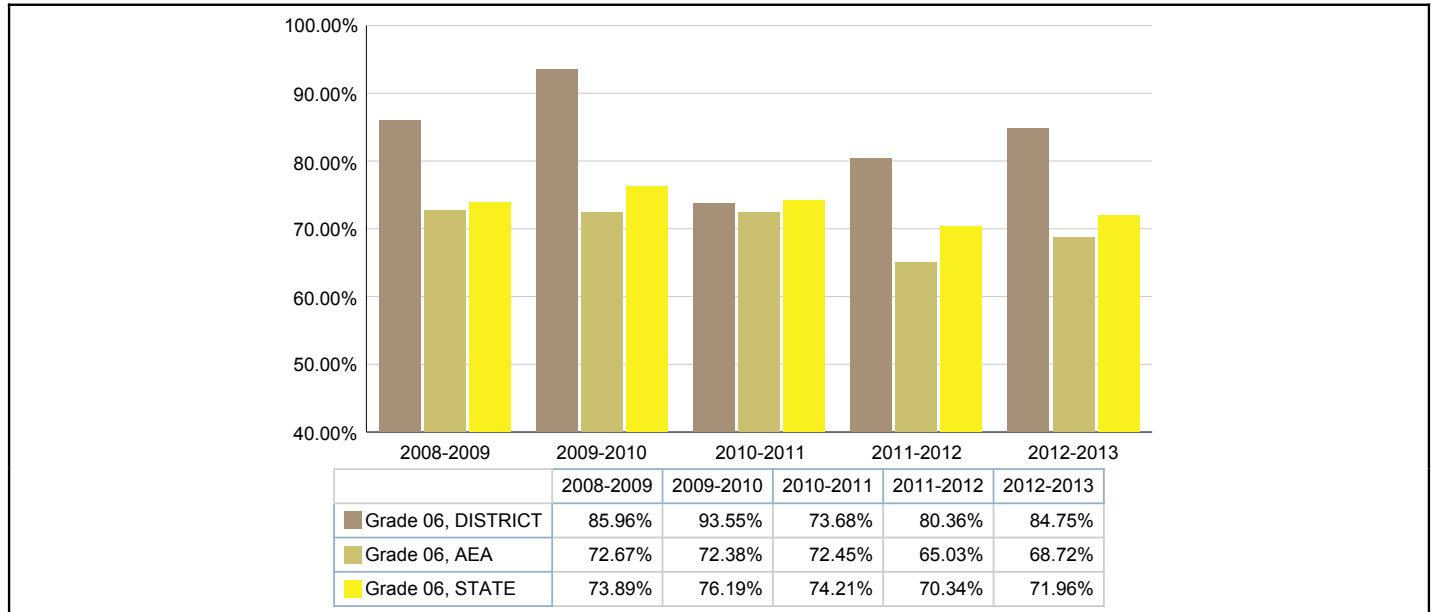


**Figure 23: Percent of Students in Grade 6 Proficient in Math**

Data Source:  
Definitions:

AYP Assessment File

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.

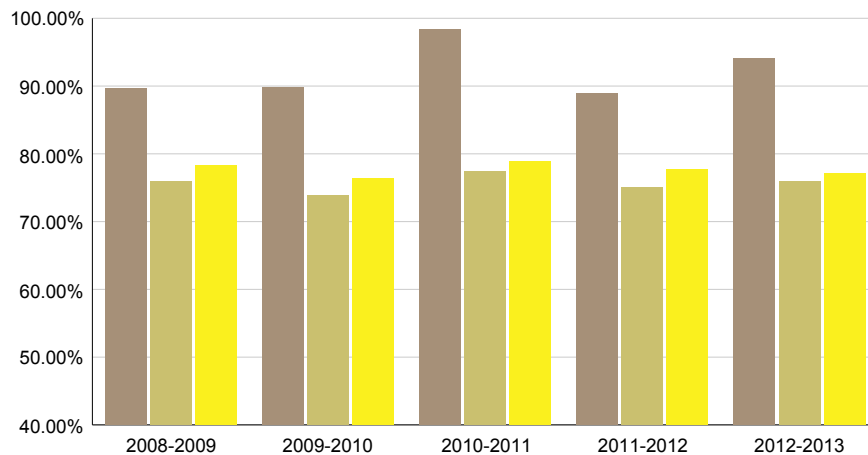


**Figure 24: Percent of Students in Grade 7 Proficient in Math**

Data Source:  
Definitions:

AYP Assessment File

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.

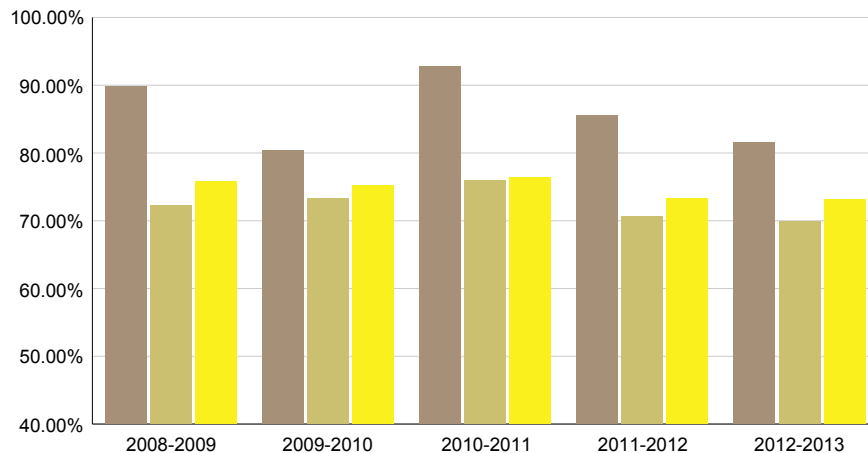


**Figure 25: Percent of Students in Grade 8 Proficient in Math**

Data Source:  
Definitions:

AYP Assessment File

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.

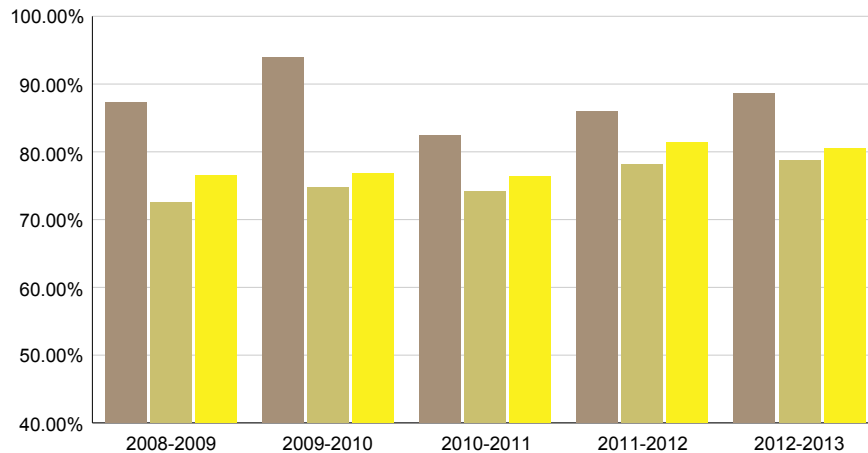




**Figure 26: Percent of Students in Grade 11 Proficient in Math**

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.

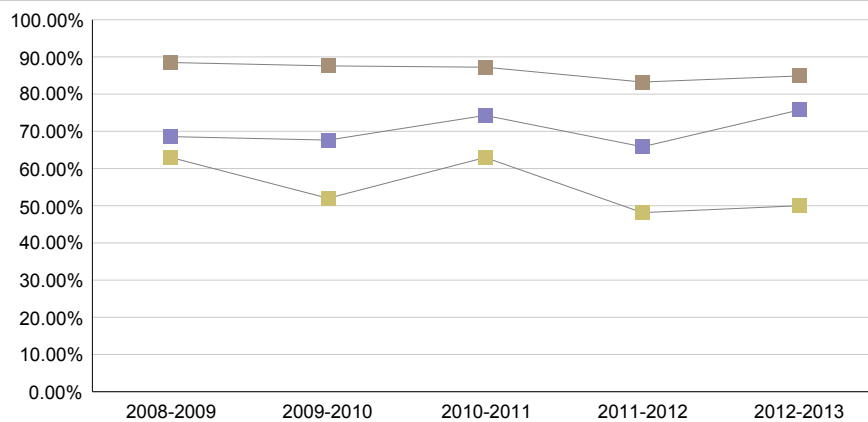


	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Grade 11, DISTRICT	87.23%	93.88%	82.50%	85.96%	88.68%
Grade 11, AEA	72.60%	74.69%	74.17%	78.10%	78.67%
Grade 11, STATE	76.59%	76.78%	76.41%	81.35%	80.47%

**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.



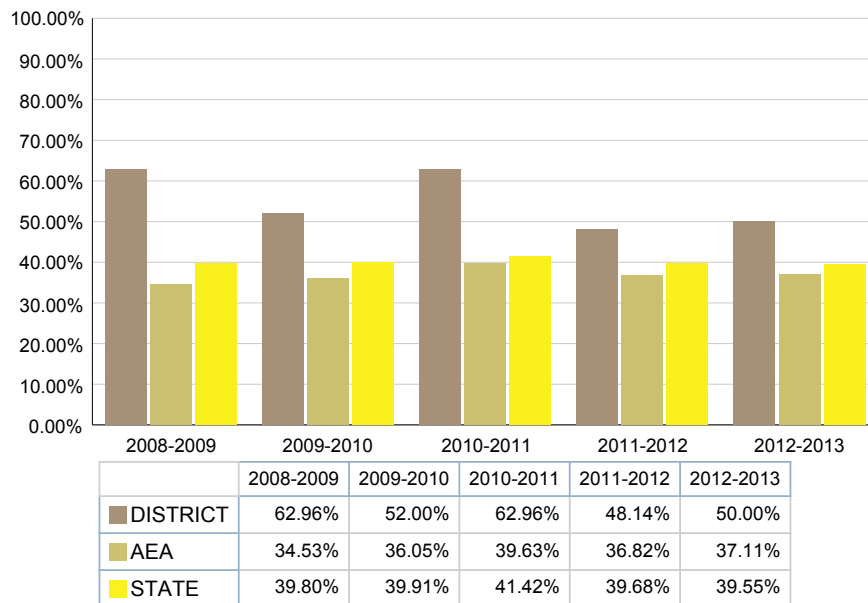
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
All Students	88.49%	87.59%	87.23%	83.25%	84.89%
IEP	62.96%	52.00%	62.96%	48.14%	50.00%
FRL	68.57%	67.64%	74.28%	65.85%	75.75%
ELL	No Value	No Value	No Value	No Value	No Value
Minority	*	*	*	*	*

\* Data may be masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in a grade or standard
- 2) All students were reported in a single performance category

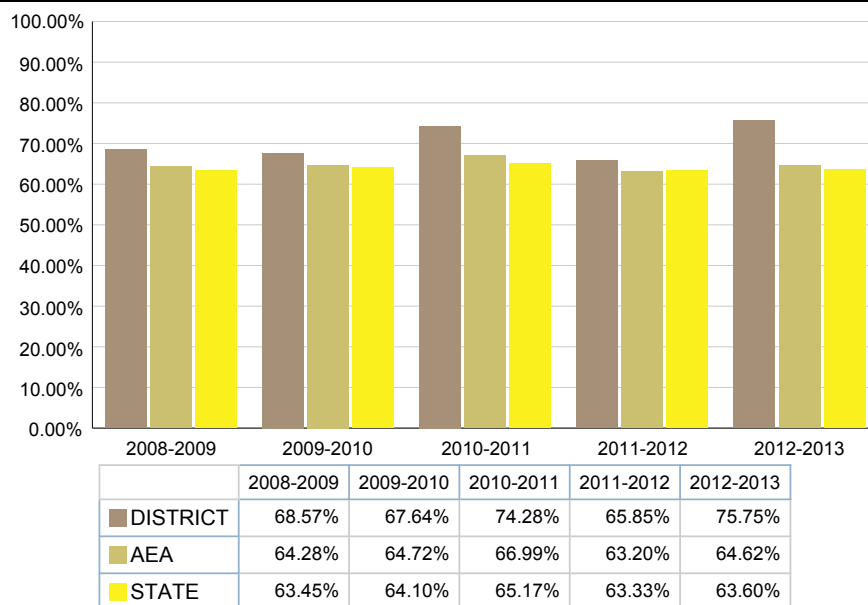
**Figure 28: Percent of Students with Disabilities in Grades 3-8, 11 Proficient in Math**

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.



## SI 2.5 - School Improvement Data Report

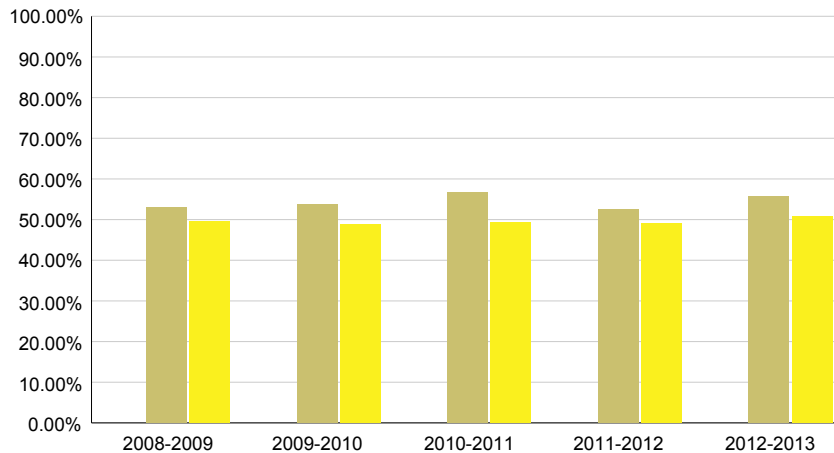
### Treynor Community School District (6453)

[Report Definition](#)

**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.

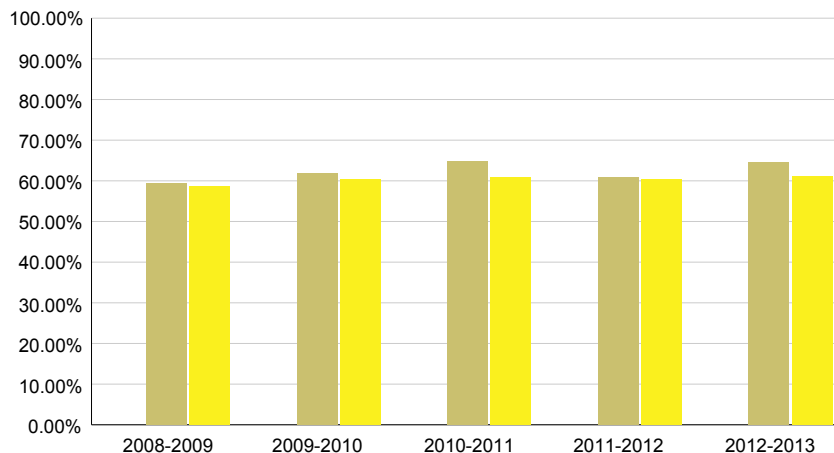


	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
DISTRICT	No Value	No Value	No Value	No Value	No Value
AEA	53.11%	53.78%	56.64%	52.58%	55.83%
STATE	49.65%	48.80%	49.29%	49.01%	50.67%

**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.



	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
DISTRICT	*	*	*	*	*
AEA	59.41%	61.91%	64.90%	60.88%	64.62%
STATE	58.76%	60.33%	60.78%	60.47%	61.18%

\* Data may be masked to protect the identity of students using one of the following criteria:

- 1) Fewer than 10 students were reported in a grade or standard
- 2) All students were reported in a single performance category

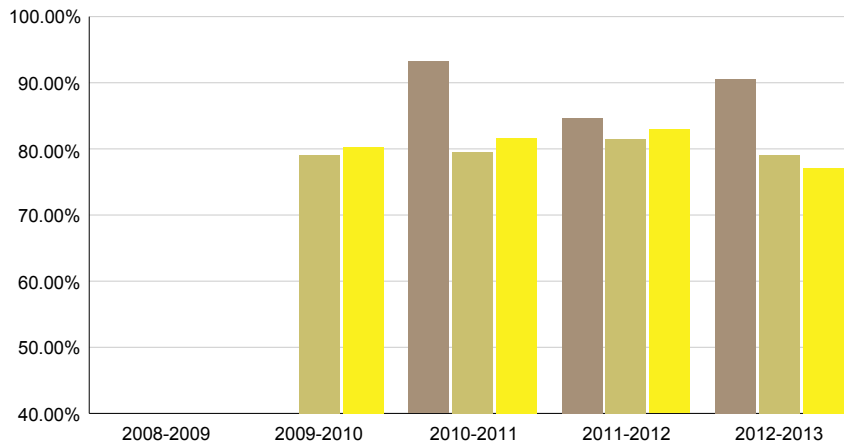
**Figure 32: Percent of Students in Grade 3 Proficient in Science**

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.



\* Data may be masked to protect the identity of students using one of the following criteria:  
 1) Fewer than 10 students were reported in a grade or standard  
 2) All students were reported in a single performance category

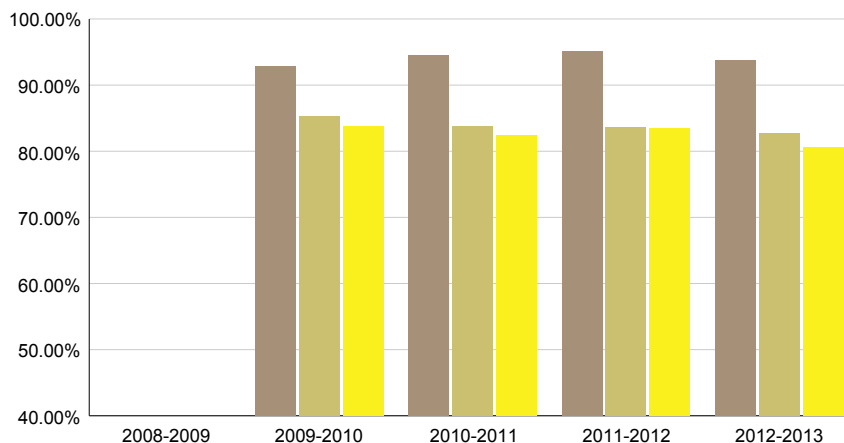
**Figure 33: Percent of Students in Grade 4 Proficient in Science**

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.

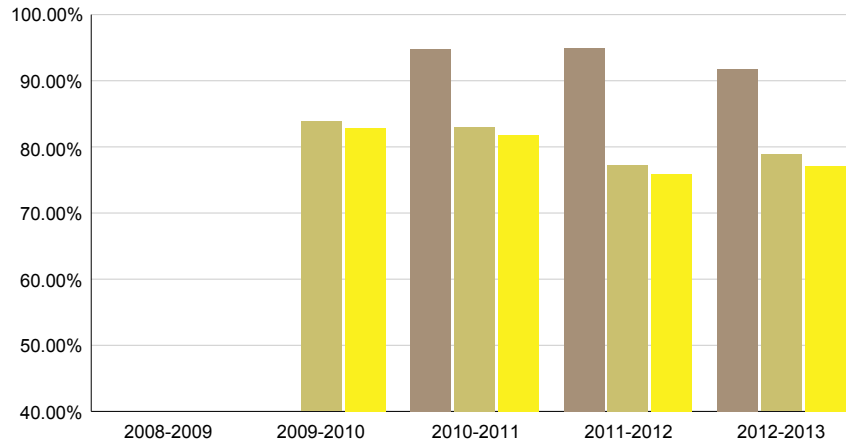


**Figure 34: Percent of Students in Grade 5 Proficient in Science**

Data Source:  
Definitions:

AYP Assessment File

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.



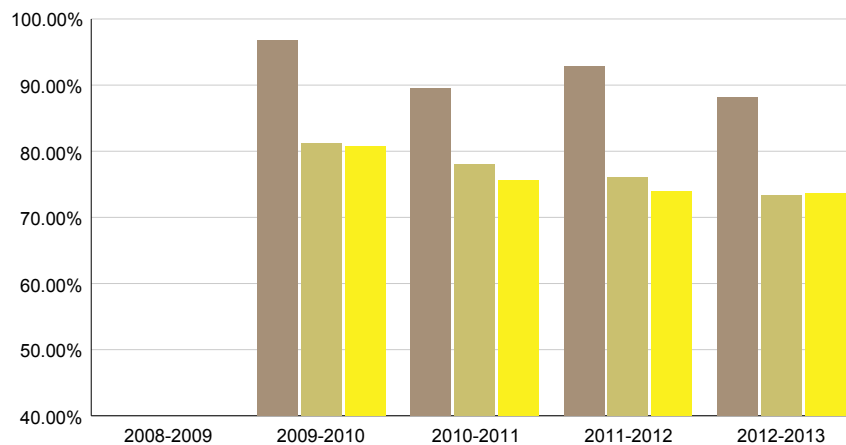
\* Data may be masked to protect the identity of students using one of the following criteria:  
1) Fewer than 10 students were reported in a grade or standard  
2) All students were reported in a single performance category

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

Data Source:  
Definitions:

AYP Assessment File

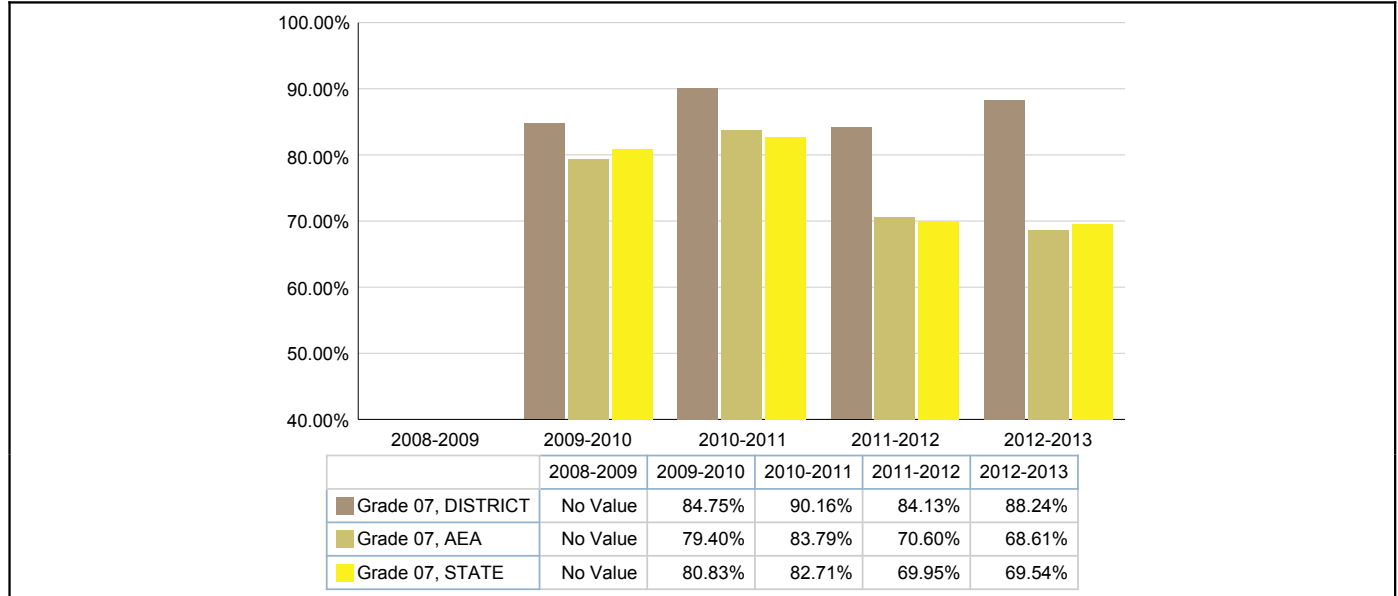
Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, the proficiency 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:  
Definitions:

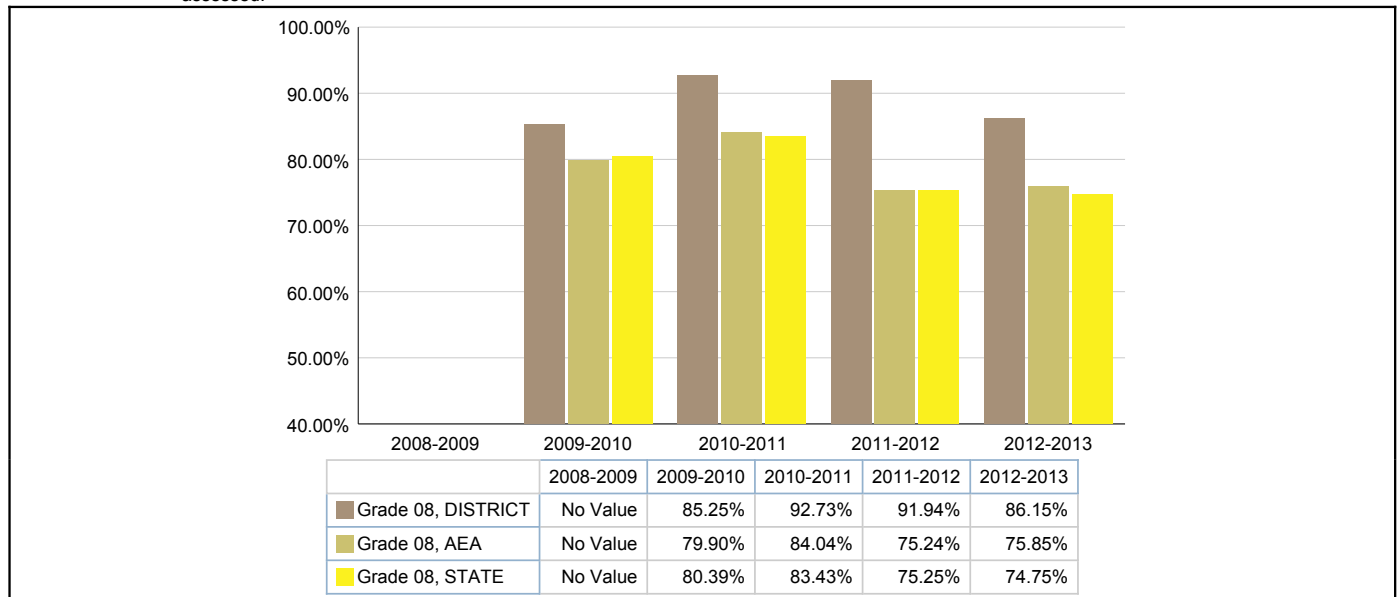
AYP Assessment File  
Student achievement data in this report is based on attending district and includes students taking an Iowa Assessment or Iowa Alternate Assessment. Proficiency in Reading, Math, and Science on the ITBS/ITED through 2010-2011 is defined as at or above the 41st percentile. In 2011-12, 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:  
Definitions:

AYP Assessment File  
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.



## SI 2.5 - School Improvement Data Report

### Treynor Community School District (6453)

[Report Definition](#)

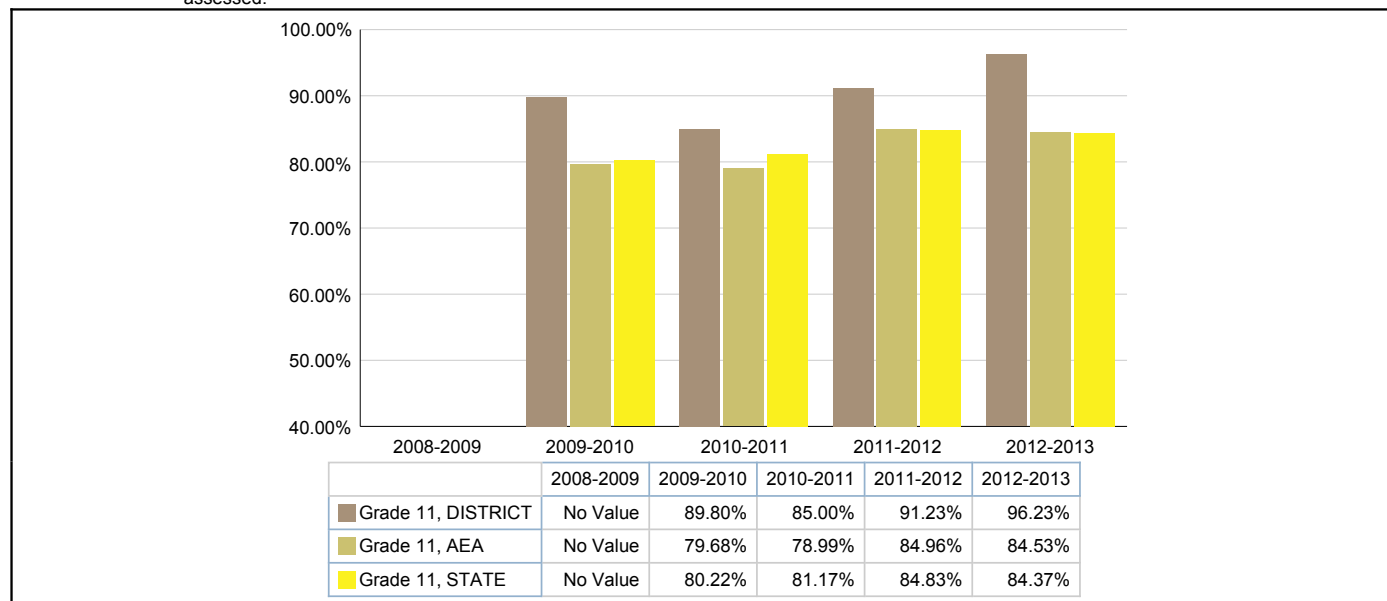
**Figure 38: Percent of Students in Grade 11 Proficient in Science**

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.



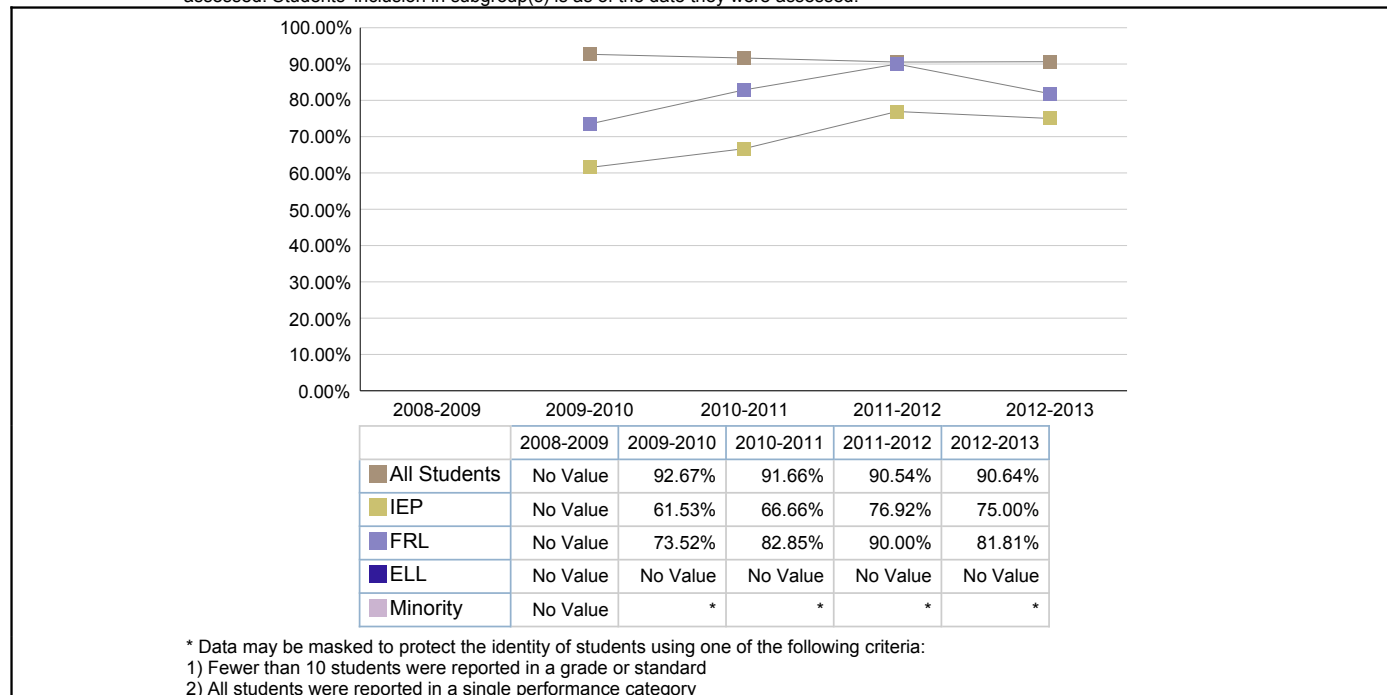
**Figure 39: Percent of Students in Grade 3 - 8, 11 Proficient in Science by Subgroups: All students, Minority, FRL, ELL IEP**

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.



## SI 2.5 - School Improvement Data Report Treyner Community School District (6453)

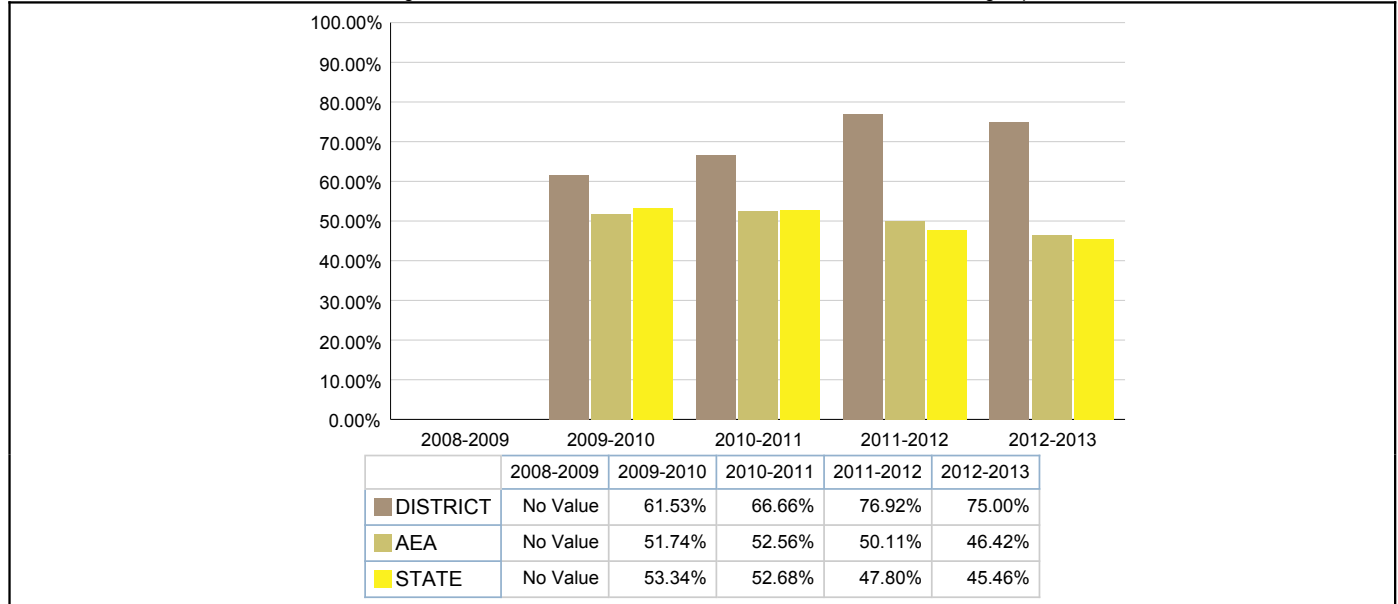
[Report Definition](#)

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

Data Source:  
Definitions:

AYP Assessment File

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.

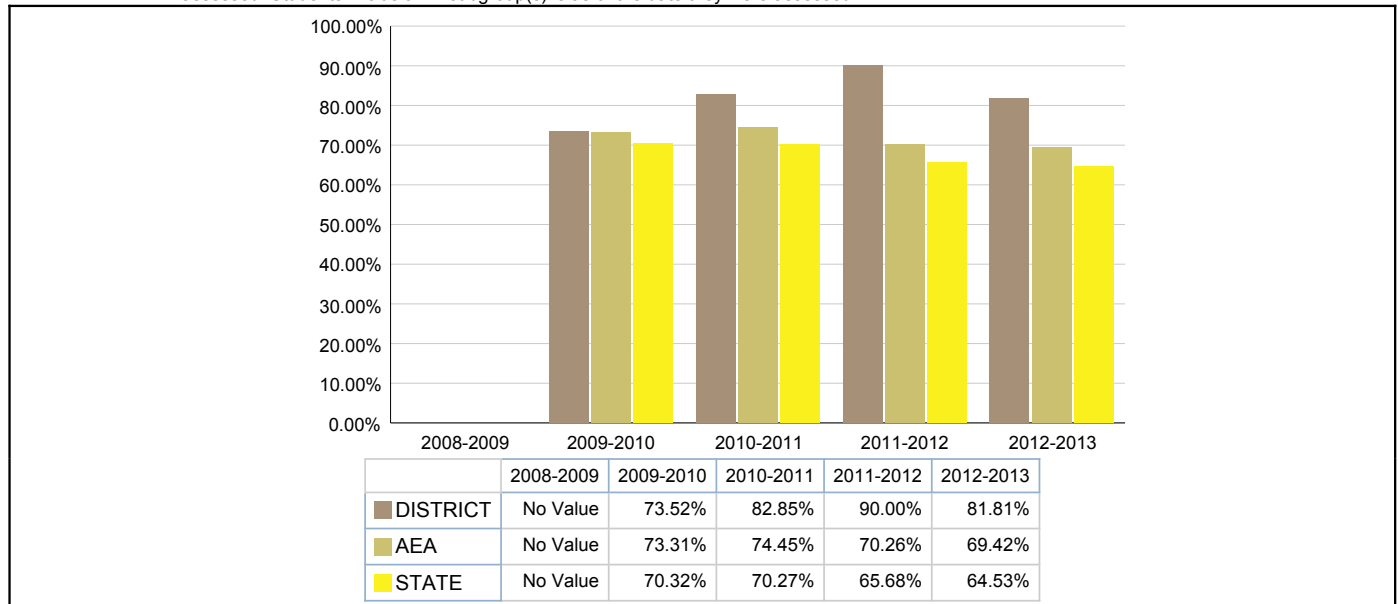


**Figure 41: Percent of Free/Reduced Lunch Students in Grades 3-8, 11 Proficient in Science**

Data Source:  
Definitions:

AYP Assessment File

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.





## SI 2.5 - School Improvement Data Report

### Treynor Community School District (6453)

[Report Definition](#)

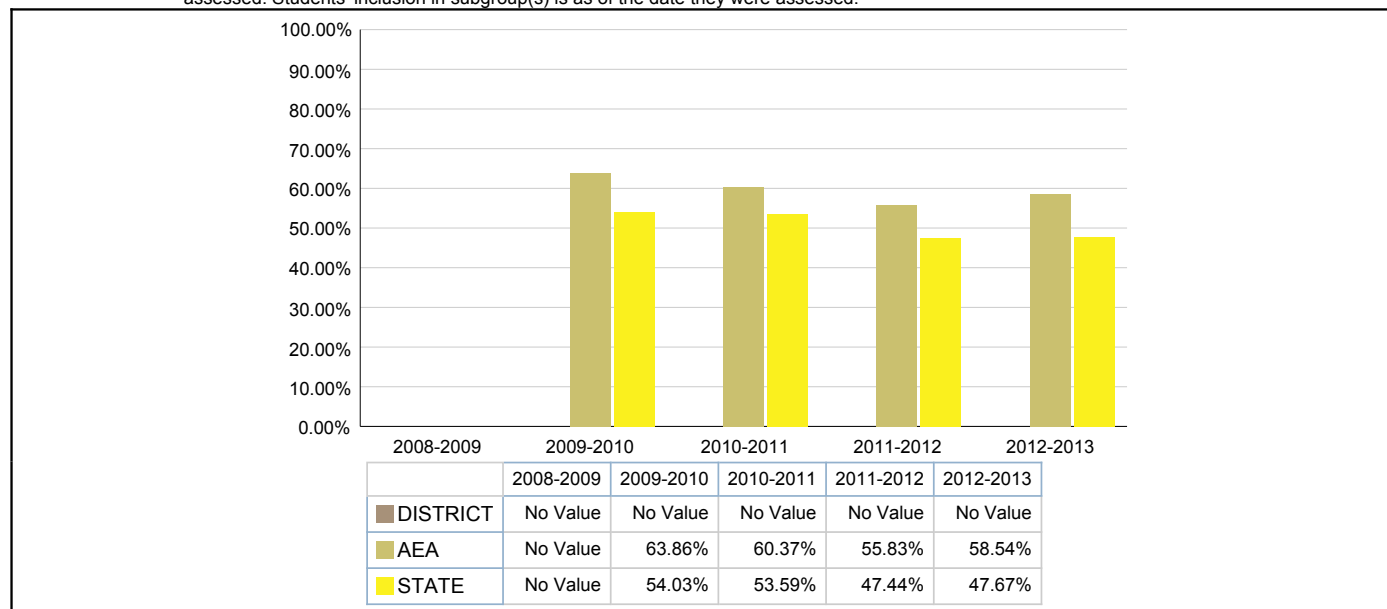
**Figure 42: Percent of English Language Learner Students in Grades 3-8, 11 Proficient in Science**

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.



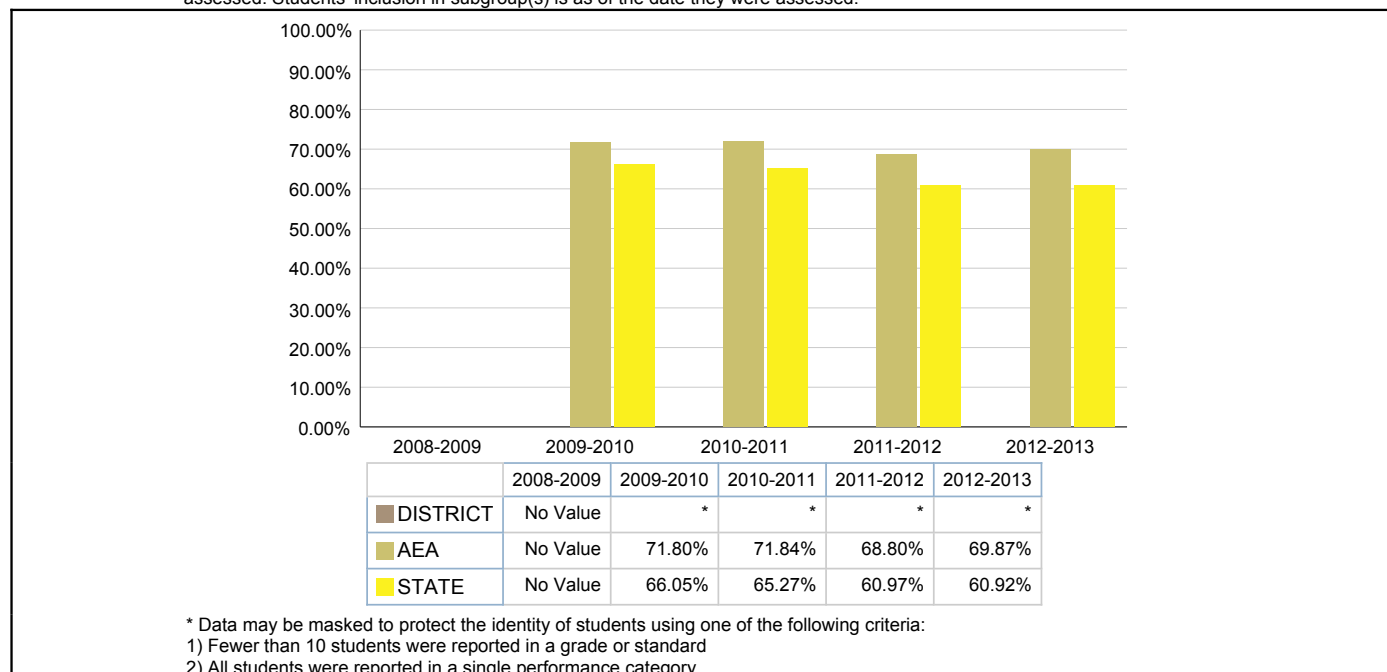
**Figure 43: Percent of Minority (Non-White) Students in Grades 3-8, 11 Proficient in Science**

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.



## SI 2.5 - School Improvement Data Report

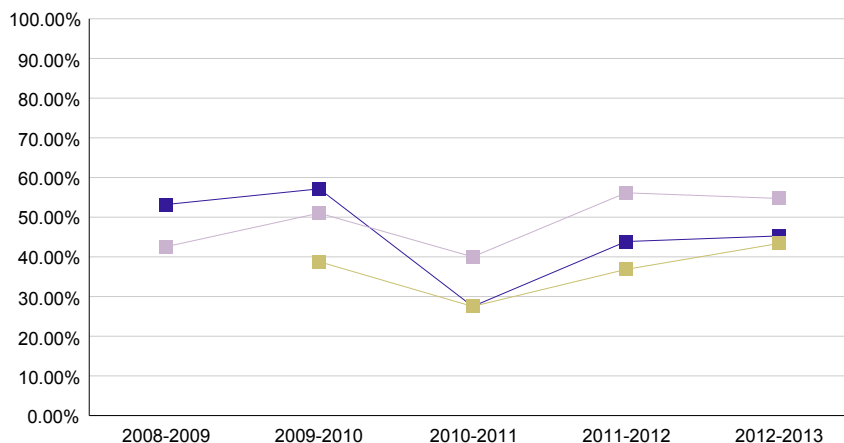
### Treynor Community School District (6453)

[Report Definition](#)

**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.

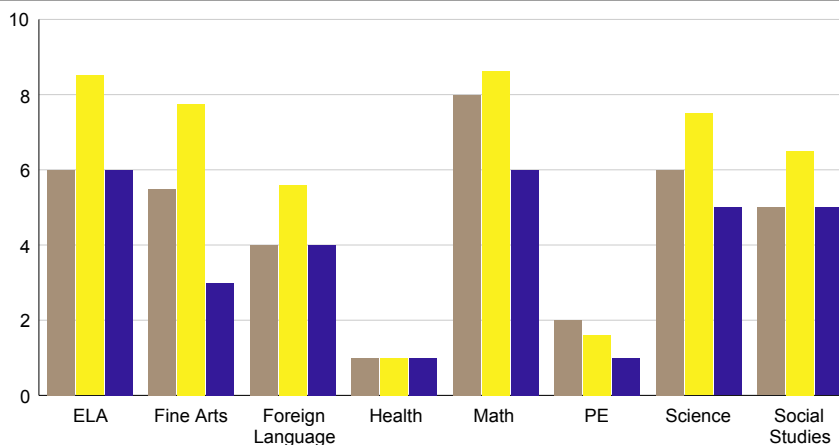


	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Reading	53.19%	57.14%	27.50%	43.86%	45.28%
Math	42.55%	51.02%	40.00%	56.14%	54.72%
Science	No Value	38.78%	27.50%	36.84%	43.40%

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

Data Source: Winter EASIER/SRI

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

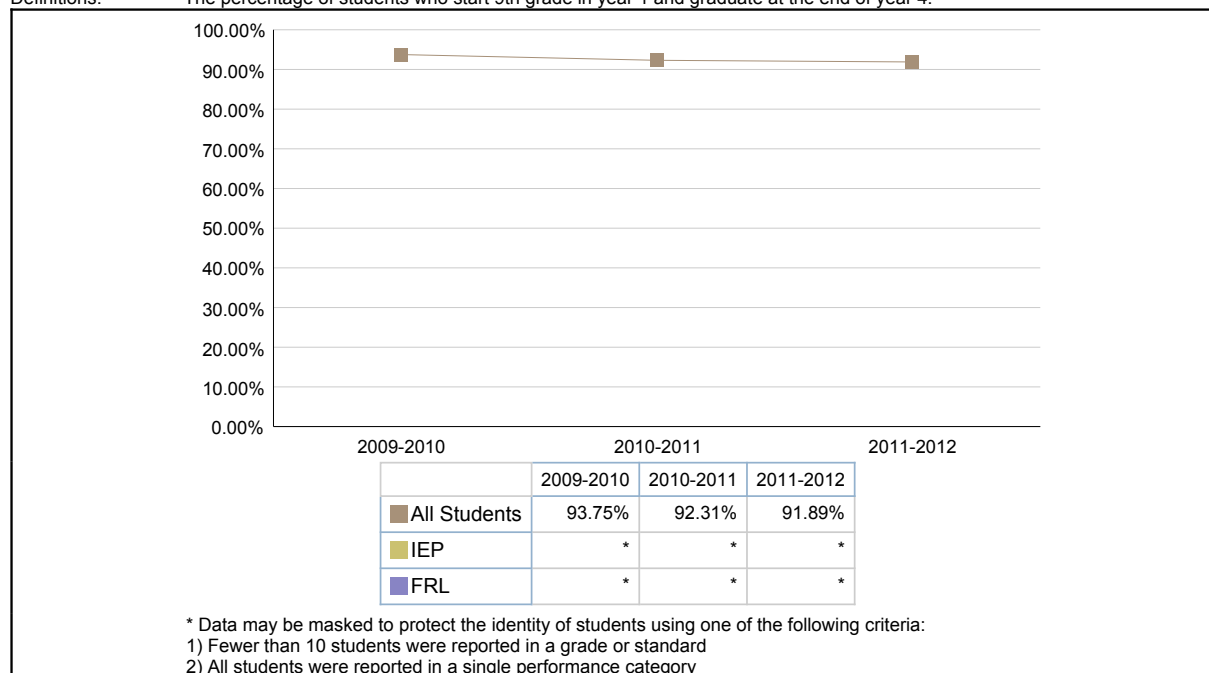


	ELA	Fine Arts	Foreign Language	Health	Math	PE	Science	Social Studies
DISTRICT	6.00	5.50	4.00	1.00	8.00	2.00	6.00	5.00
STATE	8.51	7.75	5.59	0.99	8.63	1.60	7.50	6.49
REQUIRED	6.00	3.00	4.00	1.00	6.00	1.00	5.00	5.00

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

Data Source: Spring EASIER/SRI

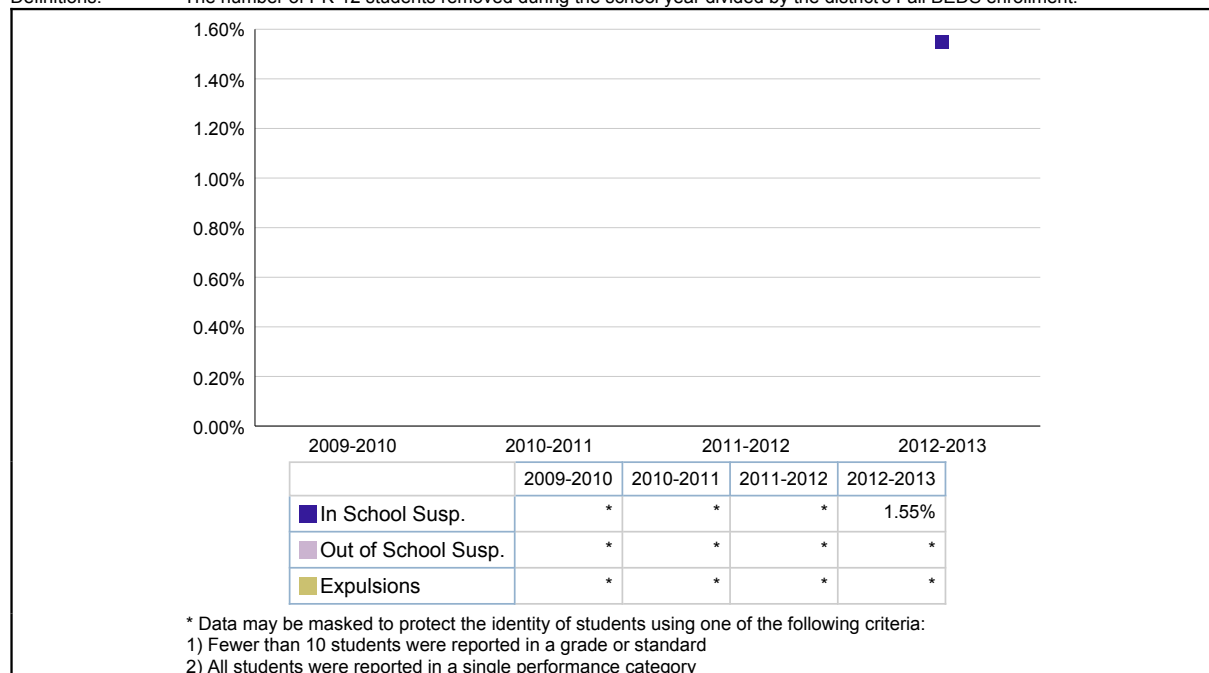
Definitions: The percentage of students who start 9th grade in year 1 and graduate at the end of year 4.



**Figure 47: Percent of Students Receiving Disciplinary Removals**

Data Source: Fall/Spring EASIER/SRI

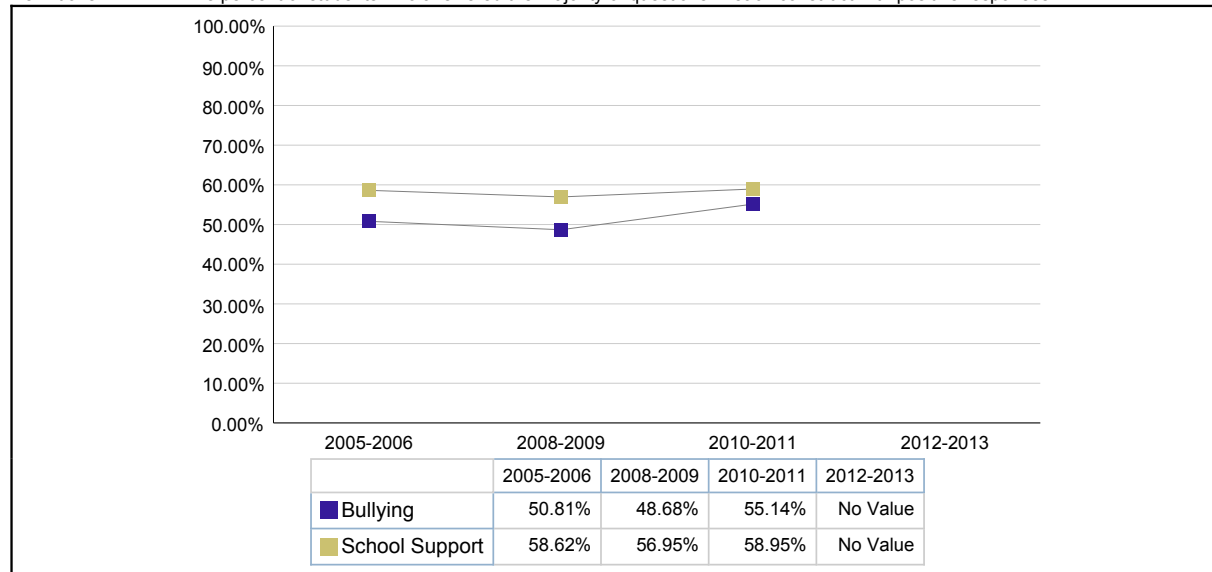
Definitions: The number of PK-12 students removed during the school year divided by the district's Fall BEDS enrollment.



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

Data Source: Iowa Youth Survey

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





## **SI 2.5 - School Improvement Data Report**

### **REPORT PURPOSE**

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

### **DATA THAT ARE INCLUDED / EXCLUDED**

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

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

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

### **REPORT USES**

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

### **REPORT SECURITY**

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

### **EXPORT TO MICROSOFT EXCEL OR ADOBE READER**

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

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

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

For additional assistance or concerns regarding this report, please contact [edinsight@iowa.gov](mailto:edinsight@iowa.gov)