

**Eddyville-Blakesburg
Community School District**

**Comprehensive
School Improvement Plan**

September 1, 2004

**Dr. Dean Cook
Superintendent**

Demographics

Eddyville-Blakesburg Community School District (EBCSD) serves 832 students K-12 in two elementary schools (PK-6), one middle school (7-8) and one high school (9-12). Included in the school population are 50 students from Fremont Community School District, with whom we have a sharing agreement. There is very little ethnic diversity in EBCSD. Approximately 37 % of the district's students receive free or reduced lunch and 18% receive special education services. In 1997 the middle school was separated from the high school and is now located in the southern part of the district. Since 1994 EBCSD has experienced a decline in enrollment. County birth records and the Iowa Department of Education's projections indicate that enrollment will continue to decline for the next five years.

1. What do data tell us about our student learning needs?

A. What data do we collect?

To answer question I.A., Eddyville-Blakesburg Community School District decides to "think through" a list of the assessments, surveys, and other building/district data it collects to describe student outcomes. The district divides the data sources into two broad categories: 1) those that include state and federal required data points and 2) those that include data that the district collects to gain a more holistic view of its students' needs—data from its local Data Driven Leadership (DDL) work. The district also decides that a reference to the specific grade levels involved and a brief description of how the data are compiled (e.g., biennium trend lines) is helpful to further guide its thinking.

The district collects the following required data: **(LRDA1)**

- Trend line and subgroup data for ITBS/ITED reading and mathematics at grades 4, 8, and 11
- Trend line data for ITBS/ITED science for grades 8 and 11
- Graduation rate
- Grade 7-12 dropout percentages (aggregate and by subgroup)
- Percentage of graduates planning to pursue postsecondary education
- Percentage of graduates completing the core curriculum (4 years of English, 3 years each of mathematics, science, and social studies)
- Career and technical education (CTE) student data (e.g., 11th grade participants' proficiency in reading and mathematics, program completers, and occupational competency)
- Percentage of high school students achieving a score or status on a measure indicating probable postsecondary success. Our district uses the American College Test (ACT).
- Trend line data from the Iowa Youth Survey (grades 6, 8 and 11) **(SDF1, SDF3, and SDF4)**
- A comprehensive, community-wide needs assessment which includes input from community members, parents, administrators, staff, and students. The needs assessment is completed once every five years and was most recently done in March of 2004. **(LC3)**
- Data from Iowa Collaborative Assessment Modules (ICAMs) for mathematics at grades 4, 8 and 11, and for reading at grades 8 and 11.
- Basic Reading Inventory (BRI) data (grades 1-8)
- Data from the district developed science assessment (grades 8 and 11)
- Participation rates for required district-wide assessments in reading and math (grades 4, 8 and 11)
- Aggregate and subgroup attendance data (grades K-12)

- Indicators of basic early literacy skills data (locally developed assessment and Clay’s Observation Survey) grades K-3

The ITBS and ITED data have been used to establish biennium trend lines, which are updated annually and reported in our Annual Progress Report (APR). Using National Percentile Rank (NPR) information from the ITBS and ITED assessments, we also monitor the progress of grades 4, 8 and 11 over time in the areas of reading comprehension, mathematics and science. **(LRDA1)**

The Eddyville-Blakesburg district believes that the required measures of academic achievement stated above do not provide a complete picture of its students’ learning needs. In support of this belief, we asked ourselves this: “To what questions do we want the answers?” through our local DDL process and proceeded to collect and analyze information on a variety of other indicators including the following:

- District demographic data
- Climate surveys of students in grades 4 – 12
- Climate surveys of staff and community members
- Basic Educational Data Survey (BEDS) data (e.g., course offerings and enrollment information by course/gender)
- ITBS/ITED data for other grade levels and subject areas (grades 3, 5, 6, 7, 9, & 10)
- Instructional time allocations (grades K-12)
- Student work/course grades (grades 7-12)
- Student discipline data (e.g., office referrals, suspensions, and expulsions) (grades 4-12) **(SDF1, SDF3)**
- Student participation in the district’s breakfast and lunch program (grades K-12)
- Referrals to student assistance teams (SATs) (grades PK-12)

B. How do we collect and analyze data to determine prioritized student learning needs?

To answer question I.B., EBCSD describes the thinking/decision-making process it uses to collect and analyze the data from the student data sources listed in section I.A. as well as program/service implementation data. Emphasis is placed on describing how key stakeholder groups are involved in the district’s decision-making process and clarification is provided in regard to each stakeholder group’s role and responsibility to the process. EBCSD also provides a brief description on how district information is shared with the community. Data collection and analysis is a shared responsibility at the EBCSD district.

District Leadership Team (DLT)

Representatives from the three Building Leadership Teams combine into a District Leadership Team (DLT) that meets at least three times per year. This district team is comprised of general education and special education teachers from each building, the principals and the superintendent. This group reviews information from Building Leadership Teams (BLTs) and collects and analyzes district-level data (e.g., Iowa Youth Survey information, graduation rate, and data from the five-year comprehensive community-wide needs assessment). In addition, information regarding the implementation of actions and activities to support current district goals is collected and analyzed to help identify future student learning and program needs. The DLT ensures that the action plans designed to meet district goals include specific outcomes for each activity designed to support the proposed actions. Implementation data on these activities is also collected and analyzed by the DLT. These data, along with implementation data from state and federal programs and services, are incorporated into annual conversations about supports for established student needs, adjustments to actions, programs and services, and progress toward district goals.

Building Leadership Team (BLT)

Each attendance center in the district has a BLT that is responsible for the collection and analysis of the data related to its level. BLT consists of teachers, AEA consultant, and the principal and meets at least monthly. Members examine ITBS/ITED item analysis information and frequency data (e.g., the number of special education students and low socioeconomic students scoring at or below the 40th percentile), as well as building specific indicator data (e.g., other grade level assessments, discipline data, graduation

rate, referrals to SAT, and attendance). This information is then shared and discussed with the rest of the building staff during monthly professional development meetings.

Stakeholder Groups

District and building information reviewed by the DLT and BLTs is shared with various stakeholder groups, including the EBCSD school board, EBCSD School Improvement Advisory Committee (SIAC), Vocational and Technology Advisory Committees, EBCSD Parent-Teacher Organization (PTO), district patrons, and various community organizations.

The SIAC studies and discusses data from the DLT and summarizes the findings. The SIAC then makes recommendations to the board regarding district-wide prioritized needs, possible adjustments to CSIP goals, and the programs and services provided to students. The EBCSD school board makes decisions based on these recommendations.

C. What did we learn through this data analysis?

To answer question I.C, EBCSD provides a summary of the key findings from its analysis of data that were collected from the sources listed in section I.A. Again, this summary includes state and federal required data points as well as other data that provide a broader picture of students' needs. Reference to specific grade levels is provided as appropriate.

Through analysis of district and building data and comparisons with the state's student performance trajectories, the following was learned: **(LRDA1, LRDA2, LRDA3, and LRDA4)**

- The majority of trend lines on the ITBS and ITED assessments show that reading is ascending in 4th and 11th grades; math is descending in grades 4, 8 and 11. Science is ascending in grades 8 and 11.
- One hundred percent of our students participated in all district-wide assessments. (grades 4, 8 and 11)
- BRI district wide measures of reading comprehension show 11%, 21% and 8% of grades 1 through 3 respectively are below grade level.
- Trend line data for middle school students indicate that student performance is decreasing over time in reading and math and increasing over time in science (grade 8).
- Proficiency in math, reading and science is higher for females than males in 8th and 11th grades.
- Trend data in reading comprehension and math for low socioeconomic status (SES) students in grades 4, 8 and 11 show a general decline in proficiency both within and between grade levels.
- The percent of low socioeconomic status (SES) students performing below the proficient level is below the state trajectory in grades 4, 8 and 11.
- Graduation rates are consistently above the state targets. In 2002-03 the graduation rate at EBCSD was 92.31% compared to the state average of 89.4% in 2002.
- The number of high school students completing the core (4 years of English and 3 years each of mathematics, science, and social studies) is significantly lower than the number reporting desire to pursue post secondary education.
- Students reporting alcohol abuse has increased from 28% in 1999 to 36% in 2002 in grade 8. **(SDF2, SDF4)**
- Students reporting that they had been disciplined for fighting, theft or property damage has increased from 13% in 1999 to 15% in 2002. **(SDF2)**
- Students reporting that they had made a plan to commit suicide increased from 8% to 21% in grade 8, and 27% to 12% in 11th grade. **(SDF2)**
- Students reporting that they believe their teacher care about them significantly decreases from 6th grade to 8th grade, and from eighth grade to 11th grade. **(SDF4)**
- Students reporting that other students treat them with respect has increased from 1999 to 2002. **(SDF4)**
- Elementary attendance data show increasing absenteeism in grades K-8

In March 2004, the district distributed a comprehensive, community-wide needs assessment survey to 2,000 individuals, including community members, parents, administrators, staff, and students. Thorough

analysis of the survey data in the fall of 2004, the district will develop a needs assessment: This document will be amended when the information has been analyzed. (LC3)

D. From the data analysis, what are our prioritized needs?

To answer question I.D, EBCSD identifies the findings from section I.C that indicate the highest need for direct intervention, either through goal setting or through specific actions to support the established goals. Some of the needs identified are connected to specific academic skills while others are more general.

Based on the data reviewed, we developed the following list of prioritized student needs: (LC4)

- Improve reading comprehension for low SES students and males in grades K-8.
- Improve mathematics performance at grades 4, 8 and 11.
- Improve science performance for males at grades 8 and 11.
- Improve the attendance rates in grades K-8
- Improve the learning environment in grades 7-12 in the areas of respect, alcohol use and suicide prevention.
- Improve the district graduation rate.

E. How will we develop goals and actions based upon the prioritized needs?

To answer question I.E, EBCSD describes the process it will use to establish long-range goals that support the priorities listed in section I.E. (These goals will appear in guidance for Part II: Constant Conversation Question #2: What do/will we do to meet student learning needs?)

The district leadership team and the EBCSD School Improvement Advisory Committee (SIAC) will use the prioritized needs to generate and recommend goal statements to the board for adoption. The district and building level leadership teams in collaboration with community stakeholders as appropriate will design strategies and actions that align with and support the established goals.

2. What do/will we do to meet student learning needs?

A. What long-range goals have been established to support prioritized student needs?

Based upon recommendations of the District Leadership Team and the School Improvement Advisory Committee (SIAC), the school board has adopted district goals aligned with student needs. (LC5)

District Student Learning Goals

Eddyville-Blakesburg Community School District's student learning goals are the general expectations for all its graduates. Students graduating from Eddyville-Blakesburg Community School District will be able to do the following: (LC6)

- Communicate effectively in listening, verbal, written and reading comprehension
- Use academic skills and technologies to solve problems
- Use self-regulating behavior skills to develop positive relationships and work collaboratively
- Demonstrate skills and habits necessary to lead healthy lives and contribute to society

District Long-Range Goals

The long-range goals for EBCSD define the desired targets to be reached over an extended period of time. These long-range goals serve two purposes: 1) to meet locally determined student needs goals and 2) to address state and federal student accountability.

Goal 1: All K-12 students will achieve proficiency in reading comprehension by 2014. (LRG1, MCGF3, AR6, EIG1)

The following indicators will measure district progress with Goal 1:

- 1a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Reading Comprehension Test in grades 4 and 8 and the ITED Reading Comprehension Test in grade 11, including data disaggregated by subgroup.
- 1b. Percentage of students in grades 1-3 who are independent readers at grade level on the Basic Reading Inventory (BRI).

Goal 2: All K-12 students will achieve proficiency in mathematics by 2014. (LRG2, AR6, EIG1)

The following indicators will measure district progress with Goal 2:

- 2a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Mathematics Total Test in grades 4 and 8 and the ITED Mathematics Test in grade 11, including data disaggregated by subgroup.
- 2b. Percentage of students in grades 4, 8, and 11 who achieve at the intermediate level or above on the Iowa Collaborative Assessment Modules.

Goal 3: All K-12 students will achieve proficiency in science by 2014. (LRG3, MCGF3, AR6)

The following indicators will measure district progress with Goal 3:

- 3a. Percentage of students who score at the proficient level or above (41st percentile or above using national norms) on the ITBS Science Test in grades 5 and 8 and the ITED Science Test in grade 11, including data disaggregated by subgroup.
- 3b. Percentage of students in grades 5, 8, and 11 who achieve at the proficient level or above on the district developed science assessment.

Goal 4: All K-12 students will use technology in developing proficiency in reading, mathematics, and science. (FTP1)

The following indicators will measure district progress with Goal 4:

- 4a. The indicators identified for Goals 1, 2, and 3.
- 4b. Percentage of students at grade 8 who score at the proficient level or above on a locally developed technology assessment.

Goal 5: All students will feel safe at and connected to school.

The following indicators will measure district progress with goal 5:

- 5a. Attendance rate as measured by the average daily attendance data calculated and reported on the Certified Annual Report (CAR).
- 5b. Graduation rate as calculated by the Iowa Department of Education using data from the spring BEDS report.
- 5c. Percentage of student body in middle and high school that receives any discipline referrals (i.e., office referrals, suspensions, and expulsions). **(SDF5, SDF6, SDF7)**
- 5d. *Percentage of students in grades 6, 8, and 11 that report that they have used alcohol, tobacco, or other drugs on the triennial Iowa Youth Survey.* **(SDF5, SDF6, SDF7).**

B. What process will be used to determine what we will do to meet the long-range goals?

The stakeholders impacted by our goals should have a voice in determining how to meet them. As a result, the District Leadership Team and the SIAC will identify stakeholder groups most directly impacted, and they will meet to determine actions and strategies to meet the goals. Our district will use the Iowa Professional Development Model process to develop its District Career Development Plan and an action research design to guide conversations and assist making goal progress. As actions are developed to support each goal, implementation plans will be developed at the appropriate levels (e.g., elementary, middle school, and high school) to provide K-12 system alignment of efforts.

C. What is our current practice to support these long-range goals?

1. Instructional Strategies Currently Used in the District

- Cooperative learning integrating the following (K-12 in some content areas)
 - Think-alouds
 - Picture-Word Induction Model (PWIM)
 - Explicit instruction
 - Peer coaching
- Leveled reading groups (K-8)
- Hands-on science (K-8)
- Inquiry-based science (K-8)
- Daily Oral Language (1-8)
- Flexible small group instruction (K-8)
- Standards referenced instruction (preK-12)

2. Instructional Programs/Services Supports Currently Used in the District

- District Career Development Plan (Professional Development Program K-12)
- At-risk Program/Services (preK-12)
- Gifted and Talented Program/Services (TAG) (preK-12)
- Special Education Program/Services (preK-12)
- Mentoring and Induction Program
- Alternative High School (9-12)
- Student Assistance Team (preK-12)
- Student service liaisons (e.g., mental health services and community health services) (preK-12)
- Reading Recovery (1st grade)
- Technology-enhanced reading and mathematics programs
- Boys Town Social Skills and Character Counts programs

EBCSD delivers the following programs and accesses these program funds as a result of identified student need:

- Perkins: Vocational and Technical Education Programs (9-12)
- Title I, Part A: Reading Program/Services (preK-3)
- Title III, Language Instruction for Limited English Proficient and Immigrant Students (preK-12)
- Title IV: Safe and Drug-Free Schools Program/Services

3. System-wide Management Supports Currently Used in the District

- Resource allocation (e.g., financial and personnel)
- Technology (e.g., SASIxp data management system, *Novell network* , *wireless Internet*)
- Policy development
- Personnel evaluation systems (includes administrators, teachers, and paraeducators)
- Curriculum development
- Iowa Technical Adequacy Project (ITAP) (curriculum/assessment alignment)
- Leadership for CSIP implementation

D. How is our current practice aligned with or supported by the research base?

Using an action research process, we considered the available research base and local student data. Both the research and local data indicate that our current practices should contribute (or have contributed to) positive student results. We relied upon the Iowa Content Area Networks, the AEA, and local content area experts to access information about practices supported by scientifically-based research.

Current Practices Supported by Research and/or Local Data. The district has determined that research and/or local student data support the use of several of our current practices related to the goal areas. These practices include the following:

Reading: Cooperative learning strategies that integrate . . .

- Think alouds
- Picture-Word Induction Model
- Explicit instruction
- Peer coaching

Reading Recovery

Flexible small group instruction

Science: **(AMN3)** Inquiry-based science instruction

Hands-on science instruction

Research-based strategies applied to science content

Environment: Boys Town Social Skills and Character Counts programs

Alternative high school programming **(AR7)**

After-school tutoring for middle school students

Research Needed. The District Leadership Team is in place to collect and review the literature base on practices beyond reading. This committee will establish timelines within the next five years for each of the following areas of study.

Mathematics	Research-based strategies applied to mathematics content (Bridges)
Technology:	Strategies designed to enhance instruction in reading, mathematics, and science
Environment	Screening and intervention for suicidal students (Teen Screen)

Program/Services Current Practice. The committee will also use a goal-oriented approach to program evaluation (clear expectations, results data, and targeted program/service evaluation) to determine program effectiveness relative to CSIP goals and other program goals.

E. What gaps exist between our current practice to support long-range goals and the research base (include curriculum and instruction)?

Curriculum/Assessment Alignment. We continue to develop standards and benchmarks in all content areas. Over the past two years, we have focused on aligning our reading and mathematics curriculum, both vertically and horizontally. We completed an alignment review of our curriculum and district-wide assessments during the 2002-03 and 2003-04 school years using the Iowa Technical Adequacy (ITAP) process.

Instructional Strategy Decisions. In review of our instructional practices, it became apparent that we have some practices with a documented research base, some practices with a weak research base, and some practices with no research base. Within the next five years, we must address the following two issues:

- 1) The discontinuation of practices that are not supported by research or have not produced evidence of contributing to positive student results, and
- 2) The consistent implementation of strategies that are research-based and/or have contributed to gains in student achievement.

Every Child Reads. In the process of considering possible gaps in reading practices, we studied the area of comprehension with Every Child Reads. We reviewed the literature base and are confident that the strategies in Every Child Reads are well grounded in the literature. We examined implementation data and found evidence the strategies are being implemented in reading instruction at all levels, but more frequently at the elementary and middle school. We will collect implementation data to see if this is the case.

Reading Recovery. We also studied research related to Reading Recovery. Although the research base on Reading Recovery is less conclusive, our local program evaluation data indicated that the program is effective in moving students toward reading at grade level and sustaining that growth over time.

Mathematics Instruction. The research base in mathematics indicates that student achievement will improve if instruction is problem-centered and incorporates the use of representations. Current practice in mathematics does not reflect these strategies; as a result, these strategies will be part of our district career development plan.

Behavioral Supports. EBCSD currently participates as a site for Boys Town Social Skills and Character Counts. Since scientifically-based research indicates that these strategies are effective in reducing discipline problems, this intervention will address our need to improve

attendance, graduation rate, and learning environment. We found a gap between the research and the practice.

F. What actions/activities will we use to address prioritized needs, established goals, and any gaps between current and research-based practice?

Actions for CSIP Goals 1, 2, 3, and 4.

1. Implement the district career development plan (professional development program). (AMN1, AMN2, IEI1, PERK1, SPED1, TQ7)

Our district career development plan describes district-level professional development efforts aligned with prioritized student needs. In reading, the professional development target will be vocabulary acquisition and comprehension. In mathematics, the emphasis will be on analyzing our data. The selection of the professional development target was based on student data. Teacher practices were also studied to help identify professional development needs. This aligns with long range goals #1, #2, and #4. **(PD6, TQ1, TQ2)** The plan describes a cycle in which professional development efforts will be targeted at student learning and sustained until student gains are acquired. At least 80 percent of professional development time and resources will be focused on learning new content and instructional practices. **(TQ3, TQ4, FTP3, LEP1)**

Research-based Strategies. Our Professional Development Team, consisting of representatives from the building and district leadership teams, reviewed research on the strategies below and found that they have resulted in significant student achievement gains. In addition, we applied the following federal criteria to determine if a program/strategy has a quality research base:

- a) Evidence of positive student results demonstrated by research that employed systematic empirical methods and
- b) The research was described in studies that demonstrated the use of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. **(PD5, SDF9)**

Participation. All teachers will be engaged in training, including those responsible for Title I, Special Education, At-Risk, ELL, and Gifted and Talented. The principals and central office staff will also be actively involved. We will work with the AEA so that teachers can receive licensure renewal credits for participation in district-wide and building-wide professional development meetings and for their work with implementation of new strategies within their classrooms. **(PERK1, SPED1, LEP1, TQ8)**

Professional Development Content. Beginning with 2004-2005 school year, professional instructional staff will implement the following instructional strategies: **(FTP2, FTP4, FTP5)**

- a) Cooperative learning processes that integrate think-alouds, talk-alouds, read-alouds PWIM, explicit instruction, and reciprocal teaching strategies for vocabulary acquisition and reading comprehension (K-12);
- b) Cooperative learning processes applied to mathematics content, including a problem-centered approach to mathematics instruction (K-12); and
- c) Technology integration into classroom instruction (K-12).

Alignment with the Iowa Teaching Standards. These professional development actions align directly with the following Iowa Teaching Standards and Criteria: **(TQ5)**

- Standard #1 Demonstrates ability to enhance academic performance (specifically 1a, 1b, 1c, 1f)
- Standard #2 Demonstrates competence in content knowledge (specifically criteria 2a, 2b, 2c and 2d)
- Standard #3 Demonstrates competence in planning and preparation for instruction (specifically criteria 3a, 3b, 3d, and 3e)
- Standard #4 Uses strategies to deliver instruction that meet the multiple learning needs of students (specifically criteria 4a, 4b, 4e and 4f)
- Standard #5 Uses a variety of methods to monitor student learning (specifically 5a, 5b, 5c, and 5f)
- Standard #6 Demonstrates competence in classroom management (6a through 6e)
- Standard #7 Professional Development (specifically criteria 7a, 7b, 7c, and 7d)
- Standard #8 Fulfills professional responsibilities established by the district (specifically 8c and 8e)

Professional Development Learning Opportunities. Implementation of the district career development plan will involve these components: **(TQ8)**:

- Common training sessions on seven inservice days during the school year and six early release day meetings for learning opportunities (theory presentations, reading literature, discussions)
- Monthly meetings of the professional development team (planning next building meeting; collecting, organizing, and analyzing data; practicing demonstrations)
- Teachers working in collaborative teams on a weekly basis
- Monthly building level meetings (observing demonstrations, working with data, developing lessons, reviewing theory)

Professional Development Providers. AEA consultants will serve as the professional development provider for the district. The Iowa Department of Education accredits this provider. **(TQ6)**

2. Enhance instructional materials and resources.

- Complete an audit/inventory of the non-fiction books available for student use at grades K-8.
- Complete curriculum mapping in math, reading and science K-12. **(AMN1, AMN2, AMN3)**
- Utilize student performance and data organization tool.

3. Provide supports that will address ELL students' achievement.

- Implement annual identification and provision of appropriate services to ELL students to increase language proficiency and academic achievement.
- Implement programs and support services necessary to increase language proficiency and academic achievement. **(AR7)**

4. Provide supports that will address CTE students' achievement in reading and mathematics.

- Integrate reading and mathematics skill development into the career and technical education curriculum. **(PERK1)**

Actions for CSIP Goal 5

1. **Support students and families in order to increase student participation, attendance, and graduation.**

- Implement intensive intervention supports for at-risk students at the elementary and middle school. **(AR7)**
- Study the implementation of an electronic student portfolio that includes performance tasks for monitoring progress toward proficiency and graduation requirements.
- Institute a follow-up procedure with parents at the elementary school, when absenteeism is a concern. For chronic absenteeism provide a family interview and follow-up support that may include a truancy referral to law enforcement when needed.

2. **Create a learning environment that is safe, supportive, and conducive to learning (a culture of achievement and respect).**

- Implement an after-school tutoring program for students at the middle and elementary levels **(AR7, SDF9)**.
- Maintain the work with the Boys Town Classroom Management model K-12 for student disruptions. **(AR7, SDF9)**
- Maintain the work on systems of school-wide Character Counts K-12. **(AR7, SDF9)**
- Implement a Student Advisory Program at the high school.

G. How will we support implementation of the identified actions?

We will devise implementation plans for the actions previously described for CSIP goals 1, 2, 3, 4, and 5. Implementation plans will address the following components:

- Clear expectations at the district, building, and classroom levels.
- Baseline data for each action, if available
- Resources to support each action including timelines, personnel, and budget (including state and federal programs support as necessary)
- Specific implementation outcomes for action steps
- Persons responsible for oversight of implementation
- Evaluation of action implementation effectiveness

3. How do/will we know that student learning has changed?

H. How will we know student learning has changed over time in relation to our long-range goals?

EBCSD will use multiple data sources to determine if student learning has changed, including a combination of district-wide standardized assessments, grade level and classroom assessments, and perceptual data (e.g., surveys). The Building Leadership Teams will ensure that data from these assessment measures are collected, analyzed, and shared with the District Leadership Team as outlined in Question 1B. The district will continue to ensure that all students enrolled at the specified grade level are included in district-wide assessments. **(DWAP1)**

Monitoring Progress with Long-Range CSIP Goals

As stated previously (see Question #2A), EBCSD will monitor progress on its long-range goals through analysis of aggregate and disaggregated trend line data from the following sources:

- ITBS reading comprehension and mathematics total tests at grades 4 and 8, and the science test at grades 5 and 8 (Goals #1-#3)
- ITED reading comprehension, mathematics, and science tests at grade 11. (Goal #1-#3)
- John's Basic Reading Inventory at grades 1-3; John's Early Literacy Assessment and Clay's Observation Survey at grades K-1 (Goal #1) **(DWAP6, DWAP3, DWAP4)**
- ICAM mathematics tests at grades 4, 8, and 11 (Goal #2) **(DWAP7)**
- District Developed Science Assessment (rubric) at grades 4, 8, and 11 (Goal #3) **(DWAP8)**
- District Developed Technology Assessment (portfolio) at grade 8 (Goal #4)
- Attendance data from district's student information management system (SASlpx) (Goal #5)
- District graduation data as calculated by the Iowa Department of Education (based on the spring BEDS report) (Goal #5)
- The percentage of the students in grades 6, 8, and 11 that reports having used alcohol, tobacco, or other drugs as reported through the Iowa Youth Survey (Goal #5)
- The percentage of the students in elementary, middle school and high school that receives a discipline referral (i.e., office referral, suspension, and/or expulsion) (Goal #5)
- The percentage of students in grades 6, 8, and 11 that reports having made a plan to commit suicide. (Goal #5)

A. Alignment of Standards and Assessments—Iowa Technical Adequacy Project (ITAP)

To make certain that the assessments used to monitor progress on long-range achievement goals are aligned with the district's curriculum, EBCSD completed the Iowa Technical Adequacy Project (ITAP) process for the ITBS, ITED, BRI, and ICAMs. Through completion of this process, the district found that it was necessary to revisit its reading and mathematics standards and benchmarks. The district discovered that the range of knowledge for the "Process of Reading" standard was not sufficiently covered at any grade span (3-5, 6-9, and 10-12). In the area of mathematics, the comprehensiveness of coverage of the "Geometry" and "Data Analysis and Probability" standards was insufficient in the 3-5 grade span. Actions to correct these issues were completed by June 30, 2004.

Student Indicator Data Used for Evaluation of Programs and Services

The same student indicator data used to measure progress with CSIP goals will also be used to help inform decisions regarding the effectiveness of the following programs and services provided by EBCSD:

- Professional development for teachers and principals (e.g., District Career Development Plan and Title II, Part A)

- Supplemental reading and mathematics services for eligible students (e.g., Title I, Part A)
- Use of technology to improve student achievement
- Programs and services to assist English Language Learners (Title III, Part A)
- Drug and violence prevention program (Title IV, Part A)
- Early Intervention program for grades K-3
- K-12 at-risk program
- K-12 gifted and talented (TAG) program
- Special education services
- Career and Technical Education (CTE) programs

Note: More specific details regarding EBCSD's program/service evaluation process are included in the next section of the CSIP.

Additional Data Gathering and Analysis

To help provide a more complete picture of student learning needs, EBCSD will continue to monitor the following data sources:

- All data points included in the district's Annual Progress Report (APR).
- The percentage of students who participate in district-wide assessment
- The percentage of students in the lowest (at-risk or deficit) category on BRI in grades K-3. **(DWAP3, DWAP4, DWAP6)**
- Student performance on the ICAM reading assessment at grades 4, 8, and 11 **(DWAP6)**
- Annual cohort performance from grade 3 through grade 11 as measured by the ITBS and ITED in the areas of reading, mathematics, science, and social studies.
- Career and technical education student data from the end-of-year program report (Perkins report)
- The percentage of students indicating a safe learning environment and that other students treat them with respect as reported through the Iowa Youth Survey
- Language Assessment Scale (LAS) to measure ELL students' English proficiency **(LEP2)**

Future Data Gathering

EBCSD is aware that it will need to collect additional information to allow for more informed evaluation of programs and services. Currently, the district plans to add the following measures:

During the 2004-05 school year:

- John's Early Literacy Assessment in grades K-1 to help monitor effectiveness of the District Career Development Plan for reading in grades K-8
- Develop a uniform system for district data collection of student discipline referrals
- Develop a portfolio assessment for technology skills in grade 8.

During the 2005-06 school year:

- District developed performance tasks in mathematics problem solving and use of representations to help monitor effectiveness of the District Career Development Plan for mathematics in grades 3-6

During the 2006-07 school year:

- Individualized learning plans for TAG students

4. How will we evaluate our programs and services to ensure improved student learning?

I. What strategies/process will we use to evaluate how well the activities included in Constant Conversation Question #2 (What do/will we do to meet student learning needs?) were implemented?

Goal-Oriented Approach to Program Evaluation

EBCSD has adopted a goal-oriented approach to formally evaluate the programs and services it offers to meet prioritized student needs as identified in its CSIP. **(ECSIP1)** This goal-oriented approach to program evaluation includes the following components:

- Identification of programs that contribute to progress with CSIP goals (program expectations)
- Identification of any additional program goals (program expectations)
- Identification of variables which affect performance
- Identification of the indicators by which program effectiveness will be judged relative to performance
- Development of procedures for collecting information about performance
- Collection of performance data
- Comparison of the information regarding performance with the expected CSIP/program goals
- Communication of results of the comparison to appropriate audiences

EBCSD will use a combination of formative and summative evaluation processes within the program evaluation process. **(TQ12)** The district will also determine the frequency of the formative and summative evaluation processes for each of the programs/services by two factors: 1) legal mandates and 2) local data. At a minimum, an in-depth formal summative evaluation for all of the programs that EBCSD incorporates into its CSIP will occur within a five-year rotation. *Note: EBCSD will submit, as required, any annual evaluation/reporting data for state and federal programs.*

The District Leadership Team recommended the following program rotation and timelines for **in-depth summative** program evaluation, using both student achievement data and teacher implementation data: *

Program	In-Depth Program Evaluation Rotation
Professional Development Program (District Career Development Plan)	Annually, beginning in 2005 (TQ10, TQ 11)*
Title II, Part A (Teacher and Principal Training/Recruiting) <i>Note: Title II, Part A is embedded into EBCSD's district career development plan.</i>	Annually, beginning in 2005 (TPTR1)*
Title II, Part D (E-rate funds)	Every two years, beginning in 2005 (FTP6)
Title I, Part A (Parent Involvement)	Annually, beginning in 2005 (TITL1)*
Title IV (Safe and Drug Free Schools)	Every three years, beginning in 2005 (SDF10)
Mentoring and Induction Program	Every three years, beginning in 2006 (TQ9)*
Title III (Language Instruction for LEP Students)	Every two years, beginning in 2006 (LEP3)*

Program	In-Depth Program Evaluation Rotation
Talented and Gifted Program	Every five years, beginning in 2007 (GT2)
Perkins (Vocational/Career and Technical Education Programs)	Every five years, beginning in 2007 (PERK2, PERK3)*
At-risk Program	Every five years, beginning in 2008 (AR4)*
Special Education Programs and Services	Every five years, beginning in 2008 (ESPE1, ESPE2)*

EBCSD will collect formative evaluation data for each program on an annual basis. However, the district will collect data regarding some programs, such as the professional development program (district career development plan), more frequently. Progress toward meeting program/service expectations will be reported to the District Leadership Team, the Board of Education, and the SIAC.

J. What implementation/student data will we collect, analyze, and use to determine how well each program/service described in Constant Conversation Question #2 (What do/will we do to meet student learning needs?) has been implemented to support our CSIP goals?

CSIP Indicator Data to Measure Program Effectiveness

EBCSD will evaluate the effectiveness of the majority of its instructional programs and services, at least partially, through examination of the indicator data, *disaggregated by program participants*, for each of the goals listed in its CSIP Constant Conversation Question #2. Based on input from the program providers, Building Leadership Teams, and District Leadership Team, the district decided that evaluation of these data would be sufficient, at this time, to assist in determining the effectiveness of the following programs:

- Professional Development Program (district career development plan) (**TQ11**)
- At-Risk Program (**AR4**)
- Perkins (Vocational/Career and Technical Education Programs) (**PERK2, PERK3**)
- Mentoring and Induction Program (**TQ9**)
- Special Education Programs and Services (**ESPE2**)
- Title I, Part A (Parental Involvement Program) (**TITL1**)
- Title II, Part A (Teacher and Principal Training and Recruiting Program) (**TPTR1**)
- Title II, Part D (E-rate funds) (Evaluation of Educational Technology Program) (**FTP6**)
- Title III (Language Instruction for Limited English Proficient and Immigrant Students Program) (**LEP3**)
- Title IV (Safe and Drug Free Schools) (**SDF10**)

Additional Indicator Data to Measure Program Effectiveness

The district decided that it needs additional information to determine the effectiveness of some of its programs. In addition to the indicator data associated with the CSIP goals listed in EBCSD's Constant Conversation #2, the district will also collect, analyze, and use the following data to inform effectiveness with the following programs:

Professional Development Program and Title II, Part A (TQ10, TQ11, TQ12, TPTR1)

- Percentage of faculty responsible for instruction who participate in district and building career development opportunities
- Percentage of K-8 teachers who accurately use the strategies as measured by observations and implementation logs

- Percentage of K-12 teachers who document technology usage in their implementation logs
- Percentage of K-8 students who are independent at grade level on the BRI
- Percentage of 7-8 students who improve on district-developed performance tasks

Gifted and Talented Program (GT2)

Rather than judging the effectiveness of its gifted and talented program through CSIP goal indicators since EBCSD does not believe that disaggregating its district-wide assessment data by gifted and talented student participants provides meaningful information, EBCSD is going to use the following indicator to determine the effectiveness of its gifted and talented program:

- Percentage of all students participating in the gifted and talented program who meet goals in their individualized learning plans

Perkins (Vocational/Career and Technical Education Programs (PERK2, PERK3)

- Percentage of students by special population subgroups in career and technical programs who are proficient in occupational skills
- Percentage of graduates by special population who were program concentrators who receive a high school diploma or equivalent
- Percentage of senior program completers by subgroups who participate in career and technical programs who indicate their intention to continue their education, non-military employment, or military employment

Mentoring and Induction Program (TQ9)

- Percentage of beginning teachers participating in the mentoring and induction program who meet goals of the district career development plan, as appropriate to their teaching assignment
- Percentage of beginning teachers participating in the mentoring and induction program who demonstrate competency in classroom management skills

Special Education Programs and Services (ESPE1)

- Percentage of all students with Individualized Education Programs (IEPs) who meet their IEP goals

Title I, Part A, Parental Involvement (TITL1)

- Percentage of parents who participate in the annual evaluation of the parental involvement policy in improving the academic quality of schools served under Title 1, Part A

Title III (LEP3)

- Percentage of ELL students who are proficient in English