

**Perry CADRE
September 3, 2014**

Agenda

Welcome to a new school year!

- I. Review the purpose and responsibilities of the CADRE (School Improvement Advisory Committee). (*see pages 2-3*)
 - 1. Discuss the primary function of the CADRE.
 - 2. Complete the representation matrix
 - 3. Discuss the district's needs assessment as part of preparation for the accreditation site visit by the Iowa Department of Education on January 13-15, 2015.

- II. Review the district's Annual Progress Report (APR) and approve the annual improvement goals for 2014-15. (*see pages 4-6*)
 - A CADRE member needs to attend the September board meeting to share the goals with the Board.

- III. Review the status of each building and the district in relation to No Child Left Behind (*see page 7*)
 - The CADRE is asked to review the list of potential actions planned for this school year and share ideas for improving the plan.

| Perry CSD & No Child Left Behind: Designations for 2014-15 | | |
|---|----------------------|----------------------------|
| | <u>Reading</u> | <u>Mathematics</u> |
| District | Removed watch | Removed DINA (was Delay-3) |
| High School | SINA 9 (was SINA 8) | Removed SINA (was delay-7) |
| Middle School | Delay-7 (was SINA 7) | Delay 4 (was SINA 4) |
| Elementary | Delay 7 (was SINA7) | SINA-6 (was SINA 5) |
| The district and each building met all goals for participation rate, daily attendance for grades K-8, and graduation rate at the high school. | | |

- IV. Introduce the Iowa Teacher Leadership and Compensation System from the Iowa Department of Education and Perry's plan for applying for this grant.
 - Refer to the separate documents, *Guidance on the Iowa Teacher Leadership and Compensation System* from the Iowa Department of Education dated July 15, 2013 and the timeline created by the Perry Teacher Leadership Committee.

- V. Set future meeting date(s) and topics for discussion.
 - between Sept. 22 and October 16
 - between February 9-26

General Accreditation Standards for School Districts and Accredited Nonpublic Schools

281—Iowa Administrative Code Chapter 12 Rule Interpretation

Regulatory Guidance for Meeting Accreditation Standards

This technical assistance document will be periodically revised to reflect statutory and interpretive changes. If in doubt about the version you are using, check the Department’s web site to access the most recent document.

Document Purposes:

1. To provide consistent interpretation for non-compliance determinations.
2. To provide clear interpretation for non-compliance determinations.
3. To ensure that all schools/school district are meeting accreditation standards.
4. To provide compliance information; however, the content in this document should not be construed to represent best practices in all areas.

Document Guidance:

1. “Schools” means accredited nonpublic schools.
2. “School districts” means public school districts.
3. The document indicates if a requirement *applies only to school districts* (and not accredited nonpublic schools) in Iowa.
4. This document does not cover every section of Chapter 12 since some requirements are self-explanatory.

| Citation | Topic | Rule | Rule Interpretation | Noncompliance |
|-----------------------|---|---|---|--|
| 281—IAC 12.8(1)(a)(2) | Community involvement: School improvement advisory committee. | To meet requirements of Iowa Code section 280.12(2), the board shall appoint and charge a school improvement advisory committee to make recommendations to the board. Based on the committee members' analysis of the needs assessment data, they shall make recommendations to the board about the following components: <ol style="list-style-type: none"> 1. Major educational needs; 2. Student learning goals; and 3. Long-range goals that include, but are not limited to, the state indicators that address reading, mathematics, and science achievement. | <ul style="list-style-type: none"> • The name of this advisory committee is a local decision. • Board minutes indicate that the SIAC is board-appointed. • The SIAC shall consist of members representing the following: parents, students, teachers, administrators, and community members. • To the extent possible, committee membership shall have balanced representation of the following: race, gender, national origin, and disability. • What processes the school or school district uses to obtain recommendations from the advisory committee for the board with regard to components #1-3 in rule are locally determined. | <p>SIAC1. No evidence exists that the School Improvement Advisory Committee is board appointed. 281—IAC 12.8(1)(a)(2)</p> <p>SIAC2. The School Improvement Advisory Committee does not consist of members representing all of the following: parents, students, teachers, administrators, and community members. 281—IAC 12.8(1)(a)(2)</p> |

| Citation | Topic | Rule | Rule Interpretation | Noncompliance |
|-----------------------|--|---|--|---|
| 281—IAC 12.8(1)(a)(3) | Community involvement: School improvement advisory committee | At least annually, the school improvement advisory committee shall also make recommendations to the board with regard to, but not limited to, the following: 1. Progress achieved with the annual improvement goals for the state indicators that address reading, mathematics, and science in subrule 12.8(3); 2. Progress achieved with other locally determined core indicators; and 3. Annual improvement goals for the state indicators that address reading, mathematics, and science achievement. | <ul style="list-style-type: none"> The SIAC must meet at least once each year to fulfill this requirement. "Locally-determined indicators" may include, but are not limited to, the following: attendance, suspensions, % students migratory, % parents/guardians who participate in conferences, % students who participate in extra-curricular activities in grades 7-12. The SIAC must be provided the opportunity to make recommendations to the board about the annual improvement goals for the next year. Board minutes should reflect annual recommendations to the board by SIAC. | SIAC3. The School Improvement Advisory Committee does not meet at least once each year to fulfill the requirement to make recommendations to the board with regard to progress toward annual improvement goals, progress toward local indicators, and annual improvement goals for the next school year. 281—IAC 12.8(1)(a)(3) SIAC4. The School Improvement Advisory Committee does not make annual recommendations to the board. 281—IAC 12.8(1)(a)(3) |

Perry CSD Annual Improvement Goals for 2014-15

Update on the Annual Improvement Goals from 2013-14 and New Goals for 2014-15

Reading Comprehension

Reading Comprehension Goal for 2013-14

The percent of full academic year students in grades 3-8 and 11 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the Iowa Assessment Reading Test in 2013-14 will increase when compared to the full academic year students in grades 3-8 and 11 in 2012-13. The base line in 2012-13 was 55.43%.

Results

In 2013-14, 65.38% of students in grades 3 through 8 and 11 tested as proficient or higher on the Iowa Assessment for Mathematics. Therefore, the district did meet this goal.

| | | | | | | | |
|--------------------------------------|--|--|--|--------------------------------------|--|--|--|
| 2012-13 | | | | 2013-14 | | | |
| Total Students 3-8 & 11 | | | | Total Students 3-8 & 11 | | | |
| 958 | | | | 872 | | | |
| Total students proficient or above | | | | Total students proficient or above | | | |
| 531 | | | | 570 | | | |
| Total percentage proficient or above | | | | Total percentage proficient or above | | | |
| 55.43 | | | | 65.38 | | | |

Proposed Reading Comprehension Goal for 2014-15

The percent of full academic year students in grades 3-8 and 11 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the Iowa Assessment Reading Test in 2014-15 will increase when compared to the full academic year students in grades 3-8 and 11 in 2013-14. The base line in 2013-14 was 65.38%.

Mathematics

Mathematics Goal for 2013-14

The percent of full academic year students in grades 3-8 and 11 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the Iowa Assessment Mathematics Test in 2013-14 will increase when compared to the full academic year students in grades 3-8 and 11 in 2012-13. The base line in 2012-13 was 65.48%

Results

In 2013-14, 72.14% of students in grades 3 through 8 and 11 tested as proficient or higher on the Iowa Assessment for Mathematics. Therefore, the district did meet this goal.

| 2012-13 | | 2013-14 | |
|--------------------------------------|--|--------------------------------------|--|
| Total Students 3-8 & 11 | | Total Students 3-8 & 11 | |
| 965 | | 875 | |
| Total students proficient or above | | Total students proficient or above | |
| 632 | | 631 | |
| Total percentage proficient or above | | Total percentage proficient or above | |
| 65.48 | | 72.14 | |

Proposed Mathematics Goal for 2014-15

The percent of full academic year students in grades 3-8 and 11 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the Iowa Assessment Mathematics Test in 2014-15 will increase when compared to the full academic year students in grades 3-8 and 11 in 2013-14. The base line in 2013-14 was 72.14%

Science

Science Goal for 2013-14

The percent of full academic year students in grades 3-8 and 11 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the Iowa Assessment Science Test in 2013-14 will increase when compared to the full academic year students in grades 3-8 and 11 in 2012-13. The base line in 2012-13 was 65.99%.

Results

In 2013-14, 74.96% of students in grades 3 through 8 and 11 tested as proficient or higher on the Iowa Assessment for Mathematics. Therefore, the district did meet this goal.

| 2012-13 | | 2013-14 | |
|--------------------------------------|--|--------------------------------------|--|
| Total Students 3-8 & 11 | | Total Students 3-8 & 11 | |
| 965 | | 875 | |
| Total students proficient or above | | Total students proficient or above | |
| 633 | | 656 | |
| Total percentage proficient or above | | Total percentage proficient or above | |
| 65.58 | | 74.96 | |

Proposed Science Goal for 2014-15

The percent of full academic year students in grades 3-8 and 11 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the Iowa Assessment Science Test in 2014-15 will increase when compared to the full academic year students in grades 3-8 and 11 in 2013-14. The base line in 2013-14 was 74.96%.

Social Studies

Social Studies Goal for 2013-14

The percent of full academic year students in grades 3-5 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the Iowa Assessment Social Studies Test in 2013-14 will increase when compared to the full academic year students in grades 3-5 in 2012-13. The base line in 2012-13 was 56.40%.

Results

In 2013-14, 58.67% of students in grades 3 through 8 and 11 tested as proficient or higher on the Iowa Assessment for Mathematics. Therefore, the district did meet this goal.

| | | | | | | | |
|--------------------------------------|--|--|--|--------------------------------------|--|--|--|
| 2012-13 | | | | 2013-14 | | | |
| Total Students 3-8 & 11 | | | | Total Students 3-8 & 11 | | | |
| 415 | | | | 341 | | | |
| Total students proficient or above | | | | Total students proficient or above | | | |
| 234 | | | | 200 | | | |
| Total percentage proficient or above | | | | Total percentage proficient or above | | | |
| 56.40 | | | | 58.67 | | | |

Proposed Social Studies Goal for 2014-15

The percent of full academic year students in grades 3-5 who test at or above the national standard score for proficient or higher which is appropriate for their grade level on the Iowa Assessment Social Studies Test in 2014-15 will increase when compared to the full academic year students in grades 3-5 in 2013-14. The base line in 2013-14 was 58.67%.

21st Century Skills

21st Century Goal(s) for 2013-14

The percent of full academic year students in 8th grade who test at or above the scale score for proficient or higher on the 21st Century Skills Assessment from Learning.com in 2013-14 will increase when compared to the full academic year students in 8th grade during 2008-09. (This is the last school year for which I could find testing data). The baseline in 2008-09 was 50%.

Results

In 2013-14, 30% of students in grade 8 tested as proficient or higher on the 21st Century Skills Assessment developed by Learning.com. Therefore, the district did not meet this goal.

2012-13 – 121 students in grade 8 completed this test. 60 out of 121, or 50%, met the middle school proficiency standard.

2013-14 – 105 students in grade 8 completed this test. 31 out of 105, or 30%, tested as proficient or advanced. 66 students, or 63%, tested at a basic level and 8 students, or 8%, tested at a below basic level.

Proposed 21st Century Skills Goal for 2014-15

The percent of full academic year students in 8th grade who test at or above the scale score for proficient or higher on the 21st Century Skills Assessment from Learning.com in 2014-15 will increase when compared to the full academic year students in 8th grade during 2013-14. The baseline in 2013-14 was 30%.