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TERRY BRANSTAD, GOVERNOR
KIM REYNOLDS, LT. GOVERNOR

DEPARTMENT OF EDUCATION
JASON E. GLASS, DIRECTOR

January 27, 2012

Clay Guthmiller, Superintendent
Johnston Community School District
P.O. Box 10
5608 Merle Hay Road
Johnston, IA 50131

Dear Superintendent Guthmiller:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at Johnston Community School District (JCSD) on December 13-15, 2011. The report is based upon a variety of interviews conducted with district staff and stakeholder groups during the indicated dates, and review of documents submitted to the Department and on-site.

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

Based on the findings from the comprehensive site visit, Johnston CSD maintains State of Iowa accreditation. No non-compliance issues were noted and no corrective action plan is required.

The report reflects consensus of the following team members:

Department of Education Representatives:
Jim Doyle, Special Education Monitoring Cadre
Beth Happe, School Improvement Consultant
Jan Kuhl, School Counseling Consultant
LaCosta Potter, Math Consultant
Tina Ross, RTI Consultant
Sue Swartz, Technology Consultant
Pat Thieben, Career and Technical Education Consultant

Area Education Agency Representatives:
Michelle Arneson, School Improvement Consultant
Corrine Breitsprecker, Math Consultant
JoAnn, Klocke, Regional Director
Alecia Rahn-Blakeslee, Program Assistant

Local Education Agency Representatives:
Chris Coffelt, Superintendent, Central Decatur CSD
Blake Cruikshank, Business Education Teacher, Madrid CSD
Jane Kinney, Assistant Principal, Sacred Heart School, West Des Moines
Lindsay Law, Elementary Teacher, West Des Moines CSD,
Denise Schares, Superintendent, Clear Creek Amana CSD
Colleen Sheriff, Elementary Teacher, Newton CSD,
Jeff Snider, Secondary Principal, Interstate 35 CSD

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Helping Communities Meet the Learning Needs of All Their Children and Adults

It is our hope this report will provide guidance to enhance student achievement in the district and support continuing conversations among staff and community members about the local education system, how and what students are learning, and how *more* students can learn at higher levels.

As part of Johnston CSD's continuous improvement process, the district must review its current CSIP and provide revisions as needed. Revisions should be based on the district's needs assessments (including the attached report), student achievement data, stakeholder input, and established priorities. Recertification of the CSIP must be completed by September 15, 2012. Directions for revision and submission of the CSIP can be found at: https://www.edinfo.state.ia.us/securelogin.asp.

The Department would appreciate the district's feedback regarding its site visit experience. This feedback will inform the Department's efforts to continuously improve the comprehensive site visit process. A short online survey has been developed and is available at the following site: https://www.surveymonkey.com/s/W58H5LZ . The survey will take approximately ten minutes to complete. Responses are confidential and shared in aggregate form with members of the Department's School Improvement Team.

The visiting team again extends its gratitude to you and the Johnston CSD staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,

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

Del Hoover, Deputy Administrator
Bureau of Accreditation and Improvement Services
Iowa Department of Education

cc: Site Visit Team Members
                School Board President
                Iowa Department of Education Official File
                AEA Office

Comprehensive Site Visit
Iowa Department of Education

Johnston Community School District

Team Findings
December 13-15, 2011

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

Vision, Mission, and Goals

In an improving district / school, the vision, mission, and goals are clearly communicated in the school and community. Stakeholders understand and share a commitment to the district / school expectations, goals, priorities, assessment procedures, and accountability. The vision guides allocations of time and resources. Evidence includes, but is not limited to, the following:

- Clearly articulated mission is established collaboratively with stakeholder groups representing the diversity of the community.
- Vision, mission, and goals are communicated throughout the system and community.
- The vision and mission of the district / school guide teaching and learning.
- Every five years, the comprehensive needs assessment process, with input from stakeholders, is used to review and revise the beliefs, mission, and/or vision; major educational needs; and student learning goals.
- Academic and academic-related data are analyzed and used to determine prioritized goals.
- Goals guide assessment of student achievement, district / school effectiveness, and the allocation of time and resources.
- The vision, mission, and goals support values of respecting and valuing diversity.

Noted Strengths:

1. Johnston Community School District (JCSD) central office administrators, building principals and school board members articulated how their work and the district's belief statements link to the vision, mission, and goals of the district. General education teachers and learning supports staff have an emerging understanding of how their work supports the district's vision, mission, and goals. JCSD's framework for teaching and learning provides a visual representation of the connection to these concepts.

2. Administrators reported the district is working with an outside consultant regarding growth trends and facilities needs. Follow up included meeting with the Futures Team, a group of district stakeholders, to gather community input as a part of strategic planning for the next five to ten years. Deliberate and thoughtful conversations are taking place currently around this issue.

Recommendations for Improvement:

None noted.

Leadership

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

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

Noted Strengths:

3. Several efforts and methods of communicating with parents and community stakeholders were reported by multiple interview groups. Examples included: Alert Now, *The Connection* newsletter, email, teachers' individual websites, Infinite Campus, the local newspaper, and JCSD website.

4. Administrators shared multiple ways the district has moved professional development from research by the administrative team to practice through the work of the Professional Development (PD) Committee. Having the PD committee and Building Leadership Teams (BLT's) provides avenues for teachers to invest in systemic district work. This was appreciated by staff.

Recommendations for Improvement:

5. Conversations with the superintendent and the school board indicated the superintendent evaluation process may need improvement. It is recommended that the review process be evaluated for effectiveness to determine the direction of that improvement, providing a learning opportunity for all involved. Consider contacting the Iowa Association of School Boards (IASB) for support.

6. Student interviewees articulated an absence of opportunities for leadership development. They mentioned the school leadership retreat did not fulfill their expectations for gaining leadership skills. Other leadership opportunities mentioned by students included student council, Best Buddies and 9th grade seminar. It was unknown why; with the numerous clubs available, other leadership opportunities were not mentioned. How can this perception be impacted so all students recognize the multiple leadership opportunities through club participation and daily interactions with one another? Over 40 clubs and organizations are listed in the student handbook. Students pointed out there were discussions regarding the addition of a student representative to the board of education and they were hopeful this would be approved. The district is encouraged to help identify, define and explain leadership opportunities within these clubs, organizations and the classroom. Studying trends of

participation of all students in the various leadership opportunities would assist in determining next steps.

7. As noted by the visiting team, the Comprehensive School Improvement Plan (CSIP) reported Literacy Leaders in each elementary building were spending 30-45 minutes of the school day to model guided reading lessons, perform data analysis, plan with classroom teachers, and provide coaching time to help classroom teachers strengthen their implementation. When asked to clarify the CSIP statement, elementary general education teachers were not familiar with the title Literacy Leader and were not certain of the functions described. Consider additional conversations to clarify roles listed in the CSIP.

8. District administrators recognized the need to implement hiring practices that address a diverse staff and the changing demographics of the student population. Multiple groups expressed concern regarding the lack of diversity among the school staff. The district is encouraged to continue its efforts in recruiting and hiring diverse staff members.

9. Some parent and student School Improvement Advisory Committee (SIAC) members reported serving a number of years on the committee (e.g., 6 or more years). Consider establishing a term limit or rotation cycle. In addition, it appeared the selection criterion for choosing SIAC members is not known. Consider making the selection criteria evident to ensure the SIAC membership is representative of the community and student body.

Collaborative Relationships

In an improving district / school, stakeholders understand and support the mission and goals of the district / school and have meaningful roles in the decision-making process. Collaboration results from a culture of participation, responsibility, and ownership among stakeholders from diverse community groups. Educators in the system develop and nurture a professional culture and collaborative relationships marked by mutual respect and trust inside and outside of the organization. The system works together with balance between district direction and school autonomy. Evidence includes, but is not limited to, the following:

- Instructional staff is provided opportunities for interaction to focus on professional issues.
- Instructional staff constructively analyzes and critiques practices and procedures including content, instruction, and assessment.
- Instructional staff follows established procedures to resolve professional conflicts, solve problems, share information about students, and communicate student information to parents.
- Processes and procedures that invite and respect stakeholder input, support, and interaction are implemented by the district / school.
- Parents are involved as partners in the educational process.
- Positive alliances among school staff, students, parents, and diverse community groups are created and nurtured.

Noted Strengths:

10. The SIAC had a diverse membership and was involved with "identifying concerns" and reporting to the School Board. Examples included changes to the school time and school year. The committee identified a subcommittee to do research on this issue that was

presented to the entire committee. As a result, the school year was changed to start earlier so the semester could end prior to the holiday break.

11. Multiple groups reported strong community and family support for JCSD. Examples included:

- Johnston Chamber of Commerce
- Key Leader Luncheons
- Johnston Foundation
- PTO
- Johnston Youth Mentorship Program (JUMP)
- Business Education Alliance
- Camp Dodge
- City Council
- ChildServe
- Youth Homes of America
- Juvenile Court Liaison
- School Resource Officer

12. Preschool teachers reported the effectiveness of early childhood home visits with students and families before the start of the school year. This opportunity provided a chance to build relationships with the student and family members, assisting in the transition from home to school for young children.

13. Professional Learning Communities (PLC's) have brought a greater number of opportunities for teachers to collaborate and have more focused conversations about student learning. General education teachers reported valuing the PLC time.

14. School board interviewees appreciated the collaborative relationship between JCSD and "ChildServe," a non-profit organization that partners with families to help children with special health care needs. This relationship has been a long standing partnership, expanding a sense of community and understanding among students and staff.

15. Administrators reported JCSD employs teachers serving at the school for Youth Homes of Mid-America, (the Y Home) a non-profit children and family social service agency. Male students, ages 11-to-17, live at the home and attend the school. At the time of the visit, approximately 30 male students were in attendance. It appears this outreach effort is a community partnership from which the district and Y Home each gain benefits.

Recommendations for Improvement:

16. Co-teaching was evident in all buildings in the district. Various teachers reported that co-teaching is a successful practice, based on student achievement data collected and analyzed. Teachers were able to articulate various methods of co-teaching (e.g., teaming, parallel, stations, etc.) in which they have engaged. At the middle and high school levels, teachers have collaborative time scheduled during the course of the day. However, at the pre-school and elementary levels, teachers are not scheduled together to facilitate collaborative planning. As a result, implementation is less frequent and less rigorous at those levels.

Administrators are encouraged to provide scheduled time to enable pre-school and elementary teachers to collaborate regarding content, strategies, and data analysis to implement co-teaching with greater intensity and frequency. For example:

- Provide structured, regular scheduled collaboration time for general and special education teachers to meet and plan together.
- Provide updated and on-going professional development for both general and special education teachers in components of co-teaching, roles and responsibilities of the general and special education teachers, and skills and resources needed for implementing the model.

Learning Environment

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

- Rules and procedures for behavior and consequences are clearly communicated and consistently administered.
- School facilities are physically accessible and school routines enhance student learning.
- Materials, resources, technology, programs, and activities reflecting diversity are available to all students.
- The district / school provide 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 reflect the contributions and perspectives of diverse groups and preserve the cultural dignity of staff, students, and parents.

Noted Strengths:

17. The Career and Technical Education (CTE) instructors were excited about the courses they teach and felt they offer students a wide variety of course work that helps them prepare for future careers. Strengths noted by instructors in their programs included:

- Business has only one course with a prerequisite allowing flexibility in the program.
- Courses are relevant and current.
- Family and Consumer Science (FCS) courses start with foundational concepts and lead to practicum experiences.
- CTE curriculum supports the Iowa Core standards.
- Industrial Technology (IT) programs include all academic levels of students.
- Project Lead the Way (PLTW) program is offered.

- Concurrent enrollment courses are offered in all areas.
- There is a strong Technology Student Association (TSA).
- Opportunities are available for instructors to work directly with businesses.
- Family, Career and Community Leaders of America (FCCLA) was recently chartered.

18. Learning support interviewees reported PK-12 certified staff examined the 2010 Iowa Youth Survey and implemented changes to create a safer, more engaging environment. The district selected a new student assistance program that brought counseling services to the Johnston community and is easily accessible during day time. To sustain these efforts, consider program evaluation after the next Iowa Youth Survey to see impact on different student groups.

19. Para professionals, learning supports staff, special education and elementary education teachers reported strong collaborative partnerships. The Learning Supports Team appreciated the support it receives from administrators for their work addressing the academic and social/emotional needs of all students. For example, "Capturing Kids' Hearts" at the 8/9 building was implemented to address student-reported lack of connectedness identified in the Iowa Youth Survey.

20. Learning support staff (e.g., guidance, nurses, at-risk) appeared to be a cohesive PK-12 group. They documented collaborative strategies used to meet student and family needs. The Counselors expressed appreciation for being supported in a four year school counseling academy. This allowed opportunity to intentionally implement a data-driven PK-12 articulated program.

Recommendations for Improvement:

21. PK-12 school counselors are encouraged to continue to meet regularly as a team to frequently refine and evaluate their program to ensure all students graduate college, career and citizenship ready. For additional assistance, the district may wish to contact Susen Schirmer, Heartland AEA 11, sschirmer@aea11.k12.ia.us or 515-270-0405 ext. 14379.

22. Student interviewees indicated they would like to see a change to the structured school day. They were interested in instruction based on competencies rather than seat time. Students also expressed more engagement in classrooms where a variety of instructional practices were utilized, such as project-based learning and problem solving. For additional assistance, the district may wish to contact Rachelle Dawson, Heartland AEA 11, rdawson@aea11.k12.ia.us or 515-270-9030.

23. Parents noted communication and supports were adequate during transitional periods, however, students indicated that the transition from middle school to high school may need improvement. For example, students didn't feel prepared for the study demands and the performance expectations. It is recommended the district review the transition plan from middle school to high school, including conversations regarding classroom expectations for students.

24. Multiple interview groups noted a variety of behavioral initiatives currently exist across the district, each independent of the other. Examples included; Positive Behavioral Interventions

and Supports (PBIS), Character Counts, and Capturing Kids Hearts. Explore opportunities and use strategies to address behavioral concerns that are articulated consistently and with common language throughout the district, PK-12.

25. Interviews and discussions by the visiting team with staff and administrators revealed placement of some grade levels on math ability. It appeared the students remained in like-ability groups for core content. This practice may create inequitable access to learning for each and every student. The District is encouraged to examine this practice to ensure each student is receiving instruction in the best setting for each content area.

26. Administrators and staff reported Racial Awareness Day (RAD) at the 8-9 building, where a panel of students was formed to share culture and customs and teachers could pose questions to the panel to learn more. While this activity was worthwhile, consider creating more focused, intentional diversity awareness for PK-12 staff and administrators.
For example:

- Develop a broader view of diversity, including a thorough examination of the diversity within the district, such as socio-economic status, college-bound and non-college bound students, athletes and non-athletes, where people live, families new to the district, gender, race/ethnicity, language, sexual orientation and identity, religion, students with disabilities, students who do well and those who struggle, and the effects these have on learning.
- Develop the cultural competency and skills of all staff and students. Cultural competency means awareness and understanding of multiple types of diversity beyond ethnicity and color of skin. The school might consider exploring a broader view of diversity to include differences in abilities, ways of learning, talents, opinions and beliefs, and points of view.

The district is encouraged to work through the AEA and Midwest Equity Assistance Center for resources and support. A review of the resources can be found at:
http://meac.educ.ksu.edu/

Curriculum and Instruction

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

- Educators implement effective instructional practices for each and every student.
- School and classroom tasks and activities are inherently engaging, relevant, and lead to applying knowledge to authentic tasks.

- Content, instruction, assessments, and policy are aligned.
- A shared vision of effective instruction is held by all instructional staff.
- Curriculum and instruction reflect contributions from diverse racial, ethnic, and personal backgrounds.
- Students are provided opportunity and time to learn.
- Teachers are provided with an instructional framework that employs research-based strategies for use with diverse learner characteristics.
- Instructional decisions utilize a process of collecting, analyzing, and summarizing data.

Noted Strengths:

27. It was noted in the district overview and interviews with administrators, teachers, students, and parents that JCSD is a "high achieving" district. The extended learning program and its results affirm this as do data available in the district.

28. Survey results of recent graduates and parent interviewees noted the educational opportunities and preparation for college and career readiness at JCSD was a strength of the district. Students were successful in four year post secondary institutions as well as vocational training.

29. There was a wide variety of career programs and courses available for students at the middle and high schools. These include concurrent enrollment courses, AP courses and CTE courses. There was some interest from the students that possibly other career options would be made available to them. Consider reviewing the Career Clusters at www.careerclusters.org and the pathways within the clusters for both CTE and academic programs.

30. Technology is available and utilized at Summit, the middle school and the high school level. These include multiple computer labs, the usage of iPads by some instructors, Infinite Campus, Grade Cam, Moodle and 3D Modeling Software in Project Lead the Way (PLTW) courses. It is recommended the district survey students regarding their use of technology to support learning, including such items as Moodle, Google Docs, filters, Facebook, and other social media. Continue exploring the 1:1 laptop initiative.

Recommendations for Improvement:

31. The district has marked several CTE programs as having their Programs of Study (POS) completed or at least having the assessment instrument in place. It is noted, however, that the reporting of the CTE Plus requirements in Project Easier needs to be reviewed. For example:

- It is not clear if Programs of Study (POS) were in place at the beginning of the 2010-2011 year. If so, Technical Skill Proficiency should be reported. Two of the POS programs did not report student proficiency based on the assessment instrument. In addition, even though the business program is still working on their POS, they need to report Technical Skill Proficiency and this was not reported in the 2010-2011 year. The district should ensure the students are reported using the approved technical skill proficiency assessment(s) for the 2011-2012 year. Contact Kelli Diemer at kelli.diemer@iowa.gov for assistance.

- CTE Advisory members interviewed indicated they were not aware of what Programs of Study were. They had reviewed standards and benchmarks presented by the CTE instructors, however, they had not assisted in identifying critical competencies, identifying in which courses the critical competencies were taught, approving the assessment instrument(s) used to measure the critical competencies and in determining the proficiency level of the concentrators who are taking the assessments. It was also determined that the SIAC committee did not necessarily represent the CTE areas taught at the high school. Because this is a requirement for Perkins, it is strongly recommended that the SIAC and CTE advisory committees be separated into two committees. Representation on the CTE committee should include three or four representatives from each CTE area and follow all other requirements for advisory committees. Please note the best scenario would be for each program to have its own advisory committee (e.g. Automotive, Construction, PLTW, Culinary, FCS, etc.). JCSD might consider working with other districts in the area to develop regional advisory committees within a pathway or cluster. Additionally, even if the course or program may be a concurrent enrollment course with Des Moines Area Community College (DMACC) or some other entity, the advisory committee is responsible for reviewing and approving the assessment instrument utilized to measure technical skill proficiency. Contact the CTE career cluster consultants for assistance or Kelli Diemer, kelli.diemer@iowa.gov, the area CTE consultant. (Agriculture – Dale Gruis, dale.gruis@iowa.gov; Health – Pat Thieben, pat.thieben@iowa.gov; Industrial Tech – Andy Wermes, andrew.wermes@iowa.gov; Business – Kelli Diemer, kelli.diemer@iowa.gov; Family and Consumer Sciences – Mary Ann Adams, maryann.adams@iowa.gov)

Professional Development

In an improving district / school, staff is qualified for assignments and engages in ongoing learning opportunities to improve effectiveness. Student achievement and other sources of data are used to set goals for professional development. The district provides professional learning opportunities that include theory, demonstration, practice, and coaching. Evidence includes, but is not limited to, the following:

- Professional development focus is determined through the analysis of student achievement and performance data.
- Professional development is focused and based on research-based strategies.
- Professional development sessions build on one another, are distributed throughout the school year, and are sustained over time.
- Time is provided for teachers to collaborate and apply new content and pedagogical knowledge.
- An established system provides support to monitor and evaluate implementation of professional development and its impact on student learning.
- Formative student data and teacher implementation data are used to adjust professional development and guide instructional decisions.
- All school staff members, instructional and non-instructional, are provided professional development to support job roles and functions.

- Professional development activities contribute to the capacity of all school staff to develop cultural competence and to reflect and respect diversity in classroom and work environments.

Noted Strengths:

32. Board members reported taking advantage of professional development opportunities. Board self-evaluation pointed to a need for board professional development. Some members attended the Iowa Association of School Boards (IASB) annual convention. Board members also engage in professional development with faculty, for example, reading the selection in the book study.

33. CTE teachers reported having opportunities to participate in professional development both at the district level and specific to their content areas. Examples included: the Family and Consumer Science (FCS) teacher attended the Family, Career and Community Leaders of America (FCCLA) Convention and FCS Teacher Educator Conference; the business teachers worked with banks in the community; Technical Skills of America (TSA) conferences were attended by students and advisors.

34. Paraeducators were encouraged by administrators to obtain certification to strengthen skills in their positions. Paraeducators appreciated assistance in professional growth as their contracts each included $300 for professional development.

Recommendations for Improvement:

35. Some general education teachers reported having a PLC meeting whenever there was collaboration time with other teachers and staff. It appeared there was confusion between PLC time and grade-level meeting time in some buildings. On-going professional development regarding the purpose, structure, and outcomes of PLC's is recommended. Consider whether it is possible to embed learning community time consistently at all buildings.

36. General education teachers interviewed noted the need to have a point person, such as an internal coach, at each building who can support professional development efforts (e.g., someone who can answer questions, model, troubleshoot). The district could consider appointing someone in each building to create a layer of support for teachers in their professional development efforts. Perhaps the PD Committee could be inclusive of a representative from each building to contribute to this effort.

Monitoring and Accountability

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

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

Noted Strengths:

37. The Director of Special Education meets with special education teachers and principals in each building on a regular basis, to review data, and ensure on-going compliance with the Corrective Action Plan (CAP). This also provides the opportunity to address any potential non-compliance issues in a proactive manner. These meetings are also a venue to explain and support any needed professional learning to strengthen the special education program.

38. BEDS data and site interviews indicate that appropriate Highly Qualified Teacher (HQT) components are being implemented with integrity in the district. Special education teachers are using the consultative model to provide instructional and support services to special education students. Students are benefiting from the combined expertise of general and special education teachers.

39. 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. Student enrollment data is reviewed annually to determine student placement and staffing needs.

40. District administrators reported extensive use of data for academic and non-academic purposes. Heartland Educational Assessment Resource Toolbox (HEART), Tableau, Infinite Campus, Iowa Assessments, Iowa Youth Survey, Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP), Basic Reading Inventories (BRI's), and surveys are examples of data and data tools used to drive decision making.

41. The percentage of Johnston CSD students scoring in the proficient range of achievement on the Iowa Test of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) is *higher* than AEA 11 and State of Iowa averages in all reported grade levels in both reading and math. (See shaded areas in tables below.) Continue analysis of non-proficient performers to identify common characteristics, skill deficits, and barriers to learning for further steps and interventions for those students.

Percentage of Students Proficient in Reading – ITBS & ITED

Grade	Johnston	AEA 11	State
3	**88.84**	78.94	77.32
4	**94.25**	82.89	81.58
5	**89.66**	81.89	79.85
6	**83.27**	71.76	69.12

7	**87.37**	76.07	74
8	**86.96**	76.63	74.35
11	**86.12**	77.41	76.77

Source: 2010-2011 Annual Progress Report (APR)

Percentage of Students Proficient in Mathematics – ITBS & ITED

Grade	Johnston	AEA 11	State
3	**90.52**	78.68	77.7
4	**93.04**	81.86	81.34
5	**90.65**	81.1	79.41
6	**88.33**	76.23	74.22
7	**89.83**	79.66	78.93
8	**90.45**	78.01	76.46
11	**88.04**	75.37	76.41

Source: 2010-2011 Annual Progress Report (APR)

<u>Recommendations for Improvement:</u>

42. Through interviews and document review, the visiting team noted JCSD has analyzed data for subgroups of students, most notably, the special education subgroup. As a result of the analysis, the district provided intensive support to middle school reading teachers, with the goal of increased student performance, and removal from the School in Need of Assistance (SINA) list. That goal being accomplished, the intensive support was eliminated, and the gap has returned. Teachers (especially those who are engaged with special education students) should be provided with multiple strategies focused on reading and math. According to the District's Comprehensive Literacy Program, this approach is consistent with the Iowa Professional Development Model (IPDM) process (theory, demonstration, practice, coaching and feedback). Student achievement should be monitored annually, and adjustments to the level of support made as necessary. Contact AEA Regional Director, Rachelle Dawson, (rdawson@aea11.k12.ia.us or 515-270-9030) for assistance in this area.

Johnston Community School District's Compliance Status for Applicable Federal Programs:

Title IIA (Teacher and Principal Training and Recruiting Fund)

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

Title IID (Enhancing Education through Technology, E2T2)

The district has no citations of Title IID 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 IVA (Safe and Drug Free Schools)

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

Title XC (Education of Homeless Children and Youth)

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

Areas of Non-Compliance: Chapter 12

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

Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
None Noted.			

Areas of Non-Compliance: Outside of Chapter 12

Outside of Chapter 12 Non-compliance Issues	Additional Details	Plan of Correction	Timeline for Completion
None Noted.			