

the **DISTRICT REPORT CARD** 2016-17

Indianola Community Schools

A Culture of High Expectations

The Indianola Community School District's *Strategic Plan* says that we will seek "a culture of high expectations." Certainly, student achievement in our district, as reported in this *District Report Card*, is an indicator of this culture. The scores reflect the efforts and learning of our students, a continuous improvement mindset that keeps our teachers and administrators learning and striving to get better, and a supportive school board and community. While we are proud of the scores, the efforts of the people behind the scores are truly more important.

The school district's vision is very simply stated, "Proud Traditions....Unlimited Possibilities," but there is a lot below the surface of those four words, just like 90% of an ice berg is below the surface. Talk to alumni who have moved back to town to raise their children in Indianola or to staff who have worked for the school district for 30 or 40 years or more. They can tell you about proud traditions of excellent music, drama, speech, and athletics programs. They can recall for you big wins and great shows that played to a packed house, and those traditions continue today. Take a moment to look at the people on the Wall of Distinction or in the Athletics Hall of Fame, and you will get a taste of the district's culture of excellence and its traditions.

Unlimited possibilities, by their nature, might be harder to nail down because they vary as widely as every individual student, staff member, and community member does. A student can cultivate an interest in music and become a performer or teacher. Athletes have reached great heights, becoming scholarship performers in college and even a major leaguer. Service-minded teachers, students, and principals began a UNICEF Club to help children in need worldwide and opened food pantries in our schools to help alleviate food insecurity in our own community. A board member is leading the charge to help the homeless, and a small group of retired teachers began a foundation that has done incredible good in the community.

To me a culture of high expectations demonstrates what Teddy Roosevelt once said, "Far and away the best life has to offer is to work hard at work worth doing." Indianola Community School District helps people find that right work and contribute to the world in meaningful ways, whether that is running a great local business or leaving the community to do great things elsewhere while carrying the community along in one's heart.

I am proud of our students' test scores. I am pleased that we are a high achieving district. I am most thankful, though, that we have a culture of high expectations within a great support network, which allows us all to celebrate proud traditions while exploring unlimited possibilities. Indianola, the school and community, is truly a great place to be. I thank you for your part in that.

Art Sathoff

Indianola CSD Superintendent



Our Staff

- 494 full and part-time district employees
- 256 certified staff members
- 117 advanced Master's and PhD degree
- 58 Bachelor degree + 15 or more credit hours
- 81 Bachelor's degree
- 119 with 16+ years of teaching experience
- 73 with 6-15 years of teaching experience
- 64 with at least 5 years teaching experience

2016-17 Board of Education

Darrin Johnson, President

Kariann Voigts, Vice President

Carolyn Langenwalter

Dacni Gabel

Chris Scott

Mark Tucker

Jay Wilkinson

Superintendent

Art Sathoff

Our Vision...

Proud Traditions... Unlimited Possibilities

Our Mission...

Indianola CSD is Committed to Excellence and Achieving a Lifetime of Success

Our Beliefs...

- *We will put students first.*
- *We will meet the needs of all students so that they can learn at high levels and be prepared for the next steps along the way.*
- *We will provide safe supportive schools.*
- *We will be fiscally responsible and thoughtful about resource allocation.*
- *Our actions will reflect our beliefs.*



GOAL 1

Continuous School Improvement for Learner Benefit

Theory of Action:

- If the community is aware of and supportive of essential core skills
- If the school board has an understanding of current best practices in teaching and learning and responsibly allocates resources aligned with goals
- If administrators understand district goals and initiatives and actively help others make connections and if administrators are accountable for implementation of best practices and essential skills
- If teachers provide high levels of instruction using best practices and relate the content to students' lives beyond school
- If parents understand and promote active, consistent attendance and active classroom participation
- If students understand why the Iowa Core content is important and relevant to their lives and are engaged in learning

Then all students will master the essential Iowa Core Skills and national standards so that they can apply those skills in life beyond school.

GOAL 2

Effective Communication and School District Promotion

Theory of Action:

- If the district has a recognizable brand, or clearly articulated identity, promoted through social media and traditional platforms
- If information is readily available through the district website, district and building newsletters, local media, and social media
- If the board supports efforts to promote the school district locally, statewide, and nationally
- If all students, sponsors/coaches, and staff are empowered to share success stories and the district consistently celebrates successes
- If teachers openly share their practice and students' successes
- If parents and community utilize avenues of communication that are offered and contribute to sharing good news
- If students are given a voice, feel safe and connected, and get involved in their own education

Then there will be effective communication between students, staff and community, resulting in community awareness, engagement, and support for education.

GOAL 3

Effective Technology Growth and Integration

Theory of Action:

- If the school board provides adequate funding for technology
- If the district maintains a robust technology infrastructure
- If the administration appropriately allocates technology resources so that the right tools are used the right ways at the right places
- If appropriate technology standards are implemented with integrity
- If administrators, teachers, and students make a continuous effort to be aware of the latest trends in technology
- If teachers receive appropriate professional development and put learning into action
- If teachers and students continue progressing in the SAMR Model (substitution, augmentation, modification, redefinition)

Then the district will maintain a reliable and scalable infrastructure that fosters the innovative integration of technology into educational programs and operational processes.

GOAL 4

Meeting Student Needs

Theory of Action:

- If district leaders focus on what we can control locally
- If district administrators and teachers collaborate and communicate with parents, community, and other stakeholders
- If all district staff believe in proud traditions and unlimited possibilities for students and make decisions accordingly
- If the school board and administration develop objective, student-focused decision making criteria regarding facilities, staffing, programming, resource allocation, etc.
- If district administrators and teachers evaluate outcomes based on stated goals
- If district administrators and teachers develop our human capital, understanding that our human resources are our greatest resources and investing in students and staff
- If all education stakeholders nurture relationships with and among students, teachers, support staff, administrators, and community
- If the school board, administration, and staff provide students with a safe, supportive, and positive learning environment

Then we will best meet the social, emotional, academic, and physical needs of students.



GOAL 5

District and Community Pride and Identity

Theory of Action:

- If we embrace our identity as a school in a thriving community that has a small town feel with big city opportunities and amenities
- If we have effective visionary leadership of systemically developed academic, co-curricular, and extra-curricular programs and continuity and teamwork between students, teachers, coaches/sponsors, administrators, the school board, and community
- If we have consistent program standards and practices and a culture of high expectations
- If we have passionate staff who believe in students' ability and potential to be successful
- If the school staff and community help students realize and support their ambitions and dreams
- If we provide the appropriate support (staff, facilities, coaches, finances, technology, sponsors)
- If we promote our programs and activities
- If students take advantage of the opportunities, activities, and resources
- If we have a supportive community
- If the school has mutually beneficial partnerships with other community entities and staff are involved in the community
- If students, staff, and community are willing to work together to address concerns and correct problems
- If we believe WE CAN

Then we will have a clear sense of identity, pride in the school and community will be obvious, and a culture of success will be prevalent.

Indianola elementary and middle schools received Commendable and High-Performing rankings from the Iowa Department of Education on the 2017 Iowa School Report Card.

**For more information please go to:
<http://reports.educateiowa.gov/schoolreportcard>**

Academic Goals & Student Assessment

The goals listed below are a requirement of the State of Iowa Department of Education. The Indianola Community School District staff uses the following information to determine where gaps exist in order to make adjustments in teaching.

Reading

The 2016-17 goal of Indianola CSD in the area of reading indicated the percent of 4th grade students in the proficient range, as defined by the Iowa Assessment Reading Comprehension Test, would increase by at least 1.0% when compared to the percentage of 3rd grade students who were in the proficient range on the assessment in the spring of 2016.

As we followed this cohort group of students, the data indicated that in the spring of 2016, as 3rd grade students, 86.7% of all students were proficient on the Iowa Assessment Reading Comprehension Test, and then as 4th grade students in the spring of 2017, 87.2% were proficient. This is an increase of .5% and does not meet our goal.

We did not meet the district goal in reading.

The goal for the 2017-18 school year will be for Indianola CSD to increase the percent of 4th grade students in the proficient range, as defined by the Iowa Assessment Reading Comprehension Test, by at least 1.8% (85%) when compared to the percentage of 3rd grade students who were in the proficient range (83.2%) on the same test in 2016-17.

Math

The 2016-17 goal of Indianola CSD in the area of math indicated the percent of 11th grade students in the proficient range, as defined by the Iowa Assessment Mathematics Test, would increase by at least 2.1% when compared to the percentage of 10th grade students who scored in the proficient range on the assessment in the spring of 2016.

As we followed this cohort group of students, the data indicated that in the spring of 2016, as 10th grade students, 84.9% of all students were proficient on the Iowa Assessment, and then as 11th grade students, in the spring of 2017, 84.9% scored in the proficient range on the Iowa Assessment Mathematics Test. This is not an increase and does not meet our goal.

We did not meet the district goal in math.

The goal for the 2017-18 school year will be for Indianola CSD to increase the percent of 11th grade students in the proficient range, as defined by the Iowa Assessment Mathematics Test, by at least 1.8% (87%) when compared to the percentage of 10th grade students scoring in the proficient range (85.2%) in 2016-17 on the same test.

Science

The 2016-17 goal of Indianola CSD in the area of science indicated the percent of 8th grade students in the proficient range, as defined by the Iowa Assessment Science Test, would increase by 5.3% when compared to the percentage of 7th grade students who scored in the proficient range on the assessment in the spring of 2016.

As we followed this cohort group of students, the data indicated that in the spring of 2016 as 7th grade students, 79.7% of all students were proficient on the Iowa Assessment Science Test. As 8th grade students in the spring of 2017, 85% were proficient on the same test. This is an increase of 5.3% and does meet our district goal.

Continued on page 7.



Academic Goals & Student Assessment

Continued from page 6.

We did meet the district goal in science.

The goal for the 2017-18 school year will be for Indianola CSD to increase the percent of 8th grade students in the proficient range, as defined by the Iowa Assessment Science Test, by at least 1.6% (90%) when compared to the percentage of 7th grade students scoring in the proficient range (88.4%) 2016-17 on the same test.

Three Levels of Achievement

A reporting requirement of the No Child Left Behind Act requires student data to be reported according to three different proficiency achievement levels. The three levels are as follows:

- Low – Students score between 1st - 40th percentile
- Intermediate – Students score between 41st - 89th percentile
- High – Students score between 90th - 99th percentile

The following charts and graphs illustrate the three levels of achievement for 3rd, 8th and 11th grade students in the areas of reading, math and science for the 2016-17 school year. Additional sub-sets of student demographic categories including gender, Individualized Education Plans and socioeconomic status follow on the next few pages.

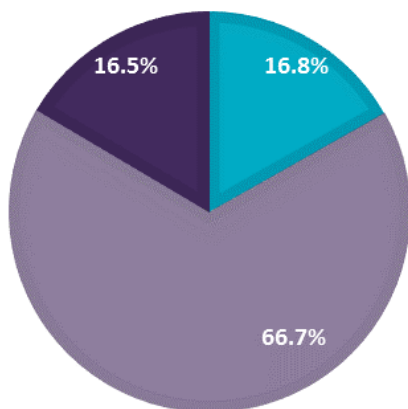
Our Schools

- 3,429 students served
- 4 elementary buildings (PreK-5)
- 1 middle school (6-8)
- 1 high school (9-12)
- 96.4% elementary average daily attendance
- 97.9% middle school average daily attendance
- 97.7% high school average daily attendance

All Students

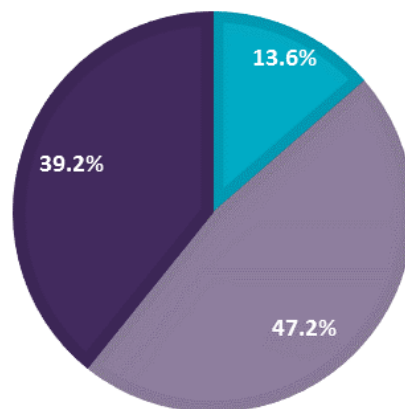
3RD GRADE READING

■ Low ■ Intermediate ■ High



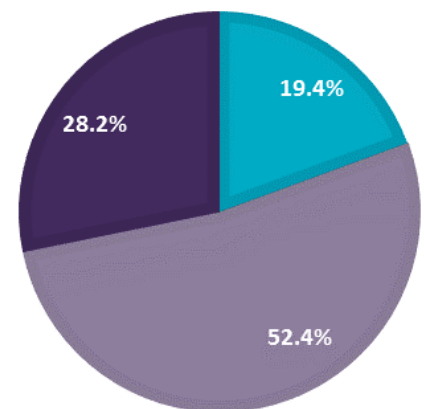
3RD GRADE MATH

■ Low ■ Intermediate ■ High



3RD GRADE SCIENCE

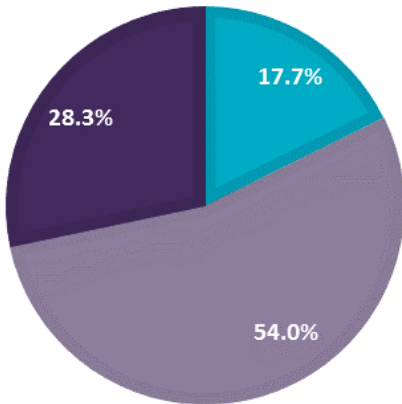
■ Low ■ Intermediate ■ High



All Students

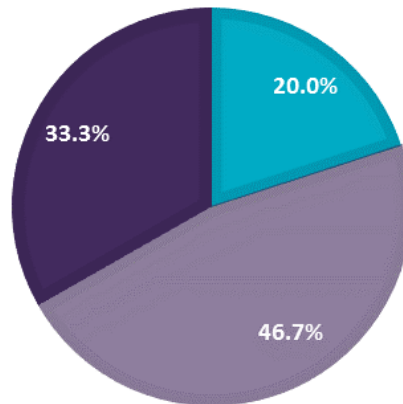
8TH GRADE READING

■ Low ■ Intermediate ■ High



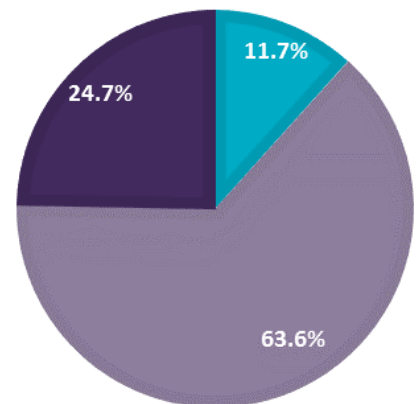
8TH GRADE MATH

■ Low ■ Intermediate ■ High



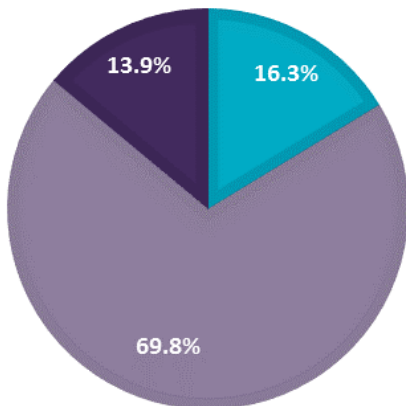
8TH GRADE SCIENCE

■ Low ■ Intermediate ■ High



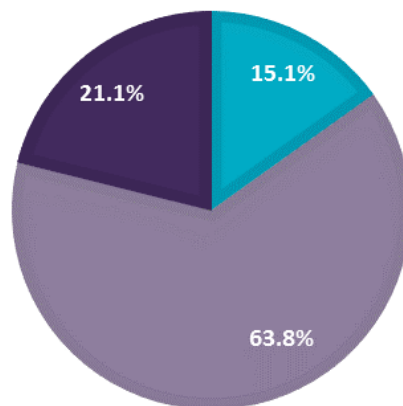
11TH GRADE READING

■ Low ■ Intermediate ■ High



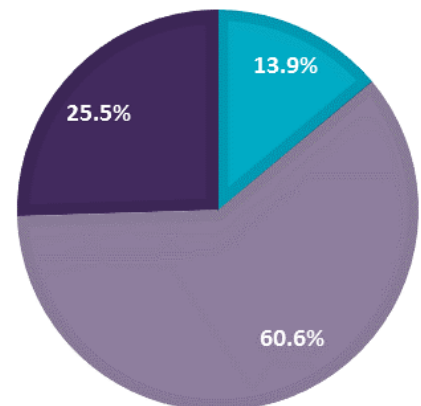
11TH GRADE MATH

■ Low ■ Intermediate ■ High



11TH GRADE SCIENCE

■ Low ■ Intermediate ■ High



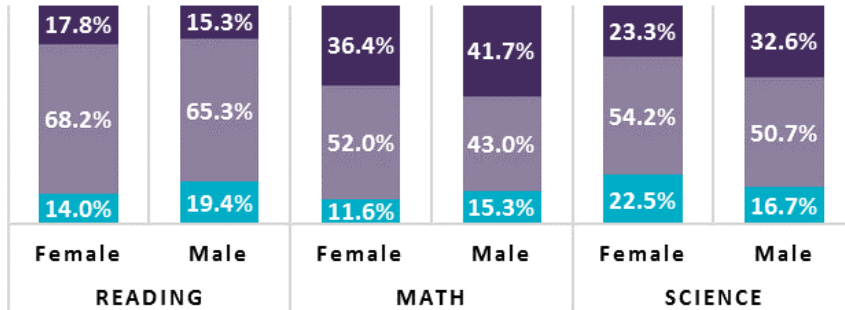
In 2016 there were 333 public school districts in the state of Iowa. Indianola CSD is the 27th largest public school district in Iowa for the number of students served.



Gender

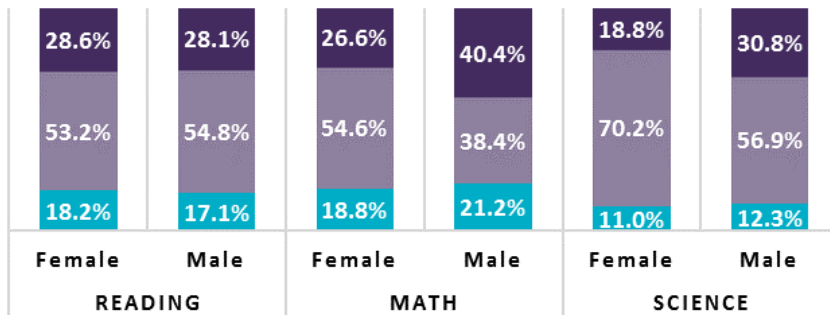
3RD GRADE

■ Low ■ Intermediate ■ High



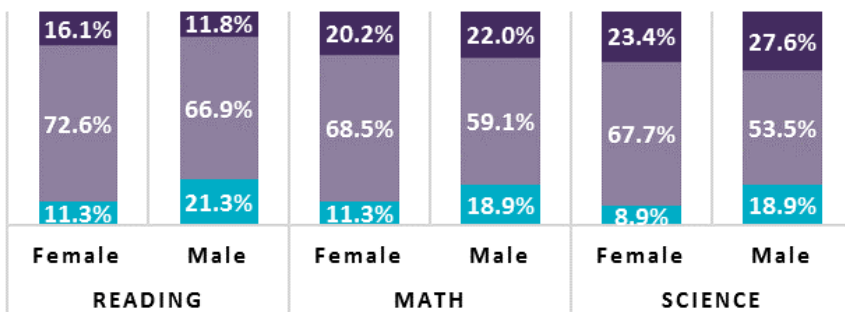
8TH GRADE

■ Low ■ Intermediate ■ High



11TH GRADE

■ Low ■ Intermediate ■ High



Equal Opportunity Statement

Students, parents, employees and others doing business with or performing services for the Indianola Community School District are hereby notified that this school district does not discriminate on the basis of age (except students), race, color, religion, national origin, sex, disability, sexual orientation, gender identity, socioeconomic status, creed, or marital status in admission or access to, or treatment in, its programs and activities.

The school district does not discriminate on the basis of age (except students), race, color, religion, national origin, sex, disability, sexual orientation, gender identity, socioeconomic status, creed, or marital status in admission or access to, or treatment in, its hiring and employment practices. Any person having inquiries concerning the school district's compliance with the regulations implementing Title VI, Title VII, Title IX, the Americans with Disabilities Act (ADA), § 504 or Iowa Code § 280.3 is directed to contact:

Equity Coordinator
 Indianola Community School District
 1304 East 2nd Avenue
 Indianola, IA 50125
 515.961.9500

The Equity Coordinator has been designated by the school district to coordinate the school district's efforts to comply with the regulations implementing Title VI, Title VII, Title IX, and the ADA, § 504 and Iowa Code § 280.3 (2007).

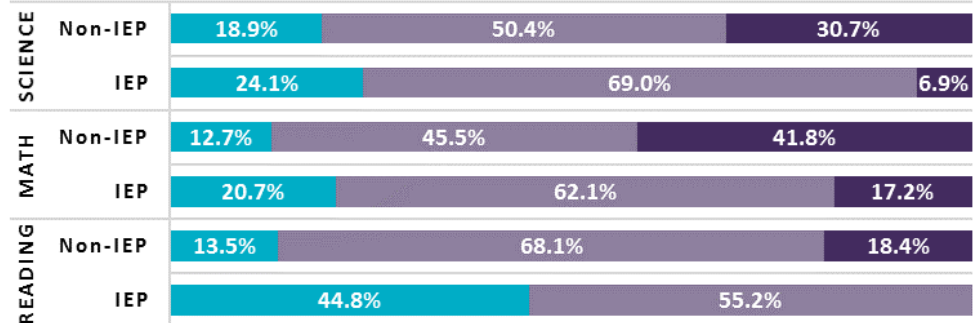
Individualized Education Plans are for students who qualify for Special Education services.

- ### Services
- 152 students served through summer learning programs
 - 296 students attending Indianola Child Care
 - 171,560 lunches served
 - 19,653 breakfasts served
 - 306,979 miles logged by Indianola bus drivers
 - 210 summer child care students served
 - 679,312 square feet of indoor space
 - 100 outdoor acres maintained

Individualized Education Plans

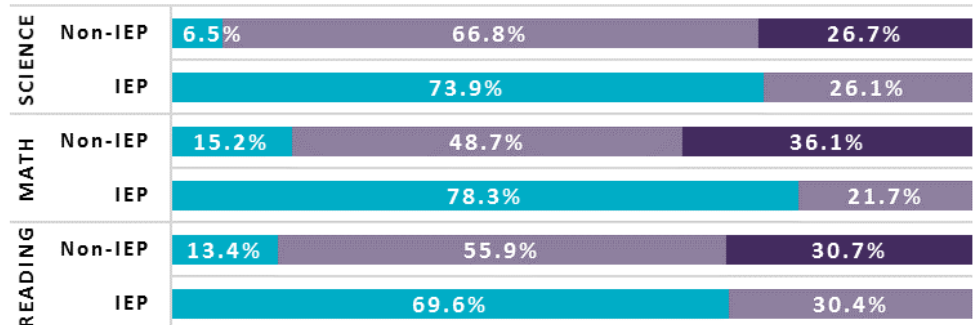
3RD GRADE IEP

■ Low ■ Intermediate ■ High



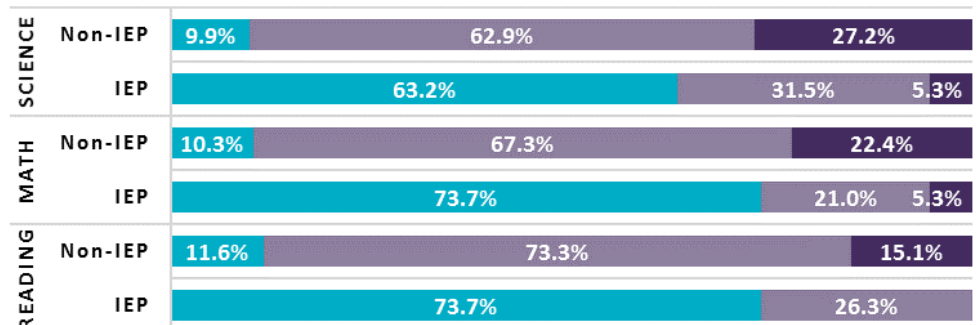
8TH GRADE IEP

■ Low ■ Intermediate ■ High



11TH GRADE IEP

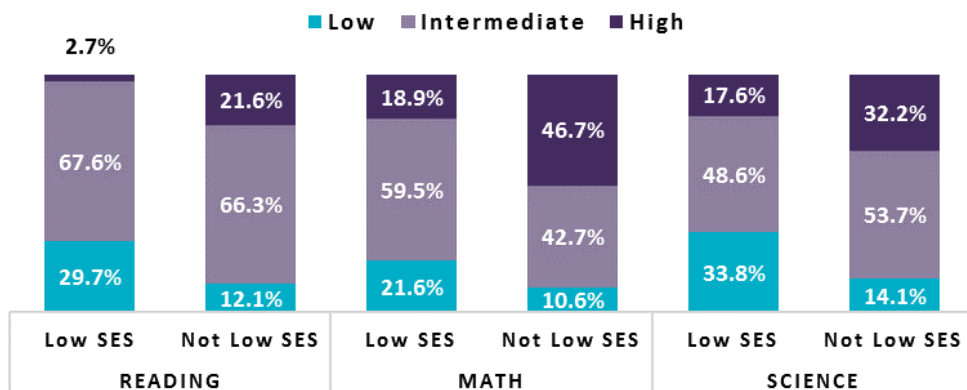
■ Low ■ Intermediate ■ High





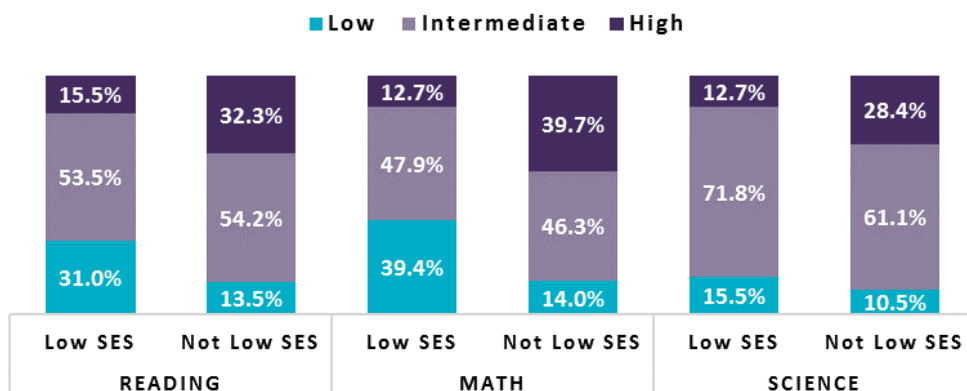
Socioeconomic Status

3RD GRADE SOCIOECONOMIC STATUS



Socioeconomic status is based on those who qualify for free and reduced lunch.

8TH GRADE SOCIOECONOMIC STATUS

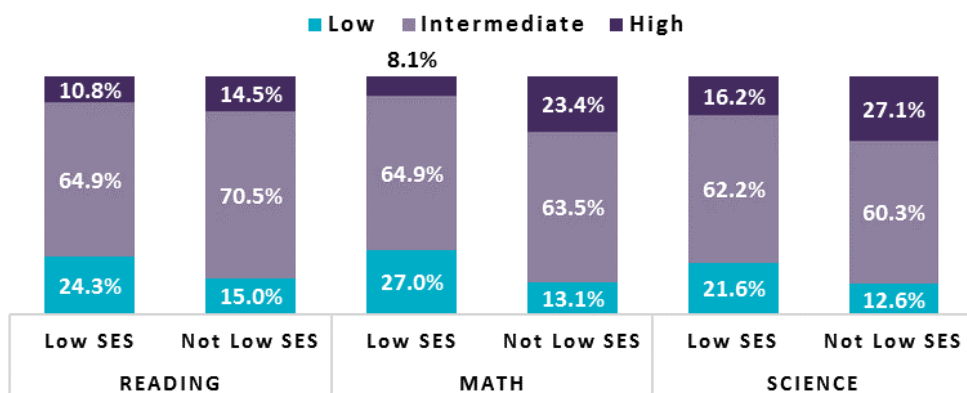


Homeless Notice

The board will make reasonable efforts to identify homeless children and youth of school age within the district, encourage their enrollment and eliminate existing barriers to their receiving an education, which may exist in district policies and practices.

The designated coordinator for identification of homeless children and for tracking and monitoring programs and activities for these children is the Local Homeless Liaison.

11TH GRADE SOCIOECONOMIC STATUS



A complete version of the Comprehensive School Improvement Plan that is reported to the state is available at: www.indianola.k12.ia.us

97%
of Indianola
High School
seniors earned
their diploma in
2017

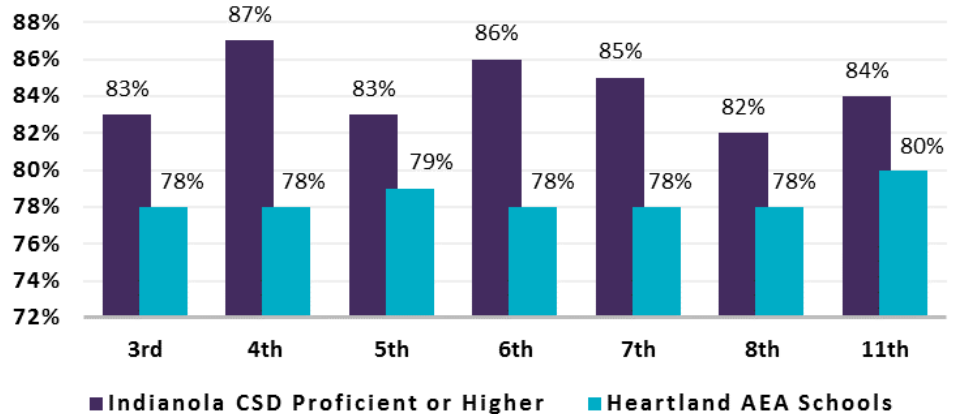


Seniors' Plans After Graduation

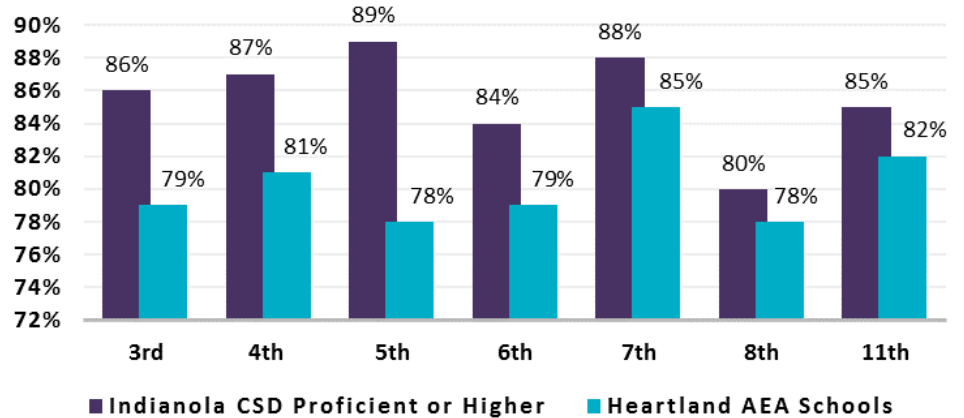
Four Year College/ University	45%
Two Year College	34%
Technical School	1%
Full-time Employment	11%
Military	1%
Other	8%

IOWA ASSESSMENTS 2016-17

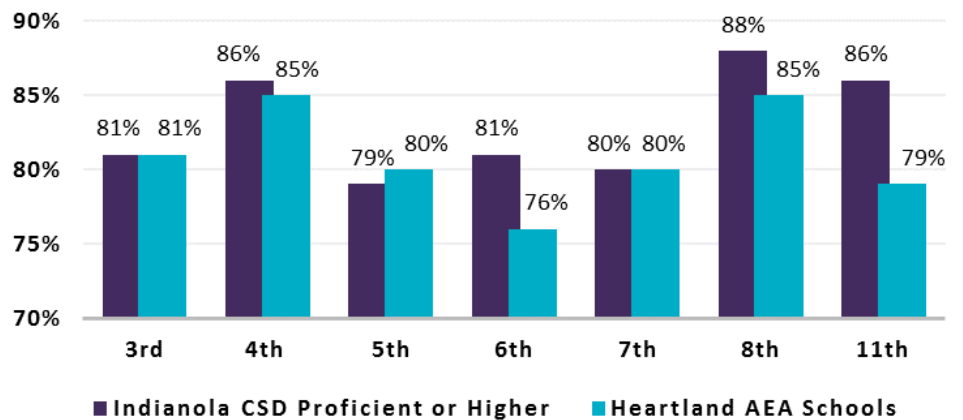
Iowa Assessment - Reading



Iowa Assessment - Math



Iowa Assessment - Science





ACT

The ACT is one of the college entrance exams taken by students who intend to go to college. A score of 20 or higher on the 36 point scale for the test indicates probable success in college.

Table 1 shows the five-year trend of our ACT-tested graduates. Beginning with the 2013 graduating class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

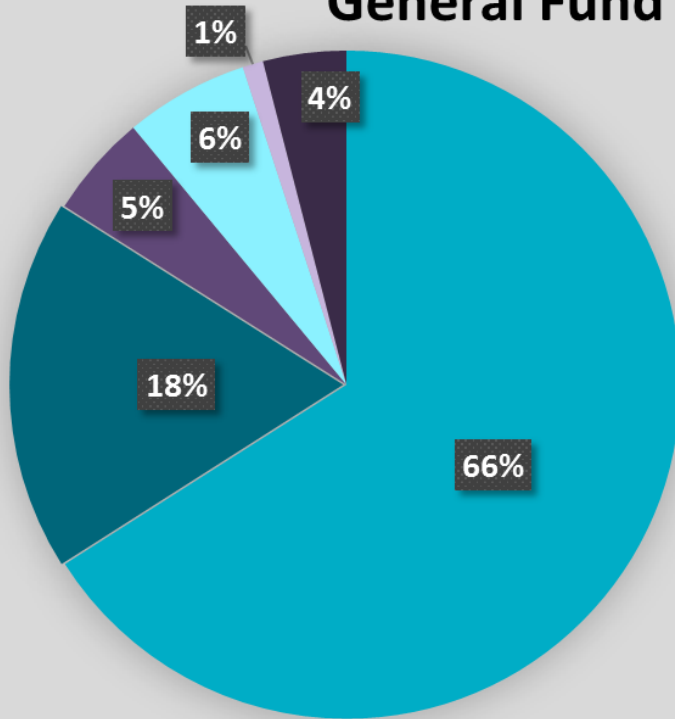
Table 1: Five Year Trends – Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	District	State	District	State	District	State	District	State	District	State	District	State
2013	166	22,526	22.3	21.5	21.7	21.6	22.9	22.5	22.9	22.2	22.5	22.1
2014	166	22,931	22.7	21.5	22.3	21.4	23.7	22.5	23.3	22.2	23.2	22.0
2015	171	22,675	22.8	21.8	22.2	21.5	23.9	22.7	23.3	22.3	23.2	22.2
2016	186	23,132	22.0	21.4	21.8	21.4	23.5	22.7	23.1	22.3	22.7	22.1
2017	178	23,306	21.3	21.2	22.1	21.3	23.4	22.6	22.8	22.1	22.6	21.9

Student Services

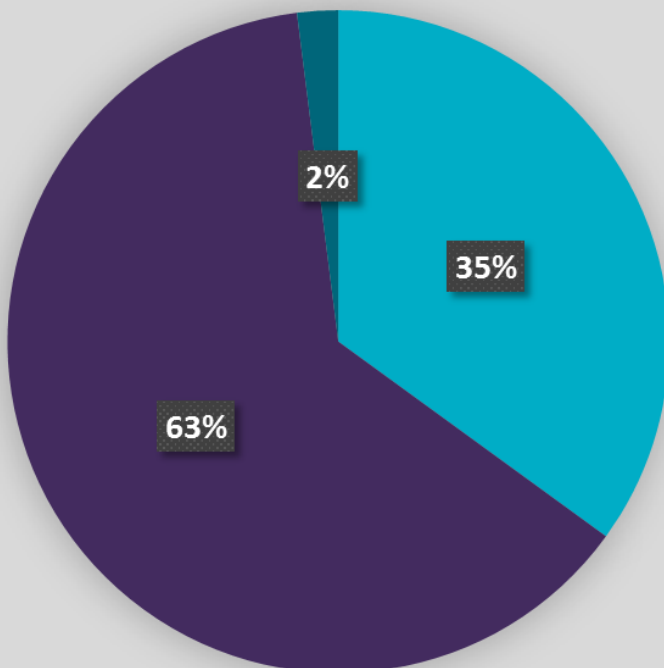
Building	Students Served	Minority	Free & Reduced Lunch	English Language Learner	Special Education Students
Emerson	421	9.46%	38.6%	4.3%	6.4%
Irving	422	8.33%	19.4%	1.0%	5.7%
Whittier	432	7.43%	42.3%	0.7%	9.0%
Wilder	411	10.90%	43.5%	0.7%	11.0%
Middle School	834	8.91%	29.0%	1.9%	10.0%
High School	1109	7.51%	27.4%	1.7%	8.7%

General Fund Expenses



- Salaries - \$23,756,835
- Benefits - \$6,448,498
- Purchased Services - \$2,037,586
- Supplies - \$2,113,065
- Equipment - \$64,239
- Other Expenses - \$1,453,139
- Total Expenses - \$35,873,362

General Fund Receipts



- Local - \$12,761,150
- State - \$23,133,594
- Federal - \$865,050
- Total Receipts - \$36,759,794



Asbestos Notification

As a result of the Asbestos Hazard Emergency Response Act (AHERA), all elementary and secondary schools are required to develop and implement a plan for managing all building materials which contain asbestos. Included in the act is the requirement to notify annually all parents, guardians and staff members, as well as organizations representing them, of activities and events with asbestos-containing building materials.

Asbestos has been used in many building materials due to its outstanding insulating and strengthening properties. When it is undisturbed or intact, it poses little hazard to human health.

In 1989 all buildings under the control of the Indianola Community School District were inspected by EPA-accredited inspectors, with building material samples analyzed by an independent laboratory. Based on the inspection, a management program was developed for safely and responsibly dealing with asbestos located within district buildings.

Federal law also requires surveillance every six months of each area containing asbestos. In addition, the law requires the re-inspection of all buildings every three years after a management plan is in place. This was last accomplished, under contract with Impact 7G, in July 2017.

The district has a list of locations, types of asbestos-containing materials found in the buildings and a description and timetable for their proper management. A copy of the Asbestos Management Plan is available for review in each school office or at the Facilities Office. Questions related to the plan should be directed to Tom Trembly at 515-961-9590.

The Indianola Community School District is in compliance with AHERA. It is our policy to maintain a safe and healthy environment for our students and staff members. This shall be accomplished by strict enforcement of the policies regarding asbestos by the Asbestos Program Manager and school officials.

Online Learning and Core Diploma Development

Last year ICSD began working toward creating new online programming for IHS students who would benefit from additional opportunities to earn required credit as they work toward graduation. Our goal is to develop an online core diploma and credit recovery program that matches what other IHS students receive in the physical classroom. To achieve this goal IHS teachers will create and use self-paced coursework along with blended learning instruction. The course development process began with the collaborative effort of Heartland AEA and district technology and instructional coaches in offering structured professional development for teachers.

Blended Learning

Blended learning is a mix of face-to-face instruction with online and cooperative group work. Providing blended learning opportunities for students at IHS strategically utilizes our digital learning environment and will help prepare students choosing to make the transition to online courses. The Flipped Classroom Model is a method used to implement blend learning for students. In this instructional model teachers assign instructional videos as homework, while face-to-face class time is spent working in groups or with the teacher on concepts and skills presented in the video.

Continued on page 16.

Online Learning and Core Diploma Development

(Continued from page 15)

Self-Paced Course Development

ICSD administrators and teachers are bringing together resources that will allow IHS students to earn a core diploma through online self-paced coursework by the year 2020. This is huge undertaking, but the district is excited and dedicated to meeting this goal!

Through professional development, teachers are learning how to translate their curriculum content into self-paced courses utilizing the AEA Personal Learning System and a program called SoftChalk. This process allows teachers to determine how Iowa Core Standards are delivered to students through the online coursework; ensuring that they receive the same content whether learning is completed online or through traditional programming. Students will benefit from a customized curriculum offered at a self-generated pace with one-to-one attention and full time access. At the same time students will have the opportunity to recover missed credits and gain a level of technical proficiency. Initial courses are in development and will be completed by June 2018. Additional course development will continue as existing and new teacher cohort groups complete the required professional development path.

Online education is quickly becoming one of the most popular higher education alternatives. According to Open Education Database, nearly three million students are currently enrolled in fully online degree programs and six million are taking at least one online course as a part of their degree program. At IHS it is our desire to provide quality online experiences for students in preparation for their post-secondary education or work place training.

Work Cited: Open Education Database, 10 Advantages to Taking Online Classes, <http://oebd.org/ilibrarian/10-advantages-to-taking-online-classes/>

