



# STATE OF IOWA

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DEPARTMENT OF EDUCATION  
JASON E. GLASS, DIRECTOR

January 19, 2011

Sister, Marilou Irons, Principal  
St. Patrick School  
615 Washington St  
Cedar Falls, Iowa 50613

Dear Sister Marilou Irons:

Attached is the report of findings for the Comprehensive School Improvement Site Visit conducted at St. Patrick School on December 14 and 15, 2010. 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, St. Patrick School maintains State of Iowa accreditation. One non-compliance item was identified during the site visit; however, the issue identified was corrected before this report was issued.

The report reflects consensus of the following team members:

**Department of Education Representatives:**  
Wilma Gajdel, School Improvement Consultant

**Area Education Agency Representatives:**  
Denise Fletcher, Math Coach, AEA 267  
Greg Koppes, Special Education Administrative Intern, AEA 267

**Other Representatives:**  
Deb Fleckenstein, Associate Director of Catholic Schools, Archdiocese of Dubuque

It is our hope this report will provide guidance to enhance student achievement in the school 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 St. Patrick School's continuous improvement process, the school must review its current CSIP and provide revisions as needed. Revisions should be based on the school'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<sup>th</sup>, 2011. 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 school'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.aspx?sm=DzavrdTJ9dG\\_2f\\_2fh3sB0Mb0g\\_3d\\_3d](https://www.surveymonkey.com/s.aspx?sm=DzavrdTJ9dG_2f_2fh3sB0Mb0g_3d_3d). The survey will

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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 St, Patrick School staff and patrons in preparing for and showing courtesy during the visit. Thank you for your time and cooperation.

Sincerely,



Wilma M. Gajdel  
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 267  
Archdiocese of Dubuque

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



## **St. Patrick School, Cedar Falls**

**Team Findings  
December 14 - 15, 2010**

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

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## **Vision, Mission, and Goals**

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

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

### **Noted Strengths:**

1. Staff, parents, and the community are clearly focused on the school mission: “The community of St. Patrick Catholic School provides a Christ-like atmosphere where freedom, acceptance, group interaction, and support of each individual are nurtured as students learn the essential concepts and skill sets identified for life in the 21<sup>st</sup> century in the Iowa Core.” Interviews provided numerous examples of community support, positive climate, and academic initiatives to support student learning.

### **Recommendations for Improvement:**

2. Board members stated marketing the school and working to maintain or grow enrollment is a major focus. Teachers and board members reported Cedar Valley Catholic Schools has plans to open a new middle school (grades 6-8) in the fall of 2012 and expressed some concern this may affect the enrollment at St. Patrick School. To support the board in planning for the future of the school, board members and the principal may wish to consider engaging in a long range planning process to establish two-, five-, and ten-year goals. The following suggestions may be helpful as the district engages in the strategic planning process:
  - Consider working with the Archdiocese of Dubuque or Area Education Agency (AEA) 267 to identify a facilitator to assist the school with the strategic planning process.
  - To build trust in the process and help ensure stakeholder support, ensure transparency of the process. For example, establish a timeline for the process including when it will begin in earnest and the anticipated duration of the work. In addition, consider the involvement of key individuals in all stakeholder groups important to the school.
  - Determine what data may be needed to make decisions, including a process to ensure data are collected and all stakeholders have a working understanding of the data.
  - Ensure a communication plan related to the strategic planning process is in place to make certain all stakeholder groups have information related to the process and any decisions made.

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## Leadership

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

- Policies and procedures are established to effectively support district/school operations.
- The school board and district/school administrators implement an evaluation system that provides for the professional growth of all personnel.
- Policies and practices are implemented to reduce and eliminate discrimination and harassment and to reflect, respect, and celebrate diversity.
- The role and responsibility of administrative leaders is supported, respected, and understood.
- A clearly defined system and expectations are established for the collection, analysis, and use of data regarding student achievement and progress with the 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. Teachers reported appreciation for the individual monthly curriculum pacing meetings with the principal. During these meetings they have the opportunity to brainstorm regarding teacher concerns and discuss individual student needs.
4. Students stated they have input in decision-making and that their voices are heard by staff and school committee members. Homeroom representatives take suggestions to Student Council meetings. Two student council representatives are members of the School Improvement Advisory Committee (SIAC) and provide input to the committee. Students reported teachers and staff are "always willing to accept new ideas." For example, the quarterly school newspaper is the result of student suggestion.
5. Students reported they are able to develop leadership skills in other ways. They have the opportunity to participate in a variety of clubs and after school activities. Students, parents, and board members stated student contributions to the liturgy and Monday prayer meetings offer important leadership roles and provide them with confidence as public speakers.
6. The board is commended for its focus on ensuring students are prepared with 21<sup>st</sup> century skills. Currently, all students receive Spanish instruction. Beginning in the fall of 2011, the Spanish teacher will be working with the preschool students. The school also benefits from a fulltime technology coordinator/media specialist who works with both teachers and students. The coordinator provides direct instruction in technology skills, as well as supports teachers in infusing technology into instruction.

7. The board was realigned in the fall of 2010 to focus on issues related specifically to St. Patrick School rather than all parish education programs (such as youth ministry and religious education). Board members are valued volunteers focused on identifying resources to maintain a quality education for St. Patrick students. Each December all parish committees and boards meet jointly to share information, brainstorm, and refocus on the parish mission and vision.

**Recommendations for Improvement:**

None noted.

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## Collaborative Relationships

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

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

### **Noted Strengths:**

8. The parent interview yielded positive responses from the group on the effective communication efforts from St. Patrick's School staff. Parents indicated teachers and the principal are easily accessible and responsive in meeting their communication needs. Written, electronic emails, phone calls, and in-person communication were discussed as the many ways information is shared. Also mentioned was the timeliness of staff in responding to families with questions or concerns. Parents reported situations where proactive communication from school staff was directly responsible for the positive outcomes.
9. Members of the SIAC understand the responsibilities of the committee and their roles as members. Committee focus is on school improvement, gathering information for improvements, communication with parents, and making recommendations to the school board. SIAC members reported they actively make recommendations to the school board. Approved SIAC recommendations have resulted in modifications in school uniform requirements, handicap accessibility of the building, healthy birthday treats, restructuring recess and lunch times, revisions in the handbook, and inclusion of student council representatives on the SIAC. The committee includes the physical education/wellness teacher, serves as the school Wellness Committee, and helps to ensure the requirements of the Healthy Kids Act are met.
10. All interview groups reported St. Patrick School has forged meaningful community partnerships that result in significant contributions to the school program. Some examples of these partnerships included:
  - University of Northern Iowa (UNI), Wartburg College, Hawkeye Community College student involvement
  - Community support with the "World in Motion" Curriculum Project
  - Local community workers (i.e., police, firefighters, parks and recreation)
  - Coaches
  - Special Interest Enrichment (SIE) volunteers

- Art Club and art show at the Financial Center
  - Lunch servers
  - Summer repairs and building maintenance
  - SCRIP workers
  - Junior Achievement
  - Extracurricular clubs
  - Classroom speakers
  - Visits to downtown businesses, the public library, and post office
11. St. Patrick School and the Cedar Falls Community School District work together to provide Title I and special education services to identified students. A full-time special education teacher serves students in kindergarten through 8<sup>th</sup> grade at St. Patrick and students benefit from small group Title I reading support at Lincoln Elementary School.
12. Parents reported a wide variety of opportunities they have to be involved in their children's education including the following:
- Student-led conferences
  - Catholic Parent Teacher Organization (CPTO)
  - School board
  - Lunch volunteers
  - Special classroom enrichment activities
  - PowerSchool on-line student management program
  - Emails and phone calls
- Parents indicated there are numerous opportunities to be involved at all levels and to the degree which parents have time available.

**Recommendations for Improvement:**

13. While parents reported appreciation for information provided through the PowerSchool on-line student management program, they also had suggestions of enhancements that would be helpful including the following:
- Calendar or some other way to provide advance notice of upcoming assignment deadlines and tests
  - Syllabus or postings related to learning objectives or academic activities for the week
  - Access to assignment rubrics
14. Parents provided some suggestions related to the ongoing marketing of St. Patrick School. They stated the school has a very welcoming environment; however, several parents stated they did not have a clear understanding that non-Catholic families could attend until they chose to enroll their children. Parents suggested this might be one aspect of the school to emphasize in marketing. In addition, parents felt that identifying mentor families for new families when they enroll would be helpful in transitioning.
15. SIAC members include students, a business representative, graduates of St. Patrick School, teachers, a county health nurse, and parents. Consider expanding the diversity of the committee by including additional business representatives (such as members of the Chamber of Commerce) who are not necessarily members of the parish to provide an additional point of view including advising teachers about skills needed in the 21<sup>st</sup> century.

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## Learning Environment

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

- Rules and procedures for behavior and consequences are clearly communicated and consistently administered.
- School facilities are physically accessible and school routines enhance student learning.
- Materials, resources, technology, programs, and activities reflecting diversity are available to all students.
- The district/school provides a clean, inviting, welcoming environment.
- A clearly understood crisis management plan is established, communicated, and implemented when necessary.
- Teaching and learning are protected from external disturbances and internal distractions.
- The district/school reflects the contributions and perspectives of diverse groups and preserves the cultural dignity of staff, students, and parents.

### **Noted Strengths:**

16. Parents and the principal stated the preschool and day care programs are a strength of the school. Approximately 65 students are served in three preschool programs (three-year-old, four-year-old, and five year-old) and the day care. Two teachers certified in early childhood education and an associate who is also a trained nurse serve students using the Creative Curriculum. The preschool teachers meet every Wednesday with kindergarten teachers to ensure curriculum continuity. Preschool teachers also serve on several school committees.
17. Students reported teachers are responsive, supportive, and make learning fun. Teachers often provide students with their email addresses and phone numbers so students can communicate regarding homework and assignment questions. Teachers listen to student interests and needs and help them with their "next steps" whether they are academic or personal. Students stated teachers help them, talk with them inside and outside of school, address their varied learning styles and learning paces, and provide them with links to real-world experiences.
18. The parents reported their satisfaction with St. Patrick's emphasis on student safety. Highlighted in the interview were the safety precautions in place regarding transportation. Door-to-door pickup, staff radios, and the verification process for students reaching their destinations were emphasized. Parents stated the principal and teachers are responsive to any reported concerns and address issues in a timely manner. Two parents discussed successful outcomes due to the school counselor's direct involvement with support to students. Students and teachers made reference to St. Patrick School personal strategies for problem-solving. Parents stated St. Patrick supports students in developing problem-solving strategies; however, the principal and teachers intervene when appropriate.
19. Students reported they have access to a variety of technology tools including the following:
  - Laptops (iBooks)
  - Upgraded electronic library check-out system

- Remote “clickers” for in-class surveys
- ELMOs and document cameras
- School Gmail accounts for 7<sup>th</sup> and 8<sup>th</sup> graders
- Flip cameras
- Individual student folders on the school server
- Student flash drives to take work from school to home and back

Students also stated technology is integrated into learning. It is used in instruction and as a tool for students to demonstrate learning. Students prepare pod-casts, work in Google Docs, develop presentations using Key Note, and create videos and pod-casts. Final drafts of written work are word processed beginning in 5<sup>th</sup> grade. Students may email rough drafts of work to teachers for input prior to completion of the final product. Parents reported appreciation for the integration of technology into instruction. They stated students utilize technology to do useful things; technology usage is not focused on the computer lab.

The importance of technology is also apparent in the school's priority to have a full-time technology coordinator/media specialist available to work with both students and staff.

20. Multiple groups commented regarding the many initiatives that contribute to St. Patrick's welcoming and positive school climate. Students are organized into Faith Families which meet once each month, are multi-age, and stay together throughout the student's school career at St. Patrick School. Parents talked about the feeling of community and that the school is an extension of their family life. Family values and religious principles are reinforced.

### **Recommendations for Improvement:**

21. Staff and parents indicated there is a welcoming atmosphere throughout the school towards all students; however, formal mechanisms do not appear to be in place to address cultural competency. Parents stated the school does a good job of providing students with experiences in Cedar Falls and preparing students to live and work in the Cedar Falls community; however, they also indicated students could benefit from an additional focus on cultural competence. The school may wish to consider the following suggestions to continue to support the cultural competence of staff and students:
- Create a common definition of cultural competence and its implications for the school. 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.
  - Expand interest in developing a relationship with a school in another country, with schools in Iowa, or schools in other parts of the United States that have high populations of racial/ethnic diversity or high populations of low socio-economic diversity to explore aspects of diversity through the use of technology.
  - Consider expanding current global/cultural activities, speakers, and resources in all content areas and grade levels. Resources from surrounding communities, organizations, and institutions could be accessed.
  - Promote community awareness of school cultural activities and invite community participation.
  - Include this topic for consideration by the SIAC.
  - Access materials from your school library which portray diversity and also materials available through the AEA 267 lending libraries, on-line resources, such as video clips, lesson plans, and professional development from Discovery Education Streaming ([www.discoveryeducation.com](http://www.discoveryeducation.com)) in order to provide a variety of examples of diverse groups.

22. Student generated responses regarding “hoped for” changes at St. Patrick’s within the next five years included the following:

- Laptops for every student (5<sup>th</sup> grade – 8<sup>th</sup> grade)
- New/updated textbooks
- Additional books in the library
- Replacement of recess sports equipment (i.e., balls and jump ropes) when needed
- Classroom space for the Spanish Teacher
- Increased involvement of preschool students
  - Monday morning prayer service
  - All school mass
  - Birthday recognition

As the school establishes priorities and develops long-range plans, the board and principal may wish to consider these responses.

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## Curriculum and Instruction

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In an improving district/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 and clear expectations for what is taught. 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 needed 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 for units that employs research-based strategies for use with diverse learner characteristics.
- Instructional decision-making utilizes a process of collecting, analyzing, and summarizing data.

### **Noted Strengths:**

23. Students stated they create personal learning goals and report on goal progress during student led conferences beginning in kindergarten. In addition to these conferences, they are provided multiple opportunities to learn about on-going academic progress including teacher-developed rubrics for assignments to provide clarity about expectations, pretests and quizzes to assess group and individual progress, and access to the PowerSchool student management system with their own student IDs and passwords.
24. Students reported teachers help prepare them for the next level – academic work, grade level, or high school – in a variety of ways. Beginning in 3<sup>rd</sup> grade, student assignment notebooks help them with organizational skills and homework completion. Students reported 7<sup>th</sup> and 8<sup>th</sup> grade expectations are geared toward success in high school. Students have been told by high school students that St. Patrick School prepared them by having high expectations of them and expecting their best work, reinforcing the need to complete work on time, and structuring long-term assignments. Parents and board members reported St. Patrick students are academically and socially prepared for high school through the school's challenging curriculum and supportive environment.
25. Multiple interview groups reported a variety of school programs and initiatives help meet student needs including:
  - Math and reading (small group focus)
  - Special Interest and Enrichment (SIE)
  - Resource teacher supporting students (14) Individualized Education Programs (IEPs)
  - Title 1 reading and math
  - General Education Intervention (GEI) process
  - Before and after school programs
  - Math course offerings at the high school
  - Five problem solving teams
  - Multi-age groupings

**Recommendations for Improvement:**

None noted.

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## Professional Development

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

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

### **Noted Strengths:**

26. The school board and parents demonstrate their support of professional development by allocating time for staff learning and collaboration. Professional development time is provided by dismissing students at 1:30 every Wednesday, as well as through eight full days for all teachers during the 2010-2011 school year.
27. Teachers participate in training through the Archdiocese of Dubuque and AEA 267, including Technology Curriculum Leaders, characteristics of effective instruction, Iowa Core, and state science conference. In 2009 the entire staff attended the National Catholic Education Association (NCEA) Convention in Minneapolis. Teachers attending training shared information learned with the staff during school inservice time or grade level meetings.

### **Recommendations for Improvement:**

28. Documentation provided listed a variety of topics covered during professional development time including alignment work, Iowa Core, review of vocabulary activities, characteristics of effective instruction, and "housekeeping/business" items. The professional development calendar did not provide clear evidence of sustained focus on instructional strategies related to improving student achievement. Teachers expressed a need for St. Patrick professional development planning to include all components of the Iowa Professional Development Model (IPDM) including theory, demonstration, practice, observation, collaboration, and the study of implementation. In addition, teachers would like opportunities to collaborate with teachers in other Catholic schools. The focus of professional development should be to impact student learning; therefore, professional development must be focused on one or two research-based strategies, data based, and sustained.

A well-defined professional development plan incorporating the elements of the IPDM should be created to clearly outline timeline, activities, resources, and responsibilities associated with the yearly Professional Development Calendar. To aid in the continued development of a quality plan, consider the following questions:

- What process is used to review data prior to making decisions about the focus of professional development activities? Who is included in data analysis?
- How are the research-based strategies determined that will address the data-based needs?
- What process is in place to create the school professional development plan? What input do staff members have in developing the plan? How does the yearly plan support the CSIP long-term plan?
- How does the professional development plan support teacher planning, practice, and reflection on implementation of learned strategies?
- What baseline data will be collected to be used in determining the effectiveness of the professional development strategies implemented? What teacher behaviors have been identified and are necessary to implement strategies with fidelity?
- How will implementation of professional development strategies be monitored and documented? What formative and summative measures will be used to make ongoing adjustments to professional development efforts? What data will be collected that most directly provides evidence of the fidelity and extent of implementation? In what ways and how often will the data be collected, reviewed, and shared?
- How will you ensure professional development results in at least 75% of staff routinely using the selected strategies with fidelity and that student achievement increases?
- What plan is in place to evaluate the overall effectiveness of professional development efforts?

The district is encouraged to review guidance regarding the IPDM at

[http://www.iowa.gov/educate/index.php?option=com\\_content&task=view&id=232&Itemid=1286](http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=232&Itemid=1286). For assistance, contact AEA 267 consultant Julie Crotty ([jcrotty@aea267.k12.ia.us](mailto:jcrotty@aea267.k12.ia.us)).

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## Monitoring and Accountability

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

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

### **Noted Strengths:**

29. A higher percentage of St. Patrick School students performed at the proficient level during the 2009 – 2010 school year on Iowa Tests of Basic Skills (ITBS) reading and mathematics tests when compared to the same group of students across the State of Iowa.

2009-2010 ITBS/ITED	St. Patrick CSD % Proficient	State % Proficient
3 <sup>rd</sup> Grade Reading	92.6	75.53
4 <sup>th</sup> Grade Reading	94.12	77.62
5 <sup>th</sup> Grade Reading	96.77	77.57
6 <sup>th</sup> Grade Reading	88.0	69.4
7 <sup>th</sup> Grade Reading	84.21	71.53
8 <sup>th</sup> Grade Reading	87.5	72.61
3 <sup>rd</sup> Grade Mathematics	81.48	76.2
4 <sup>th</sup> Grade Mathematics	88.24	79.17
5 <sup>th</sup> Grade Mathematics	96.78	79.66
6 <sup>th</sup> Grade Mathematics	96.0	76.19
7 <sup>th</sup> Grade Mathematics	100.0	76.4
8 <sup>th</sup> Grade Mathematics	87.5	75.28

30. Teachers reported identification of students for the language arts and math small groups is based on ITBS scores, Cognitive Abilities Test, and teacher observation.

### **Recommendations for Improvement:**

31. Teachers reported they review ITBS data; however, it was unclear how assessments such as ITBS, Dynamic Indicators of Basic Early Literacy (DIBELS), running records, Iowa Collaborative Assessment Modules (ICAM), and State Collaboratives on Assessment and Student Standards (SCASS) are used to inform instructional change. In addition, teachers indicated test scores are not

consistently shared as students progress from one grade level to another and they do not have access to ICAM test results.

The school is encouraged to broaden involvement of teachers in analysis of student achievement data to develop teacher understanding and ownership of the process and assist in moving from assessment *of* learning to assessment *for* learning. Holding discussions with staff to answer the following questions might be helpful:

- What information is gained from each of the assessments used?
- How do I use data to adjust instruction?
- What does this data tell me about my students?
- What students are not being reached in our classes?
- What are the reasons these students are not achieving at higher levels?
- What changes need to be made to correct gaps?
- What will I (teacher) do in my classes to increase student achievement?
- How are assessment data best shared with teachers immediately following administration of the test? How are assessment data best shared with teachers as students progress from grade to grade?

For assistance contact Julie Crotty, AEA consultant at [jcrotty@aea267.k12.ia.us](mailto:jcrotty@aea267.k12.ia.us) or 319-268-7626.

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**Areas of Non-Compliance: Chapter 12**

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The school 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 school 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	Documentation	Timeline for Completion
EQ5 No evidence exists to indicate the school or school district provides equal opportunity to participate in programs by gender, sexual orientation, gender identity, marital status, socioeconomic status, disability, race, national origin, color, religion, and creed. 281—IAC 12.1(1)	Board policy 4216.2 does not include all protected classes or reference to bona fide religious purpose for imposing qualifications on specific classes (sexual orientation, gender identity, marital status, SES, religion)			CORRECTED by the Archdiocese of Dubuque before the report was issued

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**Areas of Non-Compliance: Outside of Chapter 12**

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