



# School Improvement Advisory Committee

April 20, 2022

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Red Oak Community School District

# Discussion Topics

- Student Achievement
- School Counseling Services
- Facilities Assessment and Long-Range Planning
- Teacher Shortage
- Legislative Update



# Student Achievement

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Red Oak Community School District

# School Performance Profiles

- The federal Every Student Succeeds Act (ESSA) requires states to monitor, rate, and publicize school performance according to various measures (e.g., participation in state assessments, academic achievement, student growth, graduation rates, ELL proficiency, attendance, conditions of learning, suspensions/expulsions, etc.)
- The Iowa Department of Education rates schools as Exceptional, High Performing, Commendable, Acceptable, Needs Improvement (Comprehensive), and Priority (Targeted)
- School Performance Profiles are published at:  
<https://www.iaschoolperformance.gov/ECP/Home/Index>

# Our Schools Are Rated “Acceptable” But We Have Much Work to Do!

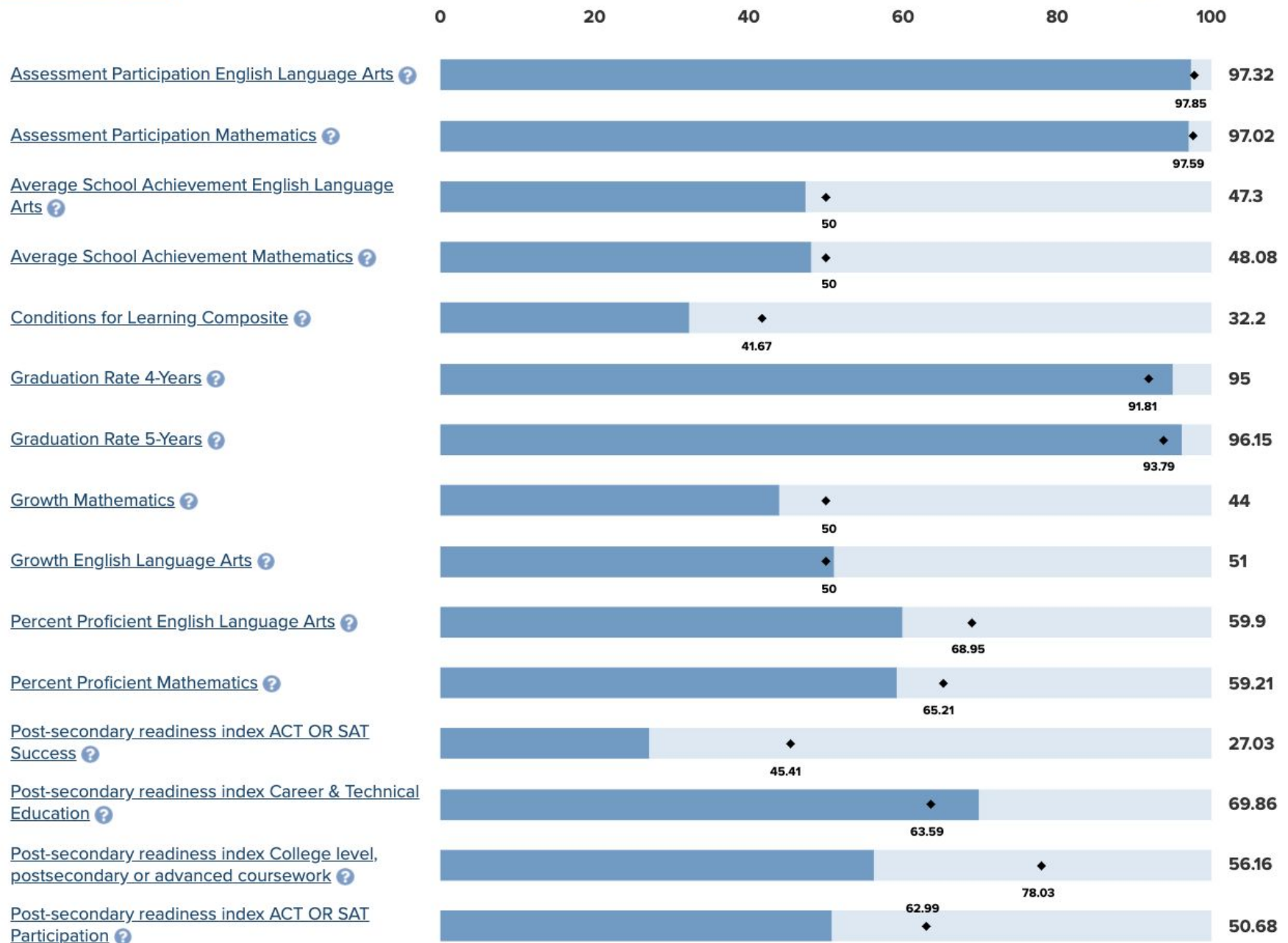
- As a district our scores (i.e., mean scale scores) were 2.7 points below the state English Language Arts average and 1.92 points below the state Math average. (Scaled scores are essentially percentile rankings.)
- Overall district growth in English Language Arts exceeded the state average by 1%, but our Math growth was 6% below the state average.
- The percent proficient across the district was 6% less than the state English Language Arts average and 9.05% less than the state Math average.
- We were at or exceeded the state average in terms of test participation, graduation rate, and career and technical readiness (i.e., CTE concentrators), but we fell short in ACT/SAT participation and success and college level/post-secondary/advanced coursework.
- We also struggled with respect to achievement gaps among special education students.

# District Achievement

## PERFORMANCE IN EACH AREA

Accountability View

**Accountability view:** This view provides information about the performance of students who are included in the accountability score (N>=20). ?



◆ State Average

# Inman Elementary: Math Scores Were Particularly Encouraging

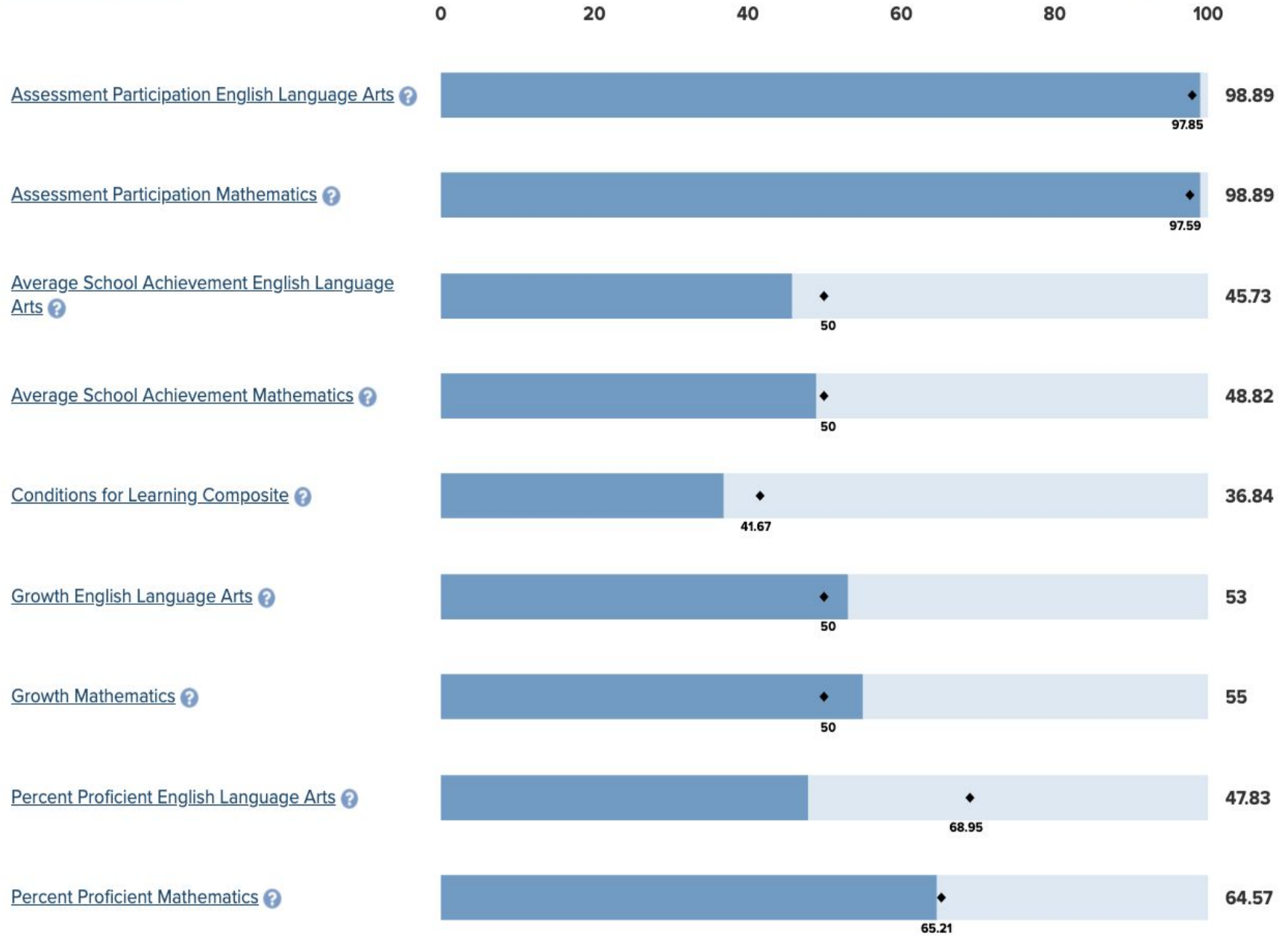
- Overall proficiency rates were only .64% below the state average, and growth was 5 percentage points above the state average.
- Our low SES population exceeded the state proficiency average by 8 percentage points, and special education students outperformed the state average by 5 percentage points.
- We need to continue to work on English-Language Arts achievement. Our overall proficiency rate was 21 percentage points below the state average. (Growth was 3 percentage points higher than the state average.)

# Inman Achievement

## PERFORMANCE IN EACH AREA

Accountability View

**Accountability view:** This view provides information about the performance of students who are included in the accountability score (N>=20). ?



◆ State Average



# Red Oak Jr/Sr High: English Language Arts Scores Were a Relative Strength

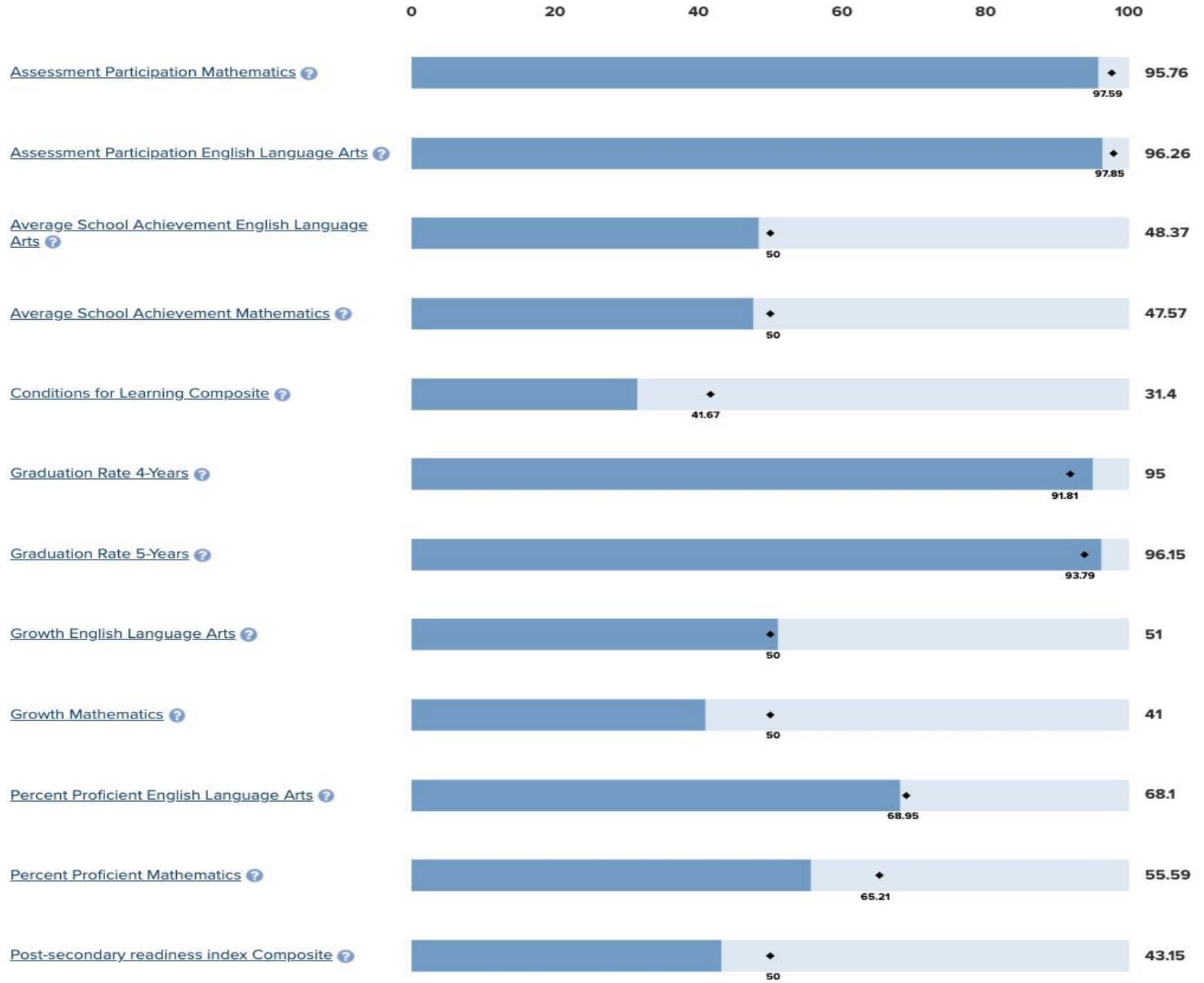
- Scores were only .85 percentage points below the state proficiency average, and reading growth was 1 percentage point above the state expectation.
- Low SES (i.e., free and reduced lunch eligible) ELA and Math scores were both above the state average; reading growth met the state average and ELA percent proficient exceeded the state average by 6.5 percentage points.
- We need to focus on special education achievement gaps: All special education measures were below the state average with the exception of math growth (reading growth exceeded the previous milestone by 10 points, math growth exceeded the previous mark by 16 points).

# Jr/Sr High Achievement

## PERFORMANCE IN EACH AREA

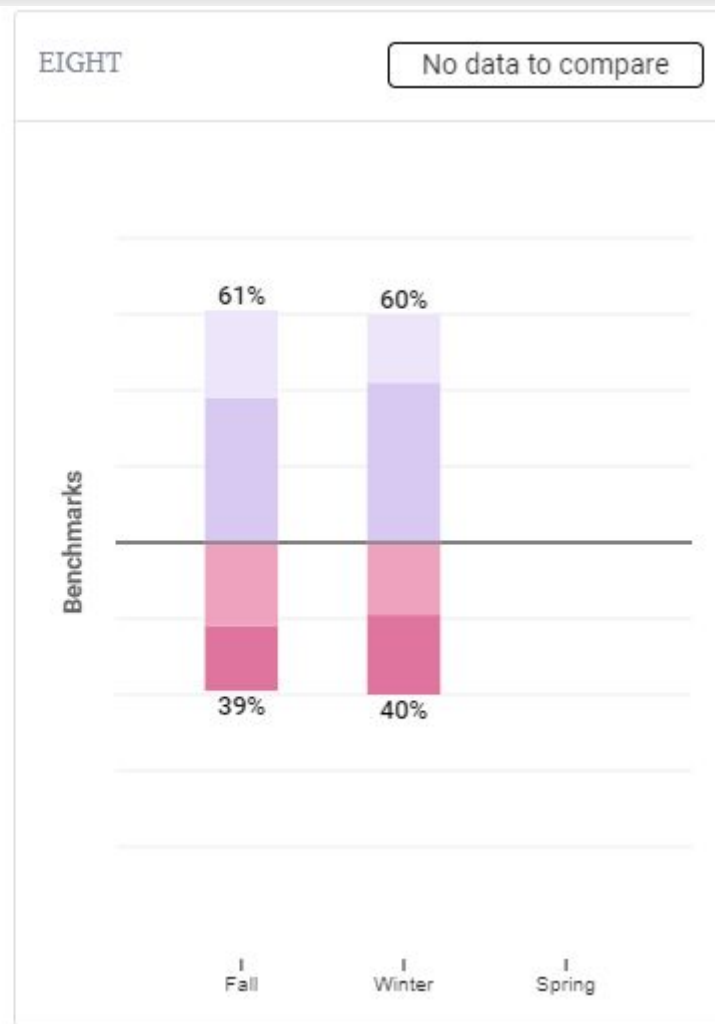
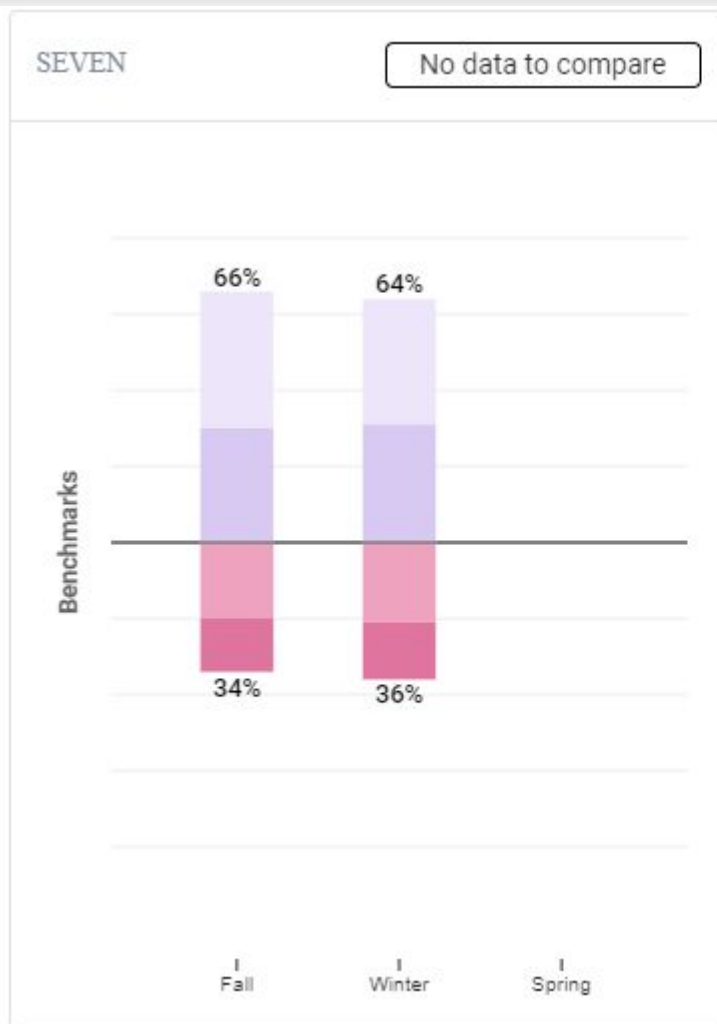
Accountability View

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◆ State Average

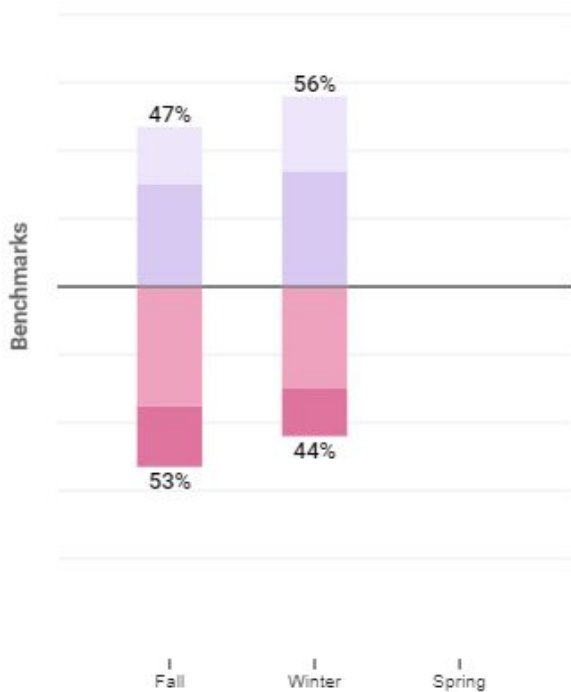
# Jr-Sr High READING FAST Assessments



# Jr-Sr High READING FAST Assessments

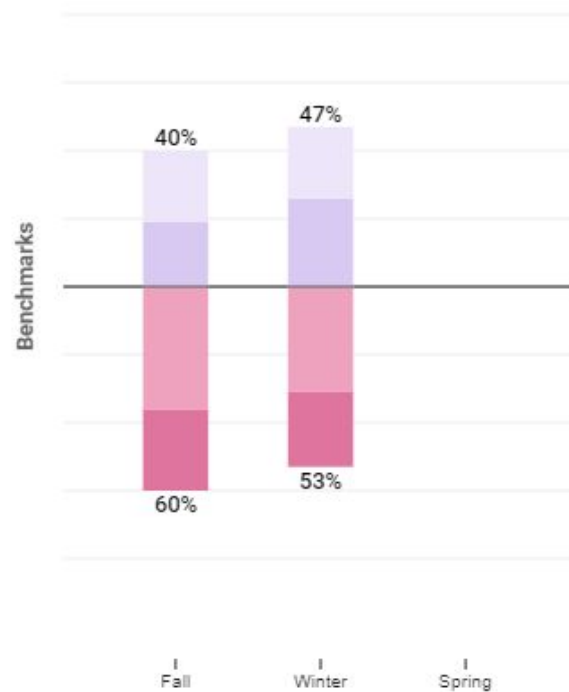
NINE

No data to compare



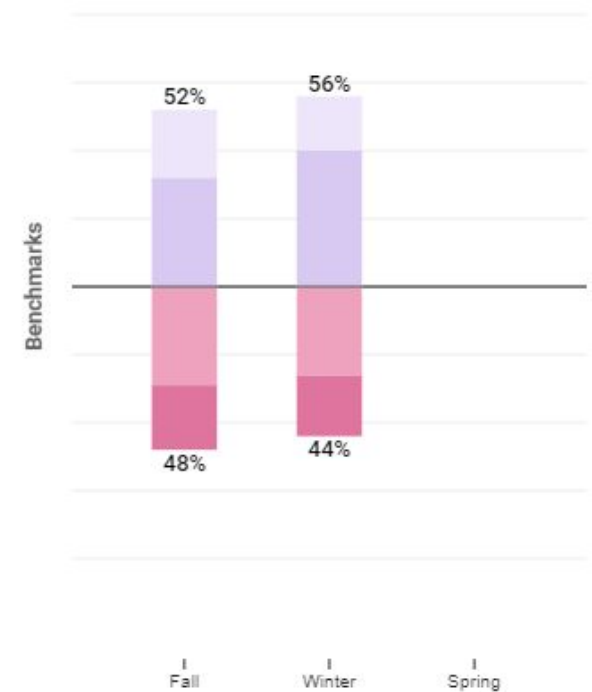
TEN

No data to compare

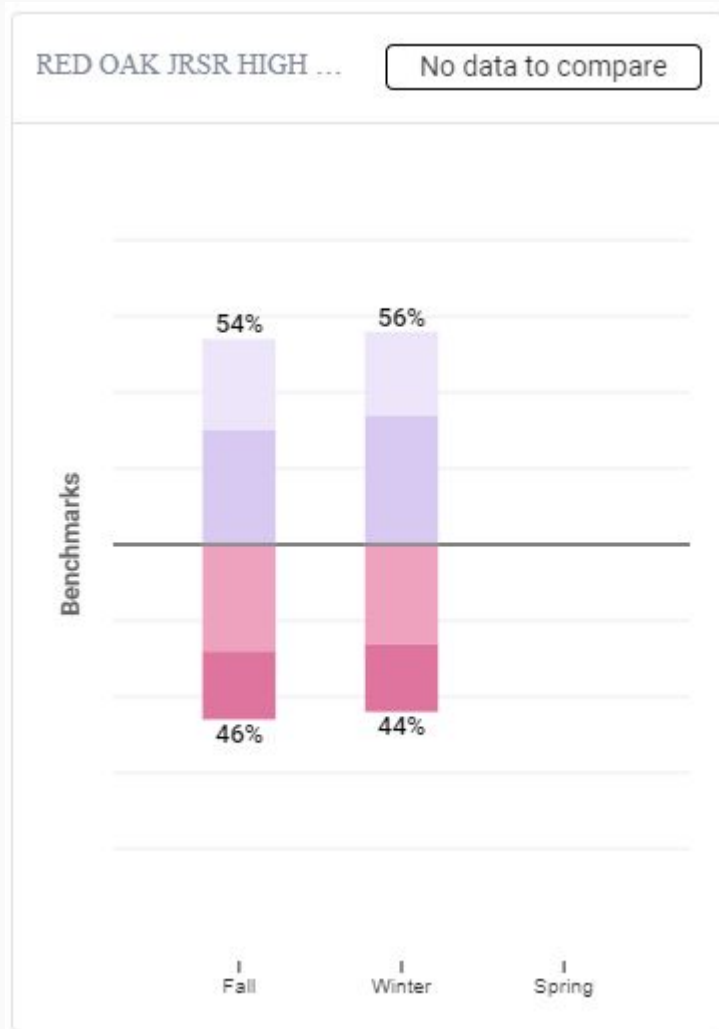


ELEVEN

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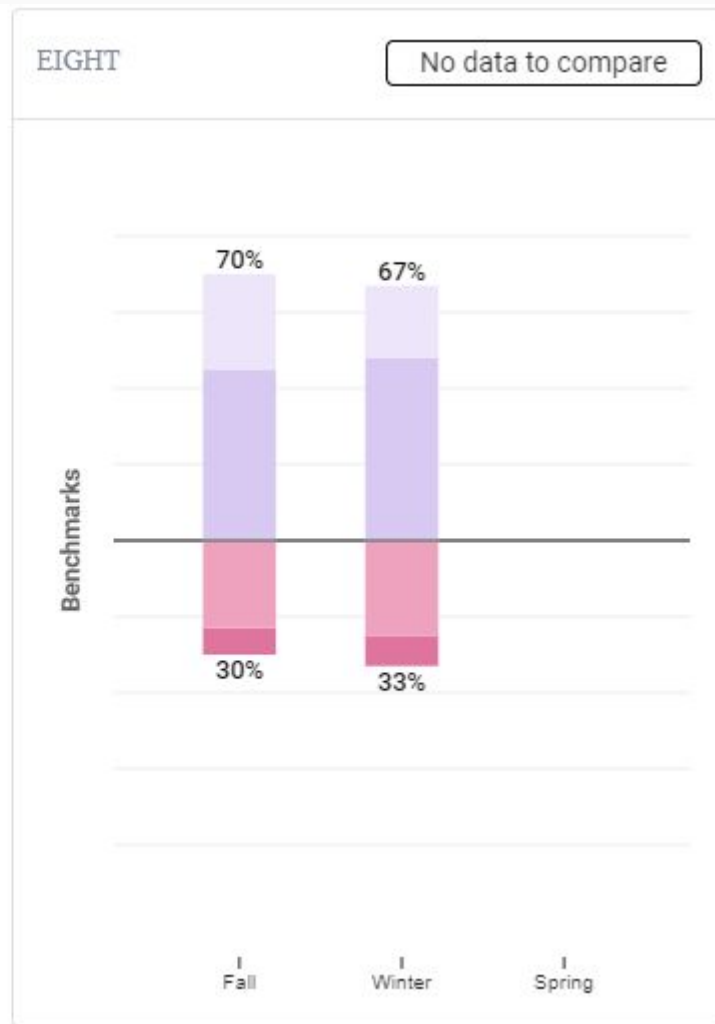
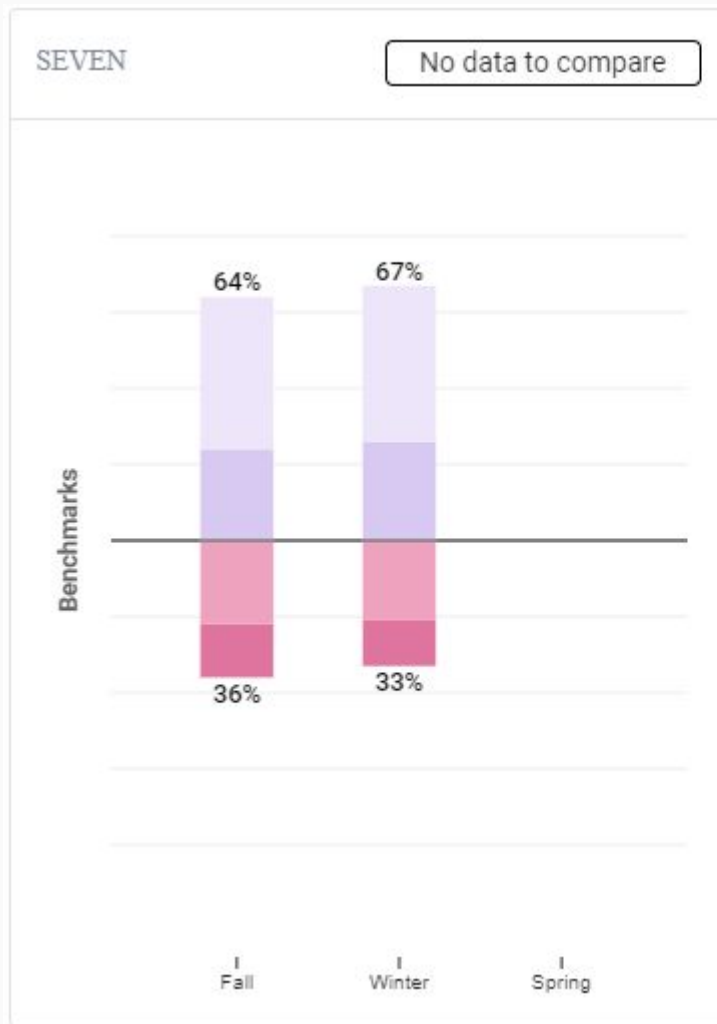


# Jr-Sr High Reading FAST Assessments



As a building, we have 2% more of our students scoring proficient than we did in the fall according to this assessment.

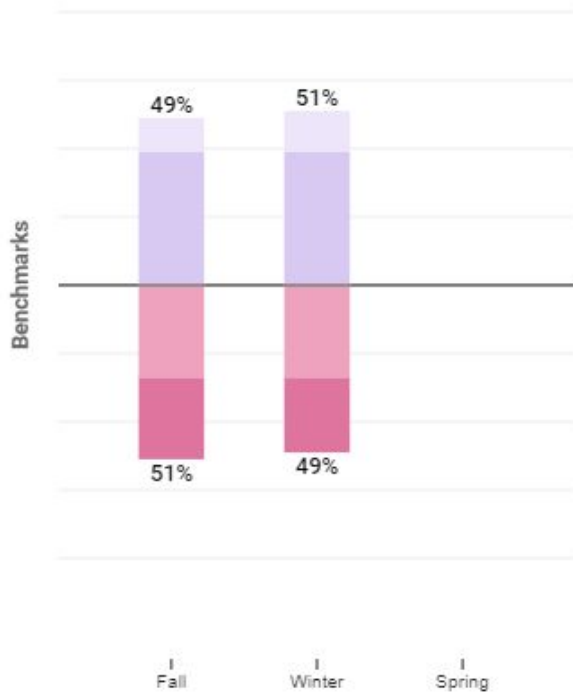
# Jr-Sr High MATH FAST Assessments



# Jr-Sr High MATH FAST Assessments

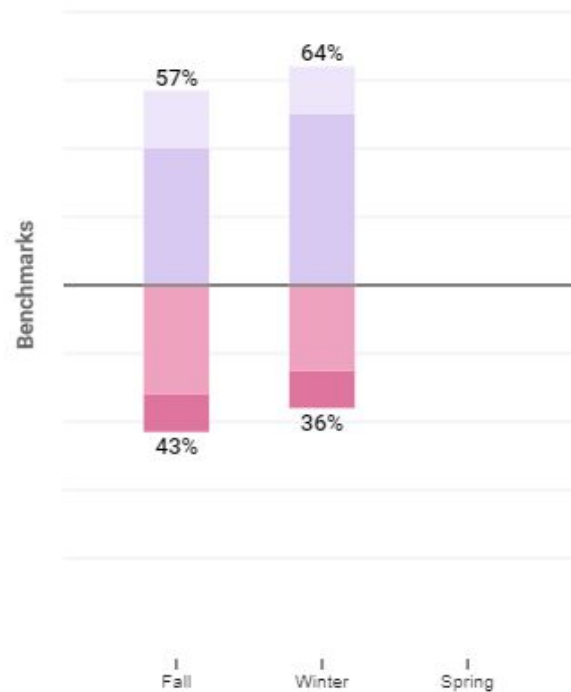
NINE

No data to compare



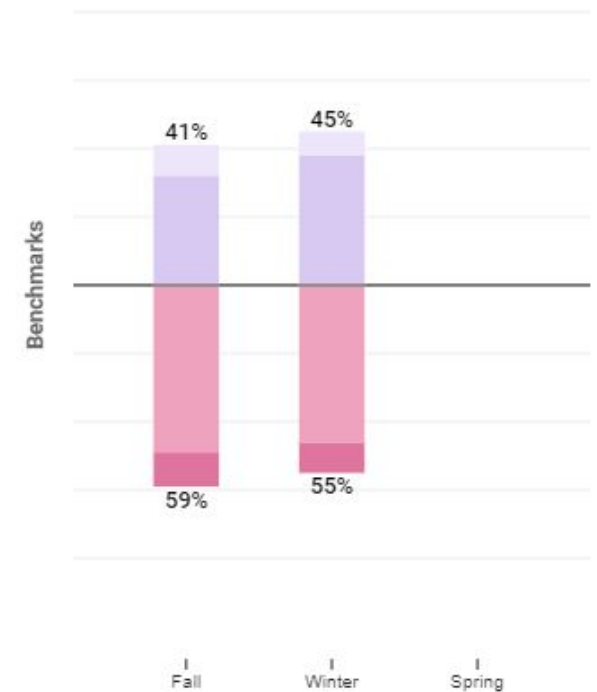
TEN

No data to compare

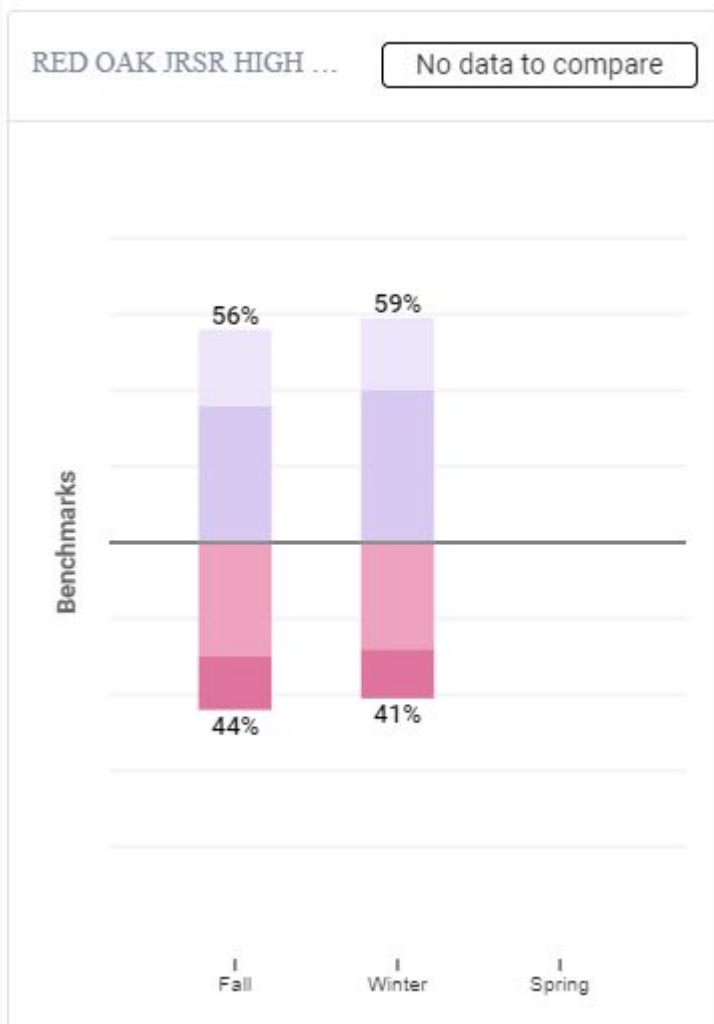


ELEVEN

No data to compare



# Jr-Sr High MATH FAST Assessments

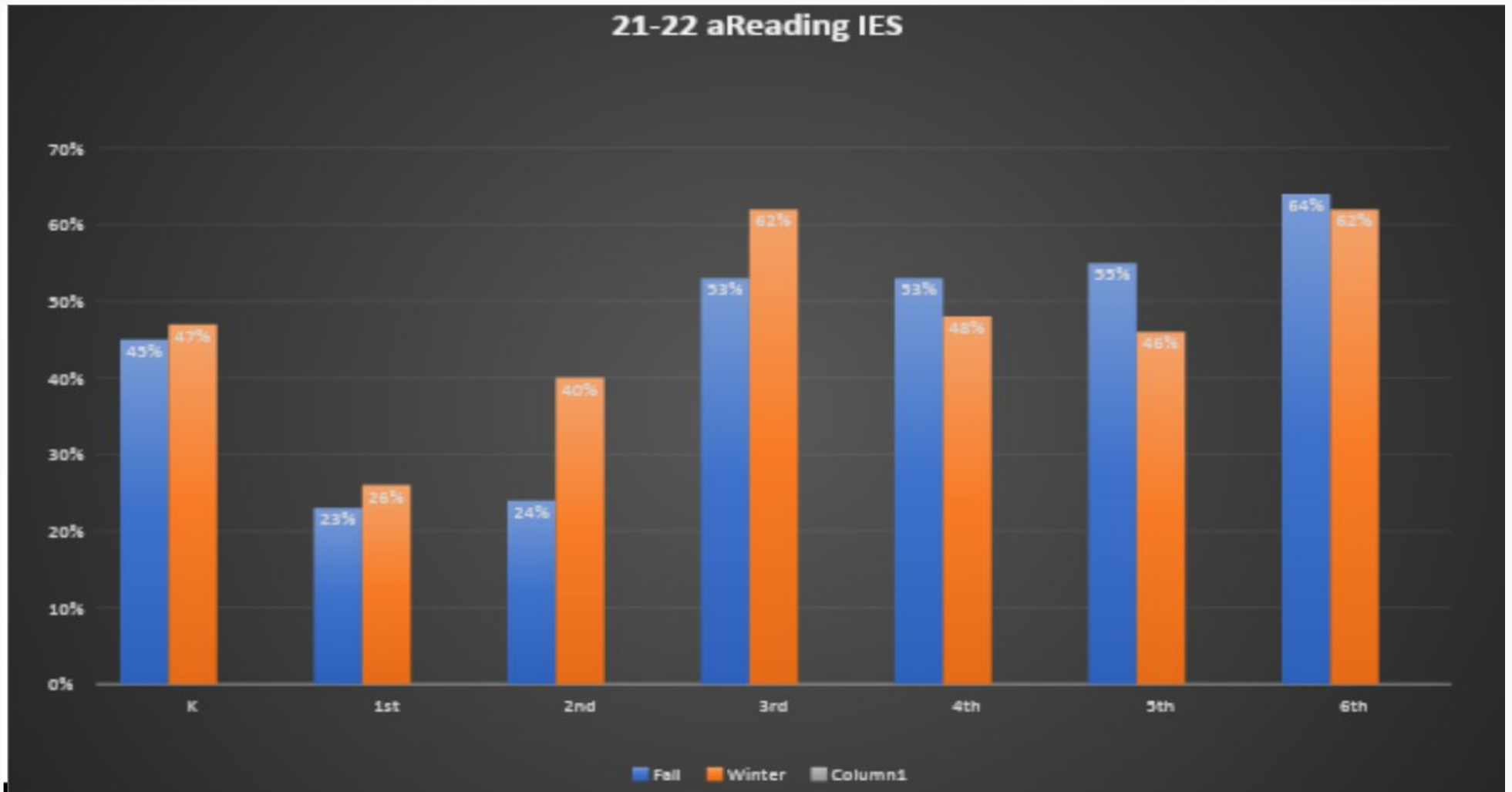


As a building, we have 3% more students proficient than we did in the fall according to this assessment.



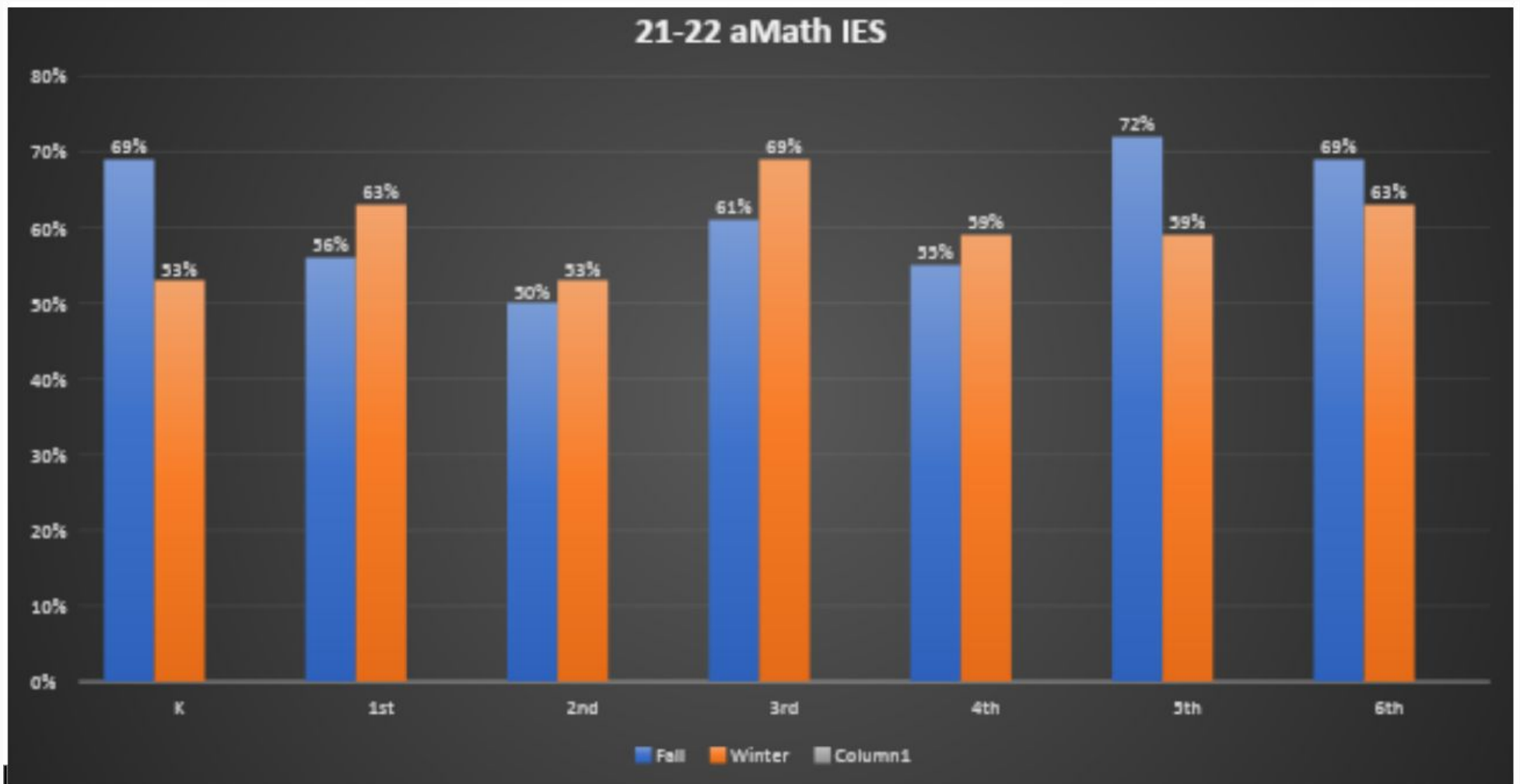
# aReading

## Fall to Winter percent proficient



# aMath

## Fall to Winter percent proficient

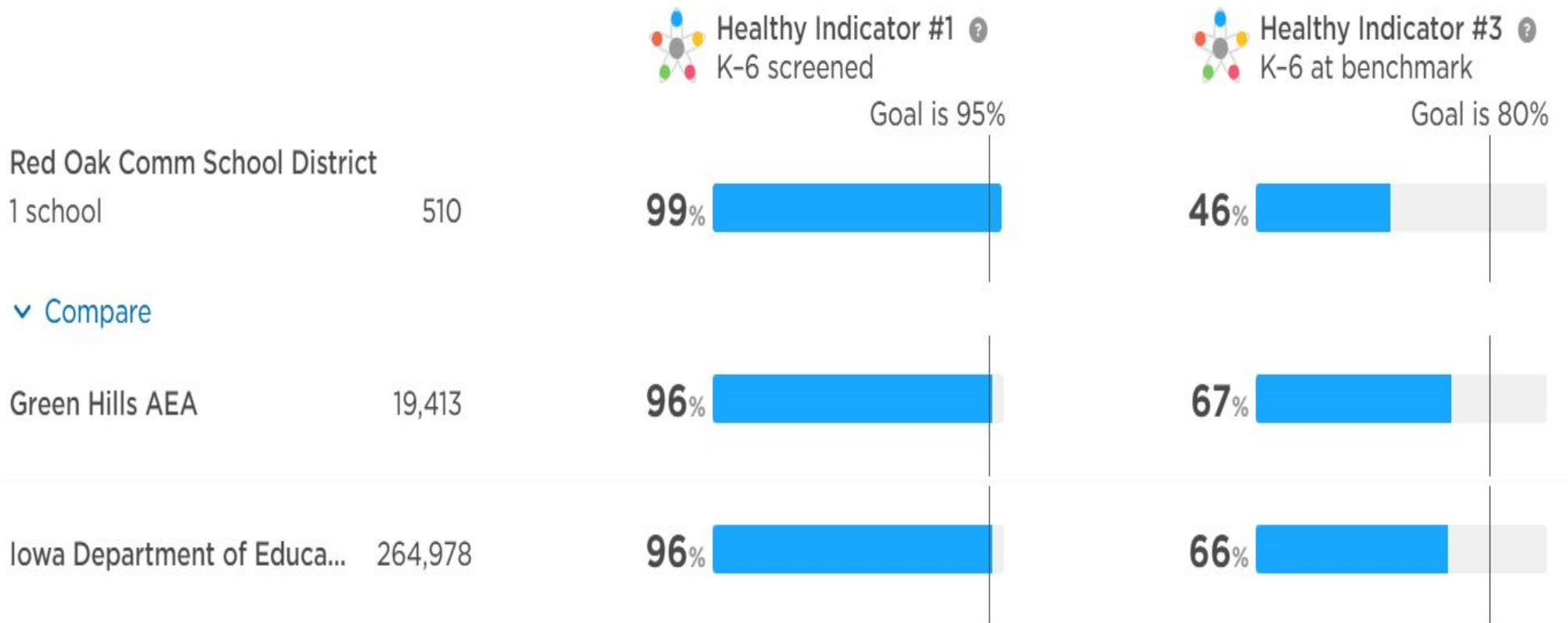


# K-12 within 4pts Proficient

Grade Level	# proficient Fall	Within 4 pts aReading	# Proficient Winter	W/n 4 pts	# proficient Spring	W/n 4 pts aReading
Kindergarten	36/80	19	36/77	9		
1st Grade	19/85	13	21/81	3		
2nd Grade	21/87	4	33/84	2		
3rd Grade	33/62	3	38/61	4		
4th Grade	41/77	5	36/75	9		
5th Grade	28/52	10	25/55	13		
6th Grade	45/73	8	42/71	5		
7th Grade	54/87	3	52/83	3		
8th Grade	45/79	5	44/74	4		
9th Grade	44/100	10	52/94	4		
10th Grade	31/82	7	34/73	7		
11th Grade	39/79	4	40/70	7		

# K-6

## Comparison of Healthy Indicators 2021-2022



# Targeted Literacy Instruction

## Strengthening the Core

Phonics Instruction- Foundations (K-3)

Write Reflections- Writing Program (3-6)

### **FAST Literacy Screening - Winter Special Education – Wilson Implementation**

	<b>Average Growth</b>	<b>Anticipated Growth</b>
2 <sup>nd</sup> Grade	36 points	12 points
3 <sup>rd</sup> Grade	5.5 points	8 points
4 <sup>th</sup> Grade	17 points	7 points
5 <sup>th</sup> Grade	12 points	4 points
6 <sup>th</sup> Grade	7 points	4 points

# ACT Participation & Results

	Grad Year	N	Avg Eng	Avg Math	Avg Reading	Avg Sci	Avg Comp
Hawkeye 10	2017	80	20.9	20.4	22.0	21.6	21.4
Red Oak	2017	40	20.5	19.2	21.7	21.2	20.7
Hawkeye 10	2018	88	20.4	20.2	21.9	21.4	21.1
Red Oak	2018	41	19.9	19	22	20.7	20.5
Hawkeye 10	2019	77	20.6	20.6	22.1	21.4	21.3
Red Oak	2019	36	19.6	19.6	21.6	20.5	20.4
Hawkeye 10	2020	80	20.4	20.5	21.8	21.2	21.1
Red Oak	2020	39	17.7	18.7	20.2	19.7	19.2
Hawkeye 10	2021	60	20.0	19.8	21.7	21.0	20.7
Red Oak	2021	23	21.3	20.6	24.6	22.1	22.2

# ACT College Readiness

	Grad Year	CRB % Eng	CRB % Math	CRB % Reading	CRB % Sci	CRB % All Four
Hawkeye 10	2017	73.5	38.3	52.3	39.1	24.9
Red Oak	2017	73	30	45	38	15
Hawkeye 10	2018	67.1	35.5	51.6	37.6	21.8
Red Oak	2018	61	20	49	27	15
Hawkeye 10	2019	68.1	40.0	51.4	40.4	23.9
Red Oak	2019	61	33	39	39	19
Hawkeye 10	2020	67.3	39.1	47.8	39.0	22.9
Red Oak	2020	46	26	46	31	8
Hawkeye 10	2021	64.6	32.7	47.8	36.4	18.8
Red Oak	2021	78	39	70	48	30

# ACT Comparisons

2021 Data	% Tested	Avg English	Avg Math	Avg Reading	Avg Science	Avg Comp
Red Oak	37	21.3	20.6	24.6	22.1	22.2
Iowa	47	20.4	20.8	22.4	21.8	21.5
National	35	19.6	19.9	20.9	20.4	20.3

Student Tests	
2017	2,030,038
2021	1,295,349

[Test-Optional Colleges & Universities](#)



# Attendance

Inman Elementary - 526 students have missed more than 1 day of school

8 plus days - 172 students

12 plus days - 155 students

20 plus days - 56 students

Every day matters!



# Student Achievement

Feedback



# Counseling Program Revisions

Lindsay Williams, School Counselor: 7-9-11  
Kathy Linke, School Counselor: 8-10-12  
Tracy Vannausdle, Student Support: 7-12  
Sara Tangeman, GHAEA Social Worker: 7-12 (2 days)  
Kim Pratt, Registrar/Secretary

Red Oak Community School District

# Beliefs

- Every student can learn, and every student can succeed.
- Every student should have access to and opportunity for high quality education.
- Every student should graduate from high school and be prepared for post-secondary opportunities and the world of work.
- Every student should achieve their potential according to their unique interests, aptitudes, abilities, and goals.
- Every student should have a clear path to productive citizenry, through the military, career/technical certification and training programs, and/or two-/four-year degree programs, that are appropriate for the student.
- Every student should have access to a quality school counseling program.
- Effective school counseling programs promote and enhance student achievement, career readiness, and social/emotional outcomes.
- Effective school counseling is a collaborative process involving school counselors, students, families, teachers, administrators, other school staff, and education stakeholders.
- School counselors are leaders in the school, district, state, and nation.
- Post-secondary opportunities include.

# Vision & Mission

## Vision

The Red Oak Community School District's school counseling program supports all students to become academically driven, career minded, emotionally intelligent, contributing members of society. Students will develop their unique skills, abilities, and interests to navigate the complexities of life and achieve their full potential. Graduates will be lifelong learners and leaders who demonstrate grit and resilience in the pursuit of individual excellence.

## Mission

Overcoming obstacles and creating pathways in the pursuit of individual excellence today, tomorrow, and beyond.

# Direct Student Services

## Instruction

- Study Skills
- Goal Setting\*
- Long-term Planning
- Self-motivation\*
- Life balance
- Interests/aptitudes/skills
- Career exploration\*
- Career aspirations/choices
- Self-discipline
- Peer relationships\*
- Personal safety\*
- Coping Skills\*
- Perseverance\*

## Appraisal & Advisement

- Abilities assessment
- Interest inventory\*
- Skills evaluation
- Achievement review
- Goal-setting\*
- 4-year Academic planning/Schedules -  
[https://drive.google.com/drive/folders/1Kx4GYyOeL2kCyukFL\\_Nt0ALRus9lpPy?usp=sharing](https://drive.google.com/drive/folders/1Kx4GYyOeL2kCyukFL_Nt0ALRus9lpPy?usp=sharing)
- Course recommendations -  
[https://docs.google.com/document/d/1K-Y95ks\\_o7nmxQOWcx2IXGqN6el3NOyGRTkr1yROziHI/edit?usp=sharing](https://docs.google.com/document/d/1K-Y95ks_o7nmxQOWcx2IXGqN6el3NOyGRTkr1yROziHI/edit?usp=sharing)
- College classes readiness -  
<https://docs.google.com/document/d/1qjJ0xWg8kLHFnMmjTNSGRLCrJxTrVnVFVa4RlIJgoTQ/edit?usp=sharing>
- Post-secondary planning

## Counseling

### ● Transition planning-

<https://docs.google.com/document/d/1amavx9XI5AkSL1qRJSK54DvwVJ9kFc97k0lG5KV2a0l/edit?usp=sharing>

- Stress management\*
- Coping strategies\*
- Effective decision-making\*
- Crisis support

### ● \*Second Step -

<https://www.secondstep.org/middle-school-curriculum>

### ● Calendar-

<https://docs.google.com/document/d/1RGBNzoVqwaGAIEPp2oXTwY8A09uUg2kjsjvssiAzZA/edit?usp=sharing>

# Indirect Student Services

## Consultation

- Sharing information
- Communication with parents & colleagues
- Student advocacy
- Assessing student needs
- Identifying intervention strategies

## Collaboration

- Teaming/partnering
- Committee work
- Parent workshops/seminars
- Community partnerships
- Crisis response

## Referral

- Academic support
- Career support
- College planning
- Employment training
- Social/Emotional support

# Communication

- Individual meetings with students
- Parent meetings
- Phone call
- Information hallway
- Emails
- Texting
- Mailings
- Facebook
- Announcements



# Program Planning & School Support

## Defining, Managing, Assessing

- Outcomes assessment
- Program evaluation
- Personal reflection
- Professional development
- Annual reporting

# Counseling Program Revisions

Feedback



# Facilities Assessment & Long-Range Planning

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Red Oak Community School District

# Current State of Facilities

- Long term planning for Red Oak at the time of the bond issue kept PK located at Inman Elementary and Washington school would house 5th and 6th grades.
- After a second consecutive school year of dropping over 30 students the school board decided to close Washington Intermediate and serve grades K-6 at Inman and relocate the PK to the Washington site.
- The district used all remaining contingency funding from the bond project along with private funding to renovate Washington into the Early Childhood Center.
- Listening to parents, community and staff members through a community wide Thought Exchange, stakeholders identified outdoor facilities as well as learning space at Inman Elementary as top concern

# Preliminary Needs Assessment

- In August, the Red Oak CSD Board of Directors conducted a preliminary needs assessment of its facilities
- They identified needs, clarified the issues surrounding these needs, prioritized the needs in terms of:
  - Seriousness (i.e., “How important is the issue?”, “What is its impact on \$, people, district reputation, etc.?”)
  - Urgency (i.e., “How quickly is action needed?”, “Is there a deadline?”)
  - Growth (i.e., “What if nothing is done?”, “Will it get worse?”, “What is the trend?”)
- ...and identified next steps.

## High Priority (8-9):

- District Storage
- HVAC Upgrades
- Inman Roof
- Inman Traffic
- Secondary Camera System
- ROECC Roof
- Electrical Infrastructure
- FB/BB Drainage
- Inman Instructional Space
- Inman Furniture
- LED Lighting

## Medium Priority (6-7):

- Additional Electrical Outlets
- Landscaping
- Building Entrance Planning
- Fiber
- Football Field/Track
- Inman Cafeteria
- Indoor Paint
- ROECC Space
- Sidewalks
- Tech. Center Classrooms
- ADA Playground
- City/School Signage
- FB/BB Locker Rooms
- Futuristic Tech
- Additional Greenspace
- Stadium Parking
- Tennis Court Surface
- Voc Ag Greenhouse

## Low Priority (3,4,5):

- FB/BB Signage
- Indoor Recess Space
- Secondary Carpet
- Press Box
- School Ag Plot
- Softball Complex
- Sports Complex Sidewalks
- Wrestling Shower Room
- Tech Center Crowding
- Irrigation System
- Central Office Parking



# Facilities Assessment and Long-Range Planning Proposal

- The Board solicited proposals from architectural, engineering, and planning firms to assist the district in developing a district-wide master facility plan to ensure district facilities are meeting the educational and extra-curricular needs of students.
- The firm must conduct a comprehensive assessment of district facilities, prioritize necessary enhancements, provide preliminary planning, and design services for potential capital improvement projects, and outline its findings in a detailed written report.
- The master facility plan must focus on the safety, accessibility, utility, and sustainability of all district facilities. It must also address the maintenance, renovation, and replacement of existing facilities over the next five to fifteen years.

# Objectives & Outcomes

An assessment of each attendance center and facility to include:

- Analysis of Architectural and Structural Integrity
- Overview and Analysis of Mechanical, Electrical, Plumbing, and Technology (MEPT) systems and their projected life spans
- Analysis of Site Circulation and Student Safety Assessment
- Analysis of Space Utilization and Occupancy
- Analysis Accessibility by Students and Staff
- Analysis of Functionality, Efficiency, User Satisfaction, and Sustainability



# Facilities Assessment & Long-Range Planning

Feedback



# Teacher Shortage

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Red Oak Community School District

# Current Staff Openings

- Preschool/Early Childhood Special Education Teacher
- 1st Grade Classroom Teacher
- 2nd Grade Classroom Teacher
- 3rd Grade Classroom Teacher
- Elementary Special Education
- Secondary Agriculture Teacher
- Extended Learning Opportunities Teacher



# Teacher Shortage is Creating Stiff Competition to Fill Positions

- Southwest Iowa schools are averaging 5 openings per district (range of 3 to 14)
- As of April 12, there were approximately 2000 teacher openings across the state (average of 6 per district)
- Most districts are receiving relatively few applicants

**HELP  
WANTED**

# Demographic Factors

- A large number of older workers are opting out of the labor force
- In the past two years, the number of retirees across the nation has increased 3.5 times the typical rate
- As Baby Boomers leave the workforce there aren't enough Millennials to take their place

# Social and Emotional Factors

- People tend to focus on pay as the primary reason for the teacher shortage, but teachers who leave the profession cite stress or burnout nearly twice as often as insufficient pay as their reason for leaving
- According to the Rand Corporation (A nonprofit, nonpartisan research group) a majority of “early leavers” took jobs with either equal or less pay.
- 60% took jobs in non-teaching or non-education related fields
- The study listed “health concerns” and “childcare” as key factors driving teachers out of the profession

# Economic Factors

- Money matters...
- As a state, we have not allocated the resources at the same rate operating costs have increased
- Our salaries and compensation are competitive with other area school districts but not other industries
- It is important to remember the teachers and administrator have the education and skills that are sought after in other fields



# Economic Factors: State Expenditure Comparisons

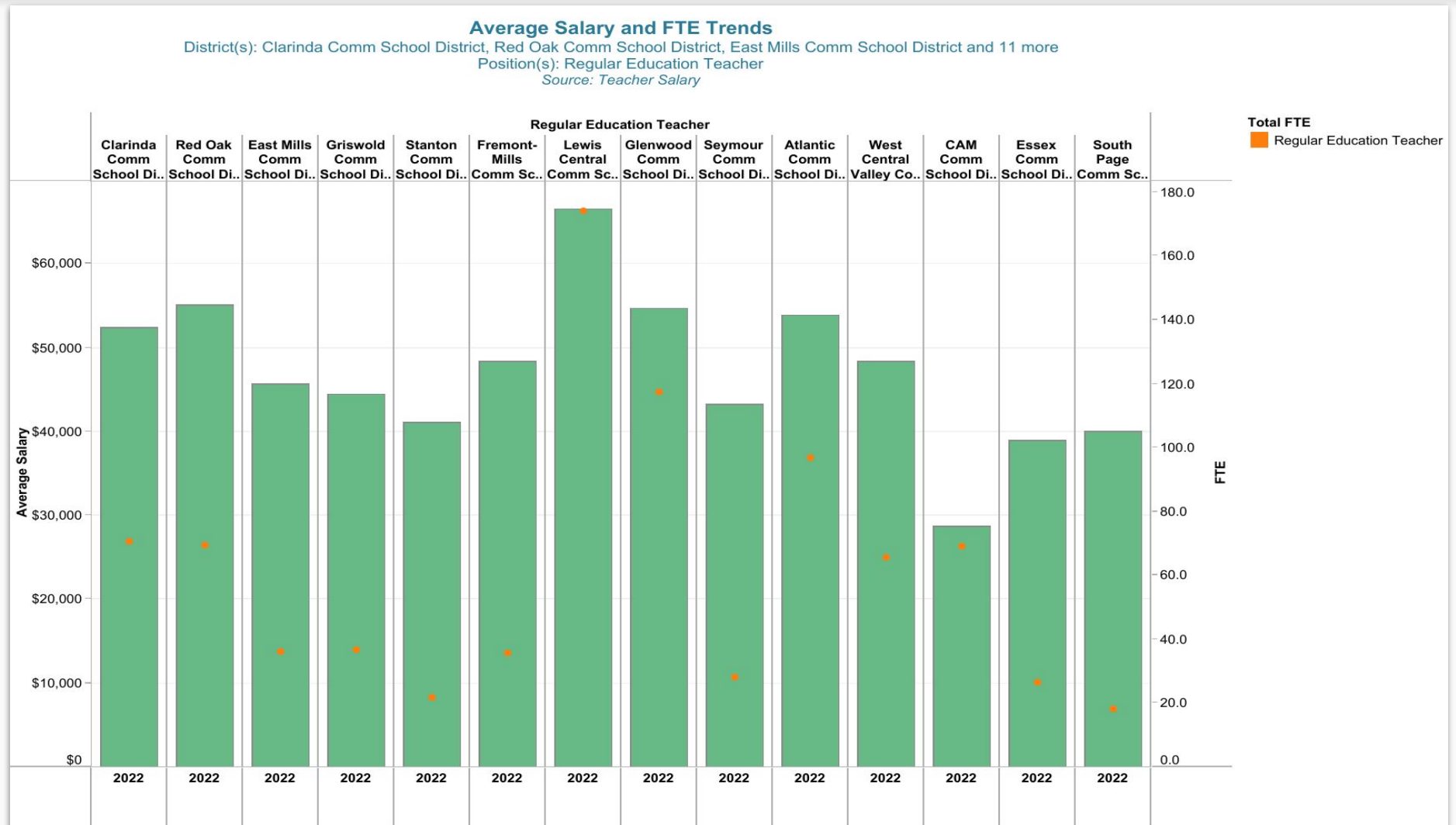
- The Gross Domestic Product (GDP) for Iowa grew 30.5%, controlling for inflation, 2011 to 2020, compared to the state cost per pupil, which grew 16.9% over the same period.
- Iowa Per Capita Personal Income increased 40%, 2010-2020, while the state cost per pupil increased 19% over the same decade.
- In FY 2021, Iowa's per pupil elementary and secondary school expenditures slipped to 30th in the nation (\$1,280 below the national average)
- In FY 2021, Iowa's education expenditures were 16.5% of total state expenditures. Plains states averaged 18.2%. All states averaged 18.9%.



# Economic Factors: Local Salary Comparisons

- Our Beginning Teacher salary is \$38,592
- Our Average Teacher salary is \$57,098
- Our Highest teacher salary is \$77,323
  - Salaries vary according to years of experience and educational achievement
- \$79,401 average total compensation
- Total Compensation ranges from \$57,687 to \$133,133

# Economic Factors: Local Salary Comparisons



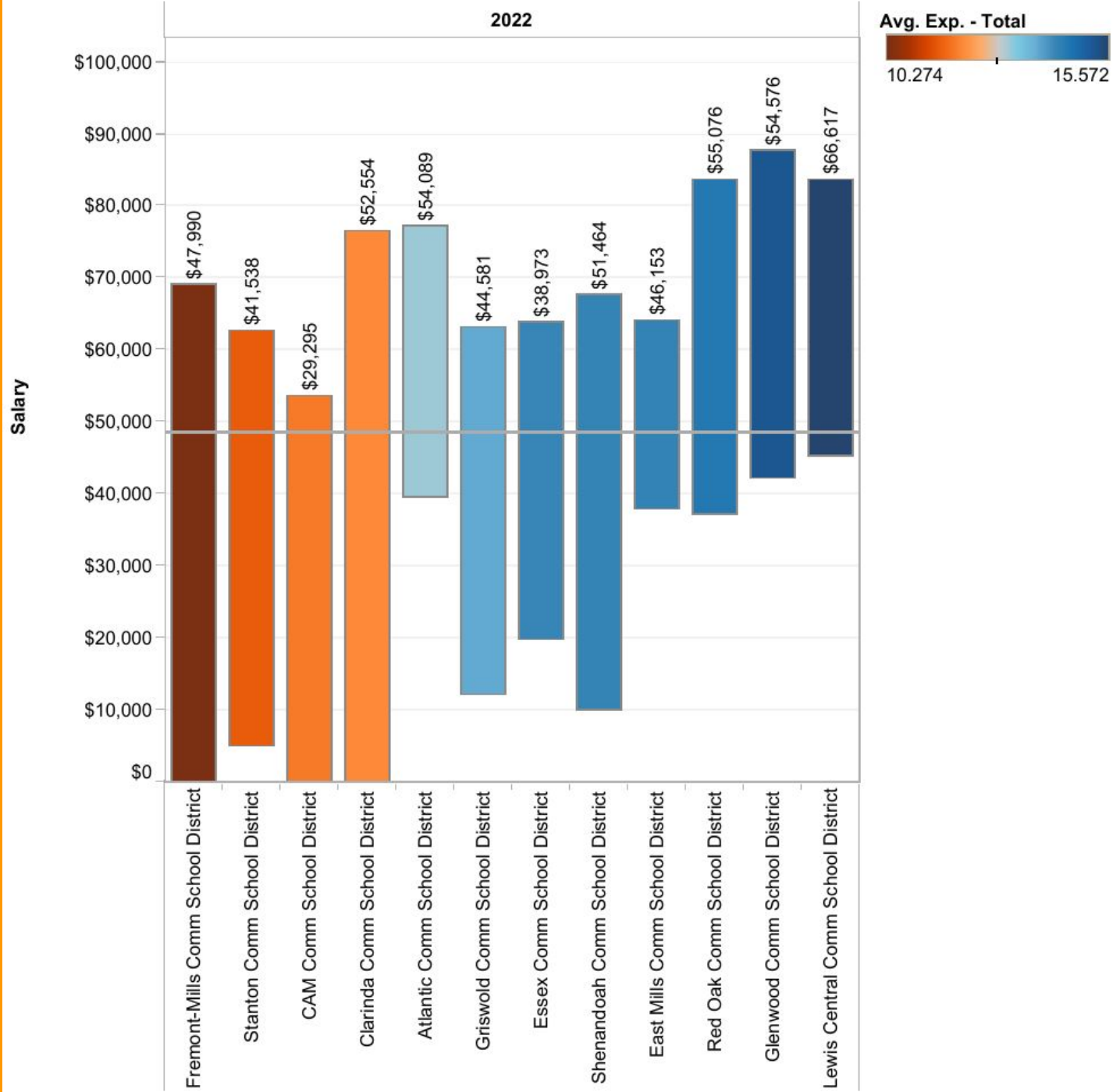
# Economic Factors: Local Salary Comparison

## Salary Ranges Per District Per Position

District(s): Fremont-Mills Comm School District, Stanton Comm School District, CAM Comm School District and 9 more

Position(s): Regular Education Teacher

Source: Teacher Salary and Enrollment Records



# Political Factors

- Political divisions have placed education in the crosshairs of America's culture wars
- This year there have been over 50 bills in the Iowa Legislature focused on education and educators
- Many of our elected officials have challenged educators' motives, commitment, and abilities in threatening and derogatory ways
- Many educators feel they are being punished for their work or personally under attack

# Cultural Factors

- General sense of dissension, partisanship, and an us-against-them mentality has led to a general decline in civility and objectivity
- Many students are less respectful and compliant than they were five years ago
- Many parents are less supportive of educators and more prone to defend the indefensible



# Ultimately, the Teacher Shortage is a Matter of Simple Mathematics

## **More and more people are getting out of the profession ...**

- Nearly one in four teachers said that they were likely to leave their jobs by the end of the school year, compared with one in six teachers who were likely to leave, on average, prior to the pandemic. (Rand)
- A much higher proportion of teachers reported frequent job-related stress and symptoms of depression than the general adult population.

## **... and fewer people are getting in.**

- Nationally there are one-third less people than a decade ago enrolling in teacher training programs according to data from the Center for American Progress.
- In states like Michigan, Oklahoma, and Illinois, enrollment declined by more than 50%.
- In Iowa, and other Midwestern state estimates are between 20-25% fewer students enrolling in teacher prep programs

# Teacher Shortage

Feedback



# Legislative Update

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Red Oak Community School District-July, 2021



# Education Bills Sent to the Governor

## Signed by the Governor

- SF 2204—2.5% increase to State Supplemental Aid (SSA)
- SF 2266—Raises the amount retirees can earn while drawing IPERS from \$30,000 to \$50,000 per year.

## Sent to the Governor for her Signature

- HF 2322— Requires public entities to make every attempt to provide documents, at no cost, to someone if that request takes less than thirty minutes to complete. If costs are necessary, the costs must be reasonable and communicated to the requestor.
- HF 2412— Requires districts to create a radon plan and schedule for radon testing in each building at least once by July 1, 2027, and every five years after
- HF 2493— Allows districts to hire a para-educator as a substitute teacher in any classroom in grades PK-12, excluding a driver's education class, for the 2021-22 school year.
- HF 2080— Prohibits schools from administering invasive physical exams or health screenings to minor children without a parent or guardian's consent
- SF 2197— Creates a special education taskforce to make recommendations on how to better serve special education students in nonpublic schools.

# Bills Sent from House to Senate (HF 2577-Transparency)

HF 2577- outlines the process teachers must post instructional materials for parents to review materials, request removal of books in a school library and modifications to the social studies standard.

- Adopt policy outlining procedures for parents to review instructional materials. Policy must be prominently displayed on the district website.
- The DE must notify BOEE of licensed individuals who violates requirements to post instructional materials. DE can impose conditions on the district's funding or withhold state or federal funds
- Provide parents with a syllabus, explain how classes meet or exceed educational standards, and post all instructional materials to be used by the teacher (Does not include daily lesson plans)
- Must provide parents access to classroom management software to review materials by July 1, 2024

# Bills Sent from House to Senate (HF 2577 Transparency...continued)

- Teachers must update changes in instruction by the end of the week the changes took place
- Special Education teachers are not required to provide and update classroom materials
- Provide a list of books in school libraries to parents by providing a link on the district website.
- Require districts to post the procedure for requesting removal or reconsideration of library books on the district website. Conduct a review within 15 business days upon request. Take Board action within 30 days.
- Require the district to list the training and professional development courses and programs offered by the district to its employees on the district website
- Strikes the requirement that students take and pass the citizenship test as a requirement for graduation

# More Bills Sent from House to Senate

- HF 2567–Requires districts to notify another district looking to hire a teacher of legal/ethic violations or alleged misconduct; prohibits Boards from entering into confidentiality agreements that bar discussion of past performance of an employee, past allegations, an agreement that waives liability of the teacher relating to an incident or past performance or allegations
- HF 2315–one-time supplemental appropriation of \$19.2 million to all public school districts to address rising personnel costs and inflation
- HF 2081–eliminates the requirement that teacher prep programs administer the PRAXIS exam and candidate for teacher licensure pass the PRAXIS test
- HF 2083–expands the number of teachers eligible for the Teach Iowa Scholar loan repayment program
- HF 2398–allows teachers with a master’s or doctoral degree to obtain a permanent license and not be subject to renewal requirements; allows teachers with a master’s degree, professional service license and professional administrator license to earn their renewal credits through professional development activities verified by their supervisor

# Bills Sent from Senate to House

- SF 2377: expands the Teach Iowa Scholarship program; allows districts to use management funds to pay for either but not both student loan forgiveness recruitment incentive or early retirement incentives but locks the district into that decision for five years—recruitment incentive limited to to 10% of a beginning teacher salary (\$3,350) but a district can provide the incentive every year during that five-year period.
- SF 2367: continues to require Dept. of Revenue to provide annual SAVE (sales tax) distributions by August 15; eliminates the distribution of estimated SAVE amounts on a monthly basis and replaces it with the actual amounts received the prior month.
- SF 2081: allows a recipient of a computer science professional development grant to spend the money through September 30th of the following fiscal year.

# Bills Sent from Senate to House

## SF 2369-Governor's Omnibus Education Bill

**SF 2362 – School Board Flexibility Omnibus:** This bill provides additional flexibility in how a board can operate.

- **Division I:** allows bond sales to be posted in an electronic or written publication with national circulation recognized for providing information regarding the sale of bonds; clarifies that Boards can accept either sealed or electronic bids.
- **Division II:** allows use of electronic signature to sign personnel or other contracts; clarifies that the school district, not the board, administers the Pledge of Allegiance.
- **Division III:** creates a workgroup to review training requirements on health-related issues and make recommendations to the legislature on a rotating schedule to reduce the burden on school personnel for training.
- **Division IV:** allows districts to publish notice of public hearing on revenue bonds in an electronic or written publication of national circulation; clarifies that a public hearing is not necessary when a district proposes to refinance an existing bond that has previously had a public hearing; requires the board to publish notice of a public hearing in the newspaper if the district wants to use SAVE funds to bond for future projects
- **Division V:** Allows the mayor or elected city council member to participate in the county conference board; any member of the school board can serve on the county conference board; a city or county with only one high school district is considered a unit for voting on the committee.
- **Division VI:** When a child requires admission to a residential treatment facility, the facility must send paperwork to the district of residence so district can seek Medicaid reimbursement for eligible services.