

**Perry Community School District
Summary of Results from the Accreditation & Equity Site Visit
by the Iowa Department of Education
January 13-15, 2015**

Seven areas that Organize the Accreditation Visit

Vision, Mission, Goals

Strength: Capacity and commitment of staff to do what is best for students is highly evident; staff is willing to do whatever it takes

Recommendation: We lack a systemic organization around a single, central vision.

Leadership

Strength: Principals encourage leadership positions for teachers, students, and staff.

Recommendation: Increase diversity among staff

Collaborative Relationships

Strength: district efforts to reach out to parents are commendable.

Recommendation: review and establish district level protocols for collaboration and peer review process, as the team noted inconsistencies, especially between elementary and secondary.

Learning Environment

Strength: High School students appreciate each other and that they can form clubs, engage in diverse activities as well as suggest activities, etc.

Recommendation: The team observed that there are disparities across the district in how student behaviors are handled. The district should collaborate on creating protocols and/or procedures to increase consistency across the district.

Curriculum & Instruction

Strength: Unpacking the Iowa Core and writing content and language objectives

Recommendation: Students want a more rigorous coursework and at the high school level are concerned about their preparedness for college.

Professional Development

Strength: implementing authentic professional learning communities across the district

Recommendation: clarify teacher collaboration time as there are inconsistencies across the district; ensure that there is adequate time for teachers to collaborate across the district

Monitoring & Accountability

Strength: Elementary teachers showed great pride in making significant progress in student achievement and contributing to the district getting off the DINA list; secondary teachers also showed great pride in getting their schools into delay status.

Recommendation: The district should create a district-wide system for collecting, aggregating, and displaying data ranging from student achievement, walk-throughs, IPI, etc.

Perry CSD – Non Compliances

1. (AR4) The comprehensive school improvement plan (CSIP) does not contain evidence that the district evaluates the effectiveness of its at-risk program. 281—IAC 12.5(13)
2. (SIAC6) No evidence exists that the district, to the extent possible, has made an effort to seek balanced representation of race, gender, national origin, and disability for the school improvement advisory committee. 281-IAC 12.2
3. (EQ4) Data regarding district, attendance center, and course enrollment on the basis of gender, disability, race, and/or national origin do not exist for each subgroup. 281—IAC 12.1(1)
4. (LP4) No evidence exists that the school library program is regularly reviewed, revised, and designed to provide methods to improve library collections. 281—IAC 12.3(11)
5. (LP5) No evidence exists that the school library program is regularly reviewed, revised, and designed to make connections with parents and the community. 281—IAC 12.3(11)
6. (LP6) No evidence exists that the school library program is regularly reviewed, revised, and designed to support the district's school improvement plan (CSIP). 281—IAC 12.3(11)
7. (LP7) No evidence exists that the school library program is regularly reviewed, revised, and designed to provide access to or support for professional development for the teacher librarian. 281—IAC 12.3(11)
8. (LP8) No evidence exists that the school library program is regularly reviewed, revised, and designed to provide current technology and electronic resources. 281—IAC 12.3(11)
9. (LP9) No evidence exists that the school library program is regularly reviewed, revised, and designed to provide current and diverse collection of fiction and nonfiction materials. 281—IAC 12.3(11)
10. (LP10) No evidence exists that the school library program is regularly reviewed, revised, and designed to provide a plan for annually updating and replacing library materials, supports, and equipment. 281—IAC 12.3(11)
11. (HCY4) Evidence that the district-adopted definition of homeless is communicated in staff, parent, and student does not exist. 281—IAC 33.3
12. (POS1) The district does not have a completed Program of Study as required by Perkins IV (Public Law 109-270*)
13. (EQD3) The district does not have a nondiscrimination notification in major written publications: Parent, student, employee handbooks, Registration handbook, Coaches handbooks, Brochures about the district, Web site, and School newsletters Section 504 34 CFR 104
14. (EQD4) The district does not have a plan that addresses equal employment opportunity and affirmative action in employment. Iowa Code 19B.11, 281—IAC Chapter 95
15. (PRS1) No evidence exists a teacher peer review system is in place. Iowa Code 284.8
16. (PC1) No evidence exists the district provides 36 hours of practitioner collaboration. Iowa Code section 284.6(8)
17. (HSPPE3) The physical education program for grades 9-12 does not contain at least one-eighth unit each semester. 281—IAC 12.5(5)(f)