

Comprehensive Site Visit Iowa Department of Education



Benton Community School District

**Team Findings
January 29-31, 2008**

Iowa Department of Education
Grimes State Office Building
Des Moines, IA 50319-0146

Vision, Mission, and Goals

The vision, mission, and goals are clearly articulated in the school and community. Stakeholders express an understanding of and share a commitment to the school/district goals, priorities, assessment procedures, and accountability. The vision guides allocations of time and resources.

- Clearly articulated mission established collaboratively with stakeholders
- Vision and mission guide teaching and learning
- Philosophy, beliefs, mission, or vision; major educational needs; and student learning goals based on input from stakeholders and a comprehensive needs assessment (at least every 5 years)
- Staff leadership is encouraged
- Analysis of academic and academic-related data to determine prioritized goals

Areas of Strength

1. The district has clearly articulated its mission, vision, and long-range goals as evidenced in the district presentation to the visiting team and interviews conducted with administrators, teachers, and learning support staff. Administrators, teachers and learning support staff expressed an understanding of, and support for, the mission, vision, and long-range goals of the district. This was evidenced by the presentation of the “Benton Wheel” in the district overview.



Suggested Areas of Improvement

None identified during the visit.

Leadership

Leaders communicate a shared sense of purpose and understanding the core values. They 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. Leadership is committed, persistent, proactive, and distributed through the system.

- Clear expectations for students and staff
- Leadership distributed across central office and schools
- Effective two way communication established by leadership

Areas of Strength

2. Teachers, parents, and students reported administrators are approachable, visible, and supportive. Multiple interview groups described the superintendent as an effective leader who invites input and responds to needs. Administrators meet regularly with faculty and support staff. Teachers and support staff stated administrators are supportive of professional development needs. Administrators were described as visionary, proactive, fiscally responsible, and forward thinking. Many groups interviewed offered examples of administrators' responsiveness to needs of students and families.

Suggested Areas of Improvement

3. District administrators reported commitment to becoming more visible and strong instructional leaders. To support these efforts, a Dean of Students position was added at the 7-12 level to allow principals additional time within classrooms. As the administrators work towards this goal they may want to seek guidance from resources such as Grant Wood AEA 10 for assistance in determining priorities and strategies for selection of an observation tool and process and attend walk-thru training. This group commitment would allow administrators to more effectively and consistently assess the implementation of professional development strategies in their role as instructional leaders.
4. Teachers interviewed expressed concerns regarding the processes and procedures used by the board of education to make recent decisions. Specifically, teachers interviewed questioned whether or not the board was following district policies and open meeting law requirements. The superintendent and some building administrator's felt there was a lack of trust between school personnel and the board of education. Some board members reported being new to the board and felt they could use guidance on certain issues. Board members interviewed and the district superintendent expressed a desire to build back a strong, collaborative, and working relationship. The board is encouraged to contact the Iowa

Association of School Boards to seek information, guidance, and professional development opportunities to support their learning.

Collaborative Relationships

Stakeholders express an understanding of, and support the basic mission of the school. Stakeholders have meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership. They also play *important* roles in helping the school to achieve its mission. 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.

- Vision established collaboratively with stakeholders (i.e., parents, community, students, and educators)
- Staff members involved in decision-making and activities to achieve the vision
- Parents involved as partners in the educational process
- Decision-making processes and responsibilities defined

Areas of Strength

5. The district is commended for the various ways it continually communicates with parents and community members. Through interviews the following examples were cited:
 - Email communication
 - Phone calls
 - School website
 - Articles in the newspaper
 - Student planners
 - Parent access to grades and assignments through a grade manager program
 - Staff being visible in the community
 - Parent-Teacher conferences
 - Quarterly district newsletter sent to all patrons
 - Open house at the elementary buildings
 - Course books and student handbooks
6. Evidence exists of collaboration between Career and Technical Education (CTE) programs and core curriculum areas. Several staff members shared examples of integration of core academics into CTE academic programs. Some examples include:
 - Use of Modern language Association (MLA) format in written work for both business education and family and consumer science courses
 - Use of trigonometric operations in machining courses
 - Collaboration between the industrial technology teacher and math instructors to increase relevancy and consistency of instruction
 - Collaboration between business/technology and science teachers regarding organization of data into tables

7. Benton Community personnel reported a strong partner relationship between the district and the parochial school, community college, businesses, and Grant Wood Area Educational Agency (GWAEA 10) representatives. All groups credited the administration with fostering these partnerships.

Suggested Areas of Improvement

8. Although there are initiatives throughout the district to increase communication with parents and community members, such as use of newsletters, the district website, and the student management system; these methods may not relay all pertinent information to the necessary stakeholders. One particular area of concern lies with those community members and parents who do not have readily available internet access and skills to utilize this means of information delivery. Several interview groups were unclear regarding how many stakeholders may not have access to this type of communication. It may be helpful to gather data on families who do not have access to computers. Analysis of such data may lead the district to uncover options to better involve stakeholders in the educational process.

Learning Environment

The school climate 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 in a multi-cultural setting. Classrooms are integrated with various types of learners (i.e., gender, race, special needs, gifted).

- Materials and resources, including technology available to all students
- Clean, inviting, and welcoming environment
- Staff recognizes visitors in a friendly manner
- Buildings and classrooms accessible to persons with disabilities
- Rules are clearly understood and consistently enforced

Areas of Strength

9. The district offers a positive environment for learning. Students, parents, teachers, administrators, community representatives, and board members interviewed expressed pride and loyalty to their school and respect for their school and each other. This was evident as many groups interviewed referred to "being a Bobcat" and the "Benton Wheel". It was clear these are more than catch phrases and are supported by all stakeholders. Many groups credited the Superintendent and the administrative team for modeling a positive climate and culture. Positive communication among administrators, faculty, and staff was also emphasized. Specifically, interviewees felt there is mutual trust and respect among one another and with administrators.

10. The district emphasizes the importance of students participating in extra- and co- curricular activities. Student participation in these activities is encouraged to develop teamwork, citizenship, and leadership skills. Interviewees reported a balance between sports and other activities and groups. Examples of these include:

- Co-curricular career and technical student organizations such as Family, Career, and Community Leaders of America (FCCLA), National FFA Association, and Health Occupations Students of America (HOSA)
- Course-related clubs such as math and art clubs
- Student initiated organizations, including faith-based and common interest groups

Activities such as these support the district goal of providing leadership opportunities for students. Leadership opportunities also extend into the classroom through collaborative groups and team-building projects.

11. Students have experienced success in many realms of extra- and co-curricular activities. Some examples include:

- 2007 girls state track championship with an average grade point average (gpa) of 3.49 for 43 athletes
- Marching band earned Division I rating in 2007
- State Physics Olympics Champions in spring of 2006
- An individual student won 1st place at state FFA convention and became one of four national finalists
- An individual serviced as a 2007 FCCLA state officer

The cumulative effect of the leadership opportunities provided by the district's extra-curricular, co-curricular, and classroom opportunities serves to create well-rounded students who are better prepared to enter a changing world.

12. The district employs a Technology Coordinator who is viewed as a valuable asset by district stakeholders. The technology coordinator facilitates district communication through the website, student management system, and email. Technology is used by students in their coursework through collaboration with the Technology Coordinator and the teachers.
13. The district implements a variety of activities that contribute to increased parent and student understanding of expectations from one grade level to the next and help smooth transitions for students. Some of the transition activities are listed below:
 - Elementary tour
 - Middle school tour
 - 5th grade ski trip
 - 6th grade Camp Wapsi
 - 7th graders write welcoming letters to sixth grade students
 - 8th grade course guidance
 - High school students advise 8th grade students
 - Kindergarten round up
 - Open House at Elementary schools before school started
 - Student Orientation days/visits
 - Additional opportunities for students with IEP's as needed
 - Guidance department works with students on post-secondary planning
14. Benton Community encompasses a large geographic area with students coming from eight distinct towns. All interview groups reported the school has united them into one common community, "The Benton Bobcats". Despite limited racial diversity, the district embraces the concept of diversity and recognizes its presence (e.g., geographic, diversity of thought, economic, family, and student abilities/learning strengths and needs). The district prepares students to live in a diverse world in a variety

of ways, including content area curriculum (e.g., social studies unit on prejudice), multicultural references within instructional materials, and a variety of learning activities across the curriculum. Staff members and parents reported translators are provided at conferences to assist in meeting individual student needs.

15. The district reported few problems/concerns with bullying issues. Groups interviewed credited the proactive use of character development programs, Success 4, Olweus Bullying Prevention training, and general work of the guidance counselors. Implementation of these programs has resulted in developing common language for teachers, students, and parents to identify and address bullying and harassment-related issues. Data have been collected through informal student surveys and the Iowa Youth Survey and analyzed. Instruction has been developed and provided by the counselors as a result of this information.

Suggested Areas of Improvement

16. Many groups interviewed expressed concerns regarding integration of special education students into the regular classroom and wanted to better understand the co-teaching model. The *Individuals with Disabilities Education Improvement Act* (IDEA) and the *No Child Left Behind Act* (NCLB) require that students with disabilities have access to the general curriculum to the maximum extent possible. NCLB also requires that students with disabilities make adequate yearly progress and have access to teachers who are highly qualified regarding core content areas. Co-teaching is one way in which a school may satisfy these requirements while providing a more inclusive education, less program fragmentation, and reduced student stigma. The term “co-teaching” is often used without shared or consistent meaning among staff. Co-teaching is a delivery system in which two or more educators share instructional responsibility for a group of students in a single workspace or classroom for a specific content area. Although each individual’s level of participation may vary, co-teaching should allow for mutual ownership, pooled resources, and joint educator accountability (reference: *Implementing Collaborative Teaching: Administrators’ Retreat, a Conversation Sponsored by the Iowa Department of Education, July 18, 2006* conducted by Marilyn Friend, Ph.D.). The district is encouraged to explore ways to create and maintain an inclusive school designed to meet the needs of all learners through use of co-teaching and consultation. The district is encouraged to contact AEA 10 for support in this area.
17. Due to the district’s large geographic area, the district balances its transportation needs through 20 different bus routes. Students and parents expressed concern about crowded busses, bus assignments, and how bus assignments are determined. The district is encouraged to continually communicate its transportation processes to parents and

investigate potential ways improve the efficiency of the transportation system. The district could contact Max Christensen at the Iowa Department of Education (515-281-4749) for support with transportation issues.

18. Concern regarding equity among the elementary schools was expressed by most interview groups. The district could benefit from addressing the following issues to insure consistency across all elementary buildings:

- curriculum and program offerings
- scheduling, class size, and staffing assignments
- materials
- technology
- facilities and building variations (no libraries on some buildings)
- professional development
- use of the Instructional Decision-making Model (IDM)

It may be helpful to develop and/or clarify district expectations for elementary education and evaluate the above mentioned topics to ensure more equitable opportunities exist for all students in the district.

Curriculum and Instruction

Curriculum challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity. There is an emphasis on principles of good 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 repertoire of effective strategies such as cooperative learning, problem-based learning, comparison and contrast, project based learning, research, use of instructional technology, and use of advance organizers. The staff accepts responsibility for the students' learning of the essential curriculum. Instruction time is allocated to support student learning.

- Students actively engaged
- Varied instructional strategies for diverse learners
- Application to everyday life (relevancy)
- Curriculum and instruction reflect contributions from diverse racial, ethnic, and personal background.

Areas of Strength

19. Project Lead the Way, a pre-engineering program, was recently implemented at the high school to encourage students to explore careers in engineering through rigorous and real world applications. Students, staff, and parents expressed satisfaction of the availability of this opportunity for Benton Community students.

20. General and special education teachers indicated use of a variety of assessments to collect data which drives instruction. Examples included the following:

- Phonological Awareness Test (PAT)
- checklist of development skills
- daily observations
- running records
- Diagnostic Reading Assessment (DRA)
- Basic Reading Inventory (BRI)
- fluency checklists
- Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED)
- STAR
- DIBELS
- portfolios
- writing rubrics
- exit outcomes
- student interviews
- homework
- grades

- pre- and post- assessments for use with the math curriculum. These data are used to assess learning, guide teaching, and create small, flexible groups for instruction.

21. The district collaborated with the parochial school to apply for and receive a State-wide 4-year-old Voluntary Preschool Grant. The grant has provided opportunity for students to access free, quality preschool experiences. The preschool is a collaborative effort between the public and parochial school to serve all students

Suggested Areas of Improvement

22. Teachers interviewed reported the district has begun to explore concepts included in Differentiated Instruction, but expressed a desire to explore the topic further and with greater depth. Differentiation of instruction is responsive instruction with a goal of maximizing the potential of each learner in a given area. It occurs as teachers become proficient in understanding students as individuals, comfortable with the meaning and structure of the disciplines they teach, and gain expertise at matching instruction to student needs. There are four student traits teachers must often address to ensure effective and efficient learning: *readiness, interest, learning profile, and affect.*

- **Readiness** refers to a student's knowledge, understanding, and skill related to a particular sequence of learning. A student's general cognitive proficiency affects his or her readiness, but readiness is also profoundly influenced by a student's prior learning and life experiences, attitudes about school, and habits of mind. This model of differentiation uses the term *readiness* rather than *ability* because ability generally seems more fixed, less amenable to intervention, whereas readiness can vary widely over time, topic, and circumstance. Only when a student works at a level of difficulty that is both challenging and attainable for that student does learning take place (Howard, 1994; Jensen, 1998; National Research Council, 1999; Sousa, 2001; Vygotsky, 1962, 1978; Wolfe, 2001). Thus, if readiness levels in a class varies, so must the complexity of work provided for learners.

- **Interest** refers to those topics or pursuits that evoke curiosity and passion in a learner. These are facets of learning that invite students to invest their time and energy in the pursuit of knowledge, understanding, and skill. Students bring to school interests in particular areas. School also offers the opportunity for students to realize new interests. Thus, highly effective teachers attend both to developing interests and as yet undiscovered interests in their students. Students whose interests are tapped and deepened in

school are more likely to be engaged and to persist in learning (Csikszentmihalyi, 1990; Maslow, 1962; Sousa, 2001; Wolfe, 2001).

- **Learning profile** refers to how students learn best. Preferences for learning are shaped by a constellation of overlapping and interlocking student factors. Those include learning style, intelligence preference, culture, and gender. If classrooms can offer and support different modes of learning, it is likely that more students will learn more effectively and efficiently (Campbell & Campbell, 1999; Sternberg, Torff & Grigorenko, 1998; Sullivan, 1993).
- **Affect** has to do with how students feel about themselves, their work, and the classroom as a whole. What excites one student about spelling may discourage another, or what makes one student feel successful may discourage another. A teacher in a differentiated classroom attends to student emotions or feelings (affect) as well as to student cognition. In fact, the two are inextricably bound. Positive student affect is far more likely to support student learning than is negative, or even neutral, affect (Given, 2002; Wolfe, 2001).

Carol Ann Tomlinson and Caroline Cunningham Eidson; <i>Differentiation in Practice, A Resource Guide for Differentiating Curriculum, Grades K-5</i> ; ASCD Publications, 2003

23. A wide variety of course offerings are available to the district's high school students, including a large number of concurrent enrollment and Postsecondary Enrollment Options (PSEO) opportunities. There is strong connection between the district and Kirkwood Community College, specifically in the area of Career Edge Academies. Many interview groups expressed appreciation for these opportunities; however, some interviewees shared concern for maintaining rigorous and relevant course work for all students at all levels. The concerns expressed related to the increasing number of upper level courses for students planning to pursue postsecondary education at a four year university. While these opportunities are beneficial, there is apprehension that these courses may begin to replace other offerings that address the needs of students who are not planning to pursue a four-year degree. Consider implementing ongoing analysis of course offerings in order to ensure the district is meeting the educational needs of all students.

24. Multiple groups lacked understanding about the purpose and intent of Instructional Decision Making (IDM) and have interpreted it to be a means to identify students for special education services. Teachers indicated they experience frustration when they spend weeks doing interventions with children and don't "get an IEP (Individualized Education Program)" for them. Developing a deeper, more consistent understanding of the principles of IDM as a general education initiative is recommended. The

district might also consider developing a district wide philosophy to address meeting the needs of all learners. Additional professional development in the areas of differentiation of instruction, use of data collection tools and analysis of data to inform instruction, and IDM could support these efforts. The district could seek support through AEA 10 or Eric Neessen at the Iowa Department of Education (515-281-0345).

Professional Development

Staff are qualified for assignments and engage in ongoing learning opportunities to improve effectiveness. Student achievement data are used to set goals for professional development. The district uses a framework for professional development that includes theory, demonstration, practice, feedback, and coaching (i.e., Iowa Professional Development Model).

- Focus on instruction and curriculum
- Staff time to collaborate regarding implementation
- Supported by time for effective implementation and evaluation
- Based on analysis of student performance data and review of selection of research based strategies
- Directly connected to instruction and student learning in the context of classrooms
- Formative data to adjust professional development and guide instructional decisions
- Initiatives sustained over time

Areas of Strength

25. Teachers reported new opportunities to be involved with planning and implementation of professional development through the Leadership Team. District professional development is driven by student achievement data. Implementation data are collected, analyzed, and used for further planning in collaboration with an AEA 10 Literacy Team consultant. Teachers are given opportunity to be instructional leaders with their peers through projects related to math instruction and assessment. Teachers also reported being encouraged and supported financially to participate in learning opportunities to promote individual and team professional development. They were enthusiastic about these opportunities and the resulting student improvement.

Suggested Areas of Improvement

26. Some teachers interviewed expressed confusion regarding the differences between in-service and professional development. According to the Iowa Professional Development Model, professional development involves “teachers and administrators in the collective study of student data, goal setting, determining content, designing training/learning opportunities, and using data to measure targeted outcomes, guiding training decisions, and evaluating the program.” Through document review and interviews, it was not clear that all staff participate in professional development designed to improve student achievement, nor whether staff from all academic areas are reviewing student data and providing input into planning for professional development. The district is encouraged to involve all professional staff in professional development efforts. Additionally, support staff working directly with students would benefit from participation.

27. Special education teachers reported a need for additional scheduled planning time to align strategies and materials and plan for transition of services for students among buildings. The district is encouraged to consider identifying additional structural supports for teacher collaboration time.
28. Teachers indicated they enjoy the opportunities provided to seek professional development training from external resources. The district is encouraged to create a protocol for individuals and small groups to share information received from external resources with their peers. This will allow the staff to take a more active role in delivering professional development.
29. The district values teacher input into its professional development planning and in establishing professional learning targets. Some of the components of the Iowa Professional Development Model will strengthen and deepen professional development (PD) learning experiences. The district might consider the following:
- Focus on one or two instructional strategies to complement the vertical curriculum alignment effort
 - Create opportunities to demonstrate instructional strategies in authentic settings (e.g., demonstrating lessons, peer observations)
 - Collect and analyze professional development implementation data and design additional activities accordingly (e.g., implementation logs, lesson analysis, videotaping, enacted map analysis, vertical or horizontal map analysis)
 - Monitor curriculum and instructional practices and their impact on student learning, (e.g., collaboratively examine student work samples and analyze common assessment results)
30. Documents reviewed and interviews conducted revealed limited systemic coordination of programs and services PreK-12. Interviewees reported inconsistency and inequity of initiatives throughout the district across all levels. Principals and teachers reported selecting school-specific programs that meet district requirements, yet were unable to speak to the purpose, effectiveness, or interconnectedness and scaffolding of programs between and within the system. A district-wide and building-level audit of initiatives is suggested. An audit could identify what initiatives are currently implemented, provide a measure of effectiveness, help prioritize efforts, streamline time and resources, and identify initiative-focused training needed for sustained implementation.

Monitoring and Accountability

School/District establishes a comprehensive system that monitors and documents performance of student progress, instructional methods, curriculum, and programs. 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 gathering, summarizing, and analyzing data.

- Establishes multiple measures to evaluate student achievement and programs
- Trend line and comparative data to evaluate effectiveness of student achievement and programs
- Communicates results of assessments and other data with stakeholders
- Decision-making process includes academic and academic-related data

Areas of Strength

31. A higher percentage of Benton Community School District (CSD) students performed at the proficient level during the 2006 – 2007 school year when compared to the same group of students across AEA 10 and the State of Iowa on a number of Iowa Tests of Basic Skills (ITBS) and Iowa Tests of Educational Development (ITED) assessments.

Percent of Students Proficient ITBS/ITED 2006-2007

Grade/Subject Area	Benton CSD Total Students	AEA 10 Total Students	State Total Students	Difference between Local and State
Grade 3 Reading	79	76	76	+3
Grade 4 Reading	92	81	80	+12
Grade 5 Reading	88	81	79	+9
Grade 6 Reading	76	71	68	+8
Grade 7 Reading	80	74	71	+9
Grade 3 Mathematics	88	76	77	+11
Grade 4 mathematics	96	81	81	+15
Grade 5 Mathematics	84	81	79	+5
Grade 6 Mathematics	90	76	74	+16
Grade 7 Mathematics	88	79	77	+11
Grade 3 Science	88	77	80	+8
Grade 4 Science	92	80	82	+10
Grade 5 Science	90	82	81	+9
Grade 6 Science	89	78	76	+13
Grade 7 Science	88	81	81	+7
Grade 8 Science	89	84	82	+7

* Source: 2007 Annual Progress Report

32. In addition to district-wide assessment data, other indicators show evidence of students' high performance in the district. Some examples are given below:

- 85.85% of students who took the ACT scored 20 or higher (91 out of 106 students), a level indicating college readiness
- The 2005-06 graduation rate was 94.20% (state average is 90.78%)
- 86.62% of graduates intend to pursue postsecondary training opportunities (123 out of 142 students)
- 97.18% of the graduates completed a core program including four years of English/language arts and three or more years each of mathematics, science, and social studies compared to 60% for the state.
- The 2006-07 K-8 attendance rate was 95.80% as compared to the state average of 95.12%.

33. Collection and analysis of academic and academic-related data is a district focus and use of these data to make decisions is a high priority. Multiple data sources are used to monitor progress toward student achievement goals, identify student achievement needs, and assess academic-related concerns. These sources provide internal and external stakeholders with information related to progress on district goals.

34. The district staff collects data through use of frequent and timely surveys. Examples include Zoomerang professional development surveys and elementary student character surveys. District counselors utilize multiple academic-related data sources to monitor culture, climate, and factors that support academic achievement. Examples of these data sources include:

- Iowa Youth Survey
- Career interest surveys
- Grade analysis
- Progress towards graduation
- Attendance
- Discipline reports

Suggested Areas of Improvement

35. Support staff members are actively involved in the day-to-day routines of the school as well as after school functions. Support staff stated they are not evaluated and receive little feedback on their job performance. Written job descriptions are not available for support staff. Articulating specific job responsibilities would ensure administrators, teachers, and support staff members share consistent expectations. A written plan and system of evaluation would also enhance the expectations and performance of these valued staff members.

36. District and non-district personnel were interested in gaining more knowledge about the success of alumni. The district reported collecting

data from graduates with regard to receiving adequate preparation for post secondary education. This information may be useful in future conversations about high school reform efforts. The district is encouraged to use an annual survey procedure to follow up with students one year, five years, and more after graduation. Information from graduates could be used to identify trends and evaluate whether the high school curriculum is meeting graduates' needs. Information from a graduate follow-up survey could become part of the annual process of data gathering and analysis. Current students might be excited to gather information from graduates. This could be completed as part of a classroom activity for students, such as a data management lesson.

Benton District's Compliance Status in Federal Programs:

Title IIA (Teacher and Principal Training and Recruiting Fund) Compliance Status

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

Title IID (Enhancing Education Through Technology, E2T2) Compliance Status

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

Title III (English Language Learners) Compliance Status

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

Title IVA (Safe and Drug Free Schools) Compliance Status

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

Title V (Innovative Programs) Compliance Status

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

Title XC (Education for Homeless Children and Youth) Compliance Status

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