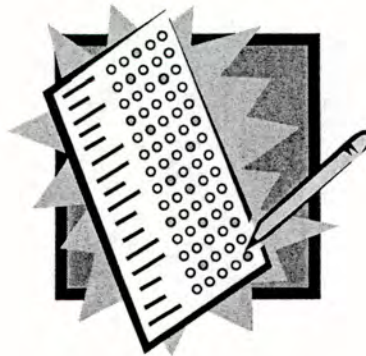


ADEL DESOTO MINBURN CSD

DISTRICT ASSESSMENT HANDBOOK



2009-10

**Adel DeSoto Minburn CSD
District Assessment Handbook 2009-10**

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Adel DeSoto Minburn CSD
District Assessment Handbook
Introduction

The ADM District Assessment Handbook contains information regarding our district assessment policy, and is in a question/answer format. Much of the information and wording is taken from guidance provided by the Iowa Department of Education and the Iowa Testing Program. Specific details about assessment procedures and timelines are provided in later sections of this handbook.

Why a district assessment policy?

The primary intent of written policy on test use is to help ensure the integrity of the information obtained from the use of educational assessments. If scores become tainted because of inappropriate practices in either preparing students or in administering tests, the meaning of the scores will be distorted and their value for their original purpose will be diminished or lost. Some educators may not be aware of the consequences of their actions, so policy helps to inform and to create awareness of the potential negative impact that certain practices might produce.

What tests are included in this policy?

The policies and procedures outlined in this handbook cover district-wide student achievement assessments. District-wide assessments include ITBS and ITED; district benchmark assessments in reading, written language, math, science and social studies; and CoGATS.

Who are the assessment coordinators for the district?

The district assessment coordinator is Greg Dufoe, superintendent. All district assessments (except for PK-5 reading) will be coordinated through his office. The elementary reading strategist, Carole Erickson at Adel Elementary, will coordinate all PK-5 reading district assessments. Building administrators will serve as building coordinators for assessments such as Iowa Test of Basic Skills (ITBS) and Iowa Test of Educational Development (ITED). See district assessment calendar in this handbook for specific assessment assignments. Questions regarding assessments should be directed to the appropriate assessment coordinator.

Developing District Benchmark Assessments

What is the purpose of District Benchmark Assessments?

ADM District Benchmark Assessments have two purposes. The first is to comply with a state requirement to have multiple assessments to measure student achievement. Our first assessment is the ITBS/ITED, which is a norm-referenced test. Our District Benchmark Assessments are criterion-referenced tests, meaning they directly measure what has been taught in our local curriculum.

The second purpose of these assessments is to support student learning. Since these tests measure what has been taught in the ADM curriculum, we can use results from the benchmark tests to reteach any content/skills that were not mastered by students and to monitor the quality of our curriculum.

What courses/grade levels have District Benchmark Assessments?

At this time, the following grades/courses have District Benchmark Assessments:

- PK-8 Mathematics
- PK-5 Reading
- 6-10 Science
- 6-12 Social Studies

What should be included on District Benchmark Assessments?

When designing a District Benchmark Assessment for your course, **only those content or skills designated as mastery in your scope and sequence should have test items on the assessment.** Other content and skills might be assessed on chapter or unit tests and quizzes, but **should not** appear on the benchmark assessment.

What are format requirements for District Benchmark Assessments?

According to state guidelines for multiple assessments, our District Benchmark Assessments should

- be criterion-referenced
- contain questions in formats other than selected response (i.e., short answer, essay, project or product)
- follow best practice for test item development and number of items per content/skill being assessed
- be a valid assessment

We continue to work as content area committees to review our District Benchmark Assessments to assure they meet these guidelines.

In addition, it is strongly recommended that District Benchmark Assessments are not designed to be an end-of-the-year assessment that asks students to recall an entire school year's worth of knowledge and skills. Instead, it is recommended that the District Benchmark Assessment be given in sections, twice a year at minimum. This design will give teachers, students and parents a better view of what students know and are able to do. Additionally, it gives teachers the opportunity to reteach knowledge and skills not at mastery during the school year, not in the last two weeks of school.

Revisions to district benchmark assessments need to be approved by the district assessment coordinator.

Acquiring and Storing District Assessment Materials

How will testing materials be stored and acquired throughout the school year (other than testing times)?

The number of ADM staff members authorized to obtain, store and disseminate district assessment materials will be limited so that aspects of storage and accessibility can be monitored. Test booklets will be provided to individual staff members only when they have a professional need to use the materials. In addition, tests should not be given to or shown to parents who request to see the tests, except under direct supervision of a district administrator. Test booklets are not to be loaned to individuals outside of district staff. Copies of test booklets will be stored in the school improvement office. Requests to borrow a test booklet should be made to Greg Dufoe. They will be provided on a checkout basis.

How will testing materials be stored and acquired prior to and during testing?

ITBS/ITED: When materials arrive from Iowa Testing Programs for annual testing, they will be stored in a secured area in each building with access restricted. See your building administrator for specific building procedures for acquiring and storing testing materials during ITBS/ITED testing times. ITED testing materials will be stored in the school improvement office.

CoGATS: When materials arrive from Riverside Publishing for annual testing, they will be stored in a secured area as determined by the GATE teacher. See your building administrator and/or GATE teacher for specific procedures for acquiring and storing testing materials during CoGAT testing times.

District Benchmark Assessments: *To the extent possible*, master copies of all district benchmark assessments (except PK-5 reading) will be stored electronically (if available) at the school improvement office. Prior to the testing period, the school improvement director will send out copies for classroom/student use. *Teachers need to send numbers needed to Greg Dufoe about 2 weeks in advance of testing.* Teachers are not to make their own copies of district benchmark assessments without permission from Greg Dufoe. Any changes made to district benchmark assessments need to be done with permission from the school improvement office.

How will testing materials and test results that remain in the district be stored after testing is completed?

Testing materials and test results will be stored securely, with limited access, in the school improvement office. These tests might be retained for late testing, professional development or use with score reports. When possible, test results and testing materials will be in electronic format and stored electronically.

Test Preparation and Practice Activities

Test preparation incorporates a broad array of activities that should be intended to prepare students to exhibit their true achievement when they take an assessment. Some activities may be legitimate in helping students understand the assessment process so that the process itself does not interfere with obtaining a true measure of students' achievement. These kinds of activities should represent a good use of instructional time. Some other activities may be completely inappropriate, especially those that are designed to boost test scores without a corresponding lasting increase in actual student achievement. Such activities are regarded as unethical because they distort test scores, rendering them useless for describing true achievement or improvement. The distortions form "falsified" records of student achievement, which can lead to erroneous decisions about students and buildings.

One legitimate preparation practice involves ensuring that students are familiar with common test taking strategies that involve topics such as the use of time, the role of guessing, and responding to unfamiliar test item formats (this kind of preparation should be directed toward a *type* of test rather than toward a *specific* test). As students move through the grades and gain experience with taking a certain type of test, like the *Iowa Tests*, however, the need for such activities should greatly diminish. Preparation also could involve informing students of the purposes of testing and how scores will be used so that students are sufficiently motivated to perform well.

What specific activities are appropriate to use with students in preparation for testing?

We can't anticipate all of the activities that might be created for test preparation purposes. Teachers should consult their building administrator or the director of school improvement before using any test preparation materials rather than assume certain practices are acceptable. This procedure is to ensure that unethical practices are not implemented inadvertently and to ensure that students who need assistance will have the right help available in a timely manner. All materials used for test preparation should be retained by the person who used them.

What specific activities are prohibited from use with students in preparation for testing?

Providing students with actual test questions or specific test content prior to testing is unethical and a violation of the ADM district assessment policy. In addition, questions from previous forms of standardized tests (such as forms K and L of the *Iowa Tests*) should not be incorporated in test preparation.

"Teaching the test" and "teaching to the test" are different practices. For example, teaching a strategy for solving math story problems in general would be an appropriate way to teach *to the* test, and simultaneously, teach to ADM's standards and benchmarks. But practicing solving math story problems that appear on a district-wide assessment (or nearly identical problems) would be teaching *the* test.

The appropriateness of any proposed practice should meet *either* of the two following standards:

- It will promote the learning and retention of important knowledge and content skills that students are expected to learn
- It will decrease the chance that students will score lower on the test than they should due to inadequate test-taking skills or limited familiarity with the item formats used on the test.

Activities that do not meet one or the other of these criteria are more likely to be unethical, to promote only temporary learning, or to waste instructional time. When ineffective or unnecessary test preparation activities are used, valuable instructional time is lost.

How far in advance of testing should test preparation activities be used, or for how long prior to the start of testing should each activity be used?

Ideally, test preparation should be an integral part of the regular instructional program rather than an add-on activity. In that way, instructional activities that support test preparation likely would occur throughout the year rather than in a concentrated block of time just prior to the test administration. Activities that occur just prior to the testing tend to have a short-term effect, whether the temporary impact was intended or not. Also, intense practice or attention to testing during the weeks immediately before testing tends to put undue pressure on some students, causing them to be less prepared psychologically for performing at their best.

In terms of preparing for the ADM end-of-the-year benchmark assessments, teachers should review both the district standards and benchmarks for the course and the end-of-the-year assessment at the beginning of each school year. These documents should guide instructional sequencing, pacing and time on skills and concepts so those mastery items are sufficiently taught and reviewed throughout the school year and prior to the assessment.

Is it ever appropriate to use the actual test forms (those used in the current year or subsequent year) for test preparation?

No, providing students with test items or test answers in advance of the test is highly unethical. Such activity puts the focus on getting particular test questions right rather than on measuring student achievement in the subject area represented by the questions. The questions on a district-wide assessment should/do represent only a sample from all the questions that could be asked when measuring achievement in a subject area, say science or math. It is (should be) highly rare that a benchmark assessment or standardized assessment contains a given test item that is so important that its content should be learned by all students or taught to all students directly. Those items should appear on formative classroom assignments and assessments such as quizzes.

When the exact test is the focus of instruction, the test scores lose their meaning, and they portray an achievement result that is dishonest.

Is it ever appropriate to use previous forms of the assessment (e.g., Forms K and L of the Iowa Tests) for preparation purposes?

No, the use of previous forms of the accountability tests for practice or preparation purposes also is unethical. Different forms of the same test are designed to be similar in content and skill level so that scores from them can be used relatively interchangeably to estimate growth and improvement. Although the content on a previous form is not exactly the same as that of the current form under use, the similarity is great. Preparation with the previous test form narrows the focus of student learning and restricts the ability of the user to generalize broadly in interpreting the students' scores.

Is it ever appropriate to develop practice tests or review activities that are similar in content or format to the actual test forms currently in use?

No, when practice materials that essentially "clone" the operational test that is in use are developed, the situation is somewhat akin to using a previous form of the test. Limiting the focus of instruction to such materials, even for a brief but intense time period just before testing, creates limits on the generalizability of the test scores. Furthermore, such "practice tests" move the focus of instruction to isolated bits of content instead of broader skills that should be the target of student learning.

Is it appropriate to provide students with a review of content covered by the test as a form of test preparation?

It depends. A review of content is a common instructional strategy used prior to many forms of classroom assessment. But when the review is narrow and limited to the exact skills that will appear on the district-wide assessment, the practice is more questionable. Some forms of review are ethical, but the more closely the focus is on the sub skills to be assessed and the more likely the goal is to enhance short-term learning, the more inappropriate the activity would be. Content review geared toward enhancing retention of skills learned previously, however, is a form of sound instructional practice.

The distinction between appropriate and inappropriate subject matter preparation is not always clear. Activities directed toward specific content known to be on the test and conducted shortly before testing time are probably inappropriate. When the purpose is to drill for short-term retention, as cramming typically is, the practice is inappropriate. When the purpose is an additional opportunity to review and learn material for which instruction was previously provided, and the focus is on skills that may or may not be covered directly by the upcoming test, the practice is more appropriate. Here are two relevant questions to ask in trying to make the distinction:

- Would the same content-oriented test preparation activities be used if the current district-wide assessment tool were replaced by another?
- Would these same content-oriented test preparation activities be used as schedule even if the date for administering the assessment were to be moved to two months later?

If the test preparation is designed primarily to fit the district-wide assessment tool, or if it needs to be given just before the assessment is scheduled to be given, the activities are

probably too narrow in content focus and directed too much at short-term effects. They would be considered inappropriate on either basis.

Should all students be provided an opportunity for test preparation in advance of the actual test each year?

Not necessarily. Test preparation activities probably should be limited to assisting those who need help rather than for use en masse. Younger students may need more help than older ones, lower achieving students may need more than higher achieving ones, and some students in special programs may need more than those in regular programs. Just as general instruction is often individualized, so test preparation (which is a form of instruction) should be individualized. It should be based on need. In addition, the potential negative consequences of test preparation should be considered. Outcomes such as elevated test anxiety or overconfidence about the easiness of the test tasks can result from poorly designed test preparation emphases.

Isn't test preparation for accountability testing (district-wide testing) essential so that students will score just as high as they can?

Not really. Obtaining the highest possible test score is not necessarily the primary goal. The notion of test preparation is often associated with students preparing to take a college admissions test such as the ACT or SAT. On such tests, students want to maximize their score to optimize their chance of being admitted or being eligible for scholarship aid. Test taking strategies that promote the highest possible score are used in conjunction with practice tests to foster greater confidence in anticipation of taking the actual test. However, the purpose of using an achievement test, like the *Iowa Tests*, is to find out just how well a student has achieved. Trying to get the highest possible score, at seemingly any cost, is not consistent with that purpose. There are no particular consequences for the student (no admission decision, for example); the test score should represent what the student knows. Scores that are artificially high are likely to cause some students to get less teacher attention than is needed and to keep the students from various instructional programs that might help them improve. Thus, scores that misrepresent a student's performance are more likely to be harmful than helpful to that student. Test preparation or test-taking practices that promote artificially high scores could harm the students who need extra instructional attention. The use of inappropriate preparation practices may keep a school off the "Watch List" or from being designated as "in need of assistance," but it will not serve the interests of low achieving students whose scores disguise their actual level of achievement. Nor will it serve the needs of the schools or district to understand the true achievement of all students so that instructional programs can be modified based on student needs.

As one last reminder regarding Review for ADM Benchmark Assessments:

While it is necessary to review with students the mastery concepts and skills from the year/course (the ones that should be “sampled” on our benchmark assessments if they are “mastery”), *in any way using the actual, specific content or questions from the test (in a different format, with one word changed, in a different order, in a game format) is unethical.* We want to know what the kids know and are able to do as a result of our teaching, not our test preparation (“cramming for the test”). Further, this review should be an ongoing part of the yearlong instruction, as a part of the district’s mastery learning philosophy.

Test Administration

Although we do not have explicit, standardized guidelines for administering district benchmark assessments, the *Directions for Administration* manuals for the *Iowa Tests* provide explicit guidance about preparing for a test administration. Much of the information contained in this section is related to the *Iowa Tests*, although some is generalizable to other district-wide assessments.

The *Directions for Administration* manuals include directions for administering each test along with *instructions that should be read verbatim to provide a standard testing situation for all students, no matter who gives the test, where it is given, or when it is given*. All tests should be administered exactly as the publisher's manual specifies. The use of accommodations or modifications is also outlined in the *Directions* manual, but each teacher should work with the building administrator, IEP team and/or ESL coordinator regarding the use of accommodations, especially by those students who do not have an IEP or 504 plan.

What kind of assistance or advice can be provided to students during the test administration?

Assistance during test administration is **not permitted** (unless accommodations specified in the IEP or 504 plan call for a certain type of assistance). Students should never be told during the test administration which answers are correct or whether they have answered an item incorrectly. The test administrator (classroom teacher) should not provide hints, word meanings, pronunciations, or rephrased questions.

Students should not engage in any practice that could artificially impact the score of any student. Prohibited behaviors include communication with one another in any form during the testing sessions, copying from others, and using electronic devices other than approved calculators or assistive technology. This needs to be communicated to all students.

What are the district's expectations regarding the use of time limits provided in the Directions for Administration?

All time limits given in the *Directions for Administration* should be adhered to strictly (except in the case of an accommodation for an individual student that call for extended time). Time limits should not be modified at the discretion of the test administrator (classroom teacher). Furthermore, the *Directions* for the *Iowa Tests* do **not** provide for warnings about time remaining or a need to guess at final answers. Thus, these activities are inappropriate.

May a student, when finished with a section or subtest, go back and work problems from another test section?

No, students cannot go back. An exception is the ITBS reading comprehension test which has two parts. On this test students may go back to part one when finished with part two.

What are acceptable and unacceptable accommodations or modifications that might be considered for use with students who have an IEP or 504 plan?

Accommodations to be used during testing are developed at the time the IEP or 504 plan is written or revised. Examples of modifications that should **not** be made include reading aloud the reading comprehension or vocabulary subtest, using a dictionary on the vocabulary subtest, and using a calculator on the math computation subtest.

What procedures should be used in deciding whether a student who has no IEP or 504 plan should be given any accommodations?

Some students who have not been identified for special education services, and thus have no IEP or 504 plan, may have skill levels that require an accommodation. This decision is not to be made by the test administrator (classroom teacher). Decisions on accommodations are made by the building administrator in conjunction with the special education director and IEP team.

What accommodations are permitted or not permitted with English Language Learners?

The rationale for using accommodations with an English Language Learner (ELL) is the same as the one that applies to a student with a disability. For an ELL, competence in the English language is regarded as a form of disability because the student's low skill level in English interferes with measuring achievement in areas such as science, reading, math problem solving. To reduce the impact of the language on measuring the student's achievement, changes in the administration might be made. Any accommodation that could change the nature of what the test is measuring should not be used. Thus, a read-aloud could be appropriate in math but not for reading comprehension. The use of a translation dictionary would be appropriate in science if meanings of scientific words were not given in the dictionary. All accommodations will be determined by the building administration and ESL coordinator.

If a student has just enrolled at ADM, do they take the test?

In most cases. All students should take the test unless the new student has already been tested on ITBS/ITED in their previous district this school year. Exceptions may be made for some district benchmark assessments. For example, on district benchmark assessments, students are tested on their *instructional level* (this is different than the grade level testing required on ITBS/ITED.) Benchmark assessments can be modified for those students who enrolled in your class after the first day of school. Consult with your

building administrator or Greg Dufoe in making this decision and note this modification on your score report spreadsheet.

Do all teachers at the same grade level need to give the district benchmark assessment the same day/same week?

As much as possible, students at the same grade level should be assessed on district-wide assessments on the same day/week. This standardization of testing gives us results that are more comparable (student-student, class-class).

Additionally, on district-wide benchmark assessments collaborate with grade level colleagues to maximize consistency in scoring (e.g., labeling answers, assigning partial points).

On ADM Benchmark Assessments, can we break up the testing, or do we need to give the whole assessment in one setting?

It is recommended that the ADM Benchmark Assessments be given, at a minimum, as two semester tests, not one end of the year test. During an administration period, you can break up the testing on our ADM benchmark assessments as best meet students' needs, so that their scores reflect the students' knowledge and skills and not their ability to work within a time period. Plans for breaking up the testing time needs to be consistent at a grade level to ensure standardization and comparability of scores. Any questions regarding this should be directed to the district assessment coordinator.

Should environmental print (such as word walls, multiplication charts, etc.) be removed from classroom walls and other classroom areas prior to testing if they have information on them that might be construed as helpful on the test?

Yes, it would be a good idea to cover or remove items like that, especially something you are certain would give assistance that other students and other classrooms have not had available during testing. This is generally an issue in grades K-2, but it can happen with any grade (e.g., multiplication chart). *(taken from email response from Dave Frisbie at Iowa Testing Program)*

Further, any aids like multiplication charts taped to student desks should be covered or removed prior to district-wide tests such as ITBS or benchmark assessments.

Should students have food or drink available during testing?

No. Students should not have access to food or drink at their desk during testing. This keeps answer sheets clean and prevents misreads by scoring machines. Food or drink may be available to students between testing sessions, as approved by the building administrator.

After Testing is Completed

What kinds of alterations to a student's answer document are permissible by individuals other than the student once testing is over?

In preparing answer documents for scoring, it may be appropriate for a staff member to erase smudges or stray marks on students' documents. Light marks on documents can be darkened. But no changes should ever be made to student responses to test items except by a student during testing.

Who has access to testing materials during the year?

Staff members who have a professional need to use the testing materials during the year will be allowed to check out materials through the district superintendent's office. Staff members will need to provide the purpose for the use of the materials and will be given a checkout time frame appropriate to the purpose. When in the possession of test materials, it is inappropriate to disclose the contents of test materials to students, parents, or others who do not have a professional need for such information. Thus, sharing correct answers to questions or reviewing test items with students after testing is over are both inappropriate.

What test materials may be photocopied and with whose prior approval?

No test pages of standardized tests such as the *Iowa Tests* may be photocopied for any reason by any district personnel. (These are copyrighted materials for which Iowa Testing Programs does not provide permission for copying). Other testing materials, such as answer sheets and pages from manuals may be copied based on prior permission from Iowa Testing Programs and authorization from the district office. Copies of district benchmark assessments will be made by the superintendent's office, or by permission of Greg Dufoe, for use with students or for professional development purposes.

What do we do with student scores from ADM district benchmark assessments?

Each teacher will receive from Greg Dufoe or Carole Erickson an Excel spreadsheet pre-populated with student names and already set up to enter student scores. Once all students have been assessed, ***enter the student scores on their 1st attempt on the test.*** Then send (electronically) the completed spreadsheet back to Greg Dufoe or Carole Erickson.

If students have not reached mastery on the benchmark assessment, reteaching of mastery skills is recommended (and required in PK-8 math). Teachers can then retest students on these mastery skills **on an alternate form of the assessment** (again, this is required in PK-8 math). These retest scores are not reported to the public, but are recorded by the classroom teacher and used for decisions such as summer school, tutoring, class placement (at the secondary level), etc.

If I give an end-of-the-year benchmark assessment at the beginning of May, how should I best use the instructional time left in the month?

After testing is complete, use the remaining instructional time to reteach skills not mastered and to preview introductory level benchmarks that are necessary for the next grade level or course. If the benchmarks and end-of-the-year benchmark assessment were used at the beginning of the year to plan for the pacing and sequencing of instruction, introductory level benchmarks should already be planned to be taught at this time.

Use of Score Reports and Data Files

Who will receive, store, and distribute test results in their paper and electronic forms?

All paper and electronic forms of test results/data will come first to the district superintendent's office (with the exception of PK-5 district reading benchmark assessment data). The superintendent will then distribute test results to the building administrators, and store electronic and paper data forms in the superintendent's office.

To whom may test results be distributed and for what purposes?

Certainly students and their legal guardians have a right to see their individual scores, but those scores should be treated as confidential, consistent with the Family Educational Rights and Privacy Act (FERPA). Thus the scores of individuals may not be shared, on paper or electronic form, with others without written permission. The scores of grade groups (e.g., averages or other summary data) are subject to the provisions of the open records law, but their release or distribution will be handled by the district superintendent or by building administration. Student data will be available to ADM staff members through HEART (AEA online database). As with test data or scores in paper form, electronic database information should be treated as confidential, consistent with FERPA.

On benchmark assessments, can you reteach to those students that don't reach the mastery level?

Yes. It is recommended that you do reteach those mastery skills. In math at grades PK-8, reteaching and retesting is required on benchmark assessments. In other grade levels and content areas, it is recommended practice. See ADM policy statement on reteaching/retesting on the next page.

How do I accurately interpret and explain student scores on district-wide assessments?

During district "data days," you will be give guidance on how to interpret score reports. In addition, help pages (written by the Heartland AEA assessment team) regarding percent, percentile, and grade equivalent scores are included in this section of the handbook.

ADM Policy on ReTeaching/ReTesting District Benchmark Assessments

In keeping with the mastery learning philosophy, ADM supports the use of tests to diagnose areas for further teaching so that all students can master the objectives of the course. This teaching/testing/reteaching/retesting cycle occurs throughout the year with all units of study. With this process in place, teachers should be able to help students master content and skills prior to any end of year/course district assessment that might be required.

When a district benchmark assessment is given and skills/content are still not mastered (score of 80% accuracy or higher), ADM supports additional reteaching followed by further assessment **(on an alternative form of the test)** to verify students' mastery of that content/those skills. That "retest" data can be used to determine whether a student needs tutoring, summer school, what course placement might be appropriate, etc.

In terms of reporting student achievement on these district benchmark assessments, please send to the Superintendent's office **only the original scores**. You will receive an electronic Excel form to record this information. A retest score in a teacher's grade book indicates that reteaching has happened for individual students in their targeted need areas. Further, **retesting should happen with an alternative form of the assessment**.

In reporting our district data to the public, the original score on the end of the year/course district assessment will be used. Retest scores will be used internally to make decisions about individual students and will not be reported.

Mastery is only required of PK-8 math. It is recommended for all other courses/grade levels.

“Help” Pages for Interpreting Assessment Data

You say “percent” I say “percentile...” Let’s call the whole thing off.

So you’ve got those two words, percent and percentile, that sound sort of alike, and sort of talk about the same thing, but aren’t. How are you supposed to know which is which?

Percent refers to the proportion of the whole thing, as in “I got 25% right on the test,” or “90% of the kids passed the test.” Essentially, it answers the question “how much?” or “what part of 100?” A percent is absolute, referring to the exact part of the whole.

Percentile is short for percentile rank. In the world of assessment, a percentile describes how a score fits in to the distribution or spread of scores in the comparison group. So, if a student scored at the 40th percentile, he scored better than 40 percent of those in the comparison group. It answers the question “how well compared to...?” A percentile is a score relative to the comparison group, and is totally dependent on how everyone in that group performs.

How do they relate to each other? A student may know six letters of the upper case alphabet, which is about 23 percent of the letters. If her score was the highest of all those in the comparison group, she would score at the 99th percentile relative to that group. If, however, the typical or middle performance on the alphabet test for the group was six letters (23 percent correct), her score would be at the 50th percentile relative to that group. On the other hand, if everyone else scored higher than 23 percent correct (more than six letters), her score would be at the 1st percentile.

(taken from written information provided by the AEA11 assessment team)

Using Grade Equivalent Scores

Statements like “Bill has a 5.4 reading level” or “Susan performed at the 2nd grade 3rd month level on the Woodcock-Johnson” are heard often in meetings with educators and parents. While such statements seem simple enough for anyone to understand there is a great potential for misunderstanding. Usually, such statements are unaccompanied by any further explanation, such as what the student actually did to earn a particular grade equivalent score, or to whom the student’s performance was compared. Stating that Bill reads at the 5th grade level appears to mean just that: Bill reads like a 5th grader reads. While using a grade equivalent seems like a simple way to describe a student’s skills, understanding and explaining what a grade equivalent *really* means is much more difficult.

What are the common mistakes that people make using Grade Equivalents (GE)?

- People often think that if a 5th grade student obtains a GE score of 8.2 on a test then they are ready to do the 8th grade curriculum. This is **not** what GE means.
- People often think that you can determine how much a student learned by adding/subtracting GE scores. Example: Susie had a GE in math of 3.4 last year and this year she obtained a GE score of 5.2, so her math learning grew 1.8 years in a year. This is **not** how to use a GE score.
- People often think that if 2 3rd graders (Tommy and Billy) both get a GE of 3.2 then they have the same skills or can do the tasks equally well. Again, this is **not** what grade equivalent means.

Where do grade equivalents (GE) come from?

A grade equivalent for an individual student’s raw score is computed by matching his/her raw score with students in the norm group (others who took the **same test**) whose average for their grade level is equivalent to the raw score.

- Students in the 4th grade, 6th month group are in a norm group taking level 7 or the “LMNOP Test”
- The average raw score for this group of students is 42
- Later, Jamie takes the very same test (level 7 of the “LMNOP Test”) and has a raw score of 42
- Jamie’s GE score on this (now norm referenced) test is 4.6

But in reality...

In reality, not every test has a norm group made up of enough students at each year and month in school to have an exact average for each level. Moreover, many raw scores fall between the averages at the various “grade/month” levels. Therefore, many grade level scores are extrapolated from the scores of the norm group.

More problems...

But wait, it gets even more complicated than that. As most any educator or parent knows, learning doesn’t take place on a straight-line trajectory. To the extent that a test measures changes in learning, the progression of scores also is not a straight line.

Based on the norm group from the scenario above, five students in a classroom, at the same grade might have “raw” test scores and GE scores that look like this:

Student	"Raw" Test Score	Grade Equivalent
Jamie	24	1.8
Sasha	25	2.0
Tali	34	5.4
Falon	30	3.6
Kris	28	3.0

So, Sasha's grade equivalent score is two months above Jamie's and has a raw score that is 1 point higher, while Tali's grade equivalent score is three years and six months above Jamies, but has a raw score that is 10 points higher. The difference between what Sasha got correct and what Jamie got correct is only one test item, while Tali got ten more ten more items correct. The number of questions a person needs to get correct to move up the grade equivalent scale are not the same across the scale, the GE scores are not an "equal interval" score. Moreover, it doesn't matter which actual items the students got right or wrong, only how many right or wrong. It's easy to see why grade equivalent scores tell us very little about what skills a student knows and what they can do.

And remember the test materials...

Many tests, such as the Iowa Tests of Basic Skills, have multiple levels of tests, with a certain level recommended to be given at a specific grade. To at least some extent, the test level meant for the grade level better reflects the curriculum for that grade. However, GE scores, based on averages from the norm group, essentially had many students taking "out-of-level" tests that were not commensurate with the curricula being taught at their grades. For example, students in the third month of the sixth grade taking a third grade test would have an average score that would generate a GE score of 6.3. These sixth-graders from the norm group might have gotten virtually every item correct on the "third-grade level" test. Conversely, if later, a 3rd grade student took the test and had a raw score the "matched" the average score of the norm-group students in the third month of sixth grade, this does NOT mean that student could do well with sixth grade material.

False sense of Criterion-Referenced utility

As discussed above, grade equivalent scores do not describe what a student actually did to earn a particular score. Thus, by definition, GE scores cannot be used to make criterion-referenced decisions. For example, on a math test, a 3rd grader may earn a GE of 5.0 by getting all of the 3rd grade items correct. A 7th grader may earn a GE score of 5.0, but by getting a small percentage of cumulative items up to those expected by 7th grade students correct. These students' GE scores appear to be equivalent; their performances however, are not. Nothing can be said about these students' instructional needs based on GE scores alone. It is very likely that neither of these students should be placed instructionally in 5th grade material. Unfortunately, the statement that the 7th grader "is functioning at the 5th grade level" appears to suggest just that.

The Myth of the "Average" Child

In a seductive way, GE scores encourage misunderstandings on the part of test interpreters. For example, a 3rd grade student who earned a score a few raw-score points below the average score for 3rd graders on the test would earn a GE that is below 3.0, suggesting that this student is performing "below grade level." Nothing could be farther from the truth. "Average" performance is best described as a range, not as a score. Using a GE of 3.0 as a standard of performance is to

suggest that all students beginning their third grade year should perform at exactly the 3.0 level. Thus, marginally low GE scores give the impression that students are performing behind expectations when in fact they may be in the average range. Similar problems arise for marginally high GE scores.

So what do GE scores tell us?

Grade equivalent scores are on a continuum. A GE score of 5.4 does reflect that a student got more items correct than a student with a GE score of 5.3 (we just don't know how many or what items). Also, a student with a GE score considerably higher than his/her grade level reflects that a student is doing very well on the test material considered typical for his/her grade level. A student who has a GE score considerably below his/her grade level is not doing so well.

Composite grade equivalent scores can give a general picture of how a group of students is performing on the test compared to the norm group. This can be helpful in determining the immediacy of a need or the general strength of a skill area. Grade equivalent scores can provide one piece of information that can support a decision but would be difficult to use by themselves when making a high stakes decision.

(taken from written information provided by the AEA11 assessment team)

Checklists for Test Examiners And Building Coordinators

Checklist for Test Examiners
District-wide Test Preparations and Procedures

Two Weeks Before Testing

- _____ 1. Create a schedule for testing. Collaborate with other grade level or department staff. (Example: all third graders will take the reading comprehension at 9:00 a.m.). Submit schedule to principal).
- _____ 2. Talk with students about the purpose and importance of the tests, the procedures being used, the ways results will be shared, the impact of results on the school, and how results impact individual students.
- _____ 3. Establish and communicate rewards and consequences, if appropriate.
- _____ 4. Arrange for IEP and ELL accommodations, if appropriate.

One Day Before Testing

1. Check materials:
 - _____ a. One test booklet and answer sheet per student (with barcode labels, where appropriate).
 - _____ b. One copy of test administration directions per test examiner (if available).
 - _____ c. One pencil and eraser per student. (Have extra pencils on hand.)
 - _____ d. One piece of scratch paper for each student. (Have extra paper on hand.)
 - _____ e. If needed – one calculator per student.
- _____ 2. Make the necessary physical arrangements (seating, lighting, heating, ventilation, control of visual or noise distractions) in the room. If needed, cover or remove visual aids.
- _____ 3. Obtain a sign that reads "*Testing. Please do not disturb us!*" for use during testing sessions.

During Testing

- _____ 1. Follow the directions exactly as they appear in the directions for test administration.
- _____ 2. Monitor students during the test to make sure that they are working on the correct test pages and that they are marking responses in the proper place and manner.
- _____ 3. Make notes about irregularities or problems that arise, either for the entire class or for an individual student.
- _____ 4. Store materials in a secure, locked area between test sessions. Count test booklets after each testing session.

After Testing

- _____ 1. Verify that the number of answer sheets being returned is equal to the enrollment count for each class.
- _____ 2. Verify that all tests have been taken by each student.
- _____ 3. Erase stray marks on answer sheets.
- _____ 4. Return all answer sheets and other testing materials to the building principal/test coordinator.
- _____ 5. Report any irregularities to building principal/test coordinator.

ADM District Assessment Calendar 2009-10

**Adel DeSoto Minburn Community School District
2000-10 ASSESSMENT CALENDAR**

MONTH	WEEK	TEST	GRADE LEVELS	COMMENTS
August	17th—28 th	Math: District Benchmark Pre-Assessment	PK-8	Scored by Classroom Teacher. Data turned in electronically to Greg Dufoe (Central Office) and building administrators Used for classroom decisions
August/ September	24 th —4 th	Reading: Concepts About Print Phonemic Awareness Letter/Sound ID Observational Survey (IA state requirement) Dictation Task	K 1 st	See Reading Assessment Schedule from Carole Erickson
September	1st—4th	Written Language: 6+1 Trait Writing Pre-Assessment	3-5	Scored by Classroom Teacher Use grade level prompt Data turned in to building administrator. Used for classroom decisions
October	5th—9th	COGATS test	3	Administered by Classroom Teacher Obtain test materials from GATE teacher. Data turned into building office/GATE teacher. Make up tests administered by GATE teacher or representative. Used for GATE program placement.

Checklist for Building Principals / Test Coordinators

District-wide Test Preparations and Procedures

Full of School Year

- _____ 1. Collaborate with district test coordinator on the ordering of test materials.

Two to Four Weeks Before Testing

- _____ 1. As materials arrive, store in a secure place.
- _____ 2. Read the directions for test administration.
- _____ 3. Arrange for staff to review test administration procedures. Consult district test coordinator.
- _____ 4. Work with teachers in planning for IEP, ELL and 504 accommodations. Establish responsible parties and procedures for make-up testing for IEP, ELL and 504 students.
- _____ 5. Collaborate with test examiners to establish a timeline and work out details. Submit schedule(s) to the district test coordinator.
- _____ 6. Count out materials. Contact district test coordinator concerning discrepancies.
- _____ 7. If needed – make sure that computers are ready.
- _____ 8. If needed – place bar code labels on test materials.
- _____ 9. Distribute directions for test administration and student answer sheets.
- _____ 10. Visit all classrooms to reinforce with students the test's purpose, importance, rewards and consequences.
- _____ 11. Communicate with parents about the testing schedule and what they can do to support their child during testing (sleep, good breakfast, etc.)

During Testing

- _____ 1. Distribute student test booklets to teachers on the first day of testing.
- _____ 2. Ensure that test materials are secured between test sessions.
- _____ 3. Monitor testing and report any irregularities to district test coordinator.
- _____ 4. Generate class lists for all students enrolled on the first day of testing.
- _____ 5. Check that appropriate accommodations are provided for students. (If in doubt, contact district test coordinator.)
- _____ 6. Make sure that no interruptions (e.g., announcements, band lessons) occur during test sessions.

After Testing

- _____ 1. Verify and complete information on answer sheets. All demographic information (i.e., gender, FAY, IEP, ELL, SES, migrant, 504) and ID numbers for ITBS/ITED needs to be accurate.
- _____ 2. Collect all materials from test examiners. Count to make sure that your numbers agree with the number of materials turned in.
- _____ 3. Work with district assessment coordinator to schedule make-up tests for students, if needed.
- _____ 4. Make sure that bubbles are dark and stray marks are erased on answer sheets.
- _____ 5. Alphabetize answer sheets and test booklets, if appropriate.
- _____ 6. Return to district coordinator the following:
 - _____ a. Class lists generated on first day of testing
 - _____ b. Unused prelabeled answer sheets with reason for not tested written on sticky note.
 - _____ c. All other materials
- _____ 7. Work with district test coordinator on which reports to order.

After Test Results Arrive

- _____ 1. Look at test results for overall trends and underperforming students.
- _____ 2. Distribute classroom reports to teachers. Discuss results with teachers.
- _____ 3. Review use of HEART with staff.
- _____ 4. Place labels in cumulative folders.
- _____ 5. Distribute results to parents.

Adel DeSoto Minburn Community School District
2000-10 ASSESSMENT CALENDAR

MONTH	WEEK	TEST	GRADE LEVELS	COMMENTS
August	17th—28 th	Math: District Benchmark Pre-Assessment	PK-8	Scored by Classroom Teacher. Data turned in electronically to Greg Dufoe (Central Office) and building administrators Used for classroom decisions
August/ September	24 th —4 th	Reading: Concepts About Print Phonemic Awareness Letter/Sound ID Observational Survey (IA state requirement) Dictation Task	K 1 st	See Reading Assessment Schedule from Carole Erickson
September	1st—4th	Written Language: 6+1 Trait Writing Pre-Assessment	3-5	Scored by Classroom Teacher Use grade level prompt Data turned in to building administrator. Used for classroom decisions
October	5th—9th	COGATS test	3	Administered by Classroom Teacher Obtain test materials from GATE teacher. Data turned into building office/GATE teacher. Make up tests administered by GATE teacher or representative. Used for GATE program placement.

MONTH	WEEK	TEST	GRADE LEVELS	COMMENTS
October	5 th —16 th	Written Language: District Pre-Assessment	PK-2	Scored by Classroom Teacher Data turned in to building administrator Used for classroom decisions
October	5 th —16 th	Reading: Concepts about Print Phonemic Awareness Letter/Sound ID Letter/Sound ID Benchmark Book Dolch words (1-3) Dictation Task Benchmark Book Dolch words (1-3) Benchmark Book GATES McGinitie Benchmark Book	PK K 1 st 2 nd 3rd	See Reading Assessment Schedule from Carole Erickson

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
December	14 th —22 nd	Social Studies: District Assessment	6-12	Semester one benchmark of curriculum 1 st semester final for high school Social Studies classes Scored by Classroom Teacher Accommodations by Special Ed Team, ESL coordinator, and district assessment coordinator 100% participation rate required Re-teach and Retest recommended if score below 80% Report score on first attempt Data turned in electronically to Greg Dufoe (Central Office) and building administrators due by January 4 th Used for determining mastery of ADM curriculum
December	14 th —22 nd	Science: District Assessment	6-10	Semester one benchmark of curriculum Scored by Classroom Teacher Accommodations by Special Ed Team, ESL coordinator, and district assessment coordinator 100% participation rate required Re-teach and Retest recommended if score below 80% Report score on first attempt Data turned in electronically to Greg Dufoe (Central Office) and building administrators due by January 4 th Used for determining mastery of ADM curriculum and public reporting
December	14 th —22 nd	Math: District Assessment	3-8	Semester one benchmark of curriculum Scored by Classroom Teacher Accommodations by Special Ed Team, ESL coordinator, and district assessment coordinator 100% participation rate required Re-teach and Retest recommended if score below 80%. Report score on first attempt Data turned in electronically to Greg Dufoe (Central Office) and building administrators due by January 4 th Used for determining mastery of ADM curriculum and public reporting

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
January	7 th —21 st	Reading: Letter/Sound ID Dictation Task GATES McGinitie	K 1 st	See Reading Assessment Schedule from Carole Erickson
January	11 th —15 th	ITED	9-11	Public Report of Achievement Results for: Reading, Math & Science @ grade 11 Administered by Classroom Teacher at grade level Accommodations by Special Ed Team, ESL coordinator, and district assessment coordinator Make up Tests coordinated by building administrator <i>100% Participation Rate required</i>
February	18 th	COGATS testing	8	Administered by Classroom Teacher Obtain test materials from GATE teacher. Data turned into GATE teacher. Make up tests administered by GATE teacher or representative. Used for GATE program placement.
March	1 st —5 th	COGATS testing	5	Administered by Classroom Teacher Obtain test materials from GATE teacher. Data turned into building office/GATE teacher. Make up tests administered by GATE teacher or representative. Used for GATE program placement.

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
March/April	March 29 th —April 2 nd	ITBS testing	3-8	Public Report of Achievement Results for: Reading & Math @ grades 3-8 Science @ grade 8 Administered by Classroom Teacher as assigned at buildings Accommodations by Special Ed Team, ESL coordinator and district assessment coordinator Make up Tests coordinated by building administrator <i>100% Participation Rate required</i>

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
May	3 rd —14 th	Reading: Benchmark Book Testing	3-5	
May	3 rd —14 th	Written Language: District Post- Assessment	PK-2	Scored by Classroom Teacher Data turned in to building administrator Used to determine mastery of ADM curriculum
May	3 rd —14 th	Written Language: District 6+1 Post- Assessment	3-5	Scored by Classroom Teacher Use grade level prompt Data turned in to building administrator Used to determine mastery of ADM curriculum
May	3 rd —14 th	Reading: Concepts about Print Phonemic Awareness Letter/Sound ID Concepts about Print Letter/Sound ID Benchmark Book Dictation Task Dolch Words (1-9) Benchmark Book Gates McGinitie Dolch Words (1-9) Benchmark Book Gates McGinitie Gates McGinitie (3 rd grade Title I only)	PK K 1st 2nd 3 rd -5 th	

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
May	Various Times	Science: District Assessment	6-10	<p>Second semester benchmark assessment.</p> <p>Second assessment required for multiple measures in spans 6-9 and 10-12. Must report Science achievement results for students in grades: 8 & 11.</p> <p>Scored by MS/HS science department or classroom teacher</p> <p>Accommodations by Special Ed Team, ESL coordinator and district assessment coordinator</p> <p>100% participation rate required</p> <p>Reteach and retest recommended if score below 80%</p> <p>Report score on first attempt</p> <p>Data turned in electronically to Greg Dufoe (Central Office) and building administrators by May 26th</p> <p>Used to determine mastery of ADM curriculum and public reporting</p>
May	Various Times	Social Studies: District Assessment	6-12	<p>Second semester benchmark assessment.</p> <p>2nd semester final for Social Studies classes</p> <p>Scored by Classroom Teacher</p> <p>Accommodations by Special Ed Team, ESL coordinator and district assessment coordinator</p> <p>100% participation rate required</p> <p>Re-teach and Retest recommended if score below 80%</p> <p>Report score on first attempt</p> <p>Data turned in electronically to Greg Dufoe (Central Office) and building administrators by May 26th</p> <p>Used to determine mastery of ADM curriculum and for public reporting</p>

MONTH	DATE/WEEK	TEST	GRADE LEVELS	COMMENTS
May	Various times	Math: District Assessment	PK-8	<p>Second semester benchmark assessment.</p> <p>Multiple assessments required by Iowa. Must report Math achievement results for students in one of the grades: 3-11.</p> <p>Scored by classroom teacher</p> <p>Accommodations by Special Ed Team, ESL coordinator and district assessment coordinator</p> <p>100% participation rate required</p> <p>Re-teach and Retest required if score below 80%</p> <p>Report score on first attempt</p> <p>Data turned in electronically to Greg Dufoe (Central Office) and building administrators by May 26th</p> <p>Used to determine mastery of ADM curriculum and public reporting.</p>

District may be administering Iowa Testing Program "End of Course Assessments" in some content areas in the spring of 2010. This decision has not yet been made.

Adel DeSoto Minburn CSD
District Assessment Handbook Signature Page

I acknowledge that I have received and reviewed the District Assessment Handbook.

Signature

Date

**ADM SCHOOLS
BOARD OF DIRECTORS MONTHLY CALENDAR 2009-10**

July 2009

- District Handbooks
- Substitute Teacher Pay Rate
- Title I Application
- Official District Organization
- Appoint Board Secretary/Treasurer
- District Mileage Reimbursement Rate
- Physical Reimbursement Rate
- Appoint Child Abuse Investigators
- Legislative Resolutions
- Early Retirement Plan
- District Goals
- Affirmative Action Plan (every two years - 2010)
- Approve The Paper for Official Publication
- IASB Membership
- Instructional Support Levy Status and Plans

August 2009

- Hot Lunch/Breakfast Participation
- District Assessment Handbook
- Superintendent Individual Professional Development Plan
- PreK-5 Reading Assessment Results

September 2009

- Agreement for Services/Special Education Contracts
- Appoint Physician for Work Permit Certificates
- At-risk Allowable Growth
- Title V Application
- Canvass of Votes/Organization of Board of Directors
- Oath of Office
- Election of Officers
- Selection of Negotiation Team
- IASB Legislative Delegate
- New Innovative Calendar – set public hearing
- ACT Report
- Professional Development Program
- School Improvement Plans
- Appoint School Improvement Advisory Committee
- Approve Board calendar for school year
- Non-teaching September contracts
- Insurance Report (every three years – 2011)

October 2009

- Public Hearing for Innovative Calendar
- Allowable Growth for New Open Enrollment
- Approve SBRC Allowable Growth for Special Education Deficit
- Annual Progress Report
- Comprehensive School Improvement Plan
- Professional Development Report
- Initiate collective bargaining activities if not contacted by association
- SBRC for increased enrollment and other as needed
- IASB Fall Convention and Convention topics for each member
- Professional Development Report

November 2009

- Set Public Hearing for Early Start Calendar
- Approve Audit Report
- District Enrollment
- Approve At-Risk Allowable Growth
- Approve CAR
- Report on IASB Convention
- Parent/Teacher Conference Report

December 2009

- IDATP Program Participation
- Approve Mid-term Graduates
- Non-teaching December Contracts
- Early Start Calendar Public Hearing
- Early Start Calendar Application
- Review Master Calendar Process
- ICAT Report
- Professional Development Report

January 2010

- Hazardous Chemical Program
- Dallas County Conference Board representative
- Preliminary Budget Review
- SRO Agreement with City of Adel DeSoto Minburn School District

February 2010

- HS Course Offerings Handbook
- Budget Guarantee Resolution
- Budget Review – FY 11
- Semester Tests – Results Report
- 2010-11 Calendar Discussion
- Professional Development Report

March 2010

- ITED Results
- Present Initial Summer Work Projects
- Budget Review – FY11 (publish and hearing dates)
- Parent/Teacher Conference Report
- Professional Development Report

April 2010

- 2010-11 Budget Hearing
- 2010-11 Budget Determination
- 2009-10 Budget Amendment
- 2010-11 School Calendar
- Approval of Student Fees 2010-11
- 10-year Facility Plan/Summer Work Projects
- Cooperative Sports Sharing Agreement
- Superintendent's Performance Review
- Food Service Report
- Transportation Report
- Review District Contracts For Use Of Facilities
- Professional Development Report

May 2010

- Approve Graduates
- 2009-10 Budget Amendment Hearing
- 2009-10 Budget Amendment Determination
- Classified Salary Schedule and Contracts
- Approval of Master Contract Language and Settlement
- Administrative Contracts
- ITBS Results
- Advanced Placement Report
- Buildings and Grounds Report
- Review High School Course Offering For Next School Year
- PreK-5 Elementary Assessment
- GATE Program Review

June 2010

- District Handbooks
- Legislative Resolutions
- Summer Maintenance Projects
- Close Open Enrollment for special education classrooms 2011-12
- Non-Teaching June Contracts
- Semester Test Results Reports
- SRO Report

SRO End of Year Report 2008/2009

This is the 7th year that I have been at the ADM School District as the School Resource Officer. My normal hours are 07:45-15:45 hours while school is in session. At the beginning of the 2008/2009 school year I met with all of the ADM School District Principals (Carole Erickson, Carol Schlapkohl, Lee Griebel, Jodi Banse, Jim DePue, and Kim Timmerman), and gave each a business card with my current contact numbers. Between August 22nd and September 26th, I attended a staff meeting at each of the schools in the ADM School District. I gave a business card to all of the teachers, introduced myself, and discussed my position.

On October 7th, I arranged to have the drug dogs search the ADM High School, 8-9 Middle School, and the 6-7 Middle School. In November, I organized a school supply drive to help gather needed supplies for students and teachers at the ADM School District with successful results. School supplies were collected at each of the schools in the district, along with additional drop locations at the Adel Library and Adel City Hall. All of the collected supplies were distributed as evenly as possible between the schools. I attended a meeting at the Adel Kiwanis club and discussed the school supply drive with them. The Kiwanis Club donated \$400.00 to the ADM School District to purchase calculators at the 8-9 Middle School, book bags for the 6-7 Middle School reading program, as well as other supplies. When asked, I have assisted with truancy checks of students within the district, and have brought students to school when needed.

Some of the other duties performed were:

- Patrolled the ADM High School parking lot, ADM Middle School and the Adel Elementary School, before and after school.

- Provided a presence in the hallways between classes.

- Assisted principals, teachers, and other staff in all schools when requested.

- Assisted in the lunchroom at the high school and other schools when asked.

Classroom visits- 96 (All Schools)

On September 17th, I was invited to Christy McCoy's GATE (gifted and talented) class to discuss tools used to help process a crime scene. On October 9th, I talked with the pre-kindergarten classes at the Adel Elementary School about stranger danger, and other safety issues. On October 15th, I talked with all of the kindergarten classes at the Adel Elementary School about my job as a police officer, and shared some of the tools that I use on the job. During the month of October, I was invited to talk with all of the 9th grade classes at the 8-9 Middle School about the dangers of drinking and driving, school permits, and driving safety. In February I was invited to the 6-7 Middle School to talk with each of the 6th and 7th grade classes about bullying and harassment. An outline with several examples of harassment and bullying was discussed in class, a copy was given to

each of the students to take home to their parents. I was invited to talk with Claudia Mestdagh's GATE class at the 6-7 Middle School about processing a crime scene and discuss the tools used.

The 3rd grade D.A.R.E. program began in January, the 3rd grade program is a 5-week program with 4 classroom lessons with a party during the 5th week. The 5th grade program began in February. The 5th grade program consists of nine, 40-minute classroom lessons where I met with each class once a week. 103 students graduated from the 5th grade D.A.R.E. program. The fifth grade students went through the D.A.R.E. graduation on Monday, May 11th, at the ADM High School Auditorium. I was the instructor for both the 3rd and 5th grade D.A.R.E. programs. On March 2nd, I was invited to talk with students during the Read Across America week. On March 5th, I talked with Jenna Sandersfeld's Health class about the negative effects that different drugs have on the body.

School Visits 68 (Lunch with kids, recess, etc.)-

It has been my goal to go to each school once a week. If I am not able to go to a school during the week, I try to make that school the first school that I visit the next week. I have not included visits to the high school or the 8-9 building in the above number since I usually visit both everyday while school is in session. I have eaten lunch with students at the DeSoto- Intermediate School, Adel Elementary School, and Minburn Elementary Schools. I have additionally spent time with the students at each of these schools during recess.

Games and Dances- 3

I have worked after school games and dances when requested. I am currently paid \$30.00 per hour to work an event for the school. If I am not able to work the event, I make arrangements to have another officer work the event in my absence.

Total Incidents (August 18th- May 29th)- 272

High School- 50

6-7 Middle School- 28

8-9 Middle School- 57

DeSoto Intermediate – 71

Adel Elementary- 22

Minburn Elementary- 29

Out of School -15

SRO Monte S. Keller
Adel Police Department

**NOTICE OF PUBLIC HEARING
ON PROPOSED DISPOSITION OF
INTEREST IN REAL ESTATE**

Notice is hereby given that the Board of Directors of the Adel DeSoto Minburn Community School District will hold a public hearing on the 14th day of September, 2009, at 6:00 o'clock P.M., in the Adel DeSoto Minburn Community School District Board Room, 801 Nile Kinnick Drive S., Adel, Iowa 50003, on the proposed grant of a lease on a portion of the District's property, to Verizon Wireless pursuant to Iowa Code Section 297.22(1). The real estate subject to the lease is described as follows:

THE SOUTHWEST QUARTER (SW1/4) OF THE NORTHEAST QUARTER (NE1/4) OF SECTION 32, TOWNSHIP 79 NORTH OF RANGE 27 WEST OF THE 5TH P.M., DALLAS COUNTY, IOWA, LYING EAST OF THE CENTER OF U.S. HIGHWAY 69, LESS AND EXCEPT THE NORTH 7.50 ACRES THEREOF. ALSO, COMMENCING AT A POINT WHICH IS 436 FEET NORTH OF THE SOUTHWEST CORNER OF THE NORTHEAST QUARTER OF THE NORTHEAST QUARTER (NE1/4 NE1/4) OF SECTION THIRTY-TWO (32) IN TOWNSHIP SEVENTY-NINE (79) NORTH OF RANGE TWENTY-SEVEN (27) WEST OF THE 5TH P.M., DALLAS COUNTY, IOWA; THENCE EAST TO THE CENTERLINE OF THE ROAD RUNNING SOUTHEAST FROM THE TOWN OF ADEL, IOWA, WHICH ROAD IS KNOWN AS THE "VAN METER ROAD"; THENCE SOUTHEASTERLY ALONG THE CENTER OF SAID ROAD TO WHERE IT CROSSES THE EAST LINE OF THE NORTHEAST QUARTER (NE1/4) OF SAID SECTION 32; THENCE SOUTH TO THE SOUTHEAST CORNER OF THE SOUTHEAST QUARTER (SE1/4) OF THE NORTHEAST QUARTER (NE1/4) OF SAID SECTION 32; THENCE WEST TO THE SOUTHWEST CORNER OF SAID SOUTHEAST QUARTER (SE1/4) OF THE NORTHEAST QUARTER (NE1/4) OF SECTION 32; THENCE NORTH TO THE SOUTHWEST CORNER OF THE NORTHEAST QUARTER (NE1/4) OF THE NORTHEAST QUARTER (NE1/4) OF SECTION 32; THENCE NORTH 436 FEET TO THE PLACE OF BEGINNING, (EXCEPT: COMMENCING AT THE SOUTHEAST CORNER OF THE SOUTHEAST QUARTER (SE1/4) OF THE NORTHEAST QUARTER (NE1/4) OF SECTION 32; THENCE NORTH 996.7 FEET TO THE POINT OF BEGINNING; THENCE WEST AT RIGHT ANGLES 40 FEET TO HIGHWAY RIGHT-OF-WAY LINE; THENCE WEST 87 FEET; THENCE NORTH 75 FEET; THENCE EAST 73 FEET TO THE RIGHT-OF-WAY LINE; THENCE EAST 54 FEET TO SECTION LINE; THENCE SOUTH 75 FEET TO THE POINT OF BEGINNING, EXCEPT HIGHWAY RIGHT-OF-WAY); ALL BEING LOCATED IN THE EAST HALF OF THE NORTHEAST QUARTER (E1/2 NE1/4) OF SECTION 32 IN TOWNSHIP 79 NORTH OF RANGE 27, WEST OF THE 5TH P.M., DALLAS COUNTY, IOWA, AND EXCEPT: THAT PART OF THE NORTHEAST QUARTER (NE1/4) OF SECTION 32, TOWNSHIP 79 NORTH OF RANGE 27 WEST OF THE 5TH P.M., DESCRIBED AS FOLLOWS: BEGINNING AT A POINT ON THE EAST LINE OF SAID SECTION 32, 300 FEET NORTH OF THE EAST QUARTER (E1/4) SECTION CORNER, PROCEED SOUTH 89 DEGREES 58 MINUTES WEST 383.86 FEET ON A LINE PERPENDICULAR TO THE EAST LINE OF SAID SECTION 32; THENCE NORTH 75 DEGREES 02 MINUTES WEST 121.88 FEET; THENCE NORTH 83 DEGREES 47 MINUTES 11 SECONDS WEST 160.38 FEET; THENCE NORTH 00 DEGREES 21 MINUTES 53 SECONDS WEST 128 FEET; THENCE SOUTH 89 DEGREES 38 MINUTES 07 SECONDS WEST 29.10 FEET; THENCE NORTH 02 DEGREES 54 MINUTES 28 SECONDS WEST 102.33 FEET; THENCE NORTH 14

DEGREES 58 MINUTES EAST 260.66 FEET; THENCE NORTH 00 DEGREES 02 MINUTES WEST 549.97 FEET; THENCE NORTH 41 DEGREES 28 MINUTES EAST 23.48 FEET; THENCE SOUTH 48 DEGREES 32 MINUTES EAST 597.92 FEET; THENCE NORTH 89 DEGREES 58 MINUTES EAST 165.15 FEET TO A POINT ON THE EAST LINE OF SAID SECTION 32; THENCE SOUTH 00 DEGREES 02 MINUTES EAST 702.17 FEET TO THE POINT OF BEGINNING, SUBJECT TO EXISTING ROAD RIGHT-OF-WAY ON THE EAST 40 FEET, ALL NOW BEING IN AND FORMING A PART OF THE CITY OF ADEL, DALLAS COUNTY, IOWA. ALL OF THE ABOVE BEING IN THE NORTHEAST QUARTER (NE1/4) OF THE NORTHEAST QUARTER (NE1/4) AND THE SOUTHEAST QUARTER (SE1/4) OF THE NORTHEAST QUARTER (NE1/4) OF SECTION 32, TOWNSHIP 79 NORTH OF RANGE 27 WEST OF THE 5TH P.M., CITY OF ADEL, DALLAS COUNTY, IOWA.

ABSTRACT LAND.

(the "Property").

At the time and place set for the public hearing, interested individuals will be given the opportunity to express their views, both orally and in writing, on the following proposal to grant the following lease on the above property:

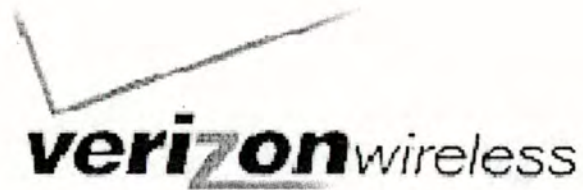
Proposal by the District to grant a lease to Verizon Wireless for Ten Thousand Two Hundred dollars (\$10,200) annually for five years and for increasing amounts thereafter, by a factor of 110 percent from the previous term, for each of four additional five year terms. The proposal is subject to other conditions as stated in the proposed lease agreement.

A copy of the proposal to be considered at the public hearing may be reviewed at the office of Secretary of the Board of the Adel DeSoto Minburn Community School District, 801 Nile Kinnick Drive S., Adel, Iowa 50003.

After the public hearing, the Board may make a final determination to accept or reject the proposal as submitted, or upon condition that certain terms be changed, or the Board may defer action on the proposal until a subsequent meeting.

BOARD OF DIRECTORS OF THE
ADEL DESOTO MINBURN COMMUNITY
SCHOOL DISTRICT

By Shirley McAdon
Secretary of the Board of Directors



Proposed Communication Facility at Adel-DeSoto-Minburn High School

801 Nile Kinnick Drive South
Adel, Iowa 50003

Terms of Lease Agreement

The proposed lease agreement between Verizon Wireless and A-D-M School District would have an initial term of five (5) years with four (4) – five (5) year renewal terms.

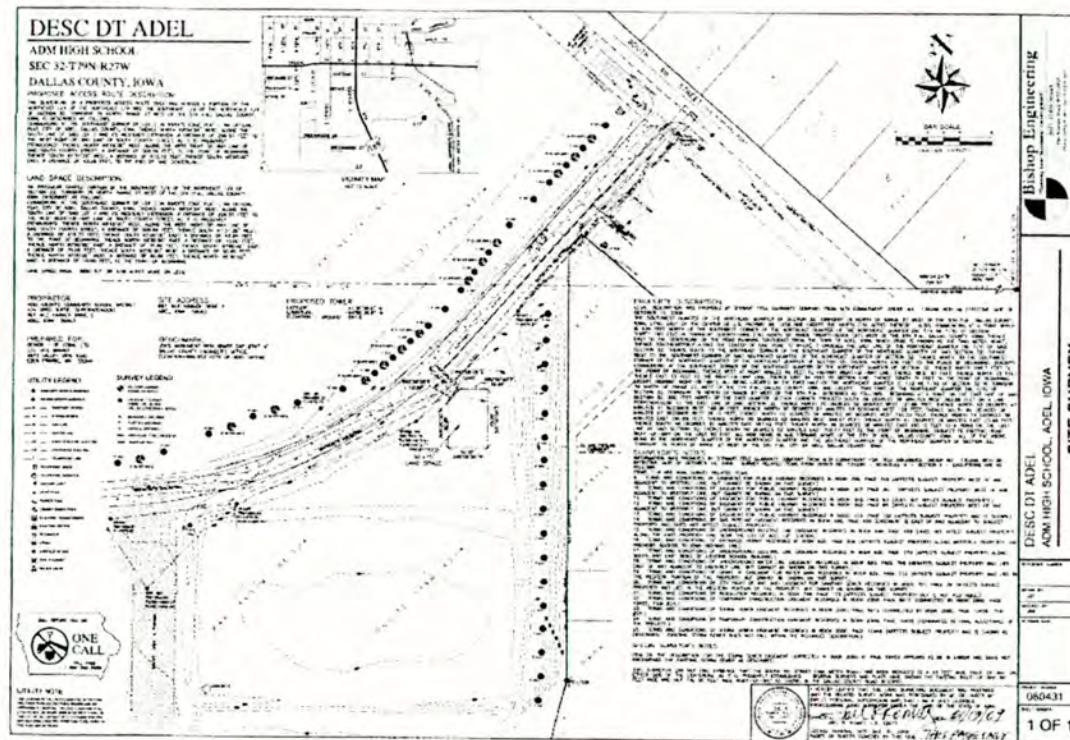
Annual rent payments in the amount of \$10,200.00 would be made to A-D-M School District. The rent amount would be increased each renewal term by fifteen percent (15%).

The total revenue that A-D-M School District could expect to receive over the entire life of the lease would be \$343,861.44.

LEASE TERM SUMMARY:		Annualized Rent	
Year 1 to 5 Initial Lease Term	\$	10,200.00	
Year 6 to 10 1st Renewal Term	\$	11,730.00	
Year 11 to 15 2nd Renewal Term	\$	13,488.00	
Year 16 to 20 3rd Renewal Term	\$	15,512.00	
Year 21 to 25 4th Renewal Term	\$	17,339.00	
1st Term Subtotal	\$	51,000.00	
	\$	11,730.00	
	\$	11,730.00	
	\$	11,730.00	
	\$	11,730.00	
2nd Term Subtotal	\$	58,980.00	
	\$	13,488.00	
	\$	13,488.00	
	\$	13,488.00	
	\$	13,488.00	
3rd Term Subtotal	\$	67,447.00	
	\$	15,512.00	
	\$	15,512.00	
	\$	15,512.00	
	\$	15,512.00	
4th Term Subtotal	\$	77,524.00	
	\$	17,339.00	
	\$	17,339.00	
	\$	17,339.00	
	\$	17,339.00	
5th Term Subtotal	\$	86,155.12	
Total Revenue for			
25 Year Lease	\$	343,861.44	

Proposed Tower Location

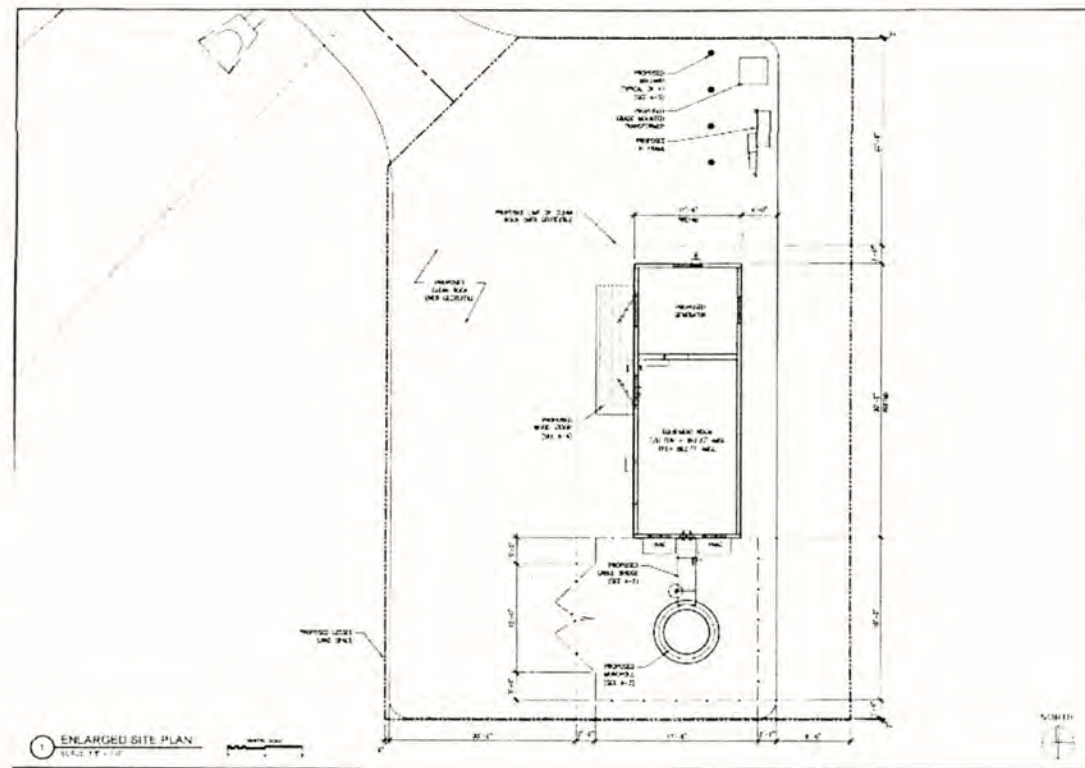
Verizon Wireless is proposing to lease an approximately 50' x 75' area of ground space in the northeast corner of the A-D-M School property for their proposed telecommunications facility.



Verizon Wireless Facility Compound Layout

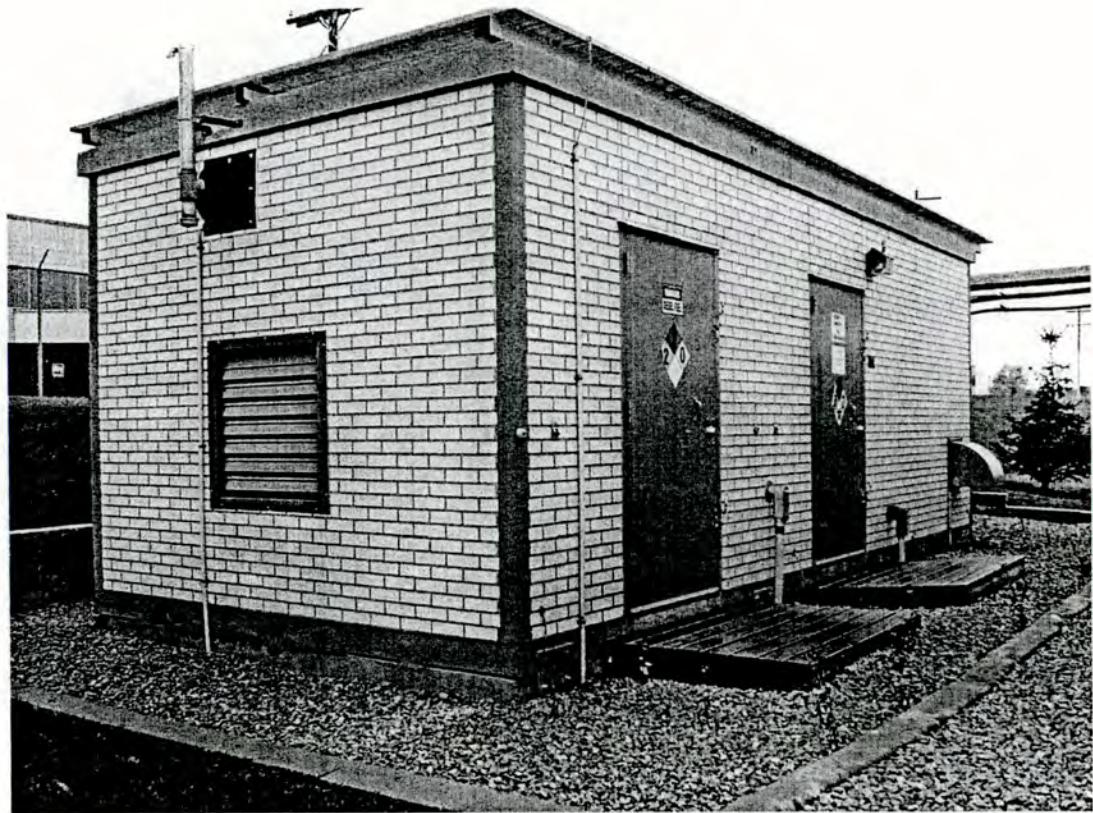
Verizon Wireless' proposed telecommunications facility would consist of a 12' x 30' equipment building to house Verizon Wireless' radio equipment and emergency back-up generator.

Verizon Wireless' 150 foot tall monopole tower would be located adjacent to their equipment building. The base of the tower would be secured with a 6 foot high chain-link fence. The fence and equipment building would be locked and secured.



Verizon Wireless Equipment Building

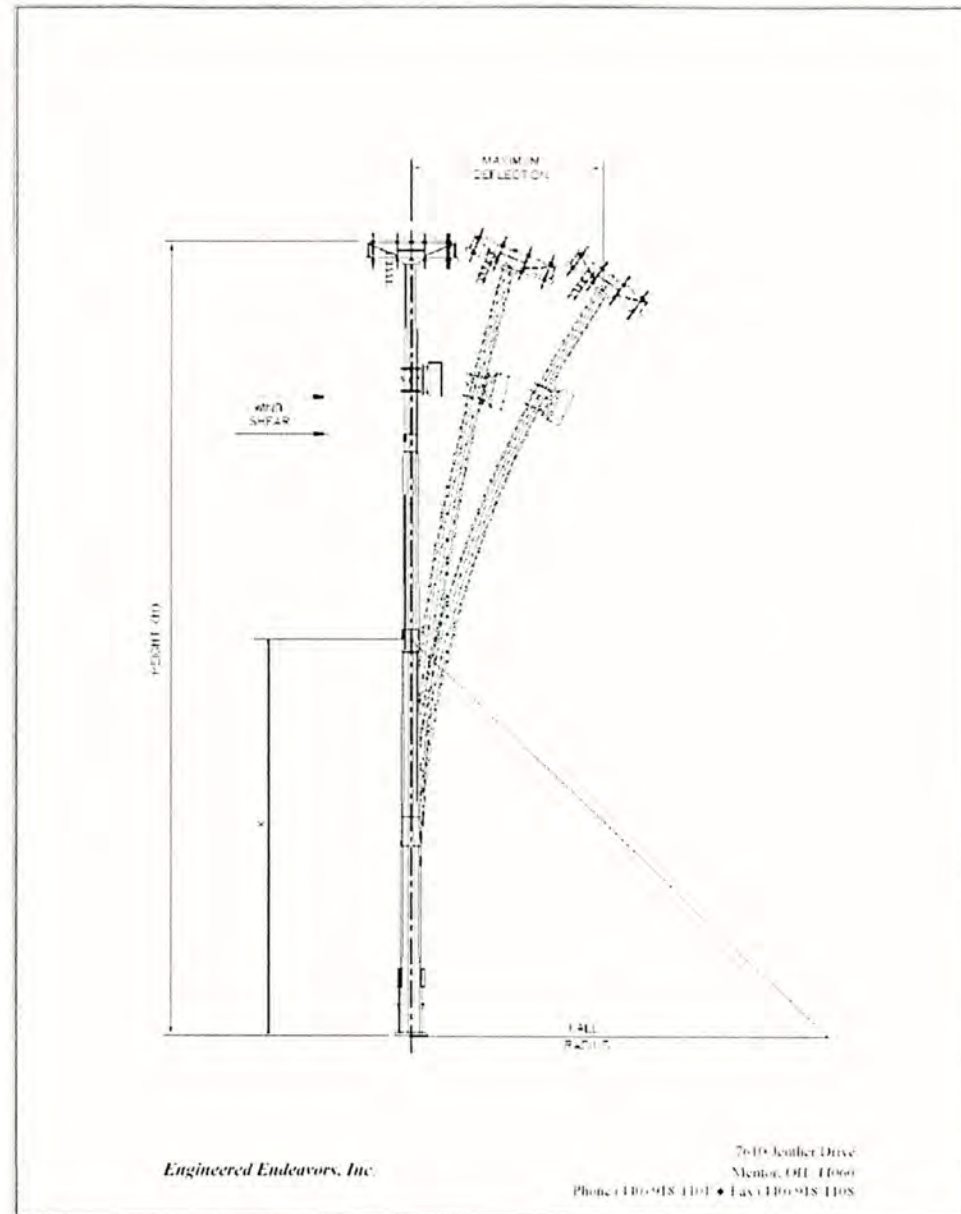
Verizon Wireless' proposed equipment building will have a stamped brick façade to blend in with the other buildings on the school campus. A color will be selected to match the existing school buildings as much as possible.



Monopole Design Information

Steel monopole towers are extremely safe structures. Each monopole and it's foundation is specifically designed for the wind speeds and ice loads for a specific geographic area.

In the very rare occurrence of failure, a tower is designed to collapse upon itself. A conservative estimate for a tower "fall zone" would be 50% of the structure height. Therefore, Verizon Wireless has proposed to locate their proposed tower 80 feet from the nearest property line.



ADEL DESOTO MINBURN COMMUNITY SCHOOL DISTRICT
COMPARISION SHEET

2011 THOMAS 77 PASSENGER	\$80,579.00
2010 BLUEBIRD 77 PASSENGER	\$78,197.00

DIFFERENCE IN PRICE IS: \$2382.00

ITEMS BLUEBIRD DOES NOT OFFER ARE AS FOLLOWS:

KEVLAR FIRE BLOCK	+ \$252.00
16 GAUGE STEEL	+ \$194.00
DIFFERENTIAL LOCK	+ \$579.00
(NO SPIN)	
WEBASTO HEATER	+ \$500.00

TOTAL	\$1525.00

IF YOU ADD THE NON-COMPLY ITEMS TO THE PRICE OF THE
BLUEBIRD BID, THE DIFFERENCE IS A TOTAL OF: \$857.00

BLUEBIRD CHASSIS IS MULTIPLEX WIRING, BUT BODY IS NOT.
WE HAVE A STANDARDIZED FLEET OF THOMAS BUSES AND WOULD
LIKE TO KEEP THOMAS. WARRANTY WORK WOULD BE MUCH EASIER
TO HAVE DONE IN DES MOINES, THAN TRYING TO GET BUS TO
WATERLOO.

ACT High School Profile Report

The Graduating Class of 2009--Adel DeSoto Minburn High School

This report reflects the achievement of ADM graduates on the ACT over the past seven years and provides an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading and science designed to measure the skills needed for success in first year college coursework.

The table below shows the seven-year trend of ADM's ACT-tested graduates and how they compare to their state and national peers.

Seven Year Trends—Average ACT Scores

Grad Year	Total Tested			English			Mathematics			Reading			Science			Composite		
	ADM #/%	Iowa	US	ADM	Iowa	US	ADM	Iowa	US	ADM	Iowa	US	ADM	Iowa	US	ADM	Iowa	US
2003	81/73%	24,200	1,175,059	21.9	21.3	20.3	22.2	21.6	20.6	22.7	22.4	21.2	22.1	22.1	20.8	22.3	22.0	20.8
2004	75/67%	23,591	1,171,460	21.1	21.4	20.4	22.4	21.8	20.7	22.9	22.4	21.3	22.5	22.1	20.9	22.4	22.0	20.9
2005	80/67%	22,545	1,186,251	21.4	21.5	20.4	21.9	21.7	20.7	22.6	22.4	21.3	21.8	22.1	20.9	22.1	22.0	20.9
2006	67/68%	22,233	1,206,455	23.1	21.6	20.6	22.6	21.8	20.8	23.5	22.5	21.4	22.6	22.1	20.9	23.1	22.1	21.1
2007	68/68%	23,016	1,300,599	22.6	21.6	20.7	21.9	21.9	21.0	24.0	22.6	21.5	21.9	22.3	21.0	22.7	22.3	21.2
2008	68/62%	22,950	1,421,941	21.3	21.9	20.6	22.7	22.0	21.0	22.3	22.9	21.4	21.7	22.3	20.8	22.1	22.4	21.1
2009	76/73%	22,377	1,480,469	22.4	21.9	20.6	23.4	21.9	21.0	23.7	22.9	21.4	22.6	22.4	20.9	23.1	22.4	21.1

Just the Facts:

- The 2009 ACT composite of 23.1 is the highest score since 1990. Only one other year (2006) had as high a composite (23.1).
- The highest subtest score was in Reading with a score of 23.7. The state average was 22.9.
- The lowest subtest score was in Science with a 22.6. The state average was 22.4.
- After a two-year decline the English subtest score improved to 22.4.

ACT High School Profile Report

The Graduating Class of 2009--Adel DeSoto Minburn High School

The following table indicates student readiness for college-level work. Through collaborative research with postsecondary institutions nationwide, ACT has established college readiness benchmark scores for designated college courses.* A benchmark score is the minimum needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

Percent of ACT-Tested Students Ready for College-Level Coursework

Grad Year	College English Composition			College Algebra			College Biology			College Social Science			Students Meeting All 4 ACT Benchmark Scores		
	ADM	Iowa	US	ADM	Iowa	US	ADM	Iowa	US	ADM	Iowa	US	ADM	Iowa	US
2007	85	78	69	49	50	43	29	36	28	68	61	53	29	28	23
2008	76	79	68	57	50	43	32	37	28	66	63	53	29	29	22
2009	89	79	67	61	50	42	46	37	28	72	64	53	39	29	23

*College-Level Coursework readiness is based on Benchmark Scores on the ACT subject area tests. Those benchmarks are:

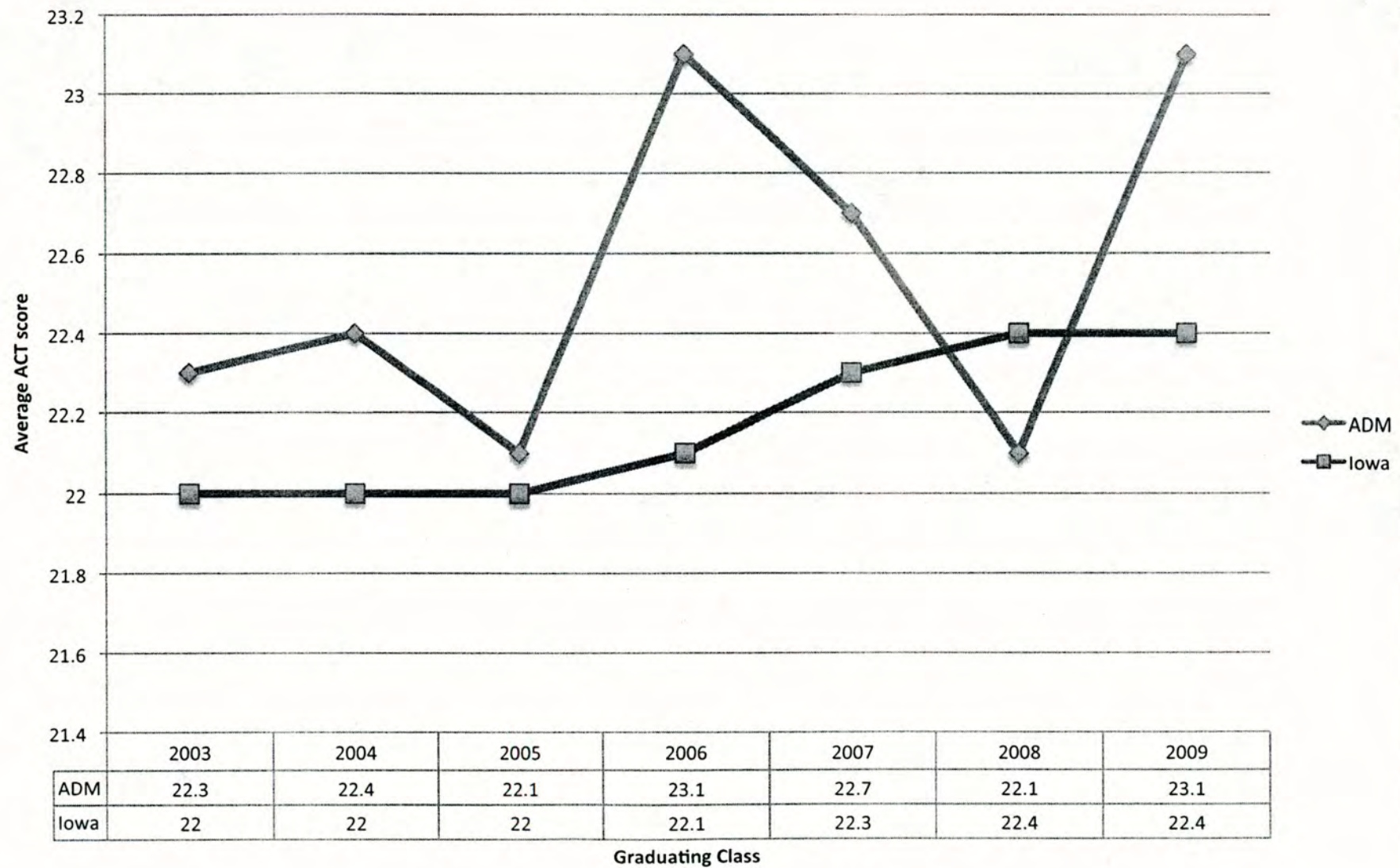
ACT English Benchmark Score = 18

ACT Math Benchmark Score = 22

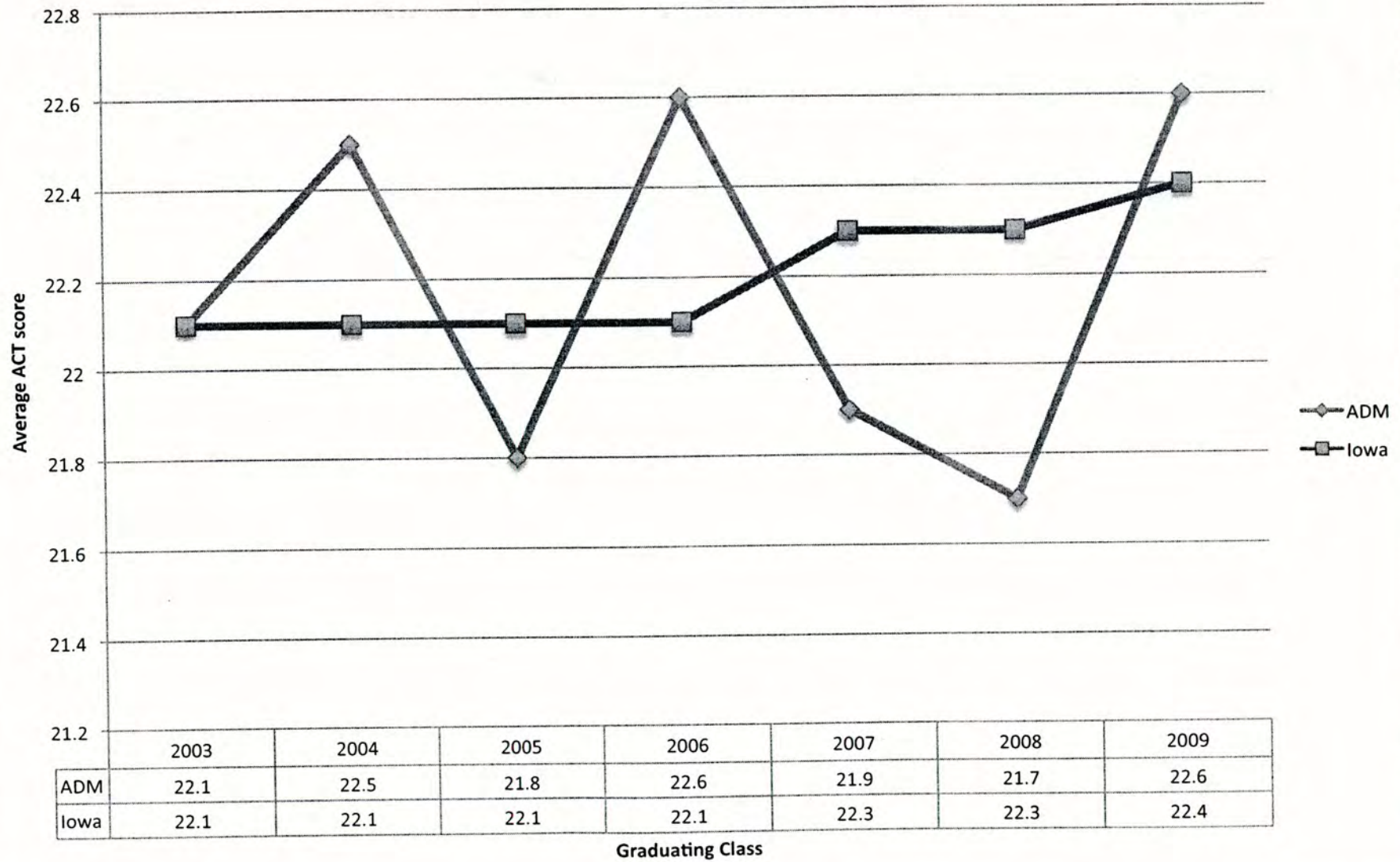
ACT Science Benchmark Score = 24

ACT Reading Benchmark Score (for Social Science)= 21

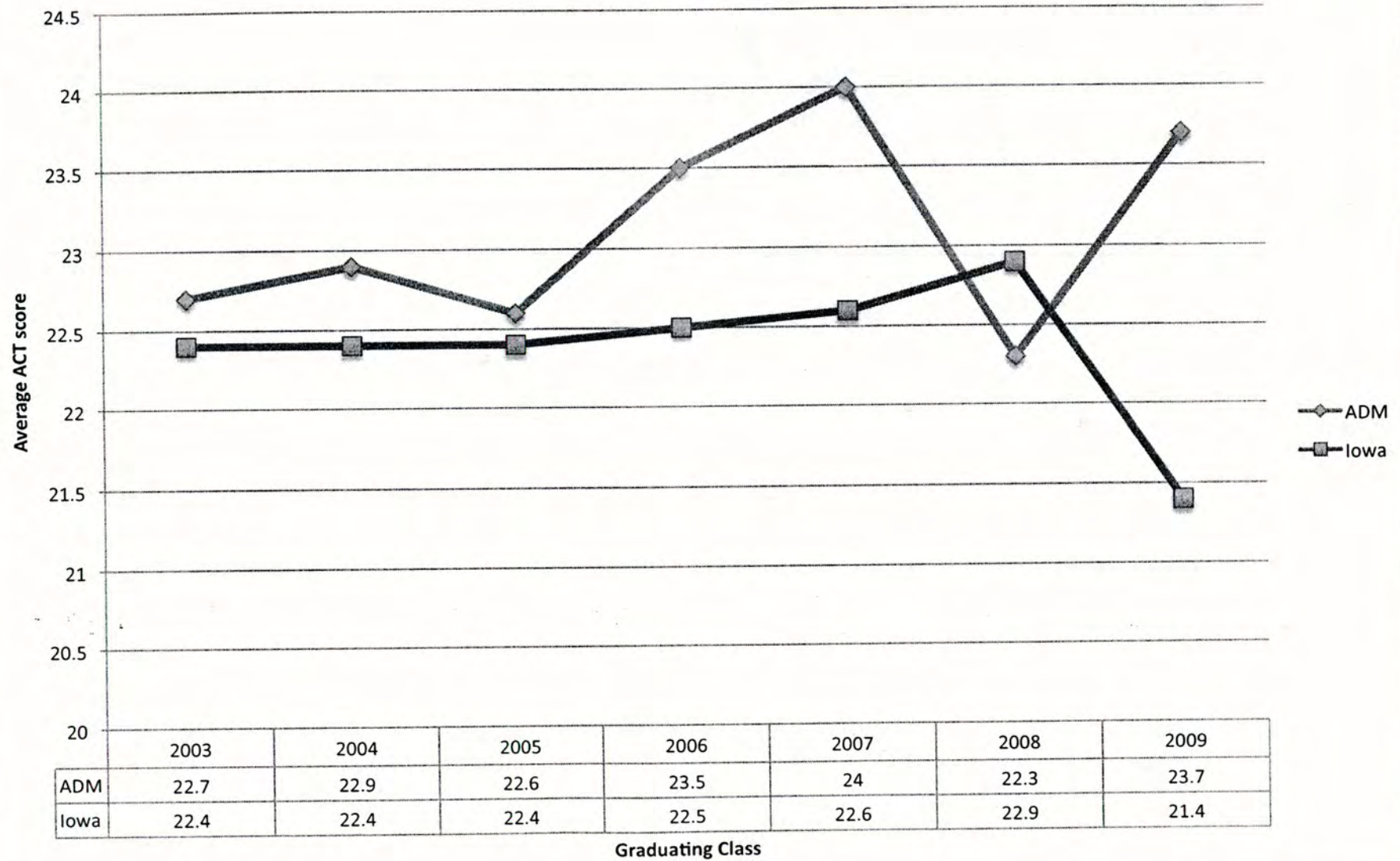
ACT Composite



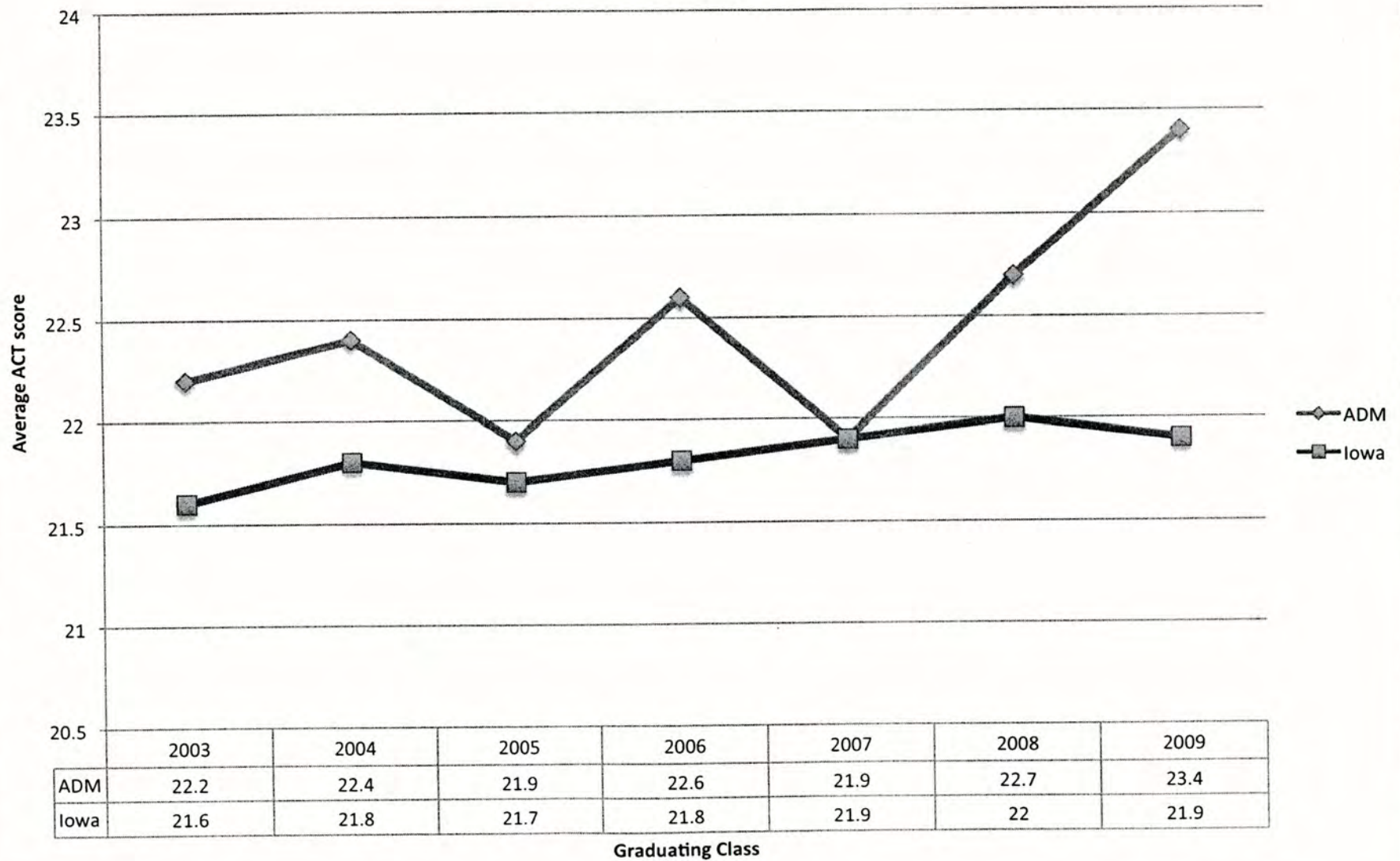
ACT Science subtest



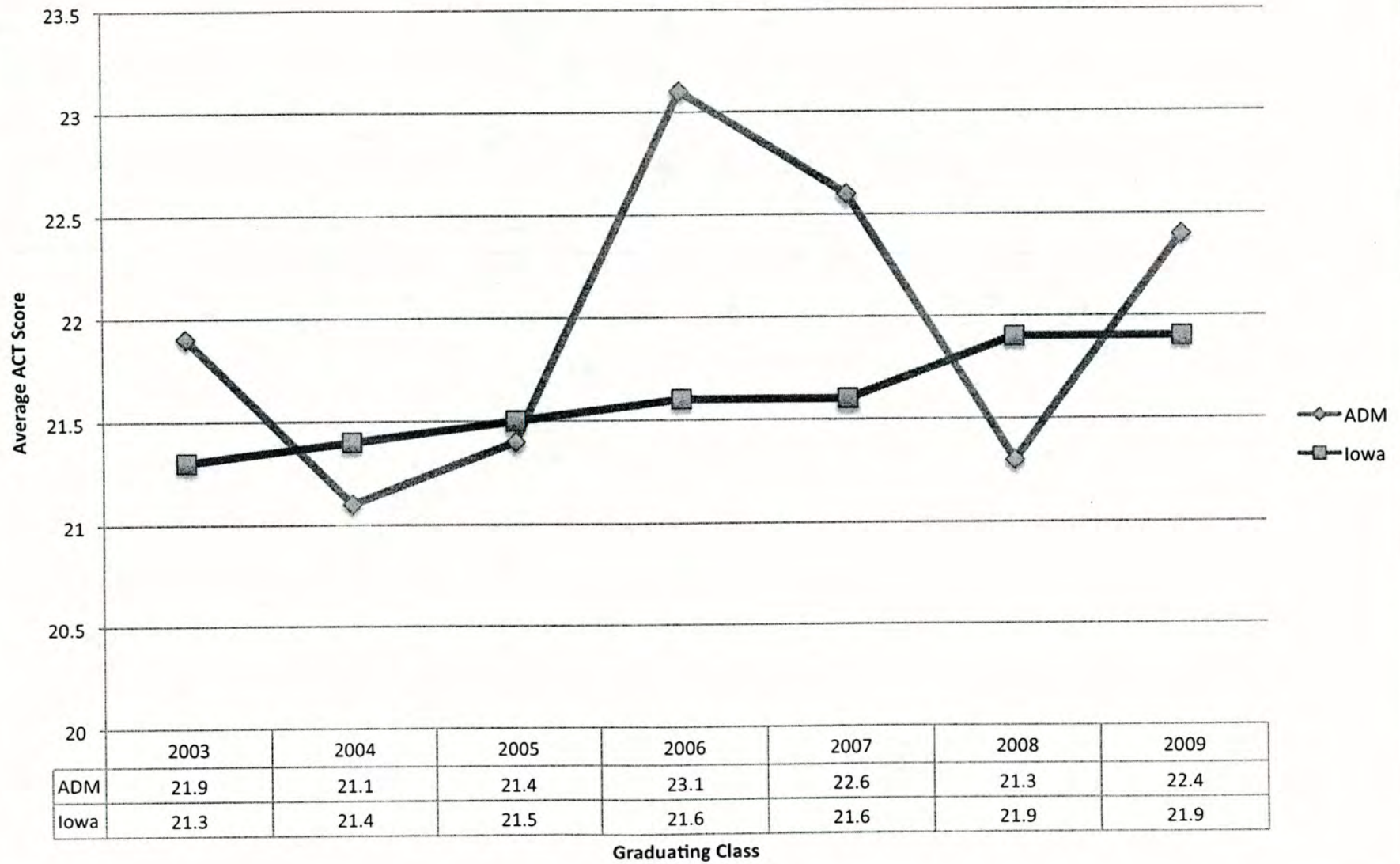
ACT Reading subtest



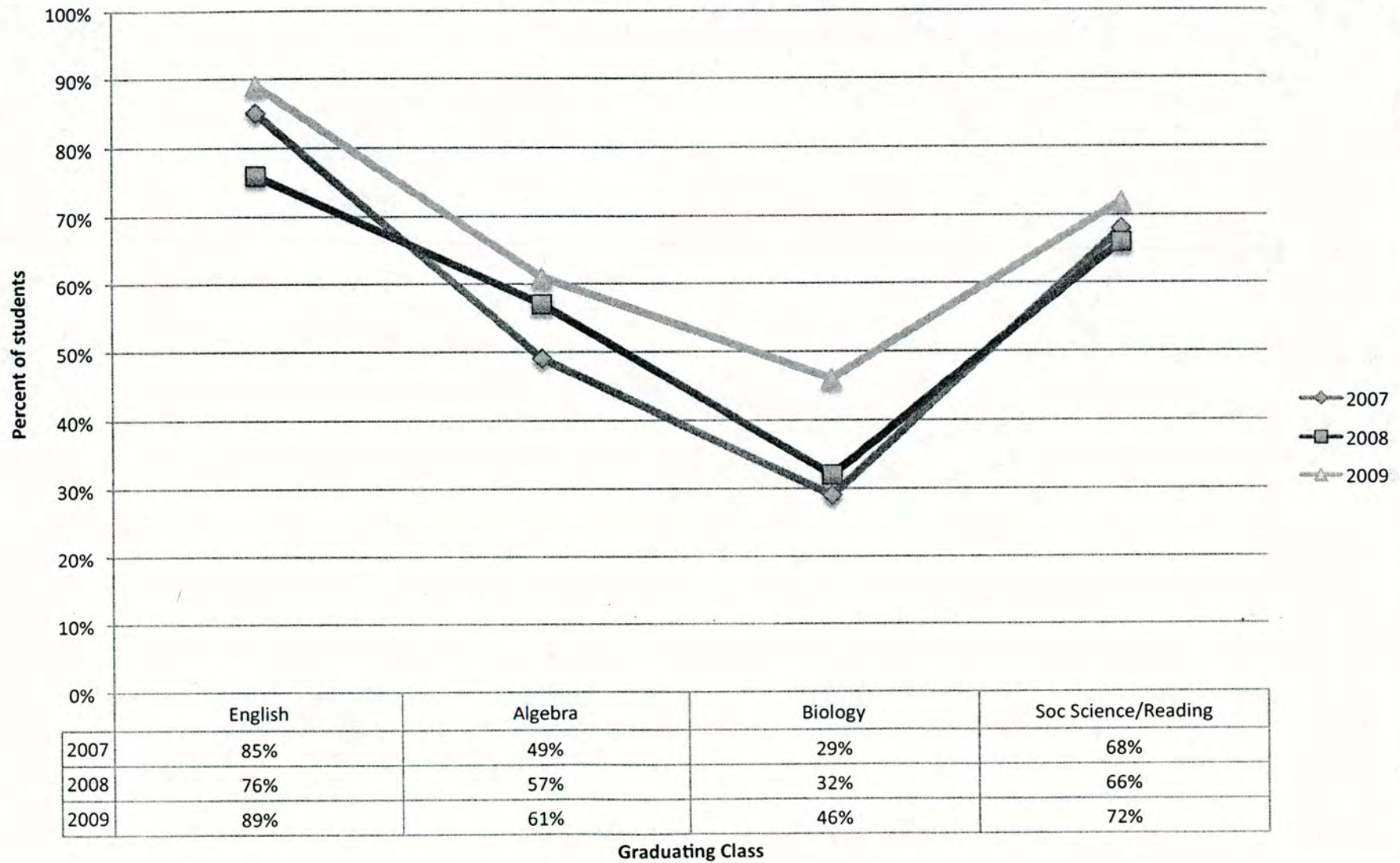
ACT Mathematics Subtest



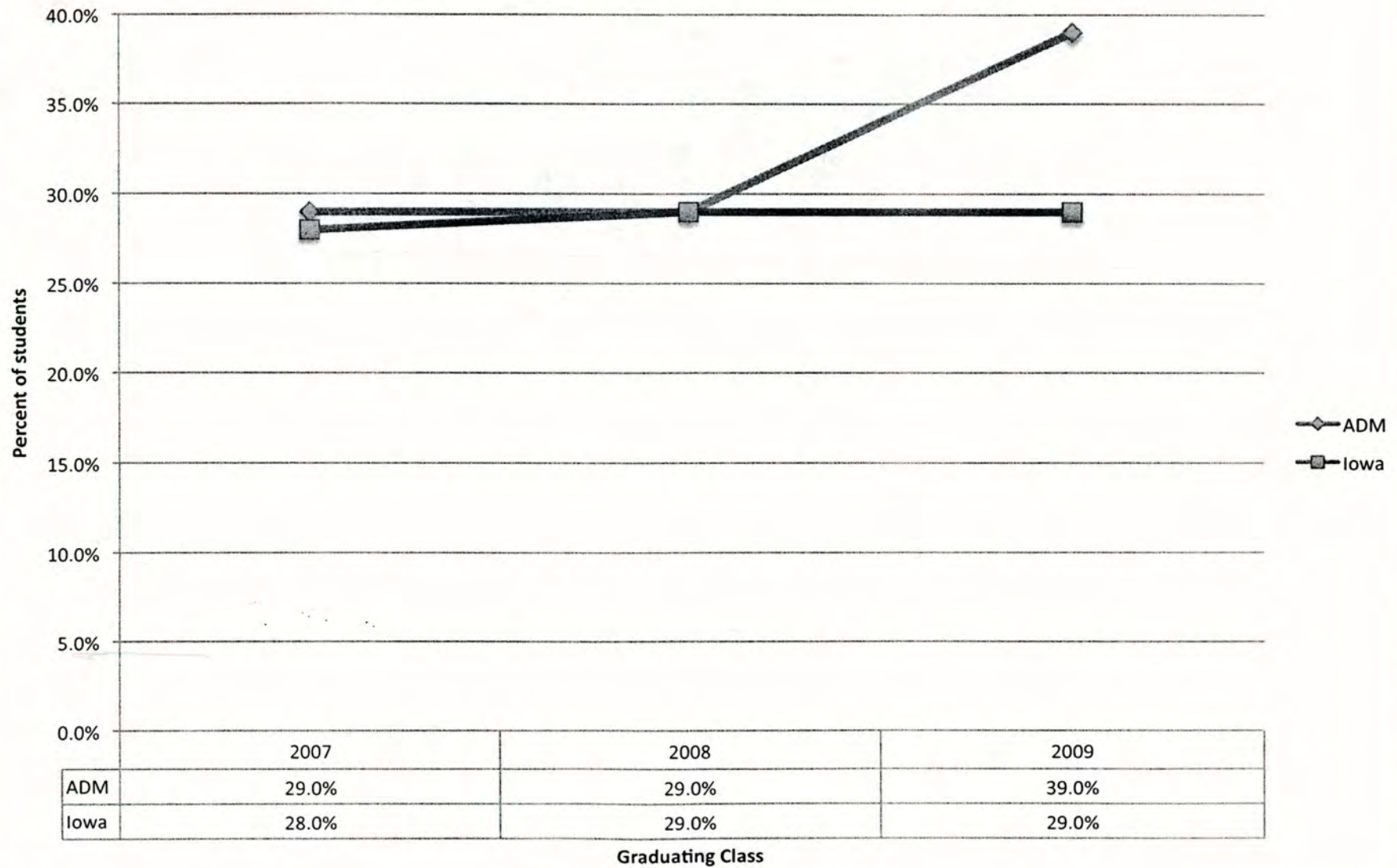
ACT English subtest



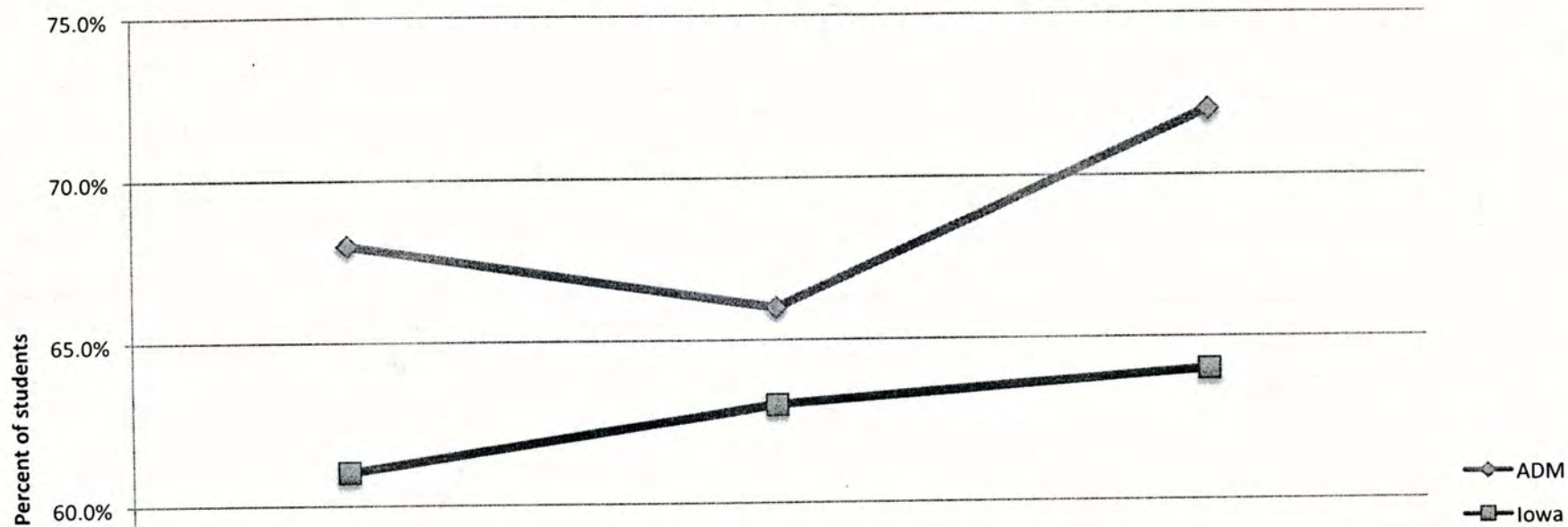
ADM College Readiness Data



Students Meeting All 4 ACT Benchmark Scores



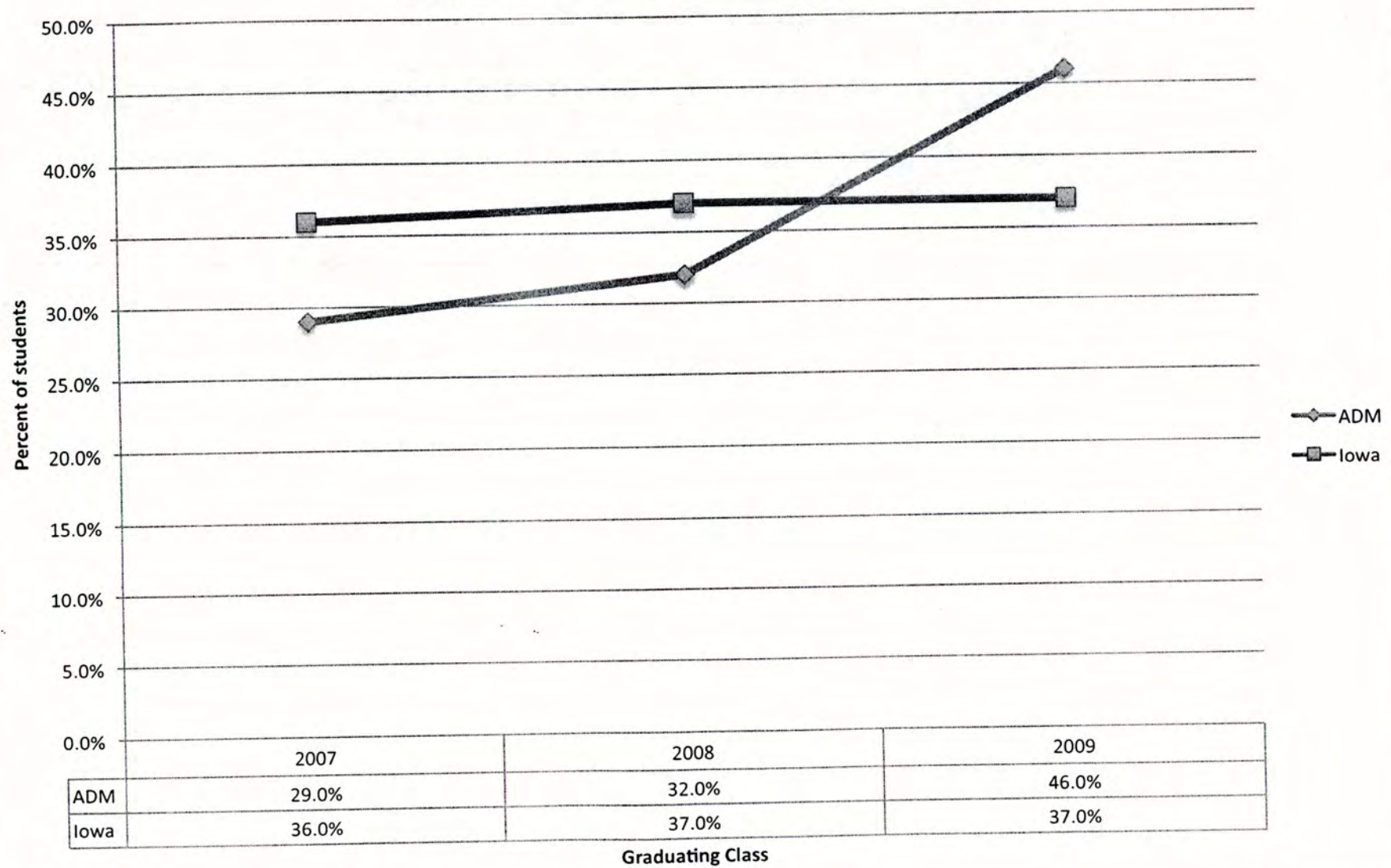
Students Ready for College Social Science (reading)



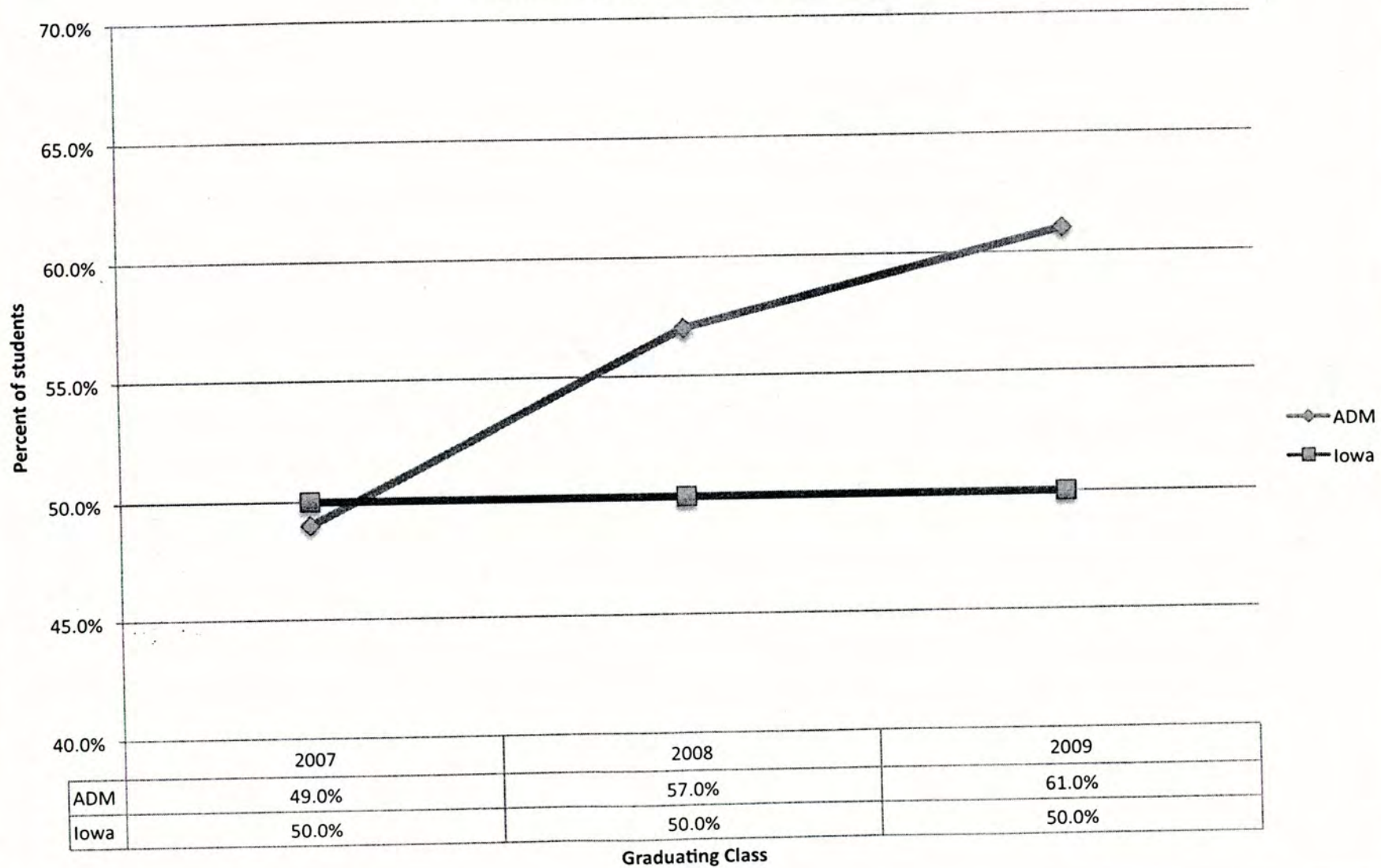
	2007	2008	2009
ADM	68.0%	66.0%	72.0%
Iowa	61.0%	63.0%	64.0%

Graduating Class

Students Ready for College Biology



Students Ready for College Algebra



Students Ready for College English Composition

