Osage Community School District

2016-2017

ANNUAL REPORT TO THE COMMUNITY

The Mission of the Osage Community Schools is to sustain and enhance a caring community to provide enthusiasm for lifelong learning.

820 Sawyer Drive • Osage, Iowa 50461
641-732-5381
A word about the information contained in this report:
The mission of the Osage Community School District is to sustain and enhance a caring community to produce enthusiasm for lifelong learning. It is with this mission statement in mind that we present the Annual Report to the Community for the Osage Community School District. This report is a summary of the Osage Community School District’s progress toward meeting the learning needs of our students for the year, and tells only a small part of our District’s story.

2016—2017 BOARD OF EDUCATION

Rick Sletten, President
Laura Potter, Vice-President
Todd Frein, Director
Brenda Johanns, Director
Angela Nasstrom, Director

DISTRICT OFFICE PERSONNEL
Superintendent of Schools: Barb Schwamman
High School Principal: Tim Hejhal
Middle School Principal: Jay Marley
Elementary School Principal: Greg Adams
School Business Official / Board Sec.: Helen Burrington
Assist. to Superintendent: Jolene Scharper/Renae Trettin
Technology Director: Thomas Meier
Athletic Director: Dustin Smith
Transportation Director: Bob Meyer
Food Service Director: Jolene Hemann

Superintendent’s Office
820 Sawyer Drive
Osage, IA 50461
641.732.5381

Osage High School
820 Sawyer Drive
Osage, IA 50461
641.732.3102

Osage Alternative High School (OASIS)
109 Plaza Lane
Osage, IA 50461
641.732.5172

Osage Middle School
820 Sawyer Drive
Osage, IA 50461
641.732.3127

Lincoln Elementary
515 Chase Street
Osage, IA 50461
641.732.5856

DISTRICT EQUITY STATEMENT
Students, parents, employees and others doing business with or performing services for the Osage Community School District are hereby notified that this school district does not discriminate on the basis of age (for employment), race, religion, creed, color, sex/gender, marital status, socio-economic status, national origin, geographical location, sexual orientation, gender identity, political party affiliation, or disability in admission or access to, or treated in, its programs and activities. Any person having inquiries concerning the school district’s compliance with the regulations implementing Title VI, Title VII, Title IX, the American’s with Disabilities Act (ADA), §§ 504 or Iowa Code 280.3 is directed to contact the High School Counselor, Osage Community Schools, at 641-732-3102. This person has been designated by the school district to coordinate the school district’s efforts to comply with the regulations implementing Title VI, title VII, title IX, the ADA, 504 and Iowa Code 280.3 (2007).
ENROLLMENT

GRADUATION RATES

ACADEMIC DATA

Enrollment

District .............................................................. 990
Elementary (PK-4) ........................................... 407
Middle School (5-8) .......................................... 270
High School ...................................................... 313

Attendance Average for 2016-2017

Student attendance is an indicator of success in school as well as in a future career. Research indicates effective schools have consistently high attendance rates. Osage Community Schools average daily attendance levels were:

District ............................................................ 96.09%
Elementary (PK-4) ......................................... 96.58%
Middle School (5-8) ........................................ 96.73%
High School .................................................... 94.97%

Professional Learning Communities (PLCs) at Work

The PLC process is not a program. It cannot be purchased, nor can it be implemented by anyone other than the staff itself. Most importantly, it is an ongoing process in which educators work collaboratively to ensure that all students achieve at high levels. There are three big ideas that drive the PLC process: a focus on learning, a collaborative culture and collective responsibility, and the need for a results orientation.

For three days this past July, a group of 27 teachers had the opportunity to network with some of the most insightful minds in education. The presenters were all educators who have successfully led schools through the PLC process. The conference included time for questions during the breakout sessions, a panel of experts to address questions from the audience, and time to reflect and seek the advice of the presenters. District teachers also had the opportunity to focus on next action steps and build relationships with co-workers.

Over the past two years, more than half the teachers at Osage have had privilege of such an incredible experience. They have returned to district inspired and excited to work together for the success of each and every child.

Teacher Leadership & Compensation (TLC) Grant

The Osage Community School District is currently in its second year of participating in the Teacher Leadership and Compensation (TLC) System. The overriding philosophy of the system is multi-pronged, but boils down to this: Improving student learning requires improving the instruction they receive each day. There is no better way to do this than to empower our best teachers to lead the effort. Twenty-three teachers in our district have taken on extra responsibilities as follows:

Instructional Coaches (3):

⇒ Provide curriculum updates and research to support district PD initiatives at each building level (Iowa Core, Technology Integration, Project Based Learning, MTSS)
⇒ Support implementation of researched-based and best instructional practices through modeling, co-teaching, providing feedback and assistance with resource acquisition.
⇒ Collect, disaggregate, and disseminate assessment data at each building level
⇒ Assist teacher teams in developing and implementing interventions based on the results of commonly administered assessments
⇒ Collection and creation of a content strategies database.

Strategist Coaches with a focus on Literacy (2):

⇒ Serve as models of exemplary teaching practice and lead by example focused on district initiatives
⇒ Invite colleagues into their classroom to observe best practices of instruction
⇒ Observe teachers to offer assistance with strategy implementation and provide feedback and time for reflection

PLC Coaches (10):

⇒ Facilitate PLCs by establishing group norms and determining the focus of content/curricular areas
⇒ Prepare PLC agenda prior to meetings and run effective meetings.
⇒ Support teachers in their understanding, implementation, and analysis of evidence-based instructional practices.

⇒ Guide teachers in development of data-driven decision-making

Mentor Coaches (13):

⇒ Recognize social and emotional needs of the new teacher and provide support
⇒ Provide consultative support related to student needs, standards, curriculum, and assessment
⇒ Serve as a collaborative partner by developing and applying ideas, solving challenges, and learning together
⇒ Provide feedback on classroom management and instruction

Observe other teachers’ classrooms with assigned new teacher and share reflections

Additional information about the TLC System can be found on the Iowa Department of Education website: https://www.educateiowa.gov/teacher-leadership-and-compensation-system.
Achievement and Goals

Per 281—Iowa Administrative Code 12.3 (5) Requirements for Graduation. Each board providing a program through grade 12 shall adopt a policy establishing the requirements students must meet for high school graduation. This policy shall make provision for early graduation and shall be consistent with these requirements. Iowa Code section 280.14 and the introductory paragraph of subrule 281—Iowa Administrative Code 12.5.

Rule interpretation from the Chapter 12 Matrix

- Each school or school district must require the following as part of its graduation requirements: 1) one-half unit of United States Government, 2) one unit of American History, and 3) student participation in physical education for one-eighth unit in each semester of enrollment in high school.
- Iowa Code section 256.7(26) states that, beginning with the students in the 2010-2011 school year graduating class, the requirements for high school graduation for students in school districts and accredited nonpublic schools shall include four years of English and language arts, three years of mathematics, three years of science, and three years of social science. Any additional graduation credits or units are locally determined.

Every Student Succeeds Act (ESSA)

In 2015, Congress adopted the Every Student Succeeds Act (ESSA); a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965. This update replaces The No Child Left Behind Act of 2001 and restores the proper balance between the role of the states and the federal government in accountability for the success of all children. ESSA requires that states develop plans that address standards, assessments, school and district accountability, and special help for struggling schools. The 2016-17 school Year was a transition period, with full implementation of Iowa’s state plan under ESSA in the 2017-2018 school year.

ACT

The ACT is the leading U.S. college admissions test; measuring what students learn in high school to determine academic readiness for college. The table below outlines the five-year trends of the average ACT score comparing the Osage Community School District with the State of Iowa.

<table>
<thead>
<tr>
<th>Grad Year</th>
<th>Total Tested</th>
<th>English</th>
<th>Mathematics</th>
<th>Reading</th>
<th>Science</th>
<th>Composite</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>36 22,526</td>
<td>21.0 21.5</td>
<td>21.0 21.6</td>
<td>22.3 22.5</td>
<td>22.0 22.2</td>
<td>21.7 22.1</td>
</tr>
<tr>
<td>2014</td>
<td>55 22,931</td>
<td>21.2 21.5</td>
<td>21.9 21.4</td>
<td>22.6 22.5</td>
<td>22.4 22.1</td>
<td>22.0 22.2</td>
</tr>
<tr>
<td>2015</td>
<td>50 22,675</td>
<td>21.1 21.6</td>
<td>20.9 21.5</td>
<td>22.9 22.7</td>
<td>22.8 22.3</td>
<td>21.9 22.1</td>
</tr>
<tr>
<td>2016</td>
<td>48 23,132</td>
<td>21.3 21.4</td>
<td>21.0 21.4</td>
<td>22.6 22.7</td>
<td>22.2 22.3</td>
<td>22.0 22.2</td>
</tr>
<tr>
<td>2017</td>
<td>51 23,306</td>
<td>22.3 21.2</td>
<td>22.0 21.3</td>
<td>23.4 22.6</td>
<td>23.4 21.9</td>
<td>23.0 21.9</td>
</tr>
</tbody>
</table>

Where our 2017 Graduates Went…..

Community College.................................................................44%
4-Year Public College..........................................................30%
4-Year Private College.........................................................14%
Other.....................................................................................13%
Adequate Yearly Progress

The Iowa Department of Education is working hard to lead our state’s transition to the federal Every Student Succeeds Act, which replaces the No Child Left Behind Act of 2001. This new law keeps the focus on equity, transparency and accountability in K-12 schools, but provides more state and local control in setting and meeting expectations for student success. While we’re leaving behind No Child Left Behind, certain pieces of the law remain in effect this year, particularly for non-waiver states such as Iowa. This is why the Department is issuing a 2016 edition of the State Report Card for No Child Left Behind. The data provided in this report include some measures of student achievement, including attendance rates, high school graduation rates, and state assessment results. Iowa also has some flexibility this year in providing school interventions and supports previously prescribed by No Child Left Behind. Accordingly: Iowa will freeze the AYP and School/District In Need of Assistance status of all schools and districts, which will continue to deliver the same interventions developed in the 2015-16 school year. School districts will not be required to offer parents the option of choosing a different school (school choice) or contracting with an external vendor for free tutoring support (supplemental education services). A transition plan to ensure alternative supports to students in high-need schools can be found on the Department’s website: https://www.educateiowa.gov/pk-12/every-student-succeeds-act

Measuring Our Achievement

Measuring the achievement of our students is a very complex process. Each teacher uses a variety of assessment tools in an effort to determine a student’s achievement. District-wide we continue to use the Iowa Assessments (formerly known as ITBS and ITED) as a component of our program to measure student achievement.

<table>
<thead>
<tr>
<th>Students Proficient</th>
<th>4TH GRADE</th>
<th>8TH GRADE</th>
<th>11TH GRADE</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>70%</td>
<td>75%</td>
<td>89%</td>
<td>78%</td>
</tr>
<tr>
<td>READING</td>
<td>77%</td>
<td>53%</td>
<td>82%</td>
<td>71%</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>92%</td>
<td>82%</td>
<td>87%</td>
<td>87%</td>
</tr>
</tbody>
</table>

Looking Forward......

School Improvement Goals for 2017-2018

Approved by: SIAC, District Leadership Team, and the Board of Education September 2017

District Mission: To sustain and enhance a caring community to produce enthusiasm for lifelong learning.

District Annual Goals (from CASA)

Reading Goal:
By the end of the 2017-2018 school year, 75% of 9th grade students will be proficient on Iowa Assessments. As 8th grade students, 53.23% were proficient. Using FAST Data, 80% of students in grades 1-4 will be proficient on SPRING 2018 FAST assessment. Spring 2017 FAST data for grades K-3 showed 71.2% were proficient.

Mathematics Goal:
By the end of the 2017-2018 school year, 80% of 5th grade students will be proficient on Iowa Assessments. As 4th grade students, 70.31% were proficient.

Science Goal:
By the end of the 2017-2018 school year, 85% of 10th grade students will be proficient on Iowa Assessments. As 9th grade students, 81.01% were proficient.

Culture/Climate/Behavior Goal:
By the end of the 2017-2018 school year all students will be surveyed, and we will show an increase in the percentage of students who feel that their teachers care about them.
### DISTRICT DEMOGRAPHICS

<table>
<thead>
<tr>
<th></th>
<th>OSAGE</th>
<th>STATE AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>990</td>
<td>1.457</td>
</tr>
<tr>
<td>Teachers</td>
<td>69</td>
<td>102.7</td>
</tr>
<tr>
<td>TAG</td>
<td>5%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Special Education IEP</td>
<td>9%</td>
<td>12.61%</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>98.67%</td>
<td>91.3%</td>
</tr>
<tr>
<td>Dropout Rate (14-15)</td>
<td>1.61%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Student to Teacher Ratio</td>
<td>15:1</td>
<td>14:1</td>
</tr>
<tr>
<td>Student to Administrator Ratio</td>
<td>330:1</td>
<td>421.1</td>
</tr>
<tr>
<td>Students Per Computer</td>
<td>1:1</td>
<td>1.1</td>
</tr>
</tbody>
</table>

### 2016-2017 Graduation Rate

The Osage Community School District had a class size of 990 students. Of those students, 75 of them graduated, or 98.67%; 100% of males graduated and 97.06% of females.

### Teacher Qualifications

Parents and guardians of students in the Osage Community School District have the right to learn about the following qualifications of their child’s teachers:

- State licensure requirements for the grade level and content areas taught.
- Current licensing status and baccalaureate/graduate certification/degree.

The information is available online at [www.state.ia.us/boee](http://www.state.ia.us/boee), or by contacting your building principal.

### Understanding the Iowa Core

#### What is the Iowa Core?

A central component of a great school system is a clear set of expectations, or standards, that educators help all students reach. In Iowa, that effort is known as the Iowa Core.

The Iowa Core represents our statewide academic standards, which describe what students should know and be able to do in math, science, English language arts, and social studies. The Iowa Core addresses 21st century skills in areas such as financial and technological literacy.

These state standards provide Iowa students, parents, teachers, and other stakeholders with a clear, common understanding of what students are expected to learn at every grade level regardless of where they live.

These standards establish what Iowa students need to learn, but not how to teach. Local schools and teachers continue to create lesson plans and tailor instruction to fit the needs of their students.

#### What is Common Core?

As Iowa worked to develop and implement the Iowa Core, a consortium of states across the nation formed to develop common standards for English language arts and math.

The effort is called the Common Core State Standards. The Common Core was designed for states through an initiative launched by state education chiefs and governors nationwide.

The Common Core builds on the best state-developed academic standards, as well as academic standards to top-performing school systems around the world. The Common Core grew out of a desire to make sure teachers and parents share high expectations for students so they can succeed in our increasingly competitive global marketplace.

Most states have adopted the Common Core.

In Iowa, the State Board of Education voted in 2010 to blend the Iowa Core with the Common Core through authority vested in the board by Iowa Legislature. This was an easy decision since the Iowa Core was already similar to the Common Core but embodied some higher academic standards. The overarching goal is to make sure Iowa students meet high state academic standards so they are career/college ready after high school.

Please visit [lowacore.gov](http://lowacore.gov) for additional information.
Enrollment History & Projections

<table>
<thead>
<tr>
<th>Certified Enrollment</th>
<th>Five Year Certified Enrollment History</th>
<th>Five Year Certified Enrollment Projections</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSAGE</td>
<td>935.5</td>
<td>938.1</td>
</tr>
</tbody>
</table>

OSAGE

<table>
<thead>
<tr>
<th>District Free/Reduced Lunch Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Enrollment</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Co</td>
</tr>
<tr>
<td>66</td>
</tr>
</tbody>
</table>

The Free/Reduced Percentage within the Osage Community School District holds around the 30% mark while the state of Iowa holds steady at the 41% mark.

Professional Experience

<table>
<thead>
<tr>
<th>OSAGE</th>
<th>AEA 267</th>
<th>STATE OF IOWA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers’ Years Experience (in district)</td>
<td>13.5</td>
<td>13.3</td>
</tr>
<tr>
<td>Administrators’ Years Experience (in district)</td>
<td>8.7</td>
<td>17.9</td>
</tr>
<tr>
<td>Percent of Teachers with Advanced Degrees</td>
<td>33.3%</td>
<td>87.4%</td>
</tr>
</tbody>
</table>

District Free/Reduced Lunch Percentage

State Indicators of Student Success

The State of Iowa has seven required indicators for student success that include:

1. The percentage of fourth, eighth, and eleventh grade students achieving a proficient or higher reading status on the Iowa Assessments;
2. The percentage of fourth, eighth, and eleventh grade students achieving a proficient or higher mathematics status on the Iowa Assessments.
3. The percentage of all eighth and eleventh grade students achieving a proficient or higher status on the Iowa Assessments
4. The percentage of students considered as dropouts for grades 7 through 12 and the percentage of high school students who graduate;
5. The percentage of high school seniors who intend to pursue postsecondary education/training.
6. The percentage of high school students achieving at the ACT national average score or above and the percentage of students achieving an ACT score of 20 or above; and
7. The percentage of high school graduates who complete a “core” high school program of four years of English-language arts and three or more years each of mathematics, science, and social studies (Iowa Administrative Code-12.83(3)).
New Year—New Data

Measure of Academic Progress (MAP Testing)

MAP testing is a personalized student assessment experience which adapts to each student’s learning level—precisely measuring student progress and growth for each individual.

This assessment data is accessible to teachers within 24-hours and allows teacher the information necessary to create personalized instruction in order to maximize every student’s academic growth.

All students in the Osage Community School will have access to MAPs testing. The data collected will be used for continued progress monitoring as the student progresses through each grade level.

Additional information can be found at the following website: https://www.nwea.org/assessments/map/

Iowa Youth Survey

The Iowa Youth Survey is conducted by the Iowa Department of Public Health’s Division of Behavioral Health in collaboration with Iowa’s Department of Human Rights’ Criminal and Juvenile Justice Planning and Statistical Analysis Center.

Students in grades six, eight, and eleven across the state of Iowa will answer questions about their attitudes and experiences regarding alcohol and other drug use and violence, and their perceptions of their peer, family, school, and neighborhood/community environments.

The data collected from this survey will provide the district with current, relevant data of the current perceptions of our community youth. This data can and will also be compared to other youth within the State to determine whether or not there are areas of obvious statistical significance or concern.

Culture and climate within the Osage Community School District is a vital component of the overall educational experience of children; we continue to provide supports to the “whole” child.

Additional information about the Iowa Youth Survey can be found at: http://www.iowayouthsurvey.iowa.gov/

The Osage Community Schools is continuing to use data collected to provide the best and most comprehensive educational program to the students of our district.

District Mission & Beliefs

The Mission of the Osage Community School District is to enhance a caring community to produce enthusiasm for lifelong learning.

This Mission is grounded in our belief that all children will learn best in an environment that:

- Is caring and safe both emotionally and physical
- Is positive in climate
- Is encouraging
- Provides security for all
- Recognizes everyone’s contributions

This Mission is grounded in our belief that children will learn best when:

- They are active participants
- They are raised by “the village”
- The content of their education is challenging and real to the learner and the world

The Mission is grounded in our belief that children’s learning styles:

- Are based on varied modalities
- Required varied teaching methods and techniques that accommodate the varied learning styles

The Mission is grounded in our belief that children’s motivation is based on:

- High expectations
- The desire to be challenged
- Adults’ ability to model high expectations

The Mission is further grounded in our belief that an educator:

- Is one who facilitates and manages a safe learning environment
- Is one who challenges and encourages students
- Is a lifelong learner
- Is a positive role model
- Will influence generations without end.