



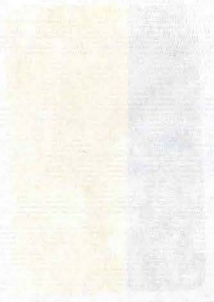
# **“MAKING CHANGES THAT MAKE A DIFFERENCE”**

Iowa's Venture Capital Program  
for School Districts

Innovative Uses of Phase III Funds  
reported by school districts on the  
1993-94 Phase III Final Report

Iowa Department of Education  
July, 1995

3-1646





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# MAKING CHANGES THAT MAKE A DIFFERENCE

## **PERFORMANCE-BASED DIPLOMA**

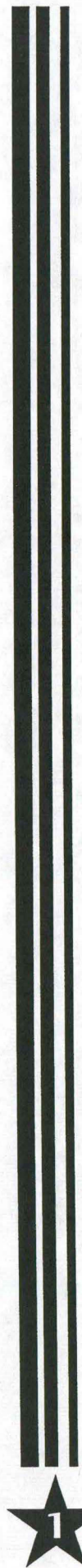
The Prairie High School Class of 98's ninth grade year was different from their predecessors. Throughout the year, ninth grade students met in peer groups to critique their work. Those pieces of student work meeting the standards of quality became part of the new performance-based diploma, to be implemented with each incoming ninth grade class. The Class of 98 will be the first class at Prairie High School (College CSD) to graduate with performance-based diplomas. The diploma was two years in the making. Teachers researched, studied, and developed the guidelines, standards, and criteria for the new diploma. Phase III funds paid for the costs of the change.

## **STUDENT-LED CONFERENCES**

Black Hawk Elementary School (Waterloo CSD) dramatically increased parent involvement by implementing student-led conferences as a means of communicating student progress to parents. The conferences were overwhelmingly successful. Parent attendance at the conferences was the highest in the district at 98 percent; two of the grade levels had 100 percent parent participation. Black Hawk's student-led conferences were developed by the school's teachers who received additional training on alternative assessment devices. The costs were paid for by Phase III funds.

## **ADVISOR-ADVISEE PROGRAM**

At Spencer High School (Spencer CSD), the implementation of an advisor-advisee program for all high school students helped to create a "school within a school." By reducing the student to teacher ratio, a caring community was created, and better communication resulted. The program's development was underwritten by Phase III funds.





## SUMMARY

Performance-based diplomas, student led conferences, and advisor-advisee programs are among the various initiatives characteristic of effective schools. As Iowa schools seek ways to continuously improve, they turn to the state's venture capital program to help make changes which make a difference. This venture capital, known as Phase III, helps to pay for the cost of change.

Annually, Iowa's public school districts submit applications for their portion of the Educational Excellence Program: Phase III funds. Each application submitted is based on proven educational research which focuses on systemic change. Applications must focus on specific student achievement goals adopted by the district.

At the year's conclusion, districts submit a report detailing the activities conducted with Phase II funds. They are invited to report any innovative practices or products which they have developed with Phase III funds. The accompanying chart lists some innovations reported by districts on their 1993-94 Phase III Final Report. Innovations were selected for inclusion if they met one or more of these criteria:

- innovations are consistent with education research on effective schools
- innovations are integrated into the whole school
- innovations represent diverse activities
- sufficient information was provided

A recently-completed doctoral dissertation confirms that Iowa schools are using Phase III funds to pay for change. Contact Dr. Roger Scott, Johnston CSD, for a copy of *An Analysis of Selected 1994 Phase III Plans*.



# INNOVATIVE USES OF PHASE III FUNDS

Topic	Type*	Outside Consultant	District
21st Century School: visited Cherry Tree, IN	SD		Carroll
Action Research	C	Emily Calhoun	Ames
Action Research	C	Johann Hurwitz	Ames
Action Research	C	Paul Trafton	Ames
Advisor-Advisee Program	C	Kriss Nass	Marshalltown
Advisor-Advisee Program	I		College
Advisor-Advisee Program	I		Independence
Advisor-Advisee Program	I		Spencer
Assessment	C	Judy Arter	Clinton
Assessment	C	Dale Foreman	Boone
Assessment	C	Bob McLoone	Central Clinton
Assessment	C	Rick Stiggins	Clinton
Assessment: peer coached on implementation	I		Clinton
Assessment: rubrics	D		Allamakee
Assessment: rubrics	SD		Allamakee
Assessment: rubrics	SD	Nancy Lockett	Anamosa
Balanced Literature	C	Maribelle Betterton	Fredericksburg
Benchmarking system developed	I		Mason City
Cognitively Guided Instruction	C	Judith Hankes	College
Critical Thinking	C	Jane Willson	Glenwood
Curriculum Compacting	C	Lois Roets	Monticello
Developmentally appropriate practices	C	Learning Exchange	Dubuque
Dimensions of Learning	SD		Calamus Wheatland
Effective School Support Team	I		Ruthven-Ayrshire
Effective Schools	C	Bill Rauhauser	Boone
Essential Elements of Effective Teaching	SD		Harris-Lake Park
Integrated curriculum	I		Benton
Integrated curriculum: junior high	SD		Dubuque
Integrated thematic units	D		Central Clinton
Interdisciplinary curric units	D		BCRL
Interdisciplinary units implemented	I		Spencer
Interdisciplinary, thematic units implemented	I		Storm Lake
Middle School concept	C	Gaylene Stickelberg	Boone
Middle School concept	SD		Independence
Middle School clustering	C	Barb Licklider	Dubuque



# INNOVATIVE USES OF PHASE III FUNDS

Topic	Type*	Outside Consultant	District
Multi-age classroom	C	Mary Scieszinski	Dubuque
Multi-age classroom	I		College
Multi-age classrooms: using integrated thematic instruction	I		Nevada
Multi-age, multi-grade classroom	I		Anamosa
Multi-age, multi-grade classroom	I		Waterloo
Non-graded schools	SD		Burt
Performance-based assessment	I		Garner-Hayfield
Performance-based diploma	I		College
Portfolio assessment	I		Diagonal
Racial issues relative to cultural diversity	C	Mike Thompson	Des Moines
Restructuring Education	C	Jamie Vollmer	West Monona
Schedule: 8-block high school	I		College
Sexual harassment	SD		Belmond
Student-led conferencing	I		Storm Lake
Student-led conferencing	I		Waterloo
Student-led conferencing	I		College
Systemic Change	C	John Borsa	Central Clinton
Tech Prep	I		West Burlington
Technology integration	I		Lynville-Sully
Technology: Hypermedia	I		Twin Cedars
Total Quality Education	C	Jim Leonard	Knoxville
Total Quality Management	C	Jim Leonard	Monticello
Writing Across the Curriculum	I		Westwood

\*SD - staff development, C = consultant, D = developed the program, I = Implemented the program